

# PROMOTING LESSON STUDY AS ONE OF THE WAYS FOR MATHEMATICS TEACHERS PROFESSIONAL DEVELOPMENT IN INDONESIA

(The Reflection on Japanese Good Practice of Mathematics Teaching  
Through VTR, 2002-2005)

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*The Main Goal of the Study:*

**Improving Teachers  
Professional Development**

*through*

**VTR of Lesson Study**



**Objective:**

**Reflecting Good Practice of Japanese  
Mathematics Teaching**

**Initiation and Socialization of Lesson  
Study of Mathematics Teaching**



# Subject and Sites of the Study:

From the seven activities of workshops, surrounding:

**Jawa**  
**Sulawesi**  
**Sumatra**

there are totally 440 participants who observed the VTR and gave the inputs.



## Method of the Study

- Observing the VTR without any comment from the researcher
- Collecting the general comments from the audiences
- Repeating the observation of the VTR with some comments from the trainer
- Discussing the more specific aspects of the teaching (reflection)
- Collecting and analyzing teachers' perception of the VTR and Teaching Learning Process inside (reflection)

# REFLECTION ON JAPANESE GOOD PRACTICE OF MATHEMATICS TEACHING THROUGH VTR

- VTR : Produced by CREAR, Direct Network  
Nichibun
- Lesson : Choosing Tasks according to Pupil's  
Interests (4th grade)
- Teacher : SAITO, Kazuya
- School : Ookayama Elementary School, Yokohama  
city
- Unit : The area of plane figures
- Method : Tasks based on pupils' interests.



# REFLECTION ON JAPANESE GOOD PRACTICE OF MATHEMATICS TEACHING THROUGH VTR

## The objectives of the Lesson:

- Pupils appreciate the formulas for the area of figures and are willing to use the formulas in order to find the area.
- Pupils are able to find the area making the best use of their prior knowledge and experience.
- Pupils are also able to formulate the methods to find the area of parallelograms.
- Pupils can find the area of fundamental Figures efficiently.
- Pupils understand the methods to find the area of fundamental figures.



## RESULTS

### Teachers' Perception about Mathematics Teaching in the VTR

- It is a good model (100 %)
- It is a good model and need to be socialized (80%)
- We wish to discuss it with our colleagues after the training (73.3%)
- It is a good model but it is not easy to implement it (95%)
- Teachers are lack of time to implement it (53.3%)
- The students have not ready (33.3%)





## RESULTS

### Teachers' Perception about Mathematics Teaching in the VTR

- The limitation of budget is one of the constraint to implement it (26.67%)
- Lack of educational facilities is one of the constraint to implement it (47%)
- By additional time and developing lesson preparation, we are optimistic to be able to implement it (25.6%)
- Teachers' competencies need to be improved in order to be able to implement such a good model(42%)

## RESULTS

### Teachers' Perception about Promoting Lesson Study for their Professional Development

80 % -----will discuss the VTR with their colleagues

60 % -----will disseminate the results to other teachers

40 % -----will discuss the VTR in the teachers club

55 % ----- will try to improve their teaching covers:  
improving Lesson Preparation, Student  
Work Sheet, teaching content and  
teaching methodology.



# RECOMMENDATION

To extend and intensify such activities:

It needs formalized scheme

It needs supports from educational society and government

It needs to develop network for collaboration

It needs educational resources and supporting environmental

It needs to reexamine some educational policies.

