

6th International Conference on University Learning and Teaching (InCULT 2012)

The Perception of Teachers and Students toward Lesson Study Implementation at Rural School of Sabah: A Pilot Study

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Abstract

This study examined the perception of the teachers and students towards the implementation of lesson study in a rural school in Sabah. Researchers used purposive sampling because the practice of Lesson Study has yet to be a culture in schools in Malaysia, especially in Sabah. A total of 10 teachers and 60 students were selected. A questionnaire used to obtain information on the perceptions of students and teachers on the implementation of Lesson Study. The questionnaires were distributed to respondents after the implementation of Lesson Study. SPSS data analysis shows that teachers and students have a positive perception towards the implementation of Lesson Study. Survey results show that the implementation of Lesson Study provides a new perspective in the context of pedagogy in schools among teachers. At the same time, the implementation of lesson study also increases student participation in learning activities in the classroom.

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Selection and/or peer-review under responsibility of the Faculty of Education, University Technology MARA, Malaysia.

Keywords: Lesson Study, purposive sampling, pedagogy, rural school and perceptions.

1. Introduction

Lesson study was introduced by the Ministry of Education through the Professional Lesson Communities (PLC). In 2011, Lesson study was carried out in 42 secondary schools in Sabah. The lesson Study program was introduced in Malaysia in being able to improve the quality of teaching in Japan. However, there is no study shows that the Lesson Study program suitable for Malaysia and adopted by teachers and students. This is because there are significant differences between Japanese and Malaysian education system.

Lesson Study is a pedagogical approach that requires the teacher provides a lesson plan that can be implemented and understood by students. Teaching using Lesson Study program involves three main phases of

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