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The Importance of Cultural Art Student Learning Elementary School Teacher Education Based Lesson Study to Improve Creative Imagination and Intelligence

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Key Words: Cultural Art Learning, PGSD, Imagination and Intelligence

Cultural Arts Learning is a learning which is a field of dance, drama and music for the elementary school. Learning Cultural Art as a learning that is able to convey the process of skills and experience to process creative and imaginative, This learning must be applied in the Department of Primary Teacher Education, University and Muhammadiyah.

In this research. The focus of this research is (1) Implementation of Lesson-Based Culture Learning to Improve Creative Imaginative and Intelligence, (2) Evaluation of Cultural Arts Learning based on Lesson Study to improve creative imagination and intelligence.

This research method using descriptive approach of qualitative analysis. Technical Data (a) Literature study of books that support research with and (b). Includes (1) Documentation (2) interview (3) observation, This theory is peeled by theories of lesson study, imaginative and intelligence.

The results of this study resulted in this research that is (1) Implementation of Lesson-Based Culture Learning to Improve Creative Imaginative and Intelligence, Imaginative and Intelligent, Runs Maximum, and Mean. (2) Evaluation of Lesson-Based Culture Art Learning to enhance creative imagination and intelligence Learning to increase creativity and intelligence is effective 99%).

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The Level of Reflection During Open Class with Lesson Study Approach

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Reflection on teaching is a vital process which is often neglected in the world of education especially among experienced teachers. Teaching reflection is an essential process of education for all educators to ensure that they can provide quality teaching and keep up on current trends and events. However the level of reflection by teachers must reach certain criteria that made the process of reflection thus having an impact on the development and improvement of teaching. This study explores the reflection made by the teacher-observers toward the teaching and learning of Science during open class via Lesson Study approach. The findings of this study can contribute ideas to teachers in constructing quality reflection writing that could bring positive impact on teaching and learning. A study conducted for the observation and analysis of these documents has been accompanied by the 44 study participants, comprised of both experienced and new science teachers. This study discovered that most of the reflections made are in the forms of Descriptive and Descriptive Reflection. Dialogue reflection is the average forms made by the teachers while there is no reflection made at the level of the highest reflection of Reflection Dialog. In conclusion, the level of reflection writing among science teachers are still low and needs to be polished to produce a reflection of writing that seeks to be a catalyst for the improvement of science teaching and learning process and thus, increasing the effectiveness of teaching and learning and teachers' professionalism. This study has also established a model teacher reflection on the teaching of science. This model can be used as a guide for teachers, researchers and the educational institution responsible in producing good reflections writing. Further research needs to be planned as well as programs that are appropriate to provide added value in the writing of teachers' reflection.

Keywords: Teaching Reflection, Levels of Reflection Writing, Lesson Study

More Than Calculation: Third Grades' Learning about Democracy

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Learning about calculation typically deals with numbers operations. In this presentation we question what more it entails for pupils rather than merely learning about counting. In doing so, we set up lesson study cycle involving teachers from public primary schools in Bandung, Indonesia in November 2015. The lesson was designed to engage pupils in group work to apply the number operations in the context of shopping. In this case, each group is given IDR 30.000 in order to decide what foods or drinks on list they would like to buy. The aim was to involve each group in decision making about the chosen items purchased which did not exceed from the sum of the money provided. Classroom observation revealed that pupils had various reasons behind their choices and these were influenced by their preferences to the listed items. Accordingly, we take our attention to the ways in which pupils negotiate their preferences and deal with differences as well as make opinion and approval. By focusing on the vignettes of group talk, we analysed discursive forms of making calculation and making decision. It revealed that designing calculation contextually in group setting brought pupils about various ways of numbers operations that could be elaborated collaboratively and dialogically. It turns out that pupils' listening skill is of paramount importance in promoting learning for differences. Our study suggests that primary mathematics has more than merely arithmetics, it also contains democratic values. It is our task that in order to develop democratic citizen we should embrace democracy in mathematics learning.

Keywords: arithmetics, calculation, democracy, difference