

**Lesson Study-Indonesia Setting:  
Four Years Experience, Results, and Future.**

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**Abstract**

Lesson study, a Japanese approach to teacher professional improvement, revolves around teacher collaboration which is complex process, supported by collaborative goal-setting, careful data collection on student learning, and protocols that enable productive discussion of difficult issues. After success implementation in Japan, U.S and some Asia countries, it has been conducted in Indonesia through School-University Collaboration and brings some adoption and adaption with Indonesia Setting. The purpose of this study was to investigate implementation of Lesson Study in Indonesia. The paper describes four-year exploration of lesson study real practices in Indonesia not only as teacher professional development and student's learning, but also as school reforming and education policy; analyze its aspects and some suggestions to ensure it will take as the model-teacher's daily activities in their school. It was applied to 40 secondary schools in 3 districts, which are spread out in 3 provinces; involved more than 40 principals, 500 teachers and 3000 students. The data of this study were collected through qualitative research methods, such as semi structures interviews, classroom observations, focus group discussions and core questionnaires; and were analyzed by using a constant comparative method after transcription. It was gained that 2 types of Lesson Study-Indonesia Setting (School Based-Lesson Study and Subject Teacher Association Based-Lesson Study) are able to bring movement of Traditional Professional Development (TDP) to be research Lesson Professional Development (RLPD), changes Habits of Mind, and Changes of Thinking i.e.: think deeply about long-term goals for students, study the best available lessons, deepen subject matter knowledge, and build capacity for collegial learning. From these results, it was concluded that Lesson Study-Indonesia Setting is very important as one of model of continuing professional development, which collegial interactions were main factors in understanding Lesson Study. Therefore, it is suggested to develop Lesson Study as one of factors for government in teacher policy.

**Keywords:** Lesson Study, School Based-Lesson Study, Subject Teacher Association Based-Lesson Study