



The Contribution of Observer Towards The Teachers' Performance in Classroom

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Received : 2 Agustus 2019; Accepted: 20 Oktober 2019

Abstract

The aim of this paper is to describe the contribution of observer towards the performance of the teachers in teaching. The research question of this research is how is the teachers' opinion about the contribution of the observer in their class? In answering the research question, the researchers conducted a research in a year by participating in learning community. The sample of this research is the students who have conducted Magang III and contributed as teacher. Here, the researchers use questionnaire given to the teachers. The data from the questionnaire analyzed in the form of Likert Scale. As a result of this study revealed that the fear is only a temporary concern because basically they concluded that the presence of observers had a positive impact on their performance, because there were many valuable lessons and input obtained from the presence of observers in their open classes and of course that will be material for further improvement of their learning. It can be seen from the percentage of the questionnaire show that from 14 statements, most of students are in the Strongly Agree and Agree range.

Keywords: Lesson Study, Contribution, Observer, Teachers' Performance.

Introduction

Lesson study is one of means in the educational field as the way to improve the quality of learning. Lesson study originated and developed from Japan since the early 1990s. Through these activities, teacher in Japan tried to reviewing the learning by doing planning and observation which aims to motivate students to actively learn independently. Discuss about lesson study, of course we will discuss about the studies in the learning process, as explained in the definition that, lesson study is a direct

translation from Japanese "jugyokenkyu", which is a combination of two words, jugyo which means lesson or learning, and kenkyu which means study or research.

Lesson study is one of ways for teachers' professional developments. Lesson study is a popular professional development practice from Japan. Today, it is widespread adapted in many countries and one of the countries is Indonesia. In Indonesia Lesson study began since 1998, at three universities namely Yogyakarta State University, Indonesian University of Education, and Malang State University. Where, the implementation is the development phase of lesson study which was initially introduced through the Indonesian Mathematics and Science Teacher Education Project (TIMSS), which works closely with the Japan International Cooperation Agency (JICA).

Until now, implementation of Lesson study in the world of education is in great demand to be carried out and studied in depth by researchers, teachers, lecturers and other relevant parties. One of them Damayanti et al (2018) conducted her research about the concept of lesson study in Magang III as a subject in Faculty of Teacher Training and Education. She concluded that this lesson study activity improve the students' as teachers' knowledge by teaching activity because before teaching, the students as teacher should learn first.

Based on various research results revealed that Lesson study does have a positive impact in increasing teacher professionalism in improving student quality. As stated by (Wai Ming Cheung, 2014). Lesson study is an activity to improve teacher professionalism which is focused on three stages, namely PLAN, DO and SEE. Where, from the three stages, the DO stage is considered as a rather complicated stage to be carried out. Because based on preliminary observation conducted on prospective model teachers, they think that it will feel complicated to conduct learning activities that are somewhat different from usual. What is meant differently is the presence of observers who witness firsthand about their learning activities. Besides that, Damayanti (2018) on her research concluded that the model teachers have to do a big effort to make their students more active in the classroom activities, because the students were not active enough in the teaching and learning process, it caused by the observer presence in the classroom, so the students need more habituation about Lesson Study activity.

Therefore, in this case the writers want to know the contribution of the observers weather it can improve the students as teachers' self-confidence or distracting the students as teachers' concentration in their class. Because based on Widodo, et all in 2007, they stated that by participating in Lesson Study process will give a good opportunity to learn as a good teacher, not only for a teacher model but also for the observer it self.

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Cokroaminoto Palopo University has conducted Lesson Study in some areas of schools and campus. In campus, the Faculty of Teacher Training and Education commits to the lecturers to spread Lesson Study in teaching and research. So, in Magang III program, the students who chooses program Magang III will be taught about the concept of Lesson Study and how to apply the Lesson Study. That's why this study will be focused on the opinion of UNCP's students who have conducted Magang III and contributed as teacher.

The objectives of Magang III are to provide students as good teachers. They are good in maintain their self-confidence, communication building, and managing classroom interaction. So, here the students are accompanied by the guide lecturer, teacher from school, and their friends. Research Question of this research is **how is the teachers' opinion about the presence observers in classroom?**. Then, The objective of this research is to find out the teachers' opinion about the presence observers in classroom. This research is expected to be able to provide knowledge related to the implementation of Lesson Study for schools or educational institutions in terms of developing professionalism of teachers such as information about lesson study, overview of learning based on lesson study and so forth. It also can be used as a reference for relevant research for further researchers.

Research Method

This research is descriptive quantitative research. Where, the questionnaire is used as an instrument to find the data. The questionnaire consists of 14 statements related to students' opinion toward the contribution of the observer in the classroom. The collected data is analyzed in the form of Likert Scale. The concept of Lesson Study in Magang III activity can be seen in three activities: first activity is PLAN, the second is DO, and the third is SEE. Before conducting those steps, the researcher uses some procedure such as:

1. Firstly, researchers come to SMP Cokroaminoto Palopo to discuss the principal about the room, class, students, and teacher who will be responsible to the lesson study activity. As a result, they made a team.
2. The researchers arranged the time with the team to arrange the time to conduct PLAN, DO, and SEE.
3. After doing PLAN, DO, and SEE researchers gave questionnaire to the teachers.
4. After giving questionnaire, the researcher analyzed the data in the form of likert scale.

Result and Discussion

The result of this study is showed in the following table:

Table 1. The Students' or Model Teachers' Opinion about the Contribution of the Observer towards Their Performances in the Classroom.

Statement 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	7	70.0	70.0	70.0
SS	3	30.0	30.0	100.0
Total	10	100.0	100.0	

Statement 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	6	60.0	60.0	60.0
SS	4	40.0	40.0	100.0
Total	10	100.0	100.0	

Statement 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	5	50.0	50.0	50.0
SS	5	50.0	50.0	100.0
Total	10	100.0	100.0	

Statement 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	2	20.0	20.0	20.0
S	8	80.0	80.0	100.0
Total	10	100.0	100.0	

Statement 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	9	90.0	90.0	90.0
SS	1	10.0	10.0	100.0

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Total	10	100.0	100.0
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Statement 6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	1	10.0	10.0	10.0
S	8	80.0	80.0	90.0
SS	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Statement 7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	9	90.0	90.0	90.0
SS	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Statement 8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STS	2	20.0	20.0	20.0
TS	7	70.0	70.0	90.0
S	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Statement 9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	2	20.0	20.0	20.0
S	8	80.0	80.0	100.0
Total	10	100.0	100.0	

Statement 10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	9	90.0	90.0	90.0
SS	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Statement 11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	1	10.0	10.0	10.0
S	8	80.0	80.0	90.0
SS	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Statement 12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	1	10.0	10.0	10.0
SS	9	90.0	90.0	100.0
Total	10	100.0	100.0	

Statement 13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S	5	50.0	50.0	50.0
SS	5	50.0	50.0	100.0
Total	10	100.0	100.0	

Statement 14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	1	10.0	10.0	10.0
S	9	90.0	90.0	100.0
Total	10	100.0	100.0	

The data in table shows the result of questionnaire in this research. The students' responses to the statements of the questionnaire describe their opinion toward the contribution of the observers toward their performance in the classroom. The students' responses above describe that most of the students agreed that the presence of the observers in the classroom gave positive contribution toward their performance.

The result shows that mostly the teachers assume that the observers gave positive contribution to her/him related to their feeling. Their felt worried about

their performance in teaching only takes place in the first few minutes of the learning process, but after that the atmosphere has returned to normal. But even so, there are 2 model teachers who feel disturbed by the presence of observers in the classroom and they suggested that for the next time, the observers must not be the powerful one. Also, it is suggested to talk much about the students in PLAN session in order to satisfy the teachers' feeling.

Actually, some of the students have difficulties in managing classroom in Magang III. Some students gave up before passing this subject. Lesson study becomes the activity to reduce the students' problem, but on the other hand, the presence of observers also can be the obstacle and can be the solution. So, it is better to select the observers first before conduction open class. Based on the data in the table above there are 9 model teachers stating that they strongly agree that the presence of the observer helps them by providing valuable input on what they have done in the classroom, and there are 9 model teachers who are in the category of agreeing to do lesson study on the next opportunity.

In addition, through this study the authors also provide an opportunity for the model teachers to provide their additional comments related to what is the focus of this study. And one of them revealed that the presence of the observer contributes advice to the model teacher is very useful because it can be a meaningful consideration for the next learning process. Through the presence of observers, we as a model teacher get information related to some student activities that were never found by the teacher itself but can be revealed through the presence of observers in the classroom. And of course it is more attention for each model teacher to give special attention to these students in the next learning phase.

Then in addition to the other model teachers who also wrote additional comments on what was the focus of this study. He concluded that the presence of an observer could make them realize that sometimes we miss paying attention to our students, whether their learning rights have been fulfilled or not. It turned out that through the help of the observer when open class the question was answered that was submitted during the reflection phase.

The last additional comment was expressed by a model teacher who stated that if previously in the usual learning model, he sometimes felt overwhelmed in teaching, but through Lesson Study and with the help of observer overwhelmed it was overcome. The students become more focused on learning. So through these additional comments it can be assumed that the presence of an observer in the class actually makes a very useful contribution

Conclusion and Limitations

Based on the research that has been done, it can be concluded that the lesson study activities are focused in three stages, namely Plan, Do and See. Where before the learning activities are carried out, known as the Do stage, it starts with the Plan stage which focuses on discussing what will be carried out

in the learning process later. One of them is related to the presence of observers who will help observe the learning process during open class. But at the initial observation, overall the model teacher felt depressed about the presence of the observers who witnessed their learning activities firsthand, with the opinion that of course their learning process would feel stiff because of the presence of the observer. However, based on data from the results of this study revealed that the fear is only a temporary concern because basically they concluded that the presence of observers had a positive impact on their performance, because there were many valuable lessons and input obtained from the presence of observers in their open classes and of course that will be material for further improvement of their learning.

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