

Analysis of Success Factors in Building Teacher Learning Community through Lesson Study: A Literature Study

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ABSTRACT

Efforts to improve learning so that students can actively participate in the classroom are to foster teachers to be able to create creative, innovative and fun learning. One of the efforts is to build teacher learning community with lesson study method. The purpose of this research is to describe the flow of lesson study implementation in building teachers' learning community and explain the success factors of building teachers' learning community through lesson study. This research is a type of qualitative research with data collection techniques used in this research is the literature study method. The results showed that the flow of lesson study implementation in building teacher learning community is Plan, Do, and See stages. Then, the success factors of building teachers' learning community through lesson study are at least two factors, each of which has a description. These factors are the motivation in following the learning community, especially in the lesson study learning community and the parties who are actively involved by carrying out their respective roles in the implementation of lesson study activities.

Keywords: *Lesson Study; Teacher Learning Community.*

INTRODUCTION

Education is a long-term investment that requires great effort and funds. Similarly, Indonesia has great hopes for educators or teachers in the future development of the nation's children as the next generation. Although it is recognized that education is a major long-term investment that must be prepared and organized, and facilitated, but until now, Indonesia is still struggling with classic problems, in this case the quality or quality of education (Bustami, 2019). In the current era, the more advanced the development of time and technology, education also requires quality improvement. Therefore, in an effort to improve the quality of education in Indonesia, serious efforts are needed to improve the quality of educators. Soedijarto (1993) (in Sripatmi et al., 2021) states that learning in the classroom determines the quality or quality of education. The level of learning quality can be indicated by the high role and involvement of students in the learning process, communication between teachers and students, and communication between students in the process of finding concepts in solving problems.

The quality of learning in schools is also influenced by a number of factors. These factors include educators (teachers), students, facilities and infrastructure, the environment, and management (Mutiani et al., 2020). The teacher or educator factor is one of the factors that has a major role in improving quality in education units. An educator/teacher has a very large role in efforts to improve the quality or quality of education. Therefore, an educator must be a person who continues to be eager to learn. The human learning process continues to occur as long as it seeks to maintain its life. The learning process is all activities or activities that aim to improve skills, knowledge, personal competence, community competence, and corporate competence (UNESCO, 2011; Sekar & Kamarubiani, 2020).

Teachers as educators and teachers as teachers are one of the determinants of the success of every educational effort. Every educational endeavor, especially educational reforms, curriculum changes, and improving human resources as a result of every educational endeavor, is always associated with

teachers. This shows the existence of the role of teachers in the world of education. In order to teach students, teachers are required to have multiple roles that can create effective teaching and learning conditions. Creating effective teaching and learning conditions and teachers must also be able to increase student learning opportunities and improve the quality of teaching. Teachers are the main component in formal and non-formal education that deals with students directly. Teachers are one of the determinants of the success of teaching and learning activities in achieving learning objectives. Thus, a teacher must always be able to improve professional abilities, attitudes, knowledge, and skills continuously according to the development of science, technology, and new educational paradigms. Professional competence in teachers is the ability to master teaching materials, as well as mastering the structure and methods of science in the field of study they teach. One model of coaching educators/teachers to achieve quality learning in schools is by participating in learning communities.

The learning community is a non-formal space or container that can be utilized to get additional learning. This is in line with the opinion of Sekar and Komarubiani (2020) that a learning community is an association whose members have the same learning goals and interact with each other to achieve these learning goals. In short, a learning community is a group that consists of several members and has an interest in the same thing. Typically, learning communities are formed because members have the same hobbies, for example, the big motorcycle community, the photography community, the fishing community, and so on. The same applies to learning communities, except that in learning communities, members have interests and goals that tend to be academic in nature.

Ferayanti, et al (2023) (in Giyanto et al., 2023) state that learning communities are divided into three, namely intraschool learning communities (members come from within one school), inter-school learning communities (members come from several schools), and learning communities through PMM. The intra-school learning community is a group of teachers/educators and education personnel to learn and share information to improve the quality of learning. Meanwhile, an inter-school learning community is an association of teachers from several schools who together form a learning community. At the primary school level, for example, it is known as the Teachers' Working Group (KKG), while at the junior high school and senior high school levels there is usually a teacher learning community called the Subject Teachers' Conference (MGMP). Meanwhile, the learning community through PMM is formed virtually online using the PMM function. PMM or Platform Merdeka Mengajar is one of the digital platforms developed by the Ministry of Education and Culture of the Republic of Indonesia. The learning community in PMM is a digital learning community between schools that can carry out learning activities together without being limited by distance because it can be accessed anywhere as long as there is an internet network. The purpose of establishing this learning community is to provide education to community members so that it can encourage an increase in the competence of educators or teachers. The involvement of teachers in the learning community is expected to be a means of sharing knowledge in solving a problem. One of the efforts to build a teacher learning community in order to foster and educate teachers to improve the quality of learning in schools is by implementing a lesson study teacher coaching strategy.

Lesson study is a model of teacher professional development through collaborative and sustainable learning assessment based on the principles of mutual learning and collegiality to create a learning community. Lesson study comes from the Japanese word *jogyokenkyu* which means a systematic process used by teachers or educators to test the effectiveness of teaching in order to improve learning outcomes (Garfield, 2006; Danaryanti et al., 2019). The person who initiated lesson study as a learning community was Professor Manabu SATO more than 30 years ago (Wiwit et al., 2023). Along with the development of science, lesson study has begun to enter and be implemented in Indonesia since the last 10 years by lesson study activists. In relation to lesson study, Wiwit, et al (2023:21) stated that lesson study can be interpreted as a professional development strategy for educators/teachers that is simple, effective, and efficient because it is done in schools and directly on target in finding solutions to learning problems and involves many teachers.

Lesson study is not a learning model or method, but lesson study activities can apply learning strategies or methods according to the conditions, situations, and problems faced by educators/teachers. This is as quoted from the opinion of Odah & Hemawan (2023) that teacher professionalism can be improved through the implementation of lesson study activities. Lesson study is a collaborative system in learning activities that begins with planning, implementing, observing, and reflecting on learning so

as to create a better teaching and learning process. Lesson study (LS) is a collaborative program in an effort to improve learning as a form of activity known as "piloting" (Stigler & Hiebert, 1999; Takahashi & McDougal, 2016; Mutiani et al., 2020). In this model of teacher development strategies through lesson study learning communities, the basic principle used is the gradual improvement of the quality of learning by learning from experience, either the experience of self or others in learning activities. Ginannkidou et al., 2013) (in Odah & Hemawan, 2023) stated that the theory used in implementing lesson study is based on the pedagogical theory of social constructivism, where teachers actively participate to encourage and motivate in carrying out reflection on education or learning through dialog for the benefit of students and foster professional teachers. Therefore, this research is important to find out what factors influence the success of lesson study in building teacher community.

Lesson study is a form of practical research by educators (teachers/lecturers) in analyzing learning and teaching problems in the classroom. It can be a method to generate practitioner knowledge as well as professional knowledge. Lesson study as a process does not only involve the teacher as the main subject in learning. But it also involves the role of observers, which can be partners/other teachers, education experts/lecturers, and other parties as observers in the flow of learning activities. This observation is intended to reflect on learning so that it allows changes, especially in improving the learning community. There are several stages that make up the lesson study cycle in its implementation. According to Lewis (2002) (through Ratnawati, 2019), there are at least six stages of lesson study at the beginning of its implementation in schools, namely: (1) formation of lesson study group; (2) focusing of lesson study; (3) developing lesson plan; (4) implementation of classroom learning and observation; (5) reflection and analyzing the learning that has been implemented; (6) planning the next stage of learning activities. Meanwhile, Richardson (2006) (in Ratnawati, 2019: 25) stated that there are seven stages or steps included in the beginning of lesson study implementation, namely: (1) forming the lesson study team; (2) focusing the lesson study; (3) planning the implementation of learning; (4) preparing for observation; (5) implementing learning accompanied by observation; (6) reflecting or discussing the learning that has been implemented; and (7) planning learning for the next stage. The implementation of lesson study is practice-oriented so that this lesson study research has three main objectives, namely: (1) plan, which is planning learning based on academic observations on the topic and learning tools used; (2) do, which is the stage of implementing learning that refers to the lesson plan and tools used and involves peers to observe; and (3) see, which is reflecting through responses/opinions and discussions with observers (Saito, et al., 2005; Ratnawati, 2019).

Based on the background that has been described, the questions in this study are: (1) what is the flow of lesson study implementation in building teachers' learning community; and (2) what are the success factors in building teachers' learning community through lesson study? Thus, referring to these research questions, the objectives of this study are: (1) to describe the flow of lesson study implementation in building teacher learning community; and (2) to explain the success factors of building teacher learning community through lesson study. This research focuses on the motivation of members who participate in the teacher learning community through lesson study, the flow of implementation, and the role of partners and members of the learning community involved.

RESEARCH METHODS

This research is a qualitative research to describe the implementation of lesson study in building teachers' learning community and to explain the success factors of building teachers' learning community through lesson study. The data collection technique used in this research is the library research method. The library study method is a method of collecting data by studying and understanding theories from various literatures that are linked to the research topic (Adlini, et al., 2022). This literature study method refers to previous studies with high quality and relevance to research questions (Solehah, 2024).

In relation to literature study, Zed (2004) (through Adlini et al., 2022) states that there are four stages of literature study in a research, namely: (1) preparing the necessary equipment; (2) preparing a working bibliography; (3) organizing time; and (4) reading and recording research materials. This research uses data obtained from various sources such as books and research in journals that have been carried out previously. The literature study began by looking for various studies and books available in the Publish or Perish application. The research sought is certainly related to the teacher learning

community, especially using the lesson study method. The research sought is research published from 2014 to 2024. The library materials obtained were observed and analyzed critically and deeply so that they could support the propositions and ideas produced. This part is also called data reduction which is carried out according to the relevance of the data needed.

RESULTS AND DISCUSSION

A learning community is a group of teachers, educators, and other education personnel who have the same passion and concern for the transformation of learning through regular interaction in a space or container to actively participate. Another opinion is conveyed by Rizki and Fakhrunisa (2022) (in Tapung, 2024) which states that learning community is a concept that emphasizes collaborative learning outside the formal school environment. In this case, learning can occur in various places, such as at home, community environments, and in other non-formal institutions. The existence of learning communities aims to expand the learning space and create inclusive and sustainable learning opportunities. There are several benefits of learning communities as a collaborative learning platform, namely: (1) building relationships between educators; (2) providing space for educators to communicate and share information; (3) building discussion and dialogue between educators (peers) so that they can explore solutions to the challenges they face; (4) stimulating learning by becoming a forum for discussion, communication, mentoring, coaching, and self-reflection; (5) sharing knowledge to improve practice by providing a forum to identify solutions to existing problems in order to produce best and appropriate practices; (6) introducing collaborative processes to groups/organizations to encourage the exchange of ideas and information; (7) encouraging community members to take concrete actions with measurable results; and (8) generating new knowledge to assist members in changing practices for the better according to the needs and technological developments.

One of the teacher professional development models through collaborative and sustainable learning assessment based on the principles of mutual learning and collegiality to create a learning community is lesson study. Lesson study is a model of teacher professional development through collaborative and sustainable learning assessment based on the principles of mutual learning and collegiality to create a learning community. Lesson study comes from the Japanese word *jugyokenkyu* which means a systematic process used by teachers or educators to test the effectiveness of teaching in order to improve learning outcomes (Garfield, 2006; Danaryanti et al., 2019). The person who initiated lesson study as a learning community was Professor Manabu SATO more than 30 years ago (Wiwit, et al, 2023:20). Along with the development of science, lesson study has begun to enter and be implemented in Indonesia since the last 10 years by lesson study activists. Related to lesson study, Wiwit, et al (2023:21) stated that lesson study can be interpreted as a professional development strategy for educators/teachers that is simple, effective, and efficient because it is done at school and directly on target in finding solutions to learning problems and involves many teachers. Lesson study is not a learning model or method, but lesson study activities can apply learning strategies or methods according to the conditions, situations, and problems faced by educators/teachers. This is as quoted from the opinion of Odah and Hernawan (2023) that teacher professionalism can be improved through the implementation of lesson study activities. Lesson study as one of the collaborative systems in learning activities that begins with planning, implementing, observing, and reflecting on learning so as to create a better teaching and learning process. Based on the analysis that has been done, the following are the results and discussion of the data in this study.

Lesson Study Implementation Flow

The flow of lesson study implementation consists of several stages. According to Mulyani (2014), the stages of lesson study implementation are Plan, Do, and See. The following is an explanation of the three stages of the lesson study implementation flow.

1. Plan Stage

The first stage of lesson study implementation is to plan learner-centered learning based on classroom problems. In an effort to achieve learning, of course, you must first prepare a Learning Implementation Plan. The preparation of this Learning Implementation Plan must refer to the Syllabus or Flow of Learning Objectives which contains Subject Matter, Learning Activities, Indicators, Assessment, Time Allocation and Learning Resources. Syllabus or Flow of Learning Objectives consists of Competency Standards and Basic Competencies or now better known as Learning

Outcomes. The aim is to ensure that learners are active learners. Good planning is not done alone, but together with several teachers to enrich ideas. The planning process starts with analyzing the problems faced in learning. Some of the problems that often arise in the learning process are as follows.

a) Pedagogy

Pedagogy is a science that discusses issues in education and educational activities, such as educational tools, educational goals, students, how to educate, educators, and the like (Nurhamida, 2018). In short, pedagogy is the science of teaching or the science of education. In terms of pedagogy, the problem that often arises is the process of developing teaching/learning methods that are creative, innovative, and fun and in accordance with the learning needs of students.

b) Facilities

Learning facilities are also one of the problems that often arise in the learning/teaching process. The problem lies in the lack of facilities that can support the learning process. Therefore, limited facilities are certainly an obstacle in applying creative, innovative and fun learning methods to students.

With the problems that arise in the learning process, the next step is for teachers to jointly find solutions to existing problems and outline them in a learning design in the form of learning media, student worksheets, and assessment/evaluation methods. This planning activity requires one to two meetings to be maximized. Frequent meetings in training between teachers in the context of lesson planning led to the formation of collegiality between the parties involved, such as teachers and lecturers, so that they do not feel lower or higher. The parties involved in the lesson study process will share experiences, discuss with each other, and learn from each other so that through the meeting activities in the framework of this lesson study will be formed 'mutual learning' or mutual learning.

2. Do Stage (Implementation)

The second stage of lesson study implementation is the learning implementation stage that has been formulated in the previous planning stage. In the planning stage, the learning design is made and it has been agreed who is the model teacher who will carry out the learning. The purpose of this stage is to test the learning method that has been designed. Teachers other than the model teacher act as observers of the learning that is implemented. Therefore, the school should also be involved in observing the learning by acting as the leader of the observation. Briefing to observers is done before the learning process begins. This aims to inform the planned learning activities and remind that during the learning process, observers are not allowed to interfere with learning activities, which only focus on observing learning activities, especially the activities of students in the learning process. In line with that, Mulyani (2014) states that the focus of observation by observers during the implementation of learning is aimed at three things, namely: (1) students' learning activities; (2) reasons if there are students who do not learn; and (3) teachers' efforts to motivate students so that the learning process occurs in students.

Observers need an observation sheet to record what is observed. Observers can also record videos or photos for documentation purposes. However, it is important to remember that observers collect information and pay attention to the learning process to learn from the ongoing learning activities. So, observation is not intended to evaluate the teacher who implements the lesson.

3. See Stage (Reflection)

The third stage of lesson study implementation is reflection, which is a discussion between teachers and observers conducted after the lesson is over. This discussion is led by the Teacher Working Group. The discussion was initiated by the model teacher who conveyed his/her impressions in the learning implementation process. Then, the observer is asked to submit comments related to learning, especially regarding the activities of students in the classroom during the learning process. If there are criticisms and suggestions from observers for teachers, they should be conveyed wisely to improve the learning design and methods implemented. The criticism and suggestions should be openly accepted by the teacher for further learning improvement.

The training of the teacher community through lesson study needs to be carried out in a sustainable manner so that it has an optimal impact on the quality of teaching and learning. Therefore, to ensure the sustainability of teacher training through lesson study, the involvement of the school principal is needed. The involvement of the principal is as a facilitator who facilitates the sharing of opinions and experiences among teachers so that the learning community can be built as a forum for self-development. This is in line with the opinion of Mulyani (2014) who states that principals are involved

not to lecture teachers, but as facilitators of discussion and exchange of opinions/experiences among member teachers involved in lesson study activities.

Success Factors for Building Teacher Learning Communities through Lesson Study

Based on the analysis that has been conducted on several research results on the topic of lesson study, there are at least two success factors in the effort to build a learning community of teachers through lesson study and the following is a description of each factor.

1. Motivation to Engage in a Learning Community

A person's involvement in a community, especially a learning community, is certainly influenced by the reasons why a person joins the learning community. This motivation or reason becomes a strong impetus for someone to play an optimal role in a learning community, one of which is the lesson study learning community. Some of these reasons or motivations are as follows.

a) Interest

One of the reasons someone joins a learning community, especially lesson study, is interest. Interest is a sense of wanting to do, get, or follow something. This interest can come from the people involved in the learning community. For example, someone considers members of the learning community to have advantages that can be beneficial to him. This is in line with the opinion of Brown et al. (2018) (in Sekar & Kamarubiani, 2020) which states that usually the motivation for someone to join a learning community is useful and fun.

b) Relevant to Careers/Interests

A career is often associated with a job or profession that will or is being undertaken. Career is one of the motivations for someone to join a learning community. In this case, a person follows a learning community that is in accordance with the work/profession that is being undertaken or desired. Someone will expect benefits for their career advancement because their skills and knowledge will continue to develop by joining a learning community. A learning community is a place that provides learning opportunities for its members in a field of study or something they want to learn so that it can increase one's skills and competencies (Young, et al in Dziubinski (2014); Sekar & Kamarubiani, 2020).

c) Learning Material/Content

What is learned and discussed in the activities in the learning community can be a motivation for someone to join the learning community. According to Dziubinski (2014) (in Sekar & Kamarubiani, 2020), the content taught in the learning community is a special attraction so that someone wants to join it.

d) Self-Development

Values within the scope of self-development are also a motivation for someone to join a learning community. The following are details of several kinds of development values in a person because of joining the learning community.

1) Academic/New Knowledge

One of the goals of joining a learning community is to gain new knowledge in order to overcome problems faced, either in daily life or at work. Learning new things is the result that someone would expect to join a learning community (Brown et al., 2018; Sekar and Kamarubiani, 2020).

2) Relationship

The learning community consists of members who certainly facilitate the achievement of learning objectives. Working together to achieve learning goals. This is in line with the opinion of Brown et al (2018) (in Sekar & Kamarubiani, 2020) which states that someone will seek to learn with people who have the same vision and thoughts will be more motivated to participate in the learning community. Having the same goals and ideas and being actively involved in the learning community will provide opportunities for members to communicate and build relationships such as friendships, business relationships, and so on.

3) Self-Confidence

Participation in a community helps build self-confidence. In a learning community, members are exposed to proactive learning situations and therefore have the autonomy to express what they want to learn. In addition, activities in a learning community always involve

many people, including fellow community members, other people attending events organized by the community, and other communities that may participate in activities organized by the community. Therefore, community members are always interacting, communicating and expressing ideas with others, which indirectly increases their confidence. When the responsibilities of community members are fulfilled well, their self-confidence increases; as Brown, et al (2018) (through Sekar & Kamarubiani, 2020) said, if someone succeeds in getting something out of their actions, they will be more confident and willing to face new challenges.

4) Networking

Networks created during participation in learning communities are supported by opportunities to interact and exchange ideas with community members, which can trigger the implementation of other activities outside the community. For example, lesson study activities involve several parties such as teachers, principals, lecturers, government agencies, and so on, which will certainly experience interactions with each other that result in networking between them. Collaborating with many other learning communities and anyone outside the community helps expand the network of community members and creates opportunities to get support from others, making it easier for someone to carry out meaningful activities. In line with that, Brown, et al. (2018) (in Sekar & Kamarubiani, 2020) state that the extent to which a person develops a network outside the organization is considered valuable because it will provide opportunities to interact and build relationships that lead to positive relationships, whether for mutual learning or other things.

5) Skill Development

In addition to improving knowledge, learning communities can also help members to develop their skills. These skills can be developed through activities within the community. Teaching activities, sharing knowledge with peers, or organizing organized events can help develop teaching skills, communication skills, skills in following norms within a particular group, and skills in creating events that benefit the community and others (Brown et al., 2018; Sekar & Kamarubiani, 2020). These skills are considered useful not only in the lives of individuals, but also in their future careers.

2. Role of Lesson Study Participants

Lesson study is a collaborative activity with implementation ideally coming from principals and teachers. Who conducts this activity is highly dependent on the type of lesson study implemented/developed. If the lesson study implemented is school-based, then the people involved are all teachers from various subject areas and the principal of the school. The main purpose of school-based lesson study activities is to improve the quality of the process and student learning outcomes concerning all subject areas taught. In each step (plan, do, see) of the lesson study activity, teachers have the opportunity to identify learning problems, design lesson plans, review usual learning experiences, choose alternative learning models, implement learning, observe the learning process, and reflect.

Another type of lesson study is lesson study based on subject teacher meetings (MGMP). In this case, teachers of the same subject area in an area gather in a particular school called the central school. The teachers come from several schools so that the lesson study can be implemented in turns from one school to another. The flow or procedure for implementing MGMP-based lesson study is also the same as before, namely there are stages of planning, implementation, and reflection (plan, do, see). The only difference is that the community members come from various schools with the same field of study. This type of lesson study community members can cover one region, one district, or even wider.

Looking at the two types of lesson study described above, basically the activity involves several parties (a group of people) and is carried out collaboratively in planning, implementing, and reflecting (plan, do, see). This collaborative learning activity of teachers forms a learning community that is synergistically expected to be able to create new innovations in creating more creative, effective and efficient learning. That way, each member of the community involved can do self-development so that they have the independence to continue learning and developing together with other members of the lesson study learning community.

There are several roles of various parties involved in lesson study activities. According to Danaryanti et al. (2019), there are at least four parties who have their respective roles in the implementation of lesson study activities, which are as follows.

- a) Facilitator Role Of Subject Teacher Meetings
 - (1) Coordinating the members of the Subject Teacher Consultative Meeting in each of its regions.
 - (2) Become an academic leader in group/area discussion.
 - (3) Become a driving force in fostering peers (collegiality) within the scope of their area.
 - (4) Intermediary between subject teachers' meeting, local government office, and university (if involving lecturers).
 - (5) Facilitators are bottom up because they have criteria (Strata One in their field, active in MGMP, and nominated by members of the Subject Teacher Consultation group in their area).
- b) The role of the school principal
 - (1) As a supervisor in the school who plays a role in ensuring the sustainability of the program, ensuring policy and financial guarantees, and checking the teachers in his/her school based on the lesson study results.
 - (2) As a moderator/leader in lesson study activities so that the principal can find out the process of teaching and learning activities in the classroom. This is also useful so that there is no distance between the principal and the teacher.
- c) Role of the Supervisor
 - (1) As a supervisor in one area (several schools).
 - (2) Watching and observing the learning process in the classroom.
 - (3) Coaching teachers based on problems found in the learning process in the classroom.
- d) Role of Monitoring and Evaluation Team (MONEV)
 - (1) Develop the required monitoring and evaluation tools.
 - (2) Develop a monitoring and evaluation system mechanism.
 - (3) Carry out monitoring and evaluation using procedures, mechanisms, and instruments that have been developed.
 - (4) Prepare a monitoring and evaluation report for each cycle of lesson study activities.
 - (5) Communicating the findings of monitoring and evaluation periodically to the parties involved in lesson study activities.

CONCLUSIONS

The flow of lesson study implementation in building teacher learning communities is the Plan, Do, and See stages. Plan is the process of designing the lesson plan. Then, Do is the process of implementing learning by the model teacher and then other parties or observers observe it. Finally, See is the reflection stage in the form of discussion activities between the model teacher, observer teachers, lecturers, and other involved parties guided by the activity leader (principal and facilitator of the Subject Teacher Conference, if the lesson study is based on MGMP).

The success factors of building teacher learning community through lesson study are at least two factors, each of which has a description. These factors are the motivation in following the learning community, especially in the lesson study learning community and the parties who are actively involved by carrying out their respective roles in the implementation of lesson study activities. The motivation to follow the lesson study learning community found is interest, learning material/content, relevance to career, and by following the learning community, one can gain new knowledge, relationships, networking, skill development, and increase self-confidence. With the many benefits of following and undergoing a lesson study learning community, this lesson study coaching method is still often used as a training and coaching tool in terms of improving learning methods in the classroom and fostering collaboration between teachers and other parties so that a learning community is formed that has many benefits.

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