

## Implementation of Contextual Learning Based on Lesson Study Model

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### Abstract

This study aims to improve student achievement and activities in library management courses at the elementary teacher education study program. As practical learning, contextual learning will be implemented involving activities of surveys and practicum. This research used a qualitative approach with action research based on lesson study design in the cycles of plan, do, and see. Results of the first and second cycle showed that student achievement under contextual learning model increased. This was assessed through test scores obtained by the students.

### Keywords

contextual learning; lesson study; school library learning

### INTRODUCTION

The professional development of educators in higher education is a step in strengthen the quality of the learning process. The development of educator's professionalism is closely related to the quality outcomes and achievements of university graduates. Professional development can improve the performance of educators. The study conducted by Setiawati (2009) found that the mastery of competencies has a significant effect on improvement of educators' performance. This was indicated in the improvement of teaching learning process in terms of methods and learning materials. Such a condition is relevant with the learning paradigm proposed by many researchers.

The shifting of the learning paradigm toward the student center leads to the formation of active and meaningful learning processes by utilizing various sources. This suggests that learning especially in higher education should not only be centered in the classroom with class or group discussion. Learning in higher education should also lead to soft and hard skills debriefing. If in the learning process educators are able to accommodate these skills, the quality of students will be formed into a qualified person when they face the opportunity to work.

In this regard, the library is one of the subjects that aims to equip students with knowledge and skills in managing libraries. Especially in elementary teacher education study program, students as prospective teachers should have insight in managing school libraries as the role of libraries as a center for developing literacy reading skills in elementary schools. In accordance with these characteristics, practical experience is needed to equip students with basic skills in library management.

Previous observations at the 1st to the 4th meeting of the library management course at the elementary teacher education study program, it was known that learning was carried out in a classical manner with the discussion of material discussion. The discussion of the material is aimed at deepening the concept of school library management. At the end of the 4th meeting, a pre-test was held to find out the student learning outcomes. The average student pre-test results reached a score of 54.6 with criteria below the standard achievement of the course. In this regard, contextual learning will be applied to improve the activities and student learning outcomes. Contextual learning is applied in accordance with the characteristics of practical library subjects. In addition to improving learning outcomes, contextual learning is also expected to have an impact on improving the quality of teaching instructors both in terms of methods and learning materials.

Contextual learning will be applied with exploration, observation, outcome evaluation, practice, peer assessment, and group projects. The entire activity will be applied integratively in several meetings. The

results of previous studies by Rohman & Safitri (2018) that show contextual learning was more effectively applied in practical learning than conventional. Improving the quality of teaching will be carried out with a collaborative lesson study with other teaching partners. The application of lesson study has been studied previously by Bocala (2015) with a case study that shows consistent routine participation and interaction with experts can help educators in developing their understanding and application of learning. Based on these things, this research will implement the contextual learning based on lesson study on improving student achievement and activities in library management learning process.

## METHODS

This study uses a qualitative approach with the classroom action research. Action research in this study was conducted in two cycles for 4 meetings collaborated with the implementation of lesson study. The research subject was an A6 offering student of the elementary teacher education study program State University of Malang. All data in this study were collected by test, observation, and interview techniques. The following is a description of the instrument and the type of data collected in the study.

Based on Table 1, the results of the research data were analyzed using data triangulation techniques in qualitative descriptive analysis. The results of data analysis are used to determine the increase in the achievement and activities of students in the library management course with a contextual learning approach. Following are the research procedures that will be taken (1) the preparation of the action plan in conjunction with the plan stage of lesson study, (2) the implementation and observation of the actions carried out together with the do stage of lesson study, and (3) the reflection of actions taken at the see stage of lesson study.

## RESULTS

The results of the study show that the achievement and activities of students in library management courses have increased in each cycle. The application of contextual learning enhances the ability of students to knowledge and understanding of the basics of the library as indicated by the results of the pre-test and post-test. The following is the increase in the results of the pre-test and post-test on the material management of the school library in the first cycle and second cycle.

In Table 2 above, it can be observed that there is an increase in student test scores from before and after the action. The increase in the first cycle reached a score of 57 with a difference in the score increase of 2.4 which increased in the second cycle reaching a score of 63.5 with a difference in the score increase of 6.5. In addition to the score of the test results, it can also be observed that the essay items for the library management system framework have increased results. In the pre-test, the average student only explained about the library management system which included (1) administration, inventory, infrastructure, and calcification of the library system. In the post-test cycle I and II, the average student explanation increased with additional information about (1) selving, (2) library staff, and (3) the design of the library space. The following is a record of the results of applying contextual learning based on lesson study in each cycle.

**Table 1. Result of Pre Test and Post Test**

No	Type	Instrument	Data	Result
1	Test	Pre and post-test	Quantitative (scoring of the pre-post test)	Knowledge and understanding of the material
2	Observation	Observation guide	Qualitative (descriptive)	Learning process with contextual learning and lesson study
3	Interview	Interview guide	Qualitative (descriptive)	Subject responses to the learning process

**Table 2. Result of Pre Test and Post Test**

No	Action Stage	Test	N	Score	Average	Improve
1	Pre-action	Pre-test	35	1.910	54,6	-
2	Cycle I	Post-test I	35	1.995	57	2,4
3	Cycle II	Post-test II	35	2.225	63,5	6,5

### **Cycle I**

The planning stage, this stage is designed lecture activities by applying contextual learning with exploration, observation, and evaluation based on the concept of learning based on reality. At this stage, one meeting is designed for observation activities at the school and one meeting for evaluation of observations. The do phase, at this stage, it is known that the results of the observations indicate that the average student is enthusiastic about participating in the learning activities. Some of the obstacles obtained in the do phase that there are still some students who pay less attention to learning by doing other activities such as playing cell phones, chatting, and others. At the stage of see, a reflection of the discussion of learning activities was carried out that increased student outcomes were obtained because of the application opportunities and conceptual contradictions obtained in learning with real conditions.

### **Cycle II**

The planning stage is designed lecture activities by applying contextual learning by practice, project, and peer assessment based on the concept of learning based on experience. At this stage, a meeting was designed for IT-based library management practices and a meeting to design the design of library programs in Elementary Schools. The do phase, at this stage, it is known that the results of the observations indicate that the average student is enthusiastic about participating in the learning activities. Some of the obstacles obtained in the do stage are that the readiness of infrastructure can disrupt the learning process and learning activities that are designed to be less in accordance with the allocation of lecture time so that activities must be continued as take home. At the seed stage, at this stage, a reflection of the learning process was carried out that the implementation of the action in the second cycle showed a sufficient increase as a result of student outcomes and activities.

## **DISCUSSIONS**

The improved student learning outcomes shows that the application of contextual learning has an impact on improving the learning outcomes and activities of school library subjects. Contextual learning presents meaningful learning through activities based on experience and reality. Contextual learning is focused on learning which is then applied on the basis of lesson study to improve learning in each cycle. This is in accordance with research by Lewis, Perry, Friedkin, & Roth (2012) that lesson study focuses on teaching that can support instructional improvement as indicated by the improvement of teaching by educators involving students. Based on this, learning is carried out collaboratively with fellow educators and experts in the lesson study team to observe the results of applying contextual learning.

The results of the first cycle showed an increase in student learning outcomes as indicated by an increase in the class average score. Analysis of student test results, it is known that in this first cycle for questions about classification, the collection of books is answered correctly. Contextual learning is applied to field surveys and direct practice according to contextual concepts that learning will be meaningful if it can provide the direct learning experience to students. This is consistent with the opinion of Foster & Burman (2010) that contextual can provide applicative learning activities experience. One of the experiences was by direct observation in the field to obtain facts between theory and practice.

In addition to increasing results, it can also be observed that the increase in student activity in learning is due to observations as field surveys, students are increasingly enthusiastic in learning. The activity provides a view of the phenomenon of differences from ideal concepts and standards to the reality of the existence of libraries in the field. This difference then becomes a discussion material to evaluate the strengths and weaknesses of libraries in different schools. Strengths and weaknesses are the points of innovation that students present through inspirational ideas during discussions. During the activity, almost 2/3 of the active class students gave solution questions and ideas.

Results of the second cycle showed an increase in student learning outcomes and activities from the previous cycle. Analysis of student test results, it is known that in this second cycle students can describe the essay about the library management system completely. The explanation starts from the administrative stage to design arrangements in a coherent manner in a systematic scheme. The explanation was obtained by the students because of the maturity of the concept of library management starting from the reaction to the second cycle. This shows that repetition in two cycles can ripen students' understanding of concepts, as Liberna (2015) states that repetition of material can be a method of improving cognitive abilities.

Activity in cycle II tends to be constant as activity in cycle one because it is a stage of activity from before. At the first meeting, students designed a solution idea for a library program that could be applied in

elementary schools according to the results of the observation. This is adapted to the contextual concept in helping students connect subject matter to the context of life so that the material is applicable (Rahamati & Harta, 2014). This concept can then bring meaningful learning to students.

The results of this increase were also supported by the existence of collaborative practices with lesson study. Based on the results of the observation, it was found that there were obstacles in learning at each meeting. Lesson study helps record these activities so that various student activities can be reflected (Arani, Keisuke, & Lassegard, 2010). Students often do other activities in learning such as playing cellphones, chatting, and more. This requires a policy from educators to provide clear limits to students so that learning remains conducive. Likewise, other constraints should be immediately determined solution measures to invent and correct the problems that arise.

## **CONCLUSIONS**

This study found that the implementation of contextual learning based on lesson study can improve student achievement and activities in school library subjects. Contextual learning is applied with field surveys and direct practices to equip students with skills in mastering the concepts and operational procedures of school library management. The results of the first and second cycles showed an increase in learning outcomes with an increase in the 2.4 test results scores in cycles I and 6.5 in cycle II. Increased activity can also be observed and recorded in lesson study which is shown by the enthusiasm and activeness of students. Various obstacles that arise in learning also need to be considered and are distributed so that the quality of the results and the learning process continues to increase.

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