Lesson study program evaluation for English teachers in Tidore

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Abstract

The objectives of this study are to (1) evaluate lesson study program for English teachers at SMP Negeri 1 Tidore based on context, input, process and product, (2) find out the effectiveness of lesson study program for English teachers at SMP Negeri 1 Tidore based on CIPP model evaluation. The research is an evaluation lesson study program for English teachers at SMP Negeri 1 Tidore based on CIPP model evaluation. The CIPP consist of Context, Input, Process, and Product. The data were collected through observation and in-depth interviews. The data were analyzed using descriptive and qualitative data analyses included data collection, data condensation, data display, and data conclusion drawing or verification based on theory of Miles, Huberman and Saldana (2004). The result of the study in terms of evaluation lesson study program for English teachers in the SMP Negeri 1 Tidore from context, input, process and product showed there was a need from English teachers to improve their professionalism competence. The government held lesson study program to achieve the goal that is to improve the English Teachers professionalism. The need supported by the input that the government provide everything needed by the English teacher to carry out lesson study program. The process of the implementing of lesson study program showed that program has been carrying out well. The output of the lesson study program, in terms effectiveness of lesson study program for English teachers at SMP Negeri 1 Tidore. This study showed that is program has affective enough in improving English teachers professionalism but there should be improvement in some parts. They are related to the schedule of teaching learning so the learners obtain much knowledge from the material given.

Keywords: CIPP model evaluation, lesson group, lesson study program

Introduction

Education is a need and significant guidance to ensure the development and continuity of the life of the nation and state in order to achieve intellectual and high-quality human resources. Intellect and quality depend on the success of the education system. As an important part in Indonesia development, there has been some significant effort taken in Indonesia in developing formal educational at all levels; from elementary to university education.

The Ministry of Education and Culture that government educational system creates a lot of programs; the program could be including many aspects. Two of them are the education material and human resource. One the education material, the government has re-evaluated the curriculum continuously to ensure that the curriculum is appropriate with current national and global education. Related to human resource, the government may concern on the teachers. As the significant part of education, teachers require to improve their competence. Some efforts have been carried out by the government; for instance, the government has launched many programs such as scholarship for them who want to continue their studies both in Indonesia and oversees, teachers; certification program, workshop continuously and others. This programs are aimed to ensure that every teacher has a good teaching qualification. When the teachers meet their qualification the education quality will improve.

The importance of improving teachers’ quality has stated in law number 14/2005 about Teacher and Lecture stating that teachers are professional teachers having professional, pedagogic, personality, and social competences. In accordance with the law, the government needs to provide some efforts to carry out the law. The government holds a lesson study
program in order to improve their competence. Lesson study program is a model of teacher training through learning the lesson collaboratively and continuously based on the collegiality principals and mutual learning to develop a learning community (Fernandez, 2002). The teachers, firstly, collaboratively analyze the learning problems, both from the materials and learning methods. After that, they find the solution and plan the learning based on the students’ Centre.

Indonesia adopts lesson study program since 2008. The government through the Ministry of Education and Culture has launched this program as one of the program to improve teacher competence. The Ministry of education and culture has given an instruction to the office of education and culture in every province in Indonesia to carry out it. In accordance with this instruction, north Moluccas province has run this program through the office education and Culture in its regions. One of them is in Tidore regency. The office of Education of Tidore has promoted this program namely, school-based lesson study and based lesson Musyawarah Guru Mata Pelajaran (MGMP), the Association of Subject Teacher. Astuti (2016) as cited in Slamet Mulyana (2007) said that school-based lesson study is carried out by all teachers of all subjects at school. Meanwhile, the MGMP-based lesson study is held by the teachers of a certain subject.

The MGMP of Tidore regency was formed in 2009. We recognize that the quality of education is still low. To develop and improve the quality of teachers in functions as educators, instructors, trainers, and coaches of students, the government must plan quality teaching programs to improve teacher professionalism and potential, both from educational seminars, workshops, and teachers’ or principals’ functions. In order to maintain the quality, evaluation is needed.

According to Rea-Dickins and Germanie (1993), an evaluation can be proved wealth information to use for the future direction of classroom practice. The evaluation lesson study program is aimed to describe the extent to which the goal is achieved. The CIPP evaluation model (Context, input, process, and product) proposed by Stufflebeam and Coryn (2014); Shinkfield (2007) point out that:

“Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of some objects, goals, design, implementation, and impact in order to guide decision making, serve needs for accountability, and promote understanding of the involved phenomena”.

“Educational evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives” (Stufflebeam & Coryn (2014))

“Evaluation is presented as a form of applied social research. The primary purpose of which is not to discover new knowledge, as is the case with basic research. But to study the effectiveness with which exiting knowledge is used to inform and guide practical action” (Clarke, 1999, p. 2)

Based on the definition above it can be concluded that evaluation is process affectivities, the collection, and analysis and provide the information that can be used as a consideration in making decision.

CIPP, the models core concept are context, input, process and product evaluation. Context evaluation assesses needs, problems, and opportunities as bases for defining goals and priorities and judging the significant of outcomes. Input evaluation assesses alternative approach to meeting needs as a means of planning program and allocating resources. Process evaluation assesses the implementation of plans to guide affectivities and later to help explain outcomes. Product evaluations identify intent and unintended outcomes both to help keep the process on tract and determine effectiveness.

The process of the lesson study will affect the success of the program, too. When the program doesn’t meet the aim, there will not be any positive contribution to neither the teacher nor the students. The implementation of lesson study program is expected to increase teachers,
professionalism competence. So far, the lesson study program has not achieved the expected aim yet. For the problem the teachers have to do lesson study program, so the teacher have to do review concerning performance which continuously by using of input preparing their performance. By implementing lesson study, teacher’s concept will be increasing and innovating to be professional teachers. Based on the background explained above, the researcher does a research focuses on an evaluation on lesson study program for English teachers at SMP Negeri1 Tidore based on CIPP model evaluation.

From the background, the problems that could be identified in relation to evaluation on lesson study program for English teachers are: (1) How is the evaluation lesson study program for English teachers at SMP Negeri 1 Tidore based on context, input, process, and product? (2) How is the effectiveness of lesson study program for English teachers at SMP Negeri 1 Tidore?

**Literature Review**

**Lesson Study**

Lesson study is a model for classroom instruction that has been used in Japan for the past 50 years. It has been credited in Japan for much of the success in teaching mathematics and science (Lewis, Perry & Hurd, 2004; Yosida & Oguro, 1999). According to Stigler and Hiebert (2009). Japan has succeeded in developing a system that not only develops teachers about also develops knowledge about teaching that is relevant to classroom and sharable among the members of the teaching profession.

Lesson study is a systematic approach to the planning, teaching, observing, revising and re-teaching of lessons. It is a way for teachers at the same grade level or a cross grade level to work in teams to set specific goals that translate directly to improvement in instruction. Lesson study works on the premise that the classroom lesson is the context that should be used to improve teaching (Stigler & Hiebert, 2009). Burney (2004) defines lesson study as process by which “practitioners engage as researchers and scholars in their own classroom by developing and testing lesson and studying their impact on students. This practice provides a high-fidelity context in which teachers can build their content knowledge and pedagogical skill.”

The main component of lesson study is the research lesson. Watanabe (2002) explains that “an individual teacher or group of teachers plans a research lesson by studying the lesson’s topic, ascertaining where the topic fits in to the curriculum, evaluating the strengths and weaknesses of typical approach, and trying new ways to address weaknesses in the traditional approach.’

Lewis (2002) showed in detailed in her book about the stages of lesson study: (1) build a lesson study group, (2) focus a group’s inquiry, (3) study the topic and plan the research lesson, (4) conduct and discuss the research lesson, (5) reflect and plan the next steps.

**Lesson study in improving English teacher’ professionalism**

Teacher professionalism

Teacher professionalism is teacher, attitude and commitment to develop their own competence to face every challenging in carrying out teaching duties. It is state by Oelrich (2001:2) that teacher need professional development workshops that will help them stay-up-to date and meet their individual learning needs without requiring a lot of time away from their classroom and students. English learning is virtual schools interactive online education supplement traditional classroom offerings and providing unique benefit.

English teachers professionalism through lesson study

According to Mulyana (2007) the application of lesson study is divided in to two types; school-based lesson study and MGMP based (teacher association-based lesson study), school-
based lesson study could be applied by all teacher at all subject in order to develop the quality of learning process and result. Meanwhile, lesson study is about learning process that is held by teacher of certain subject in deepening study learning process of certain subject.

The effectiveness of English teacher based on lesson study.

The effectiveness lesson study can be interpreted from the effect of the teachers, learners, principal, and supervise. There are some indicators for it, namely:

English curriculum

According to ministry of education and culture (2013) the 2013 curriculum’s goal is stated in graduate competence standard (SKL) which developed based on the learners needs in the future that emphasized on soft skills. The SKL then elaborated in main competence (KI) and basic competence (KD) there four KI, namely religious attitude, social attitude, competence and skill and eleven KD.

Syllabus and lesson plan

The syllabus and lesson plan are the important in English teaching learning process. The English teacher must learn the syllabus and prepare the lesson plan before they do an action in front of the class. Based on the education system in Indonesia, there are two curriculum applied. The first is called 2006 curriculum (KTSP) and the second is called 2013 curriculum. In composing the lesson plan, the English teacher must see the education and culture ministry law (Peraturan Menteri) for each curriculum. Meanwhile in the 2013 curriculum, the English teacher must mind the education and culture ministry low number 103:2014. This law stated that the approach is scientific approach.

There are two types of learning in this curriculum. Both are direct instructional indirect instructional. The direct instructional is a learning that develops the knowledge, ability to think and skill of the learners through direct activity with the learning source that is composed in syllabus and lesson plan, in this activity the learners are observing, questioning, collecting information, associating and communicating. Those are called scientific approach. This learning process result an instructional effect.

CIPP Evaluation Model

Evaluation has a long history, which ultimately lead to the use of various evaluation models by curriculum specialists. Evaluation models differ greatly with regard to curriculum evaluation approaches. The underlying reasons behind this variety of classifications are generally related to evaluators’ diver’s philosophical ideologies, cognitive style, methodological preferences, values and practical perspectives. Due to this diversity in curriculum evaluation, it is no possible to come up with only one single model. As Erden (1995) states, researchers can choose the most appropriate model in term of their purposes and conditions during their curriculum evaluation models or they can develop a new one making use of the existing ones.

This study is based on the evaluation of CIPP model. The following is the more explanation of CIPP model. Design to assist to administrators in making informed decisions, CIPP is popular evaluation approach in educational setting (Fitzpatrick, Sanders, & Worthen, 2004; Zhang et al., 2011) this approach, developed in the late 1990 seeks to improve and achieve accountability in educational programming through a “learning by doing” approach (Zhang et al., 2011). Its core concepts are context, input, process, and product evaluation, with the intention of not to prove but rather improve, the program itself (Stufflebeam, 2003). An evaluation following the CIPP model may include the context, input, process, or product
evaluation, or a combination of these elements. The following figure is the four components of Stufflebeam’s (2003) CIPP model.

![CIPP model diagram](image-url)

**Figure 1.** Key components of the CIPP evaluation model and associated relationship by Stufflebeam.

Context evaluation also identifies the political climate that could influence the success of the program (Martens & Wilson, 2012). To achieve this, the evaluator compiles and assess background information, and interviews program leaders and stakeholders. In addition, program goals are assessed, and data reporting on the program environment is collected. Data collection can use multiple formats.

In conclusion, the context evaluation component addressed the goal identification stage of a service-learning project. An effective service-learning project starts identifying the need of service providers and the needs of the community. Many pitfalls are associated with needs assessment.

According to Stufflebeam and Coryn (2014); Shinkfield (2007), the result of the input evaluation step is a project designed to meet the identified needs. The success of a service-learning project requires a good project plan that, if implemented correctly, will benefit both service providers and community members. Methods used to execute an input evaluation include inventorying and analyzing available human and material resources, proposed budgets and schedules, and recommended solution strategies and procedural design. Key input evaluation criteria include a proposed plan’s relevance, feasibility, and superior to other approaches, cost, and project cost-effectiveness.

Process evaluation methods including monitoring the project’s procedural barriers and unanticipated defects, identifying needed in process project adjustments obtaining additional information for corrective programmatic changes. Documenting the project implementation process, and regularly interacting with and observing the activities of project participants (Stufflebeam & Coryn (2014); Shinkfield (2007)). Process evaluation techniques include one-side observation, participants interviews, rating scales, questionnaires, records analysis, photographic records, case study of participants, focus group, self-reflection session with staff members, and tracking of expenditures.

Product evaluation used in service-learning projects can serve at least three important purposes. First it provides summative information that can be used to judge the merits and impact of the service-learning project. Second, it provides formative information that can be used to make adjustment and improvement to the project for future implementation. Third, it offers insights on the project can be sustained long-term, and whether it methods can be transferred to different settings.
Method

Research types

This study adopts the evaluation research. Evaluation research is procedure to study the effectiveness of a program achieving the goals (Stufflebeam, 2002) in the context of program application; the criteria are the success of program that can be seen from the result or outcomes of the process itself.

Evaluation research in this study was based on the evaluation model from Stufflebeam that includes context, input, process and product. The data were primary data and secondary data. The object of the study is an evaluation lesson study program for English teachers at SMP Negeri 1 Tidore based on CIPP model. The evaluation was from the plan, do/see.

Research Setting and Participant

This research is conducting at English teachers of junior high school in Tidore and participants all junior high school sub-district Tidore which is implementing the lesson study.

The primary data and data resources

The data in this study included primary data and secondary data.

The primary data

According to Umar (2003), the primary data is data obtained directly in the field by researchers as an object of writing. This data was researched from the respondents or object of the study. As the technique to obtain the data, the research used: (a) Field observation. Mathew and Rose (2010) in Herdiansyah (2013), state that observation in the collection of the data through the use of human sense. In some natural conditions, observation the act watching social phenomenon in the real world and recording events as they stay happen. In other words, research comes to the location for watching the situations. In this research, the researcher observed and took a note on the plan, do and see (reflection) activity. (b) In-depth interview.

Secondary Data

According to Sugiyono (2005), the secondary data does not provide directly. It should be getting through documents or relevant literature. To obtain the data the research used: (a) Lesson plan it is taken from the lesson plan constructed by all the participants in planning activity session. The lesson plan was arranged based on the problem found of the learning teaching process. (b) Relevant literature. It was used to support the data from the lesson plan.

Data Collection Technique

Data for the study is collecting by means of observation and interview.

Observation

The observation was done in the lesson study class in English class in the eighth-grade students of SMP Negeri 1 Tidore. The observation was also done in the teaching learning activity without lesson study practice.

Interview

Interview is asking informant orally to obtain the detail information. In qualitative interview, the researches conduct face-to-face interview with participants. The interview is using in order to get in-depth data about perception of the stakeholder and the teachers perception on the current program implementation at English teachers at SMP Negeri 1 Tidore. The interview is conduct based on the interview guides consisting of 10 questions relate to the program as the provide valuable information in gathering more detail data in the sense that they
give the respondents and opportunity to express they point few freely for getting the data completely and perfectly, the researcher do the interview guidelines. The topics of interview with the chief of the English teachers were: (a) The program conducted by English teachers (b) The purpose of the lesson study program (c) The background of the teachers (d) The syllabus and the lesson plan in the lesson study program (e) The media used in the lesson study program (f) The model and method used in lesson study program (g) The suggestions for the next lesson study program.

Findings and Discussion

The first discussion is related to how the evaluation lesson study program for English teachers at SMP Negeri 1 Tidore from context. Input, Process, and Product.

Context

The data of context evaluation was collected through the document (see table 1.2) that there is a program from the government in improving the English teacher professionalism, namely the lesson study program. It is also in line with one of the English teacher that agreed if the government held a program to improve the English teacher professionalism.

Saya sangat setuju dengan Program lesson study, itu sangat bagus dan bermanfaat karena tujuannya untuk meningkatkan profesionalme seorang guru dan memperbaiki kualitas mengajar seorang guru pada saat proses pembelajaran di kelas. kita di undang ke sekolah seolah untuk melihat kegiatan belajar siswa atau anak-anak kita, sehingga kita lebih tahu ternyata di kelas kita seperti ini sebab dalam pembelajaran setiap guru mempunyai strategi mengajar masing-masing sehingga kita tahu bahwa kelibihan dan kekurangan kita. 

(Taken from interview with the vice curriculum, Mr. Maryono S.Pd. M.S.c, January 10th 2018)

Thus, it can be concluded that the lesson study program is a program to improve the English teacher’s professionalism. As Lewis in Tampubolon (2013) stated, lesson study is not only as the contribution of improving knowledge and professionalism of the teachers but also as the contribution in the development of the quality of education. In other words, in terms of the context dimension of the program, the English teachers need to improve their professionalism.

Furthermore, according to Stufflebeam (2003), the object of context evaluation is to define the relevant context. Identify the target population and assess its needs. Identify opportunities for addressing the needs and judge whether project goals are sufficiently responsive to assessed needs. The targets populations of lesson study program were English teachers who acted as a teacher’s community and had the vision to improve their English teacher professionalism continuously. The interview with the head of an English teacher has provided it. He says

“Visi dari MGMP ini adalah upaya peningkatan kompetensi guru maupun pemecahan berbagai permasalahannya di kelas perlu diakomodir dalam bentuk model penataran kolaborasi antar sesama guru yang bersifat bottom up, guru menyadari kelemhanya masing-masing sehingga mencari solusi bersama-sama dengan kolaborator yang lain. Sedangkan Misi dari MGMP bahasa inggris adalah untuk meningkatkan kompetensi guru sejawatnya dan sekolah dibidang akademik, professional, pedagogic, maupun kepribadian, dengan cara memperluas kerjasama yang harmonis, semangat belajar dan berinovasi, serta peningkatan dedikasi dan kecintaan terhadap tugas dan rofesinya”. (Taken from interview with Mr. Muhlis Sehe, S.Pd February, 5th 2018)

It can be concluded that context evaluation is related to the duties and profession of a teacher to increase professionalism. One of the effective and efficient styles that were lesson
study program. This program aims to improve professionalism and English teachers competence.

Input

According to Stufflebeam and Coryn (2014); Shinkfield (2007), the result of input evaluation is the project design to meet the identified needs. The method execute an input evaluation including inventorying and analyzing available human and material resources, proposed budgets and schedules, facilities, infrastructure, and curriculum, to recommended solution strategies procedural designs.

Teachers Competence

There are six English teachers at SMP 1 Tidore. All of them have English education background. It was proved by the interview with one of the English teachers. He says that;

“Semua guru bahasa inggris disini berlatar belakang pendidikan bahasa Inggris. Semuanya sudah menempuh S1, ada yang berpendidikan S2 tapi dia adalah guru IPA beliau adalah wakasek kurikulum (Taken from interview with Mr. Muhlis Sehe, S.Pd, February, 5th 2018)”

Facilities and Infrastructure

The facilities and infrastructure needed are adequate including whiteboards or blackboards, markers, LCDs and screens, classrooms or language laboratories, internet access, the 2013 curriculums and so on. The results of the observations show that all have facilities and infrastructure. The vice of curriculum said

“Alhamdulillah Sekolah telah menyediakan sarana mengajar yang dibutuhkan dalam proses belajar dan pembelajaran, sebagian kelas sudah menggunakan LCD dan Layarnya, akses internet, buku kurikulum K13 diantaranya buku guru dan buku siswa, dan buku bahasa inggris lainnya yang relevan. Sebagian kelasnya belum tapi kami akan berusaha agar semua kelas terpenuhi (Taken from interview with Mr. Maryono Ismail, S.Pd. M.Sc, January, 10th 2018)”

Curriculum

There are two curriculums in Indonesia education system. They are the 2006 curriculum and the 2013 curriculum. They are only applying the 2013 curriculum for all the grade class.

Purpose Budget

The facilities this program. The Tidore district education office had planned to include the cost of this program in the school budget planning program. This plan has been done by the school to put the cost of lesson study activity program in their school budget planning program. The vice of curriculum says

“Kalau kegiatan lesson study itu Dinas Pendidikan telah perintahkan tiap sekolah masukkan anggaran kegiatan tersebut melalui Rencana Kegiatan Sekolah dan danya bersumber dari Bantuan Operasional Sekolah (BOS) dengan tujuan untuk peningkatan kompetensi dan profesionalis me guru, itupun kalau dananya direalisasi tepatwaktu. (Taken from interview with Mr. Muhlis Sehe, S.Pd, January, 20th 2018)”

The data above shows that lesson study programs do not burden teachers and schools because the budget has been determined by the government through the school budget planning program. To increase the teacher’s competence, the government very supported and provides a budget to run the lesson study program.

Schedule
At the beginning each semester, the English teachers at SMP Negeri 1 Tidore board have the meeting to discuss the schedule of the lesson study program. The schedule is arranged based on the academic calendar of the office of Education of Tidore Regency. The lesson study program is always held on Saturday once in two weeks, to give a change for the English teachers to do other activities on other week.

Table 1. Lesson study program activities at SMP Negeri 1 Tidore

<table>
<thead>
<tr>
<th>TIMES</th>
<th>DATE</th>
<th>ACTIVITY</th>
<th>INSTRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.30-09.00</td>
<td>5 January 2018</td>
<td>Sosialisasi Studi Pembelajaran (Lesson Study)</td>
<td>Maryono Hamid, S.Pd. M.S.c</td>
</tr>
<tr>
<td>09.00-12.15</td>
<td></td>
<td>Simulasi Lesson Study</td>
<td>Maryono Hamid, S.Pd. M.S.c</td>
</tr>
<tr>
<td>13.00-15.30</td>
<td></td>
<td>Plan</td>
<td>Maryono Hamid, S.Pd. M.S.c</td>
</tr>
<tr>
<td>07.30-09.00</td>
<td>6 January 2018</td>
<td>Lanjutan Lesson Study- Do</td>
<td>Maryono Hamid, S.Pd. M.S.c</td>
</tr>
<tr>
<td>09.00-09.15</td>
<td></td>
<td>Lanjutan Lesson Study- See</td>
<td>Maryono Hamid, S.Pd. M.S.c</td>
</tr>
<tr>
<td>07.30-09.00</td>
<td>8 January 2018</td>
<td>Teori: Pemanfaatan perangkat IT dalam pembelajaran</td>
<td>Muhlis Sehe, S.Pd</td>
</tr>
</tbody>
</table>

The schedule has shown the effectiveness of the lesson study program in terms of the implementation of the program.

**Process**

The focus of the process evaluation is the implementation of a program or a strategy that is a program activities on the schedule, Are available resources being used actively? And do the lesson study program participants accept and carry out their roles. The other evidence from the interview with the advice of curriculum he says

‘Lesson study itu dilaksanakan berkelanjutan, berdasarkan pengalaman bahwa saat kita melakukan tahap pertama sudah kita membuat model, merencanakan dan dilaksanakan kemudian dievaluasi. Seharusnya kita tindak lanjuti sehingga menambah semangat guru untuk mengajar, berkreativitas dan mampu berinovasi. Dalam tindak lanjut guru tidak hanya dilibatkan untuk menjadi model tapi juga sebagai observer. Sehingga hal ini menambah pengalaman kita dalam proses pembelajaran di kelas (Taken from interview with Mr. Maryono Ismail S.Pd, M. Sc January 10th 2018)

As stated on the schedule that the activities are divided in to Plan, Do and See. The following is details data on the process evaluation.

**Plan Activity season**

In conducting lesson study, teachers and models completed the three cycle, plan, do and see. The activity was done by Mr. Muhlis Sehe, S.Pd. He gave done information about lesson study before his planning the lesson. He needed to understand the whole of the lesson study practice. He confessed to the researcher that he did not know anything about the lesson study. As he said the interview,

Ketika itu saya ditunjuk untuk pertama kali membuat Lesson Study, tapi saya bingung karena belum faham apaitu Lesson study? Setelah saya sharing dengan teman-teaman guru yang lain untuk menjelaskan apa itu lesson study, setelah faham lesson study ternyata study pembelajaran tujuannya untuk membuat RPP kemudian dipresentasikan bersama-sama dengan guru serumpun mata pelajaran atau juga yang lain. (Taken from interview with Mr. Muhlis Sehe, S.Pd, 2018)’

The data above was given when he exactly understood about lesson study. He began to plan and to set the lesson study. The material was chosen in writing skill. Following the syllabus.
Based on the researcher's field note when observing the lesson study process, in planning and setting the lesson study, Mr. Muhlis Sehe, S.Pd composed the lesson plan. He arranged the material related such as letters and greeting cards. He arranged the material from textbooks and internet resources. After the material was completed, he stated the method, the media strategies. He used the grammar-translation method to collaborate with the Scientific Approach.

**Do activity Season**

After the plan lesson study was done, Mr. Muhlis Sehe, S.Pd conduct the next cycle. The cycle is done. It means after planning and setting the lesson study was done it was time for Mr Muhlis to apply the planning and setting in the classroom. He just had an opportunity to apply the lesson study in the classroom with duration of about 80 minutes (2 x 40 minutes). As the lesson plan made in plan activities, there were some steps in applying lesson study in the classroom.

**See activity season**

Activity ‘see is the last cycle in the last lesson study. Activity see is also called reflect’. See activity is brought out after the model teachers did the lesson study planed in the classroom. This cycle focuses on the reflecting between the lesson study planned and the lesson study applied in the classroom. This cycle needs the model and observes as the lesson group to gather discussing the observe data and field notes during the lesson study.

**The second discussion is in relation to the effectiveness of lesson study program for English teachers at SMP Negeri 1 Tidore.**

The following is detailed discussion in term of the effectiveness of English teacher based on lesson study program from the context, input, process and product.

**Context**

Based on the theory from Martens and Wilson, (2012) context evaluation identifies the political climate that could influence the success of the program. The political climate here was the Government Issue to improve the teacher’s professionalism. To success it, the government has determined that lesson study program is one of the effective and efficient ways to improve their English teacher professionalism

**Input**

According to Fitzpatrick at al., (2004), the intent of input evaluation is to choose an appropriate strategy to resolve the program problem. The strategy in applying lesson program will be effective in solving the problem.

**Process**

The process, based on the Stufflebeam and Coryn (2014); Shinkfield (2007), monitors then project implementation. The process in the lesson study program consists of a plan, do and see activity sessions. Based on the finding above, it can be concluded that in terms of the plan activity session, the process has run activity since the English teachers have their contribution and identified the problem faced in the classroom, found the strategy on how to solve it, and constructed the lesson plan.

**Product**
According to Stufflebeam and Coryn (2014); Shinkfield (2007), the main propose of the product is to ascertain the extent to which the needs of all the participants were met. The need for participants is a way to improve their professionalism. The professionalism, in this study, consists of pedagogic and professional competences.

**Conclusion**

Chaterine Lewis (2002) define, lesson study as a cycle in which teachers work together to consider their long-term goals for students, bring those goals to life in actual “research lesson.” Besides, Lewis (2002) states that the lesson study is a simple idea. If you want to improve instruction, which could be more obvious than collaborating with fellow teacher to plan, observe, and reflect on lesson? While it may be a simple idea, a lesson study is a complex process, supported by collaborative goal setting, careful data collection on students learning, and protocols that enable productive discussion of difficult issues.

Research lesson are centerpiece of “lesson study,” a teacher-led instructional improvement cycle. In a lesson study, teachers work together to formulate goals for students learning and long-term development, discuss and evidence gathered during the lesson, and use is to improve the lesson, the unit and the instruction more generally and teach the revised lesson. Lewis (2002). Meanwhile, According to Barber (1963), lesson study’s objective are to gain better understanding about how students learn and how teachers teach, certain product that is useful for other teachers, to improve learning process systematically through collaborative inquire and develop a pedagogic knowledge.

Lesson study itself has a target of students’ achievement that influences the learning activities. Learning activities are the habit of mind and hurt that are fundamental to succeed in school, persistence, cooperation, responsibility, and willingness to work hard.

This study was aimed to evaluate English teachers based on lesson study program and to evaluate the effectiveness of the lesson study program in improving teacher professionalism using context, input, process, and product component of the CIPP evaluation model developed by Stufflebeam (2007).

Based on the findings and discussion of the study in evaluating the program, it can be concluded that in terms of product evaluation, the lesson study program has assessed the needs and the goal. In terms of input evaluation, the implementation of lesson study program has run well.

Since all elements of input have met the need of the English teachers to improve their professionalism. The next evaluation is process evaluation. This result of this evaluation showed that program activities are on schedule, they are implemented as planned, the being available resources used efficiently and the participants or the English teachers accept and carry they roles.

The last is product evaluation. From this evaluation, it is shown that the outcome of lesson study program has met the needs of the teachers in improving their professionalism.

The second is evaluation from the effectiveness of the lesson study program in improving teacher’s professionalism. It was found out that the lesson study program is effective enough in improving the English teacher’ professionalism including pedagogic and professionalism competence. The lesson study program has given good effect to the learners. They may improve their ability to communicate in spoken and written. Still there should be improvement in some parts to make in implementation of the lesson study program to gain maximum result to improve the teachers’ professionalism as the need of the teachers and education stake holders.

**References**


