PROMOTING LESSON STUDY AS ONE OF THE WAYS FOR MATHEMATICS TEACHERS PROFESSIONAL DEVELOPMENT IN INDONESIA

(The Reflection on Japanese Good Practice of Mathematics Teaching Through VTR, 2002-2005)
By:

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The Main Goal of the Study:

Improving Teachers Professional Development through VTR of Lesson Study
Objective:

Reflecting Good Practice of Japanese Mathematics Teaching

Initiation and Socialization of Lesson Study of Mathematics Teaching
Subject and Sites of the Study:

From the seven activities of workshops, surrounding:

Jawa
Sulawesi
Sumatra

there are totally 440 participants who observed the VTR and gave the inputs.
Method of the Study

- Observing the VTR without any comment from the researcher
- Collecting the general comments from the audiences
- Repeating the observation of the VTR with some comments from the trainer
- Discussing the more specific aspects of the teaching (reflection)
- Collecting and analyzing teachers’ perception of the VTR and Teaching Learning Process inside (reflection)
## REFLECTION ON JAPANESE GOOD PRACTICE OF MATHEMATICS TEACHING THROUGH VTR

<table>
<thead>
<tr>
<th>VTR</th>
<th>Produced by CREAR, Direct Network Nichibun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>Choosing Tasks according to Pupil's Interests (4th grade)</td>
</tr>
<tr>
<td>Teacher</td>
<td>SAITO, Kazuya</td>
</tr>
<tr>
<td>School</td>
<td>Ookayama Elementary School, Yokohama city</td>
</tr>
<tr>
<td>Unit</td>
<td>The area of plane figures</td>
</tr>
<tr>
<td>Method</td>
<td>Tasks based on pupils' interests.</td>
</tr>
</tbody>
</table>
The objectives of the Lesson:

• Pupils appreciate the formulas for the area of figures and are willing to use the formulas in order to find the area.
• Pupils are able to find the area making the best use of their prior knowledge and experience.
• Pupils are also able to formulate the methods to find the area of parallelograms.
• Pupils can find the area of fundamental Figures efficiently.
• Pupils understand the methods to find the area of fundamental figures.
RESULTS

Teachers’ Perception about Mathematics Teaching in the VTR

- It is a good model (100%)
- It is a good model and need to be socialized (80%)
- We wish to discuss it with our colleagues after the training (73.3%)
- It is a good model but it is not easy to implement it (95%)
- Teachers are lack of time to implement it (53.3%)
- The students have not ready (33.3%)
RESULTS

Teachers’ Perception about Mathematics Teaching in the VTR

• The limitation of budget is one of the constraint to implement it (26.67%)
• Lack of educational facilities is one of the constraint to implement it (47%)
• By additional time and developing lesson preparation, we are optimistic to be able to implement it (25.6%)
• Teachers’ competencies need to be improved in order to be able to implement such a good model (42%)
RESULTS

Teachers’ Perception about Promoting Lesson Study for their Professional Development

80 % ------will discuss the VTR with their colleagues
60 % ------will disseminate the results to other teachers
40 % ------will discuss the VTR in the teachers club
55 % ------ will try to improve their teaching covers: improving Lesson Preparation, Student Work Sheet, teaching content and teaching methodology.
RECOMMENDATION

To extend and intensify such activities:

It needs formalized scheme
It needs supports from educational society and government
It needs to develop network for collaboration
It needs educational resources and supporting environmental
It needs to reexamine some educational policies.