

Lesson Study: A Cultural Embedded Teacher Professional Development

Endah RETNOWATI, Australia

Key words: Professional Development, Lesson Study

SUMMARY

Efforts to foster professional development for teachers in Indonesia have been done for many years. These might be in the form of frequent meetings among clustered teachers, teacher trainings and recently the Government of Indonesia has launched a certification program to provide qualified teachers with attractive remuneration packages. However, professionalism in teaching might involve an evolution through teaching knowledge that is always cognitively refined. Therefore, professional development should be made progressively. It is argued that a teachers professional development should be embedded culturally, not simply through on and off short-courses. A lesson study program might be occupied to facilitate this professional development. A lesson study is a continuing cyclic activity where each cycle basically consists of three steps, called, Plan, Do and See. In this activity, teachers, principals or researchers get together to research lessons as well as learn how to assist students learning various topics using different teaching approaches. Teachers may learn from the real practice how an instruction works and then adapt the best practice to their own classes. If a lesson study is implanted culturally, teachers will certainly develop their professionalism continuously in a meaningful way.

RANGKUMAN

Usaha-usaha untuk mengembangkan profesionalitas guru-guru di Indonesia telah dilaksanakan bertahun-tahun. Usaha tersebut antara lain dalam bentuk pertemuan rutin sekelompok guru, penyelenggaraan pelatihan dan yang baru dirintis oleh Pemerintah Indonesia yaitu program sertifikasi yang memberikan guru berkualitas dengan tunjangan gaji yang menarik. Namun demikian, profesionalitas dalam mengajar merupakan suatu proses evolusi pengetahuan pembelajaran yang secara kognitif perlu dimutakhirkan. Oleh karena itu, pengembangan profesionalitas perlu dilakukan secara progresif. Pengembangan profesionalitas guru mungkin lebih baik jika menjadi bagian dari budaya, tidak sekedar melalui sekali duakali pelatihan. Suatu program yang dinamai *Lesson Study* (Belajar Pembelajaran) dapat digunakan untuk memfasilitasi pengembangan profesionalitas ini. Lesson study adalah sebuah kegiatan yang terdiri dari siklus-siklus yang berkelanjutan, dimana setiap siklus pada dasarnya terdiri dari tiga langkah yang disebut dengan *Plan* (Rencana), *Do* (Lakukan) dan *See* (Lihat). Dalam kegiatan ini, guru, kepala sekolah dan peneliti berkumpul bersama untuk mempelajari pembelajaran dan bagaimana cara mengajarkan berbagai topik dengan berbagai pendekatan. Guru akan mendapat kesempatan untuk belajar dari pengalaman nyata bagaimana suatu metode pembelajaran diterapkan di suatu kelas dan dapat mengadaptasi di kelasnya. Jika lesson study ditanamkan dalam budaya, dapat dipastikan guru-guru mengembangkan profesionalitasnya secara lebih bermakna dan berkesinambungan.

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1. INTRODUCTION

The teacher professional development program may be taken in a variety of venues, such as teachers' organisations or teacher education institutes. The purpose is to sustain teacher's capability in teaching and to improve their performance thus allowing students to reach the standard of learning.

Most teachers in Indonesia organise regular meeting with others affiliated in such professional groups, namely MGMP (Musyawarah Guru Mata Pelajaran), KKG (Kelompok Kerja Guru), AGMP (Asosiasi Guru Mata Pelajaran) for a few to mention. The meeting attempts to support teachers by updating their profession as well as applying professional development. For instances, current issues discussed in the meeting include the importance of developing the syllabus, setting a curriculum, introducing policies and the funding needed to provide teaching aids. Within the meeting, teachers have the opportunity to meet other teachers, learn from one another through sharing information concerning educational news. However, while teachers are busy with preparing instructions, marking assignments, completing administration tasks at school; the meetings may be seen as an interruption by a number of teachers. This leads to a lack of attendance, poor attention and consequently, permits for fewer positive impacts.

However some teachers in Indonesia attend short-courses to further build their knowledge. This is either provided by educational training centers or universities. Lecturers or educational researchers provide new teaching methods, assessment in education and other educational research results. In many workshops, in-service teachers are trained with new skills and provided with better instructions in a subject matter, giving teachers a strong knowledge-base.

Yet although short courses are provided there is still an issue with poor attention and although the focus is to refine teaching skills. Teachers are merely attending the short courses for the purpose of obtaining credit points, satisfying the requirements for the Government's teacher professional certification program and receiving the added remuneration to their regular salary. The certification program is proposed to assess teacher's professionalism in conducting teaching activities. However, if teachers attend seminars and workshops simple for the purpose of a piece of paper to show proof of attendance, it will lead to poor attention to the core-training and make no professional development. In addition to this, some teachers are unlikely to innovate to their teaching methods after attending a workshop of instructional design as teachers will not be convinced that the design is applicable in a real life classroom.

It is argued that the teaching culture should enable teachers to professionally develop as they teach and live. Certainly, being a professional teacher will take a specific length of training. Moreover, learning to teach might require a long period of training as there are

many substantial skills in teaching that may only be acquired through teaching experiences. If professional development is carried over the teaching life, the professional development may possibly be more meaningful and continuous.

A professional development program that may be embedded in the culture is lesson study. Lesson study can be seen as teacher collaboration to conduct a research lesson in a classroom. This collaboration may not only involve teachers, but knowledgeable outsiders who share their suggestions from different perspectives on the observed lesson. This collaboration may provide a professional development since it facilitates a way to seek understanding in teaching a lesson, from preparation, real implementation, up to its refinement.

Lesson study was originally grown in Japan in the early twentieth century and was applied in mathematic subjects (Fernandez & Yoshida, 2004). Since this decade, lesson study has been widely applied in the USA (e.g. Lewis, Perry, Hurd, & O'Connell, 2006; Takahashi & Yoshida, 2004), in Australia, some Asian and African countries (Isoda, Miyakawa, Stephen, & Ohara, 2007). Despite the fact that most lesson study is in mathematics education, it is potentially for science, history, language study or other subjects to use a lesson study (for literacy see Hurd & Licciardo-Musso, 2005).

This paper describes lesson study, including a glimpse of its history, how to conduct and sustain the program, particularly within the culture of Indonesia in order to provide a continual professional development. This paper also proposes how lesson study could possibly bring multiplier effects to better education in the future.

2. LESSON STUDY

2.1 The Origin of Lesson Study

Fernandez and Yoshida (2004) summarised that the 'Jugyokenkyu', which is directly translated from Japanese to English as 'lesson study' was initially started in 1900s by a few teachers who were involved in a school-based in-service professional development, called 'Konaikenshu'. In the 'Konaikanshu', Japanese teachers discuss 'Kenkyujugyou' which is the reversal of 'Jugyokenkyu' that means 'study/research lessons or more specific of lessons. The study lesson is studied in cyclic steps which all together are wrapped-up as a lesson study. It is stated that there is no historical document where and how it spread so widely in Japan, however, they mentioned that most of the 'konaikenshu' have been held voluntary by most Japanese schools while some are partly supported financially by the Government of Japan.

Since Japan outperformed in mathematics and science international comparative studies, such as SIMSS (Second International Mathematics and Science Study) and TIMSS (Third International Mathematics and Science Study), the Japanese educational practice has been viewed by other countries (Chokshi & Fernandez, 2005; Hollingworth, Lokan, & McCrae, 2003; Stigler & Hiebert, 1997). It has been considered that the performance was influenced from the commitments teachers' made to work professionally. The USA has reformed their educational system, by investigating how Japanese teachers work and

recommended lesson study as a potential professional development (Stigler & Hiebert, 1997). Japan itself has disseminated their well-defined lesson study to be implemented in other countries. Chokshi and Fernandez (2005) agreed that the Japanese lesson study is adaptable to other countries and contributed a few ideas to strengthen the practice. However, the substantial steps in the cyclic program of lesson study should remain as the origin since presumably it brings the sustained benefit of professional development in Japan till this day.

2.2 The Birth of Lesson Study in Indonesia

Japan International Cooperation Agency (JICA) awarded three known teacher education institutes in Indonesia, which are State University of Yogyakarta, Indonesia University of Education and State University of Malang, a fully funded project namely Indonesia Mathematics and Science Teacher Education Project (IMSTEP) to improve the quality of pre-service teacher program in 1998 – 2001 (Sukirman, 2008). During this period, these universities revised the curriculum to meet the school demands, developed teaching materials, textbooks, research on instructions, held conferences and provided extra-curricular activities for their students as pre-service teachers.

Sukirman (2008) then stated that the project would be extended to 2002 where the universities had the opportunity to collaborate with junior high schools to carry out a piloting program for Mathematics and Sciences. Marsigit (2007) reported that there were two classrooms in Bandung, three classrooms in Yogyakarta and one classroom in Malang which joined in the piloting program. The piloting program facilitated a mutual collaboration between university and school in order to design teaching materials, implement teaching methods and allowing results to be bound together. This practice was similar to the lesson study and was considered as the first experience of lesson study for both the university and the mutual school. Japanese educational experts also attended the meetings to show how Japanese lesson study is conducted (Marsigit, 2007).

This program was followed by a Follow-up IMSTEP 2003 – 2005 where the university embraced more classrooms and venues to be lesson study. This was done by engaging teacher's clubs, such as MGMP (Musyawarah Guru Mata Pelajaran) and principal's clubs, like MKKS (Musyawarah Kerja Kepala Sekolah). Lecturers from the university had more access to schools to do research and teachers had more time to discuss their lesson plan with others. This experience of lesson study continue as the collaboration between teachers and lecturers assisted them to understand the practice of teaching and showed the differences with teaching performance (Marsigit, 2007).

Further, Sukirman (2008) asserted that the Follow-up IMSTEP program was extended by SISTEMS (Strengthening in-Service Teacher Training of Mathematics and Science Education at Junior Secondary Level) 2006 - 2008. The collaboration was widened, where lesson study was implemented into more schools in several districts. The lesson study was also practiced by teachers of others subjects, such as Geography and

Accounting, as well as being opened for pre-service teachers. The university lecturers assisted the teachers on how to manage the lesson study.

Each of three universities is currently still managing lesson study at schools in several districts nearby their location. Most of collaborated schools are at secondary level and the lesson study is for mathematics and sciences. The State University of Yogyakarta has started lesson study for groups of lecturers. Whereas the Indonesia University of Education has organised three times an annual International Conference of Lesson Study in Bandung. In addition to this, the Government has granted a project of lesson study, namely “Lesson Study Dissemination Program for Strengthening Teacher Education in Indonesia, which is proposed to extend the implementation of lesson study. A Centre for Quality Improvement of Teachers and Education Personnel (QITEP) in Mathematics in Yogyakarta has also opened a training of lesson study for ASEAN mathematics teachers. Although it seems that lesson study in Yogyakarta, Bandung and Malang has been settling recently the current project should have introduced lesson study to other regions.

2.3 Conducting Lesson Study

What is lesson study? Lesson study is not a teaching model. Lesson study consists of mutual cooperation among teachers to learn together implementation of a lesson (Fernandez & Yoshida, 2004). The cooperation may be as simple as a few teachers of the same subject matter at the same school or larger by included teachers from other schools, lecturers, researchers, principals or teacher students. However, the main group consists of teachers. The others may attend as assistances, observers or learners who might share knowledge or resource to teachers.

Lesson study can also be seen as a teacher research (Fernandez, 2005). Teachers in lesson study will have opportunity to examine a lesson plan, investigate teaching practice as well as overcome teaching obstacles. Lesson study also gives chances for teachers to witness how an instruction works in a classroom, it permits one to see the changed perspectives with teaching, the students’ reactions when they learn new information and the togetherness enjoyed amongst the colleagues (Takahashi & Yoshida, 2004).

Lesson study is conducted continuously in cycles, each cycle consists of three basic steps; that are called: Plan, Do, and See (Sukirman, 2008; Syamsuri & Ibrohim, 2008); as described in the figure below.

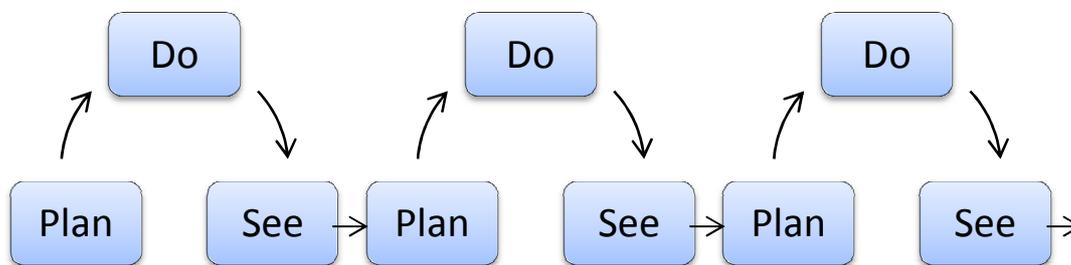


Figure 1. Lesson Study Cycles

In a “**Plan**” session, generally, teachers collaboratively work on a lesson plan. At the beginning of the meeting, teachers discuss and decide on a research lesson (Japanese word for ‘kenkyujugyo’). A research lesson includes a specific lesson theme (what will be learned by students) and a research question (what will be the major observation during implementation or what will be learned by teachers after the lesson). Research question can be very directed to examine teacher’s practice and clearly stated (Fernandez & Yoshida, 2004). This question will be figured out during every step of the lesson study.

The first discussion also covers short-term and long-term goals of lesson study. The short-term goals might be incorporated with any obstacles experienced by teachers that need to be solved together. The long-term goals are according to the curriculum objectives or school philosophy. The goals might be used to assess the progressivity of the whole activity. The goals might also narrow the investigation to avoid unnecessary complexity due to various aspects that may occur in classrooms.

The first meeting is to decide who will be the teacher model and to draft the lesson plan. Teacher model is the lesson study participant who is appointed to teach the lesson in their own classroom. The classroom that is occupied for the lesson implementation is called an ‘open class’. The Teacher model can be more than one person if the group plans to refine the lesson plan (e.g. use the same theme) for the selected lesson study. Typically, a lesson study group arranges a way for all teachers to be a teacher model. This might create fairness amongst the members as well as richer experiences being gained. Teachers will have more opportunities to see other classrooms and learn how other teachers carry out the lesson.

The lesson plan is usually created as detailed as possible consisting of teaching scenario (what will be spoken or asked by the teacher to students, step by step learning activities and time prediction), teaching aids, as well as expected student reactions and teachers’ responses are closely looked at (Fernandez & Yoshida, 2004; Hurd & Licciardo-Musso, 2005). This format might be more complex than the format of lesson plan commonly written by teachers in Indonesia. However, having more specific details may benefit teachers in general as they would have clearer directions on what to say and do while teaching. This also would allow teachers to systematically analyse how the lesson will flow and fit within the time frame, showing specifically if their students work with the plan.

Furthermore, the ‘plan’ session in addition examines why such materials, activities, questions, methods, techniques allow them to gain learning goals. For example, a lesson study group in mathematics may decide a research lesson is how to improve the teaching and learning of Venn diagram in year 7. This group consists of teachers who teach students at Junior High School and found that their students performed lowest in this topic in the previous exams. Specifically, the group may decide that an investigation is necessary in order to improve communication between the teacher and students and developing better problem solving skills in the subject matter.

According to the research goal, small-group settings are planned and challenged through problem solving. They discuss how/why the seating will be, how/why to group students and what the activities will be. They also discuss the learning material or manipulative that will be used and why. Teachers then share their experiences in teaching a topic to help decide which instructions would be best implemented. When they discuss possible student reactions during learning activity, the teacher model may describe the students' prior knowledge, showing how their students' usually behave, which student is usually dominant, which student should be stimulated the most and the communication or problem solving skills needed, etcetera.

Apparently, planning can be complicated. Nevertheless, during the planning session, the lesson study provides a medium for teachers to retrieve and reconstructs their teaching knowledge. Teachers' begin to share theoretical knowledge and begin to look deeper within their lesson plan allowing an understanding of the many different experiences that take place while teaching. This also gives chances for lesson study teachers to establish collaboration with university lectures to find out solutions for their obstacles using more innovated methods. Efforts consisting of refinement of teaching knowledge base, through real practice may turn teachers' from practitioners into professionals (Hiebert, Gallimore, & Stigler, 2002). This lesson study session therefore might be the core process of the professional development.

Planning a lesson in lesson study may take some times for a lesson study group. Accordingly, they should make a timeline for all sessions in the lesson study and allow an open class at the right time, where the student has to learn the chosen theme. Fernandez and Yoshida (2004), for an instance, it is observed that planning a lesson study in an Elementary school in Japan could take about a month (four formal meetings). Hurd and Licciardo-Musso (2005) reported that their lesson planning took more than a month. Arranging meetings for lesson study sometimes may be a challenging task for teachers, however, once the schedule is administered, others should respect the final plan.

The appointed teacher models with a few collaborated teachers (or close colleagues) usually in the same school, at that moment their preliminary lesson plan is thought through and prepared. The discussions might come informally as they meet in the lounge room or formally after working hours (Fernandez & Yoshida, 2004). Once the preliminary version is prepared it is then presented in a formal meeting with more lesson study members, providing feedback and refinement. The lesson plan is then revised and a better version is created. The teacher model commonly finalises the lesson plan. This might be more effective since all teachers are always busy with their own classroom, whereas the other members may assist the lesson study team to prepare teaching aids, copy the final lesson plan, and distribute them to all members. There should also be a member of the lesson study who is appointed to take photos or videos and another member responsible for filling out the observation sheets during the 'do' session.

Following the 'Plan' session is 'Do'. This activity is held in the open class, where the teacher model will teach using the designed lesson plan. Before the session is started,

students are told that there will be other teachers in the classroom observing how they learn. All the lesson study members enter the classroom before the teacher starts the lesson with a copy of the lesson plan and an observation sheet ready. They stand quietly without shadowing or distracting students, while taking videos or photos. It is the rule that observers are not allowed to talk either with student, the teacher model or the other observers. All should naturally occur in the classroom as possible.

Turning to the observation sheet, it is proposed to observe students' behaviour during the lesson. As suggested by Takahashi and Yoshida (2004) the observation has to be narrowed. Hence, lesson study team should determine what kinds of data must be collected during observation in order to conduct meaningful discussion. Certainly, focus on observation and effective sharing in the following activity is in line with the research lesson.

Furthermore, Takahashi and Yoshida (2004) mentioned that the main goal on implementation of lesson study may be focused on how students think and learn a certain material. Through teachers concerns regarding student cognitive activities, it can be seen how students' respond to the lesson and what attempts are taken to understand the learning material. Consequently, while the teacher model teaches students, the other lesson study team observes these activities.

However, a lesson study team may have other proposes than cognitive processes. Sukirman (2008) asserted that in lesson study, teachers may also investigate how to improve (1) communication skills; (2) self-directed learning skills; (3) ability to pose problems; (4) ability to apply a formula into daily life; (5) meaningful student activity; or (6) higher cognitive activities, such as analysis, evaluation or creativity. As mentioned above, the team should narrow the scope of the investigation to make more effective discussion. For example, if communication skill is selected, then the focus of research lesson could be about teacher's questioning, group presentation, or summarising tasks. If one of these is the purpose of the lesson study, then the observation should rely on the related activities.

Nevertheless, as broadly conceived, the main goal of lesson study is to improve the quality of teaching practices. According to this the main goal of observation in lesson study is to look more advanced on how teaching process are conducted and how students learn the teaching material. Observations in lesson study are profoundly advantageous for the team because these activities will inform on how successful the teaching practice is and more importantly, provide facts on the impact of the lesson plan towards students' understanding in mathematics. Photos, Videos and documents of student activities will provide more understanding of the learning processes as well.

Soon after the teaching implementation finishes, the lesson study team meets and talks out their findings. This is the 'See' session, which may consist of more than one meeting. The first reflection, which is after the implementation, is held in the same school. The meeting is purposed to reflect the lesson implementation, share observation results and analyse the lesson practice. In the first turn, usually the teacher model has an opportunity to share their experience, feeling or analysis about the lesson

she/he has just taught. Then, the other team share their observation results and discuss whether the goal has been achieved. It is emphasised that during this session, analysis of the observation results should focus on the research questions and systematically address the solution.

It should be noted that this session is to analyse together how the lesson plan worked, not to judge how the teacher implement the lesson. It is likely unfair if teacher model is judged from their teaching practice. This may make them embarrassed and may cause other teachers reluctant to becoming teacher models. It is more acceptable if when sharing observations, teachers analyse from the perspective of students. For instance, it is observed that a student solves the given problem solving using a varied method incorrectly. Therefore, the observer should state how the method is used by this student and what has led them to be incorrect; the observer should not blame the teacher at anytime for the student's mistake.

Reflection session can be done more than once to analyse how the lesson plan works using observation results. Documents, photos or videos might be integrated to investigate the learning processes. In this session they also decide to refine the lesson plan to be used in other open classes. It could also happen when teachers do not have sufficient time to apply the same lesson theme in other classrooms due to the high curriculum demand. In this case, they would design another lesson plan (e.g. start a new cycle with a 'plan' session), however, things found from the first lesson study are the most applicable resource to develop the new lesson plan. The first lesson plan might not solve the short-term goal require the need for a revision. Refining the lesson plan using both positive and negative findings from the previous lesson study would allocate forward movement towards the long-term goals. In this 'see' session, lesson study teams learn together a real practice from knowledge they have put together in the lesson plan. This method may allow teachers' to grow and relish their professionalism.

It can be concluded that a lesson study is basically a continuing professional development. The activity consists of cyclic processes of plan, do and see that is kept forward to realise the lesson study goals. The goal of lesson study is basically to investigate how students' learn a material. Generally, however, the goal is to improve teachers' skills in assisting students to reach the standard of learning. The lesson study mediates teachers to apply their theoretical knowledge of teaching into real practices. The most ultimate is that teachers have the opportunity to refine their practical knowledge into professional knowledge. The continuum processes in the lesson study also allows teachers to be life learners as well as professional teachers.

3. SUSTAINING LESSON STUDY AS TEACHING PROFESSIONAL DEVELOPMENT

Professionalism tends to describe an ideal work performance. Therefore, a professional teacher might be depicted as a teacher that is able to deliver effective teaching. Effective teaching might be shown by their students' performances in class, administrative accomplishments as well as the professional development activities. To be a professional

teacher, one should complete a length of specific study to possess a broad theoretical base knowledge in the educational area, acquire knowledge and skills in pedagogical expertise and have a significant self-directed teaching in classroom (Densmore, 1987).

Efforts have been done by the Government of Indonesia to promote qualified education in the country, for instances, setting up the standards of national education ("Indonesia National Department of Education, National Standards of Education," 2005), standards of professional teacher ("Indonesia National Department of Education, Teachers and Lecturers," 2005), reconstructing the Competency Based Curriculum ("Indonesia National Department of Education, Education Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan)," 2005), more grants for teachers to do Classroom Action Research, Accreditations, Certification Program, as well as more funding for teacher education institutes to conduct seminar, training, and workshop for teachers (visit www.depdiknas.go.id and follow the 'Kementrian' tab). These should have great effects on a better education in Indonesia.

Nevertheless, the question has been raised, how does professional development occur in the real classroom? It has directed advantages for teachers' pedagogical skills and their knowledge in the domain, and simultaneously improved students' learning. As discussed previously, this continuous development would be possibly facilitated by lesson study. The following section discusses further how to sustain the lesson study in the teacher's life and harvest the systemic benefit.

3.1 Sustaining Lesson Study in the Culture

Arguably, there should be an external force to a teacher professional development program resulting out an impact. Even though teachers themselves who should lead their own initiatives to develop. Without their willing to change, a development would probably never be realised. As a consequence, to sustain a lesson study as a teacher professional development program, they should consider intrinsic, extrinsic and systemic factors influencing the whole activity.

Intrinsic factors that may contribute to the sustainability of lesson study critically emerge from teachers. It is ultimate to grow up teachers' commitment to involve in the lesson study. Fernandez and Yoshida (2004) reported that lesson study in Japan is mostly organised voluntarily by teachers. It is considered that improving learning performance is urgently done and this can be done through lesson study.

Growing up teacher initiative to collaborate and learn together with other teachers might be challenging. Perhaps, by listening to how a group of teachers reap benefit of doing lesson study or reading articles about the usefulness results of lesson study, teachers might be willing to follow the similar activity. The other possible thing to increase teacher involvement in lesson study is by establishing an enjoying collaboration. If they feel happy thorough the activities, they would maintain their involvement well. This might be supported by administering schedule of lesson study meetings in such a way satisfying most members, building a respectful communication, and meaningful support from each others. Awareness that students are the next generation that will take over the future

nation and thus need well education might also be advertised to teachers to take account lesson study. They may feel that they are profoundly needed by the nation and may be motivated to look further their practice.

Moreover, efforts done by teachers to develop their profession by lesson study would be strengthen if they could find external support. These supports may be determined by the form of the lesson study. There are three major forms of lesson study that have been established in Japan (Fernandez & Yoshida, 2004). The first is a school-based lesson study. In this form, the lesson study is organised within a school where teachers from different subject matter may involve. The principal may have strong support for the successful of the lesson study, by providing well-administered lesson schedule, developing a common vision on the importance of lesson collaboration, and facilitating lesson study needs. Principal could develop a partnership with a university educator to assist teacher groups conducting lesson study.

The second form is a cross-school lesson study. Typically, teachers in a district who teach the same subject collaborate to conduct lesson study. In Indonesia, teacher clubs, such as MGMP or KKG might facilitate this form of lesson study. Lesson study that is organised cross-school like this might enhance ideas as well as develop communication among schools. Therefore, support from the association or district authority to provide them venue for sharing ideas (e.g. meeting points, resources, seminar, and publication) are greatly needed.

The third form is cross-districts lesson study. This kind of lesson study has larger collaboration and is supported by academics who are interested to disseminate teaching innovation. They may do lesson study for investigating curriculum contents. Usually, a university or a government project organises this form of lesson study. The partnership between national-wide schools and university would be advantageous, not only when doing planning lesson and analysing the results, but because they could extend collaboration to other parties and establish regular lesson study conferences. Conferences to disseminate lesson study results might be an important part too to sustain lesson study activities since the team would be encouraged to publicly perform their works. Through conference presentations, the team would receive acknowledgement as well as appreciation from others.

External factor that might be seen as a strong influence to sustain lesson study program might be partnership with universities (Matoba, Shibata, & Arani, 2007). Lecturers, professors or researchers may assist them to describe research question, plan the lesson and more importantly, they could provide teachers with resource of teaching and learning in a domain specific as well as more assistantships on lesson analysis. They could also do collaborative research to solve individual problem in classroom as the supplement of lesson study findings. Besides that, they could support lesson study team to achieve long-term goals

Another external factor that also highly influences the sustainability could be funding. This may be extremely required for teachers who need to develop teaching materials. This may allow teachers to vary teaching methods or enhance student activities using

technology. Having access to internet or higher technology would facilitate teachers to distribute the lesson study materials and certainly, they will have more chance to exchange ideas to wider communities (Chokshi & Fernandez, 2005). If teachers are granted allowances (or credit points) because they conduct lesson study continually may also improve the sustainability of the lesson study.

Internal and external factors that sustain lesson study might work better if supported by a systemic factor. As discussed previously, these factors may involve various aspects to sustain lesson study. A systemic factor might be defined as a factor that systematically enables various aspects to simultaneously contribute to the outcome. Accordingly, if a well-organised system for lesson study can be achieved, it would definitely result in a progressive and sustainable lesson study.

Systemic factor may be affected by the culture. A culture might possibly make various aspects to work concurrently. Like the other traditions, culture might maintain lesson study unconsciously. For an instance, an internet application named Facebook® has been recently becoming a culture for most of modern human. The use of this application may have been raised by embedding Facebook® in the culture. Various aspects in human life have included Facebook® using any means that have access to the internet. People have included Facebook® in their life while some of them use Facebook® not merely for the sake of social-networking but organisation, advertising, trading, or others. It is hardly to find someone that familiar with technology of internet does not know about Facebook® or the similar. In fact, most of people signs up to it voluntary. It can be predicted that an application like this would remain as tradition since the system support it simultaneously.

Therefore, it is suggested that lesson study activity is embedded in the culture. This might occur when various aspects in the school system occupying lesson study throughout. This means, all aspects in the school system concern about lesson study. In other words, they work simultaneously as a system supporting a lesson study. Even more, they commit it voluntary. Regardless teachers are supported internally and externally while doing lesson study, if the system does not thoroughly support lesson study, it may disappear by the time. It may take some periods, however, to insert lesson study in the culture. Nonetheless, a professional development that comes as a tradition would be sustainable.

3.2 Support from the Government

The Government of Indonesia has given profound support to improve the quality of education since the national budget allocation for educational sector has risen. Teacher's wages level have been increased gradually as well as free primary education fees have been promoted. The Government offers grants for a number of projects at schools, for example, to build an ICT (Information and Computer Technology) within the school system, to trigger schools achieving international standards, as well as professional development programs. These grants, however, are competitive. It means, schools or groups of teachers have to meet certain criteria to be eligible applying the grants and eventually, the government committee will decide who receive the financial support.

The Government of Indonesia has already incorporated the lesson study project, as described above. Together with the other South East Asia countries in the South East Asia Minister of Education Organization (SEAMEO), centre for Quality Improvement of Teachers and Educational Personal (QITEP) in mathematics has been established in Yogyakarta, Indonesia (visit www.seameo.org). Lesson Study is one of the courses which often invite experts in mathematics education and provide samples of real lesson study. This kind of program may introduce the substance lesson study to teachers. The training might be limited and thus the sent teachers would be the agent of distribution for the idea. Such voluntary efforts might be needed to flourish the idea to be known by the other teachers. Indeed, Fernandez and Yoshida (2004) found that the original lesson study in Japan was pioneered by grass-roots levels, not governed by the top level.

Lesson study projects might not necessarily demand a strong financial aid, since there are many affordable instructional tools provided for student learning. Moreover, if lesson study is embedded within the teaching culture, the professional development would occur as they teachers work. However, supports like learning aids, computers, comfortable rooms for discussions, travel reimbursements, overtime-work allowances, report writing allowances or open-class allowances would possibly motivate teachers to richer their attention and attendance in the lesson study. It is already in the culture that money does a quality and it is a fact that teacher's wages are not highly appreciated compared to the other professions. Therefore, if funds can lessen teachers' burdens during lesson study, it could vary the teaching methods, add resources for students and eventually, improve students' performances. It will systematically contribute to the wealth of the country as well.

4. CONCLUSION

Lesson study can be considered as a professional development practice in the form of collaboration among teachers, principals and researchers to study how a lesson is best delivered to students. Lesson study consists of continuing processes such as planning a research lesson, implementing the lesson, discussing the observation results, refining the lesson plan or using the findings to plan other lessons in a more sophisticate way, and then do and see again. During this activity, teachers learn from each other, how to plan and teach a lesson as well as learning students' responses and performances after the lesson.

Better education will certainly result in multiple effects to other sectors in life. To obtain better educational system in a country numerous factors should be stimulated simultaneously. From the teacher's perspective, embedding the lesson study in a teacher's life would provide a long lasting professional development. The key to a successful lesson study activities, might rely on teachers' initiatives. However, support from the community and the government will definitely encourage them to involve in the lesson study. If a professional development has been part of a school culture, teachers will force themselves to be voluntary qualified. Eventually, qualified teachers will provide students the best instruction to learn.

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CONTACTS

Endah RETNOWATI
Lecturer
Department of Mathematics Education
Faculty of Mathematics and Natural Sciences
State University of Yogyakarta
Karang Malang, Sleman
Yogyakarta
INDONESIA
Tel. +62 274 586168 (217)
Fax +62 274 548203
Email: e.retno@uny.ac.id

PhD candidate
School of Education
University of New South Wales
Sydney
AUSTRALIA
Tel. +61 433 222 976 (mobile)
Fax +61 2 9385 1946



INDONESIAN STUDENTS INTERNATIONAL CONFERENCE

<http://www.kipi-2010.org/>

Thinking of Home while Away:

The Contribution of Indonesian Students Studying Overseas for Education in Indonesia

OVERVIEW

The Indonesian Student Association in Australia organises the Indonesian Students International Conference 2010 focusing on current education issues in Indonesia from curriculum, teacher's work, education reform, global competitiveness, governance, to its relation to a wider public policy issue and social justice. The Vice Minister of National Education, Prof. Fasli Jalal, is scheduled to give a Keynote Address.

The conference combines several Invited Speakers whose expertise is education policy as well as holding strategic position in policymaking and short-listed speakers from call for papers. It runs for two days of intensive presentation and discussion. Each day comprises of two sessions: panel discussion with invited speakers and parallel presentation (see the time table).

PROGRAM

Friday, 16 July 2010

Time	Programs	Presenter
15.00 - 15.10	Welcome	Chair OC
15.15 - 15.20	Speech 1	The Ambassador of Republic Indonesia, Canberra
15.20 - 15.25	Speech 2	Victoria University Representative
15.25 - 15.55	Keynote Speech	Prof. Fasli Jalal <i>(to be confirmed)</i> The Vice Minister of Education, Indonesia
15.55 - 16.00	Preparation for Performances	
16.00 - 16.30	Performances - Saman Dance - Sundanese Performance	
16.00 - 17.00	Dinner and Networking	

Saturday, 17 July 2010

Time	Programs	Presenters
8.30 – 9.00	Registration	<i>Main Hall Lounge</i>
09.00-11.15	Panel Discussion	<p>Prof. Ainun Na'im (The Senior Vice Rector for Administrative Affairs, Finance, and Human Resources Development of UGM)</p> <p>Prof. Muchlas Samani (The General Director of Higher Education, Department of National Education, Indonesia)</p> <p>Dr. Erlenawati Sawir (Research Fellow at International Education Research Centre, Central Queensland University)</p> <p>Prof. Tanya Fitzgerald (Professor in Educational Leadership, Management and History, La Trobe University)</p> <p>Moderator: Miko Kamal (The President of Indonesian Student Association, Macquarie University)</p>
11.15-11.30	Morning Tea	
Parallel Session		
	Room A	Room B
11.30-11.50	Talitha Fauzia CHAIRUNISSA <i>(Comparative Study between Decentralized Countries' Education Systems)</i>	Agung Yoga SEMBADA <i>(Motivational triggers of recycling among Indonesian and other Asian students in Australia)</i>
11.50-12.10	Anita DEWI <i>(English Language and/versus Identity Maintenance in the Eyes of Yogyakarta University Leaders)</i>	Ahmad Bukhori MUSLIM & Herli SALIM <i>(Fostering Quality Education Through Sister School Program)</i>
12.10-12.30	Made Windu Antara KESIMAN <i>(Improving Student's Motivation and Achievement by Implementing a Local Cultural Based Learning)</i>	Endah RETNOWATI <i>(Lesson Study: A Cultural Embedded Teacher Professional Development)</i>
12.30-13.45	Lunch	
13.45-14.05	Siti Nurul HIDAYAH <i>(Mentoring as an Alternative Training Program in School Context)</i>	Raihani RAIHANI <i>(Best Practices of School-Based Management in Indonesia)</i>
14.05-14.25	Putu Rusmila Dewi KESIMAN <i>(Self Evaluation of Quality of Educators in SMA Negeri 1 Singaraja As International Standard School in Indonesia)</i>	Suharti SUHARTI <i>(Schooling Inputs and their Effects on Student Achievement at Junior and Senior Secondary Education: Evidence from Indonesia)</i>



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14.25-14.45	Galuh Sukmara SOEJANTO & Adhi Koesuma BHAROTO <i>(A Bilingual Education: A Breakthrough to improve the Deaf Literacy Skill in Indonesian Deaf Education)</i>	Sultan SULTAN <i>(Promoting Bilingual Education in Indonesia: What Can We Learn from International Experience?)</i>
14.45-15.05	Rahmila MURTIANA <i>(Rethinking the National Examination: Is a uniform assessment effective for diverse students in Indonesia?)</i>	Anis SUNDUSIYAH <i>(Teachers in International Standard Schools: What is missing? What can be improved? What does it take?)</i>
15.05-15.20	Afternoon Break	
15.20-15.40	Mochammad Subhan ZEIN <i>(Educating primary school English teachers in Indonesia: A preliminary study)</i>	Wahyu HANDOYO <i>(Reviewing Education from Human Development Perspective)</i>
15.40-16.00	Teuku ZULFIKAR <i>(The Making of Indonesian Education: Reflections on Teachers)</i>	Anton RAHMADI and Muhammad ADRIYANTO <i>(Education at Remote Areas from Teacher's Perspectives)</i>
16.00-16.20	Rita DESTIWATI <i>(The Communication Types of Teachers and Students in Implementation of Competency Based Curriculum)</i>	Muamaroh MAFTUHIN <i>(Action Research on improving Indonesian student' autonomy in speaking English)</i>

Sunday, 18 July 2010

Time	Programs	Presenters
8.30 – 9.00	Registration	<i>Outside Room A</i>
09.00-11.15	Panel Discussion	Prof. Richard Chauvel (Associate Professor at School of Social Science, Victoria University) Petrarca Karteji (AusAID Consultant) Ade Irawan (Indonesian Corruption Watch) Emha Ainun Najib (Indonesian Public Intellectual) Moderator: M. Falikul Isbah (The Secretary of Indonesian Student Association, Flinders University)
11.15-11.25	International Program of DEECD	DEECD Representative
11.25-11.30	Indonesian Language Support	Suzannah WALSH (Victorian

		Indonesian Language Teachers Association)
11.30-11.40	Morning Tea	
Parallel Session		
	Room A	Room B
11.40-12.00	Citra AMELIA <i>(The Effects of Studying Abroad on Indonesian University Lecturers' Attitudes towards English as an International Language)</i>	Tur NASTITI <i>(Sources of Work-family Conflict among Indonesian Lecturer)</i>
12.00-12.20	Wawan DHEWANTO & M.T.A. Penia KRESNOWATI <i>(The Contribution of Indonesian Lecturers Studying Overseas for Developing Indonesian Asian Class University)</i>	Sri SOEJATMINAH <i>(Enhancing Nation's Competitiveness through Internationalisation: Some Implications for Indonesian Higher Education)</i>
12.20-12.40	Sony KUSUMASONDJAJA & Irfan WAHYUDI <i>(Exploring Plagiarism Behavior among Indonesian University Students: Issues and Lesson Learned)</i>	Andi ARSANA & Heri SUTANTA <i>(Navigating the Future of Geospatial Education Indonesia)</i>
12.40-13.30	Lunch	
13.30-13.50	Andriani KUSUMAWATI <i>(Privatisation and Marketisation of Indonesian Public University: A Systematic Review of Student Choice Criteria Literature)</i>	Andri Kisroh SUNYIGONO <i>(Impact of Education Decentralization toward Quality Improvement, Reducing Disparities and Regional Financial Balancing in Indonesia)</i>
13.50-14.10	Rosdiana SIDJABAT <i>(Decentralization and Education Service:: A Case Study from Kabupaten Bantul, Jogjakarta)</i>	Andrew SUTEDJA <i>(Education Corporation and its Dilemma: which way should Indonesia take?)</i>
14.10-14.30	Afternoon Break	
14.30-14.50	Feedback and Interactive Session	
14.50-15.30	- Wrap Up: Policy recommendations - Keynote Speech by the Minister of Youth and Sport <i>(to be confirmed)</i> - Closing	

Interpreters		
Indonesian-English	Sarah Dinsmore	The Embassy of Republic of Indonesia, Canberra
Deaf (AUSLAN)	<ul style="list-style-type: none"> • Sam Thomas • Daniel Hately 	Equality and Diversity centre and La Trobe International, La Trobe University



Indonesian Student Association of Australia (PPIA)
Melbourne, 16 - 18 July 2010-01-29
<http://www.kipi-2010.org>

Number : 06/S/Konf-PPIA/II/10
Re : **Invitation**

Ms. Endah Retnowati

School of Education

University of New South Wales

We are pleased to invite you to present your paper in our Conference, **the Indonesian Students International Conference (KIPI) 2010** with a broad theme **THINKING OF HOME WHILE AWAY – The Contribution of Indonesian Students Studying Overseas for Education in Indonesia**. KIPI 2010 is held on July 16th to 18th, 2010 at Victoria University, Flinders St Campus. For a further detailed of the Conference, kindly visit our official website <http://www.kipi-2010.org>. Details of presentation schedule would follow, and this invitation is to confirm that you have been in the list of our presenter; therefore your attendance is highly expected.

Please be informed that it is winter in Melbourne in July, the weather is around 4-10 degree Celsius. Last but not least, we'd like to extend our gratitude for your contributions to KIPI 2010, and in a broader scope, to Education in Indonesia. Please don't hesitate to contact us for further enquiries.

Conference PPIA 2010 Committee

Nitya Pramudita Wityasmoro
Head of Organizing Committee

