

English Teachers Teaching Models In English Class (Study Case Senior High School Students)

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Abstract. *The quality of learning depends on the instructor, serving as a basic calculate in deciding its adequacy. This think about points to create a educator competency show through Lesson Consider (LS) exercises. Show competence alludes to the direction of Indonesian Service of Instruction and Culture No 6565 in 2020. This consider connected the subjective graphic inquire about plan. It utilized the lesson consider approach in creating EFL teacher's proficient information competence, proficient learning hone competence, and career proficient advancement. The members included four EFL Instructors at Senior Tall School 10 Ternate City Indonesia. They comprised of one male and three females. Four EFL instructors were chosen through purposive examining with four criteria: (a) sex, (b) age, (c) instructing encounter (d) instructive foundation, and, (e) work status. Moreover, the think about information were gotten through three LS stages (arrange, teach/do, and reflect/see) for four cycles. A 4-point Likert scale ((1=Thriving; 2= Competent; 3 = Worth; and 4 = progressed) was utilized to degree lesson consider profile perspectives on the improvement of EFL Teachers' Demonstrate competencies and it is an impact on students' communication and basic considering abilities. Information was picked up by a 4-point Likert scale calculated with recurrence and introduction equation through Microsoft Exceed expectations Windows 10. The result appeared that LS exercises affected the improvement of information competencies, proficient learning hones, and proficient advancement of EFL instructors in learning English. It too moves forward communication, basic considering, and understudy excitement for English learning in lesson. This consider gives openings for instructors to share information, great learning hones, and encounter, as well as reflect and learn to collaborate professionally. This think about speaks to a oneof a kind commitment by joining three models of educator competence as an exertion to alter the Autonomous Educational programs.*

Keywords: *lesson Study, EFL teachers, model competencies, 21st learning approach*

INTRODUCTION

Teachers play a basic part in deciding the quality of instruction and the caliber of graduates. The viability of instructors in planning, executing, and surveying learning, as well as individual advancement programs, is assessed to decide their competence. This theme is a subject of strongly talk and talk about in Indonesia, locks in the government, instructive professionals, scholarly communities, and other significant parties. Besides, the changing scene of instruction within the 21st century, with its expanding request for differing competencies, presents complex challenges for the instructive framework that require the association of all partners. For occurrence, the competition has moved from insignificant information to the concept that prioritizes collaboration, imagination, basic considering, problem-solving aptitudes, and the capacity to adjust to unstable, dubious, complex, and vague circumstances (“Pedoman Program Kemitraan Dosen LPTK dengan Master di Sekolah”, 2022). In reaction,

21st-century learning postures a challenge for instructors to form instructive encounters that develop the three components of life abilities, as sketched out by the World Financial Gathering (2015).

The achievement of the three life abilities laid out in Figure 1 could be a critical challenge for instructors in Indonesia, who must mix their instructing approach with education, information, aptitudes, demeanors, and capability in innovation (Dit. PSMA Directorate Common. Rudimentary and Auxiliary Instruction: Execution of 21st Century Abilities in Planning RPP, 2017). To realize this, the educational vision of the 21st century emphasizes learning that centers on the taking after components, (a) utilization of suitable instruments, such as inquiring vital questions and leveraging portable advances and social media, (b) relevant learning experiences, as context-based learning is pivotal for understudy inspiration, (c) advancement of metacognitive aptitudes since metacognition plays a imperative part in directing the learning prepare, (d) cultivating positive connections, (e) student-centered approach, as 21st-century learning, must be pertinent, locks in, compelling, and centered around the understudy, (f) learning without confinements, by taking advantage of innovation, and (g) conducting significant evaluations, which ought to be connected to learning and rouse more profound understudy engagement.

Development of Indonesia Teachers' Competences Nowadays

The complexity discussed earlier highlights the critical role of competent teachers in addressing the challenges faced in education. However, the current situation reflects a lack of teacher competence. Even though the proportion of teachers with an undergraduate degree has increased to 85% due to the requirements outlined in the Law on Teachers and Lecturers of the Republic of Indonesia No. 14 of 2005, it does not guarantee an improvement in the quality of education. The National Teacher Competency Test (UKG) results showed that the average competence is 50-64 ("Jawa Pos", 2021). Only 30% of teachers score above average or pass the UKG with a minimum of 80% ("Pikiran Rakyat", 2019). This lack of competence has negative implications for student learning outcomes. Furthermore, the OECD's PISA survey indicated that Indonesian students rank 72nd out of 77 countries, 72nd out of 78 countries, and 70th out of 78 countries, with 70%, 71%, and 60% falling below the minimum competency for reading, mathematics, and science, respectively ("OECD", 2019).

Furthermore, Indonesia's Human Development Index is the lowest among ASEAN countries, ranked 111th with a schooling average of 8.0 years, while Singapore, Brunei,

Malaysia, and Thailand ranked 9th, 43rd, 61st, and 77th out of 189 countries ("Human Development Report", 2019).

Education System in Indonesian Context

The issues pose a substantial challenge for the government, educators, academics, and other stakeholders to work toward enhancing the competency of teachers, including English teachers. Despite various efforts made by the government in partnership with private and state tertiary institutions, such as certification programs, training sessions, and scientific seminars, the impact has been limited. To improve teachers' competencies today, the Indonesian Minister of Education changes the curriculum to apply at all school levels. Independent Curriculum which was implemented in 2013 was changed to an Independent Curriculum which has been implemented in all schools since 2021. The change in Curriculum 13 to an Independent Curriculum encourages adjustment of the teacher competency model which is adapted to the demands of the new curriculum. The teacher competency model based on Curriculum 13 consists of professional competence, pedagogic, personality, and social competence. Meanwhile, in the Independent Curriculum, the development of teacher competencies is more explicit with three main competency models including; professional Knowledge Competency, Professional Learning Competency, and Career Development Competency (Perdirjen GTK No. 6565, 2020). The recent studies focused more on the four main competency models that were developed in Curriculum 13. Yennizar & Librianty, (2022) conducted a study by implementing a Lesson Study that showed that the pedagogical competence and professional competence of teachers increased significantly. Teachers' knowledge competency can improve well with the implementation of lesson study-based learning (Elipane, 2022). However, the three competency models developed in the independent curriculum have not been developed massively through research. These three competency models have just been developed through training conducted by the Indonesian Minister of Education for teachers at all levels of the education unit with the Mobilize School Program (PSP) and the implementation of the new Curriculum independently. The government also provides the Merdeka Teaching Platform (PMM) to encourage the development of these three competencies. A study to develop these three competency models is urgently needed to encourage the development of current teacher competencies. The development of these three competency models is very suitable for implementing Lesson Study (LS) activities.

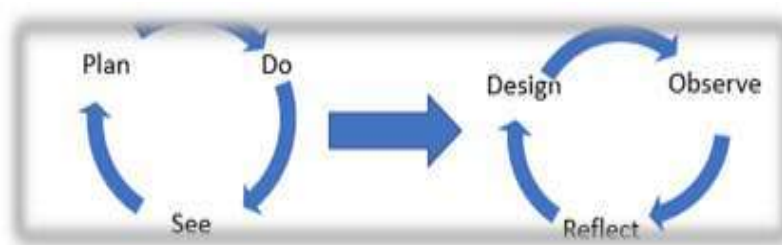
A learning community through Lesson Study (LS) activities across all educational levels. LS has the potential to impact teacher competence and improve student learning

outcomes significantly (Mahmud et al., 2023). Furthermore, it provides an opportunity for teachers to collaborate and discuss relevant curriculum topics and student learning issues, analyze curriculum documents and teaching materials, prepare and present study lessons, as well as reflect on their teaching practices (Ponte and Quaresma, 2016).

METHODOLOGY

Research Design

The qualitative descriptive research design was used in this study. It developed three EFL teacher models using the lesson study method. competences with four competency performance level achievement indicators (thriving 1, competent 2, worth 3, and advanced 4) are professional knowledge competence, professional learning practice competence, and career professional growth. The 2020 Indonesian Education Minister's Regulation No. 6565 served as the foundation for the development of teachers' model competence. It was held at Indonesia's Senior High School 10, Ternate City. The plan phase, the teach/do phase, and the reflect/see phase are the three phases of the lesson study framework that this study adhered to. Four cycles of lesson study activities were completed.



Data were obtained through three LS phases (plan, teach/do, and reflect/see) for four cycles. In the cycle, I, the LS teachers started with setting teaching goals, material, teaching steps, and arranging lesson plan gathering. After arranging the lesson plan, teacher AM pointed to using lesson plan in teaching to third-grade students of science major I, and then other teachers and researchers observed the class. Furthermore, it continues to reflect the classroom activities. The reflection finds out some weaknesses of the lesson by observers. All observers' recommendations consider bringing out in cycle II. In t cycle II, teachers modified lesson plans by changing teaching goals, materials, and teaching steps, then applied by teacher SN in teaching to third-grade students of science major II. Other teachers and researchers attended to observe classroom activities. After it, all teachers went to the reflection phase to discuss and give recommendations to plan cycle III. The recommendations of the observers were taken into consideration, and minimal changes in the lesson plan were applied for the next cycle. In Cycle

III, LS teachers minimal changed the lesson plan involved teaching goals, materials, and some teaching procedures, and used teacher FS to teach third-grade students of social major I. Hereafter, LS Teachers and researchers observed teaching and learning took place. After all, LS teachers did reflection and gave input to design the next cycle. The LS teachers started with a meeting to plan the different procedures for the next phase. It was agreed to revise some points such as; teaching goals, materials, and procedures.

The results of designing lesson plans used by teachers SRF to teach the third-grade students of social science II in cycle IV.

2.4 Data Analysis

Through four cycles of lesson study activities, data analysis was performed to determine how EFL teachers' chosen three model competency categories developed and how this affected students' critical thinking and communication abilities. To measure lesson study profile elements on the development of EFL Teachers' Model competences and their impact on students' communication and critical thinking skills, a 4-point Likert scale (1 = Thriving, 2 = Capable, 3 = Worth, and 4 = Advanced) was used. Using Microsoft Excel Windows 10, a 4-point Likert scale with frequency and presentation formula was used to collect the data.

RESULTS AND DISCUSSION

The plan-do-see cycle is one of four learning cycles that are used to increase teacher expertise through LS activities. Teachers in the LS group collaborate to develop lesson plans for educational activities during the plan stage. Working together, the preparation team creates and analyzes the learning objectives, media, resources, learning techniques, assessments that are appropriate for the courses, and teaching goals. The steps teachers in the LS group took to prepare their lesson plans are outlined in the summary that follows. Do: Based on the collaboratively created plan, four teachers will take turns instructing as the learning process is implemented in the classroom. Throughout the class activities, the fifth teacher observes.

1 Findings Based on Document Analysis (Lesson Plan)

A lesson plan analysis from learning cycle I to IV shows gradual development in Professional Knowledge Competence, Learning Practices, and Development based on each indicator of the teacher competency model. These themes are depicted in the following table: Table 2. Finding the development of teacher competence through the study of cycle I-IV lesson plans

The finding indicates a consistent upward trend in the three teacher competency models' development across each cycle. In cycle I through cycle IV, the lesson plans rose from 41.66% to 91.66% for the competency category of new professional knowledge. From cycle I to cycle IV, the competency category of professional learning practices also saw a rise, rising from 56.25% to 87.5%. Moreover, an analogous pattern was noted. In the professional development category's competence development, which rose from 55% to 85% in cycles I through IV.

Creating lesson plans, which begin with examining the English topic syllabus, choosing learning resources, establishing goals, and deciding on teaching strategies, media, and evaluation techniques, can be credited with the development of these competencies. Teachers are also organizing their preliminary, core, and

2 Findings Based on Observations of the Teacher's Learning Process in the Classroom

The teacher has compiled four lesson plans, organized into four LS cycles, to be utilized in the classroom. Cycle I, II, III, and IV were designed for AG, FS, SN, and SRF teachers, respectively. The implementation of these collaborative lesson plans resulted in a positive impact on the learning outcomes.

Table 3. Findings of teacher competency development through cycle I-IV learning

No	Teacher Competency Model Category	Cycle I (%)	Cycle II (%)	Cycle III (%)	Cycle IV (%)
1	Professional Knowledge	58.33%	66.66%	83.33%	91.66%
2	Professional Learning Practice	50%	68.75%	87.5%	93.75%
3	Professional Development	55%	75%	85%	95%

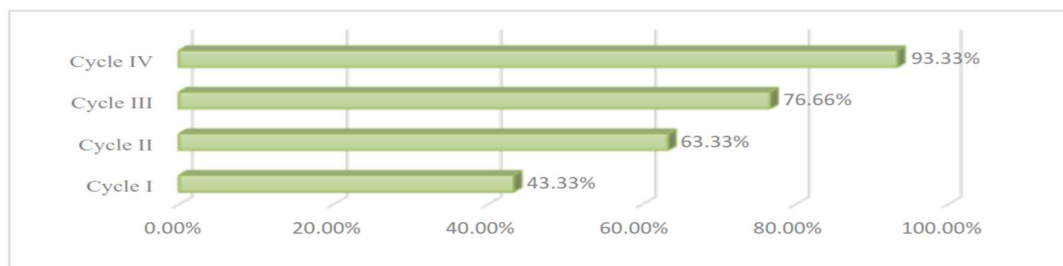
Table findings demonstrate that during cycle I's implementation, AG teachers demonstrated proficiency in establishing knowledge competencies, professional learning practices, and development. In particular, 58.33%, 50%, and 55% of AG demonstrated competency in professional learning techniques, knowledge growth, and development. The outcomes, meanwhile, were not seen as noteworthy. In

Cycle II: In partnership with FS teachers, the curriculum was revised. The instructors' professional knowledge, competency, and learning practices improved as a result of their cooperative effort, rising to 66.66%, 68.78%, and 75%. The average FS instructor did not progress to the advanced level despite this improvement; instead, they merely attained proficiency.

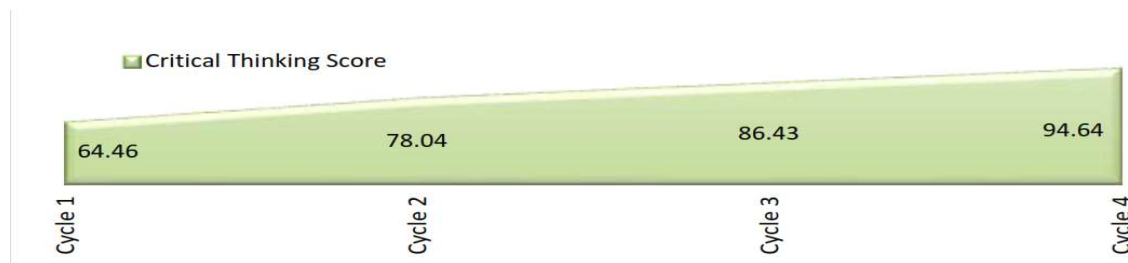
Teachers significantly enhanced and executed Cycle III and IV learning, building upon the shortcomings found in Cycle II, SN, and SRF. The outcomes demonstrated significant development of the three teacher competencies. The professional knowledge competency development was 83.33% and 91.66% in cycle III and IV, while the development of professional learning practices was 87.5% and 93.75% in cycle III and IV. Furthermore, professional development competence was 85% and 95% in cycle III and IV. The overall development of the three teacher competencies in cycle III and IV is considered to be at a proficient level.

3 The Finding is Based on Observing the Impact of LS on Student Learning Outcomes Cycle I-IV

A teacher's competence is enhanced through classroom learning and its effect on improving students' communication skills. The increase in professional knowledge and skills, as well as their continued professional development, has a significant impact on enhancing students' communication abilities. This is evident in the graph showcasing the progression of communication skills, which has been measured using the 8 indicators of communication skills as modified by Mahmud et al. (2023)



The results in Graph 1 suggest that the enhancement of teacher competence through the implementation of learning design and cycle I to IV significantly impacts the growth of students' communication skills. The data shows a steady increase in communication skills presentation, with a 43.33%, 63.33%, 76.66%, and 93.33% improvement in cycle I, II, III, and IV. Moreover, the development also significantly affects critical thinking skills. The results were evaluated through learning activities conducted by four English teachers using six indicators adopted from Fisher (2011) and applied by Zubaida (2018). The results demonstrate a positive impact of teacher competence on critical thinking skills, as evidenced by the improvement in necessary reasoning abilities. The development of critical thinking skills can be characterized as follows:



Graph 2 illustrates a progressive enhancement of critical thinking skills from cycle I to IV. The proficiency of the students in cycles I, II, III, and IV was 64.46%, 78.04%, 86.43%, and 94.64%. These findings indicate the substantial impact of teacher's competence on the student's critical reasoning growth through LS designed learning activities.

4 Discussion

The LS activities implemented at Senior High School 10 Ternate City have profoundly impacted the development of the competency models of four English teachers. These activities have enhanced each teacher's professional knowledge, learning practices, and overall development. The process of designing a lesson plan involves determining the learning materials, objectives, methods, media, steps, and assessments. Teachers engage in a reciprocal exchange of ideas and best practices through sharing their knowledge and practical experience. These lesson plans are then used in actual learning activities, allowing teachers to improve knowledge competence, practice, and experience in conducting assessments. Moreover, teachers are encouraged to reflect on their learning, contributing to the gradual development of the competency model. This result aligns with the findings of Ponte and Quaresma (2020), where LS activities provide opportunities for teachers to collaborate, analyze curriculum and teaching materials, as well as reflect on their lessons and teaching practices.

Professional development and collaboration can be fostered through engaging in learning activities. Teachers can plan and implement hands-on lessons that incorporate their learning experiences and highlight the role of students in the classroom. Observations of students' activities during these lessons can provide valuable insights into their learning processes. Participating in learning activities can also aid teachers in developing reflective practice and enhancing pedagogical competence, particularly in understanding student behavior, mastering teaching theories, improving communication and interaction, as well as refining overall teaching abilities (Quaresma & Ponte, 2016; Cañete et al., 2023; Suleman et al., 2022; Gane et al., 2018). Furthermore, participating in learning activities allows teachers to expand their knowledge as educators (Barber, 2018; Verhoef et al., 2015). This study shows

that engaging in learning activities can positively impact English learning outcomes, teacher competence, and professional growth (Nashruddin & Nurrachman, 2016; Coşkun, 2017; Goh & Fang, 2017; Özgehan et al., 2019; Y. Remzi et al., 2019; Laoli et al, 2022).

The development of teacher competency models significantly impacts students' learning outcomes in the classroom. The improvement leads to an enhancement of the communication and critical thinking skills of students. Study findings indicate that these skills gradually develop from cycle I to IV. In addition, students exhibit a high level of participation in collaborative learning experiences designed by teachers. Mahmud et al. (2023) stated that LS activities notably increased teacher's competence and improved student learning outcomes. LS activities enhance teacher competency and student learning, as well as provide opportunities for teachers to collaborate and learn from one another. Samaniego and Espinosa (2022) found that LS positively increases and deepens knowledge through exposure to different perspectives and teaching strategies. Similarly, Winarto (2018) supported the use of LS as an effective solution for enhancing the quality of English language education in high schools. Teachers who engage in these activities benefit from sharing pedagogical and professional experiences and focusing on high-quality student learning. LS provides a platform to experiment with different teaching methods and foster the formation of sustainable and systematic teacher-learning communities. It enables individual growth and improvement, as well as effective management (Perry & Lewis, 2008; Fikri, 2014)

CONCLUSION

The findings and discussion suggest that learning through LS activities significantly impacts the development of professional competencies, practices, and growth of English as a Foreign Language (EFL) teachers. The four English teachers at SMA 10 Kota Ternate have observed the following, (1) LS activities have a marked effect on the growth of professional knowledge competencies, learning practices, and development of EFL teachers in teaching English, (2) LS activities enhance students' communication skills, critical thinking, and enthusiasm for learning English in the classroom, (3) LS activities provide opportunities to share knowledge, good practices, experiences, reflection on teaching, and engaging in collaborative learning, and (4) this study is the first to integrate three models of teacher's competence as per the regulation of the Directorate General of Teachers and Education Personnel No 6565 of 2020 and serves as an effort to align with the Independent Curriculum.

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