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Meaning Cognitive Theory with Lesson Study to Improve the Quality of Learning in Low School

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Abstract

This article presents a proposal to improve teaching excellence among primary students by using the Lesson Study (LS) approach. LS is a professional development model of educators originating from Japan. In the LS process, a group of educators systematically review educators 'practices with the goal of producing a more effective teaching and learning process. It begins by identifying specific subject units that have issues in teaching and learning process. Accordingly, a goal was set to provide the focus and direction of the study. Next, the process of planning, teaching, observing, and evaluating the lesson unit is implemented. This process is done repeatedly. Finally, a study report was produced and the findings of the LS were shared with other educators. This LS approach can mobilize pedagogical knowledge and skills among educators. It provides an opportunity for educators to collaborate to address difficulties encountered in the teaching of a subject unit or methodology. Accordingly, this approach is expected to provide benefits in improving students' understanding and academic performance. Proposals related to the implementation of LS in Malaysia's One of Primary Tamil School will be discussed in this article.

Keywords: Cognitive Theory, Lesson Study, Learning Activities, Moral Development

Introduction

Jean Piaget (1948), an Austrian psychologist believed that each stage in cognitive development involves new skills that limit what children can make. Each track that is traversed is accompanied by a follow- up, although the speed of development remains somewhat more for the internal factors and the physical and social environment of children. In the early stages, children see rules as outside of themselves and these rules need to be obeyed to escape punishment. At this stage, children also believe in obedience and feel the rules laid down by the Almighty. When a child reaches the stage of puberty, he begins to see why there is a need for rules in society to obey the rules. In the process of moral development, children prioritize the role of the peer group. Speech theory (George Homans), meaningful dialogue (George Herbert Mead), symbolic interaction (Herbert Blumer), response management (Erving Goffman) and psychoanalytic (Sigmund Freud) are interaction theories. Speech theory holds that current behavior is influenced by rewards that have been obtained in the past. Dialogue is meaningful to communication when symbolic interaction is based on the supposition that human behavior towards other objects. In addition, response management puts an important emphasis on managing responses in social interactions that are practiced by humans by forming a situation in order to convey the meaning of meaning to him. Psycho-analytic theory also lives up to certain values that stay with us when we grow up.

Method

Quantitative study was conducted with elementary school students in the Muar area, Johor. As many as 30 students were involved in the study as the study sample. Data was collected using a research question form.

After the data was obtained, a descriptive analysis was carried out to describe the factors that influence the integration of moral understanding in the classroom.

Instruments The study instruments used were built with the intention of obtaining background information regarding demographics and the extent to which they saw every factor related to moral conduct during the study period. The study instrument was divided into five sections: (A) background information and (B, C, D, E) perceptions of the factors that influence student behavior. Part A was designed to obtain sample demographic data such as gender, age, academics, and teaching experience. In sections B, C, D and E, the facts are shared including the factors that are considered to influence the overall student towards the integration of technology in PdPc Mathematics. There are a number of 30 statements or items that examine empathy, namely student attitudes, student behavior and proficiency in the use of Teaching Aids (BBM). The score for each item was determined by a sample response on a 4-point Likert scale; namely "strongly disagree" (1 point), "disagree" (2 points), "agree" (3 points) or "strongly agree" (4 points). The score for each factor is the min score of the four individual item scores for that factor. As many as 30 low school students were asked to respond to the facts following the Directions so that misinterpretations were not made when answering the research questions. For example, in responding to item 31, the authors explained that respondents did not state whether the technology was easily accessible to students but indicated the extent to which they agreed or disagreed. That there is easy access to computer technology factors in student behavior. With this, respondents can complete the research questions.

Data that has been collected, processed and processed using SPSS V23.0. All research questions. Collected will be numbered as a random respondent label and the data will be entered into a field for the analysis process. Statistics used to analyze min, median, mod, standard margin, frequency, and hundredth.

Result and Discussion

Table 1 shows the minutes and standard deviations of the factor and reliability scores (Alpha Cronbach) for each subscale that measures the four factors that influence student behavior in PdPc. The reliability of all subscales is at a high level, which is more than 0.900.

Table 1. Statistical Values on Student Behavior Factor Scores

	Student Behavior	Support	Attitude	Literacy and Numeration
Min score	3.05	2.78	2.6	3.02
Expertise	0.3952	0.4359	0.5248	0.2944
Trustworthiness	0.976	0.949	0.968	0.919

Literacy and numeracy, Small group support and Student Attitudes are arranged according to the high min score to the low min score. The results of the study show that students' behavior towards moral behavior in the school area plays an important role (min score = 3.05) compared to other factors studied. The behavior of students' knowledge that comes from personal experience, experience with school and education as well as experience and experience with formal (Jansen et al., 2016).

Proficiency in using computers is also a strong factor in influencing student behavior with a min score of 3.02. Students are now using technology in their PdPCs to a lesser extent. Students choose to use technology only when they feel it is appropriate for the math topic being taught. Careful consideration is made to determine whether teaching mathematics using technology is carried out according to the chosen topic. Today, teachers are choosing technologies that align with their PdPc addresses (Mcculloch, Hollebrands, Lee, & Harrison, 2018).

The study of Mirzajani & Mahmud (2016) also states that authoritative students in moral education can be integrated with technology to improve their teaching and teachers who do not have moral knowledge will not easily accept moral knowledge in their teaching. Group support among students (min score = 2.78) will be able to help students self-discipline in PdPc. School students do not have knowledge about the effectiveness of technology in teaching because of a lack of understanding of the importance of behavior in education (Mirzajani & Mahmud, 2016; Symon, 2015). It was found that some students were not encouraged by teaching teachers to develop innovation and high moral student behavior (Bozkurt, 2016).

The addition of inauguration workshops and the provision of adequate equipment can help students improve discipline in behavior during PdPc (Mirzajani & Mahmud, 2016). The study of Prasad (2015) suggests that students pay attention to moral behavior in teaching and learning and must overcome obstacles that focus on teaching in the teacher's classroom.

The factor that has the lowest min score among other factors is the attitude of students in the acceptance of moral knowledge, which is 2.60. The attitude of students who lack confidence in acting well during PdPc has an impact on a low min score (Mirzajani & Mahmud, 2016; Prasad, 2015). The teacher is also less sure to teach in the degree room because the students may be more proficient than him. Teachers are afraid to face students who are less disciplined, especially in this day and age. Overall, low school mathematics teachers found all the factors that played their respective roles in improving student discipline in PdPc although there were differences in min scores. Students also tend to share the same view as evidenced by the standard score (0.29 –0.52).

Conclusion

Discipline problems for students today should not be underestimated because if this problem is not controlled it will become a parasite and a virus in society. This situation may invite more serious problems in the future such as terrorism, strikes and so on. All community members should not hug or blame others because each has their own role. If all parties play their respective roles, this phenomenon can be flagged and the kingdom's vision to achieve Insight 2050 will be achieved. Like the saying goes, "if you want to bend the reed, let it come from the bamboo shoot". Balanced emotions in the formation of adolescents are very important because this will affect their behavior and thoughts in the future.

Rujukan

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