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Research Article

Application of Lesson Study in Guidance and Counseling Services

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Abstract

Lesson Study (LS) has been widely practiced by class teachers to improve the quality of learning in class. Lesson Study, which consists of the planning process (plan), the practice of carrying out learning (do), and reflection for improvement (see), is used by the classroom teacher to improve the process and learning outcomes. LS is applied to settings classical class. Information and orientation services in Guidance and Counseling, almost similar to implementation Classroom learning, is given in a classical format. Information services are efforts that are made to meet students' lack of information, which can be done with several techniques such as conventional lectures, as well as with techniques interactive with the help of media usage. Neither the orientation services are services provided in a classical format in a class aimed at helping students order able to adjust to the environment or new situations. So if observing the application of LS can also be done on Guidance and Counseling services, especially on services information and orientation. This paper discusses how to apply LS in Guidance and Counseling service. The application of LS is expected to improve the quality of services provided by the School Counselor in the class.

Keywords: guidance and counseling; lesson study; information services; services orientation

Abstrak

Lesson Study (LS) telah banyak dilakukan oleh guru kelas untuk meningkatkan kualitas pembelajaran di kelas. Lesson Study yang terdiri dari proses perencanaan (plan), praktek melaksanakan pembelajaran (do), dan refleksi untuk perbaikan (lihat), digunakan oleh guru kelas untuk meningkatkan proses dan hasil belajar. LS diterapkan ke pengaturan kelas klasik. Layanan informasi dan orientasi di bidang Bimbingan dan Konseling yang hampir mirip dengan pelaksanaan pembelajaran di Kelas diberikan dalam format klasik. Layanan informasi merupakan upaya yang dilakukan untuk memenuhi kekurangan informasi mahasiswa, yang dapat dilakukan dengan beberapa teknik seperti perkuliahan konvensional, maupun dengan teknik interaktif dengan bantuan penggunaan media. Baik layanan orientasi merupakan layanan yang diberikan dalam format klasik di kelas yang bertujuan membantu siswa agar mampu menyesuaikan diri dengan lingkungan atau situasi baru. Jadi jika Mencermati penerapan LS juga dapat dilakukan pada pelayanan Bimbingan dan Konseling khususnya pada layanan informasi dan orientasi. Makalah ini membahas bagaimana menerapkan LS pada layanan Bimbingan dan Konseling. Penerapan LS diharapkan dapat meningkatkan kualitas pelayanan yang diberikan oleh guru Bimbingan dan Konseling di kelas.

Kata kunci: bimbingan dan konseling; lesson study; pelayanan informasi; orientasi pelayanan

Introduction

Guidance and Counseling services are carried out to assist individuals in understanding personal self, strengths and limitations owned, build personal, believe in yourself, as well as developing effective and personal interpersonal relationships balanced (Yuksel-Sahin, 2009). Assistance provided in Guidance and Counseling must be professional (Hayes & Morgan, 2011). Because of that, professionalism in providing Guidance and Counseling in schools must be maintained. Maintaining the level of professionalism in providing counseling services can be done in forms of supervision (Hayes & Morgan, 2011). In the practice of professional psychological counseling, supervision is carried out by experienced counselors (more than five years of the profession) to counselors who are still practicing in the world of psychological counseling at school (Hayes & Morgan, 2011). The supervision process is intended so that the counselors hold firm ethics counselor when practicing in his work environment (Carroll, 2007). So with the supervision process, the practice of providing psychological services in schools can be maintained the quality.

The supervision process is not only done in the practice of clinical psychology; however, also commonly practiced in school counseling practices (Dollarhide & Miller, 2006). Same such as the clinical counseling supervision process, the school counseling supervision process is carried out to ensure that the counseling services provided at the school are organized in a manner professional (Wood & Rayle, 2006). Supervision of counseling at school aims that the school counselor has credibility in the eyes of students, peer teachers, and workers administration (Peterson & Deuschle, 2006). Counseling practices that are carried out in a manner professional and have good credibility will make it easier for school counselors to solve the problem at hand.

The process of supervising School Counselor in schools will be more intensive if done by using the *Lesson Study* (LS) approach. *Lesson Study* is a process development of quality professional learning by creating an environment learning collaboration between teachers together with peers (Lewis et al., 2009; Fernandez, 2002). The focus in LS is on learning and progress on students, where the teachers try to develop special teaching techniques designed to improve certain aspects of teaching that they find in class. *Lesson Study* is learning activities originating from Japan, which developed since hundreds last year. The LS method was introduced in Indonesia in 2003, and in 2009 just introduced at UM Metro (PPT UPT Team, 2013).

LS activities aim to improve the process and to learn outcomes through coaching and to improve teacher performance as a facilitator in learning that student-centered on an ongoing and collaborative basis. Some things are improved in LS activities, among others; teacher knowledge, foster leadership (Loucks-Horsley et al., 2009). In the process of implementing LS, the teacher can document performance progress, and teachers can get *feeds back* from their peers, and the teacher can publish the final results of the LS conducted (Fernandez, 2002).

LS activities are usually carried out on teachers in the field of study. Some studies prove that LS activities can improve the quality of learning. (Gunnarsdóttir & Pálsdóttir, 2011) found that the implementation of LS was able to create a learning environment quality among teachers and able to create effective collaborations improve the quality of learning. LS is also able to improve the quality of learning mathematics given by the teacher, as well as being able to improve students' understanding of mathematical material (Lewis et al., 2009). The implementation of LS also proved capable improve the professionalism of teachers in conducting teaching activities (Loucks-Horsley et al., 2009). However, the authors have still not found research on the use of LS in Guidance and Counseling activities. LS activities can be used in Guidance and Counseling activities. Information and orientation services in Guidance

and Counseling, almost similar to the implementation of learning in the class given in classical format. Differences in classroom learning between School Counselor and subject matter teachers only lies in the material being taught. According to (Tohirin, 2007), information service is an effort made to meet students' lack of information, which can be done with several techniques such as conventional lectures, as well as with interactive techniques with the help of media use. As well as orientation services is a service provided in a classic format in class that aims to help students to be able to adjust to the new environment or situation (Tohirin, 2007).

So that when examined, the application of LS can also be made on Guidance and Counseling services. Guidance and Counseling activities carried out by new counselors in developed countries must be supervised by other colleagues who are more experienced. In supervision activities, there is a process where counselors can seek advice from others who are more trained to identify problems when counselors handle clients (*ACA Policy Document on Professional Supervision*, 2013). Supervisors are responsible for protecting the community did not get poor service from a counselor (*ACA Policy Document on Professional Supervision*, 2013). LS activity process, when observed, although not 100% the same, the process is almost similar to the process of supervision inside professional counselors and psychologists, where the practice teacher will get an assessment and direction from experienced personnel involved in LS activities. Prospective counseling teachers, too, get the opportunity to discuss the problems faced by the teacher who more experienced and a peer forum during the LS activity process.

LS activities aim to improve teacher quality through positive collaboration. Guidance and Counseling service activities based on LS can be carried out involving school counselor, class teacher, and principal. Collaborative cooperation in the context of service delivery Guidance and Counseling is expected to improve the quality of services provided.

Method

The following article is a review of various scientific papers or *literature review*. The scientific papers used and reviewed are articles that discuss the LS theme and Information services and orientation services. Some of the LS-themed scientific papers, Services Information, and service orientation written by several experts chosen by researchers to reviewed then concluded to be used as a theoretical basis related to the implementation of LS in Guidance and Counseling

Result and Discussion

Lesson Study

LS is recommended as a *design* in order to improve learning in the classical class. LS activities are focused on the instructional objectives of the learning process, so the classical learning plans in class are arranged based on instructional objectives. So it can be concluded that LS is a professional approach to improve instructional in class, which involves a group of teachers (Yakar & Turgut, 2017). LS is not only just a simple evaluation process but centered on improving the quality of learning in class. LS tries to create learning in class that is getting better day by day, more and more knowledge/ideas of teaching strategies to form *intertwining* in-class learning. This is due to the long-term goals of the process of learning is the quality/development of what students can do after graduating from school

LS teachers work in a team (Gorman et al., 2010). The team is work partners at the same level, or higher level, within the scope of the eye lessons, and also other interdisciplinary

groups. LS is applied in Indonesia can be interpreted as a model of coaching (training) the profession of school-based educators through collaborative and continuous assessment of learning based on principles the principle of collegiality and *mutual learning* to build learning communities. Burghes, David, & Robinson (2009) states LS is a school-based professional development initiative that aims to improve teaching and a forum for a group of teachers to collaborate, identify, design learning that is *student centered* and deep efforts to realize the vision and mission of each school. (C. C. Lewis et al., 2009) states benefits obtained from LS include increasing knowledge about material learning, increased *knowledge of instruction*, *strong teaching teams*, and perfecting the quality of the learning plan.

It can be concluded that LS demands good collaboration between teams, then emphasize that good quality learning is a common goal. So the quality of learning in class can be realized by collaborative collaboration. LS method can be applied to the information and orientation service model. Information and orientation services in Guidance and Counseling has the process of delivering information classically in class.

Information and Orientation Services in Guidance and Counseling
Services in Guidance and Counseling consist of services that can be provided individually, in groups, and classically. One of the Guidance and Counseling services that can be provided on a regular basis classical is information and orientation services. Information services and orientation aims to provide understanding to individuals who are concerned about various things needed to carry out a task or activity or to determine the direction of a desired goal or plan. Service orientation and information is an embodiment of the function of understanding Guidance and Counseling services.

Information service is a Guidance and Counseling service that aims to provide various information (such as education information and employment information) in students so that it can be used as material for consideration and retrieval decisions for the benefit of students (clients). Information services are not only provided to students but can also be given to parents or guardians. According to Prayitno (2008), there are three main reasons why the provision of information is necessary done. Among them are:
1. Information can help solve the problem at hand.
2. Information can help in determining the direction of life.
3. Each individual is unique, that uniqueness will produce decisions and actions different, so as to create new conditions.

Based on the three reasons above, important information services are provided to students. Information that can be provided on information services can be in the form of; 1) Information education. 2) Position information and 3) Social and cultural information. Information Education contains problems in the field of education. Problems in the Field Education can be in the form of; study program selection, school selection, faculty, and majors, adjusting to the study program, adjusting to the atmosphere of learning, or information relating to dropping out of school. Information is given so students can make wise choices and decisions related to their education. Position information contains various information that helps students transform from world education to the world of work. Students sometimes have difficulty adapting to the world work. The difficulty lies not only in the type of work that is suitable but also in adjusting students to the newly entered work atmosphere and developing themselves.

Social and cultural information is information that contains information about the socio-cultural conditions of various regions. The provision of information is intended so that students can adapt to their social environment. Socio-cultural information can be in the form of; information about various ethnic groups, information about customs and customs habits, information about religion and beliefs, information about language, especially terms that can

cause misunderstanding of ethnic groups others, information about regional potentials, and information about specificity community in certain areas. As mentioned earlier, orientation services and information services almost have a similar goal. More specifically, according to (Prayitno & Amti, 2004), orientation is interpreted as a gaze ahead towards and about something new. So, service orientation can be interpreted as a service relating to the aim of guiding students going forward, about something new. According to (Sadewi, 2019), orientation services are guidance and services counseling that allows students to understand the environment that has just been entered, learners. This service aims to simplify and expedite its role learners in a new environment. Meanwhile, according to (Slameto, 1988) orientation services is a service provided to all students, especially new students.

Based on the opinions of experts, it can be concluded that in general, services orientation is a guidance service that is performed by a supervisor with help from all teachers and homeroom teachers. Services are provided with the aim of helping to orient (direct) students/parents from the old situation to the new situation. Example, the orientation of new students in high school, where students are directed to be able to adapt to a new school environment. Material that can be provided through orientation services is available various types, including General orientation of the newly entered school, Orientation new classes and new semesters, as well as the orientation of the last class and last semester. Information and orientation services can be provided in various ways, such as; lecture, question and answer, and discussion. Descriptions of information services can be provided with learning media assistance, such as teaching aids, PowerPoint presentations, videos, and for example. School Counselor can collaborate with other teachers, such as the homeroom teacher or the head school, in providing services.

Implementation of Information and Orientation Services using *Lesson Study* (LS) design

LS activities aim to improve the process and to learn outcomes through coaching and to improve teacher performance as a facilitator in learning that student-centered on an ongoing and collaborative basis. Skultety et al., (2017) states Teacher LS works with the team, where the team is a working partner at the same class level, or the higher level class, in the scope of the field of service, and also can groups others are interdisciplinary. In the process of implementing LS in information and orientation services, School Counselor can collaborate with other School Counselor (same level), homeroom teacher, and headmaster. LS consists of three continuous stages, namely, *Plan, Do*, and *See.* Refer to the (C. Lewis, 2002), the explanation of the three stages is as follows;

Plan

Lesson Study activities begin with the planning stage (PLAN). The planning stage aims to design learning that can teach students how students can participate actively in the learning process. Good planning is not done alone but done together. Some teachers can collaborate, or teachers (and lecturers) can also collaborate to enrich ideas. Planning begins with an analysis of the problems faced in learning. Furthermore, the teachers together look for solutions to problems encountered as outlined in the learning design or lesson *plans, teaching materials* in the form of learning media and student worksheets and evaluation methods.

In information and orientation services, the planning stages are aimed at designing information material and orientation to be provided, designing models delivery of material, with the aim that students can understand the material was given. The design is carried out in collaboration with another School Counselor, guardian teacher class, as well as the principal. School Counselor who designs information and services orientation gets input from colleagues involved in the implementation of LS. Collaboration between team members can be

done by sharing experiences and learn from each other so that through meeting activities in the context of *lessons,* this *study* formed mutual learning (mutual learning). *The plan*ning stage in-service practice information and orientation can include four steps: (1) analyzing the topic, (2) analyze students' conditions/problems, what information is needed, (3) making plans for delivery of material, and (4) checking for delivery plans material that has been compiled.

Do

The second stage in *the lesson study* is the implementation (DO) of learning. Step implementation is carried out to implement the learning design that has been formulated in the planning stage. In the previous stage, it was agreed who the model teacher would be who will implement the learning, who will be the observer/observer, and the host school. The observer focuses on observing student- interactions student, student-teaching material, student-teacher, and student-environment. Observation sheet Developed together in the previous stages. Observers can do recording of learning activities via video or digital photos. The observer takes notes about student learning behavior during learning takes place, for example, about student comments or discussions and an attempt to include names the student (or student number) concerned, the construction of the understanding process students through student learning activities.

At the implementation stage (DO) in providing information and orientation services, School Counselor apply the design that has been formulated in the planning stage. One School Counselor is a model teacher who will implement a service implementation plan information and orientation that has been compiled, who is the observer/observer, and the host school. The observer focuses on observing the interaction of students, student material information and orientation, and student-environment. The observer observes the delivery of services provided by the teacher model. Observations can also be made with the help of video or digital photos. The observer records the student's behavior during the service description information and orientation in progress.

See

The third *step* in the *lesson study* activity is a reflection (SEE). Based on opinion as quoted from (Susilo 2005), the reflection process needs to be understood by each LS member that the lesson delivered belongs to all members of the *lesson* group *study*. Discussions on the reflection process focus on data collected by the observer. In presenting their suggestions, the observer must be supported by evidence obtained from observations, not based on his opinion. Various talk that develops in the discussion can be used as feedback for all participants for the sake of improving or improving the learning process. Stage results *see* it will be reconsidered for the *plan* and *do* stages for improvement next learning.

In the information service and reflection stage orientation (see) can be a discussion focusing on data that has been collected by observers. Bystanders provide feedback supported by evidence obtained from the observation of the results. Various discussions that develop in the discussion can be used feedback to all participants for the interest phase results *see* will be reconsidered for the *plan* and *do* stages for learning improvement. If concluded, there will be differences in the provision of information and orientation services conventional with services that use the LS model. The author summarizes the differences mentioned in table 1.

Table 1. Differences in the application of LS to conventional methods

Component	Conventional Methods	Application of LS
Plan	1. Information and orientation services independently designed by the School Counselor 2. Planning a giving strategy experience-based services	1. Analysis of student needs 2. Service delivery plans are discussed thoroughly by involving interdisciplinary groups 3. Planning the instrument 4. Planning and evaluation 5. Planning an observation instrument to be used as input for reflection 6. Service material is designed collaboratively with the team
Do	1. Conventional methods 2. Focus on specific students 3. Service material to use conventional material 4. There is no observer	1. Prioritize. 2. Observation involves interdisciplinary groups 3. Utilizing a tool to record activities
See	Reflections based on teacher's tastes or based n complaints from the student.	1. Plan an ongoing process. 2. Input from the observer

Conclusion

Based on the description above, LS activities can be used in Guidance and Counseling activities. Service information and orientation in Guidance and Counseling, almost similar to the implementation of learning in the classroom given in a classical format. Differences in classroom learning between School Counselor with the field of study teacher only lies in the material being taught. LS activities in Guidance and Counseling service implementation, like the supervision process. The difference is in the LS process, supervision conducted by peers, class teachers, and school principals. The supervision process occurred at the reflection stage. At the reflection stage, the School Counselor, who becomes the model, gets feedback from fellow teachers who became observers. This can keep the community gets good service from the Model teacher.

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