

CHAPTER I

INTRODUCTION

This chapter presents background of the research, formulation of the research problem, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms. Each of that sub-chapter explained briefly below.

A. Background of the Research

The Education Internship Program was essentially a course that provides education students with insight and practical experience regarding real learning activities in the classroom, so that they master various competencies in carry out the tasks according to their field of expertise. Developing a quality of education was crucial for educational academy to concern the nation quality, as it will the nation to shape a good generation (Nurhayati, 2022). Specifically, this research take the data in The Faculty of Education and Teacher Training in State Islamic University of Sayyid Ali Rahmatullah Tulungagung. The faculty of education has prepared programs to educate them, namely teaching internship (Magang Mengajar). The objectives of this program was to produce teacher candidates and to obtain the intern student who are professional and competent in teaching. These learning activities includes observing school or *madrasah* culture and learning activities itself, learning planning, implementing learning, and assessing learning.

The teaching internship program was carried out in an integrated manner, namely in Internship I and Internship II. The internship I aimed to equip intern students with the competencies, it was needed to carry out Internship II, including observing the culture of partner institutions and learning activities, preparing learning tools, and practicing peer teaching. Internship II aimed to provide experience in implementing and evaluating learning in partner institutions such as primary and secondary school. Students can be participated in the

internship program if they have fulfilled the following requirements: (1) Students has passed a minimum of 100 credits who registered as active students as proven by having the IRS Internship I program (2) they have passed all the prerequisite courses for teaching in their respective departments with a minimum grade of C (fair). So then, students can take part in the Internship II program if they have passed Internship I and registered as active students as proven by programming the IRS Internship II program. The thing that differentiates this internship from the previous one was that there was an additional activity in the second internship, namely "lesson study".

Lesson Study was a popular approach to teacher professional development used widely in Japan. It involves a small group of teachers co-planning a series of lessons based on a shared learning goal for the pupils, with one teacher leading the co-constructed lesson and their colleagues invited to observe pupil learning in the lesson. The team then develop their practice further, based on feedback. According to Azmir et.al (2018), lesson study was a model for fostering the teaching profession through collaborative and sustainable learning studies based on collegiality and mutual learning principles to build a learning community, as Deswita et.al (2019), also commit, lesson Study was a way for teachers to improve their teaching practice and develop knowledge related to developing their teaching skills. Thus, it refers to a process in which teachers progressively seek to improve their teaching methods through collaboration with other teachers to assess and provide input on their teaching techniques.

In the learning process, lesson study aims to develop teachers' basic skills in teaching such as the way they start teaching, steps in teaching-learning activities and also classroom management. To achieve these aims, the intern student should be given the opportunity to practice their teaching skills during the lesson study under the proper guidance of their lecturers, which was expected to contribute to their professional development Özbal et.al (2019). Rahayuningsih

(2016) believed that lesson study shapes learning interest of student-teachers participating in the lesson study class, which in turn, enhances their likelihood to succeed in learning. (Nurhayati, 2016) said that it was necessary to provide opportunities to practice lesson study because teaching skill must be mastered by students of education

Implementing collaborative lesson study, educator needs to: (1) study the curriculum, formulate learning objectives and goals for developing students' life skills (2) designing learning to achieve these goals (3) carrying out and observing research lessons (“studied lessons”) for later; (4) reflect to discuss the lessons studied and improve them, as well as plan the next lesson. Regarding determining the research theme of a lesson study, three things need to be considered; First, what is the actual quality of students today. Second, what are the ideal qualities of students desired in the future. Third, is there a gap between the ideal quality and the actual quality of the students who are the targets of lesson study. This gap can be raised as a research theme.

In general, lesson study includes three stages, namely: plan, do, and see. Specifically, the practice of lesson study; each student carries out guided learning practices (teacher's assistant) 6 (six) times and lesson study learning 1 (one) time per school. Especially for lesson study purposes, when students carry out practical learning (open class), colleagues are required to be present to make observations. GPM and DPM are expected to be present in class to make observations. Observations focused on student activities in class as a reflection of the practicing teacher's activities when teaching. After each learning practice (open class), a discussion was held which was intended to reflect on the implementation of the learning practice that has been carried out. The discussion was attended by all observers. The discussion material is based on the results of observations of learning that has taken place in the spirit of improving the quality of learning. Finally, from the results of these discussions to formulate

valuable lessons (best practices) that can be adapted both by student practitioners, student observers, as well as for teachers and subject teachers in training schools.

In the learning process, lesson study also was an effective way to improve teacher quality, so that the learning objectives conveyed for students well. Because it's unfortunate if teachers still stick to conventional method in their learning process. According to Yudha (2022), the use of conventional methods by teachers was considered ineffective in carrying out functions and achieving educational goals. In Indonesia, some English teacher still use conventional or traditional method (Nurhayati, 2018). If the interaction learning process between teachers and students was dominated by the teacher, then what happens was only a process of knowledge transfer. In line with that, Novan (2020) said, it was not only the cognitive aspects that students want to develop in the learning process, but also affective and psychomotor aspects are also viewed and addressed holistically. Because of as the key of students' successes, teachers are always required to adapt to the modern era, including in developing learning models. This success factor was also oriented to the intensity of effective student involvement in the learning process. Therefore, Anom et.al, (2020) say that teacher quality has a big influence on improving academic quality. In line with improving teacher quality, what is no less important was evaluating teacher skills to achieve predetermined quality standards Laoli et.al, (2021).

This research took the topic in the college area, specifically in State Islamic University of Sayyid Ali Rahmatullah Tulungagung. Which the Faculty of Teacher Education and Training (FTIK) is aimed to produce quality teachers. Tuli and File (2009) argued that teacher education program should offer programs allowing student to shape their professional competence, and the teaching internship is meant to meet that purpose, and this was because qualified teachers guarantee quality education Zulfikar (2009). In the context of achieving

predetermined competencies, apprenticeships have a very strategic function and role. Internship activities carried out by students are essentially carrying out learning activities by working at a particular school or educational institution. Students in carrying out internships are not only required to use the knowledge and academic skills they have acquired through lectures in accordance with real demands in work situations, but are also required to gain professional teaching experience and integrate this experience into their own behavior patterns as effective and effective individuals.

Studies on similar issues have been conducted by Putri (2020) who investigated students' experience in using lesson study in micro teaching class at English Department of UNP. The objective of this research was to find out students' experience in using lesson study in micro teaching class. The result revealed that the students' experience in using Lesson Study was a positive experience. The study by Laoli, A., et al (2022) also found that lesson study improved quality English teaching for the lecturer. Similar findings were also found in studies by Chiew Chin Mon et al (2016) and Azhar, A., et al (2022). Both of those studies found that lesson Study as innovative teacher professional development. In addition, research by Toshiakira Fuji (2016); Wake, G. and Seleznyov, S. (2020) found that lesson study can also design and conceptualize future developments as action research that informs curriculum design and implementation.

The researcher also found that the related topic was also used in other fields of science, Tyskerud, A., et al (2023) conducted the research to better understand how and why Math teachers learn from lesson study. In line with that, Samaniego, K.K.B., & Espinosa, A.A. (2022) also explored the perceptions of five in-service chemistry and mathematics teachers in using productive lesson study as a framework for teaching and learning. Both of the result showed that the teachers improved and deepened their knowledge by learning from each other's perspectives. They had also adopted effective strategies for teaching

by reflecting on their students' learning, which helped them address the challenges of integrating and relating different topics into one. Furthermore, they became more aware of their students' prior knowledge which enabled them to address misconceptions.

As previous studies yielded diverse results, therefore this research attempts to fill the gaps in the previous studies, because of this research has a different research location and focus studies. This research focused on the Students' Perception and Practice Toward The Use of Lesson Study in Teaching Internship Program.

B. Research Problems

Based on the background of the study above, the researcher formulates the research problems as follows:

1. What are students' perception toward stages of lesson study in teaching internship program?
2. How does the impact of lesson study practice in teaching internship program?

C. Objectives of the Research

In accordance with the statement of the research problem above, the present study aims:

1. To know the perception of students towards stages of lesson study in teaching internship program;
2. To portray practices of lesson study in teaching internship program;

D. Significance of the Research

The findings of this research can be contributive to these following parties:

1. For the intern students
They can motivate and increase their understanding of using lesson study. In addition, they know their own strengths and weaknesses by giving feedback so that students can overcome their problems during classroom learning practice.

2. For the teachers

These findings inspire and help teachers adapt teaching strategies that have so far been rarely applied. Then, it can give some benefits and knowledge about the use of lesson study effectively and optimally.

3. For the readers

The result of this study can give an inspiration for them, and can be used as a reference to conduct a research especially about lesson study.

E. Scope and Limitation

The scope of this research limited to the subjects and topics to be investigated. The subjects of this research are undergraduate students of English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung. Then, for the topics of this research is the students' perception and practice toward the use of lesson study in teaching internship program.

F. Definition of Keyterms

The researcher would like to study about "Students' Perception and Practice towards the Use of Lesson Study in Teaching Internship Program". Therefore, to avoid misunderstanding of the terms used in this study they need to be defined as follows:

1. Students' Perception

Perception was an important psychological aspect of humans in responding to the presence of various aspects and symptoms around them (Bagata et al, 2020). The term "students' perception" refers to how undergraduate students intern of English Education Department of UIN Tulungagung elaborate their perception toward lesson study in teaching internship program.

2. Students' Practice

The term teaching practice refers to how students utilize lesson study in teaching internship program.

3. Lesson Study

Lesson study was a model for fostering the teaching profession through collaborative and sustainable learning studies based on collegiality and mutual learning principles to build a learning community.

4. Internship Program

The internship program was an integral part and estuary of the educational process at the undergraduate education level which was intended to provide students with learning experiences in real situations in order to improve the quality of learning in the classroom.