



Competency Development of Elementary School Teachers Through Lesson Study Implementation in the Independent Learning Curriculum

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Abstract: The purpose of the research directed in this study was to determine the competence development of elementary school teachers through the implementation of lesson study in the independent learning curriculum. This type of research is quantitative descriptive. The population referred to in this study is a number of 243 teachers in SD N Sukoharjo Regency. The sample of this study were 28 elementary school teachers spread across Sukoharjo Regency. Sampling using cluster sampling. The data collection technique used in this research is observation. The weight for each question is measured through a Likert Scale. Data validity in the form of method triangulation. Descriptive analysis technique in the form of presenting data through tables or graphs. The findings show that when a teacher frees learning in learning, it is necessary to uphold competencies in every step of teaching. The first competency of the total observational assessment score is occupied by professional competence of 3.90, which is then followed by pedagogic competence of 3.78. Continuing on the third and fourth competencies, namely social competencies with a total of 2.80 and personality competencies with a total of 2.73. These four competencies play an important role in aligning the independent learning curriculum which is supported through the implementation of lesson study-based learning.



INTRODUCTION

The figure of the teacher is needed in realizing these goals. Teaching, training, educating, and evaluating every student is the duty of a teacher as a profession. Developing and transmitting life values to children is the task of teachers as educators (S. Lestari, 2021). Teachers must be able to develop their careers and competencies so that during the learning and learning process, a positive goal is achieved for their students.

A teacher's competence is a teacher's mastery of skills, understanding, and knowledge in carrying out the learning and learning process. Teacher competence is an ability that must be possessed by every teacher and is one of the factors that determine the teacher's ability to produce a good performance. This indicates that every teacher needs the ability and skills to carry out their duties, determining the quality of the teacher's work (Sijabat et al., 2022; Rahmawati et al., 2021; Susanti, 2021).

Siraj & Achruh's (Rahmawati et al., 2021) findings show a relationship between teacher competence and teacher performance. Competencies

that teachers apply well contribute to teacher teaching performance. The intended contribution is the influence caused by the teacher's ability to use competence in the resulting performance. Thus, this indicates that teacher competencies must be mastered and appropriately applied to provide good performance. Professional teachers who can produce good performance have several competencies, including knowledge, skills, and behaviors that must be possessed, lived, mastered, and applied by every teacher in their professional duties.

The professional ability of teachers in terms of competencies that teachers must possess are competence, social competence, professional competence, and personality competence. These four outcomes are closely related to professional competence, skills, knowledge, insight, and responsibility. The abilities possessed can be analyzed from the teacher's personality, knowledge of students, ability to solve problems, and ability to communicate. If the teacher has competence, it can make the teacher professional, both academically and non-academic.

Adequate competence will help teachers to plan, plan, and assess the learning. Teacher competence (both personal competence, pedagogic, professional, and social competence) is a factor that will determine the resulting performance (Julita & Dafit, 2021; Rahmawati et al., 2021)

First, Teachers have personalities according to their characteristics of each. The characteristics of the teacher with the inherent personality of the teacher will positively impact students. The teacher, in this case, becomes a model for his daily attitude and behavior when in class in front of students and fellow teachers. Personality is a specific social picture that individuals receive from the group or society, such as behaving based on the social image (roles) they receive. Sarimaya (Khairiah et al., 2021; Rasu et al., 2021; Rauf et al., 2021) explained that the personality competencies of teachers based on the National Education Standards include; (1) having a steady and stable personality; (2) having a mature personality; (3) having a wise and wise personality; (4) have an authoritarian personality; (5) have noble

character and be a role model; (6) self-evaluation and self-development.

Second, pedagogic competence. Pedagogic competence is the ability related to mastery of learning theory and practice, including planning, implementation, and evaluation of learning outcomes. Learning planning can include determining goals, selecting materials, planning learning methods or strategies, learning media, class management, and planning for learning outcomes assessments. During the COVID-19 pandemic, teachers must adapt to the planning and implementation process, so teachers must improve their pedagogical competencies for successful learning. One of them is the selection of appropriate technology-based learning media to minimize various problems in online learning during the pandemic (S. Lestari et al., 2022). Likewise, Wahyuni (2021) emphasized that the teacher acts as a learning manager, acts as a facilitator who seeks to create effective learning effectively, develop good learning materials and improve students' ability to listen to lessons and master the educational goals they must achieve. So in carrying out the task, a

teacher must be able to: (a) develop lesson plans, (b) implement the lesson plan which has been made, and (c) evaluate the process and learning outcomes of students.

Third, Professional Competence. Professional Competence is mastery of the material broad and deep learning that encourages students to meet the competency standards set out in the Standards of National Education. A professional teacher is not only competent in mastering the material and using the right method, but also there is a desire to always improve these professional abilities and the desire to always develop strategies in carrying out as a teacher as well as an educator so that the process of teaching and learning can reach an optimal level (Prayitno, 2020). Dudung (Lutfiana, 2021) states that, in general, professional competence can be studied from various things, including: (1) teachers have the ability to understand and implement an educational foundation consisting of 4 things, namely philosophical, psychological, sociological, and cultural; (2) teachers have the ability to understand and implement learning

theories in accordance with the stages of learners; (3) teachers have the ability to master and develop areas of expertise responsibly; (4) teachers have the ability to understand and implement learning methods according to the demands of the times; (5) teachers have the ability to implement various learning media as well as relevant learning resources for students; (6) teachers have the ability to design and implement learning programs; (7) the teacher has the ability to carry out the learning evaluation process; and (8) teachers have the ability to shape the personality or character of students.

Fourth is social competence. Social competence where teachers are able to be sympathetic to students, able to be friendly, able to have concern for the difficulties of students and residents, answer student questions in a friendly manner, and able to interact effectively with community members, and some are not in accordance with the concept of social competence teachers (Hasibuan, 2021; Khairiah et al., 2021; Kusumahati, 2021; Riyanti, 2021). This agrees with Muspiroh (2018), who states that teachers often be used as role

models by the community and that teachers must know the values that are embraced and developed in the community where they carry out their duties and reside. Therefore, the teacher must always try to choose and do positive actions in order to raise his good image and authority, especially in front of students.

The development of a teacher's career does not only have a positive impact on students or students, parents and the community also benefit from a better level of teacher welfare (Julita & Dafit, 2021; Rahimah, 2021). Teachers are required to meet the needs of teaching and learning while also considering the future of the students. Teacher competence covers a wide range of interactions and collaborations both inside and outside the school. Teacher competence also consists of an ethical commitment to encouraging student learning (Yuwono et al., 2021).

The impact that occurs if an educator does not have competence, according to (Haryadi & Islamiah, 2021) is that the low quality of learning and education caused by teachers will damage various important components of education and teachers/educators

are the determinants of the success of the teacher. Learning process carried out at school.

In order to develop himself, a teacher must always develop insight and knowledge. There are several ways teachers can hone their skills, namely: diligently reading educational books, reading and writing scientific papers, following actual news from the news media, and participating in training (Akbar, 2021; I. N. E. Lestari et al., 2021; Mustari, 2022; Witarsa & Rizki, 2022).

The role and duties of the teacher have developed in line with the times. Being a teacher in this era is not the same as being a teacher ten or fifteen years ago. There are increasing student needs that must be met in the classroom, the curriculum is constantly changing, and the demands for innovation and reform are also increasing. Factors that can make a teacher an effective teacher are knowing the subject matter and mastering teaching skills. To teach effectively, teachers not only have to know the subject matter because teachers are not walking encyclopedias, but they must be able to convey their knowledge to students. One of them is in applying lesson study.

Lesson study was first developed in Japan and was implemented as a teacher professional development program. Lesson study is believed to be successful in improving practice. Without lesson study, teachers cannot conduct class effectively, and when they do that, the whole class goes out of control. Lesson study is a process that involves teachers working together in planning, observing, analyzing, and improving their learning. Learning in lesson study is often also referred to as a "research lesson" or research learning (Purwasih et al., 2020).

Lesson study is an approach to improve learning so that it becomes quality, which teachers carry out collaboratively to achieve learning objectives by using the main steps in planning learning so that they can carry out learning well and directly observe ongoing learning, then the reflection is done to discuss the learning process that is being studied as material in perfecting the next lesson plan (Budiningsih, 2022).

Budiningsih (2022) explained Lesson study consists of 3 cycles, namely: stage I Plan (planning), stage II Do (implementation), and stage III See

(reflection). At the Plan stage, the Semester Lecture Plan (RPS), Learning Implementation Plan (RPP), chapter design, lesson design, material planning to be given, and model teachers who play a role in lesson study are carried out. And Student Worksheets (LKPD) improvements to the learning plans that were prepared were carried out through a first study. In the Do stage, the model teacher carries out learning after receiving a joint assessment and revision and input from the lesson study team, while the other teacher teams act as observers. During learning, observations were made on student learning activities, both positive and negative. Documentation is done through photos, videos, and recordings to strengthen the observations. The See stage is carried out by the model teacher and the observer team, assisted by the moderator and note taker. Reflection monitoring activities are carried out immediately after learning is complete. Learning activities are the main concern; the model teacher is first given to express his opinion on the learning activities that have been carried out. Furthermore, the results of the

observations are conveyed sequentially by all observers, and then the model teacher is given the opportunity to respond to comments from the observers (Laoli et al., 2022; Noh et al., 2022).

The three steps of lesson study are described in the following figure.

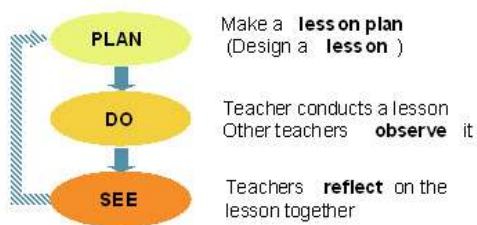


Figure 1 Steps for implementing Lesson Study

Lesson study provides space for teachers to develop their creativity in making changes and improvements. Meanwhile, for students, lesson study provides space for learning rights to be facilitated to develop their potential. This is related to the government's program with independent learning. The new Minister of Education and Culture of Indonesia, Nadiem Makarim, has since issued circular letter number 1 of 2020 regarding the policy of independent learning in determining student graduation, raising pros and cons from various groups, "Freedom of Learning" or "Freedom to Learning". The concept of "Freedom of Learning"

frees educational institutions and encourages students to innovate and encourage creative thinking. This concept was then accepted considering the vision and mission of Indonesian Education in the future for the sake of creating quality human beings who are able to compete in various fields of life (Juita & M, 2021; Sibagariang et al., 2021).

Freedom to learn is also created to create a fun and happy learning atmosphere. So, students, teachers, and parents will feel a happy atmosphere because independent learning is an educational process that even creates a sense of happiness for all parties. Starting from teachers, students, and parents (Aprilia & Bustam, 2021; Jati et al., 2022).

Freedom of learning is applied to help overcome educational problems that often occur repeatedly, which limit the space for teachers and students to explore themselves with many administrations that must be fulfilled. The concept of independent learning was initiated so that students have the freedom to think critically and intelligently; this will make students explore how the educational process is

intended by Ki Hadjar Dewantara in implementing Ing Ngarso Sung Tulodo, Ing Madya Mangun Karso, and Tut Wuri Handayani in the education system in Indonesia today by prioritizing openness in thinking. In line with the government's policy of independent learning, it is important to develop teacher competence through lesson study.

Therefore, the purpose of this study was to determine the competence development of elementary school teachers through the implementation of lesson study in the independent learning curriculum.

METHODOLOGY

The type of research conducted is descriptive quantitative. Descriptive quantitative is a type of research that is used to analyze data by describing or describing the data that has been collected as it is. This research was conducted at SD N Sukoharjo Regency. The population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions.

The population referred to in this study is a number of 243 teachers in SD

N Sukoharjo Regency. The sample is part of the number and characteristics possessed by a population to be studied. Arikunto (Arikunto, 2019) said the sample is representative of the entire population that is the object of the study. To determine the type of sample in the study, the researcher is guided by the provisions as stated by Suharsimi Arikunto if there are less than 100 people, it is better to take all of them so that the research is a population study. However, if the number of subjects is larger, it can be taken between 10-15% or 20-25%. The samples of this study were 28 elementary school teachers spread across Sukoharjo Regency. Sampling using cluster sampling.

To get data from the field, it is necessary to conduct research data collection research. The data collection technique used in this research is observation. The weight for each question was measured using a Likert Scale. Likert scale is a measuring tool used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. Data validity in the form of the triangulation method.

This study uses a measuring instrument with a modification of the Likert scale with five measurement scales, namely SS = Strongly Agree, S = Agree, KS = Disagree, TS = Disagree, and STS = Strongly Disagree. The measurement scale to give an assessment weight to school culture and school quality uses a 5-level model of alternative answers.

Table 1 Observation Assessment Score

No.	Answer	Options Weight
1.	Strongly agree	5
2.	Agree	4
3.	Disagree	3
4.	Don't agree	2
5.	Strongly Disagree	1

Data analysis was conducted to determine the implementation of lesson study as an effort to develop teacher competence in the independent learning curriculum. Descriptive analysis technique in the form of presenting data through tables or graphs.

RESULT AND DISCUSSION

Result

The instrument was given to teachers in Sukoharjo Regency, which includes four competency questions in the implementation of lesson study in the independent learning curriculum. Teachers in Sukoharjo Regency who were given treatment were 28 teachers

consisting of SD N Jetis 01, SD N Jetis 02, SD N Jetis 03, SD N Jetis 04, SD N Joho 1, SD N Joho 04, SD N Gayam 1, SD N Gayam 03, SD N Begajah 01, SD N Begajah 03, SD N Begajah 04, SD N Mandan 03, SD N Banmati 01, SD N Bulakan 02, SD N Kenep 01, SD N Kenep 02, SD N Bulakan 01, SD N Bulakrejo 01, SD N Combongan 01, SD N Combongan 03, SD N Sonorejo 01, and SD N Sukoharjo 03. These teachers are grade III, IV, V, and VI teachers.

The distribution of the questionnaire instrument data that has been given to teachers obtained the average data of 4 elementary school teacher competencies in Sukoharjo Regency, as follows.

Table 2 Instrument Teacher Competencies of Sukoharjo Regency

NO	RATED ASPECT
1.	Able to design lesson plans in accordance with the syllabus
2.	Able to carry out learning activities according to the lesson plan
3.	Able to develop teaching materials
4.	Able to develop Student Worksheets
5.	Able to develop ICT-based learning media
6.	Carrying out evaluation of HOTS-based learning process and outcome assessment
7.	Able to carry out a variety of class management
8.	Discipline in carrying out duties and adherence to rules
9.	Mastering learning materials
10.	Mastering core competencies and basic competencies
11.	Able to carry out Classroom Action Research in developing professionalism Utilizing information technology in learning
12.	Act according to the religious norms adopted, the law and social norms
13.	Be honest, firm and human
14.	Behave reflects piety and noble character Able to communicate verbally with students, peers and parents / guardians of students
15.	Demonstrate a high work ethic and responsibility
16.	Proud to be a teacher and believe in yourself
17.	Behave according to the teacher's code of ethics
18.	Respect students according to beliefs, differences in customs, area of origin and gender
19.	Understanding the concept of independent learning
20.	Understand the main points of the free learning policy
21.	Able to change children's mindset
22.	Able to understand the learning community understand the advantages and disadvantages of learning community
23.	Able to overcome the shortcomings of the learning community
24.	Understand the principles that teachers must pay attention to when implementing learning that concentrates on the learning community
25.	Understanding the framework for implementing the learning community

The recapitulation of the average teacher competencies above can be distinguished through the average for each teacher competency in Sukoharjo Regency Elementary School. The data acquisition is presented in the recapitulation in the form of a graph below.

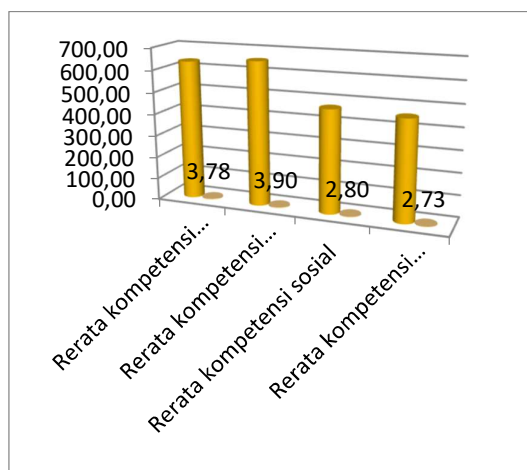


Figure 2 Average of Each Competence

The graph above states that the average professional competence ranks at the top with a total score of 3.90, followed by pedagogic competence with a score of 3.78. Meanwhile, the social competence average reached a score of 2.80, and the last average was the teacher's personality competency, with a score of 2.73.

Discussion

The data obtained by implementing lesson study in the independent

learning curriculum by 28 elementary school teachers in Sukoharjo Regency obtained data on the average competence of teachers at the High and Medium levels. The category of professional competence and pedagogic competence includes a high score because it is above the average of 3.75. Meanwhile, two other competencies, namely social competence and teacher's personality/personal competence, were in the Medium score, i.e., the average was above 2.50 to 3.25.

It can be studied that when implementing lesson study with the stages of the plan, do, and see that a teacher needs to liberate student learning through their main competence is professional competence. Teachers who have professional competence are teachers who have special skills related to their profession as professionals who are able to carry out their duties, namely educating and teaching, where this is expertise obtained through special education, namely teacher education (Auliaturrahmah et al., 2021).

Professional competence is a form of a teacher's ability to master professional principles broadly and

deeply in an effort to guide students to achieve their competency standards. Professional competence according to standards includes; (1) mastering the substance of the field of study and scientific methodology; (2) mastering the structure and material of the curriculum in the field of study; (3) mastering and utilizing information and communication technology in learning; (4) organize curriculum materials in the field of study; and (5) improving the quality of learning through classroom action research (Alifah, 2021; Rosni, 2021; Taib & Mahmud, 2022; Ulinuha, 2021).

The government has made efforts to improve the professional abilities of teachers, including increasing qualifications and higher education requirements for teaching staff from early childhood to tertiary education. In addition, certify other efforts that have been determined in Indonesia to improve the professionalism of competency teachers, for example, Teacher Activity Centers, Teacher Working Groups, and Subjects (Auliaturrahmah et al., 2021; Patabang & Murniarti, 2021; Sijabat et al., 2022; Susanti, 2021).

Furthermore, in the level of score results, the second competency that teachers must have is pedagogic competence. The indicators of pedagogic competence are; (1) mastering the characteristics of the participants; (2) mastering learning theory and educational learning principles; (3) being able to develop curriculum; (4) able to organize educational development activities; (5) utilizing information and communication technology; (6) facilitating the development of the potential of students to actualize their various potentials; (7) able to communicate effectively, empathically, and politely with students; (8) able to carry out the assessment and evaluation process; (9) able to take advantage of the results of the assessment and evaluation; and (10) able to take reflective actions to improve the quality of learning (Holiah, 2022; Khairiah et al., 2021; Supriatna, 2021).

Pedagogic competence is the ability of educators related to the ability to master theory and practice during the teaching and learning process; one example is the ability to manage learning programs that are designed,

starting from planning to carrying out implementation, evaluating student learning outcomes, as well as the existence of development for students to actualize various types of potential possessed by students. From various opinions regarding pedagogic competence, it can be concluded that the purpose of pedagogic competence is the ability of educators, both in theory and practice in schools, to carry out the learning process (Haryadi & Islamiah, 2021).

Teacher competence in the implementation of lesson study is in the third place of the score with an average score of 2.80, namely social competence. The role of teacher social competence is so important in the learning process that teachers are required to be able to establish communication with students, educators and parents of students, and the surrounding community, so that the educational environment creates a comfortable, safe, and peaceful atmosphere, and vice versa if the teacher is not able to establish good communication (Khairiah et al., 2021).

Students' understanding and management of educative learning and

dialogue are pedagogical competencies. Every teacher must have pedagogic abilities because this competence includes the ability to understand students, develop students so that they are able and know their potential, and finally able to evaluate student learning outcomes. Personality competence reflects a mature, stable, wise, authoritative personality and is a role model for every student, and has a noble character. Professional competence is related to deepening mastery of curriculum content in school subjects, mastering broad learning materials, and increasing scientific insight. Social competence relates to the ability of an educator who is part of the community so that he is able to get along with students, education staff, fellow educators, the surrounding community, and parents of students (Somantri, 2021).

Furthermore, the last competency, with an average score of 2.73, is owned by personality or personal competence. Personality competence is something that is abstract and can only be seen through appearance, action, speech, way of dressing, and readiness to face

any problems. Personality development and strengthening such as likes to work hard, being democratic, compassionate, respecting the personality of students, having a variety of knowledge, skills, and experiences, pleasant stature and well-behaved, fair and impartial, tolerant, steady, and stable, care about problems students, agile, able to praise, good deeds and appreciate students (Khairiah et al., 2021).

The four basic teacher competencies in implementing lesson study in the government's policy of independent learning curriculum are because it cannot be separated that teachers and students experience a process from each stage of lesson study that develops creativity and is independent in learning. As it is known that lesson study has three stages of implementation, namely plan, do, and see. In the planning stage, the model teacher designs the concept of a lesson plan and presents it in discussion with a group of teachers to get feedback and suggestions for improvement. In the do stage, the model teacher carries out the learning process, and other teachers act as observers. Observers/observers carefully record matters related to

methods, media, and other aids during the learning activities. In the see stage, the teacher group discusses the results of observations to improve the next learning process. This stage can be called reflection and, in the end, can increase competence together (Risnanosanti et al., 2020; Subadi et al., 2019).

Likewise, the principles of collegiality and mutual learning are applied in collaboration when carrying out Lesson study activities. In other words, lesson study participants should not feel superior (feel the smartest) or inferior (feel inferior), but all participants in Lesson study activities must be intended to learn from each other. Participants who already understand or have more knowledge must be willing to share with participants who understand more; on the other hand, participants who do not understand must be willing to ask participants who already understand. The presence of resource persons in the lesson study forum must act as a facilitator, not an instructor. The facilitator must be able to motivate the participants to develop their potential of the participants so that the participants

can progress together (Laoli et al., 2022; Rahmawati et al., 2021; Sumarni et al., 2022; Wicaksono, 2022).

Lesson study learning that is free to learn makes students not only smart in memorizing lessons but also have sharp analysis and reasoning in overcoming a problem. Students are also expected to have character. In independent learning, teachers must have the ability to master learning material and develop it in depth into interesting and fun material to discuss using technology as a medium in learning so that students have high motivation in learning to develop the abilities that exist in themselves. Students' creativity and creativity will grow if the teacher is able to design learning that challenges them to be actively creatives (Subadi et al., 2019).

Freedom to learn is also very helpful in overcoming educational problems in the midst of the Covid-19 pandemic, with the policy indirectly providing opportunities for all parties, both students and teachers, to be able to carry out independence in learning. They can freely explore every material and subject matter that is related to each

other without the limitations of space, place, and time. As well as improving education services in the development of information technology for quality learning processes (Ahmad et al., n.d.; Lathif et al., 2022; Riowati & Yoenanto, 2022; Suhartono, 2021). Independence can be seen in preparing lesson plans, and it is hoped that teachers and students have plenty of time to interact so that students become more active. In addition, the simplification of this lesson plan also aims to make learning in schools not rigid (Anjelina et al., 2021; Kusumawati & Sutisna, 2021). The concept of an independent learning policy is that teachers as educators are able to create a comfortable learning atmosphere and are able to awaken the spirit of learning so that students do not feel burdened by the material presented by the teacher (Hilda et al., 2022; S. Lestari et al., 2022; Riowati & Yoenanto, 2022).

CONCLUSION

This research can be concluded that when a teacher frees learning in learning, it is necessary to uphold competencies in every step of teaching. The first competency of the total observational assessment score is

occupied by professional competence of 3.90, which is then followed by pedagogic competence of 3.78. Continuing on the third and fourth competencies, namely the social competence of 2.80 and the personality competence of 2.73. These four competencies play an important role in aligning the independent learning curriculum, which is currently being promoted by the government in the last two years. The need for sustainable competence is also supported through the implementation of lesson study-based learning. Where lesson study describes clearly that teachers and students are fully involved in fulfilling the rights and obligations in learning and teaching through 3 main steps, namely plan, do, and see.

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