

Lesson Study Based Learning can Develop Conservation Characters, Activities, and Learning Outcomes

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Abstract—Education is a means of the mobilization process to form critical educated and well informed middle class which is ready to enter modern life. This research is focused on learning that develops conservation character based on lesson study. Lesson study is a practice-oriented approach designed to develop and to help students as teacher candidates in improving professionalism, knowledge, and pedagogical skill. This research was conducted by descriptive research design. Its stages were developing the instruments, collecting data, analyzing data, and presenting data. Data were collected using the descriptive statistical technique. Data were obtained through the implementation of a plan, do, and see lesson study on the school management subject. Data were collected according to the principle of participant observation, field notes, quiz, questionnaire, and documentation. The source of data was observation result on open class activities, lesson study informant, which consists of a team of experts, facilitator lecturers, and students. Data validity was checked by using the triangulation technique. Research results show that lesson study based learning is effective to improve the learning process and outcomes and can develop character of conservation. One of the alternatives which can be used to do continuous improvement is the use of lesson study. Educators are recommended to use lesson study as a tool for improving the effectiveness of learning.

Keywords—character of conservation, lesson study, education.

I. INTRODUCTION

Education basically aims to empower learners to have *life skills* (ability to life), able to live independently, oriented to the future, and optimist. To achieve that goal required creativity of learning that can motivate learners through a conducive learning climate. An expository approach that is often used by educators is not according to the UNESCO concept [5] because it can not empower learners to be willing and to able to enrich knowledge, learning experience (*learning to do*) and increase interaction with the environment to build understanding of knowledge to the world around (*learning to know*), have no chance to build his knowledge and confidence (*learning to be*) although the ability to interact with different individuals or groups (*learning to live together*) in a society that will shape its personality to understand plurality, gave birth to a positive attitude tolerant to the diversity of life.

According to a 2000 world bank study abstracted by Sukmadinata, etc [1] the progress of a country is determined by four major factors : *innovation creativity* (45%), *networking* (25%), *technology* (20%), *natural resources* (10%). The first three factors place human resources as a strategic factor, means the future in the globalization of the economy and information technology, demands and needs of human resource development must have the ability to develop innovation and creativity, build cooperation network, utilize technology, and managing to develop resources owned. But [10] explains that human resource management faces issues related to recruitment, placement, training, discipline, and work habits. Development and improvement of human resources are necessary for educational facilities together to obtain a synergistic effect in improving the quality of graduates until compete competitively in the era of globalization.

Evers et al (1998) in Robinson et al (2007) explain *students need a forum in which they can actively solve problems, make decisions, communicate in both oral and written form, and work in teams. Lesson study* is a practice-oriented collaborative approach designed to develop and assist educators in enhancing the professionalism, knowledge, and educational skills. Educating is an effort to mobilize learners to have a noble character, intelligent, and responsible. Similar research results by Robinson (2016) indicate that significantly *lesson study* methods can improve students self-development in teaching practice. In this research, *lesson study* is implemented to develop conservation character in elementary school teacher education program as a strategy that can develop career interest in education with various learning experiences through school management subject.

II. LITERATURE REVIEW

In the theoretical framework, lesson study based learning and conservation character education are presented.

1. LESSON STUDY BASED LEARNING

Lesson study is an approach to improve the quality of learning that is carried out collaboratiely with the main steps of designing and implementing learning,

observing the implementation and doing reflection as a refinement material in the next lesson plan. The main focus of *lesson study* implementation is the activity of learners. *Lesson study* is known as “*jugyokenkyu*”. *Jugyo* means lesson or learning and *kenkyu* means study. Thus *lesson study* is a process of studying learning (Superthowi, 2013. Wordpress.com) to implement effective learning there are three basic stages in implement the *lesson study* : (1) *Plan*, (2) *Do*, and (3) *See*. The “*Plan*” stage includes four steps; (1) analyze topics, (2) analyze student reality, (3) create lesson plans and (4) examine lesson plans. The “*Do*” stage includes three steps; (1) arousing interest, (2) manage meaningful learning, (3) concluding lessons. The “*See*” stage reflecting lessons. The results of the “*See*” stage will be returned at the stage of the “*Plan*” and “*Do*” for improvement of next learning [1].

At the planning stage, the lecturers who joined in *lesson study* collaborate to arrange lecture plan. Planning begins with learning assessment activities by analyzing the needs of the problems encountered, so it can be known a variety of real conditions that will be used for the benefit of learning. Furthermore, in an ongoing collaborative basis based on the principle of *mutual learning collegiality*, find solutions to solve problems. The results of needs and problems analysis are considered in the planning, so it becomes a mature planning that is able to anticipate all possibilities that will occur during the lecture takes place.

At the implementation stage (do), the activity is the implementation of the plan by the lecturer of course lecturer and observation activity by the community of *lesson study*. At the stage of reflection (see), is an important stage to determine the next learning process. The reflection activity was conducted in the form of discussion followed by all participants of *lesson study*. Steps of action: (1) the facilitator introduces the reflection participants and their areas of expertise; (2) the facilitator conveys the agenda of reflection activities to be undertaken and the rules, among others, the observer must present evidence of observations; (3) the focus of observation revealed is: learning process centered on learners (Sunawan, Rosilah: 2008: 4).

The discussion begins with the delivery of impressions about the difficulties and problems that are felt in carrying out the plans that have been prepared. Furthermore, all observers submitted a response or suggestion supported by evidence of observations, not on an opinion basis. The various discussions developed in the discussion can be used as feedback for the benefit of improvement and/or improvement of the learning process.

2. CONSERVATION CHARACTER EDUCATION

Lickona (Wibowo, 2014: 38) explains that character education is a deliberate attempt to develop a good character based on core values that are good for the individual and good for society. One of the institutions that play a role in character education in college.

Character education in college can stem the *degradation* of characters and can shape the character of a strong student to face challenges in the future. The general framework in the academic community according to Santoso (Wibowo, 2014: 27) consists of two main elements, namely lecturers and students. They are in an academic environment supported by education personnel, infrastructure, and programs. The core activities in college are tri dharma of college, so that all activities both elements of education, research, and community service performed with the basis of character education.

Thus lecturers are not only required to have the intellectual ability but also emotional and spiritual. The goal is to be concerned able to open the eyes of his students to learn and able to live with the height of character and character that is based on academic culture to the values of academic ethics. Through the implementation of character education, the student will be encouraged to become young intellectuals who have a superior personality. Although the characteristics of learning in universities highly prioritize independence, lecturers still play an important role even determine the success or failure of the learning process. Without possessing and animating the characters, the learning process of the lecturers seemed to be without taste, without the spirit so that it becomes dull.

The lecturer must have a noble character. The main character that must be owned by a lecturer told Wibowo (2014: 63-67) is a commitment, competent, hard work, consistent, simple, ability to interact, serve maximally and intelligently.

Semarang State University (Unnes) is one of the universities that prioritizes the importance of conservation. [2] explains, the value of the expected conservation character embedded in each Unnes student self is a religious attitude, honest, intelligent, fair, responsibility, caring, tolerant, democracy, love homeland, tough, and polite. [3] explains that within the framework of realizing the State University of Semarang conservation declared in 2010, the implementation of tri dharma colleges refers to the principles of conservation (protection, preservation, and sustainable use of natural resources, human, art and culture) according to Rule Unnes Regulation No. 22 of 2009. Conservation education is a learning process that builds student spirit on the environment for contemporary development and cares for future generations. In subsequent developments Unnes launched eight character conservation, namely: Inspirational, Humanistic, Caring, Innovative, Creative, Sporty, Honesty, and Justice.

To achieve the demands of education that produce qualified graduates need learning with experience based on reality. The experiential learning method will encourage students to learn something from experience. [7] said that learning experiential learning is learning using case method. Advantages of experiential learning: (1) Experience-based learning and reality, not emphasizing textbooks that memorize the rules; (2) Learning based on the students, then who will gain

experience in learning is a student, not a lecturer; (3) The results are personal, because each learner form their own interpretation of the reality at hand, but still rely on a common core concept.

Hansen (1987) in [7] describes the role of lecturers that: (a) Lecturer's duties not only teach but encourage students to learn; (b) The lecturer must be able to abandon his old role and status as an intellectually superior center-stage. As a discussion leader, lecturers are also members of the learner group so they should be able to facilitate discussions in the joint inquiry process with students. The lecturer's

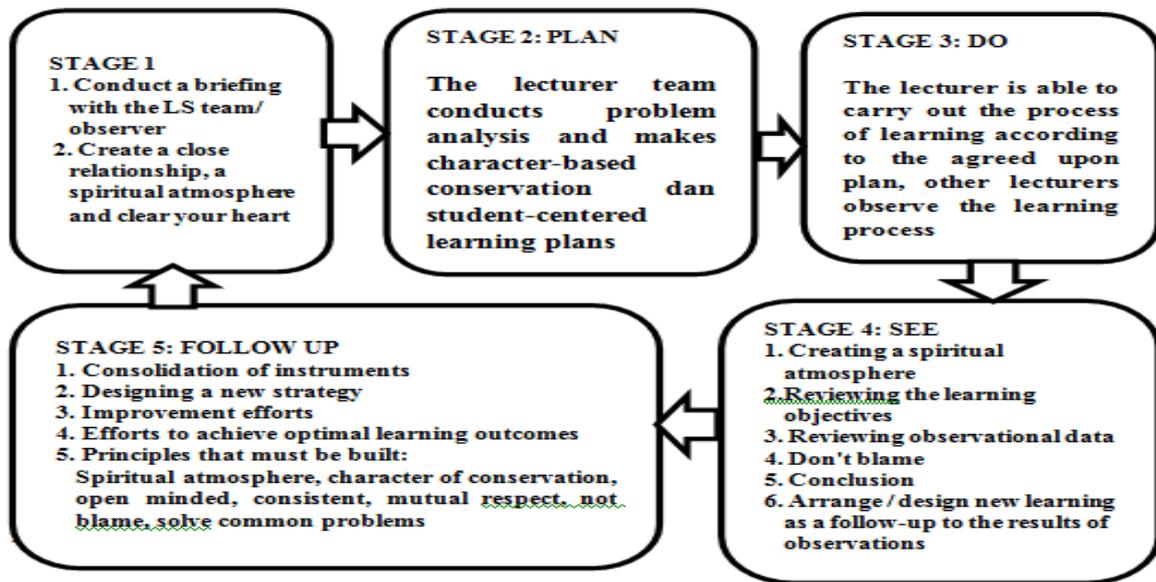
responsibility, in this case, means to be able to maintain the quality of the search process. (c) The lecturer should be a lecturer as well as a practitioner, so it should be able to develop the skills of observing, listening, communicating, and making decisions.

The education that develops character according to [15] will produce superior graduates who have innovative, creative, leadership, flexible, imaginative, hard worker, confident, sidiq, amanh, fathonah, tabligh, clean, healthy, discipline, helpful, resilient, competitive, and tolerant. The steps of the subject activities of the school management are illustrated in the following table.

Table. 1 Activity Of Lecturers Of School Management

Meeting	Activities	Method
1	Lecture contract, exploring early ability (stage plan)	Observation/Pretest
2-4	Explain/discuss standard material: nature and process of school management (stage do)	Curricular Task
Meeting	Activities	Method
5	Identify problems, discuss components of school materials (curriculum management, learners) at the stage of do, and see	Observation Team Lesson Study
6	Selecting / sharing problems for classroom studies and discussion of school component materials (stage plan)	Observation Team Lesson Study
7	Identify sources of information and discussion of school component materials (stage plan)	Observation Team lesson study
8-9	Collecting data and information, in Elementary Element (stage do)	Observation Team lesson study
10	Middle exam	Description Test
11-12	Creating a class portfolio, discussion of empirical studies (stage plan)	Observation Team lesson study and anecdotal notes
13-14	Showcase (stage do)	Class portfolio and appearance (expert team)
15	Reflections on the learning experience (see stage)	Anecdotal notes
16	Final exam	Description test

Lesson Study Based Learning Cycle
can Develop Conservation Characters, Activities, and Learning Outcomes



III. METHOD

This research was conducted with descriptive research design. The subject of this research is the students of Elementary School Teacher Education at Tegal Faculty of Education, Semarang State University class of 2014. The research data is the implementation of the plan, do and see lesson study in the school management subject. Data were collected in accordance with the principle of participant observation, through interviews, questionnaires, observations, field notes, quiz and documentation studies. Sources of research data: (1) observer observation in open class activity, (2) informant lesson study, consisting of an expert team, lecturer of lesson study facilitator, and student.

The examination of the validity of research data is done through triangulation technique. In this study, triangulation techniques are used by utilizing researchers or other observers for the purposes of re-checking the degree of data confidence. For data validity, the implementation of lesson study in school management learning is collected in accordance with the stages of the plan, do and see lesson study. Test data validity in this research is done with triangulation through data validation before analyzed, the technique of data analysis in this research done with steps: First, collect all research data, from planning, do and reflection (see) lesson study in school management learning. Second, classify data based on its division, from the plan, implementation (do) and reflection (see) of lesson study by category based on activities that have been done at each meeting. Thirdly, to present the data in the form of recording/video of the implementation of planning activities, implementation, and reflection in the lesson study. Fourth, connecting

research data from planning, implementation (do) and reflection (see) lesson study. Fifth, describe the lesson study data based on the research findings.

Data obtained in the study were analyzed qualitatively and quantitatively using simple statistics and narrative. To obtain data, this study required data collection tool: (1) documentation used to obtain the necessary data as abstract to conduct research, (2) questionnaires used to analyze information based on information relevant to the problems encountered and which can be explained by the respondents related to the perception of students after conducting field studies, (3) quiz used to know the success of students in the mastery of school management materials, (4) observation used to obtain data of student learning activities. The research data was then analyzed using the assessment criteria/assessment guideline of Unnes (2013: 14) The observed data and test results were analyzed with the research team, then developed during the reflection process. Data analysis techniques use flow model: data reduction, data presentation, and conclusion.

IV. RESULTS AND DISCUSSION

Pre-study lecture conditions seem theoretical, formal, learning ethos tends to be low, and lack of achievement motivation. Based on these conditions, the solution is found as an alternative to countermeasures, such as creating a lecture atmosphere that raises the learning ethos so that students are challenged their thoughts, feelings, and experiences to participate in lecturing activities based on the target of professional teacher candidates.

The result of research related to student activity in lecturing activity, shown in the following table.

TABLE 2. Result Of Assessment
Student Activities In Following Lectures

No	Aspects observed	Average	Percentage	Category
1	Readiness to follow a lecture	90,0	90 %	A
2	Motivation to study	67,5	68 %	BC
3	Achievement Motivation	92,5	93 %	A
4	Accuracy of completing	87,5	88 %	A
5	Role in improving lecture quality	62,5	63 %	C
6	Existence in lecture	67,5	68 %	BC
Average		77,9	78 %	B

The results of research related to the students' ability in conducting class discussion are shown in the following table.

Table 3. Result Of Assessment Students 'Capabilities In Implementing Class Discussion

No	Aspects Observed	Average	Percentage	Category
1	Disclosure skills	72,5	7	B
2	Skills explain	67,5	6	BC
3	Asking skill	62,5	6	C
4	Skills in variations	62,5	6	C
5	Skills in the discussion	65,0	6	C
6	Manage skills class	60,0	6	C
7	Discussion skills	65,0	6	C
Average		67	6	BC

Results of research on the attitude/perception of students on field assignments are illustrated in the following table.

Table 4. Results Of Study Attitudes / Perception Students On Field Task (Management In Basic School)

No	STATEMENT	OPTION(%)			
		TS	N	S	SS
1	I gained a broader understanding of the concept of an effective school after elementary school observation	0	0	50	50
2	I learned a lot about teacher's work in learning activities both in planning, implementing and evaluating learning outcomes.	0	0	50	50
3	I gain an understanding that essentially schools are an integral part of society, especially the public society	0	0	20	80
4	I became more aware of how the principal implemented the school component management	0	20	50	30
5	I understand very well about curriculum management that includes inter-curricular, extra-curricular, and co-curricular	0	30	70	0
6	I understand very well about the management of special services that are generally in school	0	10	80	10
7	I understand well the linkages between personnel management and learning quality	0	20	60	20
8	I understand very well that in supervision there is a service process to guide teachers to improve or improve the professional skills of teachers	0	20	60	20
9	I understand well the internal communication and external communication that occurs in schools	0	60	20	20
10	I understand the work of teachers can be called as professional work based on Law RI Number 14 the Year 2005 about teachers and lecturers	0	20	70	10

The results of research on the performance of lecturers in implementing lesson study activities are illustrated in the following table.

Table 5. Result Of Assessment Lecturer Performance In Implementing Local Activities

No	Aspects Observed	Average	Category
1	Planning a lecture program	90	A
2	Conducting lectures	87	A
3	Conducting a process assessment and student learning outcomes	90	A
4	Conduct follow-up of lectures	80	B
5	Giving feedback on lectures	90	A
6	Orderly administration of student work	88	A
7	Having a pedagogical competence	87	A
8	Having professional competence	86	A
9	Having personality competence	88	A
10	Having social competence	89	A
Average		87,5	A

The results of research on the performance of lecturers in conducting lecture activities are illustrated in the following table

Table 6. Result Of Assessment Lecturer Performance In

Implementing Lesson Study Activities

Stage	Aspects Observed	Average Value	Category
<i>Plan</i>	Plan Identify learning problem	85	AB
	Problem analysis	86	A
	Finding a solution to solve the problem	89	A
	Designing new strategy learning	89	A
	Conducting briefing with observer	90	A
<i>Do</i>	Do implement lesson study-based learning	91	A
<i>See</i>	See conducting reflection activities	90	A
Average		89	A

School management is a science (pseudo-science) related to the reason for the occurrence of a phenomenon, and art relating to the way of occurrence of a phenomenon [10] Through lesson study-based learning, students gain a broader understanding of school management, student curriculum management gets a direct picture from the principal (curriculum implementer) how to prepare academic calendar, arrangement of teacher obligation duties, and others related to effort achievement of school component management objectives.

The result of the observation of students' early ability in the learning process is less enthusiastic and tend to be passive. In the lecturer's plan stage analyze student reality and revise learning planning. At the stage (do) the lecturer gives the motivation and exposure of the lecture using heuristic strategy, the result of student activeness increases to the good direction, but in some meetings experience obstacles and the discussion process tend to formality, then at phase see decided to give field assignment (case study) based on material discussed through discussion. The result is that the students are actively involved in the lecture so as to achieve a more comprehensive objective (touching the cognitive, affective, and psychomotor domains) Based on the results of research studies that develop the conservation character of the lesson-based optimal study to improve the quality of the process, and can educate students develop the character of conservation, score 79 (category B)

Based on the questionnaire results, it can be seen that the activity of students in attending lectures activities obtained an average score of 78 (category B), the opinion of students about the lecture activities through the lesson study is very appropriate. It is shown through the result of the questionnaire of student's perception/attitude toward field assignment to get the value between 71 -100, the average value is 88 (category A) with the percentage of respondents answer 18% neutral, agree 53%, and strongly agree 29%. Lecturer's performance is a description of the work done when giving lectures as a responsibility. In this case, the

lecturers' regular duties are planning, managing and administering the learning tasks and carrying out the teaching.

Several dimensions related to the lecturer's performance variables are the quality of work, accuracy, initiative, ability, and communication (Rusilowati, 2008: 154) Based on the results of student assessment can be seen that the performance of lecturers in lectures get the value of 87.5 (category A).

Based on the questionnaire results, it can be seen that the opinion of students about lecture activities through lesson study is very appropriate, because it provides many advantages, among others, can increase the skills of individuals and groups in solving problems, can increase the character of conservation, among others: commitment, eliminate prejudice against friends, doing hard work to actualize himself and can contribute to his group and can more understand the material learned.

The ultimate goal of a learning process is that each student can achieve the competencies that have been set. Giving opportunities to achieve these competencies refers to the concept of complete learning, where each student learn according to ability and speed respectively. With a complete learning system, every student can learn optimally and avoid boredom. If given a sufficient opportunity, basically every individual can achieve all the learning objectives that have been set, which distinguishes the speed.

IV. CONCLUSION

The teaching model chosen by the lecturer is not merely about teaching activities, but more emphasized on the activities of the students, so that the nature of the learning model is to help learners get information, ideas, skills, values, ways of thinking, the means to express themselves, and the ways of learning how to learn.

The quality of the lecturing process can be determined by two main factors, namely lecturers and students. Factors that need to be evaluated from lecturers subject are (1) lecture design, (2) lecture content, lecture materials, and lecture method. The performance and competence of lecturers in giving lectures play an

important role in improving the quality of universities. Through adequate lecture planning, readiness to give lectures, orderliness of the organization of lectures, clarity of material delivery and answers to student questions, media utilization and learning technology, giving feedback to students, suitability of exam materials with objectives, ability to live classroom atmosphere, varied/comprehensive, the ability to provide examples relevant to the concepts taught, the ability to explain the relevance of teaching materials with the context of life, the ability to use communication technology, and the task that stimulates the thoughts and feelings of students. Based on the research results can be concluded:

- a. Designing lesson study based learning on school management courses that can develop conservation character begins with problem analysis and finding solutions to solve problems collaboratively between cognate lecturers, then develops new strategies based on problem analysis in the form of semester learning plans (RPS) at the stage lesson study plan by describing: Achievement of Graduates' Learning, Achievement of Subject Learning and Course Descriptions. The abilities expected to be achieved by students include cognitive aspects (mastery of teaching material), affective aspects (the character of conservation), and skills (presentation).
- b. Implementation of lesson study-based learning in school management courses in order to develop the character of conservation is through the do lesson study stage in accordance with the design agreed upon with the team, which begins with opening (conveying goals and giving motivation), core (material discussion), closing (conclusions, follow-up and moral messages) continued after the see stage (input from lesson study members) in a better direction.
- c. Student activities in participating in lecture activities which include indicators: readiness to attend lectures, learning motivation, achievement motivation, accuracy in completing assignments, and playing a role in improving the quality of lectures tend to increase in good directions, but still need to improve the quality of activities because in student discussions not yet achieving optimally determined success indicators.
- d. Student learning outcomes that include indicators: mastery of material, participation in class activities, making summaries and presentation of assignments, task reports, results of UTS and UAS results tend to increase, but the average score has only reached 79 (category B) so more practice is needed to discuss the problem.
- e. Students' opinions about lecture activities through the study are very appropriate because providing many benefits among others can improve individual and group skills in solving problems, can improve the character of conservation, among others: commitment, trying to do hard work to actualize themselves and be able to contribute for the group.

- f. Lesson study based learning is optimal enough to improve the quality of learning processes/outcomes and can educate students to have a conservation character.
- g. Lesson study based learning is optimal enough to improve the quality of lecturer performance both in designing, implementing, and assessing the learning process/results.

In an effort to reduce the problem of lecturing, the method of measuring the results that are less comprehensive, the ability to explain less related between the teaching materials with the context of life, as well as the less stimulating tasks of thoughts and feelings, the suggestions that should be recommended are in carrying out the lectures should be character-based, lesson study, and using varied strategies. Student learning outcomes, although included in the category of good, but not maximal. This is possible because the problem is made by general team lessons (MKU) which is less comprehensive and the language cannot be understood by the students, therefore the lectures need to be followed up by discussing the problem and practicing analyzing using good and correct language rules.

Lesson study-based learning can be used as an alternative to improving the quality of lectures. Lesson study provides many benefits, including (a) educators can document the progress of their performance, (b) educators can obtain feedback from other members/communities, and (c) educators can publish and disseminate the final results of the lesson study. It is recommended for educators to use lesson study as a tool to improve the effectiveness of learning.

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