



APPEARANCE LESSON STUDY BASED ON BANJARNEGARA LOCAL CULTURES AS REPRESENTATION OF SOCIAL CONSERVATION

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Abstract : The Curriculum that is constantly changing make teachers increasingly worried, especially for students who always change learning resources. This condition makes the quality of learning low. Another obstacle is the limited learning innovation, learning media and the ability of teachers to integrate models, media and subject matter. The low quality of learning is also caused by the lack of utilization of local culture so that students prefer foreign cultures. The local culture based on lesson study is a way to improve the quality of teacher learning by raising the local culture of Banjar negara. Lesson study applies cyclical activity patterns that consist of planning, implementation, and reflection. The ability of teachers to introduce and explain Banjarnegara local culture is also still not optimal because of the limitations of learning resources and media that are supporting learning. This service method consists of four stages of activity, namely planning, implementation, evaluation, and follow-up. While the steps of this activity consist of three core training material activities, training material on Banjarnegara local culture, training material on lesson study and Banjarnegara local culture-based learning strategies, and training in making Banjarnegara local culture-based learning devices then teaching practice in the classroom. The result is that the Winona Elementary School 2 teacher in Banjarnegara can understand, and understand that lesson study can improve the quality of learning, and through this lesson study Banjarnegara local culture can also be elevated in learning.

Keywords : lesson study, local culture, social conservation

I. INTRODUCTION

Local culture-based lesson study as a form of Social Conservation is a way to improve the quality of teacher learning by raising the local culture of Banjarnegara so that it remains known and preserved and developed by the community. Lesson study is a coaching effort to improve the learning process carried out by a group of teachers collaboratively and sustainably. Lesson study applies cyclical activity patterns that consist of planning, implementation and reflection. Sardjiyo & Pannen (2005) states that culture-based learning is a strategy of creating a learning environment and designing learning experiences that integrate culture as part of the learning process. Culture-based learning is based on the recognition of culture as a fundamental part of education as an expression and communication of ideas and development of knowledge.



Problems that occur regarding local culture-based education, public schools in Indonesia still focus on academic abilities. Such school policies will not be beneficial for students as a generation who will become development actors in the future. Another problem is related to teacher unpreparedness as the main facilitator of the success of local culture-based education.

The problems faced by teachers in SD Negeri 2 Winong, Bawang Subdistrict, Banjarnegara Regency are in terms of learning, especially related to how to implement good learning and the achievement of learning objectives where the Banjarnegara local culture does not yet appear so important in the learning process. So that social conservation in order to maintain, preserve and develop the local culture of Banjarnegara must be done. One of them is by being inserted into learning at school. If we examine the local culture of the region, especially Banjarnegara, there is a lot of potential that can be explored. Banjaregara Regency has a number of regional cultures both in the fields of religion, tradition, social, technology, economics, art, and other cultures. Through learning that is accompanied by local culture, students in the Banjarnegara area will be more familiar with local culture. With education based on local culture make students not only imitate and receive the information delivered but students create meaning, understanding, and develop the knowledge gained. The culture-based learning process not only transfers culture and cultural embodiment but uses culture to make students able to create meaning, penetrate the limits of imagination, and be creative in achieving a deep understanding of the subjects being studied. Whereas social conservation here is a manifestation of our concern for the local culture of Banjarnegara while continuing to study, preserve and develop it both locally, nationally and internationally.

II. METHOD AND RESEARCH DESIGN

The method used in Mentoring activities is Lesson study of Winong 2 elementary school based on Banjarnegara local culture as a form of Social Conservation, namely by stages:

- a. Stage Preparation (plan), which is planning learning with academic excavation on topics and learning tools used during the learning process.
- b. The Implementation Stage (do), which is implementing learning that refers to learning tools and tools that have been prepared and invites colleagues to observe.
- c. ReflectionStage (see), which is carrying out reflection through various opinions / responses and discussions with observers

III. RESULTS AND DISCUSSIONS

3.1 Understanding of Banjarnegara Local Culture

The first activity is to provide an understanding of Banjarnegara local culture so that it can be implemented into the learning plan that will be designed by the teacher and training on Banjarnegara Local Culture-based education implementation strategies, the second activity is implementing the plan stage in other lesson study activities, namely mentoring the preparation of learning devices elementary school based on Banjarnegara Local Culture. Material about understanding Banjarnegara local culture is given to teachers because so far in the learning process the material used uses examples of culture from outside the region.



The existence of activities to understand Banjarnegara local culture is expected to also be part of the Banjarnegara local culture conservation efforts that can be applied in the learning process in the classroom. Some local cultures owned by Banjarnegara include: (1) drinks: dawet ayu, purwaceng, (2) food: jenang salak madukara, klikik klentik, apem talu namba, opaque limbangan, (3) batik: gumeleng batik, (4) klampok ceramics, (5) Geol Banjarnegara dance, Salak harvest dance, Pawinihan hill landslide dance, Selendang river dance, (6) Rodad and Begalan arts, (7) Songs: Banjarnegara gilar-gilar, (8) Nyadran activities, (9) Rain ritual (Ujungan) in GumelemWetan village, (10) Soft hair in the Dieng plateau.

The local culture that is owned by Banjarnegara is expected to be integrated in the learning process to students, so that students recognize the culture that is owned by the region. After providing an understanding of the Banjarnegara local culture, mentoring activities were also conducted to explain to the teacher how to incorporate the local culture into the learning process. The mentoring process is also part of lesson study mentoring activities, especially in the plan stage, because at this stage the teacher must make a plan of learning that will be carried out first by incorporating Banjarnegara local culture in it.

3.2 Stage Plan

This activity was continued after being given material about lesson study and the local culture of Banjarnegara. Banjarnegara local cultural material that has been previously understood is integrated into the Learning Implementation Plan. The previous stage was to determine the model teacher who would practice lesson study. After going through discussions with colleagues, it was finally agreed that the model teacher was a fourth grade teacher. The teacher was chosen because in class IV there were still problems that would be resolved through the lesson study method. For learning devices that are compiled are learning tools in the form of lesson plans in Class IV semester 1 Beautiful theme of togetherness, with Subtema 1, namely the diversity of my culture.

The teachers also recounted some of the obstacles they faced when they were in the class, which later gave their colleagues input to resolve the problem. The solution provided is then incorporated into the learning implementation plan so that it can be carried out in the learning process. The problems faced by teachers include the culture of literacy that is still low from students, the level of focus of students who are still low, and the use of instructional media by teachers who are still conventional. The planned implementation of learning in addition to the chosen method, and the media that can overcome the problems that exist in the classroom, also includes Banjarnegara local culture in it. The local culture of Banjarnegara was included as part of the emphasis on character education for students.

The next step is to determine who will be the observer when the lesson study activities are held. At this stage six teachers from the school agreed to become observers. The next step is to determine the timing of the next stages of lesson study, namely the do. The stages agreed upon jointly by the lesson study implementation team were the next one week. With the discussion of the problems in the classroom, the



solution to solve the problem, the selection of model teachers, the arrangement of learning plans that contain Banjarnegara local culture in it, the selection of observers and the approval of the do stages, the lesson plan stages have been completed.

3.3 Stages of Do

The next implementation in the series of lesson study activities is the implementation stage or the do stage. This stage is actually the core stage in the process of implementing lesson study, because the problems that occur in the learning process will be corrected in this process. This stage is carried out after the planning process or process plan has been completed. The results of the agreement obtained at the plan stage are carried out at this stage. The learning implementation plan that has been made by the model teacher and the observer team will be applied in the learning process in class IV. The planned implementation of the study that has been made in it has also been integrated with several local cultures owned by Banjarnegara Regency. Teachers model teaching during one lesson, in class IV theme 1 sub-theme 1 and learning 1. When the teacher's model teaches, the observer team consisting of six teachers also goes into the class, but only sits behind the class without influencing the process. Learning, so the task of the observer is only to observe student behavior during the learning process.

During the learning process the teacher also integrates with the various local Banjarnegara cultures so that the process of contextual learning with the environment where students live. Teacher's efforts in introducing Banjarnegara culture to the learning process in the classroom are conducted using interactive learning methods and learning media in the form of cultural diversity and musical instruments around the school. When conveyed the types of dances that exist in Indonesia, it was also conveyed for Banjarnegara local culture related to dances, there were some typical dances from Banjarnegara, namely Geol Banjarnegara Dance, Salak harvest dance, Pawinihan hill landslide dance, Serayu river Selendang dance. Then when the teacher conveyed other diversity such as related to folk songs, the teacher also said that Banjarnegara also has folk songs, namely Gilar-gilar banjarnegara songs, Banjarnegara Gilar-gilar Songs, Dawet Ayu Songs and Geol Banjarnegara Dance Songs. In addition there are many more Banjarnegara local cultures delivered by the model teacher, such as typical food and drinks, then products produced by Banjarnegara and the arts in Banjarnegara.

The activity of students in the class appears when the teacher asks one of the students to come forward to convey what is in the picture of cultural diversity on the board, then the other activities when students play musical instruments in the school environment, and are directed by the model teacher to play Banjarnegara gilar- gilar. Students enthusiastically play some traditional and modern musical instruments, including pianika, krecekan / tambourine, kolintang and recorder / flute. At the end of the lesson the teacher invites students to sing Banjarnegara Gilar-gilar songs accompanied by music played by students. In singing the song, there is a cool atmosphere, a thick relationship between students and teachers, as well as fellow teachers.



3.4 Stages of See

This stage is the final stage in the implementation of lesson study. In this process the concern is whether the problems that exist in students can be solved using the method used by the model teacher, so that the evaluation is an activity that has been carried out during the learning process rather than evaluating the way the teacher models teach. The first step taken at this stage is to give the teacher the opportunity to express his opinion about the learning process that has been done. At this stage the model teacher conveys that the learning process uses the implementation of learning plans that have been prepared with the team which turns out to be able to solve problems that exist in the class. At this stage it is known that the problems that exist before, namely the still difficult students in literacy activities, especially reading books can be overcome. Because, during the learning process, students seemed enthusiastic to read the book because they saw some friends who were serious about reading. The next activity carried out at this stage was the presentation of the views of the observer team, who at the plan stage also saw the learning process. The observer team consisting of colleagues provided input on the learning process that had taken place.

Then in this activity it can also be known that the teacher can understand that lesson study turns out to be able to solve problems even in an effort to improve the quality of learning, until finally the Winong Elementary School 2 teacher can apply Banjarnegara Local Culture in learning.

IV. DISCUSSIONS AND RECOMMENDATIONS

Through lesson study mentoring in the 2 Winong state primary schools based on Banjarnegara local superiority as a form of social conservation, Banjarnegara Local culture indirectly lifted learning in, starting from the application in learning tools to the learning process activities in the classroom. Another thing that was obtained from this activity was the transfer of knowledge to teachers in Winong Elementary School 2 that lesson study can solve problems in learning and improve the quality of learning.

The recommendations that can be given are the need for further activities in the form of similar training which is always held periodically so that it can improve the ability of teachers to carry out the teaching and learning process.

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