

“This research will never be a continue-culture, just dependent-research”:

Challenges in Translating Lesson Study to Indonesia-Setting.

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Abstract

Recent calls for teachers to engage in teacher research have left many in the educational community questioning whether teachers can produce sound research while simultaneously meeting their professional responsibilities in the classroom. The paper describes a one-year exploration of lesson study real practices to the model-teacher’s daily activities in their school. In this paper, we examine this issue empirically through a case analysis of teachers engaged in lesson study. We show that these teachers did in fact encounter difficulties merging their research and practice and that their struggles were rooted in their beliefs about research. Based on these observations, we propose eight principles for conducting teacher research that are grounded in an alternative view of research and that aim to enable teachers to successfully merge their practice and research. We also discuss the implications of these principles for the teacher research movement in Indonesia-Setting.

keywords: Lesson Study’s Indonesia-Setting, eight principles