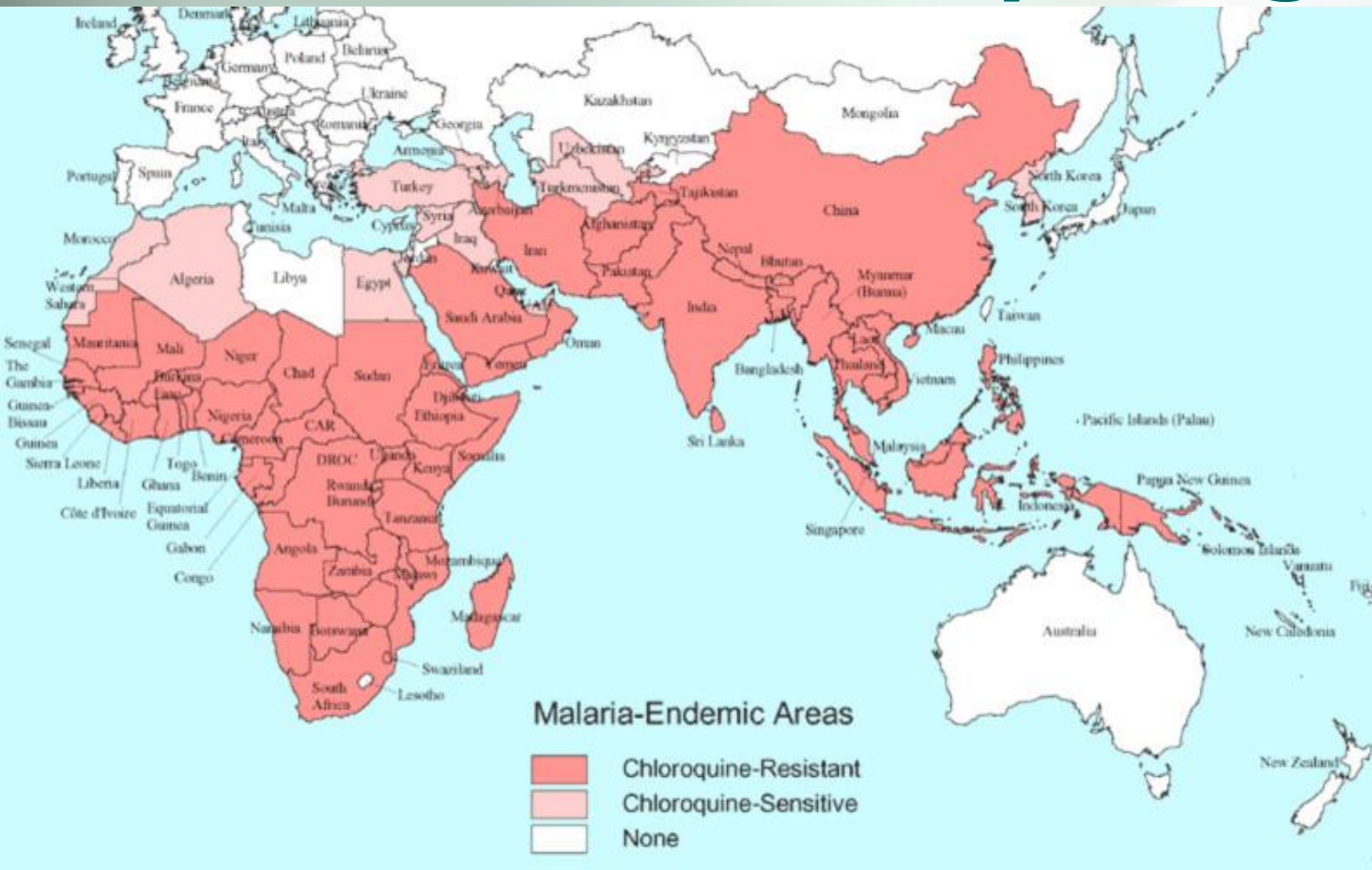


Learning through Collaboration : Exploring New Values for Society



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Introduction:

Education and social changes



- More than a century ago, Emile Durkheim (a well-known sociologist famous for his views on the structure of society) concluded that education “can be reformed only if society itself is reformed” (p.340).
- He argued that education “is only the image and reflection of society. It imitates and reproduces the latter...it does not create it” (p.340). (Durkheim, 1897/1951)
- Denouncing the poor quality of education is like blaming a mirror because you do not like your reflection (Pezone & Singer: 1997)

- Durkheim, E. (1897/1951). *Suicide, A study in sociology*. New York: Free Press.
- Pezone M. & Singer, A. (1997). Empowering immigrant students through democratic dialogues. *Social Education* **61**.

Introduction: Cont . .

- Even though we believe education will not be changed in isolation, efforts to improve schools can be part of a **long term struggle** to create a more equitable society through **new values finding**



- In case of Indonesia – since 1998 started reformation– Democracy at its various level, can be defined as a **new value** for a society (Matta: 2003).

Matta, A. (2003). *Menikmati Demokrasi. (Enjoying Democracy)*. The Tarbawi Center: Jakarta.

Introduction: Cont . .

- However, because of pressure on students to achieve high academic scores, teachers maintain an undemocratic level of control over the classroom (Freire: 1970).



Freire (1995) calls on educators to aggressively challenge unequal *power* arrangements in the classroom and society

Teacher control  **students *dependency***

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury.

Freire, P. (1995). *Pedagogy of hope*. New York: Continuum

About the Research

Research Question

- After a long term effort, in what extent does Learning Community (LC) activities provide **new values** for teachers and students learning ?

Research Method

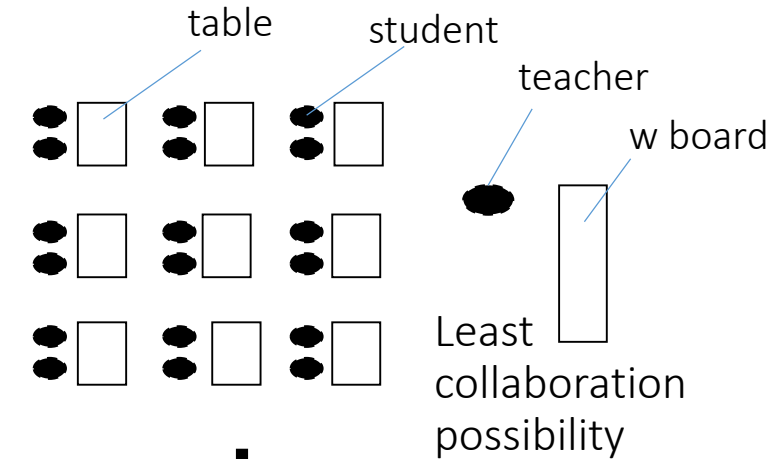
- A case study of a school at Sumedang district with Learning Community activities initiative since 2006

Findings taken from

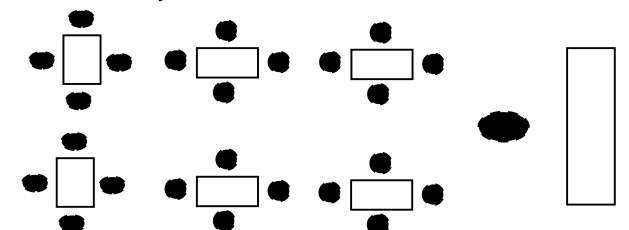
- Analyzing a six-year and current LC activities videos

1. Lesson at Junior secondary school, 9th grade, Sumedang district, West Java, Indonesia
2. Math lesson, about statistics (mean, median and modus)
3. Students read definition of those previously
4. Mentioned students to step ahead and holding a numbering card

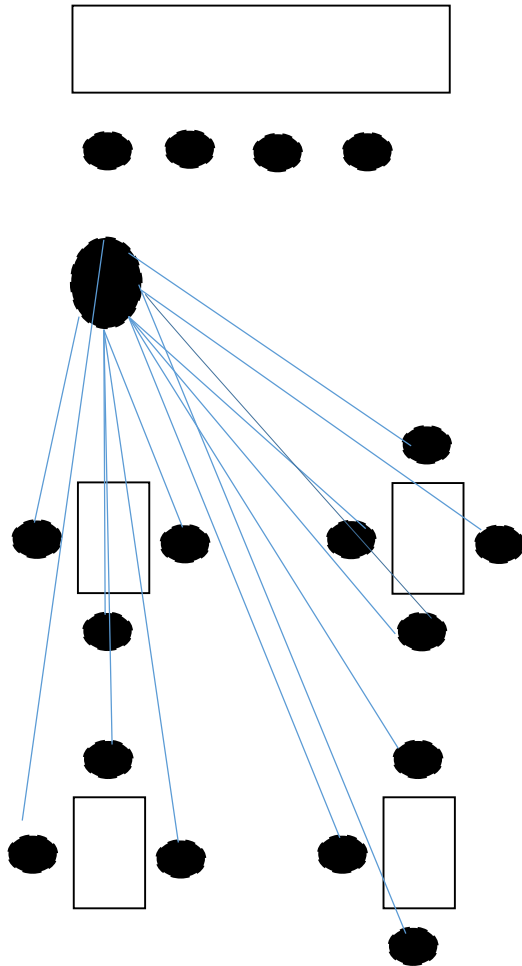
From last six-year video



More collaboration possibility



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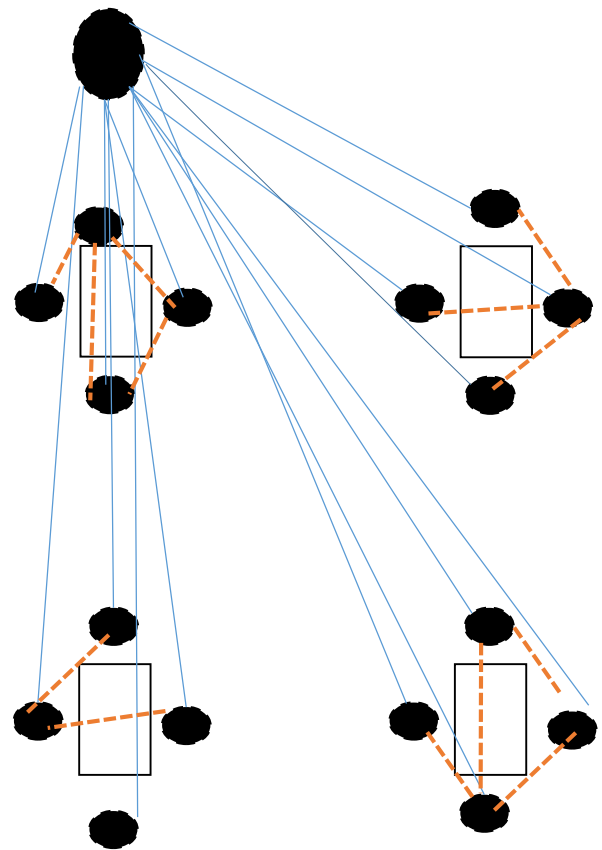
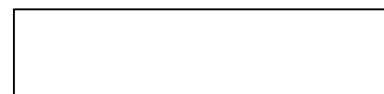
1. Another student solve the question about how to determine the mean, standing students could not see written on the back.
2. This step is repeated for next two of median and modus concept. What really happened next was students transfer whiteboard writing to the book for about 15 minutes
3. Let a blue line represent “**dependency of attention and learning direction**”, we plotted as shown in the diagram

Even though the written answer done by students, it seems that the lines still purely by centralized to one person in the classroom

Continued . . .



1. Students start to work together, about 10 minutes, which is higher possibility for collaboration
2. Clarification to right answer and re-explain somehow breaks “discussion focus in the group”
3. Group session returned, i.e.: dialogue process which affords students the opportunity to actively generate knowledge without relying on teacher-centered is back

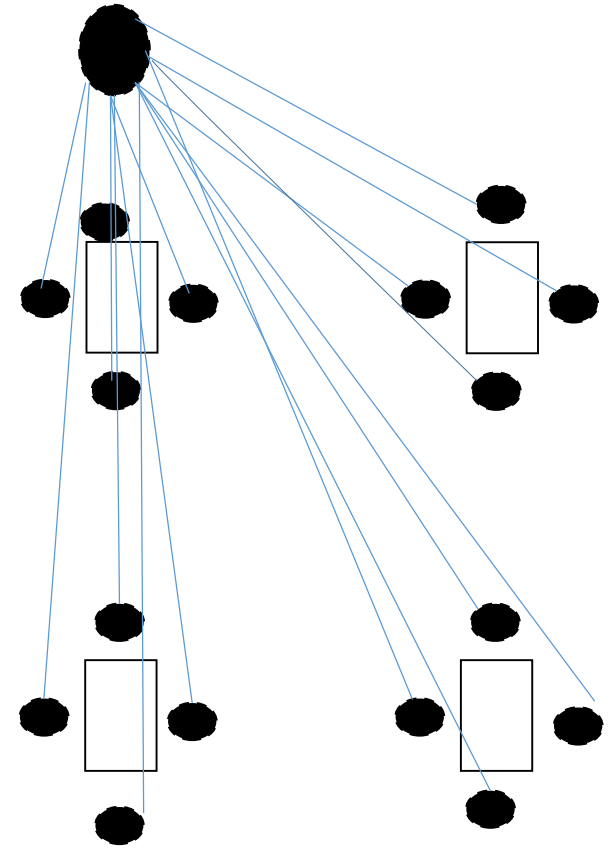
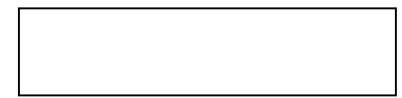


Let group interaction, whatever the pattern and quality, indicated by orange lines, represent **new** “dependency and learning direction”

Continued . . .

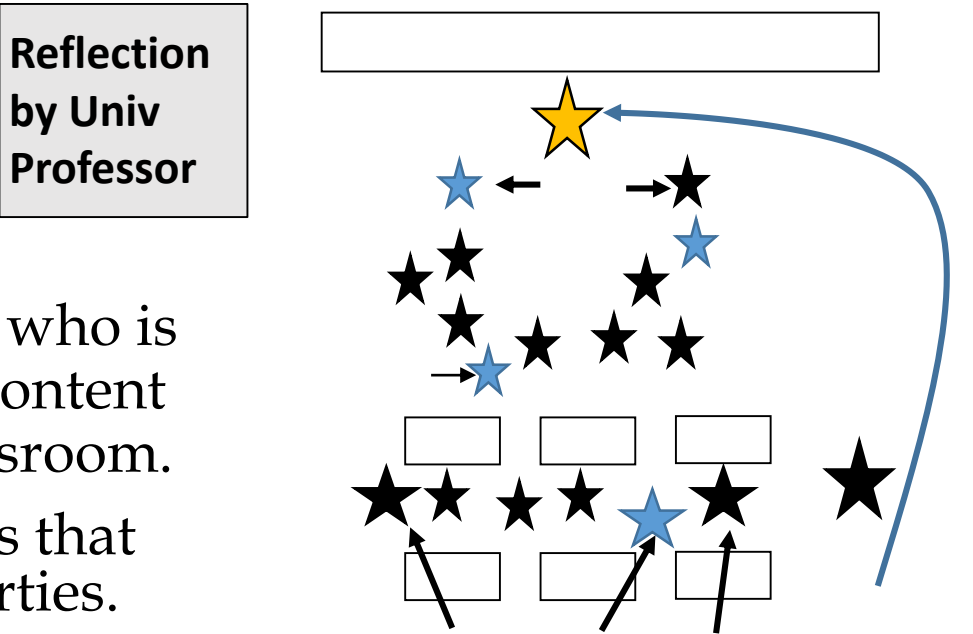
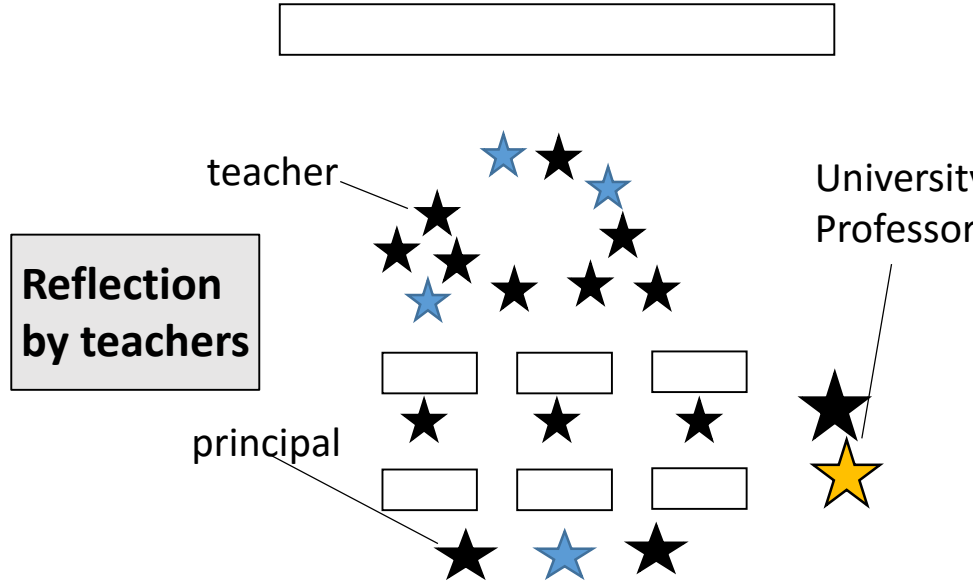


1. The “relation” was not discussed, but the result, and It takes all the rest of the lesson
2. Chance for strengthen and or wider the “relation” is covered by “should report in front of the classroom



Classroom experience remains blue lines, while **new** “dependency and learning direction” of orange lines slightly disappeared

At the post lesson discussion . . .



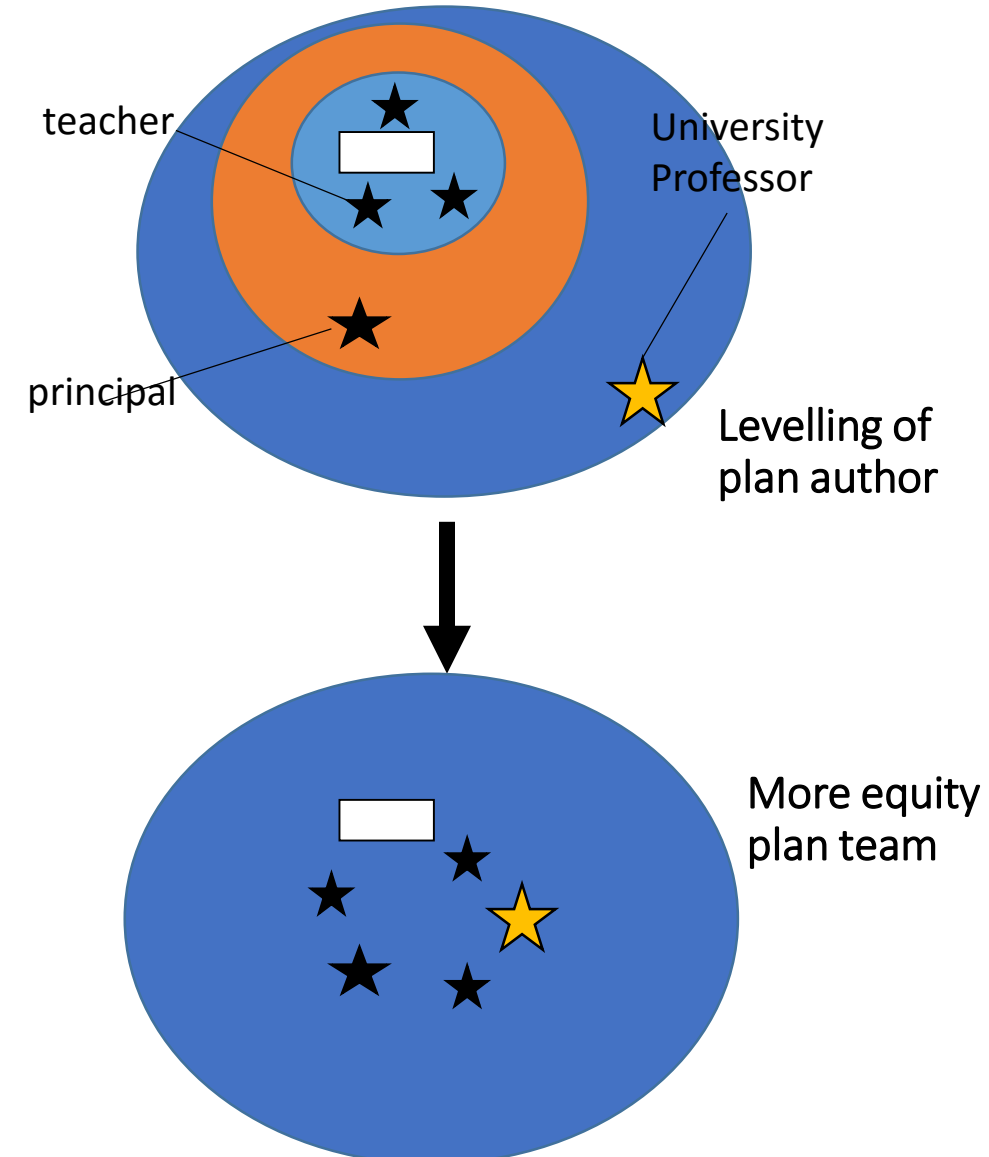
Just like Deweyan (Dewey:1939), Univ Professor is an expert who is responsible for organizing experiences so that teacher learn content and pedagogy skills, and an appreciation for democratic classroom.

This arrangement reproduces the unequal *power* relationships that exist in classroom, an opposite of learning community properties.

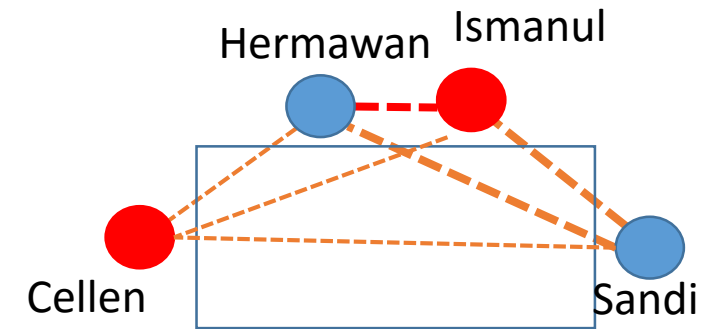
Dewey, J. (1939). *Freedom and culture*. New York: G. P. Putnam's Sons

While at 2015 video

1. Lesson at same school, with same group of teacher, math lesson
2. Spending about 2 hours for Plan which exposed among teachers, principal and Univ professor
3. A liquid situation, diverse subject teachers and smaller gap among teachers, principal and University professors

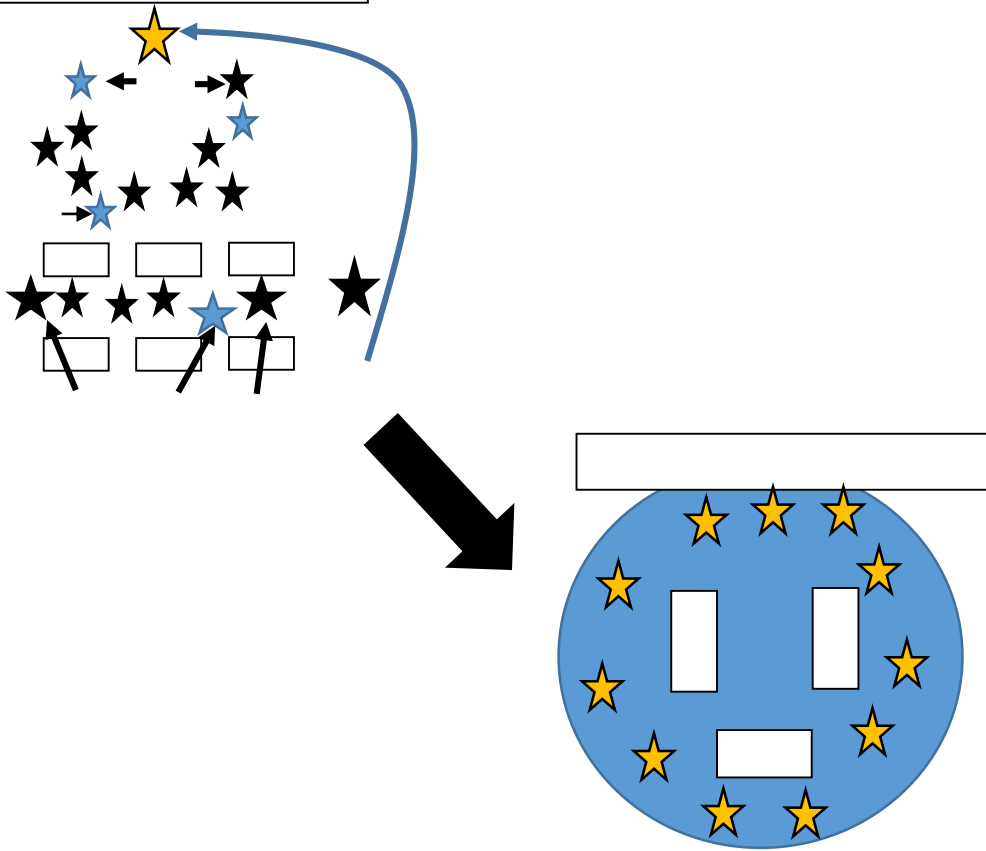


While 2015 video of Math lesson. . .



1. Three students (Hemawan, Ismanul, and Sandi) enjoyed to work together to solve the problem while Cellen tried to work alone for about 5 minutes but she has difficulty
2. After some time Ismaul help Cellen to explain how to solve the problem
3. Hermawan also care about Cellen and finally all involved in discussion.
4. This happen due to teacher facilitate students by giving more time to share views

While at 2015 video



1. A liquid dialogue situation, diverse subject teachers and smaller gap among teachers, principal and University professors
2. Every participants are learners, sharing and investigating know how according to the observation finding. Diffusion of knowledge.

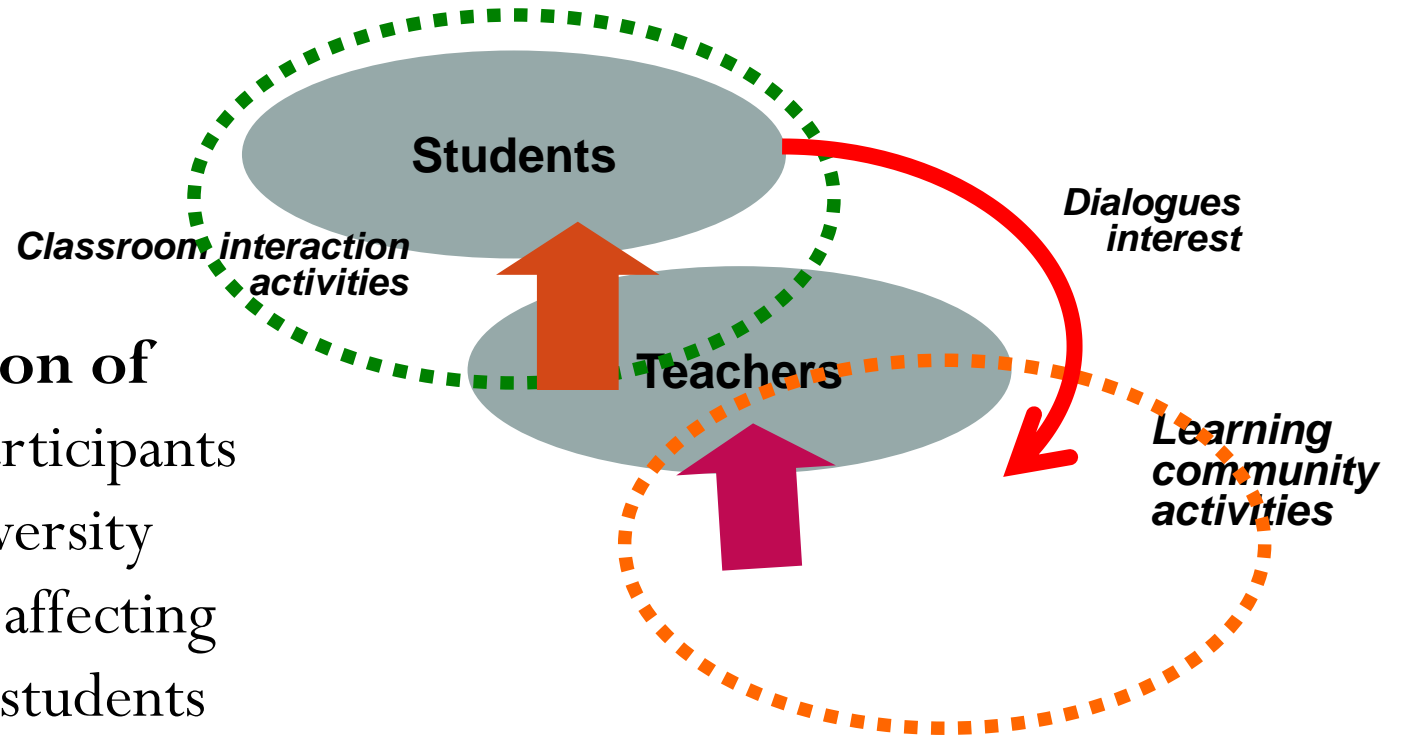
From the dialogues, they start to learn that democratic society involves a combination of individual rights and initiatives. . collective decision-making, and shared community goals (Pezone: 2002)



Finally

- RQ: After a long term effort, in what extent does Learning Community (LC) activities provide **new values** for teachers and students learning ?

- Learning Community provides **diffusion of knowledge** among various level of participants (teacher, principal, supervisor, and university professors) for **more equity** which is affecting to the **sense of teacher** to **improve** students learning's dependency and **direction** in more **democratic classroom**





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3 : Sumar Hendayana Terima Kasih Atas Masa Bakti Ketua ALSI Periode 2011-2015 : Istamar Sy



Sumar Hendayana Terpilih Sebagai Ketua ALSI Periode 2015-2018.

Rabu malam, 10 September 2015 para tokoh dan pegiat Lesson Study di Indonesia berbagi kesan. Di Auditorium Universitas Pendidikan Ganesha pertemuan Asosiasi Lesson Study Indonesia (ALSI) dilangsungkan. Perjalanan panjang Lesson Study menjadi renungan. Satu dekaade Lesson Study telah menyemarakkan dunia pendidikan. Peningkatan profesionalisme pendidik menjadi tujuan agar kualitas pembelajaran terealisasikan. Memang ada banyak variasi Lesson Study, juga beragam pusat-pusat

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