

SMALL GROUP DISCUSSION ASSISTANCE IN CONSTRUCTING TEACHING MODULES AT THE PLAN STEPS OF LESSON STUDY

PENDAMPINGAN PENYUSUNAN MODUL AJAR SECARA SMALL GROUP DISCUSSION PADA TAHAPAN PLAN LESSON STUDY

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ABSTRACT

Lesson study is a learning activity carried out by a group of teachers and education experts which includes 3 (three) steps of activity, namely planning (plan), implementation of learning (do) and observation followed by reflection (see) on a planning and implementation of learning. Small group discussion assistance is systematic activities to collect data and information about a particular problem related to the constructing of teaching modules in the form of small group discussions. The formulation of the problem in this study is whether small group discussion assistance effective in constructing teaching modules at the plan stage of lesson study. This qualitative descriptive study aims to describe the effectiveness of small group discussion assistance at the plan stage of lesson study in constructing teaching modules to fulfill the implementation of the 2022 curriculum or the Merdeka (Kurmer) curriculum. The results showed that the lesson study participants were able to construct the teaching modules well. It was concluded that small group discussion assistance at the plan stage of lesson study was effective in constructing teaching modules.

Keywords: Small group discussion, plan, lesson study, curriculum 2022, teaching module.

ABSTRAK

Lesson study adalah kegiatan pembelajaran yang dilakukan oleh sekelompok guru dan pakar pendidikan yang meliputi 3 (tiga) langkah kegiatan yaitu perencanaan (plan), pelaksanaan pembelajaran (do) dan observasi dilanjutkan dengan refleksi (see) atas suatu perencanaan dan pelaksanaan pembelajaran. Pendampingan small group discussion adalah berupa kegiatan sistematis untuk mengumpulkan data dan informasi tentang suatu masalah tertentu yang berkaitan dengan penyusunan modul ajar berbentuk diskusi kelompok kecil. Rumusan masalah dalam penelitian ini adalah apakah pendampingan small group discussion efektif dalam menyusun modul ajar pada tahapan plan lesson study. Studi deskriptif kualitatif ini bertujuan untuk mendeskripsikan efektivitas pendampingan small group discussion pada tahapan plan lesson study dalam menyusun modul ajar untuk memenuhi implementasi kurikulum 2022 atau Kurikulum Merdeka (Kurmer). Hasil penelitian menunjukkan bahwa peserta lesson study mampu menyusun modul ajar dengan baik. Disimpulkan bahwa pendampingan small group discussion pada tahapan plan lesson study efektif dalam menyusun modul ajar.

Kata Kunci: Small group discussion, plan, lesson study, kurikulum 2022, modul ajar.

INTRODUCTION

The government through decree number 20 of 2003 concerning the National Education System article 1 paragraph [1] implies that learning is defined as a conscious and planned effort to create an atmosphere and learning process with the aim of active students developing the potential that exists in them, namely soft skills, strengths and weaknesses. spiritual, self-control, personality, intelligence, noble character, global diversity and the skills needed by them, society, nation and state (profile of Pancasila students) (Badan Standar Kurikulum dan Asesmen Pendidikan, 2022). In order that students become learners as expected, the learning process should be carried out collaboratively, interactively, fun, challenging, inspiring, making students motivated to be actively involved (engage), providing a good space for initiative, creative, and independent according to their talents, abilities, interests, and physical and psychological growth through a learner-centered learning process/active learning.

The development of teaching module is a series of activities in designing learning as a form of teacher responsibility in providing learning to students. To realize this, teachers need to understand the principles of learning before constructing teaching modules. One of them is understanding the learning models and approaches suggested in the 2022 curriculum. The models, approaches and learning strategies are conceptual frameworks that describe systematic steps in organizing learning experiences to master learning outcomes. Teachers can carry out learning based on certain learning models and approaches or by following steps that are adapted to the situation and conditions of students in each school/madrasah.

Criticism of the 2013 curriculum can be seen from 2 things, namely the results of document evaluation and 2013 curriculum implementation (Telaumbanua, 2014). The results of the 2013 curriculum document evaluation were aimed at the findings that: 1. In terms of K-13 competence, it is very broad, making it difficult to understand, [2] K-13 is too broad so that it is difficult to understand and practice, [3] Information technology

subject matter is optional, even though this maple competency is very necessary in facing the 21st century, [4] Management of weekly lesson hours narrows the arrangement of learning implementation and preparation of educational calendar. This results in learning activities to be less loose/rigid. [5] At the PAUD and SD/MI education levels, the thematic approach is the only learning approach in K-13. [6] The K-13 structure at the high school level which contains specialization subjects does not provide space for students to choose other than specialization in science, social studies, or specialization in language.

Meanwhile, the results of the evaluation of the implementation of the 2013 curriculum resulted in the following conclusions: [1] Many components of teaching tools must be prepared by the teacher, [2] Teachers have difficulty understanding the detailed and incomplete formulation of competencies so that it is difficult to implement in the learning process. [3] Training, technical guidance, K-13 assistance have not been implemented optimally, varied and effective. Examples of constraints: K-13 socialization does not go directly to teachers in the regions, selection of centralized technical guidance instructors, training tends to be monotonous, theoretical and conventional. [4] Lack of broad understanding of the basic framework, and concept of K-13 implementation obtained by supervisors, principals and teachers. [5] The implementation of technical guidance, socialization and similar activities regarding K-13 has not yet had an optimal impact on education personnel in schools/madrasahs.

The relationship or common thread in the development of the 2022 curriculum aims to continue the direction of K-13 development, namely: a] Holistic orientation where the curriculum is designed to develop soft skills, academic and non-academic, cognitive, social emotional, and spiritual competencies of students. b] The 2022 curriculum is designed to be competency-based, not specific subject matter/content. c] The 2022 curriculum is prepared based on the cultural context, school/madrasah vision and mission, local wisdom and the needs of students.

Lesson study is a joint learning activity, where from this activity an improvement in the

quality of teaching and learning can be realized through collaborative and sustainable learning assessments between fellow teachers based on the principles of collegiality and mutual learning for the sake of building a learning community. Lesson study can be carried out in a school/madrasah, several schools/ madrasahs, groups of cognate subject teachers or also conducted at the Subject Teacher Conference (MGMP). Lesson study can also be carried out by means of teachers (volunteers) preparing the full preparation of learning tools on a certain subject (which is considered the most problematic in their instructions) to be discussed with coworkers. Furthermore, the volunteer teacher appears as a model teacher carrying out learning (do) and peers make observations, then do a joint reflection (see) on the learning that has been done.

In this research, the assistance that implemented by the researcher in conducting lesson study was Small Group Discussion. It was a kind of discussion led by a researcher. It is such a small group discussion which consists of six to ten teachers who share characteristics of teaching and learning process. They may solve the problem of his/her difficulties in their teaching process. Small group discussion in this research means systematic activities of collecting data and information about a specific problem related to constructing teaching module through small group discussion. Small group discussion in this case is in the form of discussion activities that discuss the issue of implementing lesson study-based teaching modules with a slightly informal and relaxed atmosphere but still serious. The participants who were involved in the small group discussion were teachers from Nurul Huda Islamic Junior High School (MTs Nurul Huda), the Principal, Middle School Supervisor and an assistant/researcher, conducted and guided by a moderator. Before the small group discussion was held, a guide for moderators had been prepared in advance in the form of questions and statements about what was discussed in the discussion and what factors would like to be deepened. Important notes obtained in the implementation of the discussion are mainly used as sustainability best practices in the next lesson study activity by being disseminated.

Based on the above background, the formulation of the problem in this research is whether small group discussion assistance is effective in constructing teaching module at the plan of lesson study to meet the 2022 curriculum, and also to help teachers understand and implement it. This study aims to describe the effectiveness of small group discussion assistance in constructing teaching module at the plan of lesson study to meet the implementation of the 2022 curriculum.

THEORITICAL REVIEW

The 2022 curriculum (Kurmer) is a new policy program of the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia (Kemendikbudristek RI) which was launched by the Minister of Education and Culture Nadiem Anwar Makarim. Nadiem made a policy by introducing the 2022 curriculum which is a curriculum preparation material that is planned to be implemented in 2024. This curriculum is used as an optional curriculum for all educational units in the 2022 to 2024 academic year. The emergence of this 2022 curriculum is based on the Covid-19 pandemic situation and criticism of the previous K-13 (Waseso, 2022).

The main feature of the 2022 curriculum is as a support for learning recovery due to the Covid-19 period which is intended as a driving force for learning that is suitable to the abilities of students, and also provides wider opportunities for character development, namely the character of Pancasila students and their learning achievements. The main characteristics are: [1] The learning process uses project-based learning to develop soft-skills and character of Pancasila students: faith, piety, and noble character; mutual cooperation; global diversity; independence; critical thinking; creativity. [2] Focusing on essential materials so that there is sufficient time allocation for deepening the basic literacy and numeracy competencies. [3] Availability of flexibility for teachers to carry out teaching and learning activities according to the level of ThaRL students (teach at the right level) and adapt to local wisdom.

Assistance in a lesson study is a kind of activities given by the researcher in doing lesson study, from the very beginning plan, do and see. It is one of the answers to solving some challenges so that negative feelings related to learning process can be reduced or even eliminated among the participants. Small group discussion assistance was implemented in this research.

There are a variety of ways that assistant can create more interactive discussion environments. One strategy is to use small group discussions assistance during the session of lesson study to expand on material presented. This strategy requires active participation on the part of the participants to work together in a small group to explore, investigate, make connections, engage in discussion, and reach conclusions. Small group discussion tends to be informal, brief, and can be used multiple times throughout the discussion session. By using this strategy, discussion stimulated deep thinking and participants are expected to articulate their ideas within their group (Gonzalez, 2015).

Working together created the opportunity for participants to maximize their own and each other's learning (Johnson et al., 2014) and takes advantage of peer-to-peer discussion. Small group discussion assistance was a method that assistant use to include all participants and facilitate them to actively engage with the discussion material.

Lesson study (*Jugyokenkyu*) is a form of long-term teacher professional learning, which developed in Japan, where teachers systematically and collaboratively held research on teaching and learning process in the classroom to enlarge students' learning experiences and improve students' knowledge and enrich teachers' teaching and learning process experiences (Fernandez, et. al. 2014).

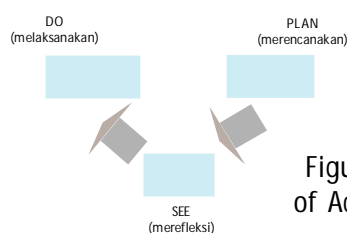


Figure 1. Schematic of Activities in Lesson Study

Lesson study can be used as a learning approach that is carried out by teachers in mutual and collaborative learning that focuses on improving the quality of preparation and implementation of learning. The initial steps of this lesson study activity are [1] formulating goals and designing learning approaches/ strategies/models (teaching modules), [2] implementing learning design results in the classroom through learning activities, [3] reflection aimed at finding solutions to the findings. the findings obtained during learning activities, with the hope of being used as material for improvement in making the next lesson plan (teaching module).

In addition to realizing the learning rights of every student (student center), lesson study activities are able to help develop professionalism among all teachers, as well as prepare a democratic society (Rini, 2017). Activities between students in the classroom are the main concern in the implementation of lesson study, with the assumption that these activities are related to the activities of the teacher during teaching and learning in class. The important basis in the implementation of lesson study is the perception of protecting the equality and rights of teachers and students in schools/madrasahs (Marlina, 2018).

A school/madrasah (SMP/MTs) can conduct school-based lesson study, if there are at least 3 (three) teachers for the same type subject to be applied in lesson study. Teachers can routinely and continuously carry out lesson studies, both in planning (plan), implementation (do) and observation and reflection (see) on a particular subject. In order not to disturb the stability of the teaching time and schedule of the teachers involved, it is necessary for schools/madrasahs to arrange a special lesson schedule that allocates periodic meetings of teachers of these cognate subject teachers in the implementation of lesson study.

These activities can also be held in school/ madrasah groups (if the school does not meet the requirements to implement lesson study activities), in groups of cognate subject teachers, or in the same subject teacher association (MGMP). Furthermore, lesson study must be carried out collaboratively and with continuity, so that its implementation needs to be regulated in such a way so as not to interfere with the teacher's teaching

hours obligations and strive for sustainability. There are three collaborative activities in learning (Sibbald, 2009), namely 1] the establishment of a professional learning community and the collegiality of teachers, 2] collaborative learning in the classroom, and 3] stakeholder and community participation (Wahyuningtyas, et al., 2015).

A teacher or educator at all levels of education has the same duties and obligations, namely interacting with students, including: a] provide motivation for students to participate (engage) actively during the teaching-learning process, b] provide flexibility to students to be more creative and independent according to their talents and interests, c] develop effective, collaborative, inspiring, fun, and interactive teaching and learning activities, d] familiarize students with the character of the profile Pancasila student. In addition to pedagogic and professional abilities, a teacher at all levels is also required to have the ability to develop lesson plan (teaching modules) that are in line with the character of students.

RESEARCH METHODS

This study uses a qualitative descriptive research model. Mentoring/assistance is carried out using Small Group Discussion. This method was chosen to help solve problems in the school/madrasah being mentored. The time and place for the implementation of the activities in the first and second weeks of December 2021, at the Islamic Middle School (MTs) Nurul Huda Poncokusumo, Malang Regency. The purpose of the assistance is the preparation of learning designs in lesson plan in the form of teaching modules for lesson study activities and the implementation of learning modules that have been arranged in learning activities/process in VIII graders as a pilot project from the English MGMP of Malang Regency, East Java. To achieve that goal, The following are the steps for the activities carried out:

1. Small group discussion assistance at the plan step of lesson study by making teaching modules; The workshop activity begins with the introduction or socialization of mentoring activities to lesson study participants totaling 4 people, which is then continued with the provision

of material by the facilitator/researcher. The material presented was about the implementation of lesson study, how to become an observer, planning learning tools in the form of teaching modules according to the 2022 curriculum, steps for implementing lesson study (model teacher and observer tasks), how to implement reflection (model teacher and observer). If the material activity is over, then it is continued with brainstorming between teachers or teachers with assistants about the results of the implementation of learning based on the prepared teaching modules.

2. Assistance in the construction of lesson plan in the form of teaching module;

The results of small group discussion assistance in lesson study activities will be implemented by constructing lesson plan in the form of teaching modules carried out by participants. Teachers receive continuous assistance from mentors/researchers during the preparation of teaching modules. One of the participants was appointed as a model teacher, who was responsible for compiling teaching modules that would be practiced in class (do), the other 3 (three) participants became observers. The meeting between the participants is planned to be held in one meeting in class VIII. As for the schedule of small group discussion assistance, it is carried out when making teaching modules to ensure that the modules are in line with the instructions, and during learning activities to ensure the learning steps in the module with the implementation of learning in class.

This mentoring process produces teaching modules that are in accordance with the design of the teaching modules published by the Minister of Education and Culture. Project based learning) PjBL is a major concern in learning process for student activities. During small group discussion assistance activities, mentoring outside of school hours is carried out online by providing open opportunities for participants by utilizing IT sophistication, either through chat, WhatsApp, e-mail or zoom meetings and google meet.

3. The 2022 curriculum teaching module template published by the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia (Kemendikbudristek RI);

The module is a unit of learning material whose presentation uses a "self-instruction" approach, meaning that the learning materials arranged in the module can be learnt by students individually with a little help from the teacher, instructor or other people. In this article, the teaching modules are arranged according to the level/stage of student development, considering what is learned with learning outcomes.

A teacher is required to understand the concepts, principles, systematics, anatomy and steps of preparing teaching modules so that the teaching and learning activities carried out can run interactively, collaboratively, fun, and improve critical thinking and use the creativity of their students in solving problems encountered in the teaching module. The learning module implemented in the teaching module in this lesson study is a project-based learning model (PjBL).

1. Informasi Umum terdiri dari :
 - i. Identitas Modul
 - ii. Kompetensi Awal
 - iii. Profil Pelajar Pancasila
 - iv. Sarana dan Prasarana
 - v. Target peserta didik
 - vi. Model pembelajaran
2. Komponen Inti
 - i. Tujuan Pembelajaran
 - ii. Pemahaman Bermakna
 - iii. Pertanyaan Pemantik
 - iv. Kegiatan Pembelajaran
 - v. Asesmen
 - vi. Pengayaan dan Remedial
3.
 - i. Lembar Kerja Peserta Didik
 - ii. Bahan Bacaan Guru dan Peserta didik
 - iii. Glosarium
 - iv. Daftar Pustaka

Figure 2. Components and anatomy of the teaching module

4. Assistance in the preparation and implementation of teaching modules in the learning process in class VIII

Classroom learning activities are carried out by a designated model teacher and 3 (three) teacher observers and a companion/researcher. This learning is a form of implementing teaching modules that have been prepared in preparation for collaborative learning. The teaching process

that practices lesson study-based teaching modules is held once in class VIII, while the implementation is adjusted to the real teaching schedule of teachers at Nurul Huda Islamic Junior High School. When teaching process is running (do), the attention that needs to be increased for students is the ability to think critically, collaboratively, creatively, and communicatively, as well as habituation of the character profile of Pancasila students.

5. The application of reflections of "Advertisement" as English learning material that has been carried out based on teaching modules

The reflection stage (see) is carried out after the teaching process by implementing the teaching module ended. This see stage is followed by all participants involved in lesson study activities consisting of elements of the model teacher and observer. Reflection is organized according to the cycle used. Observers can reveal how students learn from the teaching process in the class (do). The results of the note on the suitability of the teaching module with the teaching and learning practices found in the do activity will be used as dissemination material for teachers of other subjects.

Table 1. Stages of Small Group Discussion Assistance Activities.

Stages of Activities in FGD		
No	Stages of Assistance through Lesson Study	Activities
1	Assistance of concept of lesson study and the construction of teaching module	Review of mentoring activities for the preparation of teaching modules in meeting the 2022 prototype curriculum based on lesson study, explanation of lesson study learning materials brainstorming between teaching, and teachers with mentor researchers
2	Assistance in the preparation of English lesson plans in the form of teaching modules, implementation and reflective of learning based on lesson study	Assistance is carried out with FGDs conducted twice by face-to-face, namely during the constructing of English lesson plan in the form of teaching module and during the learning process. In the initial process, the learning outcomes (capaian pembelajaran (CP)) are determined, the teacher model is chosen, the moderator, the note taker is elected, and the activities are documented. Non-face-to-face assistance is carried out online, by providing a schedule that is adjusted to the real activities at school
3	Assistance in the application of teaching module advertisement in lesson study based learning	model teachers practice learning process based on teaching modules through lesson study, the results of the lesson plan in the form of teaching modules that have been refined, practiced in class, observed and revised
4	dissemination of teaching module based on lesson study	Teachings who have carried out lesson study with FGD assistance have to disseminate to other teachers

At the end of the activities program, an evaluation of the effectiveness and suitability between the teaching modules and the practice of learning process in the classroom is conducted (see). Evaluation is done by means of small group discussion.

FINDINGS AND DISCUSSION

Small group discussion assistance with the concept of LS (lesson study) discusses the preparation of lesson plan in the form of teaching modules. Mentoring activities in lesson study aim to provide enrichment to participants who are involved in improving the quality of the constructing of lesson plans (teaching modules) and their learning process activities. The initial activity carried out to achieve this goal is to hold a meeting to discuss the concept of lesson study in the preparation of teaching modules according to the 2022 curriculum. The meeting took place on November 3, 2021, starting at 08.30 until finished. The meeting was attended by 4 (four) teachers of Nurul Huda Islamic Junior High School and a facilitator/ researcher from Religious Teacher Training Center Surabaya who acted as facilitator.

The face-to-face meetings carried out material on 2022 curriculum overview, lesson study (LS) and teaching modules. The next activity is the model teacher who has been appointed together with his colleagues to design learning tools in the form of complete lesson plans or in the form of teaching modules, worksheets and evaluations, which are carried out face-to-face (synchronously) in class or offline. The process of this plan is video-taped and made into a document by the facilitator/researcher to get a complete picture of the small group discussion assistance process in constructing teaching modules through lesson study.

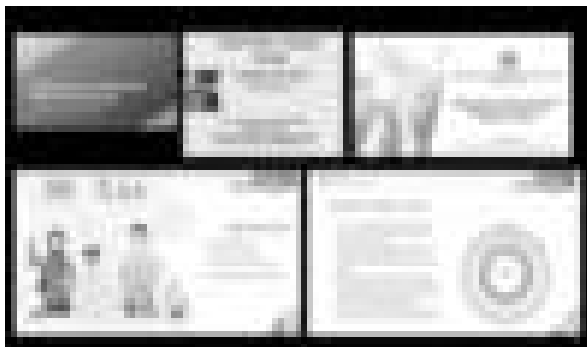


Figure 3. Materials during the Workshop

Small group discussion assistance on the construction of lesson plan in the form of lesson study-based teaching modules was carried out. The material presented during mentoring is then practiced/implemented (do) by the model teacher in teaching process in the classroom.

The model teacher together with colleagues (observers) plan lessons with the results in the form of videos when the learning implementation activities take place. The lesson plan in the form of a teaching module is the teaching module for English in the topic of advertisement, which used for learning inside and outside the classroom. The model used in the teaching modul is a project-based learning (PjBL) model.

ENGLISH MODUL 7.1.1 Avertisement

Learning Achievement (CP)

At the end of teaching and learning process, Students are able to capture contextual meaning related to social function, text structure, Linguistic elements of several product and service advertisement texts according to the context of their use

GENERAL INFORMATION

A. Module Identiy

Constructor	: Bisqis Ootrun Nikmah, S.Pd.,MM
con	: Students are able capture textual meaning related to social functions, text structure, linguistic element of several product and service advertisement texts according to the context of their use
Institution	: SMP Islam Nurul Huda Poncokusumo
Year	: 2021
Level	: Junior High School
Grade	: VII
Time Allotment	: 3 meetinhx x 40 Minutes = 120 Minutes

B. Starting Competitions

Students are able to identify, functional text, language structure of the text and language feature of the text advertisement

C. Profile of Pancasila Students

1. Believe and fear God Almighty and have a noble character
2. Creative

Figure 4. The first component of the Teaching Module

CORE COMPETENCY

A. Learning Goals

- Through PjBL, students are able to identify the social funtion of advertisement text well and correctly
- Through PjBL, students are able to identify structure of the advertisement text well and correctly
- Through PjBL, students are able to identify of advertisement text correctly
- At the end of the teaching and learning process after discussion, students are able to differentiate advertisement with another text diligently.

B. Meaningful Understanding

At the end of meeting, after students had studied this module. they got very meaningful lesson about the advantage of studying advertisement. It can be implemented in their own life and in the community as well Students are able to capture contextual meaning related to social funtions, text structure, linguistic elements of several product and service advertisements according to the context of their use. The meaningful lessons include:

- Knowing and understand the important of advertisement
- Identifying the social function, structure and language feature of advertisement text

C. Trigger Questions

- Why is it important to study advertisement text ?
- What kind of advertisement that you have known ?

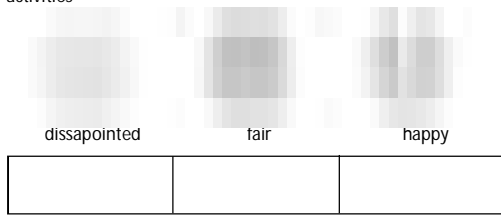
D. Teaching Preparation :

- First meeting identify the component and principle of advertisement text, kinds of advertisement and the function of advertisement text
- Third meeting: Identify the social funtion of advertisement
- Fourth meeting : Identify the language feature of advertisement

Figure 5. The Second Component of the Teaching Module

F. Assessment

1. Assessment before the teaching learning process (diagnostic text)
Students choose the following picture before and after teaching learning activities



1. Assessment whill on the teaching learning process (journal of behavior Profile Pancasila Student

No	Technique	Instrument of assessment	Occuring Time
1	Observation	Observation sheet (Jurnal)	Whist on the teaching-learning process take place

Figure 6. The Third Component of the Teaching Module

After joining small group discussion at plan step of lesson study, the observation on the document of teaching module that constructed by the participants conducted at the aspect of completeness of teaching module components, namely 1] General Information: school identity, previous competence, profile of Pancasila student, infrastructure of learning, students' target, model of teaching implemented. 2] Core Components: learning objective, meaningful understanding, lighter questions, learning preparation, learning activities, asesment, enrichment and remedial teaching, students' and teacher reflection. 3] Attachment: work sheet, teacher and students' reading book, glossary, and bibliography.

It was found that the participants had constructed a teaching entitled "Advertisement Learning Module for 8 Graders" module which has fulfill the criteria of all components. It can be concluded that small group discussion assistance led them into the correct and good teaching module. It meant that small group discussion assistance was effective in constructing learning module.

The curriculum used as the basis for the preparation of teaching modules is the 2022 prototype curriculum. This curriculum emerged due to criticism of the 2013 curriculum (K-13). This can be seen from two things, namely the results of document evaluation and 2013 curriculum implementation: 1] In terms of competence of K-13 is very broad, so it is difficult to understand, 2] Component of K-13 is too broad so it is difficult to understand and practice it, 3]

Information technology subject matter is optional, even though this important competency is very necessary in facing the 21st century, 4] The management of weekly lesson hours narrows the arrangements for the implementation of learning and the preparation of the educational calendar. This results in learning activities to be less loose/ rigid. 5] At the kindergarten and elementary levels, the thematic approach is the only learning approach in K-13. 6. The K-13 structure at the high school level which contains specialization subjects does not provide space for students to choose other than science specialization, social studies, or language specialization.

Meanwhile, the results of the evaluation of the 2013 curriculum implementation resulted in the following conclusions: 1] Many components of teaching tools and lesson plan must be prepared by the teacher, 2] Teachers have difficulty understanding the detailed and incomplete formulation of competencies so that it is difficult to implement in the learning process. 3] Training, technical guidance, K-13 assistance have not been implemented optimally, verily and effectively. Examples of obstacles: K-13 socialization does not go directly to local teachers, selection of centralized technical guidance instructors, training tends to be monotonous, theoretical and conventional. 4] Lack of broad understanding of the basic framework, and concept of K-13 implementation obtained by supervisors, principals and teachers. 5] The implementation of technical guidance, socialization and similar activities regarding K-13 has not yet had an optimal impact on education personnel in schools/ madrasahs.

As a matter of fact, the relationship or link of K-13 in the development of the 2022 curriculum aims to continue the direction of K-13 development, namely: a] Holistic orientation where the curriculum is designed to develop soft skills, academic and non-academic, cognitive, social emotional, and spiritual competencies of students. b] The 2022 curriculum is designed to be competency-based, not specific subject matter/content. c] The 2022 curriculum is prepared based on the cultural context, school/madrasah vision and mission, local wisdom and the needs of students.

The following facts are some of the paradigm

shifts from the 2013 curriculum to the 2022 curriculum: 1] Early Childhood Education level applies a literacy-focused learning approach (based on books that are liked by early childhood children) instead of the K-13 theme. 2] Natural and Social Sciences subjects at the elementary school (SD/MI) level are combined into IPAS (Natural and Social Sciences) subjects, as the basis for students to learn Science and Social Sciences in Junior High School (SMP/MTs). 3] Informatics/ICT learning has turned into a compulsory subject at the Junior High School level, and 4] At the Senior High School (SMA/MA) level in the 2013 Curriculum, students enter directly to choose the major they want while in the 2022 Curriculum, students take and determine their specialization in grade 11 with the aim of giving students the opportunity to obtain consideration from the counseling guidance teacher, home-class teacher and also their parents.

The system applied to the 2022 curriculum would also shift from the teaching process in the classroom to out-door learning. The learning process is expected to be more PAKEM (active, creative, effective and fun learning) because students have greater opportunities in terms of discussion and more importantly get used to the formation of behavior according to the expected character, namely the character of Pancasila students, namely: 1] Students who believe, pious, and have noble character which is manifested in terms of religion, good character to oneself, fellow human beings, to the environment and the Indonesian state. 2] Students who can work together, cooperate/collaborate, have high concern, and can share with others. 3] Students with global diversity are students who know and appreciate Indonesian culture, can communicate and interact with other cultures, and are responsible for diversity and students who understand social justice.

The next one, 4] Independence. Independent students, it is intended that Indonesian students have awareness of themselves and the situation they are facing and have self-regulation. 5] Students who have critical reasoning, who are able to process information and ideas appropriately, analyze and evaluate the information and ideas

to be reflected in the thinking process. 6] Students who have creativity, with the aim of forming students who are able to bring forth original/genuine ideas and actions, have flexibility of thinking in finding alternative solutions to problems, are competent, and do not only rely on a ranking system which according to several surveys only disturbs children and parents of course, because in fact every child has talent and intelligence in their respective fields. In the future, students who are ready to work and competent, and virtuous in their community will be formed.

In terms of the quality of teaching and learning activities, it often raises problems about whether students are happy in learning, can collaborate, have equal rights, are critical and think creatively. The teacher's ability to prepare lessons plan is also an obstacle in the teaching process. The implementation of teaching process can be seen as a complicated activity. A teacher is required to be able to 1] Plan and design learning activities including lesson plans with a project-based learning model (PjBL). 2] Selecting and sorting teaching materials, 3] Paying attention to the differences of students in implementing teaching process, 4. Determining Learning Achievements (CP). Teachers who lack mastery of teaching materials and learning models, the various learning implementation designs (in the form of teaching modules) that are compiled are of poor quality (Masaaki in Susetyorini, 2018).

The teaching-learning process is expected to develop three affective, cognitive and psychomotor domains at once. The teaching-learning process that has been well designed and planned and the stages of good teaching-learning process implementation are also expected to make students with quality personalities according to the Pancasila student profile. More importantly, teaching-learning process emphasizes the inquiry process using the ThaRL approach, the method varies, so that meaningful learning outcomes can be mastered by students (Dit. SMP, 2019). The success of teaching-learning process is not only obtained from the results of student scores, but more importantly from the process that occurs when learning process takes place, whether students are happy, comfortable and accustomed to the

character of Pancasila students. The teaching-learning process should take place in a direct, collaborative, inspirational, challenging, interactive, fun experience, as well as the motivation that grows in the souls of students to complete learning achievements in welcoming the 21st century (Susetyarini, 2018). To increase the teacher capability in making lesson plan and teaching-learning process, lesson study is believed to be a good way.

Islamic Junior High School (MTs) Nurul Huda Poncokusumo Malang in 2015 has tried to carry out lesson study but has not been maximized according to the latest lesson study developments. There are still some problems in implementation, such as when plans and open classes do not pay attention to students, so that the independence and comfort of learning is still lacking. Teachers also do not understand the making of teaching modules as a preparation for learning in the implementation of lesson study which is in accordance with the latest policies aligned with the 2022 curriculum.

The results of the last observation in November 2021, there were 4 teachers of MTs Islam Nurul Huda Poncokusumo Malang Regency who had participated in lesson study (27.7 %). Nurul Huda Islamic Junior High School has 15 teachers, with a total of 3 classes and 82 students and 3 educational staff. The findings of the results of the Small Group Discussion accompanied by researchers, namely the manufacture of lesson plan in the form of teaching modules has not yet been templated, not in suitable with the instructions issued by the Ministry of Education and Culture.

The making of the previous model learning tools and lesson plan as well was not collaboratively, when learning was not open to other teachers, students were not used to collaboration, communication between friends, creative and critical thinking and character according to the profile of Pancasila students. The irony is that learning at Nurul Huda Islamic Junior High School ignores the learning rights of students. Some teachers still use conventional and teacher centered methods and do not provide opportunities for students to do learning (teacher-centered).

Learning often takes place behind closed doors from the observations of other teachers and the teacher dominates the class. Almost never discussed together the lesson plans to be put into practice (plans), there was never a reflection (see) to strengthen and provide feedback on the practices that arose during the learning process and there was never a follow-up on the findings of the practice and the lessons learned.

The results of the evaluation conducted at 13 to 18 December 2021, between teachers, school principals and supervisor, a very important problem emerged from the experience of implementing lesson study, namely teachers need to change lesson study thinking patterns that are in accordance with developments in meeting/facing 21st century school/madrasah models with emphasizes the habit of collaborating, communicating, being creative and critical. Based on the problems obtained, it is necessary to provide assistance in the preparation of learning tools, especially the constructing of teaching modules as an important tool in the success of the 2022 curriculum in lesson study activities at Islamic Junior High School (MTs) Nurul Huda, Poncokusumo District, Malang Regency. The lesson study activity aims to improve the quality of preparation as well as the implementation of learning process that pays attention to greater learning rights for each student.

In the applying of small group discussion assistance activity for constructing teaching modules based on lesson study, teachers and colleagues design teaching modules collaboratively, so that a learning community is formed between teachers who give and receive each other in solving problems that arise in teaching and learning activities. Therefore, the teacher learning community needs to be improved. (Breithaupt, 2021; Indriani and Rachmawati, 2019). The low concern for the quality of education in Indonesia which has an impact on the slow innovation of learning and teaching techniques affects many things. Less maximum work of teachers in compiling lesson plans and selecting the chosen learning model as well as the lack of innovation in the application of learning models and strategies have made school/madrasah graduates become individuals who cannot compete at the global level, especially in the face of 21st

century competition.

Implementation of Learning Reflection (see) English lesson on the topic of Advertisement with LS-Based teaching modules in class VIII ran well. The results of the reflection of teaching and learning process with the subject of short functional text on Advertisement with the PjBL model, shew that students are happy and comfortable engaging in the teaching and learning process activity, because students learn to make project reports from what has been determined. The results of observations on the teaching and learning activity, students were able to explain the social function, language feature and structure of the text advertisement well besides they discussed the topic with full enthusiasm. This is in line with the findings of research conducted by Thong-oon, M. et al. (2021).

Table 2. List of Exam Scores

No	Students (Code)	Report	Presen tation	Social Function	Structure of Text	Language Features	Nilai Akhir
1	A1	80	80	90	88	80	84.5
2	A2	80	80	89	85	80	82.25
3	B1	80	80	80	87	80	81.75
4	B2	80	80	90	87	80	84.25
5	D1	80	75	90	78	75	80.75
6	D2	80	76	87	80	75	80.75
7	D3	80	75	65	80	75	75
8	F1	80	80	88	92	80	85
9	F2	80	80	85	87	80	83
10	F3	80	80	87	89	80	84
11	H	90	90	87	89	90	89
12	I1	80	80	78	85	80	80.75
13	I2	80	80	80	90	80	82.5
14	M1	90	90	80	89	90	87.25
15	M2	80	80	92	80	80	83
16	M3	80	80	87	90	80	84.25
17	S1	90	90	89	90	90	89.75
18	S2	70	80	89	88	80	81.75
19	S3	70	80	85	75	80	77.5
20	T1	70	90	88	80	90	84.5
21	T2	80	80	90	90	80	82.5
22	W1	80	90	88	90	90	87
23	W2	80	90	92	88	90	87.5
24	W3	80	79	88	76	80	80.75

Based on the data above, the final score obtained by 24 students on average has met the criteria of minimum score (KKCP = Kriteria Ketercapaian Capaian Pembelajaran) = 75 to 80. There are 25 % of students who get a score of 85 and above, 67 % of them get 80 to 84.5, and only 9 % who get a score below 80. However, there are still students' scores that are below the KKCP for

the component elements of the unit value (getting values 65 and 70), namely the language feature of advertisement text around 0.4% and reports as much as 12.5 %. Small group discussion assistance activities in the preparation of teaching modules through lesson study shew that the interaction between teachers and peers in designing teaching modules collaboratively forms a learning community based on mutual cooperation.

The implementation of active collaboration in the learning community for teachers and students is needed to improve and increase the quality of learning according to the demands of the 21st Century through lesson study. Lesson study is an approach to joint teaching and learning activities that emphasizes improving the quality of learning carried out by teachers in a collaborative and cooperative way. Lesson study activities include the following steps [1] designing learning to achieve learning outcomes (plan), [2] practice in learning (do), [3] observing the implementation of learning (observing), (4) reflecting on learning process (see) (Figure 2). This activity is very important to be carried out properly and optimally because the solutions found will be used as material for improvement or refinement in making the next teaching module. Another thing that needs to be underlined is that the main concern in lesson study is the activeness of students in class in interacting with teachers and friends, because the activities of these students are related to the activities of the teacher during the teaching and learning process in class.

Teaching and learning process activities at primary and secondary levels that apply the project-based learning (PjBL) model have several objectives. The objectives are [1] to develop affective, cognitive, and psychomotor learners to be more skilled in identifying questions and problems that occur in life situations, explaining general structures/patterns, designing, and drawing conclusions based on related patterns formed. [2] understand the characteristics of certain forms as a form of knowledge, investigation, and design patterns that are raised. [3] awareness of the need for collaboration and mutual assistance in forming mutual learning, intellectually and culturally. [4] participation in the study of related

problems in determining new findings (inquiry and discovery), [5] familiarizing creative, collaborative, mutual cooperation, independent, discipline, responsible, honest and critical thinking attitudes which are some of the character profiles of Pancasila students.

Teaching and learning activities with the PjBL model will have a positive effect on students in forming good characters, so it will be easier for students to recognize a concept of knowledge, and apply it with critical thinking skills that are mastered to realize or create a problem analysis method. based on the data found, to solve all problems and obtain solutions. This condition is parallel with the conclusion of the thesis written by Marlinda, N. P. M. (2012), namely PjBL is more effective in achieving student scientific performance towards better results. This is because the PjBL model is based on constructivism and this model is student-centered. PjBL is not only concerned with individual student activities, but also contributes to the group so that it can optimize cooperation between group members. Becoming a trend in the world of education, PjBL has become a learning model, an approach to dealing with the real world, by directing the mindset of students to become problem solvers, collaborators, innovators, technology/IT literate, discoverers, logical thinking, and create independence (Mulyani, 2019). Student-centered learning (student active learning) in its implementation can be internalized into various learning models, one of which is the Project Based Learning (PjBL) model.

Teaching and learning activities with the PjBL learning model is centered on student learning activities and is developed based on the level of development of the students' thinking level. Thus, it will provide broad opportunities for students to carry out activities according to their learning choices, comfort, and skills. Teaching and learning process that applies the PjBL model gives students the opportunity to determine the subject matter, formulate problems, plan activities (Zulhana & Ismawati. 2011). The role of educators in teaching and learning process is as a facilitator, emphasizing more on [1] directing and motivating students, attaching importance to real work experience, preparing the necessary teaching

materials, [2] directing students to discuss and collaborate in solving problems, and [3] keeps students excited and engaged as long as these students carry out projects that have been mutually agreed upon by all students and teachers.

PjBL-based learning activities can be believed to be able to create active students and collaborate and work together in solving problems faced, while teachers become facilitators for their students. This is in line with the opinion of Rusiyanti, R. H. et al. (2021) in their research entitled Literature Study on the Impact of Mathematics Learning Implementation with Lesson Study for Learning Community (LSLC) which came to the conclusion that: "Students are also more active because learning is centered on students, while the teacher only serves as a facilitator".

PjBL-based teaching modules are highly believed to be able to improve and increase student achievement and creativity. Implementing the PjBL learning method in teaching learning process is able to increase students' learning motivation, realize meaningful teaching and learning process, and make students able to solve real-life problems in everyday life (Indri, 2017). PjBL can help students apply knowledge (cognitive), effective interaction and collaboration with peers, and be able to develop their creativity and critical thinking through meaningful learning activities (Ahmad, Yakob, & Ahmad, 2018).

CONCLUSION AND RECOMMENDATION

A. Conclusion

Mentoring activities in the form of small group discussion assistance, application of teaching modules are intended to develop teaching modules that are applied in learning. Small group discussion assistance is effective in constructing English teaching module plan through lesson study, because with small group discussion assistance, lesson study participants have succeeded in making English teaching modules which is suitable to the guidelines set by the government with evidence that the arrangement of the resulting teaching modules is in line and true with the teaching module template.

The lesson studies carried out have met the

plan, do and see stages. In practical activities in class, the model teacher is assisted by an observer, students discuss with their friends and present the results of their discussion in class which is observed by the observer (stages of do), after completing the model teacher learning with the observer reflecting. Thus, a learning community for teachers and students is formed so that teaching modules are arranged according to the guidelines. Implementation of teaching modules in English lessons with the topic advertisement for grade VIII students of MTs Islam Nurul Huda Poncokusumo, using the PjBL model with various methods.

B. Recommendation

It is suggested that small group discussion assistance activities in constructing teaching modules at lesson study in meeting the implementation of the 2022 curriculum can help create collaboration and mutual assistance between teachers, and students learn actively. Therefore, it is necessary to have on-going small group discussion assistance in terms of lesson study in schools/madrasas as an effort to develop teachers on an on-going basis in improving the quality of teaching and learning process which leads to the noble goal of forming the character of Pancasila students [α]

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