Lesson Study: A Systematic Routine to Enhance Students' Social Character and Creative Writing Abilities

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ABSTRACT
To effectively educate the future generation, instructors must keep up with the fast-paced global changes by being updated on advancements in science, technology, and educational trends. A very effective lecturer-teacher partnership program (KDS) that utilises lesson study can accomplish this objective. The primary objectives of the KDS are to foster educational innovation, facilitate academic research and publication, and actively involve educators and students in the field of education. The lesson study was carried out within the English Language Education Study Program, including two classes from the third semester of the Creative Writing Course, IIIA and IIIB. The program aims to cultivate and improve students' social comportment and creative writing skills. Two iterations were carried out, and there was a noticeable augmentation in the students' sociability from the first iteration to the second. Throughout Cycle 1, students exhibited tolerance and the ability to appreciate their peers' perspectives. They enthusiastically participated and interacted during the group work. Their average achievement percentage was 67.47% and witnessed a remarkable increase of 85.14% in Cycle 2. The level of collaboration and unity in project completion rose from 57.61% in cycle 1 to 88.99% in cycle 2.

The students' receptiveness to the learning environment significantly increased from 52.09% in cycle 1 to 85.14% in cycle 2. The cognitive domain has significantly enhanced knowledge acquisition, particularly in students' creative writing skills. The proportion of students in IIIA, exhibiting this proficiency increased from 37% in cycle 1 to 77% in cycle 2. In class IIIB, there was a significant 40% surge, as the percentage escalated from 43% to 83%. Thus, adopting lesson study allows students to improve their social behaviour and support their writing ability.

Keywords: Creative writing; interactive learning; social character building; collaboration.

INTRODUCTION

Teachers have a diverse range of roles, including imparting knowledge and modelling excellent behaviour, speech, and deeds (Firdaus & Melani, 2024). As an educator, knowledge is shared through instructional methods, mentoring, and instructional activities. When it comes to illustration, an educator must have the ability to teach through direct teaching and to serve as a role model to be imitated.

An educator's performance today must align with the growing needs of an educational paradigm that encompasses a wide range of disciplines, including both the precise and social sciences. This paradigm has great importance in numerous aspects and fields of knowledge. According to the National Education Council, changes in the field of education have created a strong requirement for adjusting and modifying educational models to better align with the current demands (Kawuryan et al., 2021). Consequently, educators and educational practitioners are anticipated to adapt promptly and adaptably to these alterations.

As a response to ongoing changes, educators are expected to be able to adopt and implement various innovative learning models, in line with the directions outlined in the latest learning approaches such as Competency-Based Education (PBK) (Muchtar & Suryani, 2019). It is hoped that the implementation of innovation in the learning process can contribute positively to improving the quality of learning and increasing students' understanding and learning skills.

The role of educators in the development of innovative education is very important because they are the main actors in the learning process (Apriani, et al, 2022). They act as learning designers, facilitators and assessors of student development (Bingham et al., 2021). In a rapidly changing global context, educators need to keep abreast of the latest developments in science, technology and educational trends so that they can provide relevant and quality education to the next generation (Ramírez-Montoya et al., 2022; Fatimah & Santiana, 2017; Santiana, et al., 2021). One thing that educators and colleagues can do is carry out lesson study.

Lesson study (hereafter LS) is an approach from Japan and has been adopted in various countries to develop educator professionalism (Coenders & Verhoef, 2019). In essence, LS is a strategy aimed at improving the quality of teaching and educator pedagogical competence. At its basic level, this approach involves cooperation between educators within a particular school or group to collaboratively

plan, implement, and evaluate lessons. Specifically, the aims and targets of this lesson study are linked to aspects of improving the quality of the learning process with character building. First, implementing collaborative learning to increase individual and group cooperation is the key to success in English learning outcomes. Second, develop positive characters that support implementing the learning and teaching process in English subjects, which include a spirit of cooperation, honesty, discipline, openness and mutual support so that they can be used as a fundamental basis for carrying out each stage of learning optimally. Third, increase collaboration between lecturers and partner teachers, and finally, increase the professionalism of lecturers and partner teachers, especially in pedagogical competence.

The basic concept of LS is to treat the learning process as an experiment involving collaborative planning and continuous reflection. Teachers work together to design lessons, teach, and observe each other (Sato, 2017). Next, they carry out in-depth evaluations of teaching results and look for ways to improve teaching methods and student understanding. This process encourages ongoing reflection and continuous improvement in teaching practice (van den Boom-Muilenburg et al., 2022).

The Lecturer Partnership Program (KDS) to Schools which is integrated with LS is an initiative that is very relevant in improving the quality of learning. In this context, KDS is a mechanism that facilitates interaction and collaboration between lecturers, who have academic knowledge and theoretical perspectives, and teachers in the school environment. This program creates a platform that allows the exchange of knowledge and experience between the two groups and allows them to jointly design, implement and evaluate learning.

In the context of the LS, the PLAN, DO, SEE, and Re-DESIGN (design, implement, evaluate, and improve) stages are essential frameworks for continuous improvement in the learning process (Sato, 2017). With a solid academic background, lecturers can provide in-depth insight into lesson planning, ensuring that the approaches and materials align with current educational theory principles (Akiba et al., 2019).

Collaboration between lecturers and teachers in implementing lesson study allows combining theoretical understanding with practical knowledge. This allows teachers to gain a deeper perspective on effective learning design, while lecturers can learn about the real challenges faced by teachers in implementing learning (Fujii, 2016). In the SEE stage, a comprehensive evaluation involves joint reflection on the effectiveness of the lesson and identification of aspects that require improvement. This is an important contribution from LS and KDS to ensure the quality of learning continues to improve. Through this collaboration, KDS and LS create opportunities for the development of better learning approaches, enable increased teacher competency, and contribute to continuous improvement in education.

METHOD

LS is interpreted as a collaborative process where a group of teachers jointly identify learning problems experienced by one or more teachers, plan learning steps to address the identified problems, implement the planned learning with one teacher teaching while others observe, evaluate the learning process, improve learning planning based on evaluation results, carry out the revised learning plan, re-evaluate

the implemented learning, and share experiences and findings from the evaluation with other teachers. (Jagals & Van der Walt, 2018; Saito & Sato, 2012; Wake, 2023).

This collaborative process can be schematically described as shown in Figure 1.
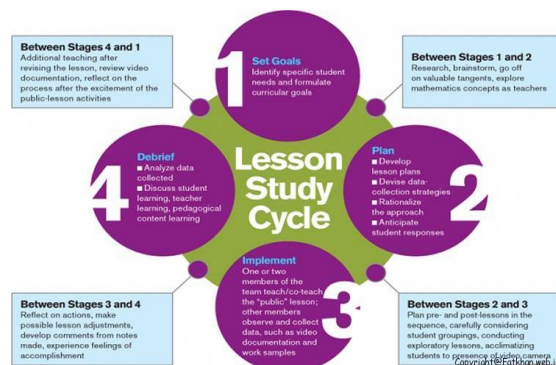
Figure 1. Lesson Study Stages

The KDS program through the implementation of LS at English Language Education Study Program (ELESP) was carried out in 2 cycles from July to August 2023 with several series of activities referring to the LS cycle. This LS involved 2 lecturers from the English education study program, Universitas Muhamamadiyah Purwokerto, 1 Principal, 3 English Teachers, and 1 Mathematics teacher from SMP Negeri and 2 Bobotsari as a partner school. This lesson study program included two creative writing workshops. Class IIIA and IIIB applied to them. They took part in two lesson study cycles, with two observations made of them during each cycle.

The steps for implementing Lesson Study are first, in the Pre-Cycle Stage, the lecturer team from LPTK provided refreshment and equalization of perceptions about LS and its implementation in learning. This activity was attended by two lecturers from UMP, one principal, four partner teachers, and five students involved in the 2023 KDS program. The next step is the Analysis of Learning Problems, where activities to identify learning problems are carried out through cognitive tests and the analysis of observation results in three sample classes. In the Planning Stage (PLAN), the process begins with preparing learning objectives and targets for the abilities and skills to be achieved, followed by the preparation of the Teaching Module. The Learning Implementation Stage (DO) involves executing two cycles consisting of four face-to-face learning processes in the English language education study program, specifically in Creative Writing Course Class IIIA and IIIB. Finally, the REFLECTION and RE-DESIGN Learning Stage begins with self-reflection by the Open Class Teacher and the delivery of the LS team's observation results, emphasizing student activities in class. The Re-DESIGN stage aims to modify the learning design to provide a better atmosphere, process, and learning outcomes in the next open lesson (Wake, 2023; Saito & Sato, 2012).

Considering that the focus of implementing KDS through LS is on improving learning in the affective domain, the results or data from the field are analysed descriptively, accompanied by the percentage of the number of students who have met the LS targets and also the presentation of the results at each LS stage.

RESULTS AND DISCUSSION
RESULTS

The research findings address two primary aspects. They are the outcome of implementing a Lesson Study in Creative Writing classes and the subsequent achievement of learning objectives after implementing a Lesson Study.

Lesson Study in Creative Writing Course

Analysis of learning problems in the Creative Writing course is a benchmark for implementing lesson study in the English Language Education study program FKIP UMP. The problem analysis carried out through FGD is aimed at determining the most appropriate learning strategy so that it can support the implementation of LS to improve and increase the quality of learning. The results of this FGD are as follows:

Table 1. Learning Problems and Solutions

No	Learning Problem	Solutions
1	Low social character	*Collaborative Learning* through PbL & PjbL
2	Low activeness and interaction	*Interactive Learning*
3	Low writing skill	*Collaborative Learning* through PbL & PjbL, *Interactive Learning*

Of the many learning problems, the LS Team formulated 3 main learning problems that must be solved immediately so that the quality of learning will be better. The social characteristics that are the focus of implementing LS in the Creative Writing class include tolerance and respect for the opinions of other friends; togetherness in completing each assignment, and sensitivity to the learning environment, especially towards friends who need guidance and assistance.

From these three components of social character, the LS Team also determines the most appropriate and effective strategy. The strategies used to overcome student problems related to social character, writing abilities and skills, as well as activeness and interaction in learning, are Problem-based Learning (PbL), Project-based Learning (PjbL), and Interactive Learning.

1. PLAN

The planning stage begins with an in-depth discussion about solutions to learning problems that have been previously formulated along with alternative solutions, namely Problem-based Learning (PbL), Project-based Learning (PjbL), and Interactive Learning. PBL is a problem-based learning method, where students are given a problem and solved scientifically (analysed). Meanwhile, PjBL is a project-based learning method, where there is a problem and they try to solve it by producing a product. These two learning models direct students to think in different ways. PBL forces students to think critically to solve existing problems (Sari & Ardianti, 2021; Silvani, et al., 2023). Meanwhile, PjBL requires students to create a project based on the material taught (McComas, 2014).

These two learning models are implemented in interactive learning where interactive learning prioritizes discussion activities between lecturers and students, students and students, students and the environment. Interactive learning is a learning model that allows students to interact with lecturers, classmates and learning media (Grella et al., 2017; "Interactive Task Learning," 2019; Dewi et al., 2022; Marzuki & Santiana, 2021). For this reason, interactive learning methods are very useful and help in enlivening a learning atmosphere that fosters a culture of

collaboration, and communication and building good social character, critical thinking skills and generating learning creativity.

This Interactive Learning is implemented by involving the use of Interactive Learning Media in the form of Google Docs and Padlet. Google Docs can make digital learning easier, one of which is by collaborating in the learning process (Aldossary, 2022; Santoianni et al., 2022). Collaboration is an important aspect that needs to be cultivated through LS. The use of Google Docs allows lecturers to collaborate with students in the learning process (Jayasiriwardene & Meedeniya, 2023), especially writing creative texts. A culture of collaboration has a more positive impact on the learning process.

Another interactive media used is Padlet. Padlet is one of the learning media based on the internet and its function is as a place or forum for sharing information in the form of notes (text), images (photos), links (links), videos, etc. which are called walls (Erito, 2022; Etfita et al., 2022; Marzuki & Santiana, 2020).This application can be optimized for use by lecturers in creative writing learning activities as a substitute for paper and whiteboards for both face-to-face and virtual learning. The use of these two technology-based applications is also supported by the use of video, images and audio which will further improve the quality of learning in a holistic and sustainable manner (Daryanes et al., 2023).

At the planning stage, the LS team determines the LS achievement targets as follows:

Table 2. Learning Target of Lesson Study

Learning Aspect	Lesson Study Target
Social Characters 1. Tolerance and respect for others 2. Togetherness in completing each assignment 3. Sensitivity to the learning environment, especially towards friends who need guidance and assistance	80% of students have a good social character
Activeness & Interaction	80% of students are active and can interact well
Creative writing results that reach the Minimum Completeness Criteria/KKM = 80	70%

To be able to determine the success of implementing lesson study, learning achievement in the realm of social character must exceed 80%. Meanwhile, in the cognitive aspect, students' creative writing results must reach KKM 80 with a total of more than 70% completeness.

2. DO

Lesson Study is carried out by implementing 2 cycles consisting of 4 face-to-face or face-to-face learning processes in the Creative Writing semester III class A and B courses. There were no significant differences in the affective, cognitive or psychomotor aspects of students in these two classes. The results of the implementation of Open Class in both classes in Cycles 1 and 2 are described as follows:

1) Open Class 1, Cycle 1

Open Class 1, Cycle 1 was held in Class III A with the material Reacting to Song on Monday, September 25 2023. At the beginning of learning, students were quite relaxed and there was no visible tension on their faces

even though there were observers in the class. The activity begins by discussing their favourite songs and asking them to describe the meaning and moral message that can be used as a meaningful experience.

At this initial meeting, students were divided into several heterogeneous groups based on differences in gender, cognitive abilities, character and their level of activeness in discussions. This information was obtained from the lecturer who taught the writing course in the previous semester. The observation results can be seen in Table 3.

Table 3. Observation Result of Creative Writing Class IIIA_Open Class 1 Cycle 1

Learning Aspect	Lesson Study Target
Social Characters	
1. Tolerance and respect for others	56.67% (17 students)
2. Togetherness in completing each assignment	50% (15 students)
3. Sensitivity to the learning environment, especially towards friends who need guidance and assistance	43.33% (13 students)
Activeness & Interaction	70% (21 students)

Table 3 shows that LS's achievements have not met the target. In the aspect of students' social character, tolerance and respect for the opinions of other friends are not yet optimally inherent in students. A total of 17 students or 56.67% of the total number of students in class IIIA have been able to show appreciation for the opinions of other friends, the rest have not shown a positive attitude towards their friends' ideas. In the aspect of togetherness in completing assignments in groups, 50% or half of the total number of students can build good collaboration, and the other half still prioritizes individualism when completing assignments. What is more worrying can be seen in how students pay attention as a form of sensitivity to friends who need learning assistance. Only 13 out of 30 students (43.33%) did not ignore friends with lower abilities. Other students were still indifferent and less concerned about friends who were still unable to participate in learning optimally.

Learning conditions, especially during group discussions, look quite worrying where not all students can be actively involved. In almost every group some students are neglected and study alone without being involved in discussions. Another thing that can be seen is that there are still students who choose to work alone even though the assignments are in the form of collaborative groups. This shows that social character has not been developed optimally, resulting in the principle of individual learning being very strong in students. This is relevant to research results from (Sobari et al., 2020) that the character of students will influence their learning process and style in class. Therefore, improving students' mindsets about how to learn together collaboratively needs to be done through implementing LS in the next cycle.

2) Open Class 2, Cycle 1

Open Class 2, Cycle 1 was held in Class III B with the material Reacting to Song on Friday, September 29 2023. At the beginning of the learning process, the students looked calm without showing any signs of anxiety, even when there were several observers present. in class. The activity begins with a

discussion about their favourite song, where they are asked to explain the meaning and moral message that can be taken as a meaningful experience.

At this initial meeting, students are grouped into several groups with careful consideration. This aims to create a diverse group by considering various factors, such as gender, level of cognitive ability, character, and their level of participation in discussions. With a diverse group composition, the LS team can see that learning to write in English will be more effective. First, this heterogeneous group allows for strong collaboration between students who have different backgrounds (van den Boom-Muilenburg et al., 2022). This can inspire deep discussions and diverse perspectives in understanding the meaning and moral messages in their favourite songs. In addition, by including students with different levels of cognitive ability, the learning process can be tailored to individual needs. Students who may need more guidance can receive support, while those who are more advanced can be allowed to explore more complex concepts.

Lastly, this group assignment can be an opportunity for students who are more shy or less active in discussions to improve their ability to communicate and express their ideas in writing in English. All of this will support the development of their writing skills in English, which is the main aim of this course. Detailed information regarding the observations supporting this approach can be found in the accompanying table, and it will help document their progress throughout the semester.

Table 4. Observation Result of Creative Writing Class IIIB_Open Class 2 Cycle 1

Learning Aspect	Lesson Study Target
Social Characters	
1. Tolerance and respect for others	78.26 % (18 students)
2. Togetherness in completing each assignment	65.21% (15 students)
3. Sensitivity to the learning environment, especially towards friends who need guidance and assistance	60.86% (14 students)
Activeness & Interaction	78.26 % (18 students)

Table 4 shows that both aspects of LS achievements have been developed even though they have not fully met the targets. In the context of students' social character, it is important to recognize that there is still room for improvement, especially in terms of tolerance and respect for other people's opinions. Observation results show that around 78,267% of the total 23 students in class IIIB have begun to show the ability to respect their friends' ideas. This is a positive development, although there are still several students who have not fully internalized a positive attitude towards the views of their peers.

3) Open Class 1, Cycle 2

Open Class 2, Cycle 1 was held in Creative Writing III A class with Movie Review material on Monday, October 9 2023. At the start of learning, students seemed more relaxed and comfortable with the presence of visitors monitoring their learning process. They show high interest and involvement in learning

activities, especially at the beginning of learning when the lecturer invites students to discuss their favourite films.

The enthusiasm and positive response became even more visible when the lecturer showed a short film entitled My Shoes which tells about how to appreciate yourself and what you have. Students appear to be more active in discussions when they have been grouped with a heterogeneous distribution of student abilities both in affective, cognitive and psychomotor aspects. Very careful consideration was taken in response to the results of the previous open class. Improvements in the collaboration process can be seen from the following observations:

Table 5. Observation Result of Creative Writing Class IIIA_Open Class 1 Cycle 2

Learning Aspect	Lesson Study Target
Social Characters	
1. Tolerance and respect for others	83.33% (25 students)
2. Togetherness in completing each assignment	86.67% (26 students)
3. Sensitivity to the learning environment, especially towards friends who need guidance and assistance	80% (24 students)
Activeness & Interaction	83.33% (25 students)

Table 5 shows that LS's achievements have met the target. In the aspect of students' social character, tolerance and respect for the opinions of other friends, it can be seen that there has been an increase and the achievement of LS targets can be fulfilled. Students look much more unified in building togetherness while collaborating in groups. A total of 26 out of 30 students or 86.67% looked more friendly and friendly in discussions. They look comfortable and unified in building discussions so that they produce much better and more systematic thoughts or ideas. In terms of tolerance and activity in groups, the quality has also increased where in each aspect, 83.33% of all students in class IIIA can respect each other's opinions. Students' sensitivity towards friends, which is still not optimal, also looks much better than in previous meetings or open classes with a student percentage of 80%.

4) Open Class 2, Cycle 2

Open Class 2, Cycle 2 was held in Class III B with Movie Review material on Friday, October 13 2023. At the beginning of the learning process, students looked calm and showed no symptoms of anxiety at all, even with the presence of several observers present. in class from the previous cycle. The initial discussion was held on the topic of their favourite films, where students were asked to explain the meaning and moral messages that could be learned from the experience of watching the film. This friendly atmosphere creates an inclusive, thought-provoking environment and encourages students to share their views with confidence.

In this learning context, diverse approaches help in exploring the meaning and moral messages contained in the films that have been watched. One of the moral values that often appears in these films is feeling grateful in life, without comparing yourself with other people. In heterogeneous group

discussions, students have the opportunity to share their views (Martin et al., 2021) on how characters in films overcome feelings of jealousy or feelings of dissatisfaction with their lives by developing a sense of gratitude for what they have.

In this meeting, when students were divided into groups with careful consideration, it was a step taken very carefully. This division aims to create groups that are diverse in terms of student characteristics, such as gender, level of cognitive ability, character, and level of participation in discussions.

In implementing this approach, there are many benefits. First, these heterogeneous groups provide opportunities for strong collaboration between students with different backgrounds. This not only stimulates in-depth discussions but also brings out various perspectives in understanding the meaning and moral messages contained in their favourite songs. Furthermore, by involving students with varying levels of cognitive ability, the learning process can be tailored in a more personal way (Bensley et al., 2020; Nückles et al., 2020). Students who need additional guidance can get the support they need, while those who are more advanced can be given the opportunity to explore more complex concepts appropriate to their ability level.

Furthermore, the observation results that support this approach are documented in detail in the tables provided, providing a richer view of student development throughout the semester.

Table 6. Observation Result of Creative Writing Class IIIB_Open Class 2 Cycle 2

Learning Aspect	Lesson Study Target
Social Characters	
1. Tolerance and respect for others	86.95% (20 students)
2. Togetherness in completing each assignment	91.30% (21 students)
3. Sensitivity to the learning environment, especially towards friends who need guidance and assistance	86.95% (20 students)
Activeness & Interaction	86.95% (20 students)

Table 6 shows that both aspects of LS's achievements have met targets. In the context of social character, development is very good, students have high sensitivity to collaborate optimally with their fellow students. Observation results show that around 86.95% of the total 23 students in class IIIB have demonstrated the ability to respect their friends' ideas. This is a positive development, although there are still only a small number of students who have not fully internalized a positive attitude towards the views of their peers. But actually, there has been a significant change in student behaviour.

In terms of group collaboration, almost all students can build effective collaboration in completing group assignments, although a small number still prefer an individualistic approach when handling group assignments, this does not significantly affect group performance and productivity. This shows the potential to increase involvement in teamwork and understand the benefits of collaboration to be more optimally internalized within students.

In recent meetings, positive changes have been seen in students' behaviour in terms of providing attention to their peers who may need additional support. There is concrete evidence that more students are now

being more careful in approaching their friends who are facing learning difficulties. The attention given to colleagues who need learning assistance has increased. This is reflected in the increasing number of students who are willing to help their friends who are having difficulty understanding the material. Students are also increasingly open to sharing their knowledge and resources to help their group friends achieve success in learning (Qureshi et al., 2023). This reflects positive developments in empathy, caring, and social awareness among students, which can have a positive long-term impact on their learning communities.

3. SEE & RE-DESIGN

The reflection stage begins with delivering self-reflection by the Open Class Lecturer, and conveying the results of observations by the LS team (lecturers, partner teachers and students) with an emphasis on student activities in class, the formation of heterogeneous groups, and variations in the use of interactive media in learning. At the reflection stage in the implementation of LS Cycles 1 and 2 at LPTK, the following results were obtained:

Table 7. Lesson Study Reflective Results

Improvement Aspect	Lesson Study Reflective Results			
	Cycle 1		Cycle 2	
	Open Class 1	Open Class 2	Open Class 1	Open Class 2
Learning Activity	-	Group Discussion	*Interactive Learning*	*Interactive Learning*
Group Distribution	-	Heterogeneous	Heterogeneous	Heterogeneous
Learning Media	-	- Video - Padlet	- Video - Google Docs	- Video - Google Docs

The results of the observations presented in Table 7, the reflection activity resulted in an agreement regarding the modification of learning activities where group discussions did not allow students to develop and optimize their abilities and writing skills well. Therefore, a learning strategy is in the form of Interactive Learning through the use of technology applications in the form of Padlet and Google Docs.

Learning Completion Analysis

In the Creative Writing course, the learning target that students must achieve is a creative writing product written in good and correct English. Through LS activities consisting of 2 cycles in the English Language Education Study Program FKIP UMP, the cognitive domain is measured by calculating the completeness and incompleteness of third-semester students in classes A and B in studying the Creative Writing course. The results of complete and incomplete learning in class IIIA in Cycles 1 and 2 can be seen in Figure 2.
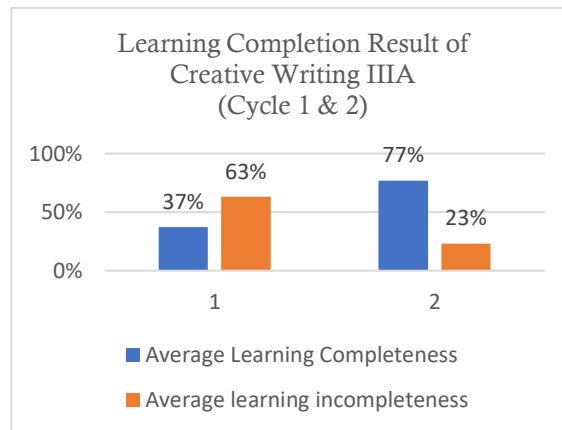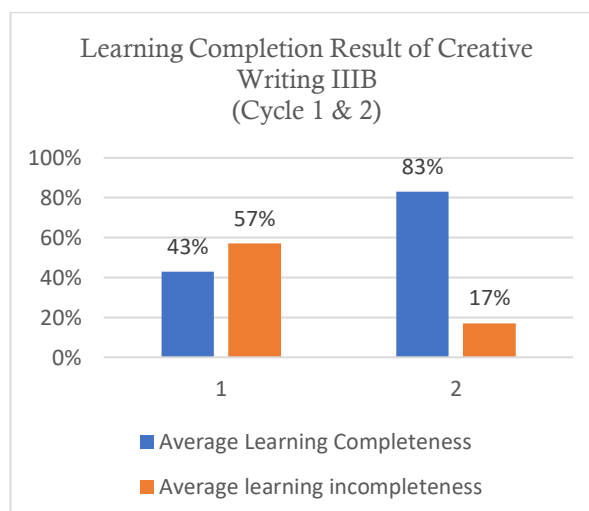
Figure 1. Learning Completion Result of Creative Writing IIIA

The results of class IIIA students' learning completeness in the Creative Writing course are presented in Figure 2. In this picture, in Cycle 1, learning completeness was still low, namely 37% of the target of achieving completeness of 70%. However, in the second cycle, students' learning completion had exceeded the LS achievement, namely 77%. These findings support the increasing quality of students' social character which is accompanied by an increase in their learning completeness, especially in producing creative writing. Students' writing results have improved which shows that their writing skills are getting better.

Every student's writing can be accessed by anyone who has a link on either Padlet or Google Docs. Not a single student was neglected because they collaborated interactively both with other students and with the lecturers who taught the Creative Writing course. Students and lecturers can provide input, corrections and even assessments through both applications, thereby enabling communication and interaction, creativity and students' critical thinking skills.

The same good results were also seen in students in class IIIB with the results of the calculation of learning completeness as follows:

Figure 2. Learning Completion Result of Creative Writing IIIB

The results of class IIIB students' learning completeness in the Creative Writing course are presented in Figure 3. In this picture, in Cycle 1, learning completeness was still low, namely 43% of the target of achieving completeness of 70%. However,

in the second cycle, students' learning completion had exceeded the LS achievement, namely 83%. This increase in the cognitive domain cannot be separated from the improvement in students' social character while participating in learning in the Creative Writing class.

The writing process in class IIIB in the second cycle is presented in the form of different activities. Students are invited to interact in Google Docs when making reviews about films. Student-written products can be accessed by anyone who has the link. Interactive discussions are held between students and lecturers to discuss the content of their creative writing in terms of content, sentence composition, word choice and sentence structure. Through interactive learning in the Creative Writing class, students are allowed to discuss everything with lecturers and other students virtually anywhere and at any time.

DISCUSSION

The research discussion centres around four key points. The key factors in this context are collaborative learning among students, positive learning character, collaboration between lecturers and partner teachers, and professionalism of lecturers and partner teachers.

Collaborative Learning Among Students

In Open Lesson 1 of Lesson Study Cycle 1, there were concerns regarding the students' collaboration in transforming ideas into high-quality creative writing. Specifically, during group discussions, not all students were actively participating, which was worrisome given the learning settings. Within nearly every group, there exist students who were disregarded and engaged in solitary studies without participating in conversations. Furthermore, it is evident that some students opted to work independently despite the tasks being designed for collaborative group work. This indicates that the social aspect of character development has not been fully optimized, leading to a prominent emphasis on individual learning among students. According to the research findings by (Sobari et al., 2020), it has been established that the nature of students has a significant impact on their learning process and approach in the classroom. Hence, the enhancement of students' attitudes towards collaborative learning should be accomplished by incorporating LS in the upcoming cycle.

During Open Class 2 of Lesson Study Cycle 1, over 50% of the students demonstrated successful teamwork skills in completing group assignments. Nevertheless, there were still individuals who favour an individualistic approach while managing group assignments. This demonstrates the capacity to enhance participation in teamwork and comprehend the advantages of collaboration (Howe & Zachariou, 2019). Nevertheless, a significant issue arises regarding the extent to which students devote their attention to companions who may want more assistance during the learning process.

Learning scenarios, particularly within the framework of group discussions, expose a concerning situation when not all students are fully engaged. Certain students continue to encounter challenges in sustaining their concentration on the learning process. Within virtually any collective, there exist individuals who exhibit minimal engagement in group debates and instead choose solitary study. In addition, some students opt to work independently despite the projects being intended for group participation. This suggests that their social development has not reached its

full potential, resulting in a greater inclination towards individual learning. The results of this study align with the findings of previous research conducted by (Sobari et al., 2020) and (Maladerita et al., 2023). These studies confirmed that learners' characteristics, such as their personality, level of social engagement, ability to collaborate, and learning preferences, have a substantial impact on their approach to learning. Additionally, these characteristics contribute to the development of unique learning styles that cater to their individual needs and preferences within the classroom setting. Hence, it is crucial to alter students' viewpoints regarding collaborative learning by incorporating Lesson Study in the upcoming cycle.

In response to the limited progress observed in students' collaboration during Lesson Study Cycle 1, the researchers and the Lesson Study Team decided to make adjustments to the learning tactics as the most effective approach to address the issues encountered in Cycle 1. An educational setting in which students in the 2nd cycle can interact and cooperate with ease. Students exhibit heightened enthusiasm and demonstrate mutual support during the collaborative process. Additionally, each individual appears to possess the capability to make a greater contribution to their specific groupings. An evident and progressive culture of mutual support and complementarity is observed and cultivated throughout the entire learning process.

Currently, in Lesson Study Cycle 2, there is a limited number of students who still need to enhance their study concentration. Nevertheless, it is crucial to acknowledge that this has no substantial impact on the ambience within the classroom. Every member of the group actively participates in the debate, and nobody opts to study in isolation. The reason for this is that the distribution of the group is equitable, both in terms of cognitive capabilities and emotional dimensions.

The significance of equitable group distribution is in ensuring that each student is afforded an equal opportunity to engage and contribute to collaborative learning (Khofifah et al., 2023; Marras et al., 2022). This suggests that their social aptitude has flourished, leading to a favourable impact on their engagement and participation in the classroom. This development aligns with the perspectives of experts who emphasize that a favourable learning environment, particularly one that prioritizes collaboration, can have a good impact on the cognitive behaviour and thinking skills of students (Hamidah et al., 2022).

Therefore, when students collaborate in equitable groups and engage in effective communication, they are more likely to achieve a profound comprehension and enhance their capacity for analytical reasoning. This demonstrates that the combination of collaborative learning and an inclusive classroom environment are crucial elements in facilitating student development and optimizing their capabilities inside the classroom.

Positive Learning Character

This section examines the students' constructive character development and reinforcement while implementing the Lesson Study with two cycles. Certain students choose to work autonomously despite the activities being intended for collaborative group work. Approximately 60.86% of students do not disregard peers with weaker abilities. Others may remain indifferent or lack the necessary empathy for their pals who may require more support. This highlights the necessity of prioritizing the cultivation of empathy and support among individuals as a means of fostering a more comprehensive social demeanour.

This suggests that the social component of character formation has not been completely maximized, resulting in a significant focus on individual learning among students. Research conducted by (Hamidah et al., 2022; Safitri et al., 2021; Sobari et al., 2020) have conclusively demonstrated that the characteristics of students have a substantial influence on their learning process and classroom approach. Therefore, in order to improve students' attitudes towards collaborative learning, it is necessary to integrate LS into the next cycle.

The implementation of a distinct group distribution method in Cycle 2 resulted in significant enhancements in students' character development and reinforcement. The group assignments offered advantageous prospects for students who may exhibit introverted tendencies or participate less actively in discussions to enhance their proficiency in articulating thoughts in written English (Loes, 2022). All of these components contribute to the attainment of the primary goal of the Creative Writing course, which is to enhance English writing proficiency. This type of discourse provided students with the opportunity to delve into the significance of appreciation, which subsequently can exert a beneficial influence on their perspective towards their own lives. By engaging in introspection, students can gain insight into how moral teachings, such as the one mentioned, can be practically implemented in their everyday lives (Haataja et al., 2022). This demonstrates how a wide range of learning experiences has had a profound impact on their fundamental beliefs, values and characters in their day-to-day existence.

Collaboration and Professionalism Development of Lecturers and Partner Teachers

The lesson study conducted in the Creative Writing course incorporates professionals from junior high schools in the Purbalingga district of Central Java. The Lesson Study Team consists of a collective of 5 teachers specializing in English, Mathematics, and Sports and 2 English Language Teaching Study Program lecturers. During the initial stages of implementing Lesson Study, particularly in Cycle 1, the team of teachers encountered difficulties in effectively presenting learning ideas and concepts in the classroom. This is due to their accustomedness to receiving extensive guidance on teaching methods, rather than prioritizing learning processes and activities.

The findings of this research, which focus on team collaboration and professional growth, align with the results obtained from research conducted by (Akiba et al., 2019; Coenders & Verhoef, 2019; Sato, 2017; van den Boom-Muilenburg et al., 2022; Wake, 2023). The lesson study offers valuable insights on how to foster collaboration among its members and enhance their teaching expertise. The inaugural implementation of this lesson study experience fostered a fresh excitement for collaboration and reciprocal learning among scholars and practitioners.

In addition, in the Lesson Study process, particularly in Cycle 2, there was effective collaboration among teachers, who offered useful insights on the integration of technology and learning materials for Creative Writing classes. The partnership between the research team and the teachers resulted in a beneficial impact on the professionalism of both parties. This was particularly evident in the increased confidence and preparedness of the teachers in utilizing the lesson study idea for teaching. Lesson study enables the team to enhance their creativity in building optimal learning activities, incorporating well-chosen instructional strategies,

technology, and media, ultimately leading to improved student learning achievements (Huong et al., 2021; Wolthuis et al., 2020).

The increasing professionalism of the LS team encompasses a comprehension of and expertise in creating diverse, contemporary, and innovative learning activities that align with the utilization of technology and learning media. These activities aim to enhance students' learning experience and outcomes.

CONCLUSION

The lesson study was carried out under the auspices of the English Language Education Study Program. The focus was on two classes, IIIA and IIIB, from the third trimester of the Creative Writing Course. The program aims to augment students' personal growth and foster their expertise in the field of creative writing.

After two iterations, the students showed a higher level of camaraderie, as observed when comparing the first and second rounds. During Cycle 1, students exhibited their ability to tolerate and empathize by understanding and valuing various viewpoints. They enthusiastically and actively contributed to discussions with one another during the group assignment, demonstrating a high level of engagement. Their average success rate was 67.47%, and in Cycle 2, it improved by an impressive 85.14%. The degree of cooperation among persons to accomplish the objective rose from 57.61% in cycle 1 to 88.99% in cycle 2. The student's level of engagement with the learning environment showed a substantial improvement, increasing from 52.09% in cycle 1 to 85.14% in cycle 2. Notable progress has been made in the field of cognition, specifically in improving students' creative writing skills. The proportion of students in IIIA who exhibited this skill rose from 37% in cycle 1 to 77% in cycle 2. Class IIIB had a substantial surge of 40%, as the percentage escalated from 43% to 83%. From this, we can deduce that lesson study promotes improved interpersonal connections among students and boosts their writing skills.

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