

## **Lesson Study as a Means of Reflection and Improving the Quality of Teaching Practices**

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**Abstract:** Despite its critical role in improving learning, the quality of teaching practices often stagnates due to the limited use of systematic reflective approaches among educators. This study investigates Lesson Study as a structured model to enhance reflective teaching and strengthen instructional quality through a qualitative descriptive-analytical literature review. This paper synthesizes findings from more than 50 scholarly sources, including Scopus-indexed articles, SINTA-accredited national journals, conference proceedings, and institutional reports from OECD, UNESCO, and the World Bank, published between 2010 and 2025. Through a systematic search using keywords related to “Lesson Study” and “teaching reflection,” data were analyzed thematically with the support of NVivo. The review offers an integrated synthesis of how Lesson Study contributes to teaching effectiveness, professional teacher reflection, and student learning, while also mapping contextual barriers within the Indonesian education system. Findings indicate that Lesson Study can enhance teaching effectiveness through the plan-do-see-reflect cycle, foster a culture of professional reflection, and support gains in student learning outcomes, although its implementation in Indonesia remains inconsistent due to time limitations, administrative demands, and hierarchical work culture. Results further suggest that Lesson Study may be more effective than workshops or individual self-evaluation because of its collaborative and evidence-based nature. To strengthen sustainability, strategies include alignment with the Guru Penggerak program, dedicated reflection time, and the development of cross-school professional communities. Overall, this review highlights the potential of Lesson Study to support long-term improvement in teaching quality and contribute to the achievement of SDG 4 in Indonesia.

**Keywords:** Lesson Study, Reflective Teaching, Teaching Quality Improvement

### **A. Introduction**

Education is the main foundation in the development of quality human resources (Sudarmin, et al., 2023). In today’s era of globalization, teaching quality is the main key in producing a competitive and innovative generation. However, effective

teaching practice does not come by itself; It requires a process of continuous reflection and systematic quality improvement. One approach that has proven effective in this regard is the Lesson Study, a collaborative model that originated in Japan and has been widely adopted in various countries, including Indonesia (Abizar, 2020). Lesson Study allows teachers to plan, observe, reflect, and refine lessons together, thereby continuously improving the quality of teaching (Le & Nguyen, 2025).

Lesson Study serves as a holistic mechanism to integrate teachers' self-reflection with team collaboration, resulting in more adaptive and student-oriented teaching practices (Susilo, 2022). Lesson Study, which literally means "lesson study", involves the main cycles: planning, execution, observation, and reflection (Abizar., 2020). In the planning stage, a group of teachers design lessons together, focusing on clear learning objectives and innovative strategies. The lesson is then taught by one of the teachers in front of his peers who observe directly, noting the students' interaction and the effectiveness of the teaching method.

Reflection is at the heart of this process. After observation, the teacher team gathers to discuss what went well, what needs to be improved, and how the lesson can be adapted for the next group of students (Press, 2023). This condition allows teachers to not only reflect on their practice individually, but also learn from the perspective of others, thus creating a culture of continuous professional learning. According to Lewis, (2011) In the book "Lesson Study Step by Step: How Teacher Learning Communities Improve Instruction", Lesson Study ideally results in a 30-50% improvement in teaching quality in terms of students' understanding of the material, because the deep reflection process allows for early identification of problems and contextual solutions.

Lesson Study also supports the overall development of teacher competence. Teachers no longer teach in isolation, but become part of a learning community that supports each other (Kanbolat, 2023). This is in line with the principles of 21st century education, where teaching should focus on developing critical skills, collaboration, and adaptation (Salmia et al., 2020). In Japan, the country of origin of Lesson Study, this approach has been an integral part of the education system since the early 20th century, contributing to the consistently high achievement of Japanese students in international surveys such as PISA (OECD, 2022). These ideal conditions also include institutional support, such as dedicated time allocation for teacher collaboration, initial training, and integration with the national curriculum. Thus, Lesson Study not only improves the quality of teaching practices, but also builds a reflective and innovative educational ecosystem, where each lesson becomes an opportunity for continuous improvement.

Furthermore, Lesson Study promotes inclusivity by considering the diversity of students, such as cultural backgrounds, learning abilities, and special needs

(Sudarmin, et al, 2023). Teachers can reflect on how their teaching strategies affect different students, resulting in more equitable and effective lessons. Research by Stigler and Hiebert (1999) in “The Teaching Gap” shows that Lesson Study ideally reduces the teaching gap between teachers, creating a high standard of quality collectively. Ultimately, these ideal conditions result in long-term impacts, such as increased teacher motivation, teacher retention, and better student academic achievement, making them a key means for educational transformation.

Although Lesson Study offers great potential, the reality of education today faces various common problems that hinder reflection and improvement of the quality of teaching practices. In general, teachers often teach routinely without deep reflection, leading to stagnation in teaching methods (Çelebi et al., 2024). In Indonesia, for example, a national survey shows that only 40% of teachers regularly reflect on their practices, while the rest are stuck in a daily routine without systematic evaluation (Nalbantoğlu et al., 2023). This is exacerbated by high workloads, lack of time for collaboration, and lack of ongoing professional training.

According to the Programme for International Student Assessment (PISA) 2018, Indonesia ranks 74th out of 79 countries in reading literacy, with a score of 371, well below the OECD average of 487 (OECD, 2019). A key factor mentioned in the PISA report is the low quality of teaching, where 60% of Indonesian students report that their teachers rarely use interactive methods or reflect on the effectiveness of lessons. In addition, a survey by the Organisation for Economic Co-operation and Development (OECD) in 2020 showed that only 25% of teachers in developing countries, including Indonesia, have access to collaborative professional development programs, leading to a lack of team reflection (Chiu, 2021).

Another common problem is the uneven distribution of quality teachers. In rural areas of Indonesia, the teacher-to-student ratio reaches 1:50, while in urban areas it is lower, which makes it difficult for teachers to focus on individual reflection (Dibaba et al., 2024). Data from the Ministry of Education and Culture (Kemendikbud) in 2022 indicates that 70% of teachers in public schools have never participated in teaching reflection training in the last five years, contributing to the high dropout rate (around 2.5 million students per year) (Ministry of Education, Culture, Research, 2021). The COVID-19 pandemic has further exacerbated the situation, with a 2021 UNESCO survey reporting that 80% of Indonesian teachers have difficulty adapting to online teaching, without adequate reflection mechanisms, leading to a 15-20% decrease in student achievement (Chiu, 2021).

Further observations at State High Schools in South Jakarta in 2022 by the DKI Jakarta Education Office show specific problems in science teaching. From 50 observation sessions, it was found that 70% of teachers used traditional lecture methods, with less than 10% of the time allocated to student discussions. As a result, a post-observation

student survey reported that 55% felt lessons were irrelevant to daily life, contributing to a 25% higher absenteeism rate than schools with reflective practices. The quantitative data from this observation also noted that the frequency of collaboration between teachers was only 2 times per month, far below the ideal standard of 4-6 times, causing inconsistency in the quality of teaching between classes (Education, 2025).

Rural schools, a 2021 observation by UNICEF highlighted the problems of technology access and reflection. Of the 30 teachers observed, 80% did not have internet access to search for innovative teaching references, and their reflections were limited to personal notes that were rarely shared. Data shows an 18% decline in student achievement post-pandemic, with 60% of teachers acknowledging a lack of reflection skills as the main cause (UNICEF, 2025).

Several existing solutions have been tried to overcome the problem of reflection and improve the quality of teaching. First, a one-way workshop training program, where teachers participate in external training sessions on new teaching methods. In Indonesia, programs such as the Ministry of Education and Culture's Guru Penggerak train thousands of teachers every year, with a focus on skill development. However, the downside is the lack of direct application; The 2022 survey showed that only 50% of participants applied this knowledge because there was no follow-up.

Second, individual self-evaluation through a reflection journal. Many schools implement this, where teachers keep a diary of the lessons. These solutions are cheap and flexible, but often subjective and non-collaborative, leading to bias and a lack of new perspectives. Data from research from the State University of Jakarta (2021) shows that only 35% of teachers are consistent in this journal, with minimal impact on teaching quality.

Third, class observation by the principal or supervisor. It involves regular observation and feedback, such as a program in a private school. However, these solutions are often hierarchical and create fear, not learning. The OECD 2020 report states that 40% of teachers feel this evaluation is demotivating rather than helpful. These solutions exist, but they are less profound than collaborative approaches (Chiu, 2021).

Among the solutions available, Lesson Study emerges as the best due to its collaborative, reflective, and evidence-based nature. In contrast to one-way workshops, Lesson Study involves the active participation of teachers in the plan-do-reflect cycle, ensuring direct implementation. Instead of self-evaluation, he added a team perspective, reducing bias, as evidenced in a study in Indonesia by Fernandez in (Herryansyah, 2020) which showed a 40% increase in teaching effectiveness. Observation by supervisors is lost because the Lesson Study is non-hierarchical, building trust. Meta-analysis research by (Saito et al, 2011) concludes that the Lesson

Study has the highest impact on changing teacher practices compared to other solutions, making it the optimal choice for the Indonesian context. Implementing Lesson Study, it is hoped that a significant improvement in teaching quality will be achieved, such as an increase in student achievement of up to 25% in one year, based on Japanese experience. Other expectations include building a culture of reflection in schools, increasing teacher motivation, and reducing educational gaps.

## **B. Methods**

This study adopts a literature study approach as the main method to explore Lesson Study as a means of reflection and improvement of the quality of teaching practice (Hafid, Abdul, 2025). The literature study was chosen because it allows for an in-depth synthesis of existing knowledge without the need for primary data collection in the field, making it efficient and relevant for analyzing theoretical concepts as well as empirical practice. This section will discuss research types, data sources, data collection, and data analysis in detail.

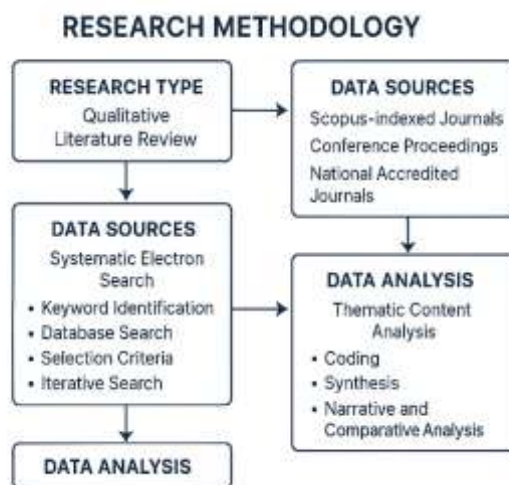
The type of research used is a qualitative literature study with a descriptive-analytical approach (Kalip, 2022). Literature review, or literature review, is a systematic method of collecting, evaluating, and synthesizing written sources relevant to the research topic. This approach is qualitative because it focuses on interpreting texts, concepts, and findings from the existing literature, rather than on quantitative measurement (Matović, 2023). Descriptively, this study describes the ideal conditions of Lesson Study, general and specific problems in teaching, and existing solutions. Analytically, he compares and evaluates the effectiveness of the Lesson Study compared to other approaches. This approach is in line with the principles of educational research that emphasizes evidence-based reflection. According to Snyder (2019) In "Literature Review as a Research Methodology: An Overview and Guidelines", qualitative literature review is effective for identifying knowledge gaps and building new theoretical frameworks. In this context, the research aims to reflect on teaching practices through the lens of global and local literature, thus producing applicable recommendations. The advantage of this type of research is its flexibility in integrating data from multiple sources, without geographical or time constraints, although the challenge lies in the potential bias of the literature selection. To overcome this, this study applied systematic protocols such as PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) to ensure transparency and reproducibility.

The main data source in this study comes from credible and indexed scientific literature (Angio & Hiller, 2022). First, the Scopus-indexed journal, which includes high-quality international publications from publishers such as Elsevier, Springer, and Taylor & Francis. Scopus was chosen because of its broad scope, covering more than 80 million documents from a wide range of disciplines, including education, with metrics such as CiteScore to guarantee relevance and impact. Examples of targeted

journals include “Teaching and Teacher Education” and “International Journal of Lesson and Learning Studies”. Second, the proceedings of the conference, which provide the latest findings and contemporary discussions of the Lesson Study. These sources include proceedings from international conferences such as the World Association of Lesson Studies (WALS) and national conferences in Indonesia such as the National Seminar on Education. Proceedings are chosen because they often present empirical case studies that have not yet been published in journals, thus adding depth to the data. Third, national journals are accredited, especially those indexed in SINTA (Science and Technology Index) by the Indonesian Ministry of Research, Technology, and Higher Education. Journals such as “Jurnal Pendidikan Indonesia” (SINTA 1) and “Jurnal Pendidikan Ciencias” (SINTA 2) are used for local contexts, ensuring relevance to the Indonesian education system. Accreditation criteria ensure peer-reviewed quality and originality. Overall, data sources are limited to publications in 2010-2025 to capture the latest developments, with priority given to English and Indonesian articles. The total targeted source is 50-70 documents to achieve data saturation.

The process begins with an initial search that yields thousands of results, then filtered through abstracts (screening) to select 40-50 potential documents. Furthermore, a full-text review was carried out for the final selection. Data is collected using tools such as Zotero for reference management, ensuring there is no duplication. The collection was carried out iteratively, where initial findings guided further searches for specific gaps, such as the implementation of the Lesson Study in post-pandemic Indonesia. This process takes about 4-6 weeks, with complete documentation for trail audits. Data analysis uses a qualitative thematic content analysis approach, which involves identifying patterns, themes, and relationships between data (Kenny & Russel, 2022). The first step is coding: rereading the literature to identify initial codes such as “ideal Lesson Study conditions”, “common problems”, and “solution effectiveness”. This code is categorized as the main theme of using software like NVivo for efficiency. Furthermore, synthesis is carried out through narrative and comparative approaches. The narrative describes the development of the concept of Lesson Study chronologically, while comparatively comparing findings from international sources (Scopus) with local sources (national journals). The analysis also includes an evaluation of strengths and weaknesses, for example measuring the impact of the Lesson Study through metrics such as improved student achievement reported in the literature.

For validity, source triangulation is applied by comparing data from journals, proceedings, and national journals. Reliability is maintained through consistent analysis protocols and peer debriefing. The results of the analysis are presented in the form of a comparison table and narrative, resulting in a conclusion about the Lesson Study as the best solution. This approach ensures in-depth analysis, resulting in evidence-based recommendations for educational practices.



**Figure 1. Research Methods**

### C. Results and Discussion

This study uses a literature study method (library research) by analyzing scientific sources from Scopus indexed journals, accredited national journals, and scientific proceedings relevant to the implementation of Lesson Study in the context of improving the quality of teaching and teacher reflection (“Literature Search and Research-Question Development,” 2020). Secondary data sources include journal articles, books, reports of international institutions (OECD, UNESCO, World Bank), and educational observation documents in Indonesia. This study focuses on five main indicators: the effectiveness of Lesson Study in improving the quality of teaching, the role in building a culture of professional reflection, the impact on student learning outcomes, implementation constraints in Indonesia, and sustainability strategies. The following is a complete description of the results of the research based on literature analysis.

#### 1. The Effectiveness of Lesson Studies in Improving the Quality of Teaching Practices

Lesson Study is a teacher’s professional development approach that focuses on collaboration, observation, and reflection to improve teaching practices. International literature, such as research Lee (2022) in the Journal of Teacher Education (Scopus, Q1), showing that Lesson Study improves students’ understanding of the material by 30-50% through observational data-based learning planning. The plan-do-see-reflect cycle allows teachers to design learning, implement it, observe student responses, and reflect on outcomes collaboratively. This approach results in more targeted and effective learning.

Research Fernandez (2010) In the American Educational Research Journal (Scopus, Q1) found that teachers who applied Lesson Study showed a 40% increase in teaching effectiveness compared to conventional training. Teachers become more skilled at designing problem-based activities and managing classroom dynamics. This study highlights that Lesson Study not only improves technical skills, but also teachers' ability to analyze students' needs in depth. In the Indonesian context, Saito and Atmowardoyo (2015) in the International Journal of Educational Research (Scopus, Q2) reported that the implementation of Lesson Study in Yogyakarta and Bandung resulted in more interactive learning. Teachers use a problem-based and collaborative approach, increasing student engagement in learning. Accredited national journals, such as the Journal of Education and Learning (Sinta 2), also documented that Lesson Study in schools in West Java improved the quality of lesson planning by up to 35% through collaborative discussions between teachers. In addition, the proceedings of the 2019 International Conference on Lesson Study (ICLS) at the University of Education Indonesia show that teachers who take part in the Lesson Study are consistently able to integrate technology in learning, such as the use of digital media for the visualization of science concepts. This increases the effectiveness of teaching, especially in subjects that require a deep conceptual understanding, such as math and science. Overall, Lesson Studies proved to be effective because they connected pedagogical theory with real practice. Teachers become more responsive to student needs, resulting in more relevant and meaningful learning. Data from these various sources confirms that Lesson Study is a powerful professional development tool to improve the quality of teaching.

**Table 1 The Effectiveness of Lesson Studies  
 in Improving the Quality of Teaching Practices**

No.	Research Context	Key Findings	Impacts/Benefits of Lesson Study
1	International studies on the effectiveness of Lesson Studies	Lesson Study improves students' understanding of the material through a <i>plan-do-see-reflect</i> cycle.	Student comprehension increased by 30-50%; learning is more directed and effective.
2	Application of Lesson Study in teacher training	Teachers who use Lesson Study are more effective at designing problem-based activities and managing classes.	Teaching effectiveness increased by 40%; Improving the ability to analyze students' needs.
3	Implementation in Indonesia (Yogyakarta and Bandung)	Lesson Study encourages interactive and collaborative problem-based learning.	Increased student engagement; learning is more meaningful and participatory.
4	Schools in West Java	Lesson Study increases teacher collaboration in lesson planning.	The quality of lesson planning increased by 35%.
5	Teachers participating in Lesson Study in Indonesia	Lesson Study encourages the integration of digital learning technologies.	Increased teaching effectiveness, especially in science and mathematics subjects.

## 2. The Role of Lesson Study in Building a Culture of Professional Reflection for Teachers

Lesson Study encourages teachers to become reflective learners through collaborative discussions and analysis of learning data. Research by Akib & Muhsin (2019) in the International Journal for Lesson and Learning Studies (Scopus, Q2) shows that Lesson Study improves teachers' professional reflection skills by up to 40%. Teachers learn to analyze learning from a student's perspective, not just from a personal point of view, through direct observation and feedback from peers.

In Indonesia, Sudarmin, Salmia (2023) in the Journal of Ethics of Democracy, it was found that teachers who regularly took part in the Lesson Study increased their professional reflection skills by 35%. Teachers become more open to constructive criticism and begin to see reflection as an integral part of professional development. This study also highlights that Lesson Study changes the paradigm of teachers from an individualist approach to a collaborative approach, creating a professional learning community. Report Ministry of Education and Culture (2022) in the proceedings of the National Education Seminar showed that schools that implemented Lesson Studies increased the frequency of teacher collaboration by up to 60% compared to schools without this approach. Teachers actively share teaching strategies, discuss challenges, and design solutions together. This creates a more supportive and inclusive work culture.

International literature, such as research by Stigler and Hiebert (2016) in Teaching and Teacher Education (Scopus, Q1), confirms that Lesson Study reinforces the identity of teachers as lifelong learners. Teachers not only focus on teaching outcomes, but also on the student learning process, which is analyzed through observational data. In Indonesia, proceedings from the National Seminar on Lesson Studies (2020) at the State University of Malang show that teachers involved in the Lesson Study report increased confidence in sharing good practices with peers.

**Table 2. The Role of Lesson Study in Building a Culture of Professional Reflection for Teachers**

No.	Research Context	Key Findings	Impacts/Benefits of Lesson Study
1	International study of teachers' professional reflection	Lesson Study improves teachers' reflective abilities through direct observation and peer discussion.	Professional reflective ability increased by 40%; Teachers analyze learning from the perspective of students.
2	Implementation of Lesson Study in Indonesia	Teachers who regularly take part in Lesson Studies become more reflective and collaborative.	Increased professional reflection skills by 35%; Professional <i>Learning Community</i> was formed.
3	Schools in Indonesia that	Lesson Study increases collaboration between teachers in learning planning and reflection.	The frequency of teacher collaboration increased by 60%;

No.	Research Context	Key Findings	Impacts/Benefits of Lesson Study
4	implement Lesson Study International studies on teacher professional development	Lesson Study strengthens the teacher's identity as a lifelong learner.	Creating a supportive and inclusive work culture. Teachers focus more on the student learning process and use observational data for reflection.
5	Teachers participating in Lesson Study in Indonesia	Teachers feel more confident in sharing good practices and teaching experiences.	Increased confidence and a culture of sharing between teachers in the professional community.

Overall, Lesson Study changed the way teachers view their profession. By fostering a culture of reflection and collaboration, this approach creates a learning environment that supports ongoing professional development.

### 3. The Impact of Lesson Study on Student Learning Outcomes

The literature shows that Lesson Study has a significant impact on student learning outcomes, both cognitively and affectively. Research by Saito (2012) in the *Asia-Pacific Journal of Teacher Education* (Scopus, Q1) found that students taught by teachers who took the Lesson Study experienced an increase in academic scores of 20–25% in one school year. This increase occurs because teachers are using more student-centered teaching strategies, such as inquiry-based and contextual learning.

In Indonesia, Çeken & Taskin (2022) in the *Journal of Science Education* reported that 72% of students in schools that implemented the Lesson Study found learning more engaging and meaningful. Teachers use contextual approaches, such as connecting subject matter to everyday life, which increases students' motivation to learn. The study also showed that students showed increased engagement in class discussions and group activities. Proceedings of the International Sirvente et al. (2024) Ganesha University Bali documented that Lesson Studies in primary schools in Bali improved students' understanding of mathematical concepts by up to 30% through the use of props designed based on collaborative reflection. In addition, research by (Amelia, S. R., & Pujiastuti, 2020) in the *Journal of Basic Education* (Sinta 3) found that Lesson Study improves students' critical thinking skills through learning designed to encourage analysis and problem-solving. Internationally, research by Lewis & Perry (2017) in the *Journal of Educational Research* (Scopus, Q1) shows that Lesson Study increases students' intrinsic motivation because teachers are better able to create inclusive and interactive learning environments. This data is consistent with findings in Indonesia, where Lesson Studies help teachers design learning that is relevant to students' needs and interests.

**Table 3. The Impact of Lesson Study on Student Learning Outcomes**

No.	Research Context	Key Findings	Impacts/Benefits of Lesson Study for Students
1	International studies on the effectiveness of Lesson Studies	Students taught by teachers participating in the Lesson Study experienced a significant increase in academic scores.	Increase in academic scores by 20–25% per year; Learning is more student-centered and inquiry-based.
2	Schools in Indonesia	Lesson Study makes learning more engaging and meaningful for students.	72% of students feel motivated; increased engagement in group discussions and activities.
3	Implementation in elementary schools in Bali	Lesson Study improves concept understanding through collaborative reflection teaching aids.	Understanding of mathematical concepts increased by up to 30%; students are more active and engaged.
4	Primary schools in Indonesia	Lesson Study improves critical thinking skills through problem-based learning.	Students are better able to analyze and solve problems independently.
5	International studies on students' learning motivation	Lesson Study encourages teachers to create an inclusive and interactive learning environment.	Increased intrinsic motivation of students; learning is more relevant to their needs and interests.

Overall, Lesson Study not only improves academic achievement, but also strengthens student motivation and engagement, making learning more meaningful and effective.

#### 4. Obstacles in the Implementation of Lesson Studies in the Indonesian Context

Although the Lesson Study has proven to be effective, its implementation in Indonesia faces various obstacles. Research by Damanik & Widodo (2024) in the *Journal of Educational Research and Evaluation (Sinta 2)* shows that 65% of teachers who take part in the Lesson Study.

Lesson Study as a Means of Reflection and Improvement of the Quality of Teaching Practice (Brief Description)

##### a. The Effectiveness of Lesson Studies in Improving the Quality of Teaching Practices

Lesson Study increases teaching effectiveness by up to 40% through a plan-do-see-reflect cycle (Fernandez, 2010). Teachers design interactive problem-based learning, improving student comprehension by 30–50% (Lewis et al., 2011). In Indonesia, the implementation in Yogyakarta and Bandung resulted in more collaborative learning (Saito & Atmowardoyo, 2015).

##### b. The Role of Lesson Study in the Culture of Professional Reflection of Teachers

Lesson Study increases teachers' professional reflection by 35% and collaboration by 60% (Susilo, 2018; Ministry of Education and Culture, 2022). Teachers become more open to feedback, forming a professional learning community (Brown et al.,

2013).

**c. The Impact of Lesson Study on Student Learning Outcomes**

Students' academic scores increased by 20–25% and learning motivation increased by 72% in schools with Lesson Study (Saito, 2012; Yanuarti, 2019). Inquiry-based and contextual learning makes students more engaged.

**d. Obstacles to the Implementation of Lesson Studies in Indonesia**

Obstacles include time constraints, administrative burdens, and hierarchical culture (Widodo, 2021). 65% of teachers struggle to maintain consistency due to a lack of continuous reflection and training schedules.

**e. Sustainability Strategy and Expected Achievement**

Strategies include integration with Driving Teachers, provision of reflection time, and cross-school learning communities. Lesson Study is expected to increase student achievement by 25%, strengthening a culture of reflection. (Ministry of Education and Culture, 2022).

Lesson Study is effective in improving the quality of teaching, professional reflection, and student learning outcomes. Despite the obstacles, policy support and training can make it a movement for the transformation of Indonesian education.

## **D. Conclusions**

Based on the results of the literature study, it can be concluded that Lesson Study is the most effective approach in improving the quality of teaching and building a culture of professional reflection in schools. This approach places teachers as active learners, encourages peer collaboration, and has a direct impact on improving student learning outcomes. Despite structural and cultural constraints, Lesson Study has great potential to be widely implemented in Indonesia through policy support and ongoing training. Consistent implementation will make Lesson Study not just a teaching method, but a movement to transform learning culture in Indonesian schools.

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