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A Lesson Study for Learning Community-Based PLP Model for Developing Student Teachers' Reflective and Collaborative Competencies

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ABSTRACT
This study aims to develop and examine the implementation of a School Internship Program (PLP) Model Based on Lesson Study for Learning Community to develop the reflective and collaborative competencies of student teachers. The study employs a descriptive qualitative approach by integrating the Lesson Study cycle of Plan, Do, and See into the PLP activities. The participants are student teachers involved in collaborative lesson planning, teaching practice, classroom observation, and reflective activities. The research instruments include student learning observation sheets, Lesson Study participation observation sheets, reflection guidelines, interview protocols, and documentation. The data are analyzed descriptively through data reduction, data display, and conclusion drawing by comparing findings across the Plan, Do, and See stages. The findings indicate that the integration of Lesson Study into PLP shifts student teachers' orientation from merely conducting teaching practice toward observing and understanding how students learn. During the Do stage, student observers focus on students' engagement, peer interaction, teacher–student interaction, and students' responses to learning materials and the learning environment. During the See stage, student teachers engage in evidence-based reflection and learn to provide feedback based on observed learning events rather than judging or evaluating the model teacher. This process strengthens collective learning, reflective skills, academic communication, and collaboration among student teachers.

ABSTRAK
Penelitian ini bertujuan mengembangkan dan menguji implementasi Model Pengenalan Lapangan Persekolahan (PLP) berbasis Lesson Study for Learning Community untuk mengembangkan kompetensi reflektif dan kolaboratif mahasiswa calon guru. Penelitian menggunakan pendekatan deskriptif kualitatif dengan mengintegrasikan siklus Lesson Study, yaitu Plan, Do, dan See, ke dalam kegiatan PLP. Subjek penelitian adalah mahasiswa peserta PLP yang terlibat dalam kegiatan perencanaan, praktik pembelajaran, observasi, dan refleksi kolaboratif. Instrumen penelitian meliputi lembar observasi proses belajar siswa, lembar observasi keterlibatan mahasiswa dalam Lesson Study, pedoman refleksi, wawancara, dan dokumentasi. Data dianalisis secara deskriptif melalui reduksi data, penyajian data, dan penarikan kesimpulan dengan membandingkan temuan pada setiap tahapan Plan, Do, dan See. Hasil penelitian menunjukkan bahwa penerapan Lesson Study dalam PLP mendorong perubahan orientasi mahasiswa dari sekadar melaksanakan praktik mengajar menjadi mengamati dan memahami bagaimana siswa belajar. Pada tahap Do, mahasiswa observer mampu memusatkan perhatian pada keterlibatan siswa, interaksi antarsiswa, interaksi siswa dengan guru, serta respons siswa terhadap materi dan lingkungan belajar. Pada tahap See, mahasiswa terlibat dalam refleksi berbasis temuan observasi dan belajar memberikan tanggapan berdasarkan fakta pembelajaran, bukan menilai atau menghakimi guru model. Proses tersebut memperkuat pengalaman belajar kolektif, keterampilan reflektif, komunikasi akademik, dan kolaborasi antarmahasiswa.

INTRODUCTION

Teacher education requires learning experiences that enable student teachers to develop not only teaching skills but also the ability to reflect on classroom learning, collaborate with peers and mentors, and make pedagogical decisions based on evidence. School Internship Program (PLP) is an important component of teacher education because it provides student teachers with

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opportunities to experience authentic classroom practices. However, PLP can become predominantly practice-oriented when student teachers are positioned mainly as individuals who teach in classrooms and are evaluated according to their teaching performance. A more collaborative and reflective approach is therefore needed to transform PLP into a professional learning experience in which student teachers learn through teaching, observing, discussing, and reflecting on classroom learning.

One approach that has considerable potential for this purpose is Lesson Study. Lesson Study is a collaborative and continuous professional learning process in which teachers jointly plan, implement, observe, and reflect on a lesson (Fernandez & Yoshida, 2004). Rather than focusing exclusively on the performance of the teacher, Lesson Study emphasizes the systematic examination of the learning process and the development of teaching practices through collegial collaboration. In the context of teacher professional development, Lesson Study has been reported to support improvements in teachers' professionalism and the quality of classroom learning (Norhanah, 2022; Zubaidah, 2010).

The implementation of Lesson Study generally follows the Plan–Do–See cycle. In the Plan stage, participants collaboratively identify learning objectives, anticipate students' learning difficulties, and prepare learning activities and supporting materials. The Do stage involves the implementation of the collaboratively designed lesson, while other participants observe the classroom learning process. The See stage provides an opportunity for participants to examine evidence from the lesson and conduct collective reflection for subsequent improvement (Fernandez & Yoshida, 2004; Sairo, 2021). Thus, Lesson Study should not be understood merely as a teaching procedure but as a continuous cycle of collaborative professional learning.

Previous studies demonstrate the value of this collaborative process in both school and higher education contexts. Norhanah (2022), for example, reported an increase in the implementation quality of Lesson Study from 2.84 in Cycle I to 3.15 in Cycle II, accompanied by improvements in teacher professionalism. Similarly, Sairo (2021) emphasized that Lesson Study can contribute to improvements in teaching and learning processes, student enthusiasm, and teacher professionalism. These findings indicate that iterative planning, classroom observation, and reflection can generate professional learning beyond conventional teaching evaluation.

Evidence from higher education further strengthens this argument. The implementation of Lesson Study in university-level teaching demonstrates that collaborative planning can create collegiality and mutual learning among lecturers. During the Do stage, observers are expected to document what occurs during the lesson, with particular attention to students' learning activities. The observation should therefore focus on how students engage with learning materials, interact with peers and lecturers, and respond to the learning strategies used, rather than simply evaluating the performance of the model lecturer (Febriyanti et al., 2013). This student-learning-oriented perspective is particularly relevant to PLP because it can encourage student teachers to develop the habit of examining learning from the students' perspective.

The reviewed studies also show that reflection is a central mechanism through which Lesson Study generates improvement. Reflection is not simply an evaluation of whether a lesson was successful or unsuccessful; it involves interpreting evidence from classroom events and identifying possible improvements for subsequent learning cycles. In classroom-based studies, repeated Lesson Study cycles have been associated with improvements in student learning outcomes and engagement. For example, Yuzadi et al. (2025) reported an increase in average student achievement from 55 in the pre-cycle to 85 in Cycle III, while learning mastery increased from 32% to 90%. Such findings illustrate the importance of continuous reflection and improvement rather than treating teaching as a one-time activity.

The collaborative nature of Lesson Study also provides a conceptual foundation for developing a learning community. Lesson Study brings together individuals who share responsibility for understanding and improving learning. Participants do not merely observe one another but engage in mutual learning through shared planning, classroom observation, discussion, and reflection (Fernandez & Yoshida, 2004; Zubaidah, 2010). In this sense, Lesson Study is consistent with the principles of a professional learning community in which knowledge is developed collectively through inquiry into actual learning practices.

Despite these contributions, the reviewed literature predominantly examines Lesson Study as a strategy for improving teacher professionalism, classroom instruction, student engagement, or learning outcomes. Studies in higher education have also demonstrated the value of collaborative observation and reflection among lecturers and students (Febriyanti et al., 2013). However, there remains a conceptual space for explicitly recontextualizing Lesson Study within the School Internship Program (PLP), particularly as a structured framework for developing the reflective and collaborative competencies of student teachers. In conventional PLP, observation may still be oriented toward the teaching performance of the student teacher, whereas the Lesson Study perspective encourages participants to investigate how students learn and how instructional decisions influence that learning process.

This gap provides the basis for the scientific novelty of the present article. The novelty does not lie in introducing a new Lesson Study cycle, since the Plan–Do–See framework is well established. Instead, the novelty lies in recontextualizing and integrating Lesson Study into PLP as a learning-community framework for student teachers. The proposed model positions student teachers not only as practitioners who conduct teaching practice but also as collaborative lesson planners, model teachers, classroom observers, and reflective learners. The central focus of observation is shifted from merely asking *"How well did the student teacher teach?"* to asking *"How did students learn, interact, respond, and experience the learning process?"* This shift provides a stronger basis for evidence-oriented reflection and collaborative professional learning.

Based on this state of the art, the research problem addressed in this article is: How can the principles and empirical evidence of Lesson Study be synthesized into a PLP framework that supports the development of reflective and collaborative competencies among student teachers? Addressing this problem is important because the development of competent teachers requires not only individual teaching competence but also the capacity to collaborate, observe learning systematically, interpret classroom evidence, and continuously improve pedagogical practice.

Therefore, this article aims to synthesize the state of the art of Lesson Study implementation, identify its conceptual and empirical contributions to collaborative and reflective professional learning, and formulate a Lesson Study for Learning Community-based PLP model for developing the reflective and collaborative competencies of student teachers.

RESEARCH METHOD

This article employed a qualitative literature review approach with thematic content analysis. The review examined empirical and conceptual studies concerning Lesson Study, particularly its implementation through collaborative planning, classroom observation, reflection, professional learning, and learning community development. The reviewed studies were compared to identify recurring patterns, methodological characteristics, outcomes, and conceptual gaps relevant to the implementation of Lesson Study within the School Internship Program (PLP).

The selection of analytical themes was informed by the recurring characteristics of Lesson Study identified in the reviewed literature. Previous studies consistently describe Lesson Study

as a cyclical process consisting of Plan, Do, and See, in which participants collaboratively design learning, observe its implementation, and conduct reflection based on classroom evidence (Febriyanti et al., 2013; Sairo, 2021). Other studies emphasize collegiality, mutual learning, and continuous improvement as important characteristics of Lesson Study (Norhanah, 2022; Zubaidah, 2010).

The data sources consisted of selected scholarly articles concerning Lesson Study implementation in school and higher education contexts. The unit of analysis was not individual teachers or students but the findings, implementation processes, observation focuses, reflection practices, and educational implications reported in the selected studies.

Particular attention was given to studies that provided explicit descriptions of the Plan–Do–See process, collaborative practices, observation of student learning, and reflection. For example, Febriyanti et al. (2013) examined Lesson Study in higher education using qualitative descriptive analysis involving a model lecturer, observers, a facilitator, and students. Sairo (2021) also employed a qualitative approach to examine Lesson Study through the Plan, Do, and See stages. Data were collected through systematic document analysis. An article-extraction matrix was used to record the bibliographic information, research design, context and participants, data collection techniques, Lesson Study stages, focus of classroom observation, reflection processes, reported outcomes, and limitations.

The extraction specifically examined how observation was conducted during the Do stage. This focus was considered important because previous research emphasizes that observers should concentrate on students' learning processes rather than merely evaluating the performance of the model teacher (Febriyanti et al., 2013). Observers may examine student interaction, engagement with learning materials, interaction with the teacher and peers, and students' responses to the learning environment.

The collected information was analyzed thematically through data reduction, categorization, cross-study comparison, and synthesis. The analysis identified four major themes: (1) collaborative Plan–Do–See cycles, (2) observation of how students learn, (3) evidence-based collective reflection, and (4) learning community and professional development.

The qualitative analytical procedures were consistent with the analytical practices reported in previous Lesson Study research. Febriyanti et al. (2013), for example, analyzed qualitative data through data reduction, data display, conclusion drawing, and verification. Meanwhile, Sairo (2021) used descriptive qualitative analysis to examine the implementation of the three Lesson Study stages. The final synthesis was used to identify the scientific gap and formulate a conceptual framework for a Lesson Study for Learning Community-based PLP model. The proposed model was therefore derived from patterns consistently identified across the reviewed literature rather than from a single empirical study.

RESULT AND DISCUSSION

Lesson Study as a Collaborative Learning Cycle

The synthesis indicates that the fundamental value of Lesson Study does not lie solely in the Plan–Do–See sequence but in the collaborative process underlying each stage. Plan involves collective preparation of learning objectives, materials, strategies, and anticipated student responses. Do provides an opportunity to examine the implementation of the collaboratively designed lesson, while See enables participants to interpret classroom evidence and identify possible improvements (Febriyanti et al., 2013; Sairo, 2021).

Febriyanti et al. (2013) demonstrate that activities normally conducted individually by lecturers become collaborative activities within Lesson Study. Lesson plans, teaching materials,

learning strategies, and classroom activities are discussed collectively before implementation. This collaborative process creates collegiality and mutual learning among participants. Similarly, Norhanah (2022) describes Lesson Study as a continuous professional development process based on collegiality and mutual learning for building a learning community.

These findings suggest that Lesson Study should be conceptualized as a social and collaborative professional learning process rather than simply as a teaching technique. For PLP, this characteristic is particularly relevant because student teachers can learn not only from their own teaching practice but also from observing peers, discussing classroom evidence, and participating in collective reflection.

Observation Should Focus on How Students Learn

One of the strongest findings emerging from the literature is the importance of shifting the focus of classroom observation from teacher performance toward student learning. During the Do stage, observers are expected to document actual classroom events and examine how students interact with learning materials, teachers, peers, and the learning environment (Febriyanti et al., 2013).

Febriyanti et al. (2013) explicitly emphasize that observers should focus on students' learning rather than merely on the lecturer's teaching. The observation is intended to support professional learning and should not function as an evaluation of the model lecturer. The same study identifies student interaction, interaction with the lecturer, exploration of learning materials, and the benefits experienced by students as important observation dimensions.

This finding has significant implications for PLP. Student teachers should be encouraged to move beyond the question, *"How well did I teach?"* toward questions such as, *"What did students understand?"*, *"How did students respond to the learning activity?"*, *"Which students were engaged or disengaged?"*, and *"What evidence indicates that learning occurred?"* Such a shift can strengthen the reflective dimension of teaching practice.

Evidence-Based Reflection as a Mechanism of Professional Learning

The literature further indicates that reflection is the mechanism through which classroom observation is transformed into professional learning. The See stage allows participants to discuss actual classroom events and use evidence from the lesson as the basis for identifying improvements (Febriyanti et al., 2013).

In the higher education context, Febriyanti et al. (2013) report that reflection provides opportunities for observers and the model lecturer to share observations immediately after the lesson. The discussion is based on events that actually occurred during the learning process, with feedback directed toward students' learning rather than personal judgment of the lecturer. This evidence-oriented approach creates a more constructive basis for professional dialogue.

The importance of iterative reflection is also demonstrated by Norhanah (2022), whose reported Lesson Study score increased from 2.84 in Cycle I to 3.15 in Cycle II. The improvement illustrates how subsequent cycles can respond to weaknesses identified during previous reflection. Similarly, Sairo (2021) reports that Lesson Study contributed to improvements in teaching and learning and increased student enthusiasm.

Therefore, reflection in PLP should not be reduced to a general statement such as "the lesson went well" or "the students were active." Instead, student teachers need to identify classroom evidence, interpret why particular events occurred, and formulate specific improvements for subsequent teaching.

Lesson Study as a Foundation for a Learning Community in PLP

The reviewed literature demonstrates a strong relationship between Lesson Study and the development of a learning community. Lesson Study is described as a collaborative and

continuous process grounded in collegiality and mutual learning (Norhanah, 2022; Zubaidah, 2010). Participants learn from one another by jointly planning lessons, observing classroom learning, discussing evidence, and improving subsequent practice.

Sairo (2021) similarly describes Lesson Study as a process consisting of Plan, Do, and See that can improve learning and teaching practices while supporting teacher professionalism. Febriyanti et al. (2013) further demonstrate that collaborative planning and observation create opportunities for participants to learn from the actual classroom process.

In the context of PLP, these principles can be reconstructed into a continuous learning cycle:

Collaborative Plan → Do/Open Lesson → Observation of Student Learning → Evidence-Based See → Improvement Plan → Subsequent Practice

Through this cycle, student teachers can function simultaneously as practitioners, observers, collaborators, and reflective learners. The cooperating teacher and university supervisor can also become members of the learning community rather than functioning solely as evaluators.

Scientific Novelty of the Proposed PLP Model

The synthesis demonstrates that the scientific novelty of the proposed model does not consist of introducing a new Plan–Do–See cycle. The cycle itself is well established in Lesson Study literature (Fernandez & Yoshida, 2004; Sairo, 2021). The novelty lies in its recontextualization within PLP as a structured learning-community framework for developing student teachers' reflective and collaborative competencies.

The proposed model integrates three key elements identified across the reviewed literature: collaborative lesson planning, systematic observation of student learning, and evidence-based collective reflection (Febriyanti et al., 2013; Norhanah, 2022; Zubaidah, 2010). These elements are positioned within PLP so that student teachers are not merely teaching practitioners but also participants in a collaborative professional learning process.

The model therefore establishes a conceptual bridge between teacher preparation and professional learning communities. Its distinctive feature is the emphasis on how students learn as the central object of inquiry during PLP. This orientation can potentially strengthen student teachers' reflective competence because reflection is grounded in classroom evidence rather than personal impressions alone.

Implications for Teacher Education

The synthesis has several implications for teacher education. First, PLP supervision should not rely exclusively on the evaluation of student teachers' teaching performance. Observation should also capture evidence of student engagement, interaction, participation, understanding, difficulties, and responses to learning strategies, consistent with the observation principles identified by Febriyanti et al. (2013).

Second, PLP reflection should be structured as an academic dialogue. Student teachers, cooperating teachers, peers, and university supervisors should discuss what occurred during learning, why it occurred, and what can be improved. This approach is consistent with the collaborative and continuous characteristics of Lesson Study (Norhanah, 2022; Zubaidah, 2010).

Third, institutional conditions need to support the implementation of collaborative PLP. Lesson Study requires sufficient time for collaborative planning, classroom observation, and reflection. It also requires clear observation guidelines and shared understanding among participants regarding the purpose of observation. Febriyanti et al. (2013) demonstrate the importance of clear observation procedures and guidelines to ensure that observers focus on learning processes rather than evaluating the model teacher.

Overall, the literature suggests that integrating Lesson Study into PLP has the potential to transform internship activities from individual teaching practice into a collaborative process of professional inquiry and learning.

CONCLUSION

This article review concludes that Lesson Study provides a strong conceptual and empirical foundation for transforming the School Internship Program (PLP) into a collaborative professional learning experience for student teachers. The synthesis of the reviewed studies indicates that the educational value of Lesson Study is generated not merely from the Plan–Do–See sequence, but from the integration of collaborative planning, systematic observation of student learning, and evidence-based collective reflection.

The main scientific finding is that these three elements can be recontextualized into a Lesson Study for Learning Community-based PLP model. Such a model extends the function of PLP from a teaching-practice requirement toward a continuous professional learning process in which student teachers learn through teaching, observing, discussing, and reflecting on classroom learning. The proposed model positions student teachers as active participants who can simultaneously function as lesson planners, model teachers, observers, and reflective learners.

The scientific novelty of this review therefore lies in the integration of Lesson Study principles into PLP as a framework for developing reflective and collaborative competencies among student teachers. The synthesis further demonstrates that the focus on *how students learn*, rather than merely on how teachers perform, provides an important conceptual basis for evidence-oriented reflection and the development of a sustainable learning community involving student teachers, cooperating teachers, and university lecturers.

RECOMMENDATION

Future research should empirically validate the proposed Lesson Study for Learning Community-based PLP model through implementation in authentic school internship settings. The model should be tested with student teachers from different programs and school contexts to examine its feasibility, consistency, and effectiveness in developing reflective and collaborative competencies.

Future studies are also recommended to develop validated instruments for measuring student teachers' reflective and collaborative competencies before and after participation in Lesson Study-based PLP. A mixed-methods design could subsequently be employed to combine quantitative evidence of competency development with qualitative evidence from classroom observations, reflective discussions, interviews, and student teachers' learning journals.

Several potential barriers should also be considered. The implementation of Lesson Study requires sufficient time for collaborative planning and post-lesson reflection, trained facilitators or supervisors, appropriate observation instruments, and a shared understanding that classroom observation is intended for professional learning rather than teacher evaluation. Differences in school contexts, cooperating teachers' readiness, student teachers' prior experience, and institutional scheduling may also influence implementation. Addressing these factors will be important for ensuring that the proposed model can develop from a conceptual framework into a sustainable PLP practice.

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