Proceeding

International Conference on Lesson Study

8th HAMZANWADI ANNUAL EVENT
ICLS
INTERNATIONAL CONFERENCE ON LESSON STUDY

ISBN 978-602-98097-8-7

Publiser:stkiphamzanwadi.press

http://icls8.hamzanwadi.ac.id

ISBN:
978-602-98097-8-7

8th HAMZANWADI ANNUAL EVENT

ICLS

INTERNATIONAL CONFERENCE ON LESSON STUDY

Proceeding

International Conference on Lesson Study

" Professional Learning Community through Lesson Study for Promoting Student Learning"

14th- 16th September 2017

Lombok, West Nusa Tenggara, Indonesia

Supported by

RISTEKDIKTI

ALSI

PROCEEDING

INTERNATIONAL CONFERENCE ON LESSON STUDY

"Professional Learning Community Trough Lesson Study for Promoting Student Learning"

Hak Cipta: Tim ICLS Universitas Hamzanwadi
Hak Terbit: STKIP Hamzanwadi Press

Penerbit: Universitas Hamzanwadi
Jalan TGKH. M. Zainuddin Abdul Majid No.132 Pancor-Selong Lombok Timur
Telepon: (0376) 21394, 22359
Fax: (0376) 22954
Email: universitas@hamzanwadi.ac.id

Cetakan Pertama, September 2017

ISBN: 978-602-98097-8-7

Editor: Junaidi Marzuki, M.Ed.
Desain Cover & Lay Out: M. Marzuki, M.Pd.

Hak cipta dilindungi undang-undang.
Dilarang memperbanyak karya tulis ini dalam bentuk dan dengan cara apapun tanpa izin tertulis dari penerbit

PROCEEDING 8th ICLS

INTERNATIONAL CONFERENCE ON LESSON STUDY

"Professional Learning Community Trough Lesson Study for Promoting Student Learning"

Directors:
Sumar Hendayana, Ph.D.

Dr. Ir. Hj. Sitti Rohmi Djalilah, M.Pd.

Reviewers:
Prof. Dra. Herawati Susilo, M.Sc., Ph.D.

Dr. Ibrahim, M.Si.

Dr. Asep Supriatna

Dr. Iwa Kuntadi, M.Pd.

Moedjito, Ph.D.

Dr. Sri Wahyuni, M.Pd.

Editors:
Junaidi Marzuki, M.Ed.

Laelawati, M.Pd.

Hamzani Wathoni, M.Ed.

Maman Asrobi, M.Pd.

Baiq Shofa Ilhami, M.A.

Lay Out:
M. Marzuki, M.Pd.

Pahrudin, M.Pd.

Published By:

Universitas Hamzanwadi
Jln. TGKH M.Zainuddin Abdul Madjid No.132 Pancor-Selong, East Lombok, West NusaTenggara
E-mail: icls8@hamzanwadi.ac.id, website: http://icls8.hamzanwadi.ac.id

INTRODUCTION

September 11, 2017

The theme of the 8th ICLS is "Professional Learning Community through Lesson Study for promoting student learning" is appropriate to respond the current issues in education, especially the issue related to the quality improvement through teaching and learning process.

This theme is expected to assisst/contribute towards the quality improvement through the inclusivity of teaching and learning process that can be gained from many studies of researchers, practioners, workers in education professional learning, school improvement, curriiculum development and other fields that can help to promote its goals.

The ICLS is the annual meeting at Hamzanwadi University in East Lombok West Nusa Tenggara from septermber 13-16, 2017. This conference is organised by Hamzanwadi University in cooperation with Indonesian Association of Lesson Study (ICLS) and the Ministery of Research, Technology and Higher Education.

We proudly announce that we have invited some experts: Prof. Manabu Sato, Gakushuin Uni, Japa, prof. Petter Duddly (President of WALS UK), Prof. Cristin Lee (NU), Prof. Siriripaane Swanmonka - Chulalongkorn University Thailand., Carly Klein, Windesheim University of Nedherland and Prof. Sumar Hendayana, Ph.D (President of ICLS Indonesia).

We would like to say thank you to all invited speakers and participants who share their ideas to complete the agendas in this conderence, we also provide you to visit some schools as our partners in this Lesson Study.

It is a great honor for us and all commitee to be the host at the 8th ICLS 2017. Welcome to Lombok, have a nice conference and get ready to be inspired and challenged. Thank you.

Khirjan Nahdi
The vice Rector of Academic Division
Hamzanwady University

TABLE OF CONTENT

COVER i

INTODUCTION v

TABLE OF CONTENST vi

No	Name	Title	Page
1	**Sitti Rohmi Djalilah**	The Implementation of Lesson Study at Hamzanwadi University	1
2	**Agung Pramujiono[1], Tri Indrayanti[2]**	The Implementation of Discovery Learning Model for Word Formation in Morphology Subject of Morphophonemics Material Throughopen Lesson	12
3	**DanangPrastyo[1], Wahyu Susiloningsih[2], & ArifMahya Fanny[3]**	Cooperative Learning of Stad Type in Basic Socialsciences Course as an Effort to Improve Student Learning Activities in LSLC Program	19
4	**Farida Nur Kumala[1], Nury Yuniasih[2], Muhammad Nur Hudha[3]**	Is Difficult to Apply PBL Based on Lesson Study?	27
5	**Erwina Oktavianty**	Improving Quality of Earth and Space Science Lecturer Through Lesson Study	33
6	**Muhfahroyin[1], Anak Agung Oka[2]**	Profiles of Contextual Teaching Material for Forest Prototype-BasedCollaborative Learning	40
7	**I Made Citra Wibawa[1], I Komang Sujendra Diputra[2], I Nyoman Laba Jayanta[3]**	Improving Teacher's Professionalism Through School-Based Lesson Study at SD Laboratorium Undiksha Singaraja	46
8	**Juliasih[1], Wullan Novianasari[2], Fransiska Dwi Setiyahandayani[3]**	Developing quality of learning and teaching English as a Foreign Language Through Lesson Study at Gagas Ceria Primary School, Bandung Indonesia	51

No	Name	Title	Page
9	**Suwito**	Developing Students Learning Attributes through Collaborative Learning Based on Flipped Classroom	60
10	**Intan Indiati[1], Eko Retno Mulyaningrum[2], Ernawati Saptaningrum[3], and Azizul Ghofar Candra Wicaksono[4]**	The Development of Lesson Study trough Learning Community in Mathematics, Science and Information Technology Education Faculty of Universitas PGRI Semarang	70
11	**Hafsah,H M.Yunan[1], Zedi Mttaqin[2], Sawaluddin[3], Devi Mayasari[4], Rima Rahmania[5]**	Increasing Students Ability in Analysis Learning Curriculum 2013 Through Sustainable Discussion Methode	85
12	**Dedy Juliandri Panjaitan**	Domino Games To Improve Learning Outcomes	94
13	**Agus Salim[1], Sudirman[2]**	Developing Interview and Joke Learning Model in Speaking Class at IKIP Mataram	104
14	**Fathurrahman Imran[1], HeriHidayatullah[2], Edi Firman[3]**	Developing EFL Critical Reading Syllabus and Materials for Student of the English Department – IKIP Mataram	116
15	**Habiburrahman[1], Rahmat Sulah Hardi[2], Baiq Desi Milandari[3], Sri Maryani[4]**	Implementing Collaborative Learning Strategy By Using Mind Mapping To Increase Student'S Activeness And Understanding In Syntax	128
16	**Fatimatul Khikmiyah**	Teaching Perspective of Pre-Service Mathematics Teachers	138
17	**Eko Andy Purnomo[1], HascaryoPramudibyanto[2] ,EnnyDwiLestariningsih[3]**	The Implementation of Lesson Study Towards Students' Spatial Thinking Ability on Multivariable Calculus Subjects	147
18	**Nanang Rahman, Nurmiwati, Hidayati**	The Effectiveness of Lesson Study on The Improvement Of Learning Quality	155

No	Name	Title	Page
19	**Rahmawati Upa'**	Formative Assessment Used By Pre-Service Teachers in Classroom Teaching Practice Through Lesson Study	163
20	**Abdul Karim[1]**	Implementation of Leasson Study in Spatial Analysis Course	172
21	**[(1)]Abdul Sakban, [(2)]Maemunah, [(3)]WayanResmini, [(4)]ZainiBidaya & [(5)]AchmadDjunaidi**	Improving Multicultural Learning Through Brainstorming Method by Students Group Discussions in Civic Education and Pancasila Program	178
22	**Aprianoto and M. Asrul Hasby**	Developing A Model of Intercultural-Based Language Learning for Teaching English Speaking Skill	189
23	**Ika Oktavianti, Yuni Ratnasari**	Implementation of Lesson Study on Tematics Learning Based Local Wisdom of Paticulture	197
24	**Nur Fauziyah**	Reconstruction of Mathematical Concept through Guided Discovery Learning	205
25	**Fhela Vhantoria Ningrum**	Improving Lecturer's Professionalism Using Lesson Study Based on Computer-Supported Collaborative Learning With Moddle	215
26	**BenidiktusTanujaya, Jeinne Mumu, Purwati, and Freddy N. Lohi**	Development Instruction Quality of Statistics with Think Pair Share through Lesson Study for Learning Community on FKIP UNIP	229
27	**Iwan, Jan H. Nunaki, and Aksamina M. Yohanita**	Learning Quality Development of Microbiology with Cooperative Model of TSTS	236

No	Name	Title	Page
		through Lesson Study Activity in Biology Education Study Program of University of Papua	
28	**Jan H.Nunaki, Aksamina M. Yohanita, and Silvia H. K. Sirait**	Cooperative Learning Based on Ethnic Collaboration on General Biology, Subject Cellonfor the First Semester of FKIP UNIPA Manokwari	243
29	**Jeinne Mumu, Purwati, Nurhasanah, andBenidiktus Tanujaya**	Developing Vector Space Construction Capability through Analogical, Abstraction and Generalization Process in Lesson Study Activity Based on Papuan Wisdom, Satu Tungku Tiga Batu	247
30	**I Wayan Karmana dan Taufik Samsuri**	Teaching Student Critical Thinking Skills and Conceptual Problem Based Learning Model	255
31	**Ratih Christiana**	Session Study Model's (Study of Lesson Study in Guidance and Counseling)	262
32	**Sri Suryanti**	Students Involvement In Learning Process	266
33	**I Ketut Sukarma[1], Muhammad Asy'ari[2], danIwanDody Dharmawibawa[3]**	Teaching Analytical Decision Making Ability And Mathematical Problem Solving with Conflict Cognitive Strategy Learning Model	276
34	**Hobri[1], Dafik[1], Susanto[1], Sunardi[1], & Suratno[2]**	The Development Of Research-Based Curriculum Through Research-Based Learning And Lesson Study For Learning Community	282
35	**Rohmy Husniah[1]& Slamet Asari[2]**	Using Poetry To Enhance Students' Enthusiasm And Activity For Basic Reading Class	291

No	Name	Title	Page
36	**M. Yusuf Fajar[1], Erwin Harahap[2], Icih Sukarsih[3], Onoy Rohaeni[4], and Didi Suhaedi[5]**	Implementation of Lesson Study on Integral Calculus Course	230
37	**Sri Setyaningsih[1)], Tri Saptari Haryani[2)] ,Prihastuti Harsani[3)]**	Development of Lesson Study for Learning Community to Increase Empowerment of Teachers and Quality of Learning Innovation in the Faculty of Mathematic And Natural Sciences Of Pakuan University	231
38	**Padlurrahman**	The Effects Of Instructional Methods and Attitude on Student's Learning Outcomes in Writing Scholarly Work (Experimental Study on Study Program of Indonesian and Art Language Education STKIP Hamzanwadi Selong)	315
38	**Sri Wahyuni**	Improving Students' Writing Skill On Expository Text Through Web Blog	327
40	**Marhamah**	The Implementation Of Lesson Study In Natural Science Learning At Mts. Muallimat NW Pancor: To Train Students' Science Process Skill	339
41	**Dukha Yunitasari**	Students' Learning Achievement of Civic Education of Early Childhood Education Program Hamzanwadi University, 2016-2017 (Trend Analysis Based on Evaluation Components)	345
42	**Muhammad Rapii [1], Zalia Muspita[2]**	Learning Eyes Under Entrepreneurship, Practice of Production Unit And Motivation to Readiness Entrepreneurs Students	351

No	Name	Title	Page
		Vocational High School	
43	**Baiq Fatmawati**	Inquiry Learning to Train Creative Thinking Student	357
44	**Suhartiwi[1], Muhammad Rokyan[2]**	The Effectiveness of Group Counseling Service With Trait and Factor Approach to Reduce The Problems in Selecting Students' Career	364
45	**Sapiruddin[1], Tsamarul Hizbi[2]**	The Implementation of Discovery Learning to Improve the Students' Critical Thinking Ability through Lesson Study in Quantum Physics Class	372
46	**Muhammad Zamroni Uska[1], Rasyid Hardi Wirasasmita[2.]**	The Application of Guided Exercise Methods through Lesson Study to Improve Early Childhood Teachers' Skills in Creating LKA Media	379
47	**Nunung Ariandani**	The Implementation of Problem Based Learning in Science of Nutrition Subject to Increase Critical Thinking Capability Through Lesson Study	386
48	**Sarwati**	The Influence of Group Investigation (GI) Model Towards Analyzing Capability Through Lesson Study on Grade X Students of MA Mu'allimat NW Pancor in 2016/2017 Academic Year	397
49	**Muhammad Halqi[1], Aprilia Andriana[2]**	Implementation of Learning Realistic Mathematic Education (RME) Through Lesson Study Activity to Increase Student Critical Thinking Ability (Case Study of the eight grade of SMP Lab. Hamzanwadi Pancor Academic Year 2014/2015)	404

No	Name	Title	Page
50	**Hajriana Arfah[1], Ahmad Zamzam[2]**	The Contribution of Exposure Frequency to English to Speaking and Writing Performance of EFL Learners at Junior High School in Indonesia	420
51	**Muhamad Juaini**	Cooperative Strategy in Developing Sharia Products (Case Study on Cooperation Sharia in Lombok Timur)	435
52	**Muhamad Ali**	The Effect of Probing-Prompting Methods on Student Learning Achievement in Economy Subjectyear X Senior High School (Sman) 01 Sakra Timur in East Lombok Regency School Year 2016/2017	442
53	**Nuraini**	The Effects of Instructional Strategies and Science Process Skill on Biology Toward Students Achievementin ITs Mu'Allimat NW Pancor	449
54	**Nurul Fajri**	The Effect of Problem Based Learning(PBL) Toward Student'S Critical Thinking Ability for The Tenth Graders of MA. Mt. Mamben Lauk in The School Year 2016/ 2017 by Lesson Study Form	463
55	**Husnayati Hartini**	Increasing Science Process Skills on Plant Physiologiy Through The Lesson Study	472
56	**Edy Waluyo**	The Impelementation of Learning Constructivism Mathematics Investigation Model in Improving Activities and Students' Learning Result	478
57	**Khirjan Nahdi[1], Zainul Yasni[2]**	Education and Social Responsibility	489

No	Name	Title	Page
		Critical Awareness, Continuous Responsibility and Participation	
58	**Baiq Desi Dwi Arianti**	The Implementation of Project Based Learningon Database Practicum Class to Improve The Students' Motivation and Achievement in The Informatics Education Program Of Hamzanwadi University	496
59	**Hasrul Hadi[1] dan Sri Agustina[2]**	Quality of Lesson Study Program on The Learning Outcomes in Evaluation of Geography Subject	504
60	**Muhammad Zainul Majdi[1], Farhana Muhammad[2], Herlina Martini[3]**	Developing Illustration Drawing-Based Economic Market Lesson For Class X of MA Mu'allimin NW Kelayu	515
61	**Moedjito**	Improving University Students' Pronunciation of English Vowels /ɪ/ and /e/ through Quiz-Demonstration-Practice-Revision (QDPR)	523
62	**Mulianah Khaironi**	The Implementation of Scientific Approach in The Early Childhood Learning	534
63	**Yuyun Febriani[1], Rohini[2]**	Enhancing Student Activeness of Primary Students on Science Learning Process Through Lesson Study	543
64	**Nurul Mu'minin MZ[1], Atiaturrahmaniah[2]**	Literate Generation Through Collaborative Learning	551
65	**Baiq Aryani Novianti[1], Ayu Rosalina[2]**	Effectiveness of Inquiry Learning Through Lesson Study to The Students' Ability Analysis	554
66	**Kholida Ismatulloh**	The Influence of Peer Tutoring and Group Discussion on The Students' Physics Achievement and Motivation	559

No	Name	Title	Page
67	**Muhammad Ripli[1],Teni Olivia Hartanti[2]**	The Effectiveness of Group Consolidated Services With A Transactional Analysis Approach to Improve Students' Communication Skills	566
68	**Wawan Muliawan[1], Danang Prio Utomo[2]**	Learning Cooperative Talking Stick Through Lesson Study To Improve Critical Student Capabilities AboutAt The Vertebrata Zoology Eyes (Lesson Study In Vertebrate Zoology Courses)	578
69	**Nila Hayati**	Improving The Students' Learning Activities on Methods of Assessment Class By Applying Group Discussions Through Lesson Study	591
70	**Ristu Haiban Hirzi[1], Nusuki[2]**	Developing PBL-Based Instructional Kit on Open Ended Problem Oriented to The Students' Achievement and Belief	599
71	**Marfuatun [1], Azizurrahman [2]**	Students' Improvement Through Time Management Module of MA NW Ketangga Suela in The Academic Year 2016-2017	606
72	**Yosi Nur Kholisho[1],Marfuatun[2]**	Developing Adobe Flash-Based Educational Game as A Learning Media for Elementary School/Madrasah Ibtidaiyah Students in Selong	614
73	**Zahratul Fikni**	Choosing And Developing Learning Materials	623
74	**Tarpin Juandi[1], Mijahamuddin Alwi[2]**	Improving Students' Critical Thinking Ability to Introduction	633

No	Name	Title	Page
		Course of The Main Physics Through Lesson Study	
75	**Suhirman, Mulianah Khaironi, Zuhut Ramdani**	Problemsidentification Of The Implementation Curriculum 2013 in PAUD Islahul Ummah	638
76	**Burhanuddin, Yuniar Lestarini**	The Effect of Cooperative Learning Model Type Role Playing on IPS Learning Result of fourth graders SDN 3 Suralaga	647
77	**Fitri Aulia, M. Pd. I, Arina Mufrihah, M.Pd.I**	Icreasing Undergraduate Students' Understanding of Child Development Through Reading and Analysing Novel "Totto Chan"	653
78	**Herman Wijaya**	The Principle of Civility in the Speech-Act in Trading in Weekly Market In Tebaban—Suralaga	663
79	**M. Deni Siregar**	Islamic Ethic-Based Educational Profession Material toward the Students' Profession Responsibility Improvement of the Early-Child Education Study Program of Hamzanwadi University	674
80	**Siti Maysuroh[1], Hairi Abdillah[2]**	A Study On Teaching Speaking Using Video Exchange Project	684
81	**Musifuddin**	Providing Information and Individual Counseling Services To Increase Student Cylics in MA NW Wanasaba	693
82	**Nur Adiyah Yuliastri, Moh. Alwi Ashari**	An Effort to Develop Naturalist Intellengence by Using Field Trip Method	700

No	Name	Title	Page
		(Clasroom Action Research in Kindergarten B TK PGRI 30 Pringgasela, 2017/2018)	
83	**Selamet Riadi Jaelani, M.Pd.**	The Implementation of Quiz-Demonstration-Practice-Revision (QDPR) Learning Model to Improve University Students' Knowledge of English Pronunciation and Their Ability to Pronounce English Back Vowels /u:/-/ʊ/	707
84	**Mimi Alpian**	Statistics Learning In Language Education Studies Program (Study on Arabic and Indonesian Language Education Program)	717
85	**Hartini Haritani[1], Qudsiatun Hasanah[2]**	The Influence of Problem Based Learning (PBL) Model Towards Student's Analysis Capability Through The Activity of Lesson Study in Seventh Grade Student of MTs. Mu'allimat NW Pancor in 2016/2017 Academic Year	725
86	**Baiq Shofa Ilhami, [1], Muhammad Husni, [2]**	Optimizing The Role of Parenting on Early Childhood Education Trough Lesson Study for Learning Community	732
87	**Arif Rahman Hakim[1], Saprudin Jauhari[2], Yul Alfian Hadi[3]**	The Development of Series Pictu Media on Indonesian Language Subject of Writing Free Poetry Material	738
88	**Baiq Suprapti Handini**	Challenges of Teacher Collaboration to Improve Language Teaching: a Constructivist Perspective	744
89	**Indra Himayatul Asri**	Influence of Use of Project Based Learning (PJBL) LearningModels to Ability	754

No	Name	Title	Page
		Think Creative Students of Ecosystem Materials Class X Sma Al-Hamzar Tembeng Putik Lesson Year 2016/2017	
90	**Laxmi Zahara[1], Norma Yunita[2]**	The Effcet Of Problem Based Learning (PBL) Model Through Lesson Study On Students' Critical Ability	760
91	**Maman Asrobi**	Trait Based Assessment on Teaching Writing Skill For EFL Learners	770
92	**Muhammad Gazali**	The Effectiveness of Team Pair Solo Method on Students' Creative Thinking Ability through Lesson Study	779
93	**Muh. Irfan**	Benefaction Values in Sesenggak Sasak of Dasan Lekong	789
94	**Susilawati[1], Muh. Fahrurrozi[2],Jalaluddin Akbar[3]**	Economic Development Based on Life Skill in Management Material in Improving Student Learning Interest of MA NW Gereneng	800
95	**Titin Ernawati**	Literature Learning Based On Gender Perspective	811
96	**Ari Prasetyaningrum**	The Use of Puppets In Teaching Speaking For Junior High School Students	817
97	**Usuluddin**	Approaches To Teaching English Composition Writing At Senior High Schools in East Lombok Regency	826
98	**Yus Setriarini**	Enhancement of Learning Outcome And Student'S Response on Biology Class ThroughImplementation of Stad Model in Smp Negeri I Sukorejo-Pasuruan	843

No	Name	Title	Page
99	[1]Neny Endriana,[2]Abdul Aziz	Experimentation Math Education Realistik Indonesia And The Problem Based Learning (PBL) To Problems Solving In Terms Of AQ Student On Lecture Mathematics High School Grade III Academic Year 2016 / 2017	852
100	M. Junaidi Marzuki, Hamzani Wathoni	Bullying in English Language: Case study of Student of Pre-service Education Program, Lombok, Indonesia	861
101	Nyoto Suseno[1] & Riswanto[2]	Developing Collaborative Habits of Prospective Teachers	869
102	Fahrurrozi[1] dan Raudi Mardiana[2]	The Effect of Discovery Learning Method Through Lesson Study in Terms of Problem Solving Skills, Motivation, and Social Skills	877
103	Baiq Yuliana Rizkiwati[1)]Muhammad Zainul Majdi[2)]	Development Of Teaching Materials With Authentic Assessment Based On Paikem In Learning And Learning Process Subject	888
104	Fathurrahman Imran, HeriHidayatullah dan Edi Firman	Developing EFL Critical Reading Syllabus andMaterials for Students of the English Department-IKIPMataram	896
105	Wahyudi[1)], Ni Nyoman Sri Putu Verawati[2)], Syahrial Ayub[3)]	Validity of the Inquiry-Creative-Process Learning Model to Promote Critical Thinking Skills	909
106	Muh. Fahrurrozi[1], Khaerani[2]	Effects of Thinking Empowerment Strategy Through Questioning on Students' Thinking Activity and Ability in Economic Subject X Class in Islamic Senior High School (MA Al-	921

No	Name	Title	Page
		Ijtihad Danger Masbagik Sub District)	
107	**Muhammad Djamaluddin[1)], Yupi Kuspandi Putra[2]**	Developing Teaching Media of Interactive Video CD Tutorial Using Camtasia Studio Aplication and Macromedia Flash	932
108	**Huzani Jailani[1], Isfi sholihah[2],Lutfi Muktar[3]**	Development of Economic Materials Based on Android Applications on Koperasi Lesson Section For Senior High School Year of Learning 2017-2018	946
109	**Doni Septu Marsa Ibrahim**	Innovative Learning : E material	958
110	**Iwan Jazadi[1], IGA Widari[2]**	Interaction and Negotiation of Meaning in Two Different Contexts of English Lessons	963
111	**Sri Utaminingsih[1], Muh. Syafei[2], Slamet Utomo[3],Edris Zamroni[4], Ika Ari Pratiwi[5]**	Development Management of Lessson Study Learning Community (Case Study at Muria Kudus University)	971
112	**M. Marzuki**	The Effect of Local Excellence-Based Cooperative Script through Lesson Study Activities in Increasing the X Graders' Cognitive Learning Achievement	980
113	**Sukuryadi[1], Agus Herianto,[2]Ibrahim Ali[3]**	Improvement of Student Learning Outcomes Through The Application of Student Facilitator and Explaining (SFAE) Learning Model on Digital Map Making Material (Action Research on Semester Vi Students of Geography Education Studies Program FKIP UM Mataram 2016/2017)	986

No	Name	Title	Page
114	**Udin Supriadi & Munawar Rahmat**	The Lesson Study Approach to Increase the Teaching Quality of Student of Islamic Religious Education	995
115	**M. Mugni Assapari**	Implementation of Lesson Study in Higher Education as a Strategy in English Instruction Lecture at Dakwah Faculty of Islamic State University Mataram,	1006
116	**Herman Afrian**	The Influence of use of Video in Increasing Learning Achievement in Cultural Speech Basis of Sport Physiology	1014
117	**Didik Daniyantara. M.Or**	Effort To Increase Dribble Basketball Learning Outcomes Through Approach To Playing Student Class X Ma Nw Abbul Baroqat Village Bunkate Lesson 2016/2017	1020
118	**Lalu Erpan Suryadi**	Relationship of Explosive Muscle Limb Power with Smash Ability in Volleyball Gameat SME Penjaskesrek Hamzanwadi University.The Goal to be Achieved in this Research is to Determine Whether or not the Relationship of Explosive Muscle Limb Power with Smash Ability in Volleyball Game on SME Penjaskesrek Hamzanwadi University in 2017	1034
119	**Suryansah**	Improving Basic Stability Of Students Locomotors In Physical Education Learning, Health And Recreation (Penjaskesrek) Through Traditional Games (Study on grade V students SDN Bogak Praya, Central Lombok 2016/2017)	1040

No	Name	Title	Page
120	**Siti Lamusiah [1)], Titin Untari [2)], Arpan Islami Bilal [3)]**	Application Of Talking Stick Method In Course Writing Semester Iv Education In Indonesia And Sastra Indonesia Fkip University Muhammadiyah Mataram	1049
121	**Eva Nurmayani**	The effectiveness of local folktales in teaching reading at tenth grade of SMA Negeri 1 labuhan haji in the school year 2016/2017	1059
122	**Eka Zuliana[1] and Henry Suryo Bintoro[2]**	Learning Trajectory On Thematics Learning Process Of Elementary School Students By Using Marionette Tangram	1066
123	**Eko Susetyarini *[1)], Ainur Rofieq* dan Roimil Latifa***	The Implementation Of Lesson Study-Learning Community At Sma Negeri I Sumberpucung For Biology Subject	1075
124	**Aini Haziah Amirullah[1] Zanaton H. Iksan[2]**	The Role of Peers in Mathematics Learning Process for Students Who are not Proficient in Malay Language through Lesson Study	1084
125	**Sri Damayanti**	The Teachers' Response toward the Pre-Service Students Activities	1093
126	**Hidayah Ansori[1], Agni Danaryanti[2], Elli Kusumawati[2]**	Lesson study as media for smp teacher To increase the pattern of mind and quality of learning mathematics in smp negeri 14 banjarmasin	1103
127	**Eny Winaryati, Andari Puji Astuti**	"4c's Characters" On The Implementation Of Learning " Basic Concept Of Assessment"Through Lesson Study	1113
128	**Muhammad Sururuddin**	Application Of Learning Innovation Through Innovative Learning For Sharing Student Character In Learning Science Social Knowledge (IPS) Basic School	1124

No	Name	Title	Page
129	**Yus Setriarini**	Enhancement Of Learning Outcome And Student's Response On Biology Class Throughimplementation Of Stad Model In Smp Negeri I Sukorejo-Pasuruan	1140
130	**Ika Oktavianti, Yuni Ratnasari**	Implementation Of Lesson Study On Tematics Learning Based Local Wisdom Of Paticulture	1150
131	**Wiwi Wikanta, Peni Suharti, Lina Listiana, and Ruspeni Daesusi**	Lesson Study Of Brave And Confident Attitude Transformation Of Student In Expressing Opinion Through Colaborative Learning In Biology Lecturing In Umsurabaya	1154
132	**Fitria Fatichatul Hidayah**	Implementation of Lesson Study towards Science Process Skills in The Basic Chemistry Practicum Subject	1162

"4c's Characters" On The Implementation Of Learning " Basic Concept Of Assessment"Through Lesson Study

Eny Winaryati, Andari Puji Astuti
Chemical education, FMIPA, Muhammadiyah University Semarang (UNIMUS)
Email: enywinaryati@unimus.ac.id, andaripujiastuti@gmail.com

Abstract

Among the characteristics of the 21st century generation are multitasking, multimedia, and online info searching. Multitasking is the real performance of an individual who handles more than one task at the same time. Multimedia is a media that combines the two elements or more integrated. Social media (social networking) is an online media where its users can easily participate. The characteristics of the 21st century above requires some skills (skills) that must be owned by the students. Students must have digital skills, Agile thinking abilities, interpersonal and communication skills, global skills. The characteristics and demands of the 21st century above, resulted in four 21st century learning characters: (1). Critical Thinking and Problem Solving; (2) Creativity and Innovation; (3) Communication; (4) Collaboration. The four characters in the above can be achieved through lesson study activities. The four characters are analyzed at each stage of the lesson study, on the "basic concept of assessment" material in the Learning Evaluation course. The analysis results obtained data that: the four characters of the 21st century, there is at every stage of lesson study, both on the plan, do and see.
Keywords: Character 4C, the basic concept of the assessment, lesson study

A. INTRODUCTION

Among the characteristics of the 21st century generation are multitasking, multimedia, and online info searching. Multitasking is an information technology term that refers to a method where many jobs are also known as processes that are processed using the same CPU resources. Multitasking for humans is a real performance by an individual who handles more than one task at the same time unit.

Multimedia is media that combines the two elements or more media which consists of text, graphs, pictures, photos, audio and integrated animation. Social Media (*social networking*) is an online media where its users can easily participate, share and create content including blogs, social network or social networking, wikis, forum and virtual world. *Search Engine Optimization* (SEO Chairman) is a technique that is used in the world of blogs to get a good position in the *search engine search page*. The most popular search engine or that a number of *Google*.

The characteristics of Cirri 21 century above requires some skills (*skill)* that must be owned by the student. Students must have a *digital skills* (know and control the digital world), *Agile thinking ability* (able to think a lot of the scenario), *interpersonal and communication skills* (expertise communicate so brave buffalo opinion), *global skills* (skills include foreign language ability, can be united with the stranger that different culture, and have sensitivity cultural value).

The explanation above requires a change in the learning approach. Teaching and learning activities directed to optimize the condition of the children and the

environment. Social behavior of students who are accustomed to working independently directed at learning that reflects the communication and collaboration. The environment was created with styling elements that can change the behavior of the students. The progress of information technology used optimally for the development of creativity and innovation students. The demands of the period more competitive supports learning terimplementasinya critical thinking and the readiness of the complete various forms of problems through communication and collaboration.

The characteristics and the demands of the 21st century above, resulted in four 21st century learning characters: (1). Critical Thinking and Problem Solving; (2) Creativity and Innovation; (3) Communication; (4) Collaboration, (Vanroekel, D. 2008). The four characters above can be achieved through lesson study activities. The four characters were analyzed at each stage of the lesson study. Activities are carried out on learning the basic concepts of assessment materials in the course of the Evaluation courses. Lesson Study is a professional practice where teachers collaborate to plan, observe, and improve a lesson, (Northwest Regional Educational Laboratory, 2004). The four characters implemented at each stage of Plan-Do-Check-Act (PDCA) are see, hear and analyzed. The purpose of this research is the analysis of 4C character at each stage of lesson study, on the implementation of learning basic concept of assessment for Learning Evaluation Course.

B. RESEARCH METHOD.

This research was conducted on 5th semester students, S1 Chemistry Education, Faculty of Mathematics and Natural Sciences, University of Muhammadiyah Semarang (UNIMUS). Data were obtained through document analysis, observation, portfolio, field notes, video, and student work. Data were analyzed qualitatively through analytical descriptive approach. The data obtained as an attempt to describe and interpret the object of what is, and and reflects the reality that there is a. The material that is learned on the Basic Concept of Assessment on the Learning Evaluation course, which is done by the model lecturer and several lecturers as the observer.

Data obtained in the process plan, do and see from the lesson study stage, were analyzed. The results of the analysis associated with the four characters learning 21 century. The value of the character that is expected to appear or occur both on the students or lecturers. The lesson study phase is analyzed only until the third stage, because the fourth stage of the Act, has not been done by the researcher.

C. THE DISCUSSION.

The characteristics and the demands of the 21st century above, resulted in four 21st century learning characters: (1). Critical Thinking and Problem Solving; (2) Creativity and Innovation; (3) Communication; (4) Collaboration. One by one will be analyzed whether the four characters above implemented in each stage of lesson study. The four characters above is the answer to the demands of the situation of the 21st century. Teachers are required to implementing it in learning, with hope can occur increasing the quality of learning.

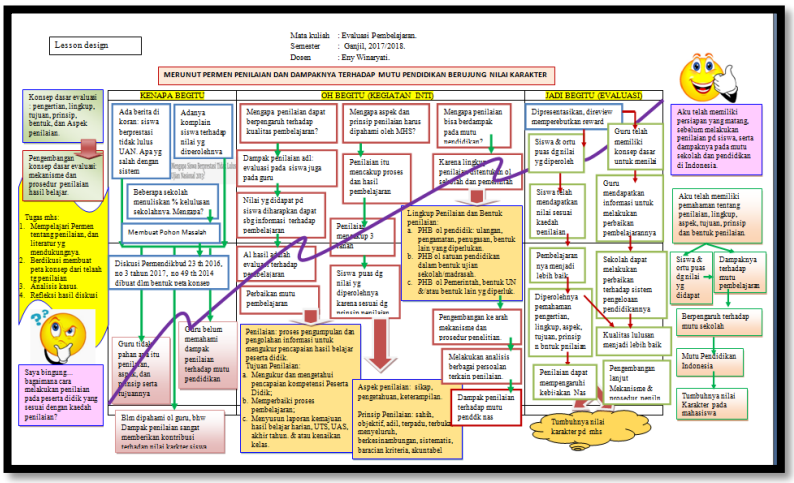
Implementation of Learning "Basic Concept of Assessment" through Lesson Study.

Implementation done by lecturers on learning evaluation course, for basic concept of the assessment. One of lecturer as a model lecturer, while other lecturers act as observers, and dosn outside the team. All the lecturers are involved at all stages of the lesson study. Stages of lesson study conducted are:

1. Plan (compile chapter design and lesson design).

In the planning phase, the lecturers who joined in *lessons Study collaborate to arrange* The planning started with begins with activities to analyze the needs and problems encountered in learning, such as about: basic competence, how to learn, methods or media used, how to overcome the lack of existing facilities and infrastructure, identify the gap between the reality of learning ability and the understanding of the students with the hope that the lecturer to the ability of students, and so on. The purpose is to know the real conditions that will be used for the benefit of learning and then search for the solution. This activity produced chapter design and lesson design of the material the basic concept of the assessment of the learning evaluation course, S1 Chemistry Education, Unimus.

The purpose of the lesson design of the basic concept of the assessment is that students can find solutions related to the problem of assessment comprehensively. Students will have the ability to above, when they have complete understanding as a result of discussion related to permendikbud no 3 year 2017, no 23 year 2016, and no49 year 2014. Goal from this discussion, will be obtained image of the impact of assessments in the classroom against the demands of the assessment by the government. Some of the issues related to the discussion discussed were: the existence of outstanding students who did not pass UAN, several schools competed to write on their graduation percentage banner to the public, the students complain about the value they got. The products of this activity was chapter design and lessons design materials the basic concept of the assessment of the Learning Evaluation courses.



2. Do (carry out learning, and other lecturers observe).

At this stage, there are two main activities, namely: (1) learning activities conducted by one of the model lecturers, and (2) the activities observation or observation activities conducted by team from S1 of Chemistry Education plus lecturer

outside planning team with the hope of providing inputs for improved learning, and outside advisers. Model lecturers conduct learning fairly. Observers observe student behavior in the learning process, through the activities to see and hear that acquired in various ways, as noted, mount the photos, record through the video camera for the purpose of the documentation as material for further analysis. The Observer collects data on the behavior identified, whether there is a gap between planning expectations and the realities of implementation. For example about the comments or discussions of students concerned, the construction process of understanding students through student learning activities, communication emerging either among students, students-environment, students-teachers, etc.

Students have initial knowledge with the task given by lecturers, so that students read permendikbud no 3 of 2017, no 23 of 2016, no 53 of 2015, and no 49 in 2014. In the learning process, lecturers assign tasks to the group of students to memnyusun map the concept based on the permendikbud he has read, and presented it.

The lecturer gives the task of the group in the form of settlement of the issues of the assessment. Goal from this stage is the students have an understanding of understanding, scope, aspects, objectives, principles and forms of assessment. The jumping of this learning is the assessment mechanism and procedure. The task of sticking paper on the root of the problem (issues to be addressed), the cause of the problem (the trunk), the solution to be taken (lushness of twigs and leaves), goals (decisions, suggestions, policies, etc) illustrated as the fruit of the tree.

One of the student activities is: Student issues that complain with the value obtained. The reason is because lecturers do not apply the principles of assessment such as: valid, objective, fair, integrated open, comprehensive, sustainable development, systematically, baracian criteria, Accountable is accompanied by an explanation. The solution is a lecturer receive input and give the explanation of the process it produces a value. Our goal produced is necessary to the existence of the guidelines drawn up by the prodi that underlies the principle of assessment. Students present the results of the analysis through the tree of success.

Jumping (jump to critical tinking and problem resoursces' and creativity and innovation), is a lecturer gave the task of the development of the basic concept of the evaluation related to the mechanism and procedures assessment of learning results. Form of jumping is a task that should be completed the student based on the knowledge base of the assessment that has been possesses.

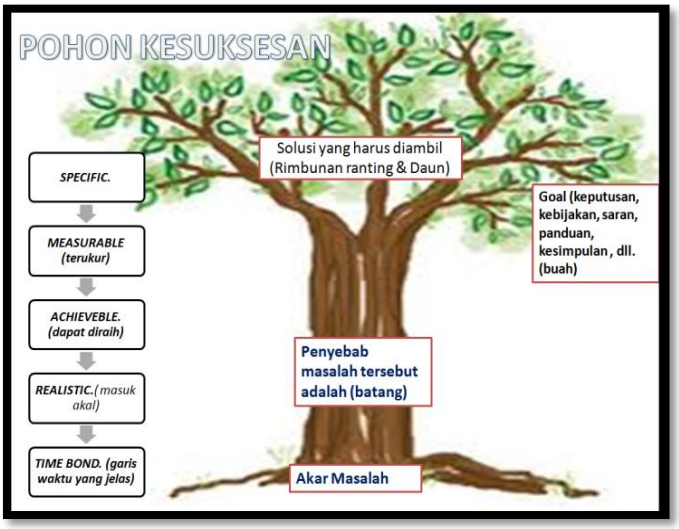
3. Check (do reflection).

At this stage the whole team met to do the reflection in the form of discussion. This stage is a very important step as an effort to improve the learning process. The success of this stage depends on the sharpness of the observer's analysis. The discussion begins with the delivery of the impression, difficulties and obstacles of the model lecturer who have practiced the lesson.

All observers submitted their responses or suggestions wisely toward the learning process that had been implemented by the model lecturers, supported by the evidence obtained from the observations. The various discussions developed in the discussion can be used as feedback for all participants to improve or improve the learning process. All participants are expected to have a record of the discussions that took place in the discussion.

Analysis of the data obtained during the learning process: how the reaction of students during the lesson, view where the students less understand the concept, why; the possibility of what strategies so that the students can understand; how much time spent by lecturers or students to complete, what the solution to the learning was donations smoothly.

At this stage the findings of the need to tilt the power when the students to find the cause and the solution. Two groups of 4 (four) groups need tilt the power from the lecturers so that the discussion be focused. The initial understanding about permendikbud be the key to solve the problems given lecturers. The existence of the transfer of knowledge from the students who have mastered the material to the less. The atmosphere of the discussion becomes more live when all students involved



4. Follow-up stage (Act).

A number of new knowledge or important decisions to improve and increase the learning process. From the results of reflection obtained a number of new knowledge or important decisions to improve and increase the learning process. Various) and input presented at the time of the discussion in the stages of reflection (check), as inputs for the improvement of learning toward better. In addition to the impact on the improvement of the lecturer of a model, also affect managerial as defining the policy. From the results of reflection, sometimes produced the decision to demand the role of managerial leadership..

4C Character at Lesson Study Stage

The four 21st century learning characters are: (1). Critical Thinking and Problem Solving; (2) Creativity and Innovation; (3) Communication; (4) Collaboration. The four characters are expected to be achieved through lesson study activities. The four characters were analyzed at each stage of the lesson study. In this research only 3 (three) stage lessons study: *Plan-Do-Check. The purpose of this research is the analysis of the characters 4C on each of the* three phases of lesson

study on the implementation of learning the basic concept of assessment for Evaluation Learning courses.

Lesson Study is a collaborative process in which a group of lecturers identifies instructional problems, plans a lesson, teaches lessons (one member teaches lessons while others observe), evaluates and revises lessons, teaches revised lessons, again evaluates lessons, and share the results with other lecturers. This research only reached the third stage. Analysis is done on the process of planning, observing, and analyzing. The following will be discussed gradually based on the field analysis that occurred.

1. ***Critical thinking and problem resoursces'***

   This character is more toward the characters students who seek to provide a coherent logic in understand and make choices that complicated, understand the interconnection between the system.

   a) Plan.

   Planning the demands of field goal and jumps in lessons design. The Goals is: in long-term value characters like students if applying properly assessment. Jumping is expected to appear is the development of the mechanisms and procedures assessment. The question that must be there is: "What must be owned by the student" not "what must be a lecturer teaching".

   b) Do.

   The problem in this research are resoursces' students were asked to solve problems given lecturer, through the tree of success must be completed. Jumping which must be completed students is the task of the mechanisms and procedures assessment. Students will search for other supporting literature to solve problems related to the tasks that require the mastery of the mechanisms and procedures assessment. The formative test done a lecturer at when students mengerajakan group tasks. The formative Penialian more directed to test critical thinking and the problem of student resoursces'.

   c) See.

   When on discussion diary of a question of its achievements from the field goal and jumping. The form of the task given is a lecturer divided learning Psychomotor taxonomy literature, cognitively intact, and Affective which contains the understanding level, ilusrasi verb, and example. Students asked to create their own example dihubunngkan with chemical materials that have been determined.

2. ***Creativity and innovation.***

   This character led to the formation of student characters in order to have the ability to develop and implement, and convey the ideas of baru to another, being open and responsive to a new perspective is different. On the level of the lessons study, character is present on:

   a. Plan

   It produces chapter design and lessons design can not be removed from the skill and pour the linked art mastering about assessment, and transfer permendikbud about ratings into chapter design and lessons design.

b. Do

In this stage of lecturers using concept mapping methods and troubleshooting (problem resoursces') using the "tree success" to measure student understanding related to permendikbud he mastered and solve the problems assigned.

c. See.

The entire team plus lecturers outside the teams to provide feedback includes strategies and how associated with the gap between the planned the implementation. There is one group that miss conception when charging each item tree problem. This is because the early understanding about permendikbud that less complete, visible from the map the concept that the Anti-monopoly. The proposed strategy is the existence of small formative at will and is the group discussions to draw up a map of concepts.

3. *Communication*

Image of characters is communication students and teachers are required to understand, manage and create effective communication in various forms and contents orally, writing and multimedia. At each stage lessons study this can be borne as follows:

a. Plan

The entire team of lecturers were given the opportunity to use its ability to express the idea of a.i. especially during the discussion draft chapter design and lessons design. Academic communication built in between those who practice the lessons Study. The academic transfer from senior with junior, and between members of the team.

b. Do.

The success of group discussion activity on students required the ability to communication between students, students of lecturers and students of the environment. Diary are also required to have the skills of change from verbal communication to written communication. The ability to catch every behavior that appears on the students when in the process of learning, to enshrined in a video based learning media, lesson materials, or as a video learning. Diary must have the skill to catch a signal behavior to note the field. Writing skills are very pending for the diary of a. The Existence of ethics for the diary not to assess and oriented on dosennya, but which was seen and heard is the behavior of students during the lesson. This gives the impression that the stage do in lessons study advancing the value of togetherness, responsibility, concern, empathy, sympathy, etc.

c. See

The reflection of the open the opportunity for the lecturer to accept criticism and suggestions from other lecturers who became the observer. At the same time, observer can give constructive criticism and suggestions that naturally will create the academic atmosphere in the team. The reflection of life whereas all members have a discussion forum for one purpose the improvement of the

quality of learning. The decision of the ideas and suggestions from this discussion should be compiled into a report written.

4. *Collaboration*

The Collaboration provides an overview of where students demonstrate their ability in teamwork and leadership, adapt in roles and responsibilities, work productively with others, place empathy in place, respect for different perspectives. The lessonstudy stage is illustrated in:

a. Plan

Lesson Study builds academic communication and control. The product generated in the plan phase, the better when all team members have the same responsibility that leads to the quality of learning. In the United States, after lesson study, 65% of high school teachers expressed that collaborative opportunities have a major impact on their ability, and effectively address the learning needs of individual students. Whereas previous data only 22% of teachers who delivered about the benefits of collaboration, (MetLife 2009)

b. Do

Observer will observe depending on the interest and focus to be observed, according to their abilities and interests. Observer will be better if coming from a diverse background. This diversity will have a more detailed and detailed interest and focus. Each observer will have a wealth of observations and data results that give each other reinforcement and experience.

> "Through the process of improving lessons and sharing with colleagues the knowledge they acquire, something remarkable happens to teachers: they begin viewing themselves as true professionals. They see themselves as contributing to the knowledge base that defines the profession. Stuffler & Hiebert, 1999, pp. 126-127

c. See

This activity at this stage is permitted to engage an outside advisor (knowledgeable other).The point is that collaboration between multiple parties very important.In this reflection activity there should be facilitators, minutes and advisors All the reflection participants sit together and discuss The facilitator needs to select some topics that will be the focus of discussion, then open discussion for all participants All members have the opportunity to express their views on the learning process of the students, the difficulties it faces, the decisions taken that deviate from the planning, and other important issues to be discussed.Advisors are tasked with summarizing the results of the discussion and providing helpful suggestions on what can be learned. illustrates that the product is prepared, not out of the collaboration of all participants premises n different roles and capacities.

D. THE CONCLUSION AND SUGGESTIONS

1. Conclusion

a. The four characters in the twentieth century 21 called with character 4C, consisting of: *(1). Critical thinking and problem resourses'; (2) Creativity*

and innovation; (3) Communication; (4) Collaboratio. The four characters 4C above there at every stage of the lessons study, both on the stage plan, do and see.

b. That Learning through lesson study can answer the needs and the demands of the characteristics and problems of the twentieth century 21.

2. Suggestions

Implementation of lessons activities study on all courses.

REFERENCE.

Armstrong, A., (2011). *Lessons study puts a collaborative lesn on student learning*. Summer 2011.vol 14 no 4.

Lonn, S., (2006).,*Charcteristics of communities of practice in a high school of economics lessons study group.*Woshington,D.C,: American Educational Research Association.

Permendikbud RI No. 53 2015, about the assessment of the results of the study by educators and education units in primary and secondary education.

Permendikbud RI No. 23 2016, about education Penilan Standards

RI Permendikbud number 3 2017, about the assessment of the results of the study by the government and the assessment of the results of the study by the education units.

Permendikbud RI No. 49 The year 2014, about national standards of Higher Education

Stigler, J., & Hiebert, J., (1999). *The teaching gap*. New York: The Free Press.

Vanroekel, D. (2008). *An educator's Guide ti the 'four Cs*". Woshington.D.C: National Education Association (NEA).