

# PRACTICAL TEACHING MODEL WITH LESSON STUDY BASED: AN EFFORT IN INCREASING FUTURE ARABIC LANGUAGE TEACHER PROFESSIONALISM

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**ABSTRACT:** *Practical Teaching Program (PTP) is a program which must be taken by all university students in the education program. The purpose of PTP is, for the students (practitioners), to gain educational experience factually in the field, both with the school administration and its teaching-learning process. But in reality, there are numerous of students, who have finished their teaching exam in school who said that there are still confuse if they are going to be a professional teacher in the future. This research tries to explore the implementation of PTP based on Lesson Study (LS) principal and procedure. The method use is qualitative descriptive. This study conducted by Class Action Research: planning, action, observation, and reflection. The subjects of this research are 5 Arabic language students who are undergone PTP in the MAN (Madrasah Aliyah Negeri or State Senior High School for Islamic Education) 1 in Bandung, West Java, Indonesia. The instrument used to measures the professionalism of future Arabic language teacher are test, interview, observation, and direct supervision during the lesson study activity. The result shows that the PTP model of guidance and evaluation process with LS based can increase the professionalism of future Arabic language teacher which related to the pedagogic, professional, social, and personality of the teacher competencies.*

**KEY WORDS:** *Practical teaching, lesson study, main supervisor, vice supervisor, Arabic language teacher, and professional competencies.*

## INTRODUCTION

Among the common issues related to the implementation of Practical Teaching Program at the Faculty of Language and Art Education UPI (Indonesia University of Education) in Bandung are the lack of visit, discussion, and communication in the field between the main supervisor and the vice supervisor even among practitioners. This is caused by their motivation and schedule that couldn't be synchronize; hence, with the teaching exam, had already finished, the practitioners still are not ready to become a real teacher professionally.

This is supported by the writer experience when guiding the students of practical teaching in 1994 until this very moment, after the practitioner gone through the practical teaching test, generally or more than half of they stated that they are

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not ready to become teachers. Beside the lack of guidance during PTP (Practical Teaching Program), there is also an assessment system which is not effective. The model conducted by the faculty is that a student can perform the PTP test if he/she had already performed 16 class appearances, and is worthy by the supervisors and the Headmaster. From this explanation, we can see the ineffective and inefficient of PTP, both from the guidance process and assessment system.

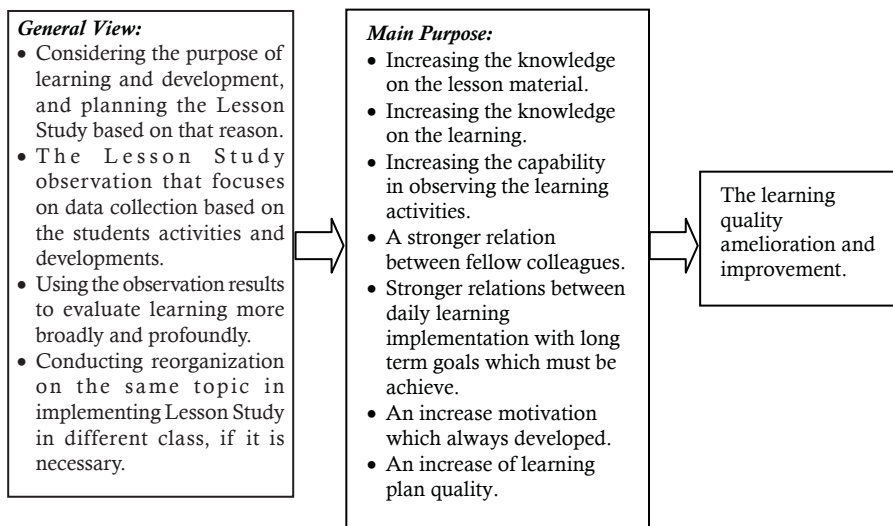
Based on these research background, the writer is eager to review through class action research in the LPTK (*Lembaga Pendidikan Tenaga Kependidikan* or Education Institutes for Teacher and Educator) partnership bequest and to give solutions related to the PTP guidance and the Lesson Study which has been proven its affectivity and also being developed by JICA (Japan International Cooperation Agency) and three universities: UM (Malang State University) in East Java, UNY (Yogyakarta State University) in Central Java, and UPI (Indonesia University of Education) in West Java (Abdurahman *et al.*, 2010).

The main research question is does the Lesson Study activity effective in the PTP guidance and evaluation process and can increase the professionalism of future Arabic language teacher? Hence, this research is dedicated to develop the competency of future Arabic language teacher through the Lesson Study activities which is an activity from a collaborative process from a group of teacher who simultaneously planed the learning steps, including the method, media, and its evaluation instrument.

## THEORETICAL REVIEW

***On the Benefits of Lesson Study.*** Lesson Study (LS), as the strategy of increasing the teacher professionalism in Japan, nowadays has spread to many countries, including advance country such as the United States of America (USA). It was happen since the release of *The Teaching Gap* book in 1999 that contains a review on the learning process in three nations, including Japan. Besides, it also contains the learning process in Japan, German, and USA (Fernandez & Yoshida, 2004). The book explains about the tradition of teachers in Japan who learn from the actual learning which in the future commonly known as *Lesson Study*. See diagram 1 as follows:

Based on the diagram above, we can see that Lesson Study (LS) can emerge numerous of benefits such as an increase on the teacher's knowledge on the learning materials and its learning, an increase on the teacher's knowledge on ways in observing the student's learning activities, a stronger relation between the daily learning implementation with long term learning, an increase of the teacher's motivation to continuously develop, and an increase on the learning plan quality, including few components such a teaching materials (hand out) and the learning strategies. Increasing the knowledge of teaching and learning materials can be achieved with observation (Suryadi *et al.*, 2010).



**Diagram 1:**  
General View on Lesson Study

The explorative activities conducted by students are actually potential in increasing both students and teachers knowledge. By applying this kind of activities, the students are conditioned to involve in a high thinking process that can emerge an original innovative ideas or questions that encourage a further cognitive conflict which required not only a simple scientific knowledge.

The cooperation conducted by the teacher in developing learning plan, implementation, and reflection can increase the constructive interaction process which is very potential in increasing the professionalism of teacher. The interaction between teachers and other associates, including lecturer in the university, if it is implemented continuously; hence, it could develop a bond in the form of learning communities. Through the activities develop in LS (Lesson Study) which covers *plan, do, and see*, each community members can give and take; so, each individual can gain benefits that supported an increase of knowledge which covered learning material, learning supplementary in the form of hand out, and learning strategy (Hendayana *et al.*, 2010).

**On the Preparing Lesson Study.** The first important thing in LS (Lesson Study) is conducting the first phase preparation which can be started by identifying learning problems which covered teaching materials (hand out), learning strategy, and the one who is going to play the role as teacher. Of course, the selected learning materials have to be adjusted with the curriculum and the undergoing program in school. A profound analysis on the selected teaching material and hand out have to be conducted together to gain the best alternative which can optimally encourage the students learning process based on the curriculum demand, the

students knowledge and capability, the competency which needed to be develop, and the development possibilities in their relation to the material. In its relation to the teaching material developed, it is also needed to be review about the possibilities of the student responses in anticipating the unexpected student responses. If the designed teaching material it's too difficult for the students, then, the alternative intervention of teacher in adjusting the student level of capability needed to be well prepared. On the contrary, if the teaching materials are too easy for the students, then, a positive intervention is needed to make the teacher prepared and to achieve the goals of all students (Suryadi, 2006).

Beside the teaching material aspects, the teachers must discuss the learning strategies in group which consist of introduction, main activity, and post activity. This activity analysis can be started by revealing each experience in teaching the same materials. Based on the analysis, we can develop a learning strategy which consist of ways in implementing an introduction, so the students are motivated to actively conducted the learning process, activities between the interaction of students and the learning materials, students interactions, and interactions between teachers and students. How is the brainstorming between students and groups have to be conducted; how is the teacher intervention strategy in the class, groups, and individual level; and how are the activities performed by the students in the end of the learning are important questions in conducting the LS.

Besides preparing the teaching materials and its learning strategy, it is also important to prepare those who are invited as observers at the learning implementation and the reflection activities. Besides with the same subject teacher, in the implementation of LS there is also the possibility to invite other teacher subject, authorities, or the societies. The present of the principal in a LS is very important because the information gain from the learning activities in the class and reflection after the learning can be a valuable input for the LS activity, because of the diversity of observers in the lesson study can produce different point of view for the benefits of the teachers (Hendayana *et al.*, 2010; and Suryadi *et al.*, 2010).

***On the Conducting Lesson Study Observation.*** In anticipating the possibility of numerous observers that come, the class should be organized so the students, teacher, and observer mobility can runs easily and comfortably. In implementing observation, it is recommended to do these following things: (1) Taking notes on the students activities, by writing their names or seats; (2) Taking notes on situation where the students are conducting cooperation or choosing not to cooperate; (3) Finding the examples on how the comprehension construction process develops through the students' discussion and activities; and (4) Taking notes on the problem solving variation from the students individually or by group, including the wrong strategy.

Besides taking notes on the important aspect of the students' learning activities, an observer during his/her observation needs to consider or refers to these numerous questions: (1) Do the learning goals clearly stated? Do the activities developed contribute effectively in achieving those goals?; (2) Do the learning steps being

develop related to one another? And does it support the student's comprehension on the concept being learned?; (3) Do the hand outs or teaching material support the achievement of the previously stated learning goals?; (4) Do the class discussions help the students' comprehension on the concept being learned?; (5) Do the learning materials develop by the teacher appropriate with student level?; (6) Do the students use their basic knowledge to comprehend new concepts?; (7) Do the questions from the teachers can encourage and facilitated the students mind work?; (8) Do the student ideas appreciated and related to the learning materials?; (9) Do the end conclusions are base from the student opinions?; (10) Do the conclusions appropriate with the learning objectives?; and (11) How do the teachers reinforced on the student learning achievement during the lesson?

***On the Steps in the Reflection Stage.*** The steps in the reflection stage are as follows: (1) The facilitator introduces the reflection participants and mentioning each of their tasks while observing the class; (2) The facilitator conducted a review on the reflection stage agenda, around two minutes; and (3) The facilitator explains the rules in giving comment. The rules consist of these three aspects: during the discussion, only one person who speaks; each participant has the same opportunities to speak; and in giving an opinion, the observer must introduce the observation evident as the base of his/her opinion; (4) The teacher is given the first opportunity to speak, which is commenting the learning process. In that opportunity, the teacher must reveal the situations in the classroom which are the desired or undesired situation and the changes from the previously planned, fifteen until twenty minutes; (5) The representatives from the teacher that become member of the group are being given the opportunity to give additional comment; (6) The facilitator gives an opportunity to each observer to express their opinion; (7) After that, the facilitator invites the expert member to summarize or concluded the discussion results; and (8) The facilitator give his/her best regard to all participants and announce the next Lesson Study (Hendayana *et al.*, 2010; and Suryadi *et al.*, 2010).

## **METHOD**

The method apply in this study is qualitative descriptive. This study conducted by Class Action Research: *planning, action, observation, and reflection*. The subjects of this research are 5 Arabic language education students who are undergone the Practical Teaching Program (PTP) in MAN (*Madrasah Aliyah Negeri* or State Senior High School for Islamic Education) 1 Bandung, West Java, Indonesia. The instrument used to measures the professionalism of future Arabic language teacher are test, interview, observation, and direct supervision during the LS (Lesson Study) activity.

Briefing and planning activities are direct by the head of the research, who is the writer own self. This activity is attend by the model teacher who is going to deliver the material, the Arabic language teacher of MAN 1 Bandung, the lecturer of UPI (Indonesia University of Education), and the representatives of MAN 1 Bandung

i.e. the vice principal of curriculum. They are also present in the reflection activity after the *do* activity had already finished and it is located in a special classroom provided by the MAN representative.

## FINDINGS AND DISCUSSIONS

Lesson Study (LS) is an educator model of nurturing through a collaborative and continuous learning review based on the colleague principles and mutual learning in developing a learning community (Hendayana *et al.*, 2010). So, LS is not a learning method or strategy which in line with the teacher's situation, condition, and problems. On this following, the writer will elaborate the activities of the future Arabic language teacher who use the LS as the guidance model of Practical Teaching Program (PTP) at the Department of Arabic Language Education, Faculty of Language and Art Education UPI (Indonesia University of Education) in Bandung, West Java, Indonesia (Abdurahman, 2007).

*First, the Lesson Study Scenario in Teaching-Learning of Arabic Language.* Based on the *Kamus Bahasa Indonesia* or Indonesia Language Dictionary, "scenario" is a role play plan or film in the form sequence after sequence written in details (Depdikbud RI, 1988:850). While what is mean by LS (Lesson Study) scenario in the Arabic language teaching and learning process is a sequence of activity plan performed in the learning of Arabic language in the classroom with the entire learning element which consists of implementation, main discussion, classroom setting, participants/individuals involve (the model teacher, students, and observer) from each activity stages in the lesson study.

**Table 1:**  
The Implementation Scenario (*Do*) in the Lesson Study

N	Meeting	Date	Main Discussion	Method	Classroom Setting	Observer
1	I	15 May 2010	<i>Jumlah Ismiyah</i> and <i>Jumlah Fi'liyah</i>	Discussion	Students are divided into five groups	Eight people
2	II	30 May 2010	<i>Jumlah Ismiyah</i> and <i>Jumlah Fi'liyah</i>	Discussion	Students are divided into five groups	Nine people

Based on the table above, we can see that the cycle of the LS (Lesson Study) activities in this research was design for two meetings. The first meeting was held in the 15<sup>th</sup> of May 2010. The main discussion chosen was *Jumlah Ismiyah* or Nominal Sentence and *Jumlah Fi'liyah* or Verbal Sentence (Arsyad, 2004); with the classroom setting divided into small groups and each consist of seven students. There are eight observers who observe the course of the discussion during the teaching and learning process.

And the second meeting was held in the 30<sup>th</sup> of May 2010. The main discussion, method, and classroom setting in this meeting was designed the same as the first meeting. The observers who were present during each meeting came from different field, who are LS expert, the lecturers of UPI (Indonesia University of Education), the Arabic language teacher of MAN (*Madrasah Aliyah Negeri* or State Senior High School for Islamic Education), and the students of Arabic language as practitioners.

Before these two LS cycle was performed, first, the model teacher would be conducted a pre-test to find out the students basic capabilities. And after these two cycles was finished, there would be a post-test to find out the end results of the students achievement after implementing LS in the teaching and learning of Arabic language.

**Second, the “Plan” Activities in the Teaching and Learning of Arabic Language.** There are several steps that have to be conducted by the practitioner or student in its relation to the *plan* steps: (1) Planning, it consist of arranging and discussing the lesson plan, the time, the place, the expected end result, and the peoples involve the Arabic language teacher, lecturer, and practitioner; and (2) Having to find the answer: why does the classroom setting made in groups of students in certain amount; what is its advantages and disadvantages; and why does discussion or other particular method is chosen.

**Third, the “Do” Activities in the Teaching and Learning of Arabic Language.** There are several steps that have to be conducted by the practitioner in its relation to the *plan* steps: (1) Observer: time, result, individuals involve, place; (2) Do: time, result, individuals involve, and place; (3) The topic or main discussion, based on the input from the teacher, lecturer, and fellow practitioner or maybe the curriculum vice principal; (4) Class: what is it being discussed, including group division, etc.; (5) The time of the teaching and learning process implementation; and (6) Before the *do*, there is a briefing: time, results, individual involves, and place as shown by this picture in implementing the *do* stage.

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

Left: the expert of LS holding the briefing. Right: the model teacher delivering the activity plan which will be conducted during the teaching and learning process in the classroom.

The first meeting was held in 15<sup>th</sup> of May 2010. The main discussions in this meeting are *Jumlah Ismiah* (Nominal Sentence) and *Jumlah Fi'iyah* (Verbal Sentence), with the classroom setting of the students divided into small groups, each consists of seven students. There are eight observer participated in observing during the course of the teaching and learning process.

**Table 2:**  
 The Briefing Activity in the Lesson Study

N	Meeting	Place	Individuals Involved	Result
1	I	Room: next to the school's library.	<ul style="list-style-type: none"> <li>• One model teacher.</li> <li>• Two Lesson Study experts.</li> <li>• On Arabic lecturer (as an observer).</li> <li>• One Arabic teacher (as an observer).</li> <li>• Four university students (as an observer).</li> </ul>	It is agree that the main discussion: <i>Jumlah Ismiah</i> and <i>Jumlah Fi'liyah</i> ; the classroom setting is divide into groups: 1:7 people; all observer taking notes all of the founding in a special format.
2	II	Room: next to the school's library.	<ul style="list-style-type: none"> <li>• One model teacher</li> <li>• Three Lesson Study experts (Arabic lecturers of UPI).</li> <li>• Six university students (as an observer).</li> </ul>	It is agree that the main discussion: <i>Jumlah Ismiah</i> and <i>Jumlah Fi'liyah</i> ; the classroom setting is divide into groups: 1:7 people; all observer taking notes all of the founding in a special format.

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

**Fourth, the “See” Activities in the Teaching and Learning of Arabic Language.**  
 The main activity in the *see* activity is reflection and in the same time evaluates numerous of events related to the implementation of the Arabic language teaching and learning in the classroom. Aspects that needed to be notice by the practitioner in these activities are: time, the expected result in the form of suggestion, individuals involves, and the place used.

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

**Table 3:**  
 The Reflection Activity in Lesson Study

N	Meeting	Place	Individuals Involve	Results
1	I	Library	<ul style="list-style-type: none"> <li>• One model teacher.</li> <li>• Eight observers consist of the Lesson Study expert, lecturer, Arabic language teacher, and university students.</li> </ul>	<ul style="list-style-type: none"> <li>• The performance of the practitioner was “good”.</li> <li>• The Arabic writing need to be bigger.</li> </ul>
2	II	Library	<ul style="list-style-type: none"> <li>• One model teacher.</li> <li>• Nine observers consist of the Lesson Study expert, Arabic language lecturer, and university students.</li> </ul>	<ul style="list-style-type: none"> <li>• The performance of the practitioner was “good”.</li> <li>• The Arabic writing need to be bigger.</li> </ul>



In its relation to the field of Practical Teaching Program (PTP), based on a written survey and observation, the main supervisor act as a teacher, director, and guide in comprehending/mastering the subject matter, the election and use of media, and evaluation tools. On the clinical supervisor upon the quality of performance (UPI, 2008:12), they generally come two times: *first*, in handing over the practitioner; and *second*, when it is time for the PTP test – if it is not attend by the main supervisor, then the test is not qualified.

The quality of practitioner needed to be questioned if there are no communication and discussion with the second supervisor and also with fellow practitioner. If the PTP evaluation and guidance is based on LS (Lesson Study), then by the writer, it is shown to produce numerous of advantages. Why? Because before performing in front of the class, the main and second supervisor, and also fellow practitioner, will gathered to discuss the main discussion in the Arabic language subject matter that it is consider difficult for the students. Then, the scenario, media, hand out, and evaluation tool even the formation of the classroom are made.

After the planning, one of the practitioner comes forward as the model teacher and the rest act as an observers. While the model teacher act in front of the class and the observers observe the behavior of the students, when does the students actually started learning, with the teacher stimulus when does the students actually started and ended the lesson etc. After everything is finish, the teacher, lecturer, and practitioner/observer gathered to discuss the whole teaching and learning, the strength and weaknesses, and the lack of the performance it consider as the material of evaluation – don't repeat the failure of previous performance and this can be improve by 3-5 performances. In the reflection activity, all elements are present: teacher, lecturer, supervisor, and principal; then at that time, evaluation can be conducted. This can replace the ineffective guidance during 16 meeting appearance in PTP.

*Fifth, the Assessment System Program of Lesson Study.* University students – who conducted the PTP (Practical Teaching Program) with the LS (Lesson Study) based guidance model, from the planning, implementation, and reflection stages – are assessed of graded by the lecturers from UPI (Indonesia University of Education). The participations of the practitioners from the beginning – either as the model teacher or the observer – are supervised, directed, and assessed by their lecturers.

There are also grade conversions with the conventional PTP practitioner. Hence, university students who take the LS based PTP must recognize its steps and mechanisms, so he/she can be successful in the upcoming future.

The indicators or points assess are: (1) Giving inputs when arranging the lesson plan with fellow colleagues, teacher with the same subject matter, non field study university students/teacher, the principal or vice principal, and lecturer; (2) The student participations when discussing the lesson plan as a strategy and learning scenario; (3) Become a model teacher, at least once, during the whole 16 meetings; (4) Become an active observer who gives input to the model teacher who performs

in front of the class, both in the same field of subject or not such as Arabic, German, Indonesian, or English languages; (5) Actively involves in a briefing guided by the school principal or his/her representative and attended by the practitioners, model teacher, observer, and facilitator/LS expert from UPI before the implementation of LS; (6) Actively involves in observing and taking notes of the students activities since the beginning and at the end of the lesson, and giving notes and suggestions to the model teacher, such as a constructive critiques for improvement and evaluation of the next learning quality and as one continuous improvement effort, in the implementation of the LS; (7) Actively delivers his/her findings as an observer. The findings don't have any personal critiques toward the model teacher, but rather as a positive action towards the model teacher lack of performance and this is also implemented when the observer become the model teacher in the next meeting. It is expected that the next study or teaching and learning will have more improvement in the reflection activity; and finally (8) Arranging a special report during the course of LS in school, since the making of lesson plan until the reflection stage and writing a report about the LS which had already being signed by the lecturer of UPI, school principal, and the related subject teacher.

From the explanation based on the writer observation and research, it is found that the steps or procedures of LS are very effective if it is implemented in the guidance process and PTP evaluation in UPI, or in the entire LPTK (*Lembaga Pendidikan Tenaga Kependidikan* or Education Institutes for Teacher and Educator) that held the PTP. This is in accordance with the opinion of Rector UNY (State University of Yogyakarta), Prof. Sugeng Mardiyono, Ph.D., who stated that LS is proven to be effective in increasing three aspects which are increasing adding capacity, comprehension capacity, and social sympathy (<http://www.uny.ac.id/home/data.php?m>, 21/8/2011).

Finally, LS also can increase the cross education control and not just to a single discipline, for example a practitioner who conducted PTP in the field of natural science cannot only be observed by others in the same field of study but rather being observed by those in different area of study, because LS is transparent and open in nature. In addition, LS can also increase accountability, indirect control, and supported the government program related to the *certification* which can increase the quality of educators.

## CONCLUSIONS

Based on the discussion, it can be concluded that the LS (Lesson Study) based model of PTP (Practical Teaching Program) guidance and evaluation can increase the professionalism of future Arabic language teacher in relation to the teacher pedagogic, professional, social, and personality competencies; and in the end the five practitioners who used LS stated that they are more ready if they are assign to become a teacher by the government.

The assessment system with LS based can be more effective if it is hand over to the team of assessor which consists of: lecturer from university, teacher for school, and observer/principal. The aspects judged are the practitioner activity in planning the teaching and learning process, arranging the lesson plan, handling the material and classes, using the media, and the evaluation tools – all can be seen in the *plan-do-see*.

The attendances and discussion that last for 3-5 times between lecturer, teacher, and practitioner can increase the quality of the process and the results of PTP; and in the same time can increase the evaluation system. This is all based on the classroom action research conducted by the writer in the Department of Arabic Language Education, Faculty of Language and Art Education UPI (Indonesia University of Education) in Bandung, West Java, Indonesia.

Based on the conclusion, the writer recommends that the principal of LS which covers the *plan-do-see* is implemented in the guidance and evaluation process of PTP for future teacher (practitioner) in other major of UPI.

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**Appendices:**

**The Questionnaires of the Lesson Study Activity Implementation  
in the Arabic Language Subject (1)**

Directions:

- Fill in your identity
- Read the questions carefully and fill in with your own opinion

Name :  
Class :  
School :

After you had participated in the teaching and learning process of Arabic language with the implementation of Lesson Study, please describe your suggestion about these few things or aspects!

1. What is your opinion on the Arabic language lesson before and after the Lesson Study? .....
2. What is your opinion on the Lesson Study activity in the teaching and learning process of Arabic language? .....
3. Does the Lesson Study implementation in the teaching and learning process help you in comprehending the Arabic language lesson, if not? Why? .....
4. Does the Lesson Study activity in the teaching and learning process of Arabic language lesson has its advantages and disadvantages? .....
5. What are the benefits of Lesson Study in the teaching and learning process of Arabic language lesson for you as a student? .....
6. What are the disadvantages of Lesson Study in the teaching and learning process of Arabic language lesson? .....
7. In your opinion, what kind of learning model that can help you, as a student, in comprehending the Arabic language lesson? .....

**The Observation Format of the Lesson Study Activity (2)**

1. Name of School:
2. Name of Teacher:
3. Subject Matter:
4. Topic:
5. Class:
6. Number of Students:
7. Number of Groups:
8. Observer:

After you had participated and became an observer in the entire sequences of Lesson Study, describe your opinion about these few aspects.

1. How is the course of the discussion performed by students from each groups (student activities during the discussion)? .....
2. Which groups and students who are active during the teaching and learning process? .....
3. When do the students performed and didn't performed cooperation? .....
4. What method/way applied by the students in solving the problems that they encountered? .....
5. Does the method/strategy that they used correct or wrong? .....
6. When do the students start learning? .....
7. What kind of treatment/activity that introduce the students in learning? .....
8. When do the students ended their learning? .....
9. What kind of treatment/activity that caused the students to learn? .....

**Interview Manual in the Lesson Study Activity (3)**

After you had participated and became an observer in the entire sequences of Lesson Study, describe your opinion about these few aspects.

1. Based on the observation, what will you do if you are a teacher in the future (standing in front of the class)? .....
2. What is your opinion about the Lesson Study activity in the teaching and learning process of Arabic language lesson? .....
3. Does the Lesson Study activity in the teaching and learning process of Arabic language lesson have its advantages and disadvantages? .....
4. What are the advantages of Lesson Study activity in the teaching and learning process of Arabic language lesson? .....
5. What are the disadvantages of Lesson Study activity in the teaching and learning process of Arabic language lesson? .....
6. What does it take to achieve success in the teaching and learning process of Arabic language lesson? .....
7. What are your opinions and notes during the observation? .....



The Practical Teaching Program (PTP) is a program which must be taken by all university students in the education program. The purpose of PTP is, for the students (practitioners), to gain educational experience factually in the field, both with the school administration and its teaching-learning process.