

Trend Topic in School-based Lesson Study for Learning Community in Transformational Program

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Abstract: Implementation of lesson study encourages Reflective Practitioners to get used to collaborating in learning practice. In Indonesia, educational programs have been designed with collaboration in mind, promoting a reflection process within the learning community. This research focuses on trending topics/themes of reflective practitioners in supporting the sustainability of their learning communities. The participants involved in this study were 75 reflective practitioners consisting of school principals (P), school supervisors (SS), and learning committee teachers (T). Through the Facilitating School Program (FSP) Questionnaire, information was obtained that two topics were becoming trends by all reflective practitioners in Learning Community for Reflective Practitioners (LCRP) activities in schools, namely, commitment to improving quality sustainably 85.3% and conducting research collaboratively 84.1%. Schools must collaborate with teachers and principals to design straightforward school programs so that these two topics can be implemented smoothly.

Keywords: Collaboration; Learning community; Reflective practitioners; School-based lesson study

Introduction

The Learning Community for Reflective Practitioners (LCRP) aims to prepare learning in the era of the industrial revolution 4.0 and the current 5.0 society by paying attention to 4 (four) competencies. These competencies include (1) mastery of material, (2) learning innovation, (3) information, media, and technology, and (4) career life (Saito et al., 2015). Reflective Practitioners (RP) are individuals who conduct critical reflection individually or in groups to find facts about their strengths and weaknesses in every aspect of learning (Wuisan, 2015) to become professional individuals. As stated by Liakopoulou (2012) that reflection is an essential part of being a professional, and it has a variety of definitions in the context and teacher cognition. Reflective teaching is examining your actions in the classroom and considering why you do them. However, reflection is more than a condition of doubt and uncertainty, followed by a search for answers. Reflection is a prerequisite for comprehending the

complexity of the pedagogic process and selecting appropriate teaching methods, tactics, and means based on the teaching objectives, pupil requirements, personal perceptions, and the larger context in which the academic process takes place.

The existence of a learning community among reflective practitioners at school and university is reinforced by regulation No. 14/2005 concerning teachers and lecturers no. 37 of 2009, which states that lecturers are expert educators and scientists whose main goal is to change, develop, and promote science, technology, and the arts through teaching, research, and community service. This guideline emphasizes that a lecturer is not only a professional educator but also a scientist and an innovator in the country's progress (Setyaningsih, 2018).

Achieving all of these competencies requires collaboration and reflection from both educators and students (Saito et al., 2015). This has been included in the 2013 standard curriculum through the Indonesian Partnership for the 21st Century Skill Standard (IP-

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21CSS), which prioritizes practice, high-level skills (HOTS), and reflection. Collaboration should involve physical activity and mental activity comprehensively and take place in a conducive learning environment (Kennedy, 2021). This is contained in Law number 20 of 2003 concerning the National Education System Article 1, paragraph 20).

The learning community is a forum for collaboration and continuous learning based on peer collegiality (Merdekawati, 2020). With the Learning Community, reflective practitioners design learning together, observing and reflecting on the results of observations made. Japan was the first country to introduce the learning community concept. It aims to understand how reflective practitioners can be more collaborative, communicative, critical, and creative in carrying out their responsibilities (Primandhika & Firmansyah, 2018). It is widely known that the existence of a learning community can have a positive impact on reflective practitioners. In addition, it also affects sustainable professional development (Shúilleabháin & Seery, 2013).

The implementation of collaboration in the world of the learning community has not gone as expected. 3 (three) conditions cause this, according to the findings of Saito et al. (2015) namely (1) still focusing on basic activities such as seeing, listening, and summarizing, (2) educators are accustomed to working alone and do not collaborate in planning or evaluating learning, and (3) materials for self-reflection related to activities that have been implemented are not yet available. Based on these 3 (three) findings, information is obtained that collaboration and reflection have not materialized in the Learning Community for Reflective Practitioners (LCRP). This has caused LCRP members such as the principal (KS), School Supervisor (PS), and Learning Committee Teachers (GKP) not clear to understand the strengths and weaknesses of the school. For example, GKP students are still not optimal in the learning that has been implemented because the planning, implementation, and assessment processes are carried out alone (teacher-dominated learning) without the involvement of other parties and students even though the demands of 21st-century learning require a reflective, interactive, and collaborative atmosphere or better known as a silent revolution (Saito et al., 2015).

To foster collegiality between PS, KS, and GKP, who have the awareness to continue to reflect and collaborate, the most important aspect is finding guidance supporting school progress. Collegiality between KS, PS, and GKP will embody the principle of self-reflection to create quality reflective practitioners in the learning community (LCRP) (Setyawan et al., 2019; Tsukui & Saito, 2018). Lesson study is the best choice for implementing collegiality training in developing

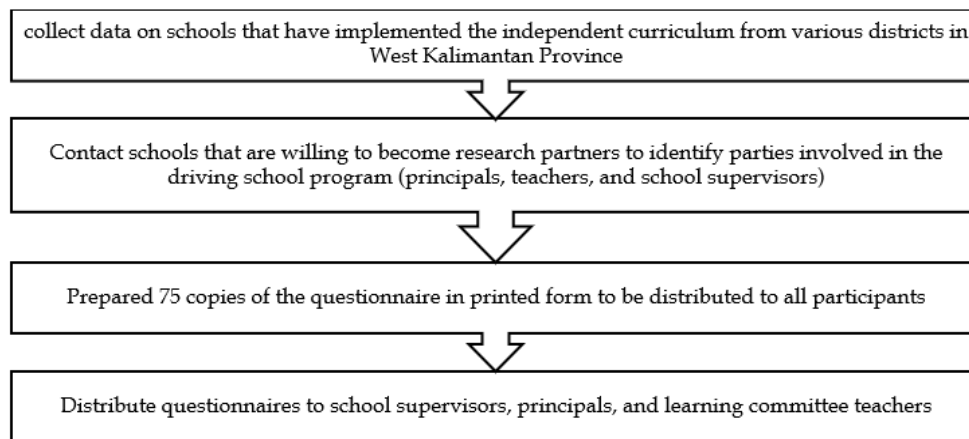
learning communities in Indonesia and several other developed and developing countries such as the United States, Singapore, South Korea, and Hong Kong. This country is a member of the World Association of Lesson Study (WALS) association, and Indonesia itself, apart from joining WALS, also has a forum for the Indonesian Lesson Study Association (ALSI) (Saito et al., 2015).

In addition to binding regulations, the emphasis on the existence of a learning community is also supported by the presence of teachers, which can be seen on 3 (three) sides, including (1) an educator who is charismatic and understands how to educate correctly, (2) educators who are experts in their field with adequate competence, and (3) members of reflective practitioners who implement learning practices (Malcolm & Zukas, 2006). With the teacher's role, each teacher has a community to continue to develop himself.

In the last five years, the learning community of reflective practitioners in the school environment has developed rapidly (Nafrin & Hudaidah, 2021). Most of the activities are carried out an increase the competence and professionalism of teachers. However, it is infrequent to discuss what topics are often discussed in their community and how the activities and roles of reflective practitioners are in supporting the sustainability of the learning community. Thus, this research aims to provide an overview of trending themes often discussed in learning communities that can help the sustainability of LCRP and an independent curriculum. This research accelerated programs involving supervisors, principals, and learning committee teachers to become one unit in public/private schools in all conditions. The results of this research become material for reflection by policymakers to be able to design programs with trending topics needed according to the requirements and situation of the school. The results of this research support the driving school program launched by the government, the development of a learning community, a culture of collaboration and reflection between supervisors, principals, and teachers. By exploring topic trends found in schools, a program will be born, which is a joint commitment to improve the quality of education in Indonesia.

Method

The research applied is a mixed method research with an explanatory sequential design (Cohen et al., 2018). Mixed method research with explanatory sequential design is a research method that combines both qualitative and quantitative data collection and analysis in several stages (Creswell & Plano, 2011). The steps taken are (Picture 1):



Picture 1. Research Stages

The questionnaire used is a questionnaire that the driving school program has developed. This questionnaire is called the Facilitating School Program (FSP) Questionnaire, which consists of three answer choices, namely support (M), less support (KM), and not support (TM). The questionnaire results from the respondents filled in were analyzed by calculating the percentage of the topic answer choices that had dominance (50%). Rates equal to or above 50% are stated as topics that support the learning community sustainability process and vice versa. The questionnaire was analyzed by sorting the participants' answers related to the most dominant topic trend. Six topics were selected with percentages above 50% for further analysis. The method of distributing the questionnaire to all participants is shown in Figure 2.

This analysis provides essential input and data to develop further research (Mihas, 2019). The steps taken describe reflective practitioners' activities in their learning communities (LCRP) through interviews. This study involved reflective practitioners consisting of 155 teachers (members of the West Kalimantan LS community) from 25 different schools, 25 principals, and 25 school supervisors.

The participants involved consisted of KS, PS, and GKP. Of these three participants, the capacity of school principals and teachers is critical in restructuring and reforming education. No matter how great the program that is launched will still start and end with the teacher because the teacher is the "mover" in the class. Pounder stated the school principal is an essential element in improving governance and is the driving force for every academic unit so that meaningful and enjoyable learning will be created through system improvements that support improving the quality of education (Wijaya et al., 2020). The principal is an influential figure in

education development at the school level. One indicator of the success of a school principal's leadership is measured by the quality of education achieved by the educational institution he leads.

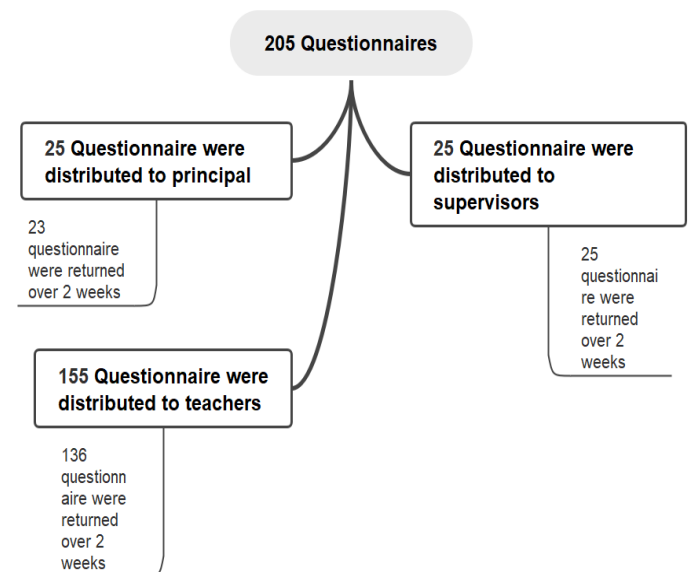


Figure 2. Number of questionnaires distributed to participants

Result and Discussion

The community of members who join the LCRP consists of reflective practitioner members who consciously collaborate and work together to realize sustainable school quality improvement in meeting the needs of learners through a shared vision. Referring to Reichstetter (2006), there are 14 (fourteen) topic indicators in the learning community, as shown in Figure 3.

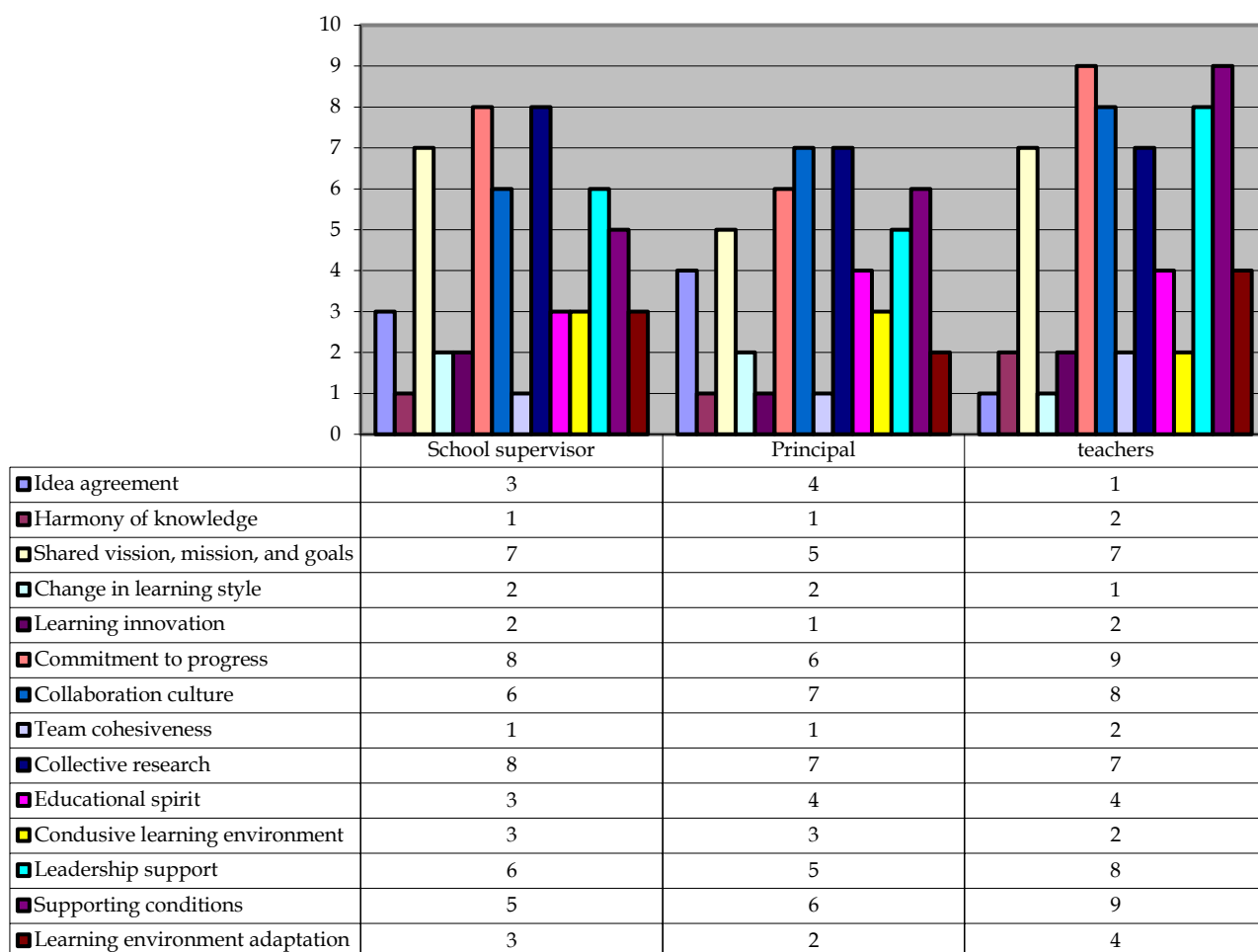


Figure 3. Topics of Discussion in the Learning Community

In Figure 3, it is known that in the implementation of sustainable LCRP, 6 (six) components are dominant and that must be considered, namely (1) emphasis on mission, vision, values, and shared goals, (2) commitment to continuous improvement, (3) habits collaborate, (4) joint investigation, (5) leadership support, and (6) supportive conditions.

Table 1. Percentage of participant responses to the topic in the Learning Community

The six most dominant topic	Percentage of participant responses (%)			Average (%)
	SS (n=23)	P (n=25)	T (n=136)	
Shared vision, mission, and goals	63.6	77.7	71.4	70.9
Commitment to progress	81.8	88.8	85.7	85.3
Collaboration culture	72.7	66.6	100	79.7
Collective research	63.6	88.8	100	84.1
Leadership support	72.7	66.6	71.4	70.2
Supporting conditions	81.8	55.5	85.7	74.3

Note: SS (School Supervisor), P (Principal), T (Teacher)

An effective Learning Community is very attached to the vision of learning. So that the topic of shared vision, mission, and goals is considered a topic that supports the sustainability of LCRP (70.9%). The vision is consistently articulated and referenced as a guide in making decisions about teaching and learning. The mission or goal of the LCRP team is to ensure that all students learn through the collaborative and interdependent practice of reflective practitioners. This component is an effort where LCRP members are committed to the principles that are believed in and implemented. Based on the curriculum review, learning outcomes are essential for all students to know, ensuring teaching is implemented well (Hummels & Frens, 2009). Members of reflective practitioners have a shared vision, mission, values, and goals. There is transparency about what students should know and be able to do.

Reflective practitioners are involved in a continuous improvement cycle, committed to and continuously achieving continuous improvement (DuFour & Eaker, 1998). Reflective practitioners have owned such a commitment to continue to improve teaching skills. In

addition, successive improvement cycles have been carried out to expand their competencies to produce the desired results. Based on the results of this analysis, it was found that this topic is one of the topics that support LCRP sustainability with a percentage of 85.3%.

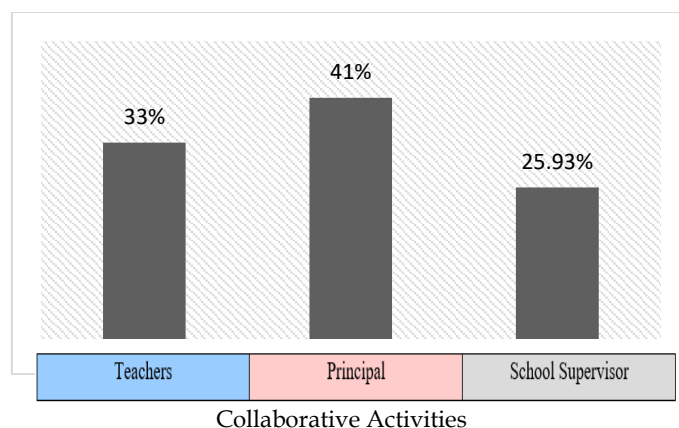
Dialogue or collective inquiry into learning practices was a key attribute in professional learning communities (Singer-Brodowski et al., 2018). Dialogue on curricula, formative assessment, instruction, and professional development is needed in the continuous learning community, especially in the search for effective teaching strategies. Collective inquiry can also solve problems collectively by applying new ideas and information required by students. Cooperative investigations are carried out by analyzing the current learning process about student learning outcomes, conducting new experiments, and assessing the relationship between practice and achievement of objectives in learning practice. The collective inquiry process is also carried out by working together in questioning, seeking, analyzing, developing, testing, and evaluating new skills, strategies, awareness, attitudes, and beliefs that encourage student learning to become more meaningful.

Based on the results of the interviews, information was obtained that the existing professional learning community already has a leader who facilitates the learning of all members of reflective practitioners. So leadership support, such as school principals, is a significant factor in forming a learning community (Harapan, 2017). So the Learning Community for Reflective Practitioners (LCRP) is a forum for groups of educators who continue to learn to develop themselves to keep abreast of technological developments as a forum for forming professional personalities in various ways (Tiainen et al., 2017). Trust, respect, and openness for improvement are still owned by all members of reflective practitioners in their learning communities. Through this forum, various obstacles and problems can be overcome immediately for implementing special programs launched by the government (Kemendikbud) so that they can run optimally and, of course, for the sake of creating Pancasila Students, as stated in Indonesia's vision. This is inseparable from the synergy of leadership support between various parties. If this is not the case, the learning community will only rotate on mere dialogue and a real process of collaboration.

The results of discussions with LCRP members stated that supportive conditions such as school circumstances and environment were fundamental in the sustainability of the learning community. Schools

should provide extra time and support for (a) student mastery and (b) time for teachers to plan lessons (designing lesson plans). These two things can support the development of learning communities and are believed to be able to result in good cultural changes for reflective practitioners. The conditions that support and are the best in LCRP sustainability are the time to meet and talk, physical proximity, and a clear communication structure.

Based on Table 1, information is obtained that two trending topics are discussed in each school operational management working group. The two topics are a commitment to continuous improvement and conducting research collaboratively. Both of these topics, in practice, have keywords that are done collaboratively. Based on the results of the interviews, information was obtained that the collaboration activities carried out by participants, both principal, school supervisor, and teachers, were still below 50%, as shown in Figure 4.



A lot of literature emphasizes structural and collaborative culture among educators that focus on learning for all (Almadi, 2020; Webb et al., 1995; Ertl et al., 2007; Yoon & Kim, 2014). Such a culture involves a systematic and goal-directed learning process. Based on the results of the interviews, all members of the learning community should analyze learning materials to improve the quality of collaborative learning. The collaborative culture also emphasizes the responsibility of reflective practitioners to learn together. Collaboration is also useful in the investigation, development, and implementation of research-based teacher practice. Collaboration puts forward the activities of working together to achieve common goals.

This finding illustrates that the two trending topics discussed in dialogues and discussions between KS, PS, and GKP are related to the principle of collaboration. This is following the Decree of the Minister of Education and Culture of the Republic of

Indonesia Number 1177/M/2020 concerning Guidelines for Implementing the Driving School Program, namely creating a collaborative climate for stakeholders in the field of Education both at the school, local and central government levels (Nafrin & Hudaidah, 2021). The principle of collaboration is essential in forming school learning communities (Kennedy, 2021; Lee, 2021; Zhang & Moreira, 2021). However, information has not yet been obtained about how each activity takes place, when and how long each action takes place, how the activity implementing team was formed, and what form of evaluation or reflection of each topic has been discussed. Thus, further research is still open to examining the effectiveness of each indicator in supporting the sustainability of the learning community, both in the short and long term.

Conclusion

The most dominant issues supporting LCRP sustainability in this research are commitment to improve quality sustainably 85.3% and conducting research collaboratively 84.1%. Both of these topics are related to the implementation of collaboration in schools. The results of this study can be used as reflection material for the education office that the topic trend that continues to be discussed is related to collaboration. This means that policymakers must realize that collaborative and reflective principles, which are the keys to implementing an independent curriculum, must still be facilitated. There needs to be a program that supports that collaboration and reflection in schools can continue to be entrenched. Through the findings of this research, policymakers also need to develop programs that can cultivate the principle of collaboration between teachers, school principals, and supervisors. Hopefully, with these special programs, Indonesia can lead to better changes in the future.

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Author Contributions

Reni Marlina conceptualization, which includes research ideas, design with methodology, and data analysis. Hamdani conceptualization has been carried out by reviewing investigation research, literature review, and provided feedback on the manuscript.

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Conflicts of Interest

The author declares no conflict of interest.

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