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Building Professionalism of Indonesia Teacher: Lesson Study from Japan

Retna Ngesti Sedyati^{1*}, Sri Kantun^{2*}, Pudjo Suharso^{3*} and Sri Wahyuni^{4*}

* Lecturer in Department of Economic Education, FKIP Universitas Jember.

¹ E-mail: retnasedyati.fkip@unej.ac.id

² E-mail: srikantun.fkip@unej.ac.id

³ E-mail: barso.fkip@unej.ac.id; barsodit@yahoo.co.id

⁴ E-mail: srivahyuni.fkip@unej.ac.id

Abstract: Teacher an extremely important component in education. It can even be said to Master the most strategic key to the development of quality education. So important role of teachers in education, it is not surprising that the Emperor of Japan, Hirohito after Japan's defeat of the Allies asked how many teachers are still alive. On the shoulders of teachers that Emperor Hirohito put her trust to rebuild (*rebuild*) Japan through education and work. The purpose of this paper is to compare how the Japanese advance the teacher that can be used to build a professional experience of teachers in Indonesia. The research method used in this paper is a library research (*libraryresearch*). Results of the study found that one of the advancement of education in Japan, which then made instruments tend to solve problems of the nation is through the improvement and development of professional teachers. By building a professional Japanese teacher who is currently one of the mecca educational advancement of the East. Education in Japan is known as the philosophical basis of education with the developer in addition to Taiwan, while the Western world more education-based inventor. Indonesia's efforts to improve the quality of education by building the professionalism of teachers conducted by the government. Teacher professional competence of teachers is characterized by a high mastery.

Keywords: Teacher, competence, professional.

INTRODUCTION

The teacher is a very component important in education. In fact it can be said that teachers are the most strategic key to the development of quality education (Suyanto, 2000). So important role of teachers in education, it is not surprising that the Japanese Emperor Hirohito in Japan after the defeat of the Allies asked how many teachers are still alive. On the shoulders of teachers that Emperor Hirohito put her trust to rebuild (*rebuild*) Japan destroyed through education and work.

Findings Janes (2010) and Harwell (2013) revealed that the progress of education in Japan one of which lies on the Japanese government's commitment to improving the quality of teacher professionalism. By building the professionalism of teachers will bear an advanced education as an instrument to solve the problem of the Japanese nation in the 21st century (Watanabe, 2013).

Harwell and Watanabe findings showed evidence that to solve the problem of the nation's future through education can be done in an effort to build the professionalism of teachers. In looking to the future, Japan is now faced with the problem of the development of science and technology that explosive demand response developed world for good education. *Kiyoshi Kurokawa (2014) Vice-President of the Science Council of Japan Chairman of the Japan Perspective Committee*, said "*standing at the beginning of the 21st century, Japan face the explosive growth of science, and technology*". The next Kurokawa said one of the Japanese government's commitment in responding to the problems of the Japanese people to develop science and technology is to develop the professionalism of teachers.

While Indonesia's efforts to build a better quality of education continues. One of the government's efforts to build the professionalism of teachers. The efforts made by the Indonesian government to develop the professionalism of teachers is done in various ways, ranging from sending teachers to pursue higher education, providing various types of training including PLPG, providing incentives, the establishment of professional organizations of teachers and other support efforts.

However, it must be recognized that the professionalism of teachers in Indonesia country is not yet fully formed (Monoarfa, 2014). Findings Monoarfa in mapping the competence of teachers in Bengkalis, Yogyakarta, and Jember shows that starting from primary school teachers through high school teacher, still found teachers who teach not based expertise, unqualified/academic qualifications are required, the mastery of the competency of teachers is still low and the procedure recruitment of teacher candidates who do not meet the standard.

In fact, either in Japan or in Indonesia even in the whole world should be recognized that the teacher holds a very important role in advancing education. There is the adage "*the man behind the gun*" to reflect that in the hands of teachers who professional educational progress will be achieved.

METHOD OF STUDY

Build Conceptual Studies Teacher Professionalism

Japan's experience and effort was undertaken to approach literature study (*library research*) and take the professional development of teachers in the case of Japan which is then used *as lessons learned* in the promotion of education in Indonesia. Data and supporting information obtained from various sources, both books and journals of repute. How to get done by downloading a reputable journal writings that berkaitan with the professionalism of teachers through Google.

How to Write in Google

Titles of papers relating to the professionalism of teachers, journaling, pdf. Or write, the professionalism of teachers (*teacher professionalism, how to build teacher professionalism, research/ dissertation*), pdf. Limitation downloaded more references refer to events professional development of teachers in Japan. However, to

enrich their knowledge can also search for professional development of teachers in other countries. Furthermore, all the papers in the journals of repute juxtaposed, understood, observed and analyzed. Various sources including books that have been read and analyzed and diintepretasi by the author to then conclude.

RESULT AND DISCUSSION

Why Japan?

Qiblah advancement of education in the world is shifting, previously a monopoly of the West (US and Europe), is now shifted to the Eastern parts of the world, especially Japan and South Korea (Suyanto, 2014). The advancement of education in Japan and South Korea have attracted the attention of the world to study the educational model that is applied in the two countries.

Japan has been at or near the top of the international rankings on education. Japan may have Achieved this consistent standing and what other countries Might Be Able to learn from the Japanese experience. The Japanese education system is grounded in a deep commitment to teachers that is concrete and enduring. Japan's success to a first-rate teaching force, superb family support for Japanese students at home, the way resources are focused on instruction and the strong incentives the system Provides for students to take tough courses and study hard in school. (Janes, 2010).

The research, conducted by Weiss (2006) on systemic change initiatives based on the increase of teachers, noting that

“development sessions profesionalismel designed to deepen the needs of content knowledge and support teachers during implementation sometimes fails to examine the content that is designed for professional development, as concerns teachers more urgent as materials management or pedagogy”.

Furthermore, Darling-Hammond (2009, p. 22) states that,

“relatively few teachers involved in the collaboration/cooperation with regard to the planning intensified increase the professionalism”.

This means that the authorities rarely involves teachers to be invited to participate in improving the professionalism of teachers. There is an impression that the increasing professionalism of teachers into the realm of education bureaucracy.

It is not surprising that international attention is directed to study how the professional development of teachers in Japan through the practice of *Lesson Study* in Japan. In search of successful examples of professional development of teachers, Ingvarson *et al.* (2004) showed that the relationship between the student and teacher professional development is reciprocal in the sense that

“students are more successful learning, the more likely it is that teachers will adopt practices that encourage further learning success”.

In the same vein, Royce (2010) argued that

“what we know to be true for the student also applies in the case of professional development of teachers. This means that teachers learn best by doing and build their own understanding rather than told. The experience became invaluable knowledge”.

It has a strong influence on research Guskey (2002). In penelitiannya, Guskey said that the changes in learning is very important in which he stated,

“The improvement is usually the result of changes in the teacher has done in their classrooms through the practice of new instructional approaches and the use of new materials or curriculum, or just modifications teaching procedures or management class.”

Thus the opportunity to experiment with classroom practice and analyze in detail-which is important, and *lesson study Japanese* in developing teachers' professionalism allow the means to improve the professionalism of teachers.

How to Build Professional Teacher: Japan

Hattie (2009), when searching for the characteristics of teachers who students best admitted, citing Pehkonen (1992) says that the characteristics include

“teachers who help students to have a different strategy or a better process to learn the subject”,

which indicates that the professional development that provides teachers with skills. This will be a benefit for students. As discussed later in this *paper, lesson study* professional development of teachers in Japan are based on learning based on research solving structured problems, which is a major part of learning in which students share, participate and improve strategies their solutions in education as an instrument to solve the problems of the nation in the future.

In Japan the increase in the quality of education to be the instrument to solve the problem of the nation at a time for progress Japan is started from the professional development of teachers. The effort is actually simple. Research Lewis (2000) stated that teachers generally meet each other to discuss common issues and lesson plans together. The lesson plan may have a main theme eg on building the skills or understanding, and known as a *lesson research*, taught by a teacher, and was observed by not only all the teachers who do the planning, but also by the observer, at one end of the spectrum, may come only of school teachers themselves, or, at the other end, it may come from all over Japan. The research lesson contained in the question and answer session to follow the lessons, in which subjects are discussed in depth with frequent modifications suggested by observers, including an invited academics or retired teachers are very experienced.

Furthermore, Lewis (2002) describes the cycle *Lesson Study* has four phases: First, goal setting and planning - including the development of Pembelajaran Plan; second, to teach a *lesson research* observation that enables the development of learning; Third, the evaluation of post-lesson discussion; and fourth, the resulting consolidation of learning, which has many consequences.

In Japan profesionalisme teacher development occurs in all subjects and all levels of schools both in central and local levels such as class meetings, although it may be more common than some other areas. The process of professional development of teachers in Japan known as “*kyozai kenkyu*” (Watanabe, 2008). In the professional development of teachers to solving the nation's problems through educational role involves the investigation and research of various kinds of instructional materials, including textbooks, curriculum materials, lesson plans and reports of studies in other subjects, as well as the study of students' understanding before, which allows for teachers to anticipate the reactions of the students and the solution

to the problem during the lesson. While the literal meaning of *kyozai* is the study or investigation (*Kenkyu*) teaching material (*kyozai*), the word “*kyozai*” means much more than a textbook or curriculum materials and the need to involve the learning objectives. Thus, according to Watanabe, Takahashi and Yoshida (2008),

“*kyozai* is a process to help teachers gain a deeper understanding of *kyozai*” (p. 135).

In addition, it is important to distinguish between the content to be learned in the lessons and tasks, as it may be to explore the same subject matter with “*kyozai*” different, or investigate different subjects with “*kyozai*” the same.

Such a move would make the teachers really prepared and is responsible for the learning process. In-depth understanding of what makes a teacher as expert (*expert*), responsibility (*Responsibility*) and cooperative (*cooperative*) became the basis of professional development of teachers. In the next series of teacher professionalism will establish a model of education as an instrument capable of solving national problems. Education eventually became ‘commander’ progress of the nation as well as therapy for the problems faced nationality.

Further improvement of the quality of education in Japan is also done through what is called the *research lesson*. What is meant by *research lesson* according to Lewis (2000),

“are not about perfecting one lesson, but rather focus on developing teachers’ ideas and experiences of different approaches to teaching. Research lessons of participants and observers think quite profoundly about specific and general aspects of teaching. Lewis and Tsuchida (1998) and Lewis (2000) identify a number of ways in which the research lesson contributes to the improvement of Japanese education”.

(...*research lesson* not only the refinement of learning, but rather focus on the development of thinking and practice of teachers with different approaches to teaching. *Research lesson* among the participants and observers to think about aspects of teaching specific and general. *Research lesson* to contribute to the improvement of quality of their education in Japan).

Research lessons help you see your teaching from various points of view A lesson is like a swiftly flowing river; when you’re teaching you must make judgments instantly. When you do a research lesson, your colleagues write down your words and the students’ words. Your real profile as a teacher is revealed to you for the first time. (Lewis and Tsuchida, 1998).

Guskey (2002) noted at least three things that encourage professional development of teachers succeed in Japan and contributed significantly to the advancement of education in Japan.

First, education offers teachers and provide opportunities to develop the professionalism of teachers through teacher community a creative, shared purpose and experience, committed to the discovery, has always had businesses to improve the quality and responsibility to the students and peers teachers (*education in Japan offers teachers the opportunity to develop professional communities of inquiry, with ownership of the improvement effort, a commitment to inquiry, shared goals, and a sense of responsibility to Review their colleagues and students*) (Lewis et al., 2009). Second, even if progress is slow, but the process of teacher professional development still in progress by developing a variety of educational components such as collaborative lesson planning, and so on (while progress is Often slow at the start, the process can evolve over time with teachers beginning by weaving

“some of the simpler components of education such as collaborative lesson planning in with Reviews their existing practices, and only later ... grasping the significance of other ideas such as developing a lesson rationale and documenting Reviews their own learning”).

Third, education in Japan provide opportunities for teachers to build up business professionalism and understanding of oneself. (*Education in Japan enables teachers to build on their Efforts and refine Reviews their understandings. In the case reported by Lewis et al. (2009), teachers on their own initiative Decided to continue to meet to further revise Reviews their lessons to allow colleagues to observe your the research lesson and collect data. This is not an uncommon occurrence in Japaneducation. Finally, as shown Perry and Lewis (2009) in his commentary, the experience of professional development of teachers in Japan*

“maystand a better chance of survival than specific instructional reforms Because it is a means for bringing practice into line with goals that can be used flexibly to support various reformideas.”

the essence of the progress of education in Japan which can be used as a means to solve the problems of the Japanese in the future is to improve the professionalization of teachers through professional development of teachers. it was not the only way, but the Japanese step educational improvement with r eform professionalism of teachers has become a reference for the development of education in many countries.

INDONESIA EFFORTS: IMPROVING TEACHER COMPETENCE AND PROFESSIONALISM

Japan's experience appears to be an inspiration for many countries in this world, including Indonesia. The Government of Indonesia in advancing the professionalism of teachers reached by various means estuary in continuous competence development.

According to the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers stated that competence is a set of knowledge, skills and behaviors that must be owned, lived, and controlled by the teacher or lecturer in performing the duties of professionalism. According to Finch and Crunkilton, (1992: 220) states

“competencies reviews those taks, skills, attitudes, values, and appreciation that are deemed critical to successful employment”.

This statement implies that the competencies includes tasks, skills, attitudes, values, appreciation is granted to successful living/income living. It can be interpreted that the competence is a combination of knowledge, skills, and application of the duties in employment.

Teacher competence associated with the authority to fulfill its duties in this case the use of the field of study as a learning material that acts as an educational tool, and pedagogical competencies related to the function of the teacher in observing the behavior of learners learn (Djohar, 2006: 130).

From the above it can be concluded that the competence of teachers is the result of the merging of capabilities of many kinds, can be a set of knowledge, skills and behaviors that must be owned, lived, and controlled by the teacher professionalism in performing their duties. According Suparlan (2008: 93) adds that the teacher competency standards divided into three interrelated components, namely the management of learning, professional development, and academic mastery.

According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Year 2007 on Academic Qualification Standards and Competencies Teacher, while the various competencies that must be owned by teachers, among others: pedagogical, personal, professional and social obtained through professional education. Fourth these competencies integrated in teacher performance.

The above fourth competence is holistic and integrative in teacher performance. Therefore, the whole figure of the competency of teachers include

- (a) the introduction of learners in depth;
- (b) mastery of both disciplines of study (*disciplinary content*) as well as teaching material in school curricula
- (c) implementation of educational learning which includes planning and implementation of learning, evaluation process and learning outcomes, as well as follow-up to the improvement and enrichment; and
- (d) the development of personality and professionalism on an ongoing basis. Teachers who have the competence to be able to carry out their duties professionally (Ngainun Naim, 2009: 60).

Increased competence of teachers in an effort to develop or build the professionalism of teachers the government has been more directed to the training, such as teacher education and professional training (PLPG). Employment of teachers is a dynamic job. A variety of educational knowledge and technology constantly progressing. Similarly, the development of technology in the field of substance subjects are always changing rapidly. Teachers should follow the development of science and the technology from being outdated. Therefore, it is necessary to provide guidance and sustainable development to improve the professionalism of teachers.

Kennedy identified nine continuous teacher professional development models, namely: *training, award-bearing; deficit; cascade; standards-based; coaching/ mentoring; community of practice; action research; and transformative* (2005). Based on the opinion of the Kennedy, training (*training*) became one of the models that are commonly used to develop the professionalism of teachers. Smith and Gillespie distinguish two models of professional development are traditional professional development and job-embedded professional development (2007). The traditional model oriented enhance the knowledge, skills and competence of teachers teaching individually as well as introducing new learning models. Implementation of this model is usually in the form of training. *off-site* While the models *job-embedded* professionalis more directed to improving the quality of student learning and help teachers to address the special problems faced. Implementation of this model is typically in the form of on-site, which is in a class where the teacher teaches.

Empowerment and improving the quality of teachers in Indonesia is mandated by law. One article of the Law No. 14 of 2005 states: Whereas to ensure the expansion and equitable access, improved quality and relevance, as well as good governance and accountability are capable of facing the challenges of education in accordance with the demands for changes in local, national, and global needs to be done empowerment and improving the quality of teachers and lecturers are planned, directed, and sustainable.

In addition, pursuant to Regulation N. 74 of 2008, the teachers also had the opportunity to develop and improve the academic qualifications and competence, as well as for training and professional development in the field. Development and improvement of competence of teachers is done through a system of

coaching and ongoing professional development of teachers. Ongoing teacher professional development programs can be done through: the collective activities that improve the competence of teachers and/or professionalism of teachers; education and training;

- (a) apprenticeship;
- (b) Scientific publications on the results of research or innovative ideas;
- (c) innovative work;
- (d) presentation at scientific forums;
- (e) publication of textbooks that passed appraisal by the Standards National Education Agency;
- (f) publication of books enrichment;
- (g) publication of teachers' manuals;
- (h) publication of field experience in special education and/or special education services;
- (i) and/or awards for accomplishments or dedication as a teacher given by the Government or the Local Government (paragraph 2).

Based on some of the opinions and the provisions of the above in mind that education and training (training) is one form of continuous professional development. It was reaffirmed through teacher professional development policies issued by BPSDMPK-PMP which states that an increase in the competence of teachers is carried out through a variety of strategies in the form of education and training (training) and not training. Education and training programs can be done in the form of in-house training, internships, school partnerships, distance learning, specialized training, short courses, and internal coaching by the school.

The concept of competency-based training (*competency based training*) focuses on what learners can do as the ability to act, think, and act consistently as the embodiment of knowledge, attitudes, and skills in the possession. Competency-based training puts the participants as the subject of active learning in the learning plan, explore and interpret the necessary learning material (Putu Sudira: 2009). Mulyasa (2007) asserts that competency-based training (CBT) is a model of education and training that is coherent and universal. It illustrates that the competency-based training is an integrated execution model and can be applied to various fields. Blank (1982) describes the stages of the implementation of competency-based training into 12 stages. Twelfth stage of competency-based training can be grouped into four phases: analysis, design, development, and implementation and evaluation. Analysis phase includes the step of one to four. The design phase includes stages five and six. The development phase includes the stage of seven to eleven. The last is the stage of implementation and evaluation of training programs.

More clearly McAleavy, G. and McAleer, J. (2006) stated that competency-based training model for teachers based on the assumption that teachers working in schools have a range of different skills and attitudes, so that the progress of professional competence of teachers also differ by Therefore, training programs provided to teachers should be adjusted to the level of proficiency and competency standards into its work. Teacher training should not be given in general to all teachers regardless of background experience, knowledge, and the main task.

Professional teachers are not only able to increase the intelligence of their students, but also can develop emotional intelligence (*emotionalquotient*). According to Uno (2006), emotional intelligence is the ability to motivate oneself, controlling impulses, mmengatur mood, keep the load stress does not overwhelm the capacity to think, empathize, and pray. Therefore, professional teachers need to know how to develop emotional intelligence in learning.

Matrix building the professionalism of teachers between Japan and Indonesia can be seen in the table on the following page.

Table 1
Build Professional Teacher: Between Indonesia and Japan

<i>Indonesia</i>	<i>Specification</i>	<i>Japan</i>	<i>Specification</i>
Gordon andHickman, <i>The Elementary School</i> Journal, Vol. 91, No. 3, pp. 279-288.	Involving teachers in various seminars reinforcement material (<i>batarakubitoni manabukai</i>)	Jerusalem, Proceedings of the National Seminar on Ethics, Univ Soegijopranoto 2005	Involving teachers in various educational seminars
Karen Mapp, <i>The Education Digest</i> , Vol. 63, pp. 36-39.	Contact network (<i>renrakumon</i>) with various professional associations	Collective agreement to encourage professional teacher	Teachers are organized in professional associations and MGMPs teacher
Here the teacher in Japan internalized the values and philosophy of professional teachers to build Japan's future (Keizei Doyukai, Vision of Japan 2050)	If you are thinking a year ahead, plant a seed. If you are thinking a decade ahead, plant a tree. If you are thinking a century ahead, educate the people.	Given predicate unsung hero	Internalization of values and philosophy teacher professionalism
OECD, Japan: A Story of Sustained Excellence. Japanese Lesson Study: Teacher Professional Development through Communities of Inquiry Brian Doig and Susie Groves	"Lesson study" in the development of the Japanese teaching profession	Some colleges producing teachers sent many professors to learn the lesson study	Adopt lesson study to improve the professionalism of teachers
Richard M. Ingersoll, 2007, A Comparative Study of Teacher Preparation and Qualifications in Six Nations	Recruitment and Compensation; Initial Education and Training; Career Ladders; Professional Development	Many teachers are not in accordance with pendidikan. Suti Makrus background, Medtek Journal, Volume 3, Number 2, October 2011	Recruitment of teachers is not always comes from the Bachelor of Education and a low incentive
Tajima, S. 2002. Innovative approaches to human resource development in selected countries in Asia and the Pacific.	In-service training system for beginning teachers: apprenticeship training in a school and lecture courses in teacher training centers	Although it is a lot of training, have not shown an increase in the professionalism of teachers.	Various trainings organized by various institutions, including PLPG, CLA, etc.

Efforts to develop the professionalism of teachers between Japan and Indonesia in fact there are similarities, ranging from training to teachers, incentives, to the improvement of the quality of teachers through formal education is higher. However, it must be recognized that similar efforts do not always produce *outcome*. The same here it becomes interesting to question why the professionalism of teachers in Indonesia has not been well established, although this country is also learning from Japanese education system to develop the professionalism of teachers? Here the deep research relating dengan aspects of cultural, social, political, economic and philosophical influence the professionalism of teachers needs to be done.

CONCLUSIONS

Many steps to solve the problems faced by a nation in the future. But almost all nations agree that education is an important means to solve the problems of the nation. Education is a strategic factor for troubleshooting. Japan as one of the countries that have a high rating in the advancement of education believes that the key to improving the quality of education as a means of solving national problems through the improvement and professional development of teachers. Efforts to develop the professionalism of teachers in Japan has become a *lesson study* for countries to promote education. Indonesia actually has the same path to improve education, but unfortunately has not been addressed seriously.

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