

AN ANALYSIS OF TEACHERS' PEDAGOGICAL COMPETENCE IN LESSON STUDY OF MGMP SMP MAJALENGKA

Raynesa Noor Emiliasari

raynesanoor@yahoo.co.id

UNIVERSITAS MAJALENGKA

ABSTRACT

This research reports an in-depth view of teachers' pedagogical competence as they participated in the Lesson Study activities. In order to collect the data, observations, notes, videotaping and interviews were used to get comprehensive data in the field. It was revealed that there was a difference between senior and junior teachers in their pedagogical competence. Senior teachers had a better pedagogical competence in terms of: classroom management, understanding the students' characteristics, curriculum development, lesson plan, and teachers' talk. Meanwhile, junior teachers were good at: the use of ICT and the development of media in teaching. It was also discovered that both senior and junior teachers were still less in mastering the theory of basic principles in teaching and developing students' potential. There was no reflective action in teaching and teachers' less understanding in classroom action research were other factors that affect teachers' pedagogical competence. It is suggested that in order to improve the quality of teaching, teachers' pedagogical competence is very important to be improved.

Keywords: Teachers' Pedagogical Competence, Lesson Study

A. INTRODUCTION

To perform the task professionally, the teachers must have the competencies according to the applicable standards (UU No. 14 Tahun 2005). One of these competencies is pedagogic competence which has a strong influence on the quality of learning. Pedagogic competence is teachers' capability in managing the teaching and learning process from planning to evaluation. It consists of understanding students, basic principles in teaching, curriculum development, lesson plan, ICT mastery, students' potential development, teachers' talk, evaluation and reflective action (Permendiknas No. 16 Tahun 2007).

One of the Indonesian government's efforts in improving teacher professionalism and quality of education is by adopting the concept of Lesson Study from Japan. Lesson Study is an ongoing professional development process of improving a lesson through teacher collaboration (Haithcock: 2010). Lesson Study involves a group of teachers meeting regularly to work on the design, implementation, testing and improvement of one or several research lessons (Stigler & Hiebert: 1999) that are: teacher's problem, goal or vision of pedagogical practice, observing, analyzing/reflecting, and discussing (Lewis & Tsuchida: 1998).

The government also sets the regulation for teachers to form the professional organization as a forum to improve competence, career, educational insight, professional protection, welfare, and community service (Law No. 14 The year 2005). Thus, MGMP (Subject

Teacher Consultation) which is formed as one of the professional organizations has a big role in improving teachers' professionalism (Depdiknas: 2008).

As the three phases of Lesson Study closely related to the teachers' pedagogic competence in teaching and learning process (planning, implementing and evaluating), this paper is aimed at presenting an elaborate description of teachers' pedagogical competencies during their participation in Lesson study conducted in MGMP SMP Majalengka. This paper only concerns ten pedagogical competencies that are promoted by Indonesian Government as the standard for teacher professionalism (Permendiknas No. 16 Tahun 2007).

B. LITERATURE REVIEW

1. MGMP

The improvement of academic qualifications and teacher competence needs to be well programmed, it is necessary to provide an independent and professional teacher training (Kementrian Pendidikan Nasional: 2010). In addition to the Teachers Working Group (KKG), the Subject Teachers Consultation (MGMP) is another teachers' professional organization. Therefore, KKG and MGMP have an important role in supporting the development of professional teachers (Depdiknas: 2008). MGMP can be a forum to gather the subject teachers from provincial, district, sub-district and school level (Yunusshofa, 2008: 2) to communicate, learn and exchange ideas and experiences to solve all problems in teaching and learning process in order to improve their performance as practitioners of learning (Mahmud, 2013). In addition, MGMP aims to foster teachers' enthusiasm to improve their skills in preparing, implementing and evaluating teaching and learning programs as well as developing the ability of teaching and learning process so as to support educational activities (Sudrajat, 2010: 7, in Listyawati, 2012). In another word, MGMP is a mediator to enhance and to develop teachers' competence (Devi, 2010).

2. Lesson Study

Lesson Study is a model of professional education through collaboration and continuous learning based on the principles of collegiality and mutual learning to build learning communities (Hendayana *et al.*, 2006). Meanwhile, according to Styler and Hiebert (in Susilo *et al.*, 2009: 3) Lesson Study is a collaborative process for a group of teachers when identifying learning problems, designing a lesson plan (including searching for books and articles on topics to be taught); implementing the lesson (one teacher teaches while others are watching), revising the lesson plan, evaluating the teaching process, and sharing the results with other teachers (disseminating). In addition, Widhiartha, *et al.* (2008:9) add the Lesson Study process involves teachers in small discussion groups with activities such as discussing the lesson plan, teaching the lesson, observing the learning process and conducting discussions after learning for the improvement of the next learning process. By conducting Lesson Study, teachers are able to control and review the learning process together (Murata and Takahashi: 2002). Other researchers (Stigler & Hiebert, 1999, Lewis, 2002) also argue more than two decades, Lesson Study is helpful in improving the quality of learning so that students get good results.

In general, the implementation of Lesson Study consists of three phases: Plan, Do, and See (Sukirman: 2006; Putra, *et al.*: 2010; Hendayana, *et al.*: 2006). By implementing the three phases of Lesson Study, it is hoped that teachers will have more understanding in managing the teaching and learning process from planning, implementing and evaluating the lessons.

3. Pedagogic Competence

Pedagogic competence is a competence that will determine the success of teaching and learning process and also the students' learning outcomes. Pedagogic competence is teachers' ability in managing students' learning from planning, implementing and evaluating the process and the learning outcome which consists of teachers' understanding of: (a) educational foundation, (b) students' characteristics, (c) curriculum development, (d) lesson plan, (e) implementation of educational learning, (f) implementation of dialogic learning, (g) ICT utilization, (h) learning outcome evaluation, (i) students' potential development (Mulyasa, 2007:75), and (j) reflective action (Permendiknas No. 16 The Year 2007). Meanwhile, based on Voss, Kunter, and Baumert (2011) and König *et al.* (2011), the main components of the pedagogic competence are: knowledge of classroom management; knowledge of teaching methods; knowledge of classroom assessment; structure of learning objectives and the lesson process, lesson planning and evaluation; and, adaptability dealing with heterogeneous learning groups in the classroom.

In terms of the students' characteristics, teachers should know the children's world, educational process, and characteristics such as children's interest, talent, motivation, learning absorption, intelligence level and social development (Janawi, 2011). Another component of teachers' pedagogical competence is that teachers should be able to master the educational foundation and its principle concepts of teaching which consists of the role and function of educational institutions (Musfah, 2011).

In the curriculum development process, teachers are the most important person to get involved with. So, it is important for teachers to be the implementers for the successful and meaningful curriculum development process (Alsubaie, 2016). In order to create an effective education, an effective classroom management is considered important. Classroom management which consists of planning and preparation of teaching materials, organizing materials, classroom decorations, creating hope and enforcement of rules and routines in the classroom (Tan, *et.al.* : 2003) is important for teachers to be mastered since it can help teachers in creating an effective teaching and learning process.

It is important for teachers to plan their lessons before they entered the classroom. Ur (1996) uses the metaphors such as roadmap, blueprint, or game plan for the lesson plan. A lesson plan itself is a very important tool that consists of a combination guide, resource, and historical document reflecting the teachers' teaching philosophy, student population, textbooks, and teachers' goals for their students (Jensen in Celce-Murcia, 2001). A lesson plan is essential for both novice and experienced teachers (Jensen in Celce-Murcia, 2001).

In teaching and learning process, teachers should implement an educational and dialogic learning. According to Callander (2013: 38) dialogic learning involves students' extended and supported use of talk (involving both teacher-to-student and student-to-student interactions) that includes open-ended questions, reflections, extended exchanges of dialogue, authentic feedback, and uptake/building on the ideas of others to collaboratively engage in knowledge construction within a safe learning environment. It means that teachers and students should create a communicative and an attractive communication in order to help students to develop their understanding of the teaching and learning process.

In order to increase students' interests, teachers can utilize ICT to modify their teaching methods and techniques (Thapaliya: 2014). Teachers should take advantage of ICT to ease

them in teaching or to create interesting materials so that students can increase their interests and motivation. Schools and teachers also need to facilitate their students to develop students' talents by providing them with challenging learning opportunities. Schools can provide students with extra-curricular activities (ECA) which have positive effects for students to become productive students and adults where they can learn lessons in leadership, teamwork, organization, analytical thinking, problem-solving, time management, learning to juggle many tasks at once and it allows them to discover their talents (Massoni, 2011).

In related to the evaluation process, teachers need to create and develop the learning evaluation to find out students' achievement in learning, students' difficulties in learning, and to know teachers' strategies in learning (Arifin, 2010).

C. RESEARCH METHODOLOGY

This study used the descriptive qualitative method. It tried to investigate, find, describe and explain the understanding and the implementation of teachers' pedagogic competence during the Lesson Study activities. The participants of the study were 25 English teachers of Junior High School. The data gathered from observations during Plan, Do, See stages to find out the teachers' pedagogical competence, and interviews to the '*Guru Model*' and to five observers focusing on their pedagogical competence during Lesson Study activity. The data were analyzed to get the conclusion of teachers' pedagogical competence in the implementation of the Lesson Study after they were reduced. The results of interviews and observations were described in detailed explanation

D. FINDINGS AND DISCUSSIONS

To be more informative in presenting the research setting where the data were collected, it is necessary to show the steps of Lesson Study in which the teachers' pedagogical competence were shown in every step of Lesson Study in this research.

At the beginning, two experts in Lesson Study, presented the material on history, definitions, objectives and benefits of Lesson Study as well as the stages of Lesson Study, the tools needed in Lesson Study and examples of Lesson Study implementation.

The Lesson Study activity was held in two cycles. There was one (1) '*Guru Model*' for each cycle. It means that there were two (2) '*Guru Model*' that performed the teaching and learning process. Both '*Guru Model*' performed the Lesson Study based on the Lesson Study stages.

At the Plan stage, the Chairman of the MGMP led the discussion. At this stage, the '*Guru Model*' was assigned. Other teachers who did not assign as '*Guru Model*' became the observers. Then, the RPP was requested to be discussed together. The observers examined other Lesson Study supporting devices such as Student Worksheets (LKS), assessment instruments, methods and media.

Analysis of problems faced by teachers in the learning process was also discussed. Then jointly find solutions to these problems and poured in the form of RPP preparation. The RPP that has been through the process of observation is the RPP Model that will be used by the '*Guru Model*' in the open class. At this stage, the identification of '*Standar Kompetensi*' (SK) and '*Kompetensi Dasar*' (KD) is conducted to determine which materials will be discussed and considered difficult by the learners.

The second stage was the Do stage. The Do stage is the stage where the open class is conducted. In accordance with the previously agreed, the '*Guru Model*' conducted the open class for 2 (two) meetings. When the '*Guru Model*' performed the teaching and learning process, the process was observed by the observers. The task of the observers was to record everything that happens during teaching and learning process on the field notes that had been prepared previously.

The third stage is See/Reflection stage. Reflection was done after the Open Class was implemented. All observers and '*Guru Model*' sit together to discuss everything that happened during the teaching and learning process conducted by the '*Guru Model*'. Reflection was led by one of the teachers. This stage was held so the participants of the Lesson Study could learn the weaknesses and strengths of the '*Guru Model*' to be used as a reference for them in improving their performance.

1. Teachers' Pedagogical Competence during participating in Lesson Study

Pedagogic competence is the ability of teachers in managing learners based on approaches by taking into account the understanding of learners, planning and implementation of learning, evaluation of learning outcomes and development of learners' potential. Pedagogic competence in Lesson Study activities is explained based on pedagogic competence structure as stated in Permendiknas Number 16 the Year 2007. Here is the explanation about the analysis of pedagogical competence of junior high school English teachers who join the Lesson Study activities. Teachers who attended the event consisted of inexperienced teachers (junior) and experienced teachers (seniors).

a. Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects. The mastery of students' characteristics could be seen from the '*Guru Model*' (GM) when they conducted the open class activities. GM 1 and 2 had similarities in identifying and analyzing the students' potential in learning, including students' learning difficulties.

b. GM 1 who was a junior teacher has not overly mastered the background and the provision of teaching his students. The interview result states that GM 1 recognizes the character of its students in general due to the limitations of GM 1 in the mastery of ESQ and character education (psychology of students in person). In the reflection stage, GM 1 revealed his difficulty in teaching because of his passive students.

While the data from the observation showed that GM 2 apparently understand the background of the students. In the reflection stage, GM 2 who was an experienced teacher explained that two of her students were unenthusiastic in learning due to their unhealthy physical condition.

Another one's background is due to the psychological condition of the student who is unstable since his childhood. However, the results of the observations showed that GM 2 was very good at approaching and invited students and involved them in learning. This proves that GM 2 is more able to identify and master the characteristics of learners.

From the interview on GM 1, he said that he did not prioritize the physical condition of his students and his learning did not require the student to be active (except in games). While GM 2, she was more concerned about the physical condition of her students. It is because

there are some students who have a history of serious illness such as heart disease.

From the findings above, it can be concluded that GM 2 more understand her students' characteristics than GM 1 since she had already known her students' world, social development and intelligence level as Janawi (2011) mentioned. Both '*Guru Model*' can recognize their students' potential and difficulties, but in the social-emotional, moral, spiritual, and socio-cultural background, both still have to study each of their students since it takes a long time to master all these aspects.

c. Mastering learning theories and learning principles in education

Based on observations, both GMs used conventional methods such as lectures and discussions. They also had a strategy in teaching when they were faced with students who were less active or those who had problems when teaching and learning process so that the teaching and learning process could be done well. The strategy of GM 2 when facing the passive students was to pay more attention to them. Giving them a longer guidance and direction. GM 1 asked the active students as a student center and asked them to help their passive friends. GM 1 added that his students rarely join the competition, this was because the students' self-confidence was still very low.

The GM 2 used her knowledge of her students' backgrounds when approaching the passive students with compliments and pleasant words, so students feel comfortable in learning. In terms of instructional techniques, both GMs had attempted to use creative learning techniques using printed worksheets, video display and role play. So the students did not feel bored. However, the results of interviews the reflection stage revealed that there were teachers who did not yet understand the approach, methods, strategies and techniques. They pointed out that they still did not understand the difference between the three terms. They also asked for an explanation from the other teachers about the types of approaches, methods, strategies and techniques. GM 1 added that the lack of training and participation in training made teachers less understanding of approaches, methods, strategies and learning techniques.

Based on these data, it can be concluded that the mastery of teachers in the theories and principles of learning is still low. It means that the teachers have yet to master the educational foundation and its principle concepts of teaching. This is inappropriate with Musfah's (2011) statement which mentions that teachers should be able to master the educational foundation and its principle concepts of teaching which consists of the role and function of educational institutions. Related to that, some teachers asked for some kind of training on approaches, methods, strategies and learning techniques.

d. Developing a curriculum related to the subjects being taught

Based on the observations, it was known that the '*Guru Model*' had been able to determine the learning objectives. It can be seen from the Lesson Plan that was used by the '*Guru Model*'. The learning objectives were written in the Lesson Plan. During teaching and learning process, '*Guru Model*' explained the learning objective to the students at the beginning of the teaching and learning process.

The observers also suggested that the learning objectives should be written clearly in the lesson plan. Learning objectives help teachers organize: learning materials in accordance with the characteristics of learners, tasks and activities, as well as indicators and assessment instruments.

From the observations, it was found that GM 1 was not too proficient in making a scoring rubric for role play. While GM 2 was much better in designing assessment instruments. However, interviews from one of the observers revealed that some teachers do not understand the principles of the curriculum. When determining the learning objectives they usually only copy the lesson plans or materials from other teachers.

This proves that the teaching experience of being a teacher influences teachers' understanding of curriculum principles, including the determining of learning objectives, selecting materials and organizing materials. Thus, it can be concluded that mastery of the development of curriculum principles of junior teachers is less than senior teachers. Senior teachers have been able to develop the curriculum principles and become the implementers for the successful and meaningful curriculum development process (Alsubaie: 2016).

e. Organizing educating lesson

In terms of the learning design, senior teachers tend to be more masterful. From the observation during the plan stage. Senior teachers dominated in providing input and revision to the lesson plan made by GM 1 (junior teacher). Among the teachers who participated in Lesson Study activities, there were some teachers who have become district coaches of learning design. The interviews with junior teachers revealed that the lesson plan was one of the most difficult things to be mastered and required time and special training to be understood. It caused some teachers who tried to make their lesson plan by looking at examples with the provisions of the knowledge they got during undergraduate. Some of them used existing lesson plan or copied of other teachers' lesson plans.

In terms of implementing the learning media, almost all teachers said that the limitations of facilities and infrastructure such as books, projectors, speakers, language labs, and internet connections were some factors that affected the creativity and type of instructional media used by teachers. So it made teachers used the conventional media (paper, drawing, blackboard).

It can be concluded that in designing a lesson plan, senior teachers are better than the junior teachers who are still in the learning phase. In terms of implementing learning and using the media, teachers are limited by insufficient facilities and infrastructure so that they cannot implement innovative, creative and interactive learning.

f. Utilizing information and communication technology for the benefit of learning ICTs are things that can help teachers in implementing learning where teachers can pour out their ideas when going to teach. However, based on the interview results, the unavailability of ICT facilities and infrastructure made teachers unable to apply their ideas and were forced to use conventional methods.

In addition, interview results revealed that some senior teachers did not want to try to study the development of ICT with reasons of age and the inability to use the ICT. They charge more for the use of ICTs to junior teachers because junior teachers are considered to be quicker to understand technological developments.

Interviews with junior teachers indicate that inadequate or unavailable facilities and infrastructures are an obstacle for them to apply the technology. Based on the findings

above, it can be concluded that facilities and infrastructure in ICT are still very poor, so that teachers who want to develop and use ICT in learning cannot be accommodated.

g. Facilitate the development of potential learners to actualize various potentials

The interview results mentioned that to develop the potential of learners required time, effort, cost and special place of activity. In some urban schools, the extracurricular was supported by a better infrastructure. So that the participants were motivated to develop their own potential and play an active role in following the competition. However, in rural areas, the schools had inadequate facilities and infrastructure as the extracurricular activities are extremely difficult to be developed.

The interview results add that in relation to English Language Learning, it was difficult to motivate the students to join the competitions such as speech contest, storytelling or debate. This was due to limited human resources and facilities that could improve skills in English.

The findings above illustrate that the desire of teachers and learners is high in increasing the students' potential skills by participating in the competitions or events but not supported by facilities, personnel, and costs.

h. Communicate effectively, emphatically, and courteously with learners

During the observations in the do stage (open class), GM 1 and GM 2 had been able to communicate effectively, emphatically and politely to the students. It can be seen as they gave effective and polite instructional sentences during teaching. GM 2 provided words of praise that can make students comfortable when learning. Moreover, when facing passive students, both GMs used wise words and did not insult the students. Both GMs involved all students to be active. They invited the passive students to communicate and guided them to be more confident in answering and discussing.

Both GMs use local languages, national languages and English when conducting the lessons. The results of the interview mentioned the reasons of GM used the three languages so that students could easier to understand the material presented so the purpose of learning can be achieved. From the observation, it can be seen that the students responded to the instructions given by teachers well. The students showed the activeness in answering, discussing and role play in front of the class with great enthusiasm.

From the findings above, it can be concluded that teachers use a good communication strategy with their students. Teachers can provide instruction and persuasion to their students in order to participate actively in discussions, frequently asked questions and games. Teachers give rewards in the form of praise for their students.

i. Organize assessment and evaluation of the learning process and outcomes

The results of interviews and the analysis of Lesson Plan documents indicated that teachers had been able to understand the principles of assessment and evaluation of process and learning outcomes in accordance with the characteristics of subjects. This was seen from the existing form of assessment in the Lesson Plan was adjusted to 'Standar Kompetensi', 'Kompetensi Dasar', objectives, indicators, and teaching materials.

However, during the open class it was found that the assessment was sometimes was not done. There were circumstances in which teachers rely on their assumptions and feelings when judging without being included with the assessment rubric.

It can be concluded that in general teachers have mastered the principles of assessment and have been able to write it down in the Lesson Plan but not fully done in the teaching and learning process.

j. Utilizing assessment and evaluation results for the benefit of learning

From the results of the interviews, the teachers stated that they used the results of the assessment as a measure of students' learning mastery. If they found the results of the evaluation of student learning that was less meet the standard of graduation, then the teacher used it to determine the remedial or enrichment. GM 1 mentioned that the students who had not reached the minimum limit of graduation were given a task or a structured task to improve their score. While the remedial was given after the middle or at the end of the semester.

Teachers added that the results of the assessment and evaluation of the students were reported to the principal. In addition, the results of the assessment were also given to 'Guru Wali' to be used as material reports for parents.

It can be concluded that the teacher uses and utilizes the results of the assessment and evaluation for the consideration of the students' graduation. In addition, they also make an assessment as a benchmark for their success in teaching so that it can be used as a basis for improving the quality of learning.

k. Performing reflective actions to improve the quality of learning

The results of the interviews stated that the activities that could accommodate the reflection of learning were still low almost in every school. So that the teachers could not exchange their ideas or found their weaknesses and strengths of each. In MGMP they only met and shared experiences and problems encountered. But it was still not enough.

The teachers have not been able to utilize the results of reflection for the development and improvement of the quality because the reflection activities are still lacking.

It can be concluded that reflective activities for improving the quality of learning are still low. Teachers expect regular meetings, training and coaching to improve the quality of their learning. They added that Lesson Study activities become an opportunity for them to increase experience and become a medium to meet, exchange ideas, hear opinions, comments and constructive criticism for improving the quality of learning. They are very appreciative of the activities of this Lesson Study so they can see the real weaknesses and advantages of themselves.

2. The improvement of teachers' pedagogical competence during Lesson Study activity

The improvement of teachers' pedagogical competence can be seen from the data of four-time observations in open class and the interview to 'Guru Model' and observers. The data showed that there were some positive changes in teaching and learning process, although the change was not quite drastic. It can be found that 'Guru Model' who performed after the previous 'Guru Model' showed positive changes in teaching, especially in managing the classroom, giving the material and evaluating students' achievement. It is possible that the first performance of 'Guru Model' becomes a good

example and valuable lesson for the next 'Guru Model', namely, by improving and correcting some of the weakness from the previous 'Guru Model' and making sort of innovation so that they can make anticipation for the next performances. The realization of the weakness and the innovation to the problems found in the classroom were usually discussed in the reflection stage.

E. CONCLUSIONS

Based on the discussion above, it can be concluded that senior teachers have a better understanding and implementation of pedagogical competence than junior teachers. It means that experience can be one of the factors which affect the understanding and the implementation of pedagogical competence. In addition, pedagogical competence is the ability of teaching that cannot be comprehended in short time.

Lesson Study can be an effective process to be used by teachers in enhancing their pedagogical competence since in this study, by conducting Lesson Study some positive changes in the pedagogical competence of the participants can be improved well.

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