

PROCEEDINGS

CoEMA 2017

INTERNATIONAL CONFERENCE ON EDUCATIONAL MANAGEMENT & ADMINISTRATION

**THE CHALLENGES OF EDUCATIONAL
MANAGEMENT AND ADMINISTRATION IN GLOBAL & LOCAL ERA**

25-26 August 2017
ATRIA HOTEL, MALANG



Organized by:



In Collaboration with:



PROCEEDINGS

**THE 2nd INTERNATIONAL CONFERENCE ON
EDUCATIONAL MANAGEMENT AND
ADMINISTRATION (CoEMA 2017)
on “The Challenges of Educational Management and
Administration in Global and Local Era”**

**Malang, August 25-26, 2017
Hotel Atria, Malang, East Java, Indonesia**

Welcoming Speech by Rector of State University of Malang



On behalf of the Academic Official of State University of Malang (Universitas Negeri Malang), we are delighted to have you all the presenters and participants here to take interest in the International Conference on Educational Management and Administration 2017 (CoEMA 2017) hosted and administered by Department of Educational Administration, Faculty of Education.

As a Rector of State University of Malang, I would like to emphasize that State University of Malang on several things regarding the Visions and Missions of UM as an Education Institution that actively contributes to the development of Education and the improvement National Intelligence. As a part of Minister of Research, Technology, and Higher Education, State University of Malang conveys our vision to be a qualified university and also become a reference university in implementing three pillars of higher education or commonly known as *Tridharma Perguruan Tinggi*.

In terms of academic, State University of Malang actively contributes to the productivity of academic field. All the researchs conducted by the lecturers and students, including *Sarjana's* thesis, *Master Thesis*, and *Dissertation* are expected to be published or presented in either Indexed and Reputable International Journal or International Conference. Furthermore, State University of Malang positively believes that the number of funded researchs and published journals among the lecturers and students in accredited and reputable journal; nationally or internationally are increased as well as the number of presented papers in the reputable scientific conference like CoEMA2017.

To accomplish the goal to improve the number of published paper among the lecturers and students of State University of Malang is by conducting international seminar and conference or by sending the lecturers to attend the conference and seminar in several countries. The CoEMA 2017 is one of the attempts to realize that goal. It performs as a channel for the researchers and practitioners in presenting their research and paper.

Thus, I personally would like to give my deepest gratitude for all society of academicians who participate in the conference. In addition, I also would like to sincerely acknowlege all parties that involved in the preparation of the second CoEMA 2017, particularly the great committee behind this great conference which dedicates their time and loyalty to prepare this conference perfectly.

25 August 2017
Rector,

Prof. Dr. AH. Rofi'uddin, M.Pd
NIP 196203031985031002

Welcoming Speech by Dean of Faculty of Education



Education is the main factor which determines the nation development. It is necessary to improve the continuousness quality of education in order to build the successful nation. There are many ways to improve the quality of education; including by researchs, seminars, conferences, or other scientific activities.

The international conference (CoEMA 2017) is themed “The Challenges of Educational Management and Administration in Global and Local Era”. The goal of this conference is to contribute our ideas and strategies in improving education system. This conference also facilitate the principals, lecturers, students and anyone who pay attention to education to write and deliver their ideas through article presentation in the conferences about how to improve the quality of education.

Many policies are being taken by the government in some countries, in order to improve the quality of education, but its implementation in the field still has many problems. Therefore, this international confrences shall improve the understanding among educational practices and producing new ideas which can encourage the improvement of educational quality. In addition, this international confrences will also serve as a media to the researchers and practitioners in developing educational management.

The conference will be held for two days, from 25 – 26 August, 2017 in Malang Indonesia. The conference invited some reputable keynote speakers from Thailand, Malaysia, Philippines, and Indonesia, and also participants from practitioners, researchers, principals, supervisors, teachers, lecturers and students form many countries.

As a closure, We representing Faculty of Education State University of Malang appreciate to all the presenters, participants, and audiences, especially the keynote speakers, the reviewers, the chairman of the event, the committee and the crews, vice deans, head of departments at faculty of education, and all the rest that I could not mention one by one who highly participate in the conference.

We hope all of presenters, participants, and audiences enjoyed the confrences. We also wish this conference would be useful to you all, especially to develop quality of education including the educational management. That’s all our program for this time, please give us apology if we made mistakes and thank you for your participation and attention.

25 August 2017
Dean,

Prof. Dr. Bambang Budi Wiyono, M.Pd
NIP 196403121990011001

Preface

The international conference held by Educational Administration Department, Faculty of Education State University of Malang in 2017. The conference is sequel of the first International Conference on Management and Education Administration (CoEMA 2016) held at Makassar State University on 15-17 April 2016 with the theme “The Challenges of Educational Management and Administration in Competitive Environment”. The conference will be held regularly by the committee in the coming year.

The 2nd International Conference on Educational Management and Administration (CoEMA 2017) held in Malang, Indonesia during 25-26 August 2017 on the theme of “The Challenges of Education Management and Administration in Global and Local Era”. Completing the activity, 65 papers submitted to the committee. The papers were reviewed by two reviewers each paper (double blind reviewed), 54 papers have been selected for publication.

Organizations involved in this international conference are Faculty of Education State University of Malang Indonesia; Prince of Songkla University, Thailand; Faculty of Education, University of Malaya, Malaysia; Mindanao State University, Philippine; and Ikatan Sarjana Manajemen/Administrasi Pendidikan Indonesia (ISMAPI).

Malang, 25 August 2017

Committee

Invited Speakers

Prof. Zainal Dimaukom Kulidtod, Ph.D



Prof. Zainal Dimaukom Kulidtod, Ph.D was born on November 8, 1873 in the Municipality of Datu Piang at the Maguindanao Province of Mindanao. He earned his elementary education at the Datu Gumbay Piang Central Elementary School and his secondary education at the Notre Dame of Dulawan in 1986 and 1991, respectively, all in the same Municipality. He earned the following degrees at the Mindanao State University (MSU), Main Campus in Marawi City: (1) Bachelor of Arts in Political Science, Cum Laude, (1996); Master in Public Administration, major in Organization and Management (2001); Doctor of Philippine Studies, major in Mindanao Society and Culture (2005); and Bachelor

of Laws, Cum Laude and Class Valedictorian (2009). His doctoral dissertation was about the evaluation of the peace initiatives in Mindanao of the Philippine government.

Since 1996, Prof. Kulidtod has been a faculty of the Political Studies Department, MSU, Marawi City. In the academic year 2012-2013, he used to be the Chairman of the said Department. Furthermore, he was also the Assistant Dean of the College of Social Sciences and Humanities in 2013-2014; a former Special Assistant to the Office of the Vice Chancellor for Academic Affairs (2005-2006), and now the present Special Assistant at the Office of the Vice President for Planning and Development, all in MSU Marawi City. As a part of his academic advocacy, he has been a lecturer in different parts of the Philippines on the most controversial issues of federalism in the Philippines and the Mindanao peace process. He is also a consultant of some non-governmental organizations (NGOs) in Mindanao relative to the understanding of the conflict in southern Philippines.

Prof. Dr. Arismunandar, M.Pd



Prof. Dr. Arismunandar, M.Pd, he is native bugis from Sinjai with the date of birth July 14, 1962. The last education S3 in the field of Management Education at Postgraduate Program IKIP Malang (now State University of Malang, UM) completed in 1987. He began his career as a lecturer of IKIP Ujung Pandang in 1987 and became Head of Department of Education Administration FIP IKIP Ujung Pandang in 1998. Then became Secretary of UNM Research Institute in 1999 and became Vice Rector II UNM in 2004-2008. Next became UNM Rector in 2008 to 2016. In addition to on-campus activities, he is also active in various professional organizations and community organizations.

Asst. Prof. Ekkarin Sungtong, Ph.D.



Ph.D. (Educational Leadership and Policy Analysis) Emphasis in Educational Administration K-12, Minor Emphasis: Higher Education, University of Missouri

U.S.A. (Prince of Songkla University's Development Scholarship and University of Missouri) (2003-2007)

Master's Degree: MA (English Language Teaching, Kasetsart University (1996-1998)

Degree: BA (B.E. Majoring in philanthropy, psychology, education

Prince of Songkla University (Prince of Songkla University Pattani Campus) (1989-1993)

Office Department of Educational Administration Faculty of Education Prince of Songkla University, Pattani

Dean of Faculty of Education Prince of Songkla University, Pattani

President, Ph.D. Program in Educational Administration

Board of the Dean of Faculty of Education Education of Thailand

Associate Prof. Dr. Mariani Binti MD Nor



Associate Prof. Dr. Mariani Binti MD Nor received her Bachelor Degree In Science Education from University of Malaya and obtained her Ph.D in Psychology from Bristol University, Bristol, United Kingdom in 1998. Currently, she is an Associate Professor and Dean of Faculty of Education, University of Malaya.

Associate Prof. Dr. Mariani's research interests include cognitive psychology, developmental psychology, educational psychology, psychology: human development, psychology: child and adolescent development. Her niche area focuses on children psychology/early childhood education.

Associate Prof. Dr. Mariani Binti MD Nor had received 4 international awards, 1 national award and 14 university awards. Among them are: Silver Medal (1st Runner Up) – Overall Category IKBAR – Development of New Instrument for Measuring Adversity Quotient (AQ) Among Polytechnic Students Using Rasch Measurement (International Research Conference And Innovation Exhibition (IRCIE 2016), Gold Medal Development of IKBAR in Measuring Adversity Quotient (AQ) For Students Using Rasch Model (International Research Conference And Innovation Exhibition (IRCIE 2016), Excellent Service Awards (2003, 2006, 2007, 2013), and has worked for 22 years at University of Malaya and was awarded loyal service from the university in 2014.

Associate Prof. Dr. Mariani Binti MD Nor participated actively in research expos, conferences and seminars where she has received 1 gold, 5 silver and 1 bronze medals. She had published 47 articles in refereed journal, 9 articles in conference proceeding. She has written 27 books and had conducted 109 presentations either as keynote speaker, invited speaker, workshop presenter, poster presenter and conference paper presenter at international and national conferences. She is also one of the founding members of Global Alliance for Educational Change and Social Development who represented Faculty of Education University of Malaya.

Associate Prof. Dr. Mariani Binti MD Nor had supervised 2 PhD students (Thesis), 5 PhD students (Waiting for Viva) & 2 Master's Student (Waiting for Viva), 11 Master's students (Dissertation) & 7 Master's students (Mixed Mode), 125 Master's students (Project Paper) and 129 Bachelor Degree students. In total, she is now supervising 19 Ph.D students (Thesis) and 18 Master's students (Dissertation). Dr Mariani Md Nor teaches average 3 courses per semester and assumes various administrative roles at the faculty, currently as the Dean Faculty of Education.

Prof. Dr. Ibrahim Bafadal, M.Pd



Prof. Dr. Ibrahim Bafadal, M.Pd is a Professor of State University of Malang in the field of Basic Education Management with full concentration on leadership of learning. For him, the principal is the principal is “orchestrators of excellence in teaching and student learning.” Until this moment he is believed to be Director of Islamic Education Institution (LPI) Sabilillah Malang, an excellent Islamic educational institution in Malang City and has become a reference in The implementation of Islamic character education and nationality, as well as international scholarship. His concentration of expertise is learning leadership in the context of school-based quality improvement management (MPMBS) or often referred to as school-based management (SBM).

Prof. Dr. Ibrahim Bafadal, M.Pd pursue the science of management education and leadership learning since 1982 with a Bachelor degree in Education Administration Department. In 1988 graduated from S2 Education Management Studies Program, and in 1990 he studied S3 Education Management Studies Program. Third education is a well-known university and prides, namely the State University of Malang (UM). In addition, he has had the opportunity to conduct comparative studies, education and training on education management, educational leadership, and headaches to several countries, including Malaysia (2002), Germany and Bergia (2004) Austrialia (2006), Singapore (2006), National Institute of Education, Nanyang Technological University Singapore (2007), Institut Aminuddin Tray Ministry of Education Malaysia (2008), Ankara Turkye PASIAT Educational Foundation (2008), Guangxi Normal University, CHINA (2008). Furthermore, during his tenure as Director of the Elementary School Development of the Ministry of Education and Culture, he visited Hong Kong, Taiwan, Philipine, Nepal, Dubai and IOWA America several times, in order to become Chairman of the International Olympic Delegation, And attend the International Meeting Forum.

Nasir Ali Shamsi



Nasir Ali Shamsi a Pakistani with various expertise. He started his educational journey at Jennings's Private School in Karachi, Pakistan, Ordinary Levels at University of London, UK; Advance levels, at University of London, UK, and Bachelor's Degree in Business from Pacific Western University, Los Angeles, California. In 1991, he went to Karachi to get married and started a business of travel agency. In 1997, he windup the travel agency and started as a publisher. In 2012, a think tank was formed in Houston called Centre Excellent for Scientific Research Journalism. In the year 2014, a Domestic Limited Liability Company (LLC) was registered in the State of Texas, USA in the name and style of COES & RJ LLC. With 17 years of publishing experience, he hold various position, and to name few of the, he the Chief Executive in Shamsi Publisher; Director in the COES & RJ LLC. Mr Shamsi is also interested in research work. His research interest includes Management & Organization, Organizational Behavior, Organizational Culture, Entrepreneurship and Corporate Entrepreneurship, Innovation & Technology Management, Conflict Resolution in Organizations, Foreign Direct Investments, Multinational Companies, Internationalization Strategies and among others. Among with his various research interest, He especially mention his special interest namely: Philosophy, Psychology, Sociology, Economics, Anthropology, Religions and Cultures, History, Personal Development and Motivation. He also reviewed number articles, published number of books in English, Managed a number of conferences, and do various peer review and editing. Despite of the hectic schedules, still he manage to do his hobbies such as reading, listening music, internet, walking, sightseeing/hiking, travelling, taking photograph, swimming, bowling, table tennis, seeing movies, soccer, basketball, volleyball, and chess. Mr. Shamsi is an old Rotarian and serves as secretary at many benevolent, social and charity organizations.

Programme Schedule

The 2nd International Conference On Educational Management And Administration (CoEMA 2017)

Malang, 25-26 August 2017

Conference Program

Time	Activities	Person in Charge
Day I (25 August 2017)		
13.00 – 13.45	Registration	Committee
	Opening Ceremony:	
14.00 – 14.10	National Song of Indonesia Raya	Committee
14.10 – 14.30	Welcome Dance	Performers/Committee
14.30 – 14.40	Welcome Speech and Introduction by The Dean	Prof. Dr. H. Bambang Budi Wiyono, M.Pd Dean Faculty of Education, UM
14.40 – 14.55	Greeting and Speech by Rector State University of Malang	Prof. Dr. AH. Rofi'uddin, M.Pd Rector State University of Malang
14.55 – 15.00	Doa	Dr. Imron Arifin, M.Pd
15.00 – 15.30	Coffee Break and Prayer	Committee
Conference #1		
15.30 – 16.00	Prof. Zainal Kulidtod, Ph.D (Mindanow State University Philippines)	Moderator: Burhanuddin, M.Ed., Ph.D
16.00 – 16.30	Prof. Dr. Aris Munandar, M.Pd (State University of Makassar)	
16.30 – 17.00	Assoc. Prof. Ekkarin Sungtong, PhD (Prince of Songkla University Thailand)	
17.00 – 17.30	Participant questions and responses	
17.30 – 19.00	Break (Dinner, Prayer)	Committee

*2nd International Conference on Educational Management and Administration
25-26 August 2017, Malang, Indonesia*

Conference #2		
19.00 – 19.30	Assoc. Prof. Dr. Mariani MD Nor (University Malaya Malaysia)	Moderator: Dr. Muslihati, S.Ag, M.Pd
19.30 – 20.00	Prof. Dr. Ibrahim Bafadal, M.Pd (State University of Malang)	
20.00 – 20.30	Nasi Ali Shamsi (President of Excellence for Scientific and Research Journalism, Houston, Texas, USA)	
20.30 – 21.00	Participant questions and responses	
21.00 – 22.00	1. Cultural Night	Committee
	2. Distribution of certificates for participants	
Day II (26 August 2017)		
08.00 – 11.00	1. Plenary Session	
	Room 1	Session Manager: Ardhi Eka Fadilah, M.Pd
	Room 2	Session Manager: Drs. Burhanuddin, M.Ed, PhD
	Room 3	Session Manager: Dr. Asep Sunandar, S.Pd, M.AP
	2. Bussines Meeting	Session Manager: Dr. H .A. Yusuf Sobri, S.Sos, M.Pd
Teguh Triwiyanto, M.Pd		
Desi Eri Kusumaningrum, M.Pd		
09.30 – 10.00	Coffee Break	Committee
	• Closing Speech by the committee	
11.00 – 13.00	• Distribution of Certificates for the Presenters	Committee

Presentation Schedule

Room : 1
Theme : Educational Leadership And Supervision
Session Manager : Ardhi Eka Fadilah, M.Pd

Time	Proper ID	Author	Paper Title
08.00 - 08.20	CoEMA-41	Slameto	Customer Satisfaction Reviewed From Problem Based Learning, Leadership and Alumni Concern
	CoEMA-49	Munifah	Demystifying the Perspectives of School Principals as Leaders of Curriculum Change: The Case of Indonesia
	CoEMA-50	Fitriani Harahap	The Influence of Principal Managerial Competency Toward Teachers Productivity With Mediation of Organizational Citizenship Behavior (OCB) And Interpersonal Communication of State Vocational High School (SMK) South Tapanuli, North Sumatera
	CoEMA-24	Akhmad Murbawi	Influence of Training Promotion of Sustainable Principles of Head of Supervision Field of Academic and Mentoring Supervision Supervision for Supervision Academic
08.20 - 08.40	CoEMA-36	Muhammad Ardiansyah	Needs Analysis in The Fulfillment of Standards for Educators (A Case Study on A Principal Preparation Program in Pangkajene Islands, South Sulawesi)
	CoEMA-38	Muhammad Yuliansyah	Correlation of Leadership Behavior of School Headmasters and Organizational Climate on Teacher Job Satisfaction at Public Elementary Schools
08.40 - 09.10	CoEMA-27	Nur Hasanah	The Principal's Strategy in Improving Teacher's Profesionalism on Underdeveloped Area at SMP Al Hilaal Haya in Central Maluku District
	CoEMA-19	Fathurrahman	Principal's Charismatic Leadership in Vocational Teachers Supervision Based on Islamic Boarding School
	CoEMA-6	Vonny Angelia Sudharta	School Principal's Leadership Behavior in Psychology Perspective
09.10 - 09.30	CoEMA-31	Imron Arifin	Implementing Principal Leadership on Parenting Program at Early Childhood Education
	CoEMA-10	Kusmintardjo	Analysis of Educational Leadership Principles by Student Perception
09.30 - 09.50	CoEMA-30	Ahmad Samawi	The Supervision Of Multicultural Based Learning on Early Childhood Educational Institutions
	CoEMA-25	Ahmad Yusuf Sobri	Leadership Values on Madurasee Culture
09.50 - 10.10	CoEMA-40	Supriyono	The Situational Behavior Orientation of Instructional Supervision: A Multisite Study
	CoEMA-51	Maisyaroh	The Relation of Educational Supervision and Teacher's Teaching Skills
	CoEMA-7	Juharyanto	Implementation of Principal Personality Competency as A Change Agent on School Achievement in Remote Area One Roof School At East Java

Room : 2
Theme : Educational Leadership and Supervision
Session Manager : Drs. Burhanuddin, M.Ed, Ph.D

Time	Proper ID	Author	Paper Title
08.00 - 08.20	CoEMA-45	Ika korika Swasti	Management of Higher Education Character in Global Era
	CoEMA-46	Laurens Kaluge	School-Based Management in Indonesian Basic Education: Good Practices in The Past
	CoEMA-47	Dwi Kartikasari	Market Segmentation of Industry-Education Partnership Classes
08.20 - 08.40	CoEMA-14	Suryadi	Teaching Performance Improvement Through The Application of Knowledge Management and Teachers Capacity Building
	CoEMA-15	Dian Fajarwati	Implementation of School Management Inclusive Education Institutions
	CoEMA-16	Sri Zulaihati	School Cooperatives Management of Business Vocational High School In Jakarta
08.40 - 09.10	CoEMA-35	Suyata	School-Based Management for Generating Improved Learning Outcomes of All Pupils by Improving Good Teaching and Learning Practices
	CoEMA-22	Ahmad Agung Yuwono Putro	Educational Management for Elementary Based on Baiquniyyah Koranic School
	CoEMA-37	Anang Dwi Putransu Aspranawa	System Management of Internal Quality Assurance for College at the University of Islam Balitar Blitar
09.10 - 09.30	CoEMA-54	Agus Sugianto	The Relationship between Attitude Toward Profession of Teacher and Library Service with Learning Motivation and Achievement of Students
	CoEMA-8	Desi Eri Kusumaningrum	Community Participation in Improving Educational Quality in Indonesia
	CoEMA-13	Wildan Zulkarnain	Special Service Management of School Library
09.30 - 09.50	CoEMA-4	Asep Sunandar	The Implementation of Asset Management Concept in Education Institution
	CoEMA-53	Sulthoni	The Contribution of University Input Scores Through Joint Selection for State Universities Admission (SBMPTN) Towards The Students' Learning Outcomes
	CoEMA-20	Sunarni	Internal Quality Assurance Implementation Model as Organizational Quality Assurance Implementation (Multicases Study at Kindergarten)
09.50 - 10.10	CoEMA-23	Djum Djum Noor Benty	Implementation of School-Based Management Program in Public Elementary School in Blitar City, East Java
	CoEMA-2	Imam Gunawan	The Application of Instructional Management Based Lesson Study and its Impact with Student Learning Achievement
	CoEMA-1	Raden Bambang Sumarsono	Partnership of Parents and Madrasah to Realize the Quality of Education

Room : 3
Theme : Issue and Education Policy
Session Manager : Dr. Asep Sunandar, S.Pd, M.AP

Time	Proper ID	Author	Paper Title
08.00 - 08.20	CoEMA-44	Dialica Laguidong	Perceptions of Parents, Students, and Teachers of Pikit National High School, Pikit, Cotabato on The Implementation of the K to 12 Program of the Department Of Education
	CoEMA-12	Khadiguia Ontok-balah	Television Viewing Habits and Bullying of Intermediate Grade School Children from Kabacan Pilot Central School (KPCS), Kabacan, Cotabato
	CoEMA-5	Arvido Deca Verdian	Training on Swishmax Application to Improve Elementary School Teachers' Professional Competences
08.20 - 08.40	CoEMA-11	Remedios C. Kulidtod	Effects of Social Networking Media to the Academic Performance of the Students of the Institute of Middle East and Asian Studies (IMEAS), USM, Kabacan, Cotabato
	CoEMA-43	Umi Saiful Ummah	Management of Inclusive Education Institutions (Case Study of an Inclusive Education Provider's Primary School in Bandung and Sidoarjo City)
	CoEMA-21	Abdul Halim	Implementation the Value of Mutual Cooperation Through Local Wisdom Petik Laut District Mayangan Probolinggo City in Social Studies
08.40 - 09.10	CoEMA-34	Sujono	Dissecting Humor on David Sedaris' Me Talk Pretty One Day By Applying General Theory of Verbal Humor (GTVH)
	CoEMA-32	Dwi sogi sri redjeki	Effectiveness of Education for Knowledge use of Genitalia Antiseptics for Adolescents
	CoEMA-33	Hariyono	The Analysis of Welfare and Working Satisfaction on the Productive Working Behavior
09.10 - 09.30	CoEMA-9	Panji kuncoro hadi	The Development of Teaching Material Based on Savi Approach on " Tembang Dolanan" Material for Elementary School Students
	CoEMA-42	Aristiana Prihatining Rahayu	Risk of Children's Violence by Social and Demographical Factors in Slum Area Surabaya City
	CoEMA-48	Muh. Arafik	The Implementation of Children Literature Instruction in Elemenary School
09.30 - 09.50	CoEMA-39	Nurul Ulfatin	Personal Values and Social Skills Student Mts and its Development in Curriculum and School Program
	CoEMA-40	Achmad Supriyanto	Comprehension, Attitudes, Obstacles, and Endeavors of University Students Dealing with Scientific Paper Publication as A Passing Requirement
	CoEMA-3	Teguh triwiyanto	Regrouping of Schools Within One Complex and Teacher Redistribution to Attain Equitable Management and Distribution of Teachers

Organizing Committee

Person incharge	: Prof. Dr. Bambang Budi Wiyono, M.Pd Dr. H. A. Yusuf Sobri, S.Sos, M.Pd
Chief Executive	: Dr. R. Bambang Suamrsono, M.Pd
Secretary	: Dr. Asep Sunandar, S.Pd., M.AP
Treasurer	: Desi Eri Kusumaningrum, M.Pd
Secretariat	: Imam Gunawan, M.Pd Wildan Zulkarnain, M.Pd Arif Prastiawan, S.Pd
Publication and Documentation	: Dr. Juharyanto, M.Pd Dra. Djum Djum Noor Benty, M.Pd Endra Ubaidilah, S.Pd
Consumption	: Sasi Maulina, S.Pd
Proceeding	: Drs. Burhanuddin, M.Ed, Ph.D Teguh Triwiyanto, M.Pd Ahmad Nurabadi, M.Pd

ACKNOWLEDGEMENT

The Organizing Committee of the CoEMA 2017 would like to express our sincere gratitude to the following for their help, support, and generous contribution:

Prof. Dr. HA. Rofi'uddin, M.Pd
Rector State University of Malang

Prof. Dr. H. Bambang Budi Wiyono, M.Pd
Dean Faculty of Education

Dr. H. A. Yusuf Sobri, S.Sos, M.Pd
Chairman of Educational Administration Department

Assoc. Prof. Dr. Mariani MD Noor
Dean Faculty of Education, University Malaya Malaysia

Assoc. Prof. Ekkarin Sungtong, PhD
Dean Faculty of Education, Prince of Songkla University Thailand

Prof. Zainal Dimaukom Kulidtod, Ph.D
Mindanow State University Philippines

Prof. Dr. Arismunandar, M.Pd
State University of Makassar
Chairman ISMAPI

Nasi Ali Samsi
President of Excellent for Scientific and Research Journalism
Houston, Texas, USA

Prof. Dr. H. Ibrahim Bafadal, M.Pd
Educational Administration
State University Of Malang

Atlantis Press

Presenters and Participants

And to all those who have contributed directly or indirectly to make this event a success

THANK YOU

TABLE OF CONTENTS

Welcoming Speech by Rector of State University of Malang	i
Welcoming Speech by Dean of Faculty of Education	ii
Preface	iii
Invited Speakers	iv
Program Schedule	x
Presentation Schedule	xii
Organizing Committee	xv
Acknowledgement	xvi
Table of Contents	xvii
Partnership of Parents and Madrasah to Realize the Quality of Education Raden Bambang Sumarsono	1-3
The Application of Instructional Management Based Lesson Study and its Impact with Student Learning Achievement Imam Gunawan	4-12
Regrouping of Schools Within One Complex and Teacher Redistribution to Attain Equitable Management and Distribution of Teachers Teguh Triwiyanto	13-18
The Implementation of Asset Management Concept in Education Institution Asep Sunandar, Djum Djum Noor Benty	19-22
Training on Swishmax Application to Improve Elementary School Teachers' Professional Competences Arvido Deca Verdian, Nanda Riski Septiana, Erine Anida Putri, Yeni Purwaningtyas	23-27
School Principal's Leadership Behavior in Psychology Perspective Vonny Angelia Sudharta, Amalia Rosidah, Maria Mujiati	28-33
Implementation of Principal Personality Competency as A Change Agent on School Achievement in Remote Area One Roof School At East Java Juharyanto	34-38
Community Participation in Improving Educational Quality in Indonesia Desi Eri Kusumaningrum, Maisyaroh, Nurul Ulfatin, Teguh Triwiyanto, Imam Gunawan	39-47
The Development of Teaching Material Based on Savi Approach on “ <i>Tembang Dolanan</i> ” Material for Elementary School Students Panji Kuncoro Hadi, Endang Sri Maruti, Hartini	48-52
Analysis of Educational Leadership Principles by Student Perception Kusmintardjo, Ahmad Nurabadi	53-58
Effects of Social Networking Media to the Academic Performance of the Students of the Institute of Middle East and Asian Studies (IMEAS), USM, Kabacan, Cotabato Remedios C. Kulidtod, Nahida S. Pasagui	59-64
Television Viewing Habits and Bullying of Intermediate Grade School Children from Kabacan Pilot Central School (KPCS), Kabacan, Cotabato Khadiguia Ontok-Balah, Jessica C. Garcia	65-76
Special Service Management of School Library Wildan Zulkarnain	77-80
Teaching Performance Improvement Through The Application of Knowledge Management and Teachers Capacity Building Suryadi	81-84

Implementation of School Management Inclusive Education Institutions Dian Fajarwati	85-91
School Cooperatives Management of Business Vocational High School In Jakarta Sri Zulaihati, Santi Susanti	92-95
Academic Achievement of Students Not Only Depends on the Process of Teaching and Learning But Also Effectiveness of Staff Management Omari Hemedi Makore, Hamidu Saleh Shukuru	96-101
Discover Children's Passions and Environmental Respect Through Management of Eco Life Skills Learning Dwi Rahmah Hidayati, Agus Timan, Desi Eri Kusumaningrum	102-111
Principal's Charismatic Leadership in Vocational Teachers Supervision Based on Islamic Boarding School Fathurrahman	112-118
Internal Quality Assurance Implementation Model as Organizational Quality Assurance Implementation Sunarni, M. Huda A.Y	119-126
Implementation the Value of Mutual Cooperation Through Local Wisdom Petik Laut District Mayangan Probolinggo City in Social Studies Abdul Halim, Ludfi Arya Wardana	127-131
Educational Management for Elementary Based on Baiquniyyah Koranic School Ahmad Agung Yuwono Putro, Suyanto, Yoyon Suryono	132-137
Implementation of School-Based Management Program in Public Elementary School in Blitar City, East Java Djum Djum Noor Benty, Achmad Supriyanto	138-142
Influence of Training Promotion of Sustainable Principles of Head of Supervision Field of Academic and Mentoring Supervision for Supervision Academic Akhmad Murbawi, Agustina Rahmi	143-145
Leadership Values on Madurasee Culture Ahmad Yusuf Sobri	146-151
School Principal as Leader of Change: Autoethnography on How to Make School Principals to be Effective Change Leader in Good School Ibrahim Bafadal	152-159
The Principal's Strategy in Improving Teacher's Profesionalism on Underdeveloped Area Nur Hasanah, Kusmintardjo	160-162
Minangkabau Culture and its Implementation at Padang Restaurant Management in Yogyakarta Indonesia Henny Welsa, Lathifah	163-169
Design of Superior School Paradigm and Model Acceptance of New Student through School Reform Taufiq Harris	170-173
The Supervision of Multicultural Based Learning on Early Childhood Educational Institutions Ahmad Samawi	174-176
Implementing Principal Leadership on Parenting Program at Early Childhood Education Imron Arifin	177-181
Effectiveness of Education for Knowledge use of Genitalia Antiseptics for Adolescents Dwi Sogi Sri Rejeki, Hendy Agus Rochyanto	182-186

The Analysis of Welfare and Working Satisfaction on the Productive Working Behavior Hariyono, Ery Tri Djatmika R. W. W., Budi Eko Soetjipto, Hari Wahyono	187-192
Dissecting Humor on David Sedaris' Me Talk Pretty One Day by Applying General Theory of Verbal Humor Sujono	193-200
School-Based Management for Generating Improved Learning Outcomes of All Pupils by Improving Good Teaching and Learning Practices Suyata	201-203
Needs Analysis in the Fulfillment of Standards for Educators Muhammad Ardiansyah	204-208
System Management of Internal Quality Assurance for College at the University of Islam Balitar Blitar Indonesia Anang Dwi Putransu, Dyah Pravitasari	209-214
Correlation of Leadership Behavior of School Headmasters and Organizational Climate on Teacher Job Satisfaction at Public Elementary Schools Muhammad Yuliansyah	215-217
Personal Values and Social Skills Student MTS and its Development in Curriculum and School Program Nurul Ulfatin, Amat Mukhadis	218-222
Comprehension, Attitudes, Obstacles, and Endeavors of University Students Dealing with Scientific Paper Publication as a Passing Requirement Achmad Supriyanto, Raden Bambang Sumarsono	223-231
Customer Satisfaction Reviewed from Problem Based Learning, Leadership and Alumni Concern Slameto, Bambang Suteng Sulasmono, Krisma Widi Wardani	232-236
Risk of Children's Violence by Social and Demographical Factors in Slum Area Surabaya Indonesia Aristiana Prihatining Rahayu	237-241
Management of Inclusive Education Institutions Umi Saiful Ummah, Sinta Yuni Susilawati, Rizqi Fajar P, Dimas Arif D	242-248
Perceptions of Parents, Students, and Teachers of Pikit National High School, Pikit, Cotabato on the Implementation of the K to 12 Program of the Department of Education Dialica Laguidong, Al-jomer Kanapia Buda	249-262
Management of Higher Education Character in Global Era Ika Korika Swasti	263-266
School-Based Management in Indonesian Basic Education: Good Practices in the Past Laurens Kaluge, Lilik Kustiani	267-271
Market Segmentation of Industry-Education Partnership Classes Dwi Kartikasari	272-276
The Implementation of Children Literature Instruction in Elementary School Muh. Arafik	277-281
Demystifying the Perspectives of School Principals as Leaders of Curriculum Change: The Case of Indonesia Munifah	282-289
The Influence of Principal Managerial Competency toward Teachers Productivity with Mediation of Organizational Citizenship Behavior and Interpersonal Communication Fitriani Harahap, Rusdinal	290-299

The Relation of Educational Supervision and Teacher's Teaching Skills Maisyaroh, Bambang Budi Wiyono, Burhanuddin, Ach. Rasyad	300-303
The Situational Behavior Orientation of Instructional Supervision: A Multisite Study Supriyono, Ali Imron, Imron Arifin, Kusmintardjo	304-308
The Contribution of University Input Scores through Joint Selection for State Universities Admission (SBMPTN) towards the Students' Learning Outcomes Sulthoni	309-310
The Relationship between Attitude toward Profession of Teacher and Library Service with Learning Motivation and Achievement of Students Agus Sugianto, Bambang Budi Wiyono, Ali Imron, Imron Arifin	311-317

THE APPLICATION OF INSTRUCTIONAL MANAGEMENT BASED LESSON STUDY AND ITS IMPACT WITH STUDENT LEARNING ACHIEVEMENT

Imam Gunawan

Department of Educational Management, State University of Malang, Indonesia
imam.gunawan.fip@um.ac.id

Abstract: The purpose of this study is: (1) to describe the process of instructional management based lesson study; and (2) improving of student achievement by applying instructional management based lesson study. The research method used is a classroom action research, which is implemented with two cycles, namely Cycle I and Cycle II. The research instrument is the observation sheet of lesson study and test. Data analysis is the analysis of variance paired-samples t test formula with the SPSS PASW Statistics 18. Subjects of the study were 31 students of the Class Management course. The result of the research shows that: (1) the process of instructional management based on lesson study is cyclical i.e. lesson plan, learning implementation (do, open class), and learning evaluation (see); and (2) there is improvement of student achievement by applying instructional management based lesson study.

Keywords: instructional management, lesson study, student achievement

I. INTRODUCTION

Instructional management is the process of empowering all educational resources to achieve learning objectives. Operational instructional management is the implementation of management functions on learning components, namely: students, teachers, goals, materials, methods, tools, and evaluation (Rahayu, 2015). Instructional management is an activity to plan teaching and learning programs, implement teaching and learning process, and assess the process and learning outcomes, and the develop of classroom management (Danarwati, 2016). Lecturers in designing the instructional should pay attention to the alignment of materials, media, and methods to achieve lecture objectives. The ability of lecturers to manage instructional is the ability to plan, implement, and evaluate students in the learning process (Danarwati, 2016). Instructional management is a series of activities: (1) instructional plan, is syllabus, lesson plan, and teaching materials; (2) instructional implementation, encompassing methodology and instructional design; and (3) assessment of learning, concerning lattice, grain verification, and assessment aspect (Widodo, 2016; Gunawan, 2014).

The teachers approach to instructional management sets the tone for the overall classroom atmosphere and ultimately student behavior stressors (Martin, et al., 2012). Instructional management includes student control, instructional style, setting rules, and the regulation of student misbehaviors (Sass, et al., 2016). Instructional design and resources had been made to include scaffolding learner participation in a discussion forum (Gasevic, et al., 2016). Stated differently, what a teacher believes is the best behavior and instructional management style may not be realized depending on the class environment (Martin and Sass, 2010). Personal factors such as professional commitment proved to be important trait for an effective instructional management (Khan, 2012). To improve the quality of learning, lesson study activities become one of the alternatives that can be implemented by a lecturer. Lesson study originated in Japan as an approach to support the continuing professional

development of teachers (Leavy and Hourigan, 2016). Lesson study is a collaborative activity of lecturers designing learning and evaluating the success of teaching strategies to improve the quality of learning process and student learning outcomes.

Lesson study requires them to come together and work interdependently to support student learning in the very practice of teaching, thus helping teachers' experience different types of knowledge in a coherent and related whole (Murata, 2010). Lecturers in lesson study collaboratively plan, teach, and observe learning activities. Lesson study is a model of professional development through continuous learning, based on the principle of collegiality and mutual learning to build the learning community (Rahardjo, 2012). Lesson study can act as a vehicle to promote meaningful learning and knowledge development among preservice teachers (Leavy and Hourigan, 2016). Lesson study is not a method or learning strategy, but lesson study activities can apply various methods or learning strategies. Lesson study is a structured approach to teacher learning, and certain common elements are necessary in order to justify calling it lesson study (Bjuland and Mosvold, 2015).

Student achievement describes students' mastery of the learned materials which can be seen from the cognitive, psychomotoric, and affective aspects (Gunawan, et al., 2014). Learning achievement assesses the students' understanding of the attributes, functions and relationships between objects, and the objectives of the object-based programming class by asking questions (Jang, et al., 2015). The role of lecturers in improving student achievement cannot be ignored. The teacher abilities have a negligible impact on average student achievement (Grönqvist and Vlachos, 2016). That the formation of close, low conflict, teacher–student relationships mediates the relation between effortful control and academic achievement (Hernández, et al., 2017). Student achievement becomes a measure of student academic success. Students' academic success and persistence has tended to concentrate on variables such as first

generation status, socioeconomic status, and prior school achievement (Fong, et al., 2017).

The effects on student achievement of the changes in the teachers' formative classroom practice that followed the professional development input (Andersson and Palm, 2017). Teachers can influence student achievement, not only directly, but also indirectly via peer effects (Feng and Li, 2016; Grönqvist and Vlachos, 2016; Gunawan, et al., 2014). The amount of change in the outcome variable (e.g., student achievement) is directly proportional to the change in a context, input, or classroom process variable (e.g. school size, teacher efficacy, quality of instruction, student time-on-task) (Huitt, et al., 2009). The integration of technology into classroom instruction if appropriately implemented has strong and positive impact on students' achievement (Olelewe and Agomuo, 2016). Lesson study-based instructional management can be used as a lecturer effort to improve student achievement. Collaboration during lesson planning in lesson study was a significant predictor of student achievement (Reeves, et al., 2017). Teacher evaluation systems across the country have been revised with a renewed concentration on the impact of teacher quality on student achievement (Rury, 2013; Tygret, 2017). The research questions of this study, is: (1) how the process of instructional management based lesson study; and (2) whether the application of instructional management based lesson study can improve student's learning achievement?

II. METHODS

This study was conducted using a classroom action research design. Classroom action research is used because this research seeks to improve teaching performance of lecturers that is by improving student achievement in lectures. Lectures are conducted with lesson study. Lesson study is a form of research (Yoshida and Fernandez, 2016). The stages in the lesson study are implementationally similar to the classroom action research or action research cycle (Kemmis and McTaggart, 2014). Lesson study is conducted by integrating classroom action research cycle, namely: (1) stage plan, model lecturer with observer lecturer planning action; (2) stage do, model lecturers carry out lecture activities and observed by the observer lecturer; And (3) stage see, the model lecturer with the observer lecturer to reflect and evaluate the lectures that have been implemented.

The implementation of classroom action research by combining the lesson study in this research was carried out with two cycles, namely Cycle I and Cycle II. Classroom action research is implemented in the class of Class Management course, Department of Educational Administration, State University of Malang. The subjects are 31 students' participants in course. The research instrument used is the observation of lesson study and test. The lesson study observation sheet contains the following statement: (1) whether the student is learning about the topic of the course; (2) students who cannot attend lectures; (3) why the student cannot learn well; and (4) the effort of lecturers in encouraging students who are not active to learn.

The test instrument is used to measure student achievement. The test is given to the student after the lecture in each cycle. Data analysis is the analysis of variance paired-samples t test formula with the SPSS PASW Statistics 18. Paired-samples t test is compare the differences in the means of the paired samples (Sarstedt and Mooi, 2014). Paired-samples t test was performed on two paired samples, paired samples defined as a sample with the same subject but experienced two different treatments or measurements, such as subject A will receive treatment I and then get treatment II (Santoso, 2000).

III. RESULT

Instructional Management Based Lesson Study

Lesson study based learning process based on basically refers to process management which includes learning planning, learning implementation, and learning evaluation. Learning planning is seen in the activities: (1) model lecturers and observer lecturers jointly develop lesson plan which refers to annual program; (2) identification of materials, media, and lecture methods that will be implemented in the open class; (3) determine the planned learning model in each cycle; and (4) determine the time allocation for each lecture activity. Lecture in every cycle, model lecturer apply cooperative learning model, which is in Cycle I apply cooperative learning model type Two Stay Two Stray, and in Cycle II combine two learning model that is Cooperative Integrated Reading and Two Stay Two Stray.

Implementation of learning in each cycle is: (1) lecture activities consisting of preliminary activities, core activities, and closing activities; and (2) the grouping of students in each cycle to support the application of cooperative learning model used. The grouping of students aims to assign students tasks, i.e. each group gets the task of discussing the material with group discussion first before discussed in class discussion. Students in class discussions are given the opportunity to ask questions, answer questions, or respond to the results of other group discussions. Model lecturers on implementing the activities provide reinforcement of the lecture material, giving appreciation and reinforcement to the group that is discussing correctly against the course material, and also explaining the material in more detail if there are groups that are not appropriate in discussing it.

Evaluation of learning appears in the activities: (1) every cycle of model lecturers and observer lecturers carry out reflection on lectures activities that have been implemented by model lecturers; and (2) appraisal by lecturer model on student activity in instructional. Reflection on the implementation of learning refers to the observation sheet of lesson study. The observation sheet of lesson study contains a description of observations by observer lecturers when conducting observation instructional. The observer lecturer at the reflection stage gives advice to the model lecturer in order to develop the next instructional activity.

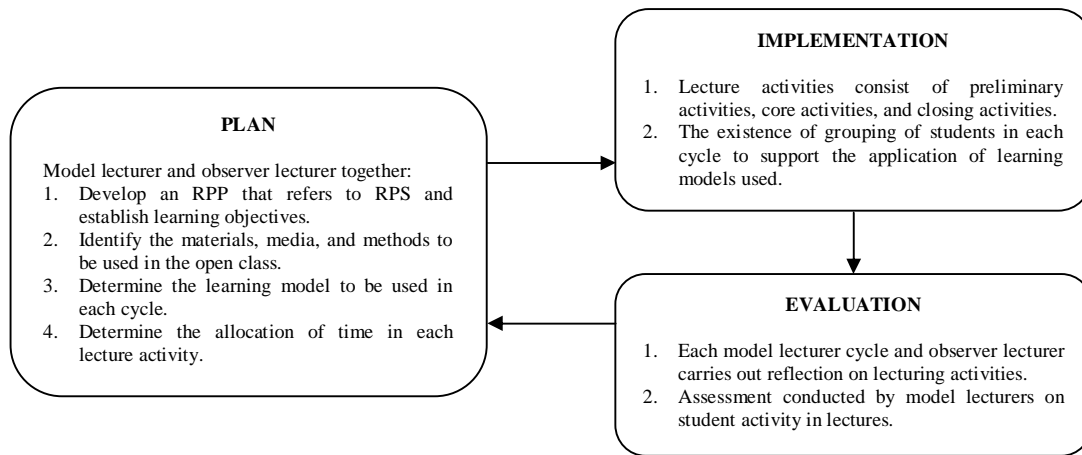


Figure 1 The Process of Instructional Management Based Lesson Study

If it refers to the above explanation, it can be argued that the process of lesson study-based instructional management is from activities: (1) learning plan; (2) implementation of learning activities; and (3) evaluation of learning activities. The process of instructional management based lesson study refers to cyclical management processes, starting from plan, implementation, and evaluation. The process of instructional management based lesson study as illustrated in Figure 1.

Improvement of Student Learning Achievement

In accordance with the purpose of research, lecturers apply instructional management based lesson study to improve student achievement of participants in the course of Class Management, with the number of students 31 participants. Here is described the results of the implementation of lesson study combined with classroom action research and scores obtained by students in each cycle.

Cycle I

Implementation of lesson study in Cycle I, first lecturer model make annual program and lesson plan. After the model lecturers make annual program and lesson plan, lesson study activity begins, i.e. implementing open lesson that is the plan phase. After that, carry out lecture activities (phase of do) with open class. Next perform the see phase with open lesson.

Plan Phase

This stage aims to produce a lecture design that can learn students effectively and generate student activeness in learning. Model lecturers and observer lecturers at the planning stage collaboratively share ideas and ideas in developing lesson plan to produce ways of organizing teaching materials, learning process, and preparation of teaching aids.

The agreement generated at the stage plan are: (1) learning model that will be used is Two Stay Two Stray; (2) learning materials is the basic concept of classroom management; (3) using observation sheet of student activeness in giving opinion; (4) using the rubric of student writing record; (5) learning tool that will be used is laptop and liquid centralium display (LCD); and (6) instructional media used is the material

of impressions about the basic concept of class management materials in the form of Microsoft Power Point (ppt). Lecturer observers before carry out phase of do, prepare material and media to be used.

Implementation Phase (Do)

This phase is the application of the agreement made by the faculty team at the phase plan. Suggestion from the observer lecturer is taken into consideration of the model lecturer to carry out the learning in the classroom. Model lecturers implement learning in accordance with lesson plan. Observer lecturers who make observations during the learning process take place. The learning phase briefly consists of three stages. This stage is the syntax of Two Stay Two Stray learning model.

Stage 1 lecturers divide the students into 7 groups; each group will discuss different subthemes with other groups by discussion method. Phase 2 seven groups are divided into small groups, namely groups A and B, Group A assigns information on the results of the group discussion (stay) to the visiting group, while group B is in charge of finding information from other groups (strays) and the results are recorded. Initiating the syntax of the Two Stay Two Stray Learning Model Group B visits group A with a rotating system, which is 7 rounds. The 7th round of group B will return to their respective groups (early groups). Phase 3 of each group conveys the results of the discussion, and other groups listen and give inputs or questions to the group that presents the results of the discussion, the early group did not present the theme, but presented the theme of the other group.

Reflection Phase (See)

Model lecturer together with observer lecturer at stage see together discusses the observation result of learning activity. The reflection performed together with the observer resulted in the finding that in general the learning has run smoothly. Learning activities conducted in the classroom in accordance with the planned, especially on the implementation of Two Stay Two Stray learning model syntax, model lecturers implement the syntax of Two Stay Two Stray learning model correctly. The implementation of learning activities refers to the learning objectives. The model

lecturer directs the learning consistently, manages the course time correctly, conditioned the class to be interactive, and explains if there is material that the students have not understood yet.

Act Phase

Cycle I reflection results into consideration of follow up activities (act) for improvement of learning. The corrective actions to the RPP which refers to the results of reflection are: (1) assigning each student tasks during the learning process with the form of student worksheet; and (2) implementing Cooperative Integrated Reading learning model which enables each student to have their own activity in the lecture. The results of this reflection and follow-up plan are outlined in the improvement of learning by preparing the lesson plan that will be applied in Cycle II.

Cycle II

The implementation of the lesson study in Cycle II is the result of follow-up from Cycle I. Cycle II attempts to improve learning by taking into account the problems that arise in Cycle I. The model lecturer makes the RPP by considering the results of reflection on Cycle I and the suggestions from the observer lecturer.

Plan Phase

The planning phase of Cycle II is modified from lesson plan based on reflection on Cycle I. The previous model lecturer makes lesson plan by considering the reflection result from Cycle I. The agreement resulted in the plan phase is: (1) the implementation of learning by combining the two learning models namely Cooperative Integrated Reading and Two Stay Two Stray; (2) learning materials are aspects and functions of classroom management; (3) using Student Worksheet; (4) using observation sheet of student activeness in giving opinion; (5) using the rubric of students' writing record; (6) learning tools that will be used are laptop and LCD; and (7) the instructional media used is the material of impressions on the aspect and class management functions in the form of Microsoft Power Point (ppt). Furthermore the model lecturer prepares the learning tool for Cycle II.

Implementation Phase (Do)

This stage is the application of the agreement made by the faculty team at the stage of the plan. Model lecturers implement learning in accordance with the planned RPP. Other lecturers act as observers who make observations during the learning process takes place. The learning phase briefly consists of four stages. This stage is a combination of the steps of Cooperative Integrated Reading and Two Stay Two Stray learning model.

Stage 1 lecturers divide the students into 9 groups; each group will discuss different themes with other groups. Stage 2 lecturers provide discourse / clipping according to the learning topic to each student according to the theme of the group. Students in groups, tasked to find the main idea and provide responses from the results of group analysis of discourse / clipping. Each student recorded the results of his group discussion.

Phase 3 nine groups are subdivided into small groups, namely groups A and B. Group A is tasked with providing information on the results of group discussion (stay) to the visiting group, while group B is in charge of finding information from other groups (strays) and the results are recorded. Stage 4 of each group conveys the outcome of the discussion, and the other groups listen and provide input or question to the group presenting the results of the discussion. The early group did not present the theme, but presented the theme of another group.

Reflection Phase (See)

Model lecturers together with observer lecturer at stage see together discuss the results of observations during the learning process takes place. The reflection performed together with the observer resulted in the finding that in general learning was well under way. The observer lecturer responded that the model lecturer implemented the innovative learning and enabled all students in the lecture. This is because every student is working on a Student Worksheet that has been designed by a model lecturer. In addition, according to the topic discussed in one of its subtopics is the innovation of education in the classroom, the model lecturer not only gives an example by explaining it, but also become an example by applying innovative learning model and able to activate the students.

Model lecturers also direct the learning consistently, manage the lecture time appropriately, and conditioned the class to be interactive and able to activate the students. This is different from the do on Cycle I that is less in optimizing the individual activities of students in the group, in this Cycle II is every student is active in completing tasks individually and groups with learning support tools in the form of Student Worksheet.

Act Phase

Based on the results of reflection on Cycle II follow-up (act) to improve the quality of learning continuously. The corrective actions to the lesson plan that refers to the results of reflection are: (1) modify the learning method used; and (2) model lecturers at the beginning of the lesson provide students with more detailed explanations on how to work on a Student Worksheet. Student Worksheet prepared by observer lecturers should be made simpler and there are instructions for doing.

Student Learning Achievement Every Cycle

Students in each cycle are given test questions to measure their understanding of the course material. The results of the tests obtained by the students are a learning achievement in the learning activities. Table 1 shows student achievement in each cycle. Based on Table 1 can be seen in Cycle I: maximum score 80, minimum score 47, and average 61.87. And in Cycle II: maximum cycle 93, minimum score 73, and average 83.55. The mean score of students in Cycle II (83.55) is higher than Cycle I (61.87). The result of variance analysis of paired-samples t test formula with the help of SPSS PASW Statistics 18 found that the significance value of 0.000 (Table 2).

Table 1
Student Learning Achievement Every Cycle

No	Cycle I	Cycle II	No	Cycle I	Cycle II	No	Cycle I	Cycle II	No	Cycle I	Cycle II
1	52	83	9	52	77	17	63	92	25	57	73
2	62	88	10	80	92	18	57	80	26	62	93
3	60	93	11	57	80	19	55	80	27	70	82
4	57	80	12	73	90	20	78	87	28	52	82
5	68	88	13	47	78	21	67	82	29	65	83
6	53	80	14	72	85	22	65	87	30	68	87
7	58	75	15	67	82	23	64	88	31	58	83
8	50	75	16	63	77	24	66	88	\bar{X}	61,87	83,55

Table 2
Paired-Samples T Test Cycle I and Cycle II

Cycle	N	Average	Min	Max	SD	p
I	31	61,87	47	80	8,09	0,000
II	31	83,55	73	93	5,56	

Based on the results of paired-samples t test analysis using a significance level of 0.05 can be seen that the value of significance obtained by $0.000 < 0.05$. So H_0 rejected and H_a not rejected (Santoso, 2000). So it can be concluded that there is an increase in student achievement in the lecture by applying a lesson-based learning-based learning.

IV. DISCUSSION

Instructional Management Based Lesson Study

The basic concept of the lesson study is to see how to improve and develop lessons in real situations (Nesusin, et al., 2014). Lesson study is a collaborative activity of educators to develop learning. Lesson study has been implemented as a viable approach to support teachers' professional development (Saito and Atencio, 2013). The teachers eventually implemented these plans in the classroom and then reflected on the lessons together (Saito and Atencio, 2013). The process of lesson study is: (1) defining the problem; (2) planning the lesson; (3) teaching the lesson; (4) evaluating the lesson and reflecting on its effect; and (5) revising the lesson (Norwich and Ylonen, 2013; Nesusin, et al., 2014; Murata, 2011). The lesson study cycle is carried out through activities: planning-doing-seeing (Saito, et al., 2006). Lesson study process it includes cycles composed of several phases: collaborative planning, lesson observation by colleagues and other knowledgeable advisors, analytic reflection, and ongoing revision (Fernandez, 2010; Lewis, 2002; Stigler and Hiebert, 1999).

Lesson study based learning process is cyclical i.e. lesson planning, learning implementation (do, open class), and evaluation of learning (see). The main stages of the process of lesson study, namely: (1) preparation (preparation / plan); (2) learning lessons; and (3) evaluation (review session) (Baba, 2007). Lesson study is a learning program that involves a team or learning together from a learning that is done, both on learning by himself and other people's learning, from the preparation to the implementation of learning and reflection on the learning. Lesson study-based learning is a collaborative design learning activity, initiating preparing for teaching, conducting

learning, observing the learning process, evaluating learning, and analyzing learning outcomes (Haryoto, et al., 2010; Gunawan, 2017).

Characteristics of lesson study-based instructional management is collaborative educators plan learning, implement learning, and reflect on learning (Ariyanto, 2012). Lesson study learning process is collaborative educators: (1) formulate learning objectives; (2) developing a research lesson plan to realize the objectives; and (3) conducting a research lesson with the lesson study participants to obtain evidence of the learning progress of the learners (Lewis, 2002). Lesson study management is a process of managing lesson study starting planning, implementation, and evaluating (Suryanti, 2012). Lesson study management is implemented with the principle of collegiality, collaborative, mutual learning, and sustainable. Lesson study lesson management is the collaborative process of a group of lecturers identifying learning problems, designing learning scenarios; Educate learners according to scenarios, evaluate and revise learning scenarios, revise revised learning scenarios, evaluate learning again, and disseminate the results to other lecturers (Anggara and Chotimah, 2012; Gunawan, 2016a; Gunawan, 2017).

Lesson study management aims to transform the planned curriculum into a curriculum that is implemented in learning and then there is an evaluation of the learning activities that have been done (Firman, 2007; Gunawan, 2016b). Lesson study learning is a collaborative learning that has stages: plan (plan), do (implementation), and see (reflection). Lesson study is a collaborative activity undertaken by a group of educators in order to improve the performance and quality of their learning which in turn can improve their competence and professionalism (Mahmudi, 2009). The purpose of lesson study is to: (1) gain a better understanding of how students learn and lecturers teach; (2) to obtain certain outcomes that benefit other professors in carrying out learning; (3) improving systematic learning; and (4) build a pedagogical knowledge, ie lecturers can gain knowledge from other lecturers (Purwati and Supandi, 2011).

The benefits of lesson study are: (1) effective ways to improve the quality of lecturers' learning and student learning activities; and (2) accelerate maturation and maturation for young lecturers. Lesson study is a staff development program, as the implementation leaves a significant impact on the quality of teachers and teaching, this concept has been adopted by other countries and has become a model to improve the quality of education and teaching (Copriady, 2013). Lesson study a good idea; teachers with a common focus meet and plan lessons together; these lessons may have a focus on building skills or understanding, and are known as research lessons, which are taught by one, and observed by not only all of the teachers who are doing the planning, but also by observers who, at one end of the spectrum, may come only from the teachers' own school, or, at the other end (Doig and Groves, 2011).

The systematic process of lesson study management is the collaborative work of educators to develop plans and learning tools, observing, reflecting and revising the learning plan in a cyclical, continuous way (Malahayati, 2015). Lesson study needs to be developed to improve the quality of learning by educators in order to become professional educators (Winarsih and Mulyani, 2012). If it refers to the lesson study cycle, then the lesson study activities contain understanding as a study that attempts to study the practice of learning in order to develop better teaching implementation. This is confirmed by Lewis et al. which states that in which they propose three types of research to sustain lesson study practice: (1) expansion of a descriptive knowledge base; (2) explication of the innovation's mechanism; and (3) iterative cycles of improvement research (Suratno, 2012).

The thing to note is that there are differences in lesson study with classroom action research. Lesson study is more emphasized on efforts to improve the ability of education in developing learning activities, while classroom action research is a research activity that aims to solve learning problems and is pragmatic. This is reinforced by Sriyati (2014) which states that lesson study is a strategy to improve the professionalism of educators through learning activities from other people's learning, while classroom action research is activity based on research. Actually the principle difference between classroom action research and lesson study is research-based classroom action research, while lesson study is not always research-based and lesson study has wider coverage than classroom action research (Sriyati, 2014).

Lesson study-based learning is a collaborative process of a group of teachers to collectively: (1) identify learning problems felt by the teacher; (2) planning the learning steps, as a means of solving the identified problem; (3) carry out the learning done by the model teacher observed by the observer teacher; (4) evaluating the learning process that has been done; (5) improving learning planning based on evaluation results; (6) carrying out more learning; (7) reevaluating the lessons learned; and (8) disseminate the experience and findings of the evaluation to other teachers (Mahmudi, 2015). Lesson study is understood as

enhancing the school based approach for improvement of teaching as for professional development (Isoda, 2010).

The Application of Instructional Management Based Lesson Study and its Impact with Student Learning Achievement

Lesson study provides a better understanding of how students learn and lecturers teach. Certain outcomes are beneficial to other lecturers in carrying out learning, improving the quality of learning in a systematic and comprehensive way, through the innovation of learning methods, instructional media, and building a pedagogical knowledge, where a lecturer can draw knowledge from other professors, or even a lecturer learn from students. So in the lesson study activities of lecturers other than teaching also learn, both to other lecturers and students. Teachers are no longer teaching people, but people who teach themselves through dialogue with the disciples, who in turn are taught in addition to their teaching (Freire, 2013).

Waterman (2011) concluded that the application of lesson study can improve student's learning achievement. A good learning process will improve student achievement (Huitt, et al., 2009; Smith, 2008). Application of lesson-based instructional management can improve academic achievement (Jung, et al., 2015; Smith, 2008). Lesson-based learning can improve student achievement (Smith, 2008); Changing learning situations (Dana and Yendol-Silva, 2003); and affect student learning climate in the classroom (Meyer and Wilkerson, 2011). Lecturers with a collegial learning plan significantly influence student achievement (Reeves, et al., 2017; Tygret, 2017). A lecturer to become a professional requires a long journey in his career and makes his students excel (Judge and Dalli, 2016; Gunawan and Benty, 2017).

Lesson study-based learning can improve students' understanding of learning (Gonzalez and Deal, 2017; Gunawan, 2016a). Learners through lesson study can improve problem solving skills through project based learning method (Takahashi and Yoshida, 2004; Malahayati, 2015). Lesson study can explore students' activeness and learning achievement (Leavy and Hourigan, 2016). Lesson study-based demonstration learning can improve student achievement (Bruce, et al., 2009). The improvement of learning achievement is shown by the increase of the average test scores in each class after the learning process is carried out with the lesson study (Rahayu, et al., 2012). The implementation of lesson study can improve the quality of learning done by model teachers seen from student learning activities (Azis, et al., 2013; Gunawan, 2015).

V. CONCLUSION

Based on the results of the study concluded that: (1) the process of instructional management based on lesson study is cyclical i.e. lesson plan, learning implementation (do, open class), and learning evaluation (see); and (2) there is improvement of student achievement by applying instructional

management based lesson study. Lecturer's teaching style has a significant influence on student achievement.

REFERENCES

- [1] Andersson, C., and Palm, T. 2017. The Impact of Formative Assessment on Student Achievement: A Study of the Effects of Changes to Classroom Practice after a Comprehensive Professional Development Programme. *Learning and Instruction*, 49, 92-102.
- [2] Anggara, R. A., and Chotimah, U. 2012. Penerapan Lesson Study Berbasis Musyawarah Guru Mata Pelajaran (MGMP) terhadap Peningkatan Kompetensi Profesional Guru PKn SMP Se-Kabupaten Ogan Ilir. *Jurnal Forum Sosial*, 5(2), 188-197.
- [3] Ariyanto, S. Y. 2012. *Pengelolaan Pengembangan Pembelajaran Pendidikan Kewarganegaraan Berbasis Lesson Study*. Thesis. Surakarta: Postgraduate Program, Muhammadiyah University of Surakarta.
- [4] Azis, A. A., Adnan, Abd Muis, Musawwir, and Faisal. 2013. Penerapan Pembelajaran Kolaboratif untuk Meningkatkan Aktifitas Belajar Siswa Kelas XI IPA 3 Melalui Lesson Study Berbasis Sekolah di SMA Negeri 8 Makassar. *Jurnal Bionature*, 14(1), 38-43.
- [5] Baba, T. 2007. How is Lesson Study Implemented? In Isoda, M., Stephen, M., Ohara, Y., and Miyakawa, T., (Eds). *Japanese Lesson Study in Mathematics its Impact, Diversity and Potential for Educational Improvement*. New Jersey: World Scientific Publishing.
- [6] Bruce, C. D., Ross, J., Flynn, T., and McPherson, R. 2009. *Lesson Study and Demonstration Classrooms: Examining the Effects of Two Models of Teacher Professional Development*. Research report. Toronto: University of Toronto.
- [7] Bjuland, R., and Mosvold, R. 2015. Lesson Study in Teacher Education: Learning from a Challenging Case. *Teaching and Teacher Education*, 52, 83-90.
- [8] Copriady, J. 2013. The Implementation of Lesson Study Programme for Developing Professionalism in Teaching Profession. *Asian Social Science*, 9(12), 176-186.
- [9] Dana, N. F., and Yendol-Silva, D. 2003. *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry*. Thousand Oaks: Corwin Press.
- [10] Danarwati, Y. S. 2016. *Manajemen Pembelajaran dalam Upaya Meningkatkan Mutu Pendidikan*. Retrieved December 26, 2016, from <http://stia-asmisolo.ac.id/jurnal/index.php/jmbb/article/download/21/19>.
- [11] Doig, B., and Groves, S. 2011. Japanese Lesson Study: Teacher Professional Development through Communities of Inquiry. *Mathematics Teacher Education and Development*, 13(1): 77-93.
- [12] Feng, H., and Li, J. 2016. Head Teachers, Peer Effects, and Student Achievement. *China Economic Review*, 41, 268-283.
- [13] Fernandez, M. L. 2010. Investigating How and What Prospective Teachers Learn through Microteaching Lesson Study. *Teaching and Teacher Education*, 26, 351-362.
- [14] Firman, H. 2007. *Critical Success Factors untuk Pengembangan Lesson Study Berbasis MGMP: Pelajaran yang Dipetik dari Kabupaten Sumedang*. Paper National Seminar Exchange of Experiences on Best Practices of Lesson Study, Indonesia University of Education, Bandung, July 21.
- [15] Freire, P. 2013. *Pendidikan Kaum Tertindas*. Jakarta: Penerbit Pustaka LP3ES Indonesia.
- [16] Fong, C. J., Kim, Y., Davis, C. W., Hoang, T., and Kim, Y. W. 2017. A Meta-Analysis on Critical Thinking and Community College Student Achievement. *Thinking Skills and Creativity*, 44(3), 1-39.
- [17] Gasevic, D., Mirriahi, N., Dawson, S., and Joksimovic, S. 2016. Effects of Instructional Conditions and Experience on the Adoption of a Learning Tool. *Computers in Human Behavior*, 43, 1-14.
- [18] Gonzalez, G., and Deal, J. T. 2017. Using a Creativity Framework to Promote Teacher Learning in Lesson Study. *Thinking Skills and Creativity*, 43(7), 1-46.
- [19] Grönqvist, E., and Vlachos, J. 2016. One Size Fits All? The Effects of Teachers' Cognitive and Social Abilities on Student Achievement. *Labour Economics*, 56(2), 1-31.
- [20] Gunawan, I. 2014. Pengaruh Supervisi Pengajaran dan Kemampuan Guru Mengelola Kelas terhadap Motivasi Belajar Siswa. *Ilmu Pendidikan Jurnal Kajian Teori dan Praktik Kependidikan*, 41(1), 44-52.
- [21] Gunawan, I. 2015. *Values and Ethics in Educational Leadership: An Idea of Character Building of Students*. Conference Proceedings Character Education in Indonesia Concepts and Applications in Primary Schools, IKIP PGRI MADIUN, 9 June, p. 1-13.
- [22] Gunawan, I. 2016a. *Manajemen Kelas*. Malang: Universitas Negeri Malang.
- [23] Gunawan, I. 2016b. *Model of Educational Leadership in the Implementation of Curriculum 2013*. Proceedings The 4th International Conference Language, Society, and Culture in Asian Contexts (LSCAC 2016) on Cultivating and Casting Asian Diversities: Empowering the Asians, 24-25 Mei, p. 1109-1118.
- [24] Gunawan, I. 2017. Instructional Management in Indonesia: A Case Study. *Journal of Arts, Science and Commerce*, 8(1), 99-107.
- [25] Gunawan, I., and Benty, D. D. N. 2017. *Manajemen Pendidikan: Suatu Pengantar Praktik*. Bandung: Alfabeta.
- [26] Gunawan, I., Suraya, S. N., and Tryanasari, D. 2014. Hubungan Kemampuan Berpikir Kreatif dan Kritis dengan Prestasi Belajar Mahasiswa pada Matakuliah Konsep Sains II, *Premiere Educandum*, 4(1), 1-32.
- [27] Hakim, L., and Dalli, C. 2016. To be Professional is a Never-Ending Journey: Indonesian Early Childhood Practitioners' Views about the Attitudes and Behaviours of a Professional Teacher. *Early Years, An International Research Journal*, 33(1), 1-14.
- [28] Haryoto, Lestari, M. D., and Suseno, N. A. 2010. Pengelolaan Pembelajaran Lesson Study Mata Pelajaran IPA di SMA. *Widyatama*, 19(1), 58-65.
- [29] Hernández, M. M., Valiente, C., Eisenberg, N., Berger, R. H., Spinrad, T. L., VanSchyndel, S. K., Silva, K. M., Southworth, J., and Thompson, M. S. 2017. Elementary Students' Effortful Control and Academic Achievement: The Mediating Role of Teacher-Student Relationship Quality. *Early Childhood Research Quarterly*, 40, 98-109.
- [30] Huitt, W., Huitt, M., Monetti, D., and Hummel, J. 2009. *A Systems-Based Synthesis of Research Related to Improving Students' Academic Performance*. Paper presented at the 3rd International City Break Conference sponsored by the Athens Institute for Education and Research (ATINER), October 16-19, Athens, Greece. Retrieved December 2, 2016, from <http://www.edpsycinteractive.org/papers/improving-school-achievement.pdf>.
- [31] Isoda, M. 2010. *Lesson Study: Problem Solving Approaches in Mathematics Education as a Japanese Experience*. International Conference on Mathematics

- Education Research 2010 (ICMER 2010). *Procedia - Social and Behavioral Sciences*, p. 3375-3380, Retrieved December 2, 2016, from (<http://www.sciencedirect.com>).
- [32] Jang, Y. J., Lee, W. G., and Kim, J. 2015. Assessing the Usefulness of Object-based Programming Education using Arduino. *Indian Journal of Science and Technology*, 8(1), 89-96.
- [33] Jung, H., Kwauk, C., Nuran, A., Robinson, J. P. Schouten, M., and Tanjeb, S. I. 2015. *Lesson Study: Scaling up Peer-to-Peer Learning for Teachers in Zambia*. Tokyo: Japan International Cooperation Agency (JICA), Universal Education.
- [34] Kemmis, S., and McTaggart, R. 2014. *The Action Research Planner*. Victoria: Deakin University Press.
- [35] Khan, A. 2012. Instructional Management of a Private and A Government Secondary School Principal in Northern Pakistan. *International Journal of Educational Development*, 32, 120-131.
- [36] Leavy, A. M., and Hourigan, M. 2016. Using Lesson Study to Support Knowledge Development in Initial Teacher Education: Insights from Early Number Classrooms. *Teaching and Teacher Education*, 57, 161-175.
- [37] Lewis, C. C. 2002. *Lesson Study: A Handbook of Teacher-Led Instructional Change*. Philadelphia Research for Better Schools, Inc.
- [38] Mahmudi, A. 2009. Mengembangkan Kompetensi Guru Melalui Lesson Study. *Forum Kependidikan*, 28(2), 84-89.
- [39] Mahmudi, A. 2015. *Lesson Study*. Retrieved May 25, 2016, from http://staff.uny.ac.id/sites/default/files/tmp/Lesson-Study-MGMP-Jetis-2006_1.pdf.
- [40] Malahayati, E. N. 2015. Meningkatkan Kemampuan Memecahkan Masalah melalui Metode Project Based Learning Berbasis Lesson Study. *Konstruktivisme*, 7(1), 52-61.
- [41] Martin, N. K., and Sass, D. A. 2010. Construct Validation of the Behavior and Instructional Management Scale. *Teaching and Teacher Education*, 26, 1124-1135.
- [42] Martin, N. K., Sass, D. A., and Schmitt, T. A. 2012. Teacher Efficacy in Student Engagement, Instructional Management, Student Stressors, and Burnout: A Theoretical Model Using In-Class Variables to Predict Teachers' Intent-to-Leave. *Teaching and Teacher Education*, 28, 546-559.
- [43] Meyer, R. D., dan Wilkerson, T. L. 2011. Lesson Study: The Impact on Teachers' Knowledge for Teaching Mathematics. In Hart, L. C. (Eds.), *Lesson Study Research and Practice in Mathematics Education*. New York: Springer.
- [44] Murata, A. 2010. *Teacher Learning with Lesson Study*. *Procedia - Social and Behavioral Sciences*, Retrieved December 20, 2016, from <http://www.sciencedirect.com>.
- [45] Murata, A. 2011. Introduction: Conceptual Overview of Lesson Study. In Hart, L. C., Alston, A. S., and Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education: Learning Together*. New York: Springer.
- [46] Nesusin, N., Intrarakhamhaeng, P., Supadol, P., Piengkes, N., and Poonpipathana, S. 2014. *Development of Lesson Plans by the Lesson Study Approach for the 6th Grade Students in Social Study Subject Based on Open Approach Innovation*. 5th World Conference on Educational Sciences - WCES 2013. *Procedia - Social and Behavioral Sciences*, p. 1411-1415, Retrieved December 25, 2016, from <http://www.sciencedirect.com>.
- [47] Norwich, B., and Ylonen, A. 2013. Design Based Research to Develop the Teaching of Pupils with Moderate Learning Difficulties: Evaluating Lesson Study in Terms of Pupil, Teacher and School Outcomes. *Teaching and Teacher Education*, 34, 162-173.
- [48] Olelewe, C. J., and Agomuo, E. E. 2016. Effects of B-Learning and F2F Learning Environments on Students' Achievement in QBASIC Programming. *Computers and Education*, 103, 76-86.
- [49] Purwati, H., and Supandi. 2011. Meningkatkan Kompetensi dan Profesionalisme Dosen melalui Lesson Study. *Aksioma*, 2(2), 1-12.
- [50] Rahardjo, M. 2012. *Model Pembelajaran Inovatif*. Yogyakarta: Gava Media.
- [51] Rahayu, E. F. 2015. Manajemen Pembelajaran dalam Rangka Pengembangan Kecerdasan Majemuk Peserta Didik. *Manajemen Pendidikan*, 24(5), 357-366.
- [52] Rahayu, P., Mulyani, S., and Miswadi, S. S. 2012. Pengembangan Pembelajaran IPA Terpadu dengan Menggunakan Model Pembelajaran Problem Base Melalui Lesson Study. *Jurnal Pendidikan IPA Indonesia*, 1(1), 63-70.
- [53] Reeves, P. M., Pun, W. H., and Chung, K. S. 2017. Influence of Teacher Collaboration on Job Satisfaction and Student Achievement. *Teaching and Teacher Education*, 67, 227-236.
- [54] Rury, J. L. 2013. *Education and Social Change: Contours in the History of American Schooling*. New York: Routledge.
- [55] Saito, E., and Atencio, M. 2013. A Conceptual Discussion of Lesson Study from a Micro-Political Perspective: Implications for Teacher Development and Pupil Learning. *Teaching and Teacher Education*, 31, 87-95.
- [56] Saito, E., Harun, I., Kuboki, I., and Tachibana, H. 2006. Indonesian Lesson Study in Practice: Case Study of Indonesian Mathematics Science Teacher Education Project. *Journal of In-Service Education*, 32(2), 171-84.
- [57] Santoso, S. 2000. *Buku Latihan SPSS Statistik Parametrik*. Jakarta: Gramedia.
- [58] Sarstedt, M., and Mooi, E. 2014. *A Concise Guide to Market Research: The Process, Data, and Methods Using IBM SPSS Statistics*. New York: Springer.
- [59] Sass, D. A., Lopes, J., Oliveira, C., and Martin, N. K. 2016. An Evaluation of the Behavior and Instructional Management Scale's Psychometric Properties using Portuguese Teachers. *Teaching and Teacher Education*, 55, 279-290.
- [60] Smith, R. R. 2008. *Lesson Study: Professional Development for Empowering Teachers and Improving Classroom Practice*. Dissertation. Florida: College Of Education, Florida State University.
- [61] Sriyati, S. 2014. Bagaimana Implementasi Penelitian Tindakan Kelas dalam Aktifitas Lessons Study? *Jurnal Pengajaran MIPA*, 19(1), 61-68.
- [62] Stigler, J. W., and Hiebert, J. 1999. *The Teaching Gap*. New York: The Free Press.
- [63] Suratno, T. 2012. Lesson Study in Indonesia: An Indonesia University of Education Experience. *International Journal for Lesson and Learning Studies*, 1(3), 196-215.
- [64] Suryanti, E. W. 2012. *Manajemen Lesson Study Berbasis Sekolah: Studi Multi Situs di SMA Laboratorium UM dan SMA Negeri 1 Grati Pasuruan*. Thesis. Malang: Postgraduate Program, State University of Malang.

- [65] Takahashi, A., and Yoshida, M. 2004). Ideas for Establishing Lesson-Study Communities. *Teaching Children Mathematics*, 45(3), 436-443.
- [66] Tygret, J. A. 2017. The Influence of Student Teachers on Student Achievement: A Case Study of Teacher Perspectives. *Teaching and Teacher Education*, 66, 117-126.
- [67] Waterman, S. 2011. *A Study of Lesson Study's Impact on Student Achievement*. Retrieved December 20, 2016, from https://www.ets.org/flicc/rsc/pdfs/A_study_lesson_studys_impact_student_achievement.pdf.
- [68] Widodo, S. F. A. 2016. *Manajemen Pembelajaran Pendidikan Agama Islam di Perguruan Tinggi Umum*. Retrieved December 27, 2016, from <http://staff.uny.ac.id/sites/default/files/pendidikan/manajemen-pembelajaran-pendidikan-agama-islam.pdf>.
- [69] Winarsih, A., and Mulyani, S. 2012. Peningkatan Profesionalisme Guru IPA Melalui Lesson Study dalam Pengembangan Model Pembelajaran PBI. *Jurnal Pendidikan IPA Indonesia*, 1(1), 43-50.
- [70] Yoshida, M., and Fernandez, C. 2016. *Lesson Study: An Introduction*. Tokyo: Global Education Resources.