

Research Article

Giving Students Freedom to Learn Through the Implementation of Lesson Study

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ABSTRACT

The purpose of this study was to determine the concept of efforts to liberate student learning through the implementation of lesson study. This research was conducted by means of library research, which is "taking or studying relevant theories to the issues discussed, in the form of a review, synthesis or literature summary about the problems in this study." The results showed that the effort to liberate student learning was through lesson study. Lesson Study is an activity that can encourage the formation of a learning community that consistently and systematically performs self-improvement, both at the individual and managerial level. Merdeka Learning, in principle, is a free action in expressing learning events without any limitations and criticisms. As free humans, there is nothing different and separation in learning, everything is diverse, it's just that each role is different.

Keywords: Merdeka Learning, Lesson Study

INTRODUCTION

The concept of Freedom to Learn/FTL (Merdeka Belajar) by Nadiem Makarim is motivated by his desire to create a fun learning atmosphere without being burdened by achieving certain scores or values. This is in line with John Dewey's view of goal-directed education that does not end in the sense that education is a continuous process, a reconstruction of experiences that always grow. The goal of education is democratic education. Democracy is more than just a political understanding; it is a life that is interconnected and communicates with each other experiences. In this regard, John Dewey added that children's education is in life itself. Here, the growth continues to develop; each development achievement becomes a steppingstone for further development. Therefore, the education process is one form of continuous self-adjustment with psychological processes (behavioral changes aimed at sophisticated, planned, and purposeful behaviors) in inseparable sociological processes/changes in customs, attitudes, habits, and institutions (Deswari, 2015; Rusmana, 2016; Suhandono et al., 2013; Suyitno, 2009).

FTL is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) launched by the Minister of Education and Culture, Nadiem Anwar Makarim. Nadiem makes an independent learning policy not without reason. This is due to the results of the study of the Program for International Student Assessment (PISA) in 2019

showing that Indonesian students only ranked 6th from the bottom; for mathematics and literacy, Indonesia ranked 74th out of 79 countries. The concept of the goal of this program is to create more comfortable learning nuances where students can discuss more with their teacher, learn with outing class, and not only listen to the teacher's explanation but also build their characters of being brave, independent, easy to get along, civilized, polite, competent, and not just relying on the ranking system which, according to some surveys, only disturbs the children and their parents because basically, every child has talent and intelligence in their respective fields (Budiharso & Tarman, 2020). This will lead to the formation of students who are ready to work, competent, and virtuous in the community (Afandi et al., 2013; Mardian, 2017). FTL is a special program initiated by the Minister of Education and Culture in 2019. In the strategic policy, this program includes the National Standard School Examination (USBN), National Examination (UN), Lesson Plan (RPP), and Zoning. Freedom of Learning is not only realized in the classroom like answering the teacher's questions by raising hands, but it also means having a spirit and noble ideals beyond the classrooms and world (Solikhah & Budiharso, 2020a). This can be realized if a teacher has independence in teaching. One question to be answered is whether we as teachers have already felt free in teaching. That is the initial concept in realizing independence in learning. The principle of FTL is

to be free in expressing learning events without any limitations and criticism (Anshory, Ichsan; Utami, 2018; Hidayat et al., 2019; Hilmin, 2013).

As independent beings, there is no difference and separation in learning. All are the same; it is only the roles that are diverse. Both FTL and Learning to Be Free (Belajar Merdeka) are the same. The differences are only the methods and systems. FTL is one program initiated by Nadiem Makarim who wants to create a fun learning atmosphere for both students and teachers. The goal of this program is for teachers, students, and parents to have a fun atmosphere. FTL means that education must create a fun atmosphere (Solikhah & Budiharso, 2019).

Lesson study can be used to give students FTL. Lesson study is an activity that can encourage the formation of a learning community that consistently and systematically does self-improvement, at both individual and managerial levels. Based on the terminology, lesson study comes from Japanese (*jogyokenkyu*) which is a systematic process used by Japanese teachers to test the effectiveness of their teaching in order to improve learning outcomes (Garfield, 2006). The systematic process in question is the collaborative work of teachers to develop lesson plans and instruments, make observations, reflection, and revision of learning plans in a cyclic and continuous manner (Budiharso & Arbain, 2019). Lesson study is practiced in three stages, namely planning (Plan), implementing (Do), and looking back or reflection (See). These stages are carried out repeatedly (Cycles). The planning stage (Plan) aims to produce a learning design that is believed to be able to effectively teach students and encourage their participation in learning. The implementing stage (Do) is intended to implement the planned learning design. The observation and reflection (See) stage is intended to discover the advantages and disadvantages of learning implementation. A series of activities from the Plan to See stages are carried out collaboratively (Dasna, 2015; Syafaruddin, 2019; Wirahmawan, 2018; Solikhah & Budiharso, 2020b).

Collaborative in the lesson study learning is expected to help government programs related to FTL, especially for students. There is a phenomenon that some teachers still find difficulties in understanding the concept of FTL in preparing learning instruments (Syllabus, Lesson Plan, Method, Model, and Media) which are not optimally applied in learning. This affects the learning process. It disturbs the teachers who are supposed to design more effectively and innovative learning. Therefore, this research aims

to give students freedom to learn through the implementation of lesson study.

RESEARCH METHOD

The research method used in this article is library research, which is taking or studying theories that are relevant to the problem discussed in the form of a review, synthesis, or summary of literature about the problems. This research includes searching, identifying, studying, analyzing, and evaluating relevant literature. To study the focus of writing, the writer sought the data through various media in the form of textbooks, scientific journals, articles in newspapers, or articles on the Internet relating to the problem discussed.

RESULTS AND DISCUSSION

Lesson study was first implemented by the elementary school teachers in Japan. The well-known figure who develops lesson study is Makoto Yoshida. The success of Japan in developing lesson study was followed by several other countries, including the United States through the hard work of Catherine Lewis who conducted research on lesson study in Japan since 1993. Based on the observations of several schools in Japan, Catherine Lewis (2004) obtained the results in the form of essential features of lesson study, namely:

1. Long-term shared goals. Lesson study is preceded by an agreement of the teachers about the shared goals they want to improve over a long period of time with a broader scope of objectives, for example about developing students' academic and individual abilities, meeting their learning needs, developing fun learning, developing students' diligence in learning, and so on.
2. Emphasis on important subject matter. Lesson study focuses on the learning material that is considered important and becomes a weak point in student learning and is very difficult for them to learn.
3. Emphasis on careful study of students. The main focus of lesson study is the development and learning of students, for example, whether students show interest and motivation in learning, how they work in small groups, how they perform tasks given by the teacher, and other matters relating to activities, participation, and conditions of each student in following the learning process. Thus, the focus of attention is no longer only on how teachers teach as is usual in a classroom supervision carried out by the principal or school supervisor.
4. Prioritizing direct learning observations. Direct observation can be referred to as the heart of lesson study. The development and learning

activities of the students should be assessed by not only looking at the lesson plan or the video views but also observing the learning process directly. By making direct observations, the data obtained about the learning process will be far more accurate and complete, even to the point where even the details can be extracted. Videotapes or recordings may be used only as a supplement, not as a substitute (Busyaeri et al., 2016; Nursafitri, 2018; Syafaruddin, 2019).

In addition, there are three stages in setting up a lesson study team. The first is Plan (Planning), which is forming a lesson study team consisting of several class teachers to plan a learning plan consisting of the media, model, method, and strategy to be applied in the learning process. In this stage, the team explores the shared material to be taught and observed together. The second is Do (Implementing and Observing), which is implementing the results of planning in the learning process in class. The observer is tasked with seeing/observing interesting things or students. The last stage is See (Reflecting); at this stage, the teacher (model) and the observer discuss together the weaknesses during the implementation of learning. After cycle 1, cycle 2 is performed in the stages of plan, do, and see using other methods (Farida, 2016).

The implementation of lesson study is very effective because they can (1) think more carefully about the objectives of the material to be taught to students, (2) think deeply about learning goals to support students' future interests, for example about the importance of friendship, the development of students' perspectives and ways of thinking, and students' love for science, (3) review the best methods that can be used in learning from their peers (participants of lesson study), (4) learn about the content or subject matter from their peers so that they can increase their knowledge about what should be given to students, (5) develop teaching skills in planning and implementing learning activities, (6) build abilities through collegial learning in the sense that teachers can learn from each other about what they feel is still lacking (about their knowledge and skills in learning students), and (7) develop the Eyes to See Students in the sense that with the presence of an observer, the observations about student learning behavior can be more detailed and clear.

Lesson study provides many benefits for teachers, including (1) they can document the progress of their work; (2) they can get feedback from other members/communities; and (3) they can publish and disseminate the final results of lesson study. Relating to the implementation of lesson studies, Mulyana (2007) stated that there are two types of

lesson studies, school-based and teacher working group (MGMP)-based lesson studies (Dindin, 2012; Muntaqo & Masrurroh, 2016; Prayekti & Rasyimah, 2012; Prayitno, 2015).

The implication of this lesson study is that it can give freedom to student learning to get increased learning outcomes in mathematics learning in junior high school. Tuerah examined the effect of the application of lesson study on the academic achievement of junior high school students in mathematics. The research involved 23 schools, consisting of 13 experimental schools (Minahasa Utara Regency) and 10 control schools (Minahasa regency) with a total of 598 students with the data in the form of mathematics academic test scores statistically analyzed using a difference test ($\alpha = 0.05$). From the results of the analysis of the difference test, it can be concluded that the implementation of the lesson study can increase the mathematics test scores of junior high school students. The high ratio of the mathematics scores between the experimental and control classes reinforces the conclusion that the implementation of lesson study in North Sulawesi has a positive effect on students' academic achievement in mathematics.

Lesson study is expected to give freedom to not only junior high school students but also university students. The research results of Utami Murwaningsih and Herry Agus Susanto (2011) stated that the Numbered Heads Together (NHT) cooperative learning model based on lesson study can improve student achievement in semester III of the 2011/2012 academic year. Erika Laras and Isna (2011: 11-12) stated that the implementation of lesson study in Mathematics Study Program of FKIP Univet Bantara Sukoharjo in the Linear Program course which is carried out according to the stages of lesson study produces good results. They stated that lesson study is an effective way that can improve the quality of learning by the lecturers and student learning activities. Sudirtha (2016) stated that the integration of the implementation of lesson study and cooperative learning in micro teaching for students of the Faculty of Engineering and Vocation in Undiksha shows that the students who learn using a cooperative method with the lesson study setting obtain higher results than those who learn using a conventional method after controlling perceptions about teaching profession.

CONCLUSION

Freedom to learn as part of humanizing human learning. As free humans, there is nothing different and separation in learning, everything is diverse, it's just that their respective roles are

different. Merdeka Learning and Learning Freedom are all the same, only the methods and systems are different. One of them frees learning through lesson study. There are three stages in the lesson study, namely Plan, Do, and See. Lesson study is very effective for teachers because it provides benefits and opportunities for teachers to be more careful about the objectives, certain materials to be taught to students; think deeply about learning objectives; studying about the best things that can be used in learning; and building capacity through collegial learning.

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