



IMPLEMENTATION OF LESSON STUDY AS AN ATTEMPT TO IMPROVE ELEMENTARY STUDENTS' WRITING SKILLS

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PELAKSANAAN *LESSON STUDY* DALAM UPAYA UNTUK MENINGKATKAN KETERAMPILAN MENULIS SISWA SEKOLAH DASAR

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ABSTRACT

Abstract: *Lesson study is a classroom learning system in which several teachers collaboratively plan, teach, observe, revise, and deliver the output from one class. Regarding the lesson study implementation, teachers wisely explore how students learn, think, and change their behavior as an outcome of learning. Lesson Study implementation may lead to teaching improvement as teachers become more knowledgeable on how their students learn and think as well as how the instruction affects their students' thinking. During the lesson design phase, teachers exchange ideas about how students might react to each part of the lesson. This paper presents a series of codes theoretically based on systematic documentation from teachers' various learning and change aspects (knowledge and beliefs, professional learning communities, resources) in the cross-context lesson studies. Following the lesson observation research, teachers critically analyze collected data regarding the students learning and draw evidence-based implications to improve teaching instruction. This paper describes the influence of Lesson Study as an attempt to improve third-grade students' writing skills. Data are collected through observation, interview, field notes, and direct practice. The implementation results of the Lesson Study for the third-grade students from February 2nd to March 7th, 2023, indicate that writing enhancement with capital capability increased to 12.68%, the use of punctuation was 21.43%, and the formation of simple patterned sentences was 1.12%. Nevertheless, the use of standard vocabulary decreased to 0.39%. Meanwhile, the observations during the process indicate the overall data of Lesson Study implementation as an attempt to increase students' writing skills at 3.11%. The learning process that explores students' learning potential in improving their writing skills implies a positive result in their progress. Habit and practice on an ongoing basis can improve students' writing skills.*

Keywords: *lesson study, writing skill, elementary students*

Abstrak: *Lesson Study adalah suatu sistem pembelajaran dikelas dimana beberapa guru secara bersama-sama merencanakan, mengajar, mengamati, merevisi, dan menyampaikan hasil dari satu kelas. Dalam penerapan Lesson Study, guru dengan bijak menggali bagaimana siswa belajar, berpikir, dan mengubah perilaku sebagai hasil belajar. Praktek Lesson Study dapat mengarah pada peningkatan pengajaran karena guru menjadi lebih berpengetahuan tentang bagaimana siswa mereka belajar dan berpikir serta bagaimana instruksi mempengaruhi pemikiran siswa. Selama fase desain pelajaran, guru bertukar ide tentang bagaimana siswa mungkin bereaksi terhadap setiap bagian dari pelajaran. Artikel ini menyajikan serangkaian kode secara teoritis berdasarkan dokumentasi sistematis berbagai aspek pembelajaran dan perubahan guru (pengetahuan dan keyakinan, komunitas pembelajaran profesional, sumber daya) dalam studi pelajaran lintas konteks. Mengikuti penelitian observasi pelajaran, para guru secara kritis menganalisis data yang dikumpulkan tentang pembelajaran siswa dan menggambarkan implikasi berbasis bukti untuk meningkatkan pengajaran. Artikel ini mendeskripsikan pengaruh Lesson Study dalam upaya meningkatkan kemampuan menulis siswa kelas III. Pengumpulan data dilakukan melalui observasi, wawancara, catatan lapangan, dan praktek langsung. Hasil pelaksanaan Lesson Study pada siswa kelas III dari tanggal 2 Februari sampai dengan 7 Maret 2023 ditemukan bahwa peningkatan menulis dengan kemampuan modal meningkat 12,68%, penggunaan tanda baca menunjukkan 21,43%, dan pembentukan kalimat berpola sederhana menunjukkan 1,12%. Namun, penggunaan kosakata*

baku mengalami penurunan sebesar 0,39%. Sedangkan observasi selama proses mendapatkan data keseluruhan pelaksanaan *Lesson Study* dalam upaya peningkatan kemampuan menulis mencapai 3,11%. Proses pembelajaran yang menggali potensi siswa dalam meningkatkan keterampilan menulis menunjukkan hasil yang positif dalam perkembangannya. Pembiasaan dan latihan secara berkesinambungan dapat meningkatkan keterampilan menulis siswa.

Kata Kunci: lesson study, keterampilan menulis, siswa sekolah dasar

CITATION

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INTRODUCTION

The implementation of the 2013 Curriculum (K-13) learning according to the government's appeal does not always run in accordance with the learning objectives and expectations of teachers. This can be seen from the ability of students to express the meaning of learning through reflection activities verbally and in writing. Reflection activities, which are one of the routine activities in K-13, are one of the benchmarks for the success of learning. Writing reflections at the end of learning becomes a routine activity. Class III level is the initial process of writing sentences with SPOK patterns (subject, predicate, object, and description). Students are directed to write down SPOK sentence patterns. The sentence written is a simple sentence, but patterned SPOK. This is the focus of teachers at the grade III level because in KI 3 (cognitive) and KI 4 (psychomotor), the content Indonesian lead to writing activities. The writing activities are in the form of; make reports, retell, and reflect on activities.

Reflection activities in the form of writing reflection journals in K-13 learning that integrate several contents in this learning many teachers have difficulties. Students experience confusion and ask for examples first from the teacher. This needs to be done to trigger and help pour ideas from students. But what happens is that students use the same sentence more, almost 90% of the examples

given by the teacher. Therefore, teachers try to let go slowly with direction and reduce examples. This is a challenge that must be faced by grade III teachers. The challenge in this writing activity makes teachers have to be more creative in the learning process. To improve the quality of learning continuously directs teachers to search and search for ideas or methods that are more effective and efficient in learning to write. Improvement in continuous learning of the learning process in order to continue to get better and more effective in further learning. And one of the lessons that is carried out in real is writing activities applied in the *Lesson Study*.

SDN Dinoyo 3 Malang prepared the *Lesson Study* in K-13 thematic learning with the aim that teachers are able to learn from the learning of other teachers. By knowing the learning of other classes, it is hoped that the teacher will find out for himself how students respond to what has been given by the teacher. When the teacher explains, how students respond, also when the teacher provides problems and opportunities to discuss, how they respond, and many other activities in the realm of learning. This addition of insight into the learning of others will enlighten the teacher, because he finds for himself the effectiveness and meaning of the learning he observes. This is the same as Syamsuri's expression (2007: 26) that Lesson Study is the development of the educator profession

through collaborative and continuous learning studies based on the principles of collegiality and mutual learning (beneficial to both parties) to build teaching and learning communities. Likewise, according to Cheung and Wong (2014) that from 9 studies on the *Lesson Study*, positive values were found in improving learning that helps teachers in teaching practice and increasing student understanding. These 9 studies in the United States found that 8 of them improved the quality of teachers. While of the 9, 6 of them help students in the learning process. Of course, this provides enlightenment for grade III teachers in improving the learning process by carrying out *Lesson Study* in the next learning activity.

Lewis, Perry, and Murata (2006) in their research entitled "How Should Research Contribute to Instructional Improvement? The Case of Lesson Study" which was conducted in 2006. Lewis et al revealed 6 changes that occurred during the implementation of *the Lesson Study*. Some innovations developed in interaction circles (groups) that change the mindset that educational research becomes educational development. Meanwhile, Cheung and Wong (2014) revealed that the achievement of learning goals is the reciprocal relationship between teaching and learning. Learning using the *Lesson Study* approach provides procedures and implementation should be in the learning process. With *the Lesson Study*, learning is more conditioned and produces outcomes that apply short-term and long-term memory to students, teachers, and schools and are useful for improving the quality of education. Friedkin (2005) in Mahmudi (2006) added that Lesson Study as a process that involves teachers working together to plan, operate, analyze, and improve learning. This is corroborated by Fernandez ((2002) regarding the *Lesson Study* which can teach us about the purpose of centralized learning improvement or by the use of teacher evaluation in the learning process. Fernandez explains that the *Lesson Study* helps educators

to teach, take a closer look at our classrooms, and develop the best measures for improved learning. For this reason, if we lose the opportunity to take part in *the Lesson Study* then we have to pay a high price (experience losses).

Fuji and Takahashi (2015) found that *the Lesson Study* was able to answer three questions they expressed in their research. Questions that often arise in their minds are always educators are; What knowledge is needed in fragmentary learning?, educators feel uncomfortable when criticized or given input, how to overcome it?, and what should learners learn?. The first question is answered by the implementation of the planning of this stage of the *Lesson Study*. What kind of interaction gives learners the opportunity to think critically. For this reason, *the Lesson Study* provides an opportunity for educators themselves to reflect on themselves before getting input from others. Observers are not directed to criticize educators "what did they go wrong?" but are encouraged to criticize "What students have not learned or have not learned?". The focus of reflection is the level of achievement of students, not teachers per se. With the *Lesson Study*, Norwich, Dudley, Ylonen (2014) proves that the *Lesson Study* contributes to overcoming the problem of providing formative exams when learning interactions affect their speed and complexity. The success of trained *Lesson Study* members is able to lead observers to see with different new views and care about the opportunities of students in their success during the learning process. Dudley stated that the contribution of the *Lesson Study* to teachers to better understand the needs of their students in gaining understanding during learning and put students on success in their assessment.

Dotger and Walsh (2015) added that the *Lesson Study* is one of the effective learning mechanisms and helps improve the quality of teachers about learning itself through *the Lesson Study*. The communication

process is carried out continuously in focusing on finding problems and finding solution together. This is due to the various inputs and appropriate treatment of both loads. Of course, this is formed because of the various points of view of teachers from various expertise who support each other and provide input to each other in order to connect and provide benefits to students. Elliot (2012) corroborates that the *Lesson Study* is a form of pedagogical knowledge collection that is arranged systematically to produce long-term continuous improvement in the learning process. Elliot provides an overview of the systematics of *Lesson Study* that adjusts the needs of students in achieving learning objectives. By referring to the theory of the *Lesson Study* from Hong Kong Schools, Elliot found that the *Lesson Study* provides an opportunity to observe each other, create conferences / discussion forums with a focus on students as the main target and design learning before and after its implementation for improvement.

Richards on (in Ibrahim and Syamsuri, 2008: 51) wrote that there are 7 steps, namely: 1) forming a *Lesson Study* team, 2) focusing on *Lesson Study*, 3) planning lesson plans, 4) preparing for observation, 5) carrying out teaching and observation, 6) carrying out learning questions and answers (discussions), and 7) reflecting and planning further learning. Meanwhile, for the steps in this study, 3 stages were carried out that followed the implementation in Indonesia in general, namely 3 stages, namely planning, implementation, and reflection, Ibrahim and Syamsuri. (2008: 52). These three steps are simpler but do not eliminate the essence of the *Lesson Study* activities, namely; Plan, Do, and Reflection.

Learning with *Lesson Study* is expected to improve the quality of learning and provide better results than previous learning. *The Lesson Study* provides opportunities for teachers who have experience and the ability to

observe peers during the learning process. These observations focused on what influences classroom teaching patterns. The teacher learned how to bring the class to life from the results of his learning during his time as an observer. The teacher will also slowly find out from the learning process himself later whether students really get the opportunity to learn and participate during the study. The ability to write that has not appeared in this odd semester continues to be a separate thought for grade III teachers. For this reason, grade III teachers try to trigger with habituation and habituation, such as writing summaries of readings, writing down today's learning experiences, making paragraphs with 4 sentences, and journaling at the end of each lesson, especially in Theme 5 "*Mengenal Olahraga dan Permainan Tradisional*". The results of writing have not shown an improvement in the writing ability of students. With *Lesson Study* in this learning is expected to be able to provide assistance to improve the writing skills of students.

Lesson Study which is carried out by voluntarily involving class II teachers, grade III teachers, class V teachers, class IV teachers, and external parties. The involvement of teachers and external parties is expected to provide a lot of input to improve the quality of students in writing. *Lesson Study* is project-based in learning which is designed to explore the writing ability of students, especially expressing themselves after carrying out learning with observations on the growth of kale plants as learning activities. For this reason, researchers took a research topic entitled "Implementation of *Lesson Study* in Learning Theme 6: *Indahnya Persahabatan* III Friendship in an Effort to Improve Writing Skills.

In the implementation of this *Lesson Study* the focus of learning on tema 6 grade III Curriculum 2013 "*Indahnya Persahabatan*". Tema who learn about how friendship can provide beautiful and valuable experiences in

the lives of learners. Sub-theme 1 which reviews friendship with friends means that humans as social creatures do not only need family, but friends in the surrounding environment also meet one of the needs of communicating and interacting. Sub-theme II in theme 6 learns about how to be friendly with plants. Plants that have given a lot of oxygen to purify the air. The dense forests along the island are the lungs of the world. Apart from being a producer of oxygen, plants are one of the sources of human food, such as vegetables and fruits. For this reason, grade III teachers make vegetables as one of the choices to invite students to care for and observe them. Efficiency in care is one of the goals in this learning. Kale is the main choice because it is easier to care for and harvests quickly. With a period of 3 weeks to one month, students will feel how the benefits of caring for kale plants. Sub theme III in theme 6 studies how to be friendly with animals.

The curriculum directs learners to maintain the preservation and existence of animals. Many rare animals have become extinct due to lack of human care as creatures who are the guardians of the earth. With the provisions that underlie how to live together with God's creatures, it is hoped that this next generation will be a generation that loves the environment and its biological wealth. Taught from an early age to apply the concept of cinta environment and environment. The basis of choosing this theme leads to how to be grateful for the blessings of Almighty God that have been obtained during life by caring for plants, students' insight into the long process before being served in the form of food will give gratitude in enjoying the food they consume daily. This is also found in the next theme which studies how to appreciate the services of farmers who have cared for and produced their food sources. The learning process about plant care by doing it directly then reflecting on it by writing down experiences during learning.

Writing is an activity to express creative ideas in the form of writing. The writing process requires several stages in obtaining ideas or ideas that will be expressed in the writing. Tarigan (2013: 9) states that writing requires ideas that are logically arranged, clearly expressed, and arranged attractively. Wardhani and Ardianto (2007: 1) reinforce that writing is an indirect way of speaking to express ideas, feelings, thoughts, and self-will to others in writing. For that, the writer must understand the part and content of his writing. Suparno (2002: 2h0) states that in general writing contains two things, namely content and how to express or present. In this case, writing is a way for someone to communicate ideas or opinions to others indirectly. The opinions communicated must be easily understood by the reader so that what is to be conveyed can be understood and the purpose of writing can be achieved.

Students will read books that are appropriate to the topic in a lesson to help them write. At the same time, most of them will write down the words or sentences they have read. In his book Cooper (1993: 401) states that there are five compelling reasons to teach writing and reading together; 1) both are processes of constructing meaning, 2) reading and writing are interrelated processes in knowledge, 3) writing and reading if taught together improve the achievement of learning objectives, 4) reading and writing support the process of communicating, and 5) Learning that links reading and writing to obtain both results is inseparable.

The initial knowledge gained during the reading process will help students in stringing sentences. Word-for-word comprehension during reading is stored in his memory and will be an aid when expressing new ideas. The same process between reading, the writer checking and rewriting his writing will develop from the general ideas at the time of first writing it. The more they think about it, the deeper and stronger the ideas that appear in

his writings. Both the process of reading and writing in the process of meaningkat a can be

seen in table 1. next.

Table 1. Readers and Writers as Meaning Builders

Process	Reader	Writer
Planning	Have a purpose for reading Generalize the background (general idea)	Have a goal to write Generalize the background (overview)
Combining	Read and combine word meanings	Write and combine word meanings
Checking	Rereading, reflecting, and revising meaning	Rereading, reflecting, and revising meaning
Monitoring	Final meaning	Final writing

Source Cooper (1993:402)Source Cooper (1993:402)

Table 1 illustrates that both perform repetitive activities in a process. This stimulating process will take place for both reading and writing activities. As in general, readers or writers, will double-check to get the taste value in the reading read or the results of the writing. The two processes of reading and writing do not function the same but they will come together to build the value of taste (meaning of words). Learning to write and read together is also proven by the US Office of Classical Education in the first grade to include a writing learning program that is more effective by improvising reading than learning to write separately (Cooper, 1993: 403). This is also evidenced by Tantillo's statement (2013: 160) that learners read first to understand the type of writing they will write, after that they will write easily to write. With the effectiveness of learning to write and read that is carried out simultaneously provides convenience in the writing process. For this reason, learning to write will achieve better results if done with simultaneous reading learning.

Reading and writing are not just learning to get high scores in written tests. Both help in understanding and communication more effectively. Shanahan (in Cooper, 1993: 403) revealed that the advantages of learning to read and write in the classroom allow students to participate in

communication and also achieve meaningful literacy understanding. For this reason, in learning to write, the reading process will be needed to support each other in the process of oral speech and understanding of words. The same thing was expressed by Cahyono and Widiati (2013), they revealed that the writing process can be through cognitive strategies by reading full texts intimately, questioning things related to text, connecting with self-experience and writing down important information. For that, writing first begins with reading activities.

Learning that focuses on writing was launched into the curriculum in 1994. Gipayana (2009: 37) stated that reading and writing lessons that were originally separated in GBPP 1999 were included again in Indonesian lessons labeled Indonesian Language and Literature lessons. This aims to provide the development of literacy knowledge not only being able to read but being able to understand the meaning thoroughly and deeply. Learning to read and write also appeared in the 2013 curriculum with integrated thematic learning enriched by the placement of Indonesian subjects as organizers / tools / media for other subjects (Permen No. 57, 2014). The text contained in it has a tendency to be in accordance with the theme and basic competence of the subject itself. Text comprehension through the reading process

will be more effective followed by the writing process.

The writing process carried out in an effort to improve the writing skills of students can help them build meaning. The meaning of the reading that has been read is then expressed again into writing which is a representation of the understanding of the reading he has read. Writing can emerge after learners have gone through one experience that has occurred. In addition, it can also arise from the experience of others around. However, the vocabulary outlined in his writing did not appear out of thin air but because of initial knowledge related to the topic of writing. Writing in this study refers to writing as a self-expression of learners after carrying out a learning process. Tuisan as self-reflection to describe the feelings of students and the experiences they have gone through. This writing shows the writing ability of the author himself.

The ability to write is the ability to express ideas or ideas in written form. Gipayana (2000: 37) states that writing is the ability to use language with certain purposes as follows. 1) able to express ideas, opinions, experiences, messages, and feelings terlutically, 2) able to convey information in writing according to context and circumstances, 3) have a penchant for writing, 4) able to utilize linguistic elements of literary works in writing. Basically, the ability to write is the ability to be literate both cognitively, communatively, and linguistically (linguistic). Cognitive in this case is the ability to organize words into a structured piece of writing. While communicative and linguistic is the use of language for the delivery of ideas. These three abilities greatly support a person's tension in writing. Writing which is the goal in learning is closely related to the discipline of thinking and language. Gipayana (2000: 37) states that discipline in thinking is closely related to organizing written content and language discipline is related to the application of

grammar or spelling rules. In this case, good writing is writing that is structured and applies established grammar and spelling.

METHOD

This research uses a qualitative approach, which is research that produces data in the form of words both written and spoken based on the object of research. Sugiyono (2010: 15) explained that: qualitative research method is a research method based on the philosophy of positivism, used to examine natural object conditions, where researchers are the key instrument, sampling of data sources is carried out purposively and snowball, collection techniques by triangulation, data analysis is inductive / qualitative, and qualitative research results emphasize meaning more than generalization.

Research with a qualitative descriptive approach used in this study aims to find information about the implementation of learning carried out in a series of Lesson Study on theme 6 "The Beauty of Friendship" in detail and depth. It is hoped that with this qualitative descriptive approach, a complete description of conditions, situations, and problems that arise in learning will be obtained. This is related to Cresswell's (2012: 20) statement that research in which carefully investigates a program, event, activity, process, or group of individuals. In this case, the research examines the implementation of learning theme 6 class III " *Indahnya Persahabatan* " in a series of *activities Lesson Study*.

The research on the implementation of learning carried out in a series of Lesson Study on theme 6 " *Indahnya Persahabatan* " was carried out in grade III SDN Dinoyo 3 Malang. SDN Dinoyo 3 Malang is one of the public elementary schools in Malang City. With adequate facilities and infrastructure and coupled with *adiwiyata* schools, SDN Dinoyo 3 Malang should be taken into consideration in the selection of elementary schools. The data

collection was carried out from February to March 2023. The month of February 2023 is the time of implementation of theme 6 "*Indahnya Persahabatan*".

In his book, Moeloeng (2004: 127-148), explains the steps of the research procedure which includes 3 stages, namely: tahap pre-field (selection of research objects), the stage of research implementation (collecting data and analyzing it intensively and systematically), and data collection. Researchers who have prepared all the equipment must also prepare themselves. This self-preparation is important in the implementation in the field. Establish yourself to be able to. The equipment includes: 1. Plan Design and Lesson Design, 2. Student Worksheets and reflection sheets, 3. Guidelines interviews, 4. Observation sheets of teachers and teachers and educators, and 5. Documentation tools.

In the process of collecting this data, researchers do it in several ways as follows; decision making on learning objectives that lead to the ability to write with *Lesson Study* in learning, discussing the results of observations and appropriate learning figures, describe how best the implementation of learning that can improve the writing skills of students. In accordance with the Basic Competence, and learning with a focus on writing skills is carried out through observation activities for kale growth.

Pdata collection by conducting interviews, observations, and existing documentation studies. Based on the form of data described earlier, existing data sources are important to collect, continue identification, and analysis. While qualitative observation is carried out by directly going to the field to observe the behavior and activities of individuals at the research location (Creswell, 2012: 267). Researchers record and record

during observations, both in a structured and unstructured way. Qualitative researchers are more flexible in placing themselves during the study. Researchers can be non-participants or whole participants. Observation is one of the important tools in the collection of qualitative research data. observing means paying attention to phenomena in the field through the five senses of the researcher, often with instruments or devices, and recording them for scientific purposes (Angrosino, in Cresswell, 2014: 231). And do wawancara by following the guidelines carried out during the research activities.

From the results of data collection, there are two kinds of data that become data sources. According to Arikunto (2010: 22) states that there are 2 types of data sources in qualitative research, including notes on the results of interviews with curriculum coordinators, grade III teachers, and notes on interviews with the Lesson Study team that has been formed consisting of grade IV teachers, external parties, and a team of *Lesson Study* teachers at SDN Dinoyo 3 Malang) and secondary (RPP, Plan Design, Lesson Design, Student Worksheets, cumentation of learning implementation, and field notes).

According to Moeloeng (2004: 280-281), "Data analysis is the process of organizing and sorting data into patterns, categories, and basic description units so that themes and places can be formulated working hypotheses as suggested by the data". This is reinforced by Creswell (2012: 274) that analysis is a continuous process that requires continuous reflection on data, asking analytical questions, and writing short notes throughout the research. An overview of the steps in the application of qualitative analysis is in figure 3 below.

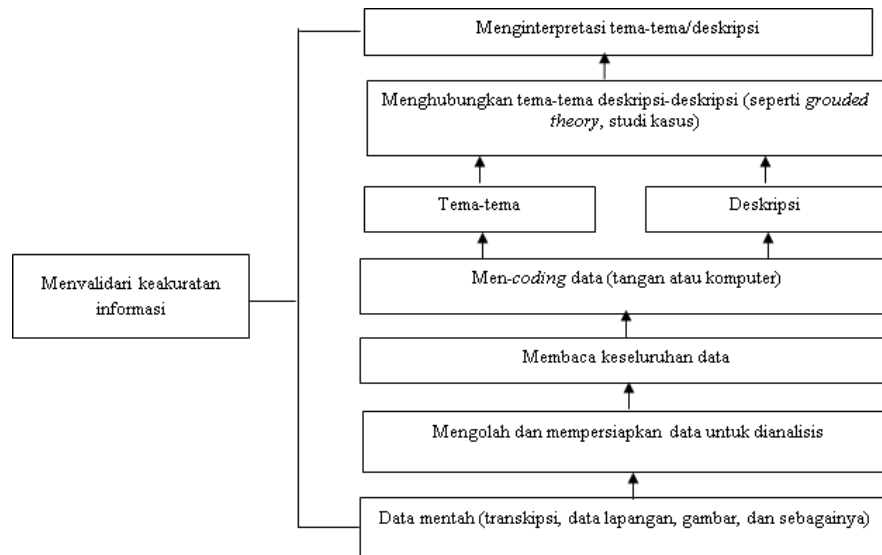


Figure1. Data Analysis

Figure 1 illustrates a linear and hierarchical approach built from the ground up, but in practice this approach is more interactive, the various stages are interconnected and do not have to fit the order that has been presented (Creswell, 2012: 276). Step 1. Process and prepare data for analysis. This step involves transkipping interviews, scanning material, typing field data, or sorting and organizing the data into different types depending on the source of information. To do so, researchers collect data as a whole and reread it based on the type and content of the data. This is to make it easier to study more deeply to analyze. Step 2. mread the entire data. The first step is to build a general sense of the information obtained and reflect on its overall meaning. At this stage qualitative researchers sometimes write special notes or general ideas about the data obtained. After separating by type, researchers reviewed in depth to find hidden information in the data. Step 3. Analyzemore details by coding data. Coding is the process of processing material / information into written segments before interpreting it (Rossman & Rallis in Creswell, 2012: 276). Step 4. Apply the coding process to describe the settings, people, categories, and

themes to be analyzed. Step 5. Show how these descriptions and themes will be re-presented in a qualitative narrative/report. The most popular approach is to apply narrative approaches to the delivery of analysis results. Step 6. The final step in data analysis is to interpret or interpret the data. Asking questions such as "What benefits do you get from the *Lesson Study* activities?" will help researchers uncover the essence of an idea (Lincoln & Guba, in Creswell, 2012: 284). Wolcott (in Creswell, 2012: 284) states that the application of the analysis process can be done by asking further questions. This questioning approach can be done in advocacy and participation. Creswell (2012: 284) concluded that the analysis of qualitative research depends on the researcher's personality, process and actions during the research and is personal.

RESULTS AND DISCUSSION

The observations made by researchers aim to understand the root of the problem experienced by grade III SDN Dinoyo 3 Malang. The initial observation on October 2022 began when researchers became the curriculum team. Once a week, grade III teachers will hold meetings to discuss class III

learning problems and the implementation of class programs. From the results of the discussion, researchers found how the process of writing students became one of the discussions that were often sought for solutions. Then personally, the researcher met the class III teacher on October 5, 2022. Researchers try to dig deeper into how the potential of students in the classroom. Based on the results of the meeting, there is one important note about the writing ability of students that is still very worrying.

The researcher then approached the grade III teacher. The next meeting will be held on October 22, 2022, during extracurricular hours. Researchers tried to blend in and find more details about writing learning in class III. The notes generated from the second meeting give an idea of how learners will write if there are clear examples on the board. The teacher writes sentences according to the command and asks students to write another sentence. But what happens is that learners rewrite almost 90% of the sentences on the board.

The following month, November 9, 2022, researchers examined the material that became a challenge in learning to write and found that the Basic Bahasa Indonesia competence, which leads to rewriting the story/text that has been read, is one that requires special attention. Furthermore, on November 21, 2022, researchers participated in meeting activities and found that the process of writing sentences patterned SPOK was being taught. The teachers find it difficult because the learners rely on the examples on the board. There are some learners who have started to discover the basic concepts of how to pattern sentences appropriately. But the lowest ability is class III. From the records of students, the results of writing learning are found as follows;

1.Naura (writing with a lot of words); then, continue, ooiya, dech, aja, and incomplete

sentences like; I forgot dech. sorry, that's it. enough first dech my story.

2.Queen: I'm happy. I wrote a book, then when I came, I just got together.

3.Beryl: I love my friend, because I'm tired of sleeping.

4.Ghea: I'm happy to play, I'm also sad to lose.

5.Revandra: put in the bag, play with friends, it's too late.

Some of the data above illustrates that learners are really still in their view of a story. They still use communication language that is not in accordance with EYD / non-standard words. For this reason, researchers, homeroom teachers, and class III coordinators to make learning with *Lesson Study* a forum for continuous improvement in the second semester.

Lesson Study Implementation

In this first cycle, *Lesson Study* starts from planning, implementation, and reflection. In the initial Lesson Design, there were 2 meetings/lessons. The Basic Competencies that are the focus of learning are the Basic Competencies of Indonesian Language *KD 3.2* and *4.2*, "text of directions/instructions for plant care" and "conveying information based on the text of directions/instructions for plant care". The implementation of the initial learning project of caring for and planting kale was carried out on February 10 and 13, 2023. A week earlier, the teacher asked students to bring chest boards with the aim of making it easier for them to write. In addition, the teacher also provides discourse to students in subsequent learning there are activities that require daily outside the classroom to make observations. The teacher gives an explanation of the purpose of the learning. In addition to socializing this project-based learning activity, the teacher also carried out a Plan assisted by members of the *Lesson Study* team to compile and conceptualize a Plan Design and Lesson Design for the implementation of a

complete *phase I Lesson Study* such as appendices 3 and 4 along with LKS.

The model teacher gives directions for making observations and what is the focus of observations. Observers in this implementation there are 3 teachers; Class V, Class II, and Class III teachers. The condition of the "Green Area" as a plant nursery center is less representative. This is because learners are not yet familiar with writing while standing and observing directly.

The next meeting on 13 February 2023 was an observation activity. Activities that begin with reflection of the observation process that has been mutually agreed, each group arranges its ranks and tasks in the observation process. The teacher gives the most orderly group the first opportunity to observe. This is so that students understand the importance of order in this observation process. The order that is built will support their success in completing the task. This character is built during the learning process both outside and inside the classroom. With this habituation, it is expected that students are able to place themselves in the environment and obey the rules anywhere.

Furthermore, observation activities began and wrote down the results of their observations in LKS. "Green House" as a location turned out to be less wide. This place is filled with students, making the observation process less maskimal. Students seem to have difficulty when describing the shape of the kale plant. They are also confused with the position in observing, sitting, squatting, or standing still feels tight and narrow. This coupled with the presence of 4 to 5 plants in one polybag, encouraged by his friends, and also the habit of using a breastboard that is still unfamiliar are some of the factors that make this first learning less successful.

Reflection in this learning decided that the next meeting would take the following actions;

1. Students only observe one polybag of their own
2. Excessive watering and need to consider the volume of water
3. Location moved in front of the yard and in a sitting position
4. Further guidance on the character of kale plants
5. Direction to write reports in the form of data
6. Direction in drawing plants according to real conditions
7. Add coloring in kale plant images

The implementation of learning is carried out with improvements from the results of the reflection of the first meeting. The implementation that is first given direction for students so that in observing it cannot be separated from the things that need to be observed and the character of kale plants that are prone to breaking and withering if pressed. This makes students will be more careful in measuring and observing kale plants. In addition, teachers prepare mats for students to be able to sit and be comfortable during observations. With this condition, students enjoy the observation process more and maximize data and images. Moreover, simply observing his own polybag provides more opportunities to observe with focus and a relatively long time.

In this second lesson, students seemed more enthusiastic in carrying out their kale observations. They take kale in the "Green House" alternately and carefully. Then find a place for the group to make observations and start with focus. In addition, they look more detailed in observing the kale. Flip through and count leaves from one stem to another. They have enough time to do 3 things, namely observing, writing, and describing the plants.

A representative location provides flexibility for teachers to observe students. Teachers are easier to provide help and circle from one group to another. In addition, teachers have enough space to be able to detect if there are students who have not worked as

expected. As in one of the male students who is notoriously hyperactive, the teacher saw firsthand the activities he did were chasing cats and playing. His group was disturbed. Teachers can immediately provide solutions and advice to be able to follow learning better. Observers also get enough space to be able to observe and analyze better in this second lesson. Notes during learning are more on techniques to maximize students' writing skills. Some students have written observation reports in the form of paragraph. The treatment of learners towards plants is also more careful. Another note from observers is that there are stories that do not only focus on the observation process. There are stories about the attitude of his friends who gave him a lot of input. There are also stories about the teacher's direction which he felt helped a lot. In another story sheet, there were students who felt this new experience opened their insights about kale plant care. They also told of their sadness because some leaves were eaten by insects and other leaves withered. The language expressed in the form of sentences is simple and precise patterns according to the rules of forming simple sentence patterns.

From these notes there are 4 important things that must be done in further learning, including;

1. The kale observed only one stick and was marked to maximize them in the observation report.
2. The existence of a day-to-day observation table. This is to help students analyze their growth and development.
3. Observations made only write down data, but reflection is done every 3 days or 2 times a week in the form of stories.
4. It takes a lot of understanding of the rules of writing and introduction to standard vocabulary so that learners can put it in their stories.
5. Based on the Basic Competence K that is the focus, it is necessary to observe the process they have carried out during

maintenance and describe it in the form of a directive text.

Improvement and reflection in stage II is carried out and improved during learning. In this second stage, 3 learning meetings and one final meeting were held for harvesting kale plants. Notes from observers based on three meetings in the second phase found the emergence of several positive things that emerged in today's learning, including;

1. Learning objectives should not focus on the teacher, As the teacher feels, that learners need their own real goals so that learning is also a need for learners.
2. The encouragement given by the teacher is very helpful for students in today's observation.
3. This observation, which only focuses on collecting data and one plant, provides many opportunities for students to learn more about their kale. They even wrote down how they felt when the leaves were eaten by insects or when the stems withered.
4. The attachment that arises in this learning process arises and creates a close relationship between students and kale. They also expressed how happy it was to have the kale plant they had been caring for all these years. This helps learners in observing their kale plants with affection.
5. These feelings are experienced by students while caring for and observing their kale. This is certainly unthinkable for observers. The observer of the second grade teacher never even expected to find a sentence of concern for students because the kale grew downward. For him, it arises because of the attachment of learners to their plants. The comfort of students in expressing their feelings is a great thing. Not many students will express their feelings when asked to write about their experiences.
6. The writing of students also began to improve a lot. The sentences are arranged close to simple sentence patterns according

to the rules, but the language of the sentences is a straightforward sentence of a student. SPO or SPOK patterns appear a lot and are in accordance with the rules of writing sentences. Including; I expected my kale to be bushy; I dropped the plant and I was sad; Some of my group's plants are broken and some are withered; Fandy has grown up; God willing, my crops are ready to harvest; I have kale named Candy; And we plant it well; Mandy is now big, the leaves are big, finally Mandy is ready to harvest.

The sentences above are so simple but for students are very meaningful. The sentence tells how their efforts are, their feelings, and also their experiences. Judging from the background of students who rarely or never once planted and cared for plants, this was their first experience. They enjoy and feel happiness with this activity. They feel comfortable when telling their experiences because according to observers there is a sense of happiness obtained.

7. Soft skills learning occurs in learning during this time. They learn to correct attitudes on plants when something drops. They learn patience and perseverance while observing the kale. They learn to love plants that they don't even necessarily like when they're cooked. They also learned to appreciate God's creation by caring for and loving this plant. Also as a form of gratitude for the gift of God they have received. These are things that we cannot teach directly, but in a process, habituation, and continuously.

Students' Writing Skills

On the student analysis sheet, the observer found several connecting words in the form of *oiya*, *continue*, and *then*. Students also use these words repeatedly at the next LKS meeting. This is a separate note for observers that they still use spoken language in their writing. The use of standard vocabulary while writing in stage one is still quite good.

Students still use 99.375% in their writing. The results of this percentage are obtained from the average acquisition of word usage in student writing.

These words are assembled by students in the form of simple sentences. Simple sentence writing has been done according to the sentence pattern, namely SPO / SPOK. However, the tendency of students to use conjunctions to connect sentences by using the words *oiya*, *continue*, and *then*. They are not used to using conjunctions in the form of *next*, *then*, *the next day*, etc.

The sentences written at several meetings in phase I are still limited. The average learner writes no more than 10 sentences. Most of them write only up to 5 sentences. From this evaluation, the teacher tries to provide an opportunity in stage II to improve it by discussing groups to determine the things to be written. It is expected that teachers will increase the number of sentences as one of the goals of this learning is to improve the writing ability of students.

The use of capital letters in writing observations is still far from achieving learning objectives. This can be seen from the results of data analysis of the application of capital letters according to EYD by 27.125%. Observers realize that the habit of writing in accordance with the rules of good and correct Indonesian writing has not been formed in students. This is a record for class teachers to be able to improve again in stage II. It takes continuous habituation and repetition to make this unforgettable.

The use of capital letters in writing is closely related to the use of punctuation. At the end of each sentence, a period punctuation is affixed and the beginning of the sentence uses capital letters. The use of punctuation which has not yet become one of the applications in writing appears in the results of the analysis in this stage I. Meeting after meeting that directs students to write in the form of sentences still forgets a lot about the function of punctuation.

They use the conjunctions *oiya*, *continue*, and *then* as a link that does not require punctuation. This can be seen from the writing of students who rarely use a dot in the middle of the paragraph, but they use a period at the end of the paragraph.

Punctuation periods will often appear if students write numbered sentences. This will see a difference in the use of periods. In paragraph, learners use a period at the end of the paragraph. While when the writing model is in the form of sequence or scolding, many of them use period punctuation at the end of each sentence. The use of this period is the opposite of the use of comma punctuation. The comma punctuation used in sentences is in accordance with the rules of writing Indonesian. This is different from period punctuation. Students seem to understand the pattern of writing comma punctuation and assume that period punctuation is only needed at the end of paragraphs and the end of numbered sentences. The use of punctuation is better than the use of capital letters, which is 30.517%.

Writing with the rules that have been applied in this learning still requires attention from the class teacher to improve the ability of students in writing. Continuous habituation and motivation are needed by students to be able to write well and correctly. The 2013 curriculum supports students to achieve these abilities through assignments that appear in existing student books. The development of patterned sentence formation from the writing of these students is increasing, although the rules of writing are still not familiar. Writing is part of language learning with a focus on how to express ideas and ideas in communicating to others, for that it does not have to be fixed on the rules of writing. This is like the expression of Setyowati and WIdiati (2014).

The writing of this word has not improved in this stage II. The achievement of the results of writing this observation report as much as 98.983%. This achievement decreased by 0.392% from stage I. This certainly makes

teachers feel less satisfied. The teacher tries to make continuous improvements through his teaching pattern. Instruction that is felt to be poorly understood becomes one of the teacher's evaluations. Teachers try to provide more opportunities for students to interact with their group members to evaluate each other's writing.

The ability of learners in writing has not been fully successful. In terms of the use of standard words in writing, it decreased by 0.39%. The use of standard words for students still requires process and habituation. This is because of the habit in social life, they use daily spoken Indonesian as the language of communication, and the language is mixed with their mother tongue. So, in writing, many words appear that are usually expressed in stories in the KKPK (Small Have Works) books. These words include; *tidak* → *ga*, *just* → *just*, *given*, → *given*, *put* → *put*, *it's been a long time ago* → *. daaaaaaaa*, *o...* *Yes* → *oiya*, *knowing* → *tau*, and because of *karna*. The teacher tries to understand the mindset of the learners who write it down. During intensive observation, the three students did have many reading books such as KKPK, WHY, KUARK, and several other books and magazines. It can be concluded that the readings read by learners affect in the richness of their vocabulary in supporting the writing process. →

Writing simple sentence patterns with the use of capital letters and punctuation marks has increased, namely; Simple sentence patterns 1.12%, capital letters 12.68%, and punctuation marks 21.43%. The increase is accumulated from the writing process in phase I and stage II. In each stage, the teacher provides opportunities for students to practice their writing skills with the LKS given. Writing in the form of sentences from observations is in the form of observation reports, text directions / instructions, and narration of the observation process to harvest. Participants wrote down the treatment process quite well. The sentence pattern formed is not

far from the learning objective. Also the use of capital letters and punctuation applied by students. With regular and continuous assignments, the improvement of students' writing skills will increase. The interaction that arises in the writing process supports the improvement of students' writing skills, this can be seen in discussion conversations that discuss the writing process and the direction of

ideas between group members. This positive interaction will help students improve their writing skills. This is like Widiati's statement (2008) that the creation of a learning atmosphere that helps each other and shares problems will foster togetherness and encourage the emergence of trust motivation in students to learn from each other.

Table 2. Results of the Implementation of Writing Learning Implementation

ACQUISITION	SCORE		PHASE II
	PHASE I	PHASE II	
AVERAGE SCORE	64,22	67,33	3,11

In the early stages of development of writing skills learners averaged 64.22 % . This acquisition is seen from various aspects of the ability of students to write down ideas and observations. Of the 9 indicators, the ability to use capital letters and punctuation marks is an ability that has not been honed in students. The increase that occurs from stage I to stage II of 3.11% is the ability to make sentences and express self-opinions in writing. They are already able to make simple sentence patterns, but for writing rules still require a lot of habituation and practice.

Implementation of Lesson Study in Learning Theme 6 " *Indahnya Persahabatan*"

The implementation of learning with the implementation of *Lesson Study* in theme 6 "The Beauty of Friendship" leads to different learning activities. The steps in learning with the implementation of the *Lesson Study* are focused on the needs of learners. The *Lesson Study* team explored and studied in advance the BasicCompetence and Indicators to be given. The selection of this activity is also based on the limited knowledge of students about various types of food served on the dining table. The teacher found that the students knew the name of the vegetable but not many knew the name of the plant. For

example, the soup vegetables they consume, but when asked to name the kinds of vegetables they do not know. Likewise with the kale plants they consume, many of them are less able to describe how the plant really looks. This certainly makes teachers concerned. For this reason, the teacher tried to disclose this to the *Lesson Study* team. And the *Lesson Study* team tries to apply it in learning in accordance with the Basic Competence and Indicators. So it was decided to take theme 6 class III sube theme 2 namely " *Indahnya Persahabatan*" with the sub-theme " *Tanaman Sahabatku* ".

In planning, the *Lesson Study* provides an opportunity for the whole team to express their ideas. This is enough to help model teachers to understand and implement effective learning. Mutually planned learning can run and experience improvements during the learning process and observation from observers. The results of observations found that in polybags there are 2 to 5 kale plants. Learners still have difficulty describing it. For this reason, the *Lesson Study* team sought a solution to the problem by reviewing "Plan Design" and "Lesson Design". In phase II there are planning changes and updated "Plan Design" and "Lesson Design". The placement of kale in different spots based on light and water, was changed. All kale are placed in one

place, namely the "Green House". The fulfillment of water and light needs should be the same. This is because the purpose of treatment and observation is to harvest with the best results. Of course, plants must get the best possible needs, not by inhibiting their light and

water needs. Then the observation focused on one of the kale plants contained in the polybag. The tallest and healthiest plants are the main choice. By being marked, students will only focus on the plant.

Table 3. Phase I and Phase II Learning Changes

Observation	SCORE		INFORMATION
	PHASE I	PHASE II	
First meeting	4 polybags of all plants	1 focal polybag 1 plant and image	Lack of focus
Second meeting	1 polybag of all plants in it	1 polybag and data in paragraph form	Difficulty in writing paragraphs in a short time
Third meeting	1 polybag focus on one plant	1 polybag with focus on 1 plant and collect observation data	Focus more on completion
Final meeting	The great harvest and the final reflection of observations		

Implementation of Lesson Study in an Effort to Improve Writing Skills

The implementation of *Lesson Study* in this learning aims to improve the writing skills of students. *Lesson Study* acts as a forum for teachers and observers to complement each other. Teachers who have a strong attachment to students have extensive knowledge about the background and needs of their students. However, teachers have limitations in the learning process, for that the role of observers in following their learning helps teachers improve the quality of their learning. Based on the background and needs of students, the observer team can develop strategies and learning steps that suit the needs of students. Based on this information, the *Lesson Study* team consisting of teachers and observers can arrange the learning process from beginning to end.

The structured learning aims to improve the writing skills of students. The ability of students to express their opinions and ideas in written form but adapted to learning. Themes and topics lead to the process of care and observation of kale plants. The composed text has undergone many changes. The

preparation of text in the form of simple sentences has applied the use of capital letters and punctuation according to writing rules. The topics contained in the text follow and adjust the topic being studied. This is certainly in accordance with the objectives of learning implementation in an effort to improve the writing skills of students.

The results of the analysis of the writing of students who analyzed based on the focus criteria in the writing ability indicator in stage I and stage II illustrated that the use of standard words in writing decreased by 0.39%. This decrease shows that many students still use words that they are used to using in communication. While based on the preparation of simple sentence patterns, students have increased abilities in their writing. This increase was not drastically, amounting to 1.12%. This increase illustrates that learners still need a lot of more intensive practice to write. Then for the analysis of the use of capital letters in his writing increased by 12.68%. Capital letters have been understood to use, but students still do not use them in their writing. With the teacher's direction before writing his observation report, students

begin to get used to the use of capital letters. Likewise with punctuation, the analysis results showed an increase of 21.43%.

Overall, familiarity in writing and applying writing rules needs to be trained. Students are not yet familiar with the rules that apply in Indonesian. They more often express opinions in written form according to their own language. The teacher gives full authority in accordance with the sentence of instruction contained in the existing manuals. To begin with, learners need a lot of practice and do it. By training independently or structured, students will experience an improvement in their writing skills.

CONCLUSIONS AND RECOMMENDATIONS

The teaching of theme 6 " *Indahnya Persahabatan* " with the implementation of Lesson Study carried out in an effort to improve students' writing skills increased from 64.22% to 67.33%. This 3.11% increase is seen throughout the learning process. On the student questionnaire sheet, their writing skills have improved based on the ability to compose simple sentences, capital letters, and punctuation. The increase was .12%, 12.68%, and 21.43%, respectively. The process that learners must go through to get it with the following process; 1) repeated learning, 2) direction from teachers in every writing activity, 3) continuous reflection, and 4) continuous motivation to continue to train them in reading and writing.

Learning theme 6 " *Indahnya Persahabatan* " with the implementation of Lesson Study which is carried out in the form of observing activities forms a positive social character for students. The emergence of empathy and cooperation in the observation process has a positive impact on the lives of students. This character also supports the learning process of other lesson content.

Learning by applying Lesson Study activities strongly supports the quality of

education. For this reason, the principal should provide full support and motivate teachers in the implementation of *school-based Lesson Study*. With the improvement of the quality of education provides many positive things for students and teachers in particular and society in general. Good learning is certainly learning that provides opportunities for students to learn. This can be done with Lesson Study activities. Lesson study that is applied correctly in accordance with applicable procedures and rules provides opportunities for teachers to make improvements for the improvement of both the quality of the material, approach, and learning as a whole. With this quality improvement, it will provide many benefits for the world of education, especially students.

The choice of method or approach should consider the characteristics and background of its students. Learning that adjusts the characteristics of its students will provide many benefits for teachers and students. In addition, as a teacher, there should be continuous coaching. Teachers must always provide reflections that build learners to be more advanced. Reflection with sentences that trigger the enthusiasm of students will give them the opportunity to improve themselves. To carry out the Lesson Study, researchers should first learn the basic concepts of the lesson study as a whole. This is necessary considering the large number of *Lesson Studies* applied in various educational circles but the focus of observation still refers to teacher activities. While the basic concept of *Lesson Study* is to help and give learners the opportunity to be more advanced and better in the educational process. So that the purpose of the research will achieve maximum results.

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