

# Pre-Service Teachers'-Based Lesson Study: An Effort to Improve the Professionalism of Arabic Teacher Candidate

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**Abstract**—The purpose of Pre-Service Teachers' for the students (practitioner) to gain educational experience factually in the field, both with the school administration and its teaching learning process. One of the main factors of the students' lack of confident is the lack of communication and discussion related to the issues of teaching and learning in the classroom. This weakness can be overcome by a guidance process model based on lesson study principal and procedure, because with Lesson Study the learning scenario, implementation, and reflection can be discussed by the three groups and also the solution to activate the class can be found, so the students or practitioners are able to "study". The method use is qualitative descriptive. The result shows that the Pre-Service Teachers' model of guidance and evaluation process with lesson study based can increase the professionalism of future Arabic teacher which related to the pedagogic, professional, social, and personality of the teacher competency, and the five practitioner who use the Pre-Service Teachers' based Lesson Study are more "ready" than those who doesn't use lesson study.

**Keywords**—*pre-service teachers; professionalism; Arabic teacher candidate*

## I. INTRODUCTION

Lesson study implementation involves several teachers teaching sessions. Uniquely, the teachers work together to determine appropriate learning objectives with targeted students. The teaching objective should be reasonable as students need to understand the concept and teach effectively. In the second step, teachers are asked to build a complete lesson plan for teaching together based on long-term judgments about student learning lesson plan contains detailed information about different aspect of each lesson to be carried out [1-4].

Lewis and Cerbin et al. suggest that lesson study creates multiple "pathways for learning" that lead to instructional improvement [5,6]. According to her model, teachers' thinking and practice may improve in multiple ways as a result of: Increased knowledge of subject matter; Increased knowledge of instruction; Increased ability to observe students; Stronger collegial networks; Stronger connection of daily practice to long term goals; Stronger motivation and sense of efficacy; Improved quality of available lesson plans.

Lesson study is an educator model of nurturing through a collaborative and continuous learning review based on the colleague principles and mutual learning in developing a learning community [7]. Lesson study is not a learning method or strategy which in line with the teacher's situation, condition, and problems [4].

Among the common issues related to the implementation of Pre-Service Teachers' at the Faculty of Language of Literature of Universitas Pendidikan Indonesia are the lack of visit, discussion and communication in the field between the main supervisor (permanent lecturer) and the vice supervisor (extraordinary teacher) even among practitioners. This is cause by their motivation and schedule that couldn't be synchronize, hence with the teaching exam had already finished the practitioners still are not ready to become a real teacher professionally [8]. This is supported by the writer experience when he guided the students of Pre-Service Teachers' in 1994 until this very moment, after the practitioner gone through the Pre-Service Teachers' test, generally or more than half of then stated that they are not ready to become teachers. Beside of the lack of guidance during pre-Service Teachers', there is also an assessment system which is not effective. The model conducted by the faculty is that a student can perform the Pre-Service Teachers' test if he/she had already performed 16 class appearances, and is worthy by the permanent lecturer and extraordinary teacher, supervisor and by the head master. From this explanation we can see the ineffective and inefficient of Pre-Service Teachers', both from the guidance process and assessment system.

On the Benefits of Lesson Study. as the strategy of increasing the teacher professionalism in Japan, nowadays has spread to many countries, including advance country such as the United States of America (USA). It was happening since the release of The Teaching Gap book in 1999 that contains a review on the learning process in three nations, including Japan. Besides, it also contains the learning process in Japan, German, and USA [9].

Based on these research background (activities of the future Arabic teacher who use the lesson study as the guidance model of Pre-Service Teachers' in the Arabic Department, Faculty of Language and Literature of Universitas Pendidikan Indonesia

[10], the writer is eager to review through being develop by JICA and Universitas Pendidikan Indonesia. Does the evaluation process and can increase class action research in the LPTK partnership bequest and to give solutions related to the Pre-Service Teachers' guidance and the Lesson Study which has been proven its affectivity and also the professionalism of future Arabic teacher? lesson study activity effective in the Pre-Service Teachers' guidance and Hence, this research is dedicated to develop the competency of future Arabic teacher through the lesson study activities which is an activity from a collaborative process from a group of teacher who simultaneously planed the learning steps including the method, media, and its evaluation instrument [8].

**II. METHOD**

The method a Pre-Service Teachers' y in this study is qualitative descriptive. This study conducted by Class Action Research: planning, action, observation, reflection. The subjects of this research are 5 Arabic students who are undergone Pre-Service Teachers' in the Junior high school lab school at Indonesia University of Educational Bandung academic year 2016/2017, and the instrument used to measure the professionalism of future Arabic teacher are test, interview, observation, and direct supervision during the lesson study activity.

**III. RESULTS AND DISCUSSION**

The implementation scenario (do) in the lesson study shown in the table below.

TABLE I. THE IMPLEMENTATION SCENARIO (DO) IN THE LESSON STUDY

No	Meeting	Date	Main Discussion	Method	Classroom Setting	Observer
1	I	3 April 2017	Total ismiyah and total fi'liyah	Discussion	Students are divided into five groups	Eight people
2	II	17 April 2017	Total ismiyah and total fi'liyah	Discussion	Students are divided into five groups	Nine people

Based on the table.1 we can see that the cycle of the Lesson Study activities in this research was design for two meetings. The first meeting was held in the 3th of Apr 2017. The main discussion chosen was total *ismiyah* (nominal sentence) and total *fi'liyah* (verbal sentence) [11], with the classroom setting divided into small groups and each consist of seven students. There are eight observers who observe the course of the discussion during the teaching and learning process. And the second meeting was held in the 17th of Apr 2017. The main discussion, method and classroom setting in this meeting was designed the same as the first meeting. The observers who were present during each meeting came from different field, who are LS expert, the lecturers of Universitas Pendidikan Indonesia, the Arabic teacher of the Junior high school and the practitioner.

Before these two lesson study cycle was performed, first the model teacher would conduct a pretest to find out the student's basic capabilities. And after these two cycles was finished, there would be a posttest to find out the end results of the student's achievement after implementing Lesson Study in the teaching and learning of Arabic language.

In its implementation, numerous of observer and model teacher lead by an expert in lesson study of Universitas Pendidikan Indonesia conducted a short gathering (briefing) before the actual teaching and learning process in the classroom. The briefing is conduct in an empty classroom for less than 15 minutes. In this short meeting, the lesson study expertise of Universitas Pendidikan Indonesia who act as the leader of the briefing explain in brief about the lesson study to the entire observer. Then, the model teacher will hand over the opportunity to deliver the sequence of activities performed during the teaching and learning process in the classroom.

The see Activities in the teaching and learning of Arabic Language The first meeting was held in 25th of Apr 2017. The main discussions in this meeting are total *ismiyah* and total *fi'liyah*, with the classroom setting of the students divided into small groups each consists of seven students. There are eight observer participated in observing during the course of the teaching and learning process.

The observation was held as an effort in observing the (do) implementation which had the purpose of having a direct view on then student activities, interaction pattern, classroom atmosphere, teacher activities, and other considerable events.

The main activity in the see activity is reflection and in the same time evaluates numerous of events related to the implementation of the Arabic language teaching and learning in the classroom. Aspects that needed to be notice by the practitioner in these activities are: time, the expected result in the form of suggestion, individuals involve, the place used.

TABLE II. THE REFLECTION ACTIVITY IN LESSON STUDY

No	Meeting	Place	Individuals involve	Results
1	I	Library	One model teacher Eight observers consist of the Lesson Study Expert, lecturer, Arabic language teacher, and university students.	The performance of the practitioner was "good" The Arabic writing need to be bigger
2	II	Library	One model teacher Nine observers consist of the Lesson Study Expert, Arabic language lecturer, and university students.	The performance of the practitioner was "good" The Arabic writing need to be bigger

Generally, the observer declares their appreciation to the practitioner as a model who directly being observe by their teachers and lecturer without hesitation, even the classroom atmosphere is communicative and the students didn't feel disturbed although their activities are being observe by others beside their own teacher. Among the observers, there are few who give an input for the learning media to be written in a rather big Arabic letter so it can be seen by the students in the back seats. This picture shows the reflection ambience.

In its relation to the field Pre-Service Teachers' based on a written survey and observation, the main supervisor (permanent lecturer) act as a teacher, director and guide in comprehending/mastering the subject matter, the election and use of media and evaluation tools, a clinical supervisor upon the quality of performance they generally come two times: first, in handing over the practitioner, second, when it is time for the Pre-Service Teachers' test- if it is not attend by the main supervisor (permanent lecturer) then the test is not qualified [12]. The quality of practitioner needed to be questioned if there are no communication and discussion with the second supervisor (tutor teacher), and also with fellow practitioner. If the Pre-Service Teachers' program evaluation and guidance is based on Lesson Study, then by the writer research it is shown to produce numerous of advantages.

From the explanation based on the writer observation and research it is found that the steps or procedures of lesson study are very effective if it is implemented in the guidance process and Pre-Service Teachers' evaluation in Universitas Pendidikan Indonesia Faculty of Language and Literature, and even in other major in Universitas Pendidikan Indonesia or in the entire LPTK that held the Pre-Service Teachers'.

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This is in accordance with the Head of UNY Prof. Sugeng Mardiyono, Ph. D who stated that lesson study is proven to be effective in increasing three aspects which are increasing adding capacity, comprehension capacity and social sympathy. Lesson study also can increase the cross education control and not just to a single discipline, for example a practitioner who conducted Pre-Service Teachers' in the field of natural science cannot only be observed by others in the same field of study but rather being observed by those in different area of study, because lesson study is transparent and open in nature. In addition, lesson study can also increase accountability, indirect control and supported the government program related to the certification which can increase the quality of educators [13].

#### IV. CONCLUSION

Based on the discussion, it can be concluded that the lesson study based model of Pre-Service Teachers' guidance and evaluation can increase the professionalism of future Arabic teacher in relation to the teacher pedagogic, professional, social, and personality competencies, and in the end the five practitioners who used lesson study stated that they are more ready if they are assign to become a teacher by the government.

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