

MTs ENGLISH TEACHERS' PERSPECTIVES ON THE INFLUENCE OF LESSON STUDY TO THEIR ACHIEVEMENT MOTIVATION AND TEACHING PERFORMANCE

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Abstract. This study aims to examine MTs English teachers' perspectives on the influences of LS training assistance participation had on their achievement motivation and teaching performance in the classroom. The case study explored teachers' perspectives of how LS training assistance participation affected their achievement motivation and teaching performance in the classroom. Lesson study is a collaborative method of goal setting, instructional planning, assessing its impact, and reflection and refinement of teaching. The lesson study process, or cycle as it is often called, is a teacher-led, student centered and, ultimately student learning. This study revealed that teachers perceived a positive influence of participating in LS training assistance on both their achievement motivation and teaching performance. Specifically these teachers reported changes in their achievement motivation. They also reported changes in their teaching performance in the way of: 1. Planning Learning Program (lesson plan), 2) Implementing learning activities, 3) Making assessment of learning, 4) Implementing school managerial, 5) Developing content knowledge and skills, and 6) Becoming school curriculum developer. Overall, the findings in this study suggest that a majority of the teachers believed that LS training assistance participation affected their achievement motivation and teaching performance in the classroom and that it was an effective way to continue their professional development.

Key Words : Teachers' perspectives, achievement motivation, LS training assistance, teachers' performance.

INTRODUCTION

Lesson study, a form of collaborative teacher research that originated in Japan, involves groups of teachers to plan, implement, evaluate, and revise instruction. Although lesson study varies

somewhat across settings (Lewis, Perry, & Murata, 2006), the process generally includes four phases. The lesson study group develops goals for student learning and identifies a curricular topic through which they want to address those goals. The teachers then examine published reports about how students learn the concepts related to that topic, how other teachers have taught the topic, and teaching ideas recommended by researchers in the form of lesson plan.

The lesson study process, or cycle as it is often called, is a teacher-led, student-centered effort to improve practice and, ultimately student learning. One member of the lesson study group teaches as a “model teacher” for the lesson while the other members observe the lesson as it unfolds, taking detailed notes on student learning and other planned points of evaluation. The focus of this “public teaching” is not to critique the teacher’s performance, but tend to examine the effects of the lesson on student learning and understanding (Stigler & Hiebert, 1999).

In lesson study, the group of teachers select a unit and lesson together, usually one that they currently use that is either difficult to learn or to teach. They plan as a group how that “lesson plan” will be taught. In addition to planning the content, other considerations in the study lesson plan are organizing the lesson and allocating time to different parts, anticipating students’ responses to the lesson and the specific problems they are asked to work on, and deciding how student performance will be evaluated during the lesson.

After the first teaching of the lesson, preferably the same day, the teachers and a person who is known as an “expert” from any university with expertise in the content area and/or the lesson study process convene to share their findings and discuss possible revisions to the lesson plan to improve learning. Within two or three days, after accepted revisions are incorporated into the lesson, it is taught again in another classroom, often by another model teacher of the lesson study group. Once again this teaching is followed by a group discussion about the results. This discussion, like the first one, usually leads by the school headmaster as a moderator, serves not as a criticism of the teacher’s technique, but as an appraisal of the whole group’s efforts to create a lesson that addresses the goal established at the beginning of

the cycle (Lewis, 2002). As a summary, the phases of lesson study are: 1) planning the research lesson, 2) Teaching the research lesson, 3) Reflecting on the research lesson, and 4) Writing a report of the research lesson.

This study is based on the writer experience in joining lesson study training assistance MTs Islamiyah in District Jabung, Malang. This study aims to examine MTs English teachers' perspectives on the influences of LS training assistance participation had on their achievement motivation and teaching performance in the classroom.

LESSON STUDY AS TEACHER PROFESSIONAL DEVELOPMENT (PD)

Lesson study is one way to enlarge or sustain the teacher professionalism through Professional Development (PD). Teacher according to the Law on Teachers and Lecturers N0. 14 Year 2005, is a professional worker, who gets the right and professional obligations, are expected to devote totally to his profession and to live worthy of the profession. Teachers are required to have academic qualifications and competence of educator as learning agent. Academic qualifications obtained through Education Undergraduate Program (S1) or Diploma Program Four (D-IV) in accordance with his duties as a teacher.

Teachers are professional educators who has primary responsibility, among others; plan learning, educate, teach, guide, lead, train, assess and evaluate students on early childhood education, formal education, basic education, and secondary education as well as additional tasks that are relevant to the functioning of the school/madrasah (Regulation of the Minister of State for PAN and RB No. 16/2009 and the national Education Minister Regulation No.35/2010).

Heyneman and Loxey (2009) states, the results of studies conducted in 29 countries it is found that among the various inputs that determine the quality of education one-third is determined by the teachers, whose performance has a direct influence on the learning process. The competent teachers are good teachers in terms of their performance in the classroom activities or teachers' classroom performance. Competence teachers are qualified teachers, who are

able to carry out its obligations in a responsible and viable, have a good performance. Kane (2006) states that performance is not a characteristic of a person's talent or ability but rather a manifestation of the talent or the ability itself. So it is important for the teachers to joint lesson study as their PD to improve their quality, competences, classroom performance, as well as professionalism.

ACHIEVEMENT MOTIVATION

Every individual has a conditional internal/intrinsic, where such conditions should play a part in her daily activities. One of the internal conditions is 'motivation'. Motivation is the basic impulse that drives a person to behave (Uno, 2009). Intrinsic factors include achievement, recognition of the work, responsibility, work itself, and advancement, personal development (advancement and personal growth).

Furthermore, McClelland states that achievement motivation is not something that can be inherited, caused by the influence of the surrounding circumstances, but achievement motivation may be formed to follow certain ways. The characteristics that exist in individuals who have high motivation; a) likes to make work-related achievement, b) risk-taker simple, c) prefer to make work which individuals were responsible for the success of this work, d) like have the ease of working it, e) is more concerned with the future of on the present and the past is past, and f) if a failure resilient. The properties are said to be the peak that distinguish one person to another.

Things that motivate McClelland is: 1). The need for achievement (need for achievement = n_{Ach}), is the driving force that motivates the spirit of working teachers. It will encourage someone to develop creativity and directs all its ability and energy to achieve optimal performance. Someone will be enthusiastic for high achievers, as long as it's likely to be given a chance. 2). The need for affiliation (need for affiliation = n_{Af}), becomes the driving force that will motivate work of a teacher. This will stimulate a passion working person because everyone wants things: the need to be accepted by other people's feelings (sense of belonging), needs to be respected feeling (sense of importance), the need for a feeling of participation

(sense of participation). 3). The need for power (need for power = n Pow), is the driving force that motivates a person's morale. It will stimulate and motivate the morale as well as directing all of its ability to achieve the best power or position.

McClelland argued that the pursuers achievement (achievers) has the following qualities: (1) like the situation is safe, they take personal responsibility for solving the problems, (2) tend to set goals achievement moderate and take calculated risks, (3) wants concrete feedback about their work. Individuals with high achievement motivation that tend to take the risk of moderate (moderate) alone rather than gamble on the situation with the possibility of high rewards, but also large probability of failure, it seems intuitively useful. Achiever was interested in a series of consistent success and do not want to tarnish his record with a total failure.

Based on the theories of achievement motivation McClelland with three main motivation, namely: need for achievement (n Ach), need for affiliation (n Af), and the need for power (n Pow), the indicator for achievement motivation in this study include: (1) the desire to work better, (2) the responsibility to solve the problem, (3) feedback for improvement, (4) have a challenging goal, (5) like a job that requires the skills themselves, (6) do not like success obtained by chance, and (7) to obtain the satisfaction of the efforts and achievements.

TEACHING PERFORMANCE

Teacher performance results achieved by teachers in carrying out the tasks assigned to him based on skills, experience, and spirit as well as the use of time. Kay (2009) states that the performance of teachers is an achievement that can be demonstrated by the teacher. Teacher performance is the result that can be achieved in carrying out the tasks assigned to him based on skills, experience, and determination as well as the time available. The realization of the performance realized by the teachers' competence. Performance results achieved by the teacher demonstrated the effectiveness of the work undertaken by the behavior. Internal factors (competence, skill, and effort of teachers) and external factors such as economic

conditions, organizational culture, organizational climate, availability of infrastructure, welfare / incentives received, can influence the behavior of labor, which in turn may affect the work.

The performance of teachers is a teacher's ability to demonstrate a variety of skills and competences they have in the real world of work. The real world of work teachers is facilitating students in the learning process in the classroom. More about the performance of teachers, Moeheriono (2009) concluded as follows: (1) The method can be used to assess teachers performance are, (a) the method of testing compliance (regulatory, compliance profession, practice healthy), (b) testing method substantive (analytical testing, testing of detail on a statement educator competence, the audit procedures), (c) test of sampling methods, and (d) a method of making a statement of opinion. (2) The procedure of audit of teacher performance, including: (a) analytical procedures, (b) inspect, (c) communicate, (d) ask questions, (e) calculating, (f) searching, (g) match to the document, and (h) observation. (3) Principles of mind that need to be considered in the preparation of professional standards to audit teacher performance is recommended for an auditor or assessor who will perform tests on the competence of teachers should have to have adequate knowledge and expertise as an auditor, namely: (a) the standard of performance to audit teacher, (b) understand the methods and audit procedures of teacher performance, and (c) has sufficient expertise and ability of the auditing of the compliance testing and implementation of teaching practices, as well as audits on substantive testing of teacher performance report.

Benchmarking of high quality teaching can be seen from the five main things. First, work with students individually, Second, planning and preparation for teaching, Third, use of teaching aids, Fourth, follow-include students in a variety of learning experiences, Fifth, teacher leadership. It may be seen from teacher performance appraisal, which aim to improve its performance, measure and improve accountability work, foster professionalism, and improve collaboration among colleagues and outside parties. Teacher performance assessment is the process of evaluating the work of the task that has been given to teachers.

In performing its duties, the teacher plays a variety of roles. Related to the role of teachers has formulated standards for assessment of teacher performance. Strategic roles of teachers in implementing the competency of the duties are: (1) as the executor of the school administration, (2) as the developer of knowledge and skills, and (3) as curriculum developers (Dharma, 2008). The basic theory is used as a basis for assessing the quality of teacher performance, namely: $Performance = f(x \text{ Ability Motivation})$.

Based on some theory and expert opinion on the above, it can be stated that the performance in the context of the teaching profession is a learning activity that includes planning, implementation of learning, and assessment of learning outcomes. Stated also that the overall performance of the teacher is the behavior or activities of teachers in performing their duties to achieve the goal. Includes teacher performance in learning activities, activities in accordance with its role as school administrators, as the developer of knowledge and skills, as well as school curriculum developers. Indicators to measure teacher performance is the ability to carry out the activities of the teachers, both concerning the task of teaching students in the classroom and duties other than teaching in the classroom. The indicators of teacher performance include: (1) planning of learning programs, (2) execution of the learning activities, (3) assessment of learning, (4) implementing the managerial school, (5) development of knowledge and skills, and (6) the developer school curriculum.

RESEARCH QUESTION

1. What are MTs English teachers' perspectives on the influences of LS training assistance participation had on their achievement motivation?
2. What are MTs English teachers' perspectives on the influences of LS training assistance participation had on their teaching performance in the classroom?
3. How does LS training assistance participation produce these effects and what aspects of the process seem to have the greatest positive impact on their achievement motivation and teaching performance in the classroom?

When Madrasah Tsanawiyah teachers are generally free to select the kinds of PD in which they will engage, it is imperative to gain an understanding of their perspectives related to the impact their choices have on any improvement in their knowledge, or any change in their practice. Specifically, it is important to understand their perspectives on the impact that their choice of participating in Lesson study assistance program had on their achievement motivation and teaching performance in the classroom. Furthermore, when an understanding of their perspectives is illuminated, it can assist in identifying the qualities and characteristics of this practice that might sustain it; especially given the review of literature that suggests that Lesson study is an effective PD endeavor that will improve teacher content knowledge and pedagogical content knowledge.

Given the complexities of this practice, the cultural barriers that need to be overcome for successful implementation, and the uniqueness of the teaching and learning interplay, I believe that studying MTs English teachers' perspectives on the influences of LS training assistance participation had on their achievement motivation and teaching performance in the classroom was an important study.

RESEARCH METHODOLOGY

This research is descriptive explanatory type of survey with qualitative approach. This research is descriptive for trying to show the phenomena observed at this point (Gay, 1992). This study aims to examine MTs English teachers' perspectives on the influences of LS training assistance participation had on their achievement motivation and teaching performance in the classroom. This qualitative case study from MTs Islamiyah in District Jabung, Malang used questionnaires, field note, and interview guide as the instruments. The case study explored MTs English teachers' perspectives of how LS training assistance participation affected their achievement motivation and teaching performance in the classroom.

The study design models explanatory have characteristics: (a) The data collected from a sample from the population that has been predetermined, (b) Data relating to an opinion, perception and one thing at a time, which are collected simultaneously in time relatively

short, and (c) Data analyzed by various methods, depending on the conclusions from the data collected. This study sought to gather data to understand MTs English teachers' perspectives of how LS training assistance participation affected their achievement motivation and teaching performance in the classroom. The researcher employed a mixed methods approach using a survey and follow-up, semi-structured interview. A 67.03% (n=83) response rate was achieved on the survey, and a 32.8% (n=8) response rate was achieved for the interview. Survey Monkey, a questionnaire survey, was used to collect the survey data which was then uploaded to SPSS for statistical analysis.

Particular responses from the participants that were embedded in the survey and interview transcripts were initially coded using a unique data set developed by the researcher. These data were used to illustrate specific examples, the extent of perceived change, and/or the nature of the responses. Interview transcripts were analyzed qualitatively to determine patterns in responses, perceived changes and emergent themes.

The sources of the data were 27 teachers from which joined lesson study training assistance MTs Islamiyah in District Jabung, Malang. Lesson study training assistance is one program which stated in the plan of Religious Training Center Surabaya. Religious Training Center as an institution under the Ministry of Religious Affairs has the task and function of education and training. Religious Training Center Surabaya in implementing training and education duties, in accordance with the guidelines of education and training are arranged at the central level. Education and training as systematic activities implemented to improve competence in particular employees of the Ministry of Religion. The approach taken in implementing the education and training emphasize on quality and customer satisfaction that training participants including participants of lesson study training assistance.

RESEARCH RESULTS AND DISCUSSION

Presented findings were drawn from the completed questionnaires, individual interviews and focus group discussions

which were carried out as planned. Both the questionnaires and interview guide had different questions crafted basing on participants' roles however all focusing on dialogue issue. The questionnaire, qualitative interview, document, and field data gathered in this study of teachers engaged in this lesson study training assistance offered insights into the practice's potential as a form of professional development (PD) that could empower teachers to determine the course of their own professional growth through an ongoing, collaborative, student-centered approach, lesson study. The 27 teachers in the study, in this case study all expressed positive perceptions on the influences of LS training assistance participation had on their achievement motivation and teaching performance in the classroom.

In seeking answer to the first research questions, what MTs English teachers' perspectives on the influences of LS training assistance participation had on their achievement motivation are, themes that emerged especially during the interviews included the positive perceptions of LS training assistance as a collaborative, teacher-led process for improving practice; the insight that the factors that enable or inhibit lesson study may be intrinsic to individual teachers; and the understanding that lesson study can instill a sense of empowerment and professionalism to those who engage in the endeavor.

Their perceptions on the teaching performance in the classroom were positive. It can be shown from their respond in the questionnaire. Related to planning learning program as the first indicator of teaching performance, they created a learning plan that includes an annual program, the semester program, and details of the week effective the beginning of each new school year. They set lesson plans in the form of a syllabus and lesson plans beginning of each new school year. In their lesson plan, there is competence, learning objectives, learning materials, teaching methods, learning steps, and evaluation. Before entering the classroom, teachers prepared the material that will be taught to students. In carrying out the duties of teaching, their guidance is in line with the lesson plan that was created earlier. They tried using the appropriate method and media of learning

that match the topics being taught according to the plan that they have made.

Implementation of learning activities, each end of the implementation of learning, they provide learning evaluation in line with the plans that have been made previously. In the midterm, they provide an evaluation of learning through midterm test. In the post activity, they always inform the material to be studied later. Each end of the semester, they give evaluation of learning through final exams which suitable with the plans that have been made. In the process of assessment, they design appropriate evaluation tools to measure progress and success of learners. They use a variety of strategies and methods of assessment to monitor student progress.

Implementing managerial madrasah, they inform the results of assessment of learning and the development of learners' progress to parents. As developers of knowledge and skills, most of them they deal with the school administration in the form of a record of attendance and student achievement and always follow the development of science in order not to fall behind the information through a variety of sources including the internet. The last indicators of teaching performance, teachers as developer of madrasah curriculum, they utilize a variety of assessments to provide feedback for consideration drafting future learning, and they participate in curriculum development plan includes an evaluation or continuous assessment and comprehensive curriculum.

In seeking the second research questions about achievement motivation, what MTs English teachers' perspectives on the influences of LS training assistance participation had on their teaching performance in the classroom are, the indicator of desire to work better, most of them have a passion to work to achieve better results than the previous. They are motivated when the task became their responsibility in line with the field and the skills that they have. Their spirit work cannot be separated from their sense of pride when it can do the work exceeds the minimum standards required of superiors.

In the responsibility for solving the problem, their passion in work is considered as worship because based on their practice the knowledge they have. They feel that a success which is derived not

from the effort and hard work cannot be used as a guide in learning problem solving. They have a colleague/fellow teacher who was function in giving advice or feedback, so that the work they were not alone. They use feedback and input as consideration for future improvement. The provision of knowledge and skills that they have, give confidence to finish the tasks. They feel confident that the effort will be able to solve the problems in achieving success. Most of them feel satisfied and proud of the successful achievement of the efforts that they have done. They realize that a job as a teacher is a challenging job.

They will not be satisfied with the results they have achieved if not from the effort, but from chance itself. Every encounter difficulties, they believe there is a boss or colleague who could be invited to the discussion to find solutions to overcome them. The teachers resolve complex tasks and it gives a preoccupation for them as a challenge to achieve success. And in the last indicator, the teachers have confidence that each is given a hard task, they would have been able to cope and certainly no solution.

Related to the third research question, evidence of the teachers' sense of empowerment and professionalism as a result of joining LS training assistance participation was found both explicitly in their interview comments on these issues, and implicitly in the ways they discussed both their teaching practices and the LS training assistance participation process. The teachers were aware that the direction that the LS training assistance participation process took, in terms of teaching strategies, content, and assessment, was entirely at their discretion.

As the teachers collaborated in LS training assistance participation, the data suggest that they developed a greater sense of self-determination to seek ways to improve their individual practice, as well as teaching and learning throughout the school, using lesson study. There also is evidence that each of the principles of empowerment evaluation was indeed "in force" done. To some degree in lesson study and that the process provided a tool for directing their own improvement, which also is the goal of empowerment evaluation. Fetterman (1996) advocates the empowerment approach for any group

of teachers seeking to build their own capacity to improve by determining for themselves where and how to improve.

CONCLUSIONS

From the findings, MTs English teachers' perspectives on the influences of LS training assistance participation had on their achievement motivation were positive. It can be shown from their response in the questionnaire. Related to planning learning program as the first indicator of teaching performance, they created a learning plan that includes an annual program, the semester program, and details of the week effective the beginning of each new school year. They set lesson plans in the form of a syllabus and lesson plans beginning of each new school year. In their lesson plan, there is competence, learning objectives, learning materials, teaching methods, learning steps, and evaluation. They have good achievement motivation in: 1. The desire to work better, 2. The responsibility for solving the problem, 3. Feedback to repair later, 4. Having a challenging goal, 5. Love yourself job that requires skills, 6. Not like the success obtained by chance, 7. Obtain the satisfaction of the efforts and achievements.

MTs English teachers' perspectives on the influences of LS training assistance participation had on their teaching performance were positive too. The evidences can be shown that they: 1. Planning Learning Program, 2. Implementation of Learning Activities, 3. Assessment of learning, 4. Implementing managerial madrasah, 5. Development of knowledge and skills, 6. Developer madrasah curriculum. They feel that a success which is derived not from the effort and hard work cannot be used as a guide in learning problem solving. They have a colleague/fellow teacher who was function in giving advice or feedback, so that the work they were not alone. They use feedback and input as consideration for future improvement. The provision of knowledge and skills that they have, give confidence to finish the tasks. They feel confident that the effort will be able to solve the problems in achieving success.

Interpretation of the findings is by no means complete, and there is much fertile ground to be explored in the experiences of Madrasah Tsanawiyah teachers in MTs Islamiyah Jabung, Malang as

they join in LS training assistance in the coming years. However, this study did indicate that LS training assistance has the potential to unite teachers as a community of learners to deeply explore the core functions of teaching and learning at their school and to do so in a context of professionalism and empowerment. Lessons from this study on the perceived empowerment benefits for teachers and the contextual elements that support it should help schools implement how to make the teachers have high achievement motivation and good teaching performance.

Although LS training assistance seemed to foster self-determination and improvement in most of the MTs teachers, it appeared that those results were not universal. Teachers who were more receptive to LS training assistance, either because the steps were not threatening to them or because they were generally psychologically empowered to begin, seemed to reflect more of the principles of empowerment evaluation in their interviews. As teachers gained more experience with lesson study they also seemed to gain more of the benefits of empowerment.

This study recommends the following education stakeholders: (1) The Religious Training Center should set up Lesson Study (LS) training as a program for Madrasah Tsanawiyah (MTs) as teachers' consultations and solutions to solve their difficulties improving their achievement motivation and teaching performance quality. Thus, teachers can perceive support and consideration from the school and increase their teaching effectiveness. The school authorities should pay more attentions to the issue of teachers' social support by giving support to make teachers acquire professional development with various activities such as LS training assistance to increase their achievement motivation and teaching performance. For future researcher, the writer recommend researchers in the future can further expand research subject in different areas to increase the generality of the study since we only choose MTs Islamiyah in District Jabung, Malang to refer the results of the study.

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