

Strengthening Character Education Through Contextual Teaching and Learning Oriented Lesson Study

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Abstract— The purpose of this study is to find out the strengthening of character education through the application of contextual teaching and learning oriented lesson study in elementary school students in Buleleng Regency. The response in this study was determined randomly, with the total of 50 people consisting of 25 students of State Elementary School 1 Panji and 25 students of Elementary Laboratorium Undiksha. This research includes descriptive analytical. Data collection is done using observation methods and questionnaires. Data analysis uses descriptive statistics. Based on the calculation of the average value of strengthening student character education through contextual teaching and learning oriented lesson study obtained religious values of 76% (very often), nationalist values by 78% (very often), independent values by 74% (often), integrity values of 70% (often), and mutual cooperation values by 85% (very often). The results suggest that linking material to daily activities can help students gain better character education. Lesson study also provides innovative and varied teaching experiences to teachers.

Keywords— *Strengthening Character Education, Lesson Study*

I. INTRODUCTION

The implementation of learning in an education system should be closely related to the development of character values that are also adapted to the culture that is developing today. The purpose of national education today is to prepare the educational process that leads to the formation and strengthening of the character and ethics of the next generation of the nation [1]. Strengthening character education becomes urgent after the symptoms of eroding the character of the nation such as vigilante, fighting, and the distance of civilized, characterful, and practicing society began [2]. With the reality of national life continuing to change and develop, the cultivation of cultural values should continue to be implemented through programs that are considered successful, to stabilize ideological understanding that is increasingly eliminated.

The Minister of Education and Culture has triggered the values of the nation's character that can be integrated with the learning process or even extracurricular in schools. The application of educational values or characters to be developed can be integrated with learning indicators [3]. These character values should be instilled in students early on because character planting does not itself arise from within the student, all of which require a learning

process that may occur through their daily activities. Then deepened again through the process of formal education in school.

The Ministry of National Education in 2011 explained 18 character values that need to be instilled in students, namely: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) national spirit, 11) love of the homeland, 12) appreciate achievement, 13) friendly / communicative, 14) peace love, 15) likes to read, 16) cares about the environment, 17) social care, 18) responsibility [4]. However, the character values are reduced to five main values of character consisting of religious, nationalist, independent, integrity, and mutual cooperation by Presidential Regulation (Perpres) Number 87 of 2017 with the motto "Happy to Learn in the Second Home" [5]. Integrating character values in today's learning system needs to be a concern for teachers. Character education is needed for students as a provision to face challenges in the Era of the Industrial Revolution 4.0 as well as provision to go to the era of society 5.0. Education becomes a link for students to find themselves and get to know the world. Character formation becomes important when viewed from various angles of life that humans go through. Character is considered a characteristic that distinguishes inside individuals from one individual to another. Therefore, it is important to develop the character of students since elementary school.

A suitable learning strategy is applied namely, Contextual teaching and learning based on lesson study which is considered to facilitate the implementation of strengthening student character education. Because through this model students are directly involved in the discovery and development of materials learned and directly associated with everyday life. Lessons that are attached to a person's life are predicted to be easier to understand and explore than just meaningless theories.

A. *The Nature of Strengthening Character Education*

The emphasis of character education on children is not new anymore, because the drivers of education since ancient times have tried to apply character development as a shaper of everyone's personality, especially the next generation of the nation. As a result of the shift in the times, the strengthening of character education also needs to get more attention. Another important consideration is to adjust the approach that can be used to help someone gain strengthening character education. It takes a truly consistent container in helping to develop the strengthening of character education. Just like the government that really seriously responds to matters related to the development of student character until the issuance of presidential regulations. So that the school is no longer just a place to study but a place for students to form a better self-character by the prevailing values and norms.

In essence, education can be seen as a process of empowerment and culture of individuals to be able to meet development needs and meet social, cultural, and religious demands in their environment. Education is a process of fostering students who are community, cultured, in a life order of local, national, and global dimensions [6]. The purpose of education is inseparable from education in the context of people's lives. The process of education related to people's lives is to live, preserve, develop and apply the prevailing values by educational goals.

Character is a person's behavior based on values by the norms that apply in society. Reinforced by the definition of character is a set of values that underlie a person's thoughts, feelings, attitudes, and behaviors that are very important instilled since the self [7]. While character education is intended as the formation of the foundation of learners through the cultivation of character values in the form of educational actions as a qualified next generation and able to live independently [1][2]. To form the habituation of the character, it needs to be balanced with its application to everyday life. This can be realized by providing learning that is associated with the daily life of students both at school and at home.

Character education is also said to be an effort made by some parties such as schools, districts, states by instilling ethical values, caring, honesty, justice, responsibility, and respect for yourself and others [8]. Various efforts made by stakeholders such as educators, education experts, and the government in developing character education do not stop here. There are always improvements in the strengthening of character education that you want to do to be able to achieve national education goals. This improvement is evidenced by the strengthening of the character education movement through the Character Strengthening Program. The program formulated the five main values of the character, namely (1) religious, (2) nationalism, (3) independence, (4) mutual cooperation, and (5) integrity [9]. The success of the implementation of character education applied in schools depends on the strategy carried out. There are four ways, namely (1) learning, (2) demonstration, (3) strengthening, and (4) habituation [10]. These methods are interrelated and continuous to be able to achieve the goal of strengthening character education.

Behind its natural beauty, Bali is also thick with character values that are hereditarily inherited. Strengthening character education in Bali is adapted to local wisdom. Then the mores are based on the philosophy of Tri Hita Karana who believes that human life in the world is related to three dimensions of life relationships, namely

relationships with the dimensions of life namely *Pahrayangan*, *Pawongan*, and *Palemahan*. The application of the philosophy of daily life is supported by various teachings of life values such as *Tri Kaya Parisudha*, *Tatwam Asi*, *Karma Phala*, and so on. These character values are contained in some traditions that are carried out such as "ngayah" or mutual cooperation then "ngerungu" or "ngerungu" or caring. This character comes from the mind that produces speech and influences actions so as to form habits [11]. Cultural content is an element included in culture, involving the most concrete elements such as material culture, to abstract values.

Like the research conducted by Arnyana, produce one way to explore the character of the nation, especially the culture in Bali, namely the integration in education in schools. As for balinese culture in question such as (1) *Tumpek Uduh*, (2) *Tumpek Kandang*, (3) *Tattwan Asi*, (4) *Subak*, (5) *Salunglung Peer Taka*, (6) *Asta Kosala-Kosali*, (7) Greeting Shanti, (8) Nyepi Day, (9) *Ngopin*, (10) *Medelokan*, (11) *Resik*, (12) *Menyama Beraya*, (13) *Eling*, (14) *Swadharma*, and (15) other cultures. The way to integrate it is by (1) building school culture, (2) building classroom culture, and (3) learning [11].

Wallance stated that the process of intercultural cultural transfer, from the older generation to the younger generation, contained the basic aspiration that individuals or groups in inheriting culture can jointly have a core character as their cultural identity, so that cultural identity can survive sustainably [12]. Koentjaraningrat states that cultural change applies the law of change. The more abstract the structure and cultural elements, the slower and complex the process of change [13]. Thus structural changes such as value systems, ideology are always slower than infrastructure such as physical culture. Changes in religious elements are also slower than changes in equipment or livelihood elements. This change will largely depend on the conditions of society whose needs are increasingly complex.

Research conducted by Yuliyanto on the Strategy of Strengthening Character Education found that the character formation process in Pondok Pesantren Yogyakarta was carried out holistically through the integration process, namely in teaching and learning, extracurricular and community activities, and culture in schools. The success of strengthening character education is influenced by two factors, namely: 1) internal factors, in the form of order, support, and good cooperation between the school and the parents of students; 2) external factors, provide support and support between schools and communities [10].

B. Contextual teaching and learning (CTL)

Contextual teaching and learning (CTL) tend to connect learning materials with everyday life. Learning will be more meaningful if students can relate it directly to real life. So that learning is easier to understand and implement. This meaning is also supported by the understanding that contextual teaching and learning (CTL) is a learning concept that encourages teachers and helps students to make connections between their knowledge and its application in real life [14][15][15]. This learning model engages students in discovering material and associating it in everyday life with the hope that students are able to discover and develop their own learned concepts.

Currently in the learning system no longer leads to teacher-centered but rather to students centered. Learning is not only related to memorization but more optimizing the potential you have and honing it on a more advanced and independent view. Aspects of learning development are also not only limited to cognitive aspects but include all of them, namely cognitive, affective, and psychomotor aspects

C. Lesson Study

One of the most innovative breakthroughs applied in learning activities is lesson study activities. Lesson study is a model of professional development of educators through collaborative and continuous learning assessments based on the principles of collegiality and mutual learning to build a learning community [16]. Based on the definition of Lesson Study found seven keywords, namely professional development, learning assessment, collaborative, sustainable, collegiate, shared learning, and learning community. Lesson Study aims to develop the teaching profession on an ongoing basis so that there is a continuous increase in the professionalism of educators, which is reflected in the improvement of the quality of learning. Styler and Hiebert say that lesson study is a collaborative process in which a group of teachers identifies learning problems, design learning scenarios (including searching for books and articles on the topics to be taught), study students according to scenarios (one teacher conducts learning while the other observes), evaluates and revise learning scenarios, review revised learning scenarios, reevaluate learning and share results with other teachers (spread them out) [17]. This lesson study provides opportunities for teachers to learn and improve their teaching knowledge and skills because here they manage, reflect on lessons, professional competencies, and other relevant matters [18][19]. This opportunity provides an opportunity for teachers to understand educational ideas in practice, change their perspective on learning, and see their practice from the child's point of view and enjoy collaborative support among colleagues [20]. And no less

important in lesson study, the observation and discussion approach after the implementation of learning focuses on student learning rather than teacher performance [21].

This is the reason Lesson Study in Japan is considered a strong learning activity. Lesson Study is the study of learning that has played an important role in professional development since one hundred years ago. Lesson study is a model of teacher professional development in its implementation which consists of several stages that must be carried out. The Lesson Study is carried out in three stages, namely Plan, Do, and See. The Learning Implementation Plan is considered an important product in lesson study because in this section the teacher designs and makes a learning process that is tailored to the objectives to be achieved [22]. And no less important in lesson study, the observation and discussion approach after the implementation of learning focuses on student learning rather than teacher performance [21].

The teacher learning community is considered a promising approach to systematic learning improvement [23]. Through the implementation of the Lesson Study, it is expected that teachers can more easily implement strengthening character education in the learning process. Lesson study activities also help teachers or educators to be able to improve the professionalism of teachers as teachers based on the principles of sustainable professional development and oriented to (1) improving teacher competence, (2) improving the quality of learning, (3) developing the quality of learning, (4) development of learning communities, and (5) character development of learners. Furthermore, Berkowitz and Bier suggest that effective implementation in character education should provide professional development, promote peer interaction, teaching or hands-on instruction on character, facilitate interpersonal and intrapersonal training, present an explicit agenda that focuses on morality, ethics, and clear values, promotes family engagement, provides mentors and role models, integrates character education into the community. in the school curriculum, and using a multi-strategy approach in each character education program [24].

So contextual teaching and learning based on lesson study is a learning strategy that links the knowledge that students have with daily life and in the formation of learning is built a learning community between teachers and colleagues.

II. METHODS

This type of research is descriptive analysis research. Respondents were determined by a simple random sampling method with a total of 50 people consisting of 25 students of State Elementary School 1 Panji and 25 students of Laboratorium Undiksha Elementary School. Data collection is done using direct observation methods. The procedure of implementing contextual teaching and learning based on lesson study consists of three stages, namely plan, do, see which consists of several learning cycles.

The planning phase begins by identifying the problem that occurred. Model teachers, peers, and research teams met to devise a learning model. Model teachers are given the freedom to design agreed learning models. After that, it is continued at the do stage, namely the implementation of the learning model according to the learning design made by the model teacher. While colleagues with the research team act as observers who have the task to observe the learning process that takes place. Some things to note in these observations are student activities in the classroom, interaction between teachers and students, and students with students. The last stage is to see, model teachers, peers, and research teams sit together to reflect on the learning process that has been applied before. This stage is not the assessment stage but sharing opinions to improve and provide input to the application of learning carried out by model teachers. In this study, the data was analyzed using descriptive-analytical.

III. RESULT AND DISCUSSION

This research was conducted with the aim to find out the strengthening of character education through the application of contextual teaching and learning based on lesson study in elementary school students in Buleleng Regency.

Buleleng is one of the regencies in Bali Province which is located in North Bali. It is famous for its natural and cultural attractions. There are so many historical places that are relics of antiquity that are still an attraction for visitors. Panji Village is one of the villages located in North Bali, precisely in Sukasada District, Buleleng Regency. Panji Village has several historical places that are used as educational and religious tours. So it is undeniable that the people in Panji Village also adhere to noble values that have been handed down from generation to generation. Some of the historical places in Panji Village include the Bhuana Kertha Monument and the Giant Cave. Each place has its own value and history. Very strong values are religious, mutual cooperation, and nationalism. On the other hand, it is also known as the City of Education because of its very rapid educational development. Knowledge and cultural values are well integrated into the education system. What is currently a concern is how these character values never disappear despite the changing times. What might be done is to pass on these cultural values to the next generation to form a distinctive character. The inheritance of these values is not always easy to do in the

millennial generation as it is today. One way that can be done is to integrate these cultural or character values into the education system. Teachers as people who understand the development of science and understand the development of their students are expected to be able to build learning based on character values.

Strengthening character education is in harmony with local cultural values or wisdom. Character values integrated in formal education in schools are values (1) religious, (2) nationalist, (3) independent, (4) mutual cooperation, and (5) integrity. To facilitate the integration of these character values in learning, a learning strategy is used, namely contextual teaching and learning based on lesson study. In the implementation of learning, teachers must do several stages of lesson study, namely plan, do, and see.

The stage *plan* is carried out by model teachers, peers, and research teams. This plan is carried out with the aim to prepare the learning process that will be implemented at the do stage. The activity begins with the model teacher conveying the results of the learning plan that has been made, then discussed together with colleagues of several accompanying researchers. This plan aims to prepare effective learning to achieve the learning goals themselves by building more interesting situations. Teachers and colleagues discuss the creation of learning devices for the implementation of learning. It is intended to obtain constructive input to create targeted learning prose. The study of strengthening character education is highly emphasized in it. Through a lot of thought and input, it is expected that the establishment of national education goals in general, and the fulfillment of learning goals specifically.

Stage *do* is a learning activity that was previously planned in the plan, will be implemented. Model teachers have also provided learning media to build curiosity, attract students' attention and make learning more interactive. It can be seen that, the activeness of students is needed. Not only is the model teacher who provides or conveys knowledge, but students are also expected to be able to find their own information or knowledge through the media provided. So it is appropriate to say that the model teacher is trying to do learning 4.0, where the teacher is a facilitator and students become active subjects in the learning process.

The *see* stage is that the model teacher prepares to receive input, criticism, and suggestions from the learning process carried out earlier. There are several observers who will convey the results of their observations, and this will be an opportunity for model teachers to record all the input given to be able to carry out better learning in the future.

Based on the results of observations and needs assessments, the values of strengthening character education are shown in the learning activities and student interactions at the State Elementary School 1 Panji and the Elementary School Laboratorium Undiksha as follows:

Religious values. Indicated by the behavior of students who always pray before and after learning. If the daytime is exactly 12 am students will do *Tri Sandya* guided by one of the students through a loudspeaker. When hearing directions from the prayer guide, students will automatically stand and face eastwards while lifting and holding both hands and lowering their heads. Students are also directly involved when there are religious ceremonies in schools such as *Purnama*, *Tilem*, *Saraswari* and so on. Based on the frequency of application, an average value of 76% is obtained with the Category Very Often.

Nationalist values. Teachers always remind students to appreciate the services of heroes who have preceded them. Maintaining historical relics such as some places in Panji Village. Respect the diversity of cultures, tribes, and religions that exist. Students never pick friends, mutual respect between religions when there is a religious celebration. The teacher's learning included the teachings of Tat Twam Asi (you are me, I am you), students should not fight, fellow friends must love and protect each other. Based on the frequency of its application, an average value of 78% is obtained with the Category Very Often.

Self-worth. Teachers always emphasize this independence in students, such as when doing tasks. Students are directed to be able to do their own tasks and should not cheat or ask friends. Students are asked to try to work on their own, if there are difficulties students are directed to ask directly to the teacher. Teachers also train students to be more active and have the initiative in the following learning. The teacher gives freedom to the student to find the concept of defense according to the given material. No matter how small the effort was shown by students, teachers always give appreciation so that it becomes an encouragement to students to further develop their independence. Based on the frequency of application, an average value of 74% is obtained with the Often category.

Mutual cooperation. Students are trained to support each other's classes, the environment around the school, and places of worship near the school. Teachers and students work together to create beauty and cleanliness in the environment around the school. Despite the school holidays, students and teachers form picket groups to clean up around the school. This is also shown in the implementation of learning, namely when a working group is formed. When there is one member of the group who has not completed his work, students in the group will immediately help. Students learn many things, the importance of working collaboratively, asking if they don't know, and telling if a friend is asking. Based on the frequency of its application, an average value of 85% is obtained with the category Very Often.

Integrity Value. Teachers always build students' understanding in learning to always be disciplined, responsible, and punctual in everything. Be honest in doing assignments and don't always have friends. Learn on time and dare to be responsible for what is done. Usually, children who are in elementary school will be easier to obey the teacher's orders than their parents. So that it gives more advantages to the teacher to be able to shape the character of students from an early age well. This is evidenced by the obedience of students in receiving orders from the teacher such as always being on time for class. When the bell rings, students will go to class. If there are students who don't do an assignment, they will tell the reason as honestly as possible. Based on the frequency of application, an average value of 70% was obtained in the Frequent category.

These values are not something new for the surrounding community, because it has become a habit that must be passed on to students at school. The goal is that positive cultural values that grow in society can still be integrated into learning as a modality for strengthening character education. Through contextual teaching and learning, teachers integrate knowledge with the practice directly. As has been explained in the development of character values above, the strengthening of character education is an integral part of learning and everyday life. In addition to students getting material in theory, students are also asked indirectly to practice it and apply it in life. Not only in teaching and learning situations in the classroom, its application can also be applied in people's lives. This proves that learning is not only limited by classrooms and places, students also learn a lot from the surrounding environment. This contextual teaching and learning really help students to understand life lessons that they may not get at school. So that in theory students can understand and in practice, students can inspire.

Furthermore, the learning process carried out through lesson study settings shows good things. This is shown by the enthusiasm of students during the learning process. Through the stages of the plan, do, and see, describes how the learning process is carefully structured. Planned goals can be achieved. There is a balance in the student learning process to gain knowledge and the formation of a good character or personality in accordance with the strengthening of character education. Teachers also get new learning methods that are not boring. Because in the era of the industrial revolution 4.0, teachers only act as facilitators to transfer knowledge to students.

IV. CONCLUSION

Character values that are integrated in formal education in schools in the Character Education Strengthening Program at SD Negeri 1 Panji and SD Laboratorium Undiksha are (1) Religious, (2) Nationalist, (3) Independent, (4) Mutual Cooperation, and (5) Integrity

Based on the calculation of the frequency of application, the average value of strengthening student character education through contextual teaching and learning-oriented lesson study is 76% religious value (very often), the nationalist value of 78% (very often), the independent value of 74% (often), the integrity value is 70% (often), and the mutual cooperation value is 85% (very often). These results indicate that connecting the material with daily activities can help students gain better character education reinforcement. Lesson study also provides an innovative and varied teaching experience for teachers. Then through lesson study, teachers can also improve professionalism as educators and share information about innovations in learning. This is shown by the enthusiasm of students during the learning process. Through the stages of the plan, do, and see, describes how the learning process is carefully structured. Planned goals can be achieved. There is a balance in the student learning process to gain knowledge and the formation of a good character or personality in accordance with cultural values. Teachers also get new learning methods that are not boring.

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