

# CHALLENGES IN PROMOTING SCHOOLS AS LEARNING COMMUNITY IN INDONESIA

A lesson learnt



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# *Class Situation at an Ordinary Class*

- Students didn't learn
- Students were boring listening to the lecture
- Teacher didn't learn from students

Why did this happen?

- Teacher was isolated



Teaching

shifting

Learning

Students listen to a teacher



LS

Students learn each other



- ☐ How do teachers learn from students at school?
- ☐ How to sustain?

# Practicing lesson study to develop learning community:

## Teachers learn each other

SISTTEMS since 2006, 94 JSS, 500 math & science teachers, self initiative to reform schools



- ✓ Sharing problems of student learning
- ✓ Sharing ideas to solve the problems
- ✓ Design a lesson
- ✓ Review & tryout teaching materials

# Practicing to develop learning community:

## Open lesson

Students listen to others. Teachers leaned from students



- How do students learn?
- Why students don't learn?
- A teacher taught a lesson while others observe it
- Observers collected data regarding student activities

# Practicing to develop learning community:

## Teachers learned each other in the community



- The teachers and observers discussed to share and exchanged views regarding student activities.
- Observers learnt each other
- Follow-up: re-designed and applied it at their classes

## A case of math lesson at a Junior secondary School in Sumedang district

Teacher was sensitive enough to monitor and facilitate students who got difficulty in solving problems as a result of teacher learning

Anggi



Anggi



Group 1 students got difficulty in solving the problems while Anggi, member of group 6 did well in solving the problems. Ms. Tri Budiarti encouraged students who got difficulty to ask to join Anggi's group. Ms. Tri brought a student of group 1 to join Anggi's group.

Students from other group who got difficulty in solving the problems join Anggi's group and Anggi explained how to solve the problems, then they return to their group to share with members of the group..

## Sansan story



Sansan seem to have difficulty solving math problems when teacher explained it.



After a while, Anggi started working on the problems but Sansan looked like confuse. Teacher identified Sansan's difficulty, paid attention by saying: "Sansan, are you still confuse?".



After getting teacher's attention, Sansan started working on the problems



Sudden teachers asked Sansan question to confirm other answers. His classmate was under estimate to his capability but he was able to answer teacher's question.



Sansan is a quiet student but he listened to conversation of teacher and students



Sansan was learning by listening to Anggi's conversation with a student of another group.

## *Happy ending of Rizki*



Rizki seemed to have difficulty solving problems because he repeat writing and erasing his note.



Mr. Yuse identified Rizki's difficulty so he came over Rizki, "which one do you have difficulty?" then Mr. Yuse left the group to check other groups



Then Yeni asked Rizki: "do you understand?", Rizki said in local language: "henteu" meaning don't understand.



Rizki traid to work by himself while Yeni and Gumilar started to discuss how to solve the problems



Finnnally, Rizki was happy because he understod how to solve the problems after learning from others whitin the group. This is an example of teacher's care and sensitivity after some time learning from students



Then Rizki was able to share ideas in the group.



Now Rizki trying to build communication with Yeni

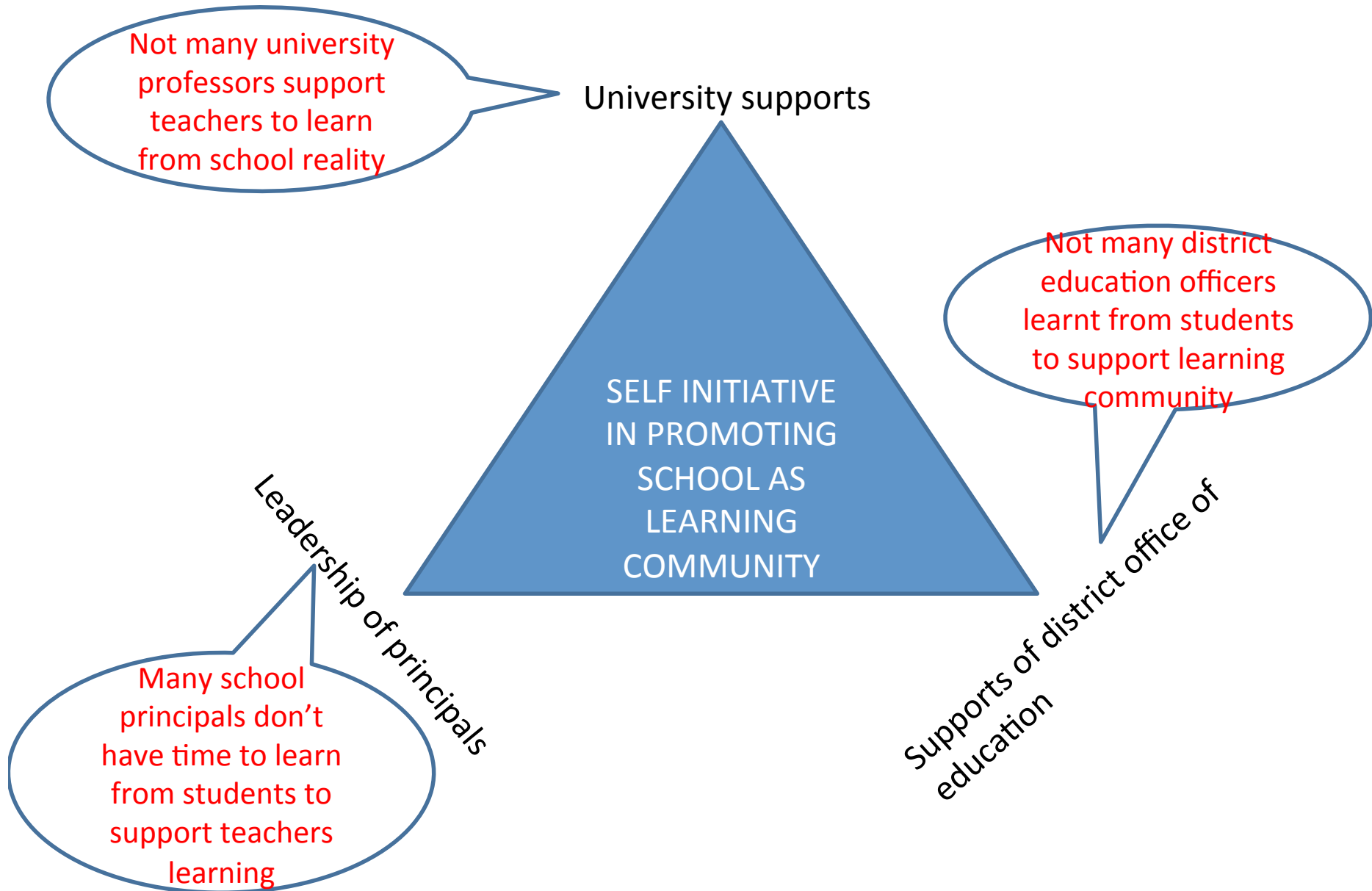


Discussion between Yeni and Gumilar attracted other group member's attention indluding Rizki to listen

# Map of LS Dissemination



# Some challenges in promoting learning community



# Conclusions

- School as learning community:
  - Schools must be opened to public for learning
  - Students, school teachers, school principles, university professors should listen to others
  - Educators are sensitive enough to students' difficulties (as a result)
- Indonesian learn how to implement lesson study from Japan
- Lesson study is a strategy to promote schools as learning community
- Lesson study has grown in many schools but not many schools survived to promote schools as learning community in Indonesia
- Keep inform policy makers to get support in promoting schools as learning community
- University professors, school principals, education officers play important role in promoting schools as learning community

## ABOUT LESSON STUDY IN INDONESIA

Indonesia's involvement with lesson study has developed gradually and is now part of the existing culture in schools. The essence of lesson study was first introduced during the Indonesian Mathematics and Science Teacher Education Project (IMSTEP) (1998-2003) but it was not recognised as lesson study until a follow up to IMSTEP (2003 - 2005) was implemented. Subsequently, the Strengthening In-Service Teacher Training of Mathematics and Science Education at Secondary level (SISTEMS) (2006-2008) project promoted a large scale empowerment of learning communities and initiated a school reform approach at a district level. In its implementation, junior high schools in close geographical proximity came under the supervision of various Teacher Education Institutions (TEIs), for example, Sumedang, Bantul and Pasuruan districts became strategic partners with Indonesia University of Education, State University of Yogyakarta and State University of Malang respectively.

The successful implementation of SISTEMS promoted the growth of lesson study and attracted educators and education institutions across the archipelago to undertake it as an approach to the professional development of teachers. The Ministry of National Education (MONE), with the support of JICA through PELITA from 2009 to 2013, extended the piloting of lesson study to three other districts / cities. Padang city, Banjar Baru and North Minahasa districts came under the supervision of State University in Padang, Sumatra, University of Lambungmangkurat, Borneo and State University of Manado, Sulawesi respectively. MONE has also facilitated 52 TEIs all over the country in the implementation of lesson study for the improvement of their pre-service programmes since 2008. In addition, the Indonesia University of Education has succeeded in the dissemination of lesson study in 16 districts in the provinces of West Java through a school-university partnership project. Now, Jambi Province in Sumatra island has shown interest in adopting lesson study, having heard of West Java's success story.

In Indonesia, lesson study is defined as a model of professional development for educators as they study teaching and learning processes collaboratively, based on the principles of collegiality and mutual learning to develop a learning community. It is increasingly recognised throughout the country as an effective approach to teacher education, professional development, and school reform. As a leading institution, Indonesia University of Education has promoted lesson study networks by organizing annual national seminars and conferences since 2006. Several prominent scholars in lesson study have shared their experience and expertise; they come particularly from Japan, Singapore and Malaysia. Since 2010, the conferences have introduced teaching exchanges in which participants observed Indonesian and Japanese teachers' lessons and shared teaching culture.



Ministry of Education  
and Culture  
Republic of Indonesia

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Education

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of Education

# WALS

World Association of Lesson Studies  
International Conference 2014 in Bandung, Indonesia



**BECOMING REFLECTIVE EDUCATORS AND PROFESSIONALS OF LEARNING**  
**November 25–28, 2014**

# Thank You



World Association of Lesson Studies  
International Conference 2014 in Bandung, Indonesia

## Welcome to

WALS International Conference November 25-28, 2014  
BECOMING REFLECTIVE EDUCATORS AND PROFESSIONALS OF LEARNING  
Venue : Indonesia University of Education, Bandung, Indonesia

## IMPORTANT DATES

**30 November 2013**

First Call for Papers

**28 February 2014**

Second Call for Papers

**1 May 2014**

Deadline for Abstract Submission

**1 July 2014**

Notification of Acceptance

**30 August 2014**

Deadline for "Early Bird" Registration

**30 September 2014**

Deadline for Regular Registration

**24 November 2014**

Expert Seminar (By Invitation)

**25 - 27 November 2014**

WALS International Conference 2014

**28 November 2014**

School Visit



[www.walsnet.org](http://www.walsnet.org)

D'zgn'Q project

## BANDUNG CITY

BANDUNG CITY is the capital of West Java province in Indonesia, the country's third largest city, and the second largest metropolitan area in Indonesia with a population of 2.4 million. Located 768 meters (2,520 ft) above sea level, approximately 140 km south east of Jakarta, Bandung has cooler temperatures all year-round than most other Indonesian cities. The luxurious hotels, restaurants, cafes and European boutiques here have led to the city being dubbed Parijs van Java (Dutch): "The Paris of Java". A shuttle bus is available every 30 minutes between Jakarta International Airport and Bandung city taking 3-4 hours on the highway. Direct flights from Singapore and Kuala Lumpur, Malaysia to Bandung city are also available 3 times a day.



## UNIVERSITAS PENDIDIKAN INDONESIA (UPI)

With more than 38,000 students from all corner of Indonesia and several international students, nearly 1,260 staff, 7 Colleges and 91 departments, and other institutions, no couple days are ever the same at Indonesia University of Education (Universitas Pendidikan Indonesia or UPI) - the oldest and biggest Teacher Education Institute (TEI) in Indonesia. Academic, research and support staffs work throughout the University and Colleges to build university's success and reputation, which focused on extensive range of teacher education, academic subjects and inter-relationship between pursuit of education, learning and research. The University, which has widely known for their role nationally as reference in making educational policies on national level, has been actively spreading out lesson study as gear of teacher professional development and school reform since 2001 through self-initiative, schools, NGO, local government, national and international cooperation; serving more than 40,000 teachers since then around the country, and disseminate lesson study issues and research in annual conference since 2008.

## CONTACT US

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