

The Effect of Lesson Study on Listening Ability of Group B Students at At-Tauhid Palembang Early Childhood

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Abstrak

Keterampilan mendengarkan merupakan keterampilan dasar untuk mengembangkan keterampilan bahasa anak. Kemampuan mendengar anak Paud At-Tauhid Palembang masih rendah. Hal ini terlihat pada saat pembelajaran berlangsung, beberapa anak kurang memperhatikan guru karena lebih asyik bermain dan bercengkerama dengan temannya, dan pada saat guru bertanya hanya ada sedikit anak yang bisa menjawab soal. Peneliti menggunakan *lesson study* dengan tahapan yaitu *plan-do-see-redesign* untuk meningkatkan keterampilan menyimak anak. Penelitian ini bertujuan untuk mengetahui pengaruh *lesson study* terhadap keterampilan menyimak anak Paud At-Tauhid Palembang yang meliputi 3 indikator yaitu (1) menyimak dengan penuh perhatian, (2) menjawab pertanyaan sederhana, (3) mengulang kata-kata yang didengar. Penelitian ini merupakan penelitian pra eksperimental dengan rancangan studi kasus. Sampel dipilih dengan menggunakan teknik purposive sampling dengan pertimbangan rendahnya keterampilan menyimak anak kelas B1. Penelitian ini melibatkan total 20 sampel yang terdiri dari 9 laki-laki dan 11 perempuan. Pengumpulan data dilakukan dengan menggunakan lembar observasi. Lembar tersebut menampilkan skor tes dan kemudian diubah menjadi nilai. Perlakuan dilakukan selama 3 kali pertemuan dan diamati setiap pertemuan. Data yang terkumpul diolah dengan menghitung rata-rata kemampuan mendengar anak. Berdasarkan hasil uji-t didapatkan nilai t hitung 3,78 dan t tabel 1,72 yang berarti H_0 ditolak dan H_a diterima. Berdasarkan hasil tersebut dapat disimpulkan bahwa *lesson study* memberikan pengaruh yang signifikan terhadap keterampilan menyimak anak.

Kata Kunci: *Lesson Study*, Keterampilan Mendengar, Anak Usia Dini

Abstract

Listening skills are the basic skills for developing children's language skills. The listening ability of children at Paud At-Tauhid Palembang is still low. This can be seen at the time the learning took place some children did not pay attention to the teacher because they were more absorbed in playing and chatting with their friends, and when the teacher asked questions there were only a few children who could answer the questions. Researchers used *lesson study* with the stages, namely *plan-do-see-redesign* to improve children's listening skills. This research aims to identify the effect of *lesson study* on the listening skill of children in Paud At-Tauhid Palembang, covering 3 indicators, namely (1) listening attentively, (2) answering simple questions, (3) reiterating the words heard. It is pre-experimental research with one case study design. The sample was selected using a purposive sampling technique with consideration of the low listening skill of children in class B1. This research involved a total of 20 samples of 9 boys and 11 girls. The data were collected using an observation sheet. The sheet displayed test scores and then they were converted to a value. The treatment was conducted for 3 meetings and each meeting was observed. The collected data were processed by calculating the average listening skill of the children. Based on the result of the t-test, it showed t-count values of 3.78 and t-table values of 1.72 meaning that H_0 is rejected and H_a is accepted. So, it can be concluded that the *lesson study* provides significant effects on the listening skill of students.

Keywords: Lesson Study, Listening Skills, Early Childhood

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INTRODUCTION

Education is a means to develop one's potential and intelligence through organized and structured guidance. According to Law No. 20 of 2003 Education is a conscious and planned effort to

create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. One of the skills needed by children is the ability to listen because the listening ability is a basic skill as a bridge to develop children's language skills such as speaking, reading, and writing. therefore the ability to listen to early childhood must be optimal. According to Kurnia, R (2019: 21) Listening is a process of listening to oral symbols full of attention, understanding, appreciation, and understanding the meaning of communication that is not conveyed by the speaker through speech or spoken language. through listening skills, we can understand other people better. Listening skills also require understanding the content of the intent and various other complex aspects, such as mood, habits, beliefs, attitudes, encouragement, needs, and speaker's opinion. Therefore the ability to listen is included in the PAUD curriculum so that children can gain experience and guidance according to their age and needs.

Based on the observations of researchers in group B at Paud At-Tauhid Palembang, the researchers found that the children's listening ability was still low. This can be seen at the time the learning took place some children did not pay attention to the teacher because they were more fun playing and chatting with their friends and when the teacher asked questions there were only a few children who could answer the questions. Based on the results of interviews with teachers regarding listening skills. The teacher talked to the researcher that the teacher needed a new way to develop listening skills in their children. One way that researchers do to improve children's listening skills is to use lesson study. Lesson study is a learning system. According to Noffke (2009: 11). Lesson study is a system for building and developing practitioner knowledge that engages teachers in learning from colleagues as they research, plan to teach, observe, and discuss lessons in class. By implementing a lesson study, at the planning stage, the teacher can design a lesson plan according to the child's needs by discussing with other teachers to improve the child's listening ability. Furthermore, at the stage of implementation, the teacher can carry out the lesson planning by being observed by other teachers to find out what causes the child's low listening ability and how the teacher should teach to overcome the low listening ability of children through the implementation of activities open class. Then by carrying out a reflection forum at the see stage, the model teacher improves learning planning through suggestions and criticism from the observers. The suggestions and criticism obtained can be used by the teacher to re-plan further learning activities so that children's listening ability can be more optimal. Arifin (2017) explains that lesson study can improve the quality of continuous learning and learning becomes more effective. By using lesson study, it can be seen that learning refers more to the student center, where learning is more student-centered and the teacher plays a more role as a facilitator (Yuanita, et al, 2015).

METHODS

The method used in this research is the quasi-experimental method (*Pre Experimental*). To know the effect of lesson study on the listening ability of group B children at Paud At-Tauhid Palembang. According to Sugiyono (2018: 110), This research uses the experimental method of “*one-shot case study*”, in which a group is given treatment, and the results are observed. (Treatment is as an independent variable, and results are as independent variables, and results are as dependent variables).

X O O

Information:

X = treatment given (independent variable)

O = test given after the activity (dependent variable)

The research was carried out at Paud At-Tauhid Palembang. The variable in this study was the listening ability of group B children at Paud At-Tauhid Palembang. The population in this study were children of group B, the sample studied was group B1, totaling 20 children. Data collection techniques in this study were tests and observations. The tests used were oral tests and action tests using *lesson study* to determine the listening ability of children in group B. This means that when children take oral tests and action tests based on predetermined indicators, the researcher makes an assessment using an observation sheet. According to Arikunto (2016: 272), the most effective method of observation is to be equipped with research instruments or observation blanks. However, the observations made are not just observing but also making considerations to be able to judge later.

RESULTS AND DISCUSSION

Data from this study were the values obtained from the posttest results. The posttest was conducted to see whether there was an effect of a lesson study on listening ability in group B children at Paud At-Tauhid Palembang. From the data obtained from the results *posttest* can be presented in the form of a frequency distribution table *posttest* in the table below:

Table 1. Value of posttest listening to group B children

Value	Category	Frequency	Percentage (%)
82-100	BSB	10	50%
63-81	BSH	7	35%
44-62	MB	2	10%
25-43	BW	1	5%
Total of		20	

The data from this study are the value of the lower limit of the Develop according to Expectations (BSH) class interval and the posttest mean. The data collection tool in this study was an observation sheet consisting of 3 indicators. In this study, the number of samples consisted of 20 children in group B at Paud At-Tauhid Palembang. Researchers analyzed the assessment of children's success criteria in the listening aspect of children by looking for the minimum score in the Develop according to Expectations (BSH) interval class. The results obtained range from 63-81 so the value of the children's success criteria is taken with a value of 63. Furthermore, the researcher analyzed the posttest value which produced the final score so that the average score after treatment was obtained) = 77.75 and the standard deviation after treatment (s) = 17, 19 with the highest score obtained by children was 92 and the lowest score was 25. On the average success criteria of children,

63 were in the developing category as expected, while the average score after treatment) = 77.75 was in the developing category as expected. The normality test is carried out to determine whether the data to be analyzed is normally distributed or not. In this study, researchers tested the normality by using the Chi-Square test.

Table 2. Table chi squared

f_o	f_h	$(f_o - f_h)$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
10	6,94	3.06	9,3636	1,3492
7	5,634	1,366	1,865956	0,331195
2	2,088	0,88	0,7744	0,3856
1	3,6	-2,6	6,76	1,87
Amount				3,93

By using the formula *squared chi-squared* that has been presented above, it can be obtained $X^2 = 3.93$ if the value of X^2 obtained is greater than the critical value of X^2 in the table, the data obtained is not normally distributed. And vice versa, if the price of X^2 is smaller than the value of X^2 in the table, the data we get is in the normal distribution. From the calculations carried out with $n-1$ and a 95% confidence interval, it is obtained that the X^2 count = 3.93 which is smaller than the X^2 table = 30.1. So the data is normally distributed. The statistical test that will be used is a statistical test *one shot-case study*. In this study, the statistical hypothesis to be tested by the t-test because it is by the research objectives wants to find out whether there is an effect of *lesson study* on listening ability in group B children at Paud At-Tauhid Palembang. Before calculating the t-test, first, calculate the mean value and standard deviation of the child. To get the value of X_1 using the child's daily assessment. After that, the average value and standard deviation are obtained. Then compare the mean value and standard deviation of the posttest = 77.75 $S_d = 17.19$. According to Arikunto, the t_{table} is obtained from the t distribution with the odds $(1-\alpha) = n (-1) = (20-1) = 19$, the value of $\alpha = 0.05$. So we get $t_{table} = 1.72$. Comparing if the price H_0 is rejected H_a is accepted, to see t table on the degrees of freedom $dk = n-1$. refers to the criteria, if the price H_0 is accepted H_a is rejected, whereas if the price H_0 is rejected H_a is accepted, to see t table at degrees of freedom $(dk) = n-1$. Based on the results of the calculation after the t-test of 3.78, while $(19) = 1.72$. It means that reject H_0 , accept H_a , it can be concluded that there is an influence of *lesson study* on listening ability in group B children at Paud At-Tauhid Palembang.

The results of this study are also supported by the results of research conducted by Nyoman Ganing and Mg Rini Kristiantari 'Development of Language Skills with approach *Whole Language* Through Setting *Lesson Study* in Group B Children of Undiksha Denpasar Lab Kindergarten. The purpose of this study was to determine the development of language skills with approach the *whole language* through *lesson study* for group B children at Undiksha Denpasar Lab Kindergarten. This research is a classroom action research with 22 children as research subjects. Collecting data in this study using observation techniques. The success indicator to be achieved in this study is if the average percentage of children's language development reaches 76% or is in a very well developed

category. The results of the study obtained an increase in language skills for all indicators, namely the ability to understand the language in the *pre-cycle* by 63.64% (developing category as expected), increasing to 75% (developing category as expected) in cycle I and 88.63% (very well developed category) in cycle II. The ability to express language in *pre-cycle* was 64.77% (developing category according to expectations), increasing to 75% (developing category according to expectations) in cycle I and 84.09% (developing very well category) in cycle II.

CONCLUSION

Based on the results of the analysis of research data and the discussion that has been described, it can be concluded that there is an effect of *Lesson Study* on children's listening ability in group B children at Paud At-Tauhid Palembang. This is evidenced in the calculation, it means that H_0 is accepted, H_a is rejected, whereas if the price means that H_0 is rejected, H_a is accepted, to see the t table on the degrees of freedom ($dk = n-1$ (19)). The value after the t -test was 3.78 while $(19) = 1.72$. So that H_a was accepted and H_0 was rejected. The ability to listen to children by applying *lesson study* the observed, namely listening attentively, answering questions, mentioning the words heard. With a category of 10 children (50%) children get a very well developed category (BSB). Then as many as 7 children (35%) children get the category of developing according to expectations (BSH). Furthermore, as many as 2 children (10%) got the start to develop category (MB). And 1 (5%) children get the underdeveloped category (BB).

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