Application of Lesson Study and Entrepreneurship-Based Learning to Improve Lecturer Pedagogic Competencies

by Ani Setiani

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ABSTRACT

Entering the Industrial Revolution 4.0 the quality of education needs to be improved through the quality of student-centered learning while simultaneously responding to the challenges of globalization that continue to occur in a sustainable dynamic. Innovative development is needed by lecturers through learning. Entrepreneurship-based learning is a process of developing learning from learning devices that have economic value and added value, and Lesson Study philosophy which consists of openness, democracy, excellence of plan, do, see activities carried out in cycles by ten model lecturers. In this study the subject of the application of Lesson Study was ten model lecturers in the FKIP Pasundan University. The research method used is qualitative research methods. The results show that the application of lesson study and entrepreneurship-based learning can improve the pedagogical competence of lecturers from good criteria to be very good criteria.

Keywords: lesson study, entrepreneurship based learning, pedagogical competence.

Introduction

Pedagogic competence is a competition that must be possessed and developed by the educational environment, the benefits of pedagogic competencies include simplifying concepts that are difficult to understand and creating learners for learning and thinking. One instrument of pedagogic competence that is tied directly to students is a learning device. This learning device is an instrument to reach the graduate competency standard (SKL) contained in Permendikbud No. 20 of 2016. Indeed the lecturers, teachers and students in educational and educational institutions (LPTK) must understand one of the instruments or tools for implementing education through learning namely by develop learning tools. Learning devices are things that must be prepared by the teacher before implementing learning. Learning device is a product of teacher's creativity to form and develop creativity based on the potential of students. In making learning tools teachers must be able to formulate 21st century competencies that need to be emphasized in mastering soft skills including critical thinking, collaboration, creativity, communication, IT literacy, cross culture understanding, problem solving, self-directed learning (Framework for 21st Century Learning, 2011) To overcome the above problems, it is also needed a method or method in learning in class, namely through a collaborative activity between lecturers in a study program / department, namely by conducting lesson study activities. Lesson study is a collaborative and ongoing learning assessment activity to improve the quality of learning based on the principle of collegiality and the formation of a professional learning community.

The lecturers are also expected to develop students' ability to communicate and be creative. Through communication activities, students can practice on entrepreneurship because in this class students are trained to present their ideas. In addition, the product of the teacher is a learning tool which is a necessity for the development of the potential of students, based on the view of economics of each product has economic value and added value. fulfillment through the use of resources and preserving it for future generations. Because learning devices are direct instruments for developing the potential of students, it is necessary to develop learning tools that have the values of entrepreneurship, the values of entrepreneurship which consist of character building, innovation and creativity need to be utilized in developing learning tools. Development of learning tools is to make learning devices compatible with applicable standards based on Permendikbud No. 20 of 2016 concerning the Standards of Graduates' Competence b) Permendikbud No. 21 of 2016 concerning Content Standards. c) Permendikbud No. 22 of 2016 concerning Process Standards. d) Permendikbud No. 23 of 2016 concerning Assessment Standards, which are developed with the values of innovative entrepreneurship and creativity. Entrepreneurial teachers are teachers who carry out their duties by developing learning through innovative learning tools.

Innovative learning tools are learning tools that have high economic value and good added value for teachers and students. Learning tools should be prepared by teachers with technology. Incessant development of fiber optic networks as the backbone of internet connections throughout the country, for the digital revolution will change education, Changes in technology-based learning activities and competition must be adaptations made by teachers and students in the teaching and learning process (PBM) by expecting lesson study and create an entrepreneurship-based learning tool.

Research purposes

Research purposes namely : To find out the description of the application of lesson study in the FKIP Pasundan University environment, to find out the description of entrepreneurship model learning in FKIP Pasundan University, to find out the description of pedagogic competencies in the FKIP Pasundan University environment

Literature review

Lesson Study

The activities of Lesson Study include 1) compilation of Semester Learning Plans (RPS) and learning tools with the TPACK approach that are carried out together and discussed / discussed in the KBK (Plan). RPS preparation is focused on: a). Grow the learning independence of prospective teacher students. b) Improving the achievement of cognitive aspects of teacher candidates at high levels, namely: analysis, evaluation and creativity.c) Improve critical thinking skills. d) Improving aspects of motor skills (hands on) of prospective teacher students in supporting the understanding of learning material. e) Growing the courage of prospective teacher students in expressing opinions that are responsible, confident, and other affective aspects. f) Implementing and developing innovative learning processes, through Problem Base Learning, Project Base Learning, Discovery Learning and Contextual Teaching and Learning with Technological Pedagogical Content Knowledge (TPACK) approaches. g) Increase the involvement of prospective teacher candidates in answering global challenges by developing the available potential. h) Develop

contextual teaching material with the reality of life. **i)** Encourage the interest of prospective teacher students to conduct research. i) Applying research results related to the development of learning or teaching material. j) Increase collaboration in the implementation of inter-lecturer Lesson Study at FKIP Unpas. 2) The same lecturers in the KBK discuss tools, media, technology, and learning tools that will be used in the implementation of lectures that are in accordance with the RPS that has been made, as well as observation guidelines for observers in the (Do) Lesson Study implementation. The media developed in the form of: broadcast material, handouts, dictates, student activity sheets, the use of appropriate Information and Communication Technology (ICT), and tools and materials available in the surrounding environment. 3) Implementing the RPS and the tools of the results of the discussion of the KBK lecturers in lectures by an agreed lecturer model, while other lecturers observe (Do 1). Observation is focused on student learning activities, because the subject of learning is a student. The documentation team takes pictures / videos or videos that are used as discussion material during reflection. 4). Carry out reflections on ongoing learning (See 1). In reflection activities, the first opportunity is given to the model lecturer to convey impressions and obstacles in implementing the plan. Furthermore, other lecturers (observers) presented the results of their observations along with their analysis (based on facts, not just theories / opinions) to improve the lecture plan that had been prepared or as a consideration for preparing the next lecture plan. Carry out Do and the next See for each RPS in each KBK in the Study Program. This activity is scheduled twice a week, adjusted to the regular lecture schedule, so that in one semester five cycles can be done.

Entrepreneurship Learning Model

According to Casson (2012: 3) entrepreneurship is a basic concept that connects various fields of different disciplines including economics, sociology and history. Casson also explained that entrepreneurship is not just an interdisciplinary field, but is a subject that links the main conceptual frameworks of various disciplines. Precisely, it can be considered as the key to an integrated social science building block.

The core of entrepreneurship is the ability to create something new and different (create new and different) through creative thinking and acting innovatively to create opportunities. Entrepreneurship arises when an individual dares to develop new business ventures and ideas. The entrepreneurial process includes all functions, activities and actions related to the acquisition of opportunities and the creation of business organizations (Suryana, 2001). Suryana (2003: 1) revealed that entrepreneurship is a creative and innovative ability that is used as a basis, tips and resources to find opportunities for success. The core of entrepreneurship is the ability to create something new and different (create new and different) through creative thinking and acting innovatively to create opportunities.

Pedagogic Competence

According to Ani Setiani (2015: 15) Pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (National Education standards, explanation of article 28 paragraph 3 point a). Teacher's pedagogic competence needs to be accompanied by the teacher's ability to understand the characteristics of students, both based on moral, emotional, and intellectual aspects. This implies that a teacher must be able to master

learning theory and principles of learning, because students have different characters, traits and interests. Teachers must understand that students are unique. Basic knowledge about diversity is very important and includes differences in the potential of students. Teachers must be able to optimize the potential of students to actualize their abilities. The ability that teachers need to have in relation to pedagogic competence is related to:

a) assignment to the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects. b) assignments to learning theory and educational learning principles. c) able to develop curricular curricula with the field of development being taught. d) organizing educational development activities. e) utilizing information and communication technology for the purpose of organizing educational development activities. f) facilitate the development of potential students to actualize various potentials. g) communicate effectively, empathetically and politely with students. h) carry out assessment and evaluation of the process and learning outcomes utilizing the results of the assessment and evaluation for the defense interests. i) conduct reflective actions to improve the quality of learning.

Research methods

This study uses a quantitative approach method, using a type of survey research. The collected data is analyzed by describing or describing through frequency tables and percentages. Because researchers only want to describe population / sample data, this study uses descriptive statistics. This type of research is descriptive, where this research is expected to explain the existing phenomena, especially those relating to the application of lesson study, entrepreneurship model learning and pedagogic competence.

Research Results and Discussion
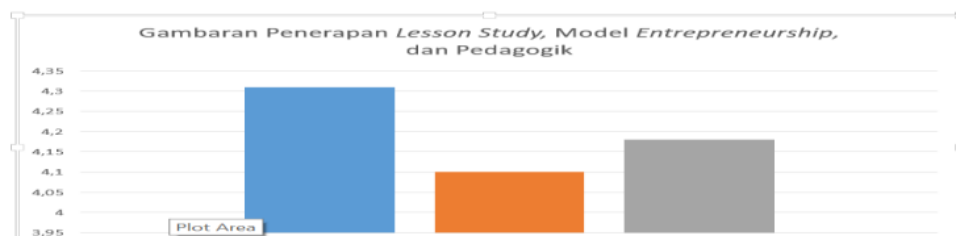
Source: data reprocessed

From the above map shows an illustration for the application of lesson study of 4.31, meaning that the application of lesson study in the FKIP University of Pasundan is in very good criteria. The application of lesson study in the FKIP Pasundan University environment begins by conducting a lesson study program socialization, SCL-based and ICT-based Learning Design Workshop, SCL-based Learning and ICT-based Open Class. This is expected to be able to change the paradigm through empowering the community to learn from each other (mutual compassion, mutual compassion, and mutual care). As for, entrepreneurship-based learning of 4.1 means that entrepreneurship-based learning is included in the criteria very well, but there are still some that are not optimal including the learning media

that is made is the student interaction media contained in the android application and I compile the next learning device to be inputted to in the Android application. This resulted from the lack of optimism on the understanding of the lecturers about the android application and the correl draw program or photoshop which is currently very necessary for lecturers as a counterweight to technological development. There are a number of assistance in the form of grants from the government that support lecturer competency development programs including research grants, lesson studies, USAID, these grants boost pedagogic competence included in criteria 4.18 which is very good. The development that occurs especially in lecturer learning uses more student-centered learning. But this is also not yet fully. Sustainability needs to be done after the government assistance program is completed by increasing collaboration between lecturers.

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