

IMPLEMENTATION OF LESSON STUDY IN MICROTEACHING: BENEFITS AND CHALLENGES IN ENGLISH EDUCATION STUDY PROGRAM

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Abstract: This study explores the implementation of Lesson Study in microteaching classes within an English Education program, emphasizing its impact on pre-service teachers' development and the challenges encountered. Using a mixed-methods approach, data were collected through observations and surveys of 10 students enrolled in the microteaching course. Findings reveal that Lesson Study significantly improves teaching skills, reflective practices, and collaborative abilities. It facilitates deeper understanding of effective teaching strategies through structured planning, observation, and reflection. However, challenges such as time constraints, logistical difficulties, and the integration of technology were noted as key hurdles. These findings underscore the importance of addressing these issues to optimize the benefits of Lesson Study. The study contributes to existing literature by providing insights into its application in pre-service teacher training, highlighting practical implications for enhancing teacher education programs.

Keywords: *lesson study; microteaching; pre-service teachers; reflective practice; teaching development; teacher training.*

INTRODUCTION

The continuous improvement of teaching quality is a pressing demand in modern education, and professional development models such as Lesson Study have been widely adopted to address this need. Originating from Japan, Lesson Study has proven to be an effective tool in enhancing teaching practices through collaborative planning, observation, and reflection (Elliott, 2019; Jhang, 2020; Lewis et al., 2006; Perry & Lewis, 2009; Fernandez, 2005; Dudley, 2014). In the context of higher education, particularly in English Education programs, Lesson Study offers significant potential for cultivating teaching skills and reflective practices among pre-service teachers (Klara Tyas Sulistyawati & Kuswando, 2023; Siti Malikah, 2016; Darsih et al., 2021; Cheung Wai Ming, 2014; Rachel Goh, 2017; Wahman et al., 2020).

Lesson Study, as a collaborative approach, emphasizes the active involvement of teachers in designing, observing, and analyzing lessons to improve pedagogical practices. In various global contexts, studies have shown that Lesson Study contributes to deeper reflection on teaching, enhanced understanding of student needs, and strengthened professional learning communities (Dudley, 2014; Lewis et al., 2006; Nguyen et al., 2014; Phuong & Le, 2024; Druken, 2023; Kanellopoulou & Darra, 2019). In Indonesia, the implementation of Lesson Study has been linked to improved teaching strategies, reflective abilities, and innovative approaches among educators (Suratno, 2012; Nashruddin & Nurrachman, 2016; Akmal et al., 2022; Suryani & Rismiyanto, 2021; Tiarina et al., 2021; Wulandari et al., 2023).

Despite its growing implementation, research on Lesson Study in the context of pre-service

teacher education, particularly in microteaching classes within English Education programs, remains limited. Most studies have focused on in-service teacher development and general pedagogical improvements (Cheung Wai Ming, 2014; Hall, 2013; Dudley, 2014; Cevik & Muldur, 2021; Makafane, 2020; Bayram & Bıkmaz, 2021). While microteaching provides an ideal platform for Lesson Study, research exploring its specific benefits and challenges in this setting is scarce (Zulfikar et al., 2020; Darsih et al., 2021; Wahman et al., 2020; Nguyen, 2020; Cerruto et al., 2023; Fadhillah, 2023).

This study uniquely examines the implementation of Lesson Study in microteaching classes of an English Education program, bridging the gap in literature regarding pre-service teacher development. It explores how Lesson Study enhances teaching competencies, reflective practices, and collaborative abilities among pre-service teachers while identifying specific challenges such as time constraints and technology integration (Nguyen, 2020; Suryani & Rismiyanto, 2021; Makafane, 2020; Firdaus, 2022; Atamturk, 2022; Danday, 2021).

Understanding the dynamics of Lesson Study in microteaching not only contributes to the theoretical foundation of teacher education but also provides practical insights for designing more effective teacher training programs. By addressing challenges and leveraging the benefits of Lesson Study, this research aims to enhance the preparedness of pre-service teachers for real-world teaching demands (Chen, 2023; Amran et al., 2023; Rachel Goh, 2017; Tiarina et al., 2021; Haryyadi & Rohmah, 2023; Aimah et al., 2020).

In Indonesia, Lesson Study has been increasingly recognized as a promising approach for teacher professional development. However, its application in microteaching classes is still relatively new and underexplored (Suratno, 2012; Zulfikar et al., 2020; Nashruddin & Nurrachman, 2016; Wahyuni & Tiarina, 2020; Siti Malikhah, 2016; Wulandari et al., 2023). This study focuses on pre-service teachers in English Education programs to evaluate the potential of Lesson Study in fostering pedagogical innovation and reflective practices.

Global studies highlight the transformative impact of Lesson Study on teaching and learning, with positive outcomes in various educational settings (Lewis et al., 2006; Dudley, 2014; Nguyen et al., 2014; Perry & Lewis, 2009; Kanellopoulou & Darra, 2019; Druken, 2023). These findings serve as a foundation for exploring its application

in the Indonesian context, particularly in microteaching classes.

The integration of technology into Lesson Study has been identified as both a challenge and an opportunity. While technology enhances engagement and learning outcomes, its effective implementation requires adequate training and resources (Cerruto et al., 2023; Makafane, 2020; Ledger & Fischetti, 2020; Koh et al., 2017; Akmal et al., 2022; Bayram & Bıkmaz, 2021).

Lesson Study emphasizes collaborative professional development, which is crucial for building reflective and adaptive teaching practices. This study investigates how these principles are realized in microteaching settings to prepare future educators for diverse classroom challenges (Chassels & Melville, 2009; Rachel Goh, 2017; Wulandari et al., 2023; Phuong & Le, 2024; Hall, 2013; Ogebo et al., 2019).

Pre-service teachers often face challenges in microteaching, such as time management, lesson planning, and incorporating feedback effectively (Utami, 2020; Richard, 2021; Anufri & Tiarina, 2021; Makafane, 2020; Amran et al., 2023; Suryani & Rismiyanto, 2021). This study explores how Lesson Study addresses these challenges while fostering professional growth.

Reflection is a fundamental aspect of Lesson Study, offering teachers valuable insights into their teaching methods and supporting continuous professional growth. This research examines the integration of reflective practices into microteaching as a means to improve teaching effectiveness (Nguyen et al., 2014; Darsih et al., 2021; Siti Malikhah, 2016; Akmal et al., 2022; Bayram & Bıkmaz, 2021; Dudley, 2014).

Collaboration is another critical element of Lesson Study, promoting teamwork and mutual understanding among pre-service teachers. This study explores how joint lesson planning and peer feedback contribute to skill development within microteaching settings (Suryani & Rismiyanto, 2021; Rachel Goh, 2017; Haryyadi & Rohmah, 2023; Wulandari et al., 2023; Wahman et al., 2020; Lewis et al., 2006).

The integration of technology in Lesson Study remains an area requiring improvement. This study emphasizes the importance of training and resources to overcome challenges and maximize the use of technological tools in educational practices (Ledger & Fischetti, 2020; Koh et al., 2017; Nguyen, 2020; Amran et al., 2023; Cerruto et al., 2023; Chen, 2023).

The findings of this research hold significant value for improving teacher education policies and

practices. By addressing the challenges of Lesson Study implementation, this study seeks to inform strategies that enhance the quality of training for pre-service teachers (Suratno, 2012; Nashruddin & Nurrachman, 2016; Makafane, 2020; Tiarina et al., 2021; Siti Malikhah, 2016; Phuong & Le, 2024).

This research provides a comprehensive analysis of how Lesson Study is implemented in microteaching classes, with a focus on its advantages and challenges. By synthesizing findings from prior studies and new empirical evidence, it aims to contribute to the development of more effective teacher education programs (Wulandari et al., 2023; Zulfikar et al., 2020; Suryani & Rismiyanto, 2021; Nguyen, 2020; Rachel Goh, 2017; Wahyuni & Tiarina, 2020).

METHOD

This study used a mixed-methods approach (Creswell, 1994) to explore the application of Lesson Study in microteaching within the English Education program. By combining qualitative and quantitative methods, the study sought to comprehensively examine the processes, benefits, and challenges of Lesson Study. Data were collected through observations, questionnaires, and supporting documents, providing insights into how Lesson Study promotes teaching development and addresses practical issues (Elliott, 2019; Dudley, 2014; Lewis et al., 2006; Darsih et al., 2021).

The participants included 10 pre-service teachers selected purposefully from an English Education microteaching course to ensure their active engagement in Lesson Study and their ability to provide detailed feedback. Participant-based approaches in Lesson Study research have been widely recognized for their relevance in teacher training (Nguyen, 2020; Rachel Goh, 2017; Wulandari et al., 2023; Phuong & Le, 2024).

Observations. Conducted over two Lesson Study cycles, focusing on the planning (Plan), implementation (Do), and reflection (See) stages. Observations captured interactions, teaching methods, feedback, and engagement, consistent with prior research on Lesson Study's emphasis on reflection and collaboration (Dudley, 2014; Suryani & Rismiyanto, 2021; Siti Malikhah, 2016).

Questionnaires. Distributed to participants after the Lesson Study cycles, assessing their perceptions of the process, benefits, challenges, and overall satisfaction (Chassels & Melville, 2009; Firdaus, 2022; Darsih et al., 2021).

Document Analysis. Lesson plans, reflection notes, and teaching materials from the Lesson

Study cycles were analyzed to provide additional context (Nguyen et al., 2014; Bayram & Bıkmaz, 2021; Haryyadi & Rohmah, 2023).

The Lesson Study process followed three stages:

Plan Stage. Participants collaboratively designed lesson plans based on learning objectives and student needs. Workshops were conducted to familiarize participants with Lesson Study, enhancing their understanding and engagement (Dudley, 2014; Nguyen, 2020; Rachel Goh, 2017).

Do Stage. The lesson plans were implemented in a classroom setting, with one participant acting as the model teacher while peers observed and documented key teaching aspects. This phase provided practical teaching experience and opportunities for feedback (Makafane, 2020; Amran et al., 2023; Tiarina et al., 2021).

See Stage: Participants and supervisors engaged in reflection sessions, analyzing teaching practices to identify strengths, weaknesses, and strategies for improvement. Reflection, as highlighted in prior studies, is crucial for refining teaching skills (Nguyen et al., 2014; Wahyuni & Tiarina, 2020; Suryani & Rismiyanto, 2021).

Data analysis involved both qualitative and quantitative methods. Qualitative data from observations and reflections were transcribed, coded, and analyzed thematically to identify key patterns and themes (Lewis et al., 2006; Dudley, 2014; Kanellopoulou & Darra, 2019). Quantitative data from the questionnaires were analyzed using descriptive statistics, including frequencies, percentages, and mean scores, to evaluate participants' perceptions of Lesson Study (Cheung Wai Ming, 2014; Siti Malikhah, 2016; Zulfikar et al., 2020).

Ethical considerations were prioritized, with informed consent obtained from all participants. Participant confidentiality and data use for research purposes only were ensured, aligning with established ethical research guidelines (Elliott, 2019; Phuong & Le, 2024; Darsih et al., 2023).

This mixed-methods design provided a holistic view of Lesson Study in microteaching, highlighting its potential to improve pre-service teacher training while addressing practical challenges (Suratno, 2012; Nashruddin & Nurrachman, 2016; Makafane, 2020).

RESULTS AND DISCUSSION

Implementation of lesson study in microteaching classes

The implementation of Lesson Study in the microteaching class followed three key stages:

Plan, Do, and See, across two cycles. In the “Plan” stage, participants collaboratively designed lesson plans by analyzing student needs and setting learning objectives. The collaborative nature of this stage mirrors findings from Dudley (2014) and Nguyen (2020), who highlight how shared planning fosters deeper understanding and

innovative teaching strategies. The lesson plans in this study emphasized descriptive texts in the first cycle and the integration of technology in the second cycle. These findings align with Suryani and Rismiyanto (2021), who noted that lesson plan quality improves significantly through Lesson Study.

Table 1. *Enhanced lesson study benefits and challenges*

Aspects	Percentage Reporting (%)	Frequency (Out of 10)	Comments
Improved Teaching Skills	80	8	Significant improvement in lesson delivery.
Enhanced Reflective Practices	90	9	High value on feedback sessions.
Development of Collaborative Abilities	95	9.5	Strong emphasis on teamwork.
Time Constraints	70	7	Balancing schedules was a challenge.
Logistical Complexities	60	6	Coordination issues reported.
Integration of Technology	50	5	Difficulty in using tech tools effectively.

In the Do stage, lessons were implemented in real classrooms, with one participant serving as the model teacher while peers acted as observers. Observations revealed several areas for improvement, including the need for more engaging teaching methods and effective classroom management. This reflects findings from Makafane (2020) and Rachel Goh (2017), who emphasized the importance of real-time feedback in enhancing teaching skills. In the second cycle, the integration of technology, such as QR codes and interactive games, improved student engagement and participation. Similar results were reported by Nguyen et al. (2014) and Ledger and Fischetti (2020), who highlighted the role of technology in making lessons more dynamic and interactive.

The See stage focused on reflection and feedback. Participants engaged in discussions to evaluate teaching practices, identify areas for improvement, and refine strategies for future lessons. Reflection sessions emphasized the

importance of student-centered approaches and effective use of technology. These findings resonate with the work of Siti Malikhah (2016) and Nguyen (2020), who found that reflection is critical in developing pre-service teachers' instructional skills and fostering a growth mindset.

Benefits perceived by students

The survey conducted among participants revealed several benefits of Lesson Study in the context of microteaching. One of the most significant benefits identified was the improvement in teaching skills, with 80% of participants reporting enhanced capabilities in lesson planning and classroom delivery. These findings are consistent with previous research by Darsih et al. (2021) and Wahyuni and Tiarina (2020), which highlighted the role of collaborative planning and feedback in improving pedagogical practices. Participants noted that the structured approach of Lesson Study allowed them to develop practical strategies and address specific teaching challenges.

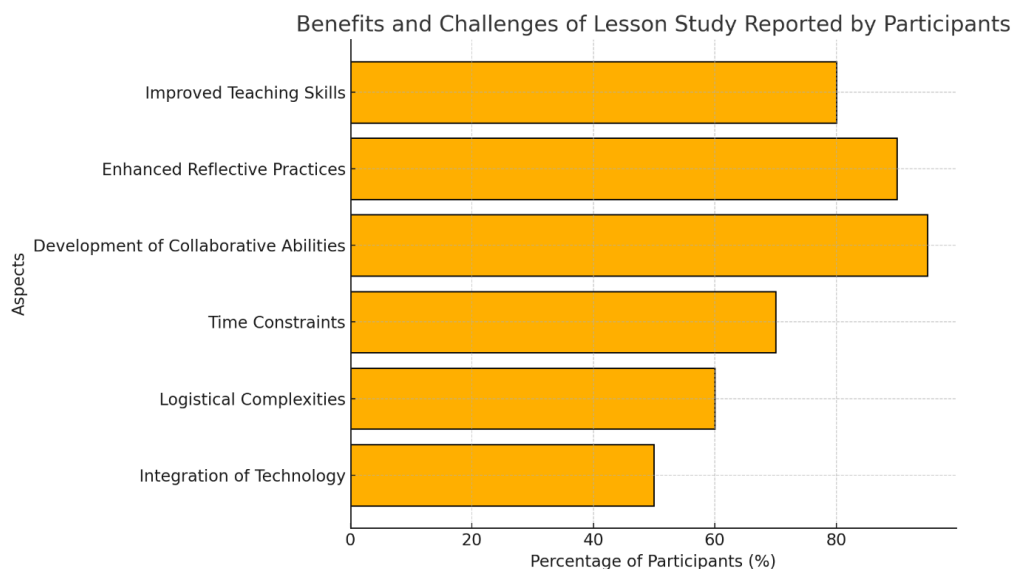


Figure 1. *The benefits and challenges of lesson study*

Another benefit was the enhancement of reflective practices. Over 90% of participants appreciated the structured reflection sessions, which provided valuable insights into their teaching strengths and areas requiring improvement. These findings align with studies by Kanellopoulou and Darra (2019) and Lewis et al. (2006), which emphasized that reflection is integral to professional growth, enabling teachers to evaluate their practices critically and develop actionable improvement strategies.

The development of collaborative abilities was also a prominent benefit, as nearly all participants (95%) acknowledged that Lesson Study fostered teamwork and communication skills essential for effective teaching. This observation supports the findings of Chassels and Melville (2009) and Rachel Goh (2017), who underscored the importance of collaboration in building professional learning communities. Participants noted that working closely with peers and supervisors during planning, observation, and reflection stages enhanced their interpersonal and professional interaction skills.

Despite these benefits, participants encountered several challenges during the implementation of Lesson Study. Time constraints were the most frequently reported challenge, with 70% of participants finding it difficult to balance Lesson Study activities with other academic responsibilities. This challenge echoes the findings of Makafane (2020) and Zulfikar et al. (2020), who identified time commitment as a significant barrier to effective Lesson Study implementation. Participants suggested that better scheduling and time management strategies could mitigate this issue.

Logistical complexities were another challenge, as 60% of participants reported difficulties coordinating schedules among peers, supervisors, and institutional timelines. These findings are consistent with Dudley (2014) and Phuong and Le (2024), who noted that institutional support is critical for streamlining Lesson Study activities and ensuring smooth implementation. The need for structured planning and institutional resources was highlighted as a potential solution.

The integration of technology was also identified as a challenge, with 50% of participants struggling to effectively use technological tools in their lessons. While the incorporation of technology was shown to enhance engagement, its effective implementation requires adequate training and resources. This observation aligns with the findings of Ledger and Fischetti (2020) and Nguyen et al. (2014), who emphasized the importance of technological literacy and support for educators.

The comparative analysis of the two Lesson Study cycles revealed significant improvements in teaching practices and student engagement. In the first cycle, lessons were predominantly teacher-centered, and student participation was limited. In contrast, the second cycle, which incorporated technology and interactive methods, resulted in a more student-centered approach and higher levels of engagement. These findings align with the studies of Suryani and Rismiyanto (2021) and Nguyen (2020), who observed that iterative Lesson Study cycles lead to progressive improvement in teaching practices.

The implications of these findings for teacher training programs are substantial. By addressing challenges such as time constraints, logistical

complexities, and technology integration, institutions can maximize the benefits of Lesson Study. These results are consistent with recommendations by Suratno (2012) and Akmal et al. (2022), who advocate for institutional support and resource allocation to enhance the effectiveness of Lesson Study in pre-service teacher education. Implementing strategies to streamline processes, allocate dedicated time, and provide technological training can ensure that Lesson Study becomes a transformative tool in preparing future educators.

Contribution to existing literature

This research adds to the expanding body of knowledge on Lesson Study by offering empirical evidence of its use in microteaching settings within English Education programs. It highlights the advantages and challenges of this approach, reinforcing findings from Lewis et al. (2006), Dudley (2014), and Siti Malikhah (2016). Additionally, the study emphasizes the necessity of incorporating technology into Lesson Study, aligning with observations made by Nguyen (2020) and Ledger and Fischetti (2020).

Limitations and future directions

Despite its valuable insights, the study is limited by its small sample size and its focus on a single educational program. Future research could examine the long-term effects of Lesson Study on teaching practices across diverse educational contexts and larger participant groups, as suggested by Wahman et al. (2020) and Cerruto et al. (2023). Moreover, exploring strategies to overcome logistical and technological challenges could further improve the implementation of Lesson Study.

The findings underline Lesson Study's potential to transform teaching competencies and reflective practices among pre-service teachers. By addressing practical challenges and fostering collaboration, it can become an essential tool for teacher education programs.

CONCLUSION

This research underscores the vital role of Lesson Study in improving teaching competencies, reflective abilities, and collaboration among pre-service teachers in English Education programs. Through collaborative lesson planning, live teaching observations, and structured reflection, Lesson Study enhances understanding of effective teaching methods and classroom management. The iterative cycles demonstrated continuous

improvement, particularly in designing engaging, student-centered lessons.

However, several challenges emerged, such as time limitations, logistical issues, and difficulties with technology integration. Overcoming these obstacles is crucial to fully realize the benefits of Lesson Study. Enhancing scheduling, providing institutional support, and offering technology training are potential strategies to address these challenges.

This study contributes to the literature by offering insights into the application of Lesson Study in microteaching contexts. It highlights the significance of collaborative professional development in preparing future educators to meet classroom demands. Future research should investigate the long-term effects of Lesson Study across broader contexts and larger participant groups.

In conclusion, Lesson Study presents a valuable framework for improving teacher education programs, equipping pre-service teachers with the skills, knowledge, and confidence required to thrive in dynamic educational settings..

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