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## Lesson Study Effectiveness in Field Experience Practice in Improving the Pedagogic Competence of Prospective Teacher Students of the Economics Education Study Program, Universitas PGRI Mahadewa Indonesia

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### ABSTRACT

Pedagogic competence is an important skill for teachers, but it is also important for students who will become teachers when carrying out school field introduction (PLP 2). This research is in the background of the lack of readiness to teach students in the implementation of School Field Introduction activities. This research aims to improve students' understanding of PLP 2 and the pedagogic competence of prospective teacher students in the economic education study program of PGRI Mahadewa University Indonesia. This type of research is qualitative research with which was carried out at the beginning of the August - November 2023 research. The method used in this study is lesson study. Lesson study is carried out through the implementation of Plan, Do and See. The research instruments are in the form of observation sheets and assessment sheets. The subjects of the study were 5 students who had completed PLP for five months at SMA PGRI 4 Denpasar. The data collection techniques are interview, observation, and documentation techniques. The results of the study showed that students experienced an increase in PLP 2 competencies and pedagogical competencies.

Keywords : Field Experience Practice, Pedagogical Competence, Teacher Candidates

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### I. Introduction

In Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers, it is stated that a teacher is a professional educator whose main task is to educate, guide, teach, assess, train, and evaluate students starting from early childhood education, primary education, secondary education and formal education. Teachers as learning agents, namely teachers act as facilitators, spurs, motivators, inspirers, and learning engineers for students. Because of this, professional teachers must have 4 (four) competencies in Law of the Republic of Indonesia number 14 of 2005 article 8, teacher competencies These include personality,

pedagogic, social, and professional competencies that will be obtained if you take part in professional education.

An educator must have qualifications before entering the world of education. One of the skills needed to be a good teacher is pedagogical competence. Pedagogic skills are not only for teachers or lecturers but also for students for hands-on practice in the field. Field Experience Practice is a mandatory course that must be taken by students. Field Experience Practice (PPL) is carried out during a predetermined period of time (Triansyah & Hidasari, 2018). A phenomenon that is often encountered by students who do PPL (Field Experience Practice) is that students are too focused on carrying out educational administration, so that when doing PPL students are less focused on the learning goals that will be achieved. The facilities and infrastructure provided by the school to support learning are also inadequate. In addition, the curriculum implemented by schools is also different. The school implements 2 curriculums, namely the independent curriculum and the 2013 curriculum. This shows that mastery of teaching skills is very necessary for students to become teachers with the standard requirements of a teacher. The purpose of Field Experience Practice (PLP) is to produce students who have insight and real experience in learning activities where students are expected to be able to prepare educational administration (Mubarok, 2020)

Many experts argue that improving teachers' pedagogical competence through lesson study can improve the quality of education. According to Fernandez and Yoshida (2004), lesson study can improve teachers' understanding of the student learning process and appropriate teaching strategies. This will have an impact on improving learning outcomes. Likewise, according to Lewis and Hurd (2011), lesson study allows teachers to collaborate on designing effective lessons through the reflection cycle.

This study aims to describe the results of lesson study research in improving the pedagogic competence of prospective teacher students

through school field introduction activities 2 which is one of the compulsory courses in the Economics

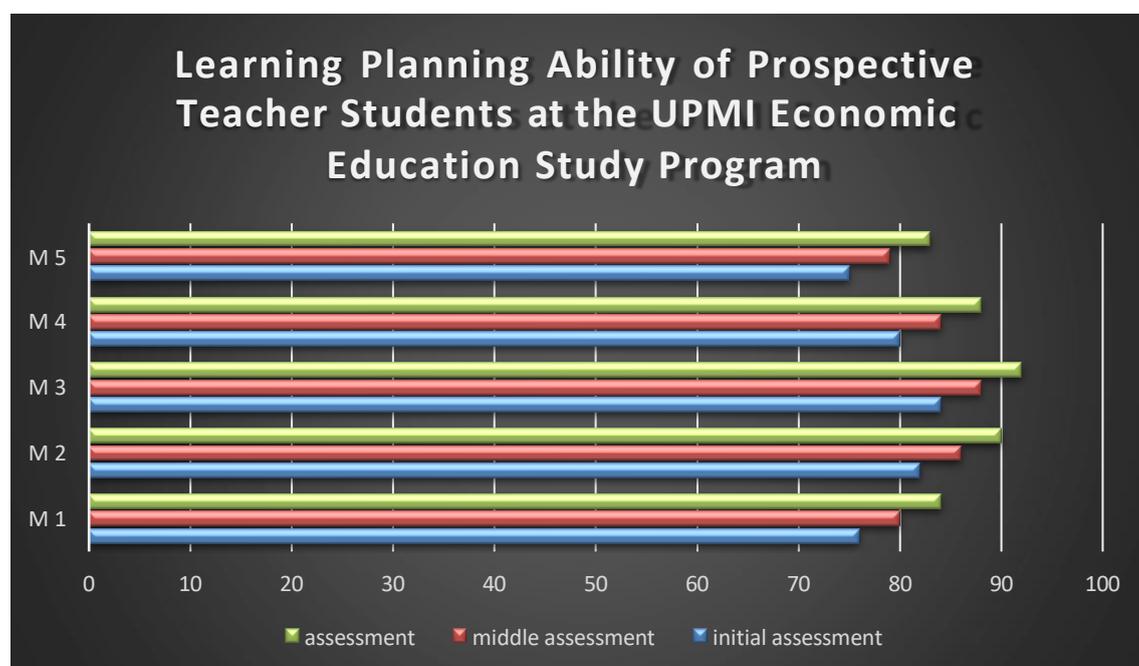
Education Study Program, Faculty of Social Sciences, PGRI Mahadewa University Indonesia. Where UPMI collaborates with SMA PGRI 4 Denpasar in the implementation of school field introduction 2. There are 5 prospective students Teachers who teach using the Lesson Study model, the results of teaching activities that have been carried out by students are described in the discussion section of this article.

## **II. Discussion**

The results of the research were obtained through interviews that had been conducted to subjects where these subjects were students of the Faculty of Social Sciences, Economics Education Study Program, PGRI Mahadewa University, Indonesia who had carried out Field Experience Practice activities.

Field Experience Practice (PPL) Field Practice Practice (PPL) aims to provide experience to students in the field of study in order to train and develop skills related to the learning process and improve students' skills as prospective teachers. a. Field Experience Practice (PPL) The in-depth understanding shown by Topics 1, 2, and 3 of Field Practice Experience (PPL) indicates an understanding that comprehensive about the complexities related to this pedagogical approach. PPL is an important component of the curriculum, becoming a compulsory course for students who aspire to become educators, teachers, or instructors. This involvement immerses them in practical fieldwork, becoming a preparatory phase for their future roles in education and academia. As emphasized by Izzati et al. (2016), the main goal of this field practice business is to shape and equip future educators to have skills that are in accordance with the development of future needs in the field of education. Field Practice Experience (PPL) is more than just an academic requirement; This is a bridge between theoretical learning and real-world application. It offers a unique platform where

aspiring educators can combine theoretical pedagogical concepts with practical demands and teaching nuances sebenarnya. Melalui pengalaman ini, para mahasiswa memperoleh wawasan yang sangat berharga terhadap kompleksitas dan tantangan yang melekat dalam profesi mengajar. Selain itu, paparan langsung ke lapangan ini membantu pengembangan keterampilan kritis essential for teaching effectively, including classroom management, instructional strategies, and student engagement techniques. By engaging in PPL, students go beyond the confines of traditional classroom learning, immersing themselves in an authentic educational setting. They meet diverse student populations, witness different teaching methodologies, and deal with complex classroom dynamics. This multifaceted display not only enriches their educational journey, Pedagogic Competence This study shows that lesson study has a positive impact on improving the pedagogical competence of prospective teacher students in the introduction of the school field at SMA PGRI 4 Denpasar. The results of observation and assessment showed an increase in student competence in various aspects.



First, the ability to plan lessons taking into account students' characteristics increases (Fernandez & Yoshida, 2004). Students design in more detail indicators, lesson flows, and learning methods that suit their goals. Based on the data obtained, it was found that students' ability to plan learning increased through the *lesson study* model. Student competence in planning pembelajaran dilihat dari kemampuan mahasiswa dalam menyusun modul ajar atau RPP

From the results above, it can be seen that students' ability to prepare learning plans has increased compared to before using the *lesson study model*. It can be seen in the graph above that the average score obtained by students on the assessment by the teacher regarding the learning plan made before the *lesson study* is 79.40 and after the *lesson study* reaches a value of 87.40. These results show that the lesson study model is very good in developing and improving students' pedagogic skills.

The conclusion of the discussion regarding the views of experts related to pedagogical competence and lesson study that a professional teacher is required to have good pedagogical competence in order to be able to develop the potential of students as a whole (Skott & Møller, 2020). Having a critical pedagogy is very important for prospective teacher students to not only master theory but be able to apply it creatively and innovatively (Anderson, 2019; Lawson et al., 2020).

The discussion of Lesson Study as a Real Solution in Improving the Critical Pedagogical Competence of Teacher Prospective Students has been affirmed by several experts who argue that lesson study is a real solution to improve the critical pedagogical competence of prospective teacher students. Lesson study can be carried out as one of the courses in higher education to provide practical teaching experience to students (Brooks & Ward, 2018; Tugisan, 2020).

### III. Closing

In general, it can be concluded that lesson study plays an important role

in improving the competence of PLP 2 and pedagogic field experience students at SMA PGRI 4 Denpasar. This is evidenced by a positive increase in three points, namely 1) the ability to plan lessons by considering student characteristics increases 2) the ability to manage classes and implement varied learning strategies increases 3) the ability to reflect and evaluate learning processes and outcomes increases.

This is in line with the opinion of experts that lesson study is able to improve teachers' understanding of the learning process, the ability to plan lessons, manage classes, and the ability to think critically through structured reflection (Fernandez & Yoshida, 2004; Lewis, 2002; Tugisan, 2020). Pentingnya pembelajaran kolaboratif dan reflektif dalam lesson study ternyata mampu menumbuhkan berbagai aspek comprehensive student pedagogic competence. This is in accordance with the goal of improving students' critical pedagogical competence through field experience activities. Therefore, lesson study can be recommended as an effective learning model in improving the competence of prospective teacher students through teaching practice in schools. This collaborative and reflective model has proven to be able to develop the critical thinking of prospective educators according to the demands of the times.

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