

Figure 1. Empowerment of the Campus Environment in Lectures

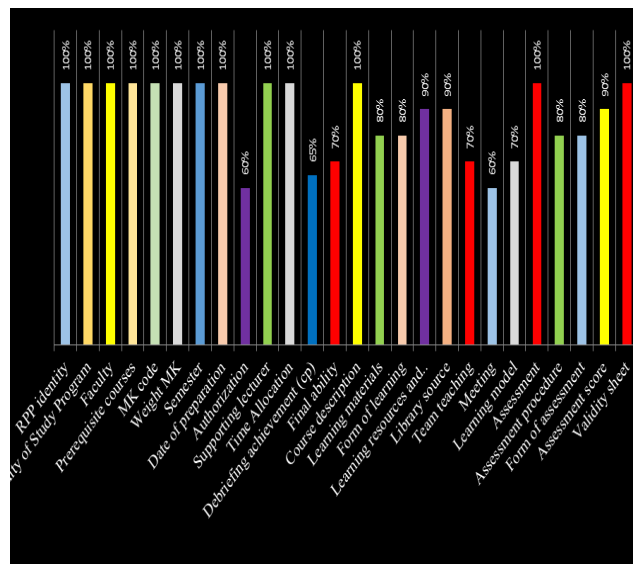


Figure 2. Results of Participant Assessment of Lecture Planning

Figure 2 is the percentage average of the results of the assessment of participants in the lecture planning. Semester Learning Plan or RPS is a learning plan prepared by the lecturer / team lecturer as a guide for students in carrying out lecture activities for one semester to achieve the learning outcomes that have been set. The results of the RPS assessment show

the completeness of the identity of an RPS course seen from several aspects observed with an average value of > 60%.

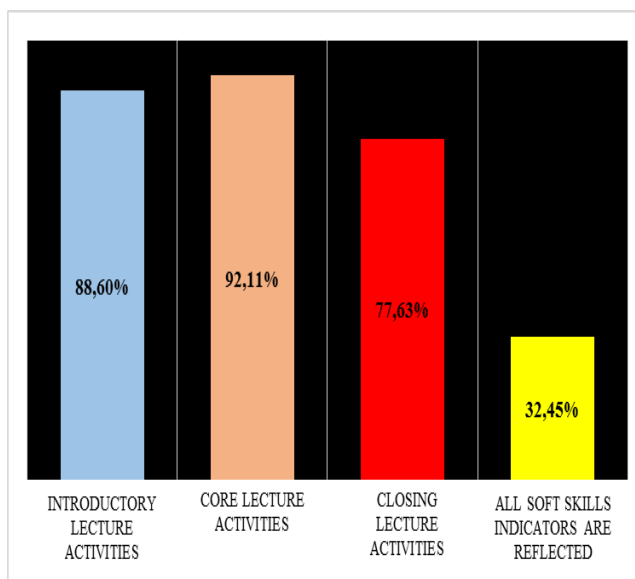


Figure 3. Assessment Result of Lesson Study Lecture Implementation Observation

Based on Figure 3, it is explained that the results of the class observation in 5 subjects each had an average score in each activity, namely 88.60% conducting preliminary activities, 92.11% doing the core activities of the lecture, 77.63% doing the closing activities, and there are 32.45% soft skills indicators which are reflected in the Semester Learning Plan (RPS).

CONCLUSION

Based on the results of the research data that has been done, the researcher can describe the professional development activities of lecturers/teachers based on lesson study. The results of the questionnaire on campus environment empowerment in lectures show that professional development of lesson study on lecturers/teachers is very important. This can be done with several types of supporting activities such as workshops, socialization of the implementation of lesson study, involvement of lecturers/teachers in lesson study activities and also seminars.

The lesson study activity is a collaborative, cyclical and sustainable process of professional development. Like the research that has been carried out based on three four-week lesson study and workshop cycles in Japan to develop and improve high school biology lessons on the circulatory system, it shows an improvement in the quality of learning (Chikamori, Ono, and Rogan, 2013).

Lesson study is one of the activities that can encourage the formation of a learning community by mutually improving themselves in delivering material to students. The purpose of the lesson study according to Myers (2012) lesson study is an activity to develop

professional lecturers/teachers to improve teaching and learning with collaborative learning, then reflect, determine its effectiveness and revise it, then repeat the process.

The ability to convey material to students can affect the achievement of soft skills so as to develop student soft skills. Some achievements of student soft skills that are identified in a learning are cooperation, perseverance, tolerance, respect for others, working optimally, leadership, problem solving and creativity. According to Dewiyani (2015) explained that the challenges in the field of education increased as a result of the increasingly complex expectations of society for higher education that demanded higher education in order to prepare graduates who have the ability of hard skills and soft skills. The author also found learning methods based on cognitive processes based on personality types proved to be effective in bringing up the attributes of soft skills for students, one of which is in solving a problem.

Be sides it, the development of soft skills can be directed to non-academic activities such as extracurricular activities, direct engagement assignments, and also conducting comparative studies. Hassan et al. (2013) revealed that soft skills are important in students' lives, an educator has a major influence on the development of students' soft skills and plays an important role in shaping a person's personality.

In order to form a good personality from a student, an educator needs to develop a lesson plan in class. RPS is a learning plan prepared for learning activities for one semester in order to meet the learning achievement of graduates charged to a course/module. According to Sudiarta (2016) the teaching plan is a guideline for the learning process, it should clearly formulate the objectives to be achieved in the material or material to be taught, teaching and learning activities and the tools used, evaluation and reference sources in the form of reading books. Every lecturer is required to have the skills or skills in preparing the RPS and each lecturer who will teach should refer to the RPS that has been prepared in advance.

The preparation of RPS needs to be adjusted periodically with the development of science and technology. The results of developing the learning plan using the lesson study approach aim to develop students' thinking skills and learn to express opinions. These activities require time for students to express their opinions and innovative thoughts so that the research team can evaluate and reflect on the results of shared learning (Nesusin et al. 2014)

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