

LESSON STUDY DEVELOPMENT OF TEACHER PROFESSIONAL SKILLS IN PHYSICAL PRACTICUM LEARNING THROUGH INQUIRY COMMUNITIES IN HIGH SCHOOL

by Yusman Wiyatmo, Rahayu Dwisiwi Sri Retnowati, Supahar, Nur Kadarisman, Pujianto, Dyah Kurniawati Agustika

ABSTRACT

This study aims to improve the quality of physics learning in high school through the development of professional teacher skills in the implementation of physics practicum. High school physics teachers collaboratively engage as research partners in the implementation of classroom learning. The community of high school physics teachers throughout Yogyakarta City who are members of the Subject Teachers' Conference (MGMP) Physics are involved as a community of inquiry as part of an effort to plan for improving the quality of physics learning. Improving the quality of learning is carried out through a series of structured method stages which begin with the planning, implementation and reflection stages. The planning stage is carried out by conducting focus group discussions (FGD) by researchers, teacher partners and learning design experts to determine practicum topics, types of strategies to improve the quality of learning, and determine and compile the learning tools needed. The whole procedure for improving the quality of physics learning related to the implementation of physics practicum in school is carried out in the implementation stage (do). Researchers make observations of student activities during the implementation of learning and record important findings related to physics practicum activities. These findings are used as reflection material to discuss efforts to improve the quality of subsequent learning through stages (see). The results of this study are expected to create a strategy for the implementation of practicum in high school so that it adds to the professional competence of physics teachers in high school and can be used as a reference for physics teachers in other schools. The research was conducted by involving high school physics teachers as model teachers and research teams as observers. Learning Implementation Plan (RPP), Student Activity Sheet (LKPD) and other learning tools are arranged together between the researcher and the model teacher. Observation is stopped if the field findings and facts have been obtained in the form of student activity data, student work results and supporting documents that are considered sufficient as supporting conclusions

Kata Kunci: *inquiry, lesson study*