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Analysis of The Character Profile of a Pancasila Student in the Implementation of Lesson Study Through Sharing and Jumping Task SMAIT Harapan Umat Karawang

Ratnasari*, Anik Widiyanti

SMAIT Harapan Umat, Karawang, 41360, Indonesia

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ABSTRACT

Students at SMAIT Harapan Umat was that the level of critical thinking of students was still low, which can be seen from the activeness of asking questions during learning, the inactivity of students during discussions. The purpose of the study was to determine the influence of lesson study in improving critical thinking through sharing tasks and jumping tasks for students of SMA IT Harapan Umat. The research method used in this study is a qualitative descriptive research method. The results of the study show that it has a positive impact on teachers, students, schools, has the effectiveness of other people's results and responses, the effectiveness of learning using sharing tasks and jumping tasks, the effectiveness of Learning Reflection in Lesson Study Improving the Quality and Collaboration of Teachers. The conclusion of the study shows that overall, activities to improve critical thinking skills through Sharing Task and Jumping Task learning in the Lesson Study of SMAIT Harapan Umat have a positive impact.

1. Introduction

The millennial generation who lives in the 21st century with a tendency to globalization is characterized by an increasingly narrow world without obstacles, greater dependence between nations, and increasingly fierce competition (Alhamuddin et al., 2022), hence the importance of getting a clear education. Education at all levels needs to implement strategies that not only develop cognitive abilities, but also metacognitive skills. Metacognitive skills are one of the aspects of thinking skills that need to be developed and empowered in the 21st century (Setiawan & Susilo, 2015). 21st century skills such as innovation and critical thinking or problem-solving have become a necessity for the ability of individuals to actively use the rapidly changing tools of technology in this 21st

* Corresponding author.
E-mail: ratnasariyoe1@gmail.com

century, to be able to adapt to this environment and technological advances and in addition to achieving the stage of self-realization of the bloom taxonomy on individual progress (Agaoglu & Demir, 2020).

The Pancasila Student Profile is the embodiment of the character of the noble values of Pancasila that are expected to appear in students through the implementation of the independent curriculum. The profile of Pancasila students at SMAIT Harapan Umat has been grown through P5 (Pancasila Student Profile Strengthening Project) activities. However, in its implementation, this P5 activity is only scheduled for 2 hours a week. To further improve the character of the profile of Pancasila students in daily life, classroom learning requires a collaborative approach by teachers in designing learning innovations, namely through lesson study activities. Education is the most important factor in a person's life, because it can distinguish a person's ability to think (Bella, 2023).

The use of sharing task and jumping task learning in lesson study at SMAIT Harapan Umat is expected to increase the effectiveness of learning and form a strong student profile character in Pancasila values. This approach encourages collaboration between teachers and students, allowing them to share understandings, experiences, and ideas. The sharing task method strengthens student engagement through the exchange of ideas, while the jumping task provides a challenge to stimulate critical and reflective thinking. The combination of these two methods is expected to create a holistic learning environment, strengthen the understanding of the values of Pancasila, and shape the character of students as a whole.

Ignatavicius (2001) in Setiawan & Susilo (2015) explained that Critical thinkers are characterized by being results-oriented, open to new ideas, flexible, willing to change, innovative, creative, analytical, communicator, assertive, persistent, developed and empowered in the 21st century. 21st century skills such as innovation and critical thinking or problem-solving have become a necessity for the ability of individuals to actively use the rapidly changing tools of technology in this 21st century, to be able to adapt to this environment and technological advances and in addition to achieving the stage of self-realization of the bloom taxonomy on individual progress (Agaoglu & Demir, 2020).

Collaborative learning sharing tasks is a learning activity using individual tasks through small group collaborative content that contains material content that is in accordance with the textbook (Samad & Wondal., 2020). The jumping task method has been widely implemented in various developed countries such as Japan. In Japan itself, they do not make this method a model in learning, but they make it a common practice in schools, especially schools that have implemented lesson studies (Murtikusuma et al., 2022). The effectiveness of learning sharing tasks and jumping tasks as in the research of Noer et al., (2019) explains that tasks designed by teachers provide opportunities for collaborative activities when doing tasks that require students to understand the concept and require students to solve problems using higher-order thinking skills, especially critical thinking.

Rahayu et al., (2022) in their research explained that the Collaborative Learning Sharing And Jumping Task can build students' critical thinking skills. The purpose of the Sharing And Jumping Task is to provide opportunities for students to think higher and find their creativity in solving a problem, students help each other to create a learning community among them. The discussion of the division of assignments will create good communication between students (Harahap et al., 2020). Through learning, Sharing task And Jumping Task will create students who are more active both in expressing opinions and during discussions or actively thinking.

Critical thinking has several indicators, including interpretation, explanation, analysis, evaluation, inference, and self-regulation, critical thinking skills in learning processes in the classroom are needed to help students have a high-level mindset (Andini & Rusmini, 2022). Various ways can be done by teachers to be able to stimulate students to have the ability to think critically, one of which is through the learning model used. Various types of existing learning models need to be selected which are in line with the learning objectives to improve critical thinking skills. One of the learning models is sharing and Jumping Task. Various problems that schools often face are weak learning processes, students are not encouraged to develop thinking skills, directed to memorize information. The curriculum demands expect students to have cognitive skills, real-world abilities, and noble character and be active in the learning process (Supriyanto et al., 2022).

The learning process that takes place does not facilitate or provide opportunities for students to carry out sharing activities or share their knowledge in the context of learning (Jayanti, 2021). Students' critical thinking abilities are very necessary to shape students' cognitive strengths (Agustia, 2024). Effective thinking is desirable in all areas such as individual and collective action. Currently, the background of the field of critical thinking is based on argumentation and reasoning is used as a fundamental foundation in all activities called thinking (Rivas et al., 2022). Critical thinking is one of the implementations of metacognitive skills. Critical thinking skills need to be mastered by students to improve skills in composing an argument, checking the credibility of sources or making decisions (Sulistiani & Masrukan, 2016). Critical Thinking includes a series of mental processes and skills such as interpretation, analysis, evaluation, inference, explanation and self-regulation (Alsaleh, 2020). Sumarni & Kadarwati (2020) explained that critical thinking involves analysis and evaluation rather than just receiving ideas or information.

Lesson study (LS) is a collaborative reflective professional development approach that originated in Japan at the end of the nineteenth century and that has been adopted and adapted internationally especially over the past 20 years (Baumfield et al., 2022). Teachers work as a team during lesson learning to identify goals and plan learning. One of the teachers on the teacher team and other team members observe, gathering evidence about the students' strategies and ideas. The team reflects on the data collected, sometimes revising the lesson and teaching again, then sharing the results (Barber, 2021). This model considers several interacting domains, assuming that teachers' growth is highly dependent on their reflection on

the Domain (Da Ponte et al., 2022). Lesson study is a way to acquire and improve teachers' teaching skills, activities that are collaborated through observation in learning by students (Setyawan et al., 2021).

The use of learning using the Sharing tasks And Jumping Tasks model is one of the learning models applied at SMAIT Harapan Umat that not only includes the transfer of academic knowledge, but also aims to form students' critical thinking skills and the need to answer calls to further emphasize the development of critical thinking skills. Improving the quality of learning in schools is influenced by many factors, these factors can be seen from educators (teachers), students, facilities and infrastructure, the environment, and their management (Mutiani et al., 2020). The effectiveness of learning in the classroom is highly dependent on the ability and quality of teachers because it can be said that teachers have a role as leaders in the learning process that determines the success of education (Harputra & Ramadhani, 2021).

In practice, not all teachers may have the same level of involvement or enthusiasm for the lesson study process, which can affect the success of the collaboration. Teachers who already have the ability are encouraged to practice the application of lesson study to students, which in the end is the ability of students to absorb material and the ability to think critically. Self-thinking or independent learning is very important for students to be successful and meaningful in learning science, especially in the process of learning Chemistry (Aufa et al., 2021). The importance of lesson study practice is shared, because the implementation of lesson study in schools provides several significant benefits, allows collaboration between teachers that can improve the quality of teaching and learning, this method facilitates the exchange of ideas and experiences between educators, creating an environment that supports the development of teacher professionalism.

Collaborative learning through sharing and jumping tasks is considered to have meaningful value, not only activities when students discuss but also activities when students learn from each other, so that there is a relationship of mutual learning, mutual respect for differences in arguments and get a gentle response when asking for help (Gustina, 2018). In this sharing and jumping task learning, it can improve the abilities of all students, both students who have low, medium, and high cognitive abilities (Cahyani, 2017). Sharing tasks can facilitate cooperation between students, while jumping tasks can facilitate students with high academic abilities to think critically so that they do not feel bored while studying, this activity can also improve affective and psychomotor skills. (Fatimah et al, 2018).

By looking at these conditions, the learning of Sharing Task and Jumping Task in Lesson Study at SMAIT Harapan Umat is an urgent need. This strategy can not only overcome the challenges of shaping the character of Pancasila students, but also open up opportunities to strengthen parental involvement, integrate Islamic teachings and Pancasila, and prepare students to face the complexity of future challenges.

2. Methodology

The research method used in this study is a qualitative descriptive research method. Qualitative descriptive research is research that displays the phenomenon as a whole (Wiersma, 2009). The selection of descriptive research methods is related to the focus of the research to obtain detailed information about the character of the Pancasila student profile in the learning process of Sharing Task and Jumping Task with the implementation of lesson study. This lesson study was carried out at SMAIT Harapan Umat Karawang. In this study, the researcher plays the role of model teachers and as many as 5 teachers act as observers in learning to collect data and student interactions that can be discussed in reflection activities. The topic chosen in this learning is thermochemistry with the Sharing Task and Jumping Task learning models. At the beginning of the activity, the teacher gives problems as a learning perception, then students do practicum and discuss to solve the problems given. The analysis of the critical thinking skill profile was carried out through Transcript based lesson analysis (TBLA). According to Masami (2007), lesson analysis is a method for analyzing and reflecting on learning based on transcripts. This analysis was carried out by analyzing the transcripts of conversations formed in learning design activities, observations, student discussions during learning and reflection activities carried out after learning.

3. Results and Discussion

Implementation of Lesson Study

SMAIT Harapan Umat lesson study activities are carried out through 3 stages, namely: Plan, Do, See or reflection. The Plan activity began with a Lesson Study seminar which presented expert facilitators from Lecturers from the University of Singaperbangsa Karawang. SMAIT Harapan teachers collaborate to plan lessons, at this stage a model teacher is also selected who will carry out learning in the classroom. Plan activities in Lesson Study and Lesson Study seminars play an important role in shaping teachers' understanding of Lesson Study hands-on practice. The seminar provides an initial understanding, the plan activities allow for joint planning, and reflection after implementation becomes the basis for further development. Success is measured through teacher participation, quality of planning, learning implementation, and level of collaboration in reflection. Thus, this activity contributes significantly to deepening teachers' understanding of Lesson Study and improving the quality of learning at SMAIT Harapan Umat. In line with previous research by Aqmarina et al., (2021) stated that through sharing and jumping tasks, the collaboration skill profile of students that grows during the learning process is based on seven collaboration indicators.

The second step of lesson study is do, the model teacher carries out the learning that has been designed at the plan stage, namely the exothermic and endothermic reaction practicum using the Sharing Task and Jumping Task methods. The positive impact that can be identified from this activity is the increase in the

participation of students who are usually quiet. Through the Sharing Task, students are actively involved in identifying differences in exothermic and endothermic reactions from the experiments they conduct. The Jumping Task provides a further challenge by inviting students to draw graphs of exothermic and endothermic reactions along with the enthalpy value of H. This process not only increases student engagement but also improves students' critical thinking skills.

The last step of lesson study is reflection. In the reflection stage, the teachers discussed the results of the learning observation that was carried out by the model teacher. This Reflection Stage is a material to improve learning. The results of the reflection showed that students not only became more active, but also able to collaborate and cooperate between fellow group members and between groups. The emergence of Pancasila student profiles such as critical thinking, mutual cooperation, and the one and only god is a positive impact that can be measured from this activity.

Implementation of Sharing Task and Jumping Task

The learning design of the sharing Task and Jumping Task consists of three columns that present the three main learning activities, namely the beginning, core and closing activities. The three areas at the top are to present problems or issues, prediction of student responses, anticipation or teacher assistance which is useful as teachers' readiness to overcome student learning difficulties that will arise during the learning process. The following is explained about the initial activities, the core activities are in the form of sharing tasks and the final activities are in the form of jumping tasks. In the initial activity, the teacher invited students to make an agreement in learning so that students could learn in an orderly manner in Table 1.

Table 1. Lesson Design In Opening Learning

Problem	Prediction of Student Response	Anticipating Teacher Assistance
How to foster student motivation at the beginning of learning? How to study in an orderly way?	<ul style="list-style-type: none"> • Waalaikumsalam • Good Mom • Yes, all ma'ams are present • Early in the morning, the hope of the people, yes, yes is extraordinary • Ready 	<p>Conditioning Assalamu'alaikum. How are the children? Present all today?</p> <p>Morning spirit</p> <p>Before we start learning, I reminds again the class agreement that we have made when carrying out the practicum:</p> <ol style="list-style-type: none"> 1. carrying out practicum, it must be orderly 2. If there are friends who are not working, they are reminded/invited 3. careful when using tools and materials

Can we carry out the agreement that we have made?

You will distribute the LKPD that must be filled out by each group member.

Please do it in the order in the LKPD.

Please let the children work in groups and each fill out the LKPD.

Core activities are the main activities in learning because they aim to build student concepts and experiences. In the core activity, there is a sharing task. Learning sharing tasks is a learning method in which several students work together to complete tasks. In this context, students share responsibilities and information, and support each other to achieve common learning goals. The main goal of sharing tasks is to improve collaboration, communication, and social skills, as well as to allow students to learn from each other.

The sharing Task activity in this learning is in the form of thermochemistry practicum activities, namely distinguishing exothermic and endothermic reactions. In this activity, students are divided into 4 groups and each group consists of 3 or 4 students. Each group conducted the first practicum in the form of reacting the HCl solution and NaOH solids and then measuring the temperature to determine whether the reaction was endothermal or exothermal. The second practicum of students reacts to a solution of Acetic Acid and Baking Soda (NaHCO_3) then measures the temperature and determines whether the reaction is endothermic or exothermal. Students were also asked to describe the difference in the diagram of the two practicum reactions to know the difference between exothermic and endothermic reactions. After doing the practicum, students discuss with their group mates to fill in the questions in the student worksheet in Table 2.

Table 2. Lesson Design For Sharing Task

Problem	Sharing Task	
	Prediction of Student Response	Anticipating Teacher Assistance
Recalling the concept of Heat Transfer	<ul style="list-style-type: none"> • Ever • Warm ma'am, Hot ma'am, • Because it is near the fire. • Ever • Yes • Because it was heated, ma'am. • The heat changed (if this is not answered, continue to anticipate the next question) • Because there is a fire, ma'am, 	<p>Have you ever been near a campfire? How do you feel?</p> <p>Why can your body feel warm/hot?</p> <p>Have you ever cooked water in a pot? Does the pan get hot?</p> <p>Why can a pan get hot?</p> <p>What did the fire produce?</p> <p>Where does the heat go from?</p>

	<ul style="list-style-type: none"> From the fire of water, to the pot of Mrs. I don't know, ma'am. Heat transfer by conductio The science that studies heat change 	<p>Well, that's right, Kalor can move from the system to the environment. In this case the system is a campfire and firewood while the environment is our body.</p> <p>When we heat the water. Then water is the system and the pot is the environment</p> <p>So Today we are going to study Thermochemistry. What is thermochemistry?</p> <p>Please write the answer in your respective LKPD.</p>
How to investigate Exothermic and Endothermic Reactions	<ul style="list-style-type: none"> One is hot, the other is cold, ma'am 	<p>When mom has hot water and ice water, what is the difference between these two glasses? Why does this happen?</p> <p>Today we are going to do an experiment to investigate exothermic reactions and endothermic reactions</p>
Tools and materials to be used, work steps	Students check practicum tools and materials	Please check the tools and materials on your desk
What to do during the practicum?	<ul style="list-style-type: none"> Bu's Practice One of them fully explains the practices that will be carried out 	Who can explain what we are going to do today?
Implementation of practicum by each group	<ul style="list-style-type: none"> Each group conducts practicum and works on LKPD 	Each group please conduct an experiment and fill out the LKPD according to the observation results!

In jumping task activities, students are expected not only to share in learning activities but also to experience "jumping" their critical thinking skills. In the jumping task activity, the teacher asked each group to present the results of the practicum and the results of the discussion. So that this presentation activity can improve students' critical thinking skills in Table 3

Table 3. Lesson Design For Jumping Task

Problem	Jumping Task	
	Prediction of Student Response	Anticipating Teacher Assistance
How to present the results of the investigation	<ul style="list-style-type: none"> Sameee Same all ma'am! 	<p>After completing the investigation, the teacher facilitates the students to present the results of the investigation</p> <p>Is there anything different in the results?</p>
What is the difference between Exothermic and Endothermic Reactions?	<ul style="list-style-type: none"> Reaction 1 Temperature rise occurs Reaction 2 there is a decrease in 	<p>What is the difference between Reaction 1 and Reaction 2?</p> <p>What are exothermic reactions and endothermic reactions?</p>

	temperature	
		Closing
Reflection (what a valuable lesson)	<ul style="list-style-type: none"> • Fun • Happy 	How is learning today?
Closing learning		Okay, thank you. Assalamualaikum Wr. Wb.

Analysis of Pancasila Student Profile

a. Analysis of Pancasila Student Profile

The Pancasila Student Profile is the embodiment of the character of the noble values of Pancasila that are expected to appear in students through the implementation of the independent curriculum. The profile of Pancasila students at SMAIT Harapan Umat has been grown through P5 (Pancasila Student Profile Strengthening Project) activities. However, in its implementation, this P5 activity is only scheduled for 2 hours a week. To further improve the character of the profile of Pancasila students in daily life, classroom learning requires a collaborative approach by teachers in designing learning innovations, namely through lesson study activities.

The use of sharing task and jumping task learning in lesson study at SMAIT Harapan Umat is driven by efforts to increase the effectiveness of learning and form a strong student profile character in Pancasila values. This approach encourages collaboration between teachers and students, allowing them to share understandings, experiences, and ideas. The sharing task method strengthens student engagement through the exchange of ideas, while the jumping task provides a challenge to stimulate critical and reflective thinking. The combination of these two methods is expected to create a holistic learning environment, strengthen the understanding of the values of Pancasila, and shape the character of students as a whole.

In this study, based on transcript data and the results of teacher reflection on the character of Pancasila student profiles that emerged during learning consisted of four dimensions, namely: 1) faith, fear of God Almighty, and noble character, 2) independence, 3) mutual cooperation, and 4) critical reasoning.

Faith, Fear of God Almighty, and Noble Character:

a) Faith and Fear of God Almighty

Students have strong beliefs and beliefs in God according to the religion they follow. They show piety in daily life through worship and behavior that reflects religious values. In this lesson, students show indicators of faith and fear of God Almighty by starting to pray first before the practicum begins. This can be seen in the following conversation transcript data in Table 4.

Table 4. Students and Teacher's Conversation Transcript during The Lesson

Subject	Conversation
Teacher	Good morning students, Before we start the lesson, please one of student lead pray this morning.OK bu, I
All students	Student 1 will lead the prayer bu
Student 1	Ok friends before we start the experiment, let's pray together.

b) Noble Character

Students show good attitudes and behaviors, such as honesty, responsibility, and respect for others. Noble morals include high integrity, ethics, and morality in interacting with others. In this study, students showed responsible behavior by cleaning practicum equipment after use.

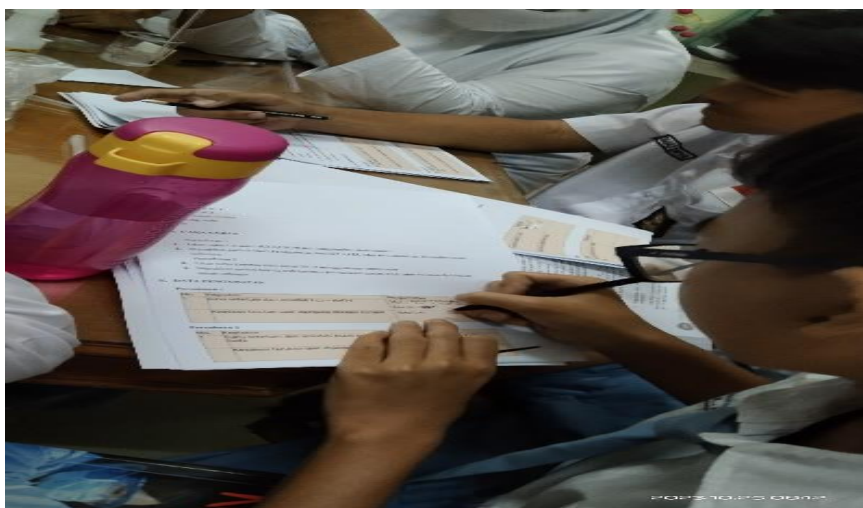


Figure 1. Students Independently Work on Student Worksheets

Students are expected to have the ability to learn and work independently without relying too much on the help of others. They are able to manage their time, set goals, and take the initiative in various activities. Independence also includes the ability to make decisions and solve problems wisely. In this study, students showed independent character by working on the practicum worksheet individually. Although the practicum was carried out in groups, students filled out worksheets one by one.



Figure 2. Students Take the Initiative to Share Tasks in Carrying Out Practicum Activities

Students are taught to cooperate and help each other in this practicum. They showed the spirit of togetherness, solidarity, and teamwork. Mutual cooperation includes the ability to contribute positively in a group, respect each other, and collaborate to achieve a common goal. In this practicum, students work together in carrying out practicum activities. Each member of the group also contributes positively. In the figure below, all students observed Together when measuring the reaction temperature between HCl and NaOH. One student holds the thermometer, one student observes and one student records the observation results, after completing the temperature measurement, one student takes the initiative to wash the thermometer to be used in the second practicum.

c) *Critical Thinking*

Students are encouraged to think critically, analytically, and logically. They are able to identify problems, ask relevant questions, evaluate information objectively, and make decisions that are based on strong evidence and reasoning. Critical reasoning also includes the ability to think reflectively and understand different points of view.

Focusing on learning materials regarding exothermic and endothermic reactions in the context of practicum provides an opportunity for students to understand these concepts in depth. The Sharing Task and Jumping Task methods help students identify the difference between the two types of reactions and draw reaction graphs according to the enthalpy value H . Evaluation of students' ability to answer critical questions and draw reaction graphs is an indicator of the success of understanding this concept. In line with previous research by Zestia et al., (2022) the results show that sharing tasks can bring up various aspects during learning, such as creative thinking, elaboration thinking, and evaluation thinking. Fibrianto et al., (2021) The results showed that there was interaction between students in the

form of conversations in the form of questions and answers and sharing knowledge between teacher and students. In the conversation below, students are not only able to answer the question "what" but students are also able to give the right reason for the question "why", this is one of the indicators of students' ability to think critically (Ennis, 1995) in Table 5.

Table 5. Students and Teacher's Conversation Transcript during The Lesson

Subject	Conversation
Teacher	What is a system?
Student 1	System is the substances present in chemical reactions.
Teacher	What is thermochemistry?
Student 2	Thermochemistry is the change in heat energy that accompanies the change in chemical reactions
Teacher	Try from the pictures of hot coffee and iced tea, which is exothermic and endothermal?
Student 3	Coffee is exothermic and ice the is endothermal.
Teacher 4	Why is this coffee exothermic? And why is iced tea an endotherm?
Student 4	Coffee is a system while a glass is an environment, heat moves from system to environment so it is called exotherm. While iced tea in a colder environment heats moving from the environment to the system so it is called endotherm.

4. Conclusion

The conclusion that can be drawn from the results of the study shows that the application of lesson study at SMATIT Harapan Umat has an impact on improving the 4 dimensions of the Pancasila student profile, including 1) faith, fear of God Almighty, 2) independence, 3) mutual cooperation, 4) critical reasoning. For further research, it can expand the research study of lesson studies, such as the use of problem-based learning models in learning.

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