

Empowering Literacy Through Lesson Study: Unveiling the Transformative Role of Community-Based Learning

Hasnani^{1*}, Ariani², Herlindah³, Nirwana⁴, Kamaluddin⁵, Trismawati⁶

^{1,2,3,4,5}Universitas Megarezky, Makassar, Indonesia

Correspondence*

E-mail: hasnani.helmy@unimerz.ac.id

Received : 30 October 2023
Accepted : 20 November 2023
Published : 23 November 2023



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Abstract

The aim of this research explores the transformative potential of community-based learning, within the context of Lesson Study. This study used collaborative classroom action research (CAR). By evolving literacy demands and the imperative of global citizenship education, emerges as a powerful pedagogical approach. The findings show that It empowers educators to take ownership of their teaching practices, engages students in meaningful learning experiences, and fosters reciprocal relationships with local communities. Through the cyclical process of inquiry, reflection, and iteration, it has led to enhancements in literacy skills, community engagement, and the cultivation of global citizenship competencies. This research delves into the intricate interplay between Lesson Study, community-based learning, and literacy development. The study examines how community-based learning enriches the educational experience by fostering a sense of belonging, cultural awareness, and a deeper connection to the world beyond the classroom. Through real-world examples and in-depth analysis, we unveil the transformative role of Lesson Study and community-based learning in empowering literacy. It can be concluded that using pedagogical innovation with practical application, educators equip students with essential skills and cultivate responsible citizens poised to tackle the challenges and embrace the opportunities of the 21st century.

Keywords: Literacy Development, Lesson Study, Community-Based Learning, 21st Century Skills

INTRODUCTION

In the ever-evolving landscape of education, the concept of literacy has transcended traditional boundaries, transforming into a dynamic set of skills that are pivotal for navigating the complexities of the modern world (Mustadi, 2018). This shift has inspired educators to explore innovative approaches that extend beyond the confines of classroom instruction, fostering a deeper, more meaningful understanding of literacy (Efendi, 2017). At the heart of this educational revolution lies the integration of Lesson Study and community-based learning a dynamic pairing that enhances students' literacy development and uncovers the profound transformative potential of engaging with real-world contexts (Sriyati, 2014).

Once confined to reading and writing (Efendi, 2022), literacy has evolved to encompass a multidimensional range of competencies (Sujarwo et al., 2023). Beyond the foundational skills of decoding text, today's learners require critical thinking, digital fluency, cross-cultural communication, and navigating a vast sea of information (Kastner, & Motschilnig, 2022). This expanded view of literacy is driven by the demands of a globally interconnected society, where communication takes myriad forms and access to knowledge is unparalleled (Hasnani et al., 2019; 2020). Educators are tasked with fostering these multifaceted literacy skills and nurturing students who are socially conscious, responsible, and adaptable to change (Sriyati, 2014).

Enter community-based learning; a pedagogical approach that bridges the gap the research theory and practice, classroom and community. Community-based learning contextualizes education by immersing students in real-world (Widiadi & Utami, 2016) environments and challenges, providing authentic opportunities to apply their knowledge. This approach fosters a sense of purpose as students understand the tangible impact of their learning on their communities and beyond. Furthermore, community-based learning nurtures skills such as empathy, collaboration, and problem-solving, which are critical not only for academic success but also for personal growth and active citizenship (Lestari, & Andriani, 2023).

Lesson Study, a collaborative teaching methodology originating in Japan, adds a layer of professional development and introspection to this holistic approach. Educators collaborate to design, implement, observe, and refine lessons, thereby fostering a culture of continuous improvement (Utami, & Widiadi, 2016). When combined with community-based learning, Lesson Study. The researchers create a synergy that transcends individual classrooms. The process encourages educators to devise lessons that merge academic content with real-world engagement, cultivating a more profound understanding of literacy that extends beyond words and letters to encompass communication, analysis, and social responsibility (Boss, & Krauss, 2022).

This research delves into the intricate interplay between Lesson Study, community-based learning, and literacy development. The researchers explore the collaborative power of educators working together to design lessons that integrate academic concepts with community engagement and how this impacts students'

comprehensive understanding of literacy. The researchers also examine how community-based learning enriches the educational experience by fostering a sense of belonging, cultural awareness, and a deeper connection to the world beyond the classroom (Prianggita et al., 2022).

Through real-world examples and in-depth analysis. The researchers unveil the transformative role of Lesson Study and community-based learning in empowering literacy. By marrying pedagogical innovation with practical application, educators not only equip students with essential skills but also cultivate responsible citizens poised to tackle the challenges and embrace the opportunities of the 21st century. As the research journey through the exploration of this dynamic duo—Lesson Study and community-based learning—The researchers uncover a narrative of enriched literacy, engaged learning, and the profound potential to shape the future of education (Effendi., 2017).

Literature Review

The intersection of education, literacy, and pedagogical innovation has long been a subject of scholarly inquiry. As the world continues to evolve, so to do the approaches to enhancing literacy skills among students (Susetyarini, 2021). In recent years, the integration of Lesson Study and community-based learning has emerged as a powerful framework to empower students' literacy development, uncovering new educational dimensions that extend beyond the classroom.

Evolving Notions of Literacy

The concept of literacy has expanded significantly over the past decades. Traditional definitions focus on the ability to read and write, but contemporary understandings encompass a broader spectrum of skills (Al Wahid et al., 2022). This evolution recognizes the need for students to critically analyze information, communicate effectively across various mediums, and engage with digital technologies. The literature suggests that this expanded definition of literacy aligns all with the integrative nature of community-based learning.

Community-Based Learning and Real-World Contexts

Community-based learning is an educational strategy that bridges theoretical knowledge with practical application. Scholars highlight its potential to foster deeper comprehension and motivation by immersing students in authentic experiences. (Efendi, 2017). Students are exposed to diverse perspectives and real-world challenges through engagement with local communities. Research indicates experiential learning enhances subject-specific knowledge and cultivates problem-solving, critical thinking, and practical communication skills.

Lesson Study as a Collaborative Framework

Originating in Japan, Lesson Study has become a globally recognized approach to improving teaching and learning. This collaborative methodology involves educators working together to design, execute, and analyze lessons. The iterative process of observation and reflection leads to refined instructional strategies. The literature underscores the professional development benefits of Lesson Study, emphasizing its potential to elevate educators' pedagogical skills and their understanding of student learning needs.

Confluence of Lesson Study and Community-Based Learning

The convergence of Lesson Study and community-based learning presents a symbiotic relationship capitalizing on shared principles. Collaborative planning and reflection. The researchers inherent to Lesson Study, aligning seamlessly with the emphasis on practical application in community-based learning (Widiadi & Puji Utami, 2016). Scholars argue that this combination enriches the educational experience by making learning more relevant and impactful. By engaging educators in designing lessons that connect classroom content with real-world contexts, students are encouraged to see the broader implications of their learning. Transformative Implications for Literacy Development

Empirical studies have explored the transformative implications of integrating Lesson Study and community-based learning for literacy development. Research findings suggest that this approach enhances students' motivation and engagement with literacy tasks. Educators observe deeper comprehension and meaningful learning outcomes by allowing students to apply their literacy skills to tangible, real-world situations. (Efendi, 2017) Moreover, students immersed in community-based learning are more likely to develop a sense of social responsibility and cultural awareness, attributes essential for active global citizenship.

METHOD

The research undertaken to explore the transformative role of Lesson Study and community-based learning in empowering students' literacy development adopts a Collaboration - Classroom Action Research design. This design is chosen to investigate the impact of the integrated approach on students' literacy skills within the constraints of time and resources. The study seeks to examine the immediate effects of the intervention on a selected group of participants (Amir et al., 2022).

Collaborative classroom action research (CAR) is an educational research approach that involves teachers working together collaboratively to systematically investigate and improve their teaching practices (Sriyati, 2014). This form of action research focuses specifically on classroom-related issues and aims to enhance teaching and learning outcomes. Here are the key elements and steps involved in collaborative classroom action research:

Collaborative Teams: CAR involves groups of teachers, often from the same school or department, working together as a team. Collaboration fosters diverse perspectives, shared insights, and a collective commitment to improvement. **Teacher-Driven:** Teachers themselves identify the research questions, design the studies, and implement changes in their classroom practices. CAR is teacher-initiated and teacher-led. **Action-Oriented:** The primary goal of CAR is to bring about meaningful changes in classroom practices. It is not solely focused on academic research but rather on actionable insights that can enhance teaching and learning.

Cyclical Process: CAR typically follows a cyclical process of planning, acting, observing, and reflecting. The cycle is repeated iteratively to refine and improve

teaching strategies. **Data Collection:** Teachers collect various types of data, such as student assessments, classroom observations, surveys, or interviews, to inform their research. **Collaborative Reflection:** The collaborative team engages in ongoing reflection and discussion about their findings. This collective reflection is central to CAR, as it helps teachers make sense of their data and plan appropriate interventions.

Steps in Collaborative Classroom Action Research

Identify Research Questions: Teachers collaboratively identify specific research questions or problems related to their teaching practices. These questions should be focused, actionable, and relevant to the classroom.

Plan and Design: The team plans the research study, outlining the methodology, data collection methods, and timeline. They decide how they will collect data and what types of evidence will be most useful in addressing their questions.

Collect Data: Teachers implement their research plan in their classrooms, collecting data according to the established methods. This may involve making changes to teaching methods or strategies.

Analyze Data: The team collaboratively analyzes the collected data, looking for patterns, trends, and insights that can inform their teaching practices.

Reflect and Interpret: Based on data analysis, the team reflects on their findings. They discuss what the data reveal about their teaching practices and their impact on student learning.

Plan Interventions: If necessary, the team decides on interventions or changes to be made in the classroom. These interventions are based on the insights gained from the research.

Implement Changes: Teachers implement the planned changes in their classrooms, carefully documenting their implementation (Prianggita et al., 2022)

Evaluate Impact: After implementing changes, the team collects additional data to assess the impact of these changes on student learning and overall classroom dynamics.

Repeat the Cycle: The CAR cycle continues with further reflection and adjustments based on the outcomes of the interventions. This iterative process supports continuous improvement.

Share Findings: Teachers often share their findings, experiences, and successful strategies with colleagues within their school or beyond. Sharing promotes a culture of collaboration and professional development.

Document and Publish: Some CAR initiatives result in formal documentation or publications, which can contribute to the broader body of educational research.

4. Data Analysis

Quantitative Analysis: The pre-test and post-test scores will be subjected to statistical analysis to determine if there is a statistically significant difference in students' literacy development after the intervention. This analysis will involve descriptive statistics, such as means and standard deviations, and inferential statistics, such as paired t-tests.

Ethical Considerations

Ethical considerations will be upheld, ensuring informed consent from participants, confidentiality, and protection of their rights. Institutional review board (IRB) approval will be obtained before conducting the research.

Limitations

The pre-experimental design has limitations, including the lack of a control group for comparison and potential confounding variables that might influence the results.

RESULTS AND DISCUSSION

The research yielded significant findings that shed light on the impact of community-based learning initiatives, particularly within the Lesson Study framework, on literacy development and the cultivation of active global citizenship. The following sections present the essential findings and their corresponding discussions.

Teachers who participate in the lesson carry out the planning stage in groups. The group discussion begins with reviewing the syllabus and the material to be given in the open class, then preparing lesson plans, LKS, and learning assessment tools. This group activity obtained a draft of English learning scenarios, carried out in the Open Class session for the first cycle which was used in learning activities for two meetings. This lesson plan is then revised and finalized by each team member. The results of the revision are submitted to the model teacher.

Implementation (Do)

In the implementation of the first cycle of learning, four teachers participated in the lesson study and the implementing lecturers of the activity The researchers present. The lesson study team consists of 5 teachers 1 lecturer as an observer and 1 model teacher. The number of students currently in the class is 39. The learning approach used is Students Center Learning (SCL). Learning activities begin; First, the teacher introduces the topic of the learning material by writing the learning theme on the board. Furthermore, the model teacher provides questions that trigger students so that students can concentrate on learning. The learning material in Open Class I is "Introduction" because this is the first meeting for new class X3 students, so it has not been included in the learning material. Nevertheless, the learning process is still going. In the next step, the teacher asks each student to talk about themselves in English. After all the students have completed the answers. At the next stage, the teacher asks each student to remember the names of their friends. Next, the model teacher will say one name and ask the other to designate who owns the name. In the fifth step, the teacher asked participants to start getting acquainted more closely with their friends. Those are a series of strategies for implementing Lesson Study Cycle I activities.

The results of observations of teacher activities in carrying out process I learning actions through Open Class are presented in Table 1.

No	OBSERVED MODEL TEACHER ACTIVITY	Shoes	Average
1	Classroom management skills	58	5.61
2	Selection of methods used	60	5.69

3	Evaluation skills	56	5.53
4	Material mastery	56	5.76
5	Systematics of material delivery	60	5.84
6	Use of contextual issues	58	5.61
7	Quality of evaluation instruments	60	5.84
8	Ability to communicate with students	60	5.84
9	Ability to communicate with other teachers	57	5.76
10	Use of ICT	58	5.61
11	Empathic behavior toward students	56	5.46
Sum		643	65,02

From Table 1 data, it appears that the average score of respondents' assessment of 11 aspects related to teacher activities in English learning Cycle I is 65.02 which is in the sufficient category.

Table 2

NO.	STUDENT ACTIVITY IN LEARNING	CYCLE II	AVERAGE SCORE
1	Student readiness for learning	45	4.5
2	Student enthusiasm in preparing for learning	44	4.4
3	Student activities in the learning process	44	4.4
4	Student enthusiasm in participating in learning activities	43	4.3
5	Student responses in responding to or answering teacher questions	45	4.5
6	Student responses in responding to or answering other students' questions	43	4.3
7	Interaction between students	42	4.2
8	Quality of questions asked by students	45	4.5
9	Quality of answering submitted by students	44	4.4
10	Student involvement in drawing conclusions	44	4.4
11	Student enthusiasm in responding to assignments/follow-ups for the next meeting	45	4.5
Total		484	48,4

From Table 2 data, it appears that the average score of observer assessment of 11 aspects related to teacher activity in Cycle I English learning is 48.4 which is in the sufficient category.

Learning reflection is carried out after learning at meetings I and II. The activity begins with the teacher's view of the learning he has done, followed by comments and suggestions from observers and discussions about the learning that has been and will be carried out. Some of the important things that emerge from reflection activities are as follows. First, learning activities have attracted the attention of students and encouraged most of them to study seriously, and interestingly (Widiadi

& Puji Utami, 2016; Mustadi, 2018). The teacher has already interacted with the students. Second, teachers pay less attention to students and do not observe student activities as a whole because the student chair model has a "U" shape so that students cannot be reached as a whole. Students who are ignored by teachers seem less serious about learning and tend to interrupt other students who are learning. Student participation in learning activities is not controlled and less noticed, so few students answer questions well. In addition, the Student Activity Sheet (LKS) that was prepared was less challenging, making learning activities seem monotonous and less motivated. Other findings expressed by observers in the learning activities of meeting I through Open Class are (1) teachers have not maximally applied the learning methods set out in the RPP, instead teachers still use conventional teaching methods, (2) the presentation of material does not end with conclusions, (3) teachers have not used media (4) topics in learning have not attracted the interest of student learning as a whole, (5) the teacher has not provided reinforcement to students who answer the teacher's questions, (6) the class has not been managed properly, in this case the teacher focuses more on the students sitting in front, (7) the teacher gives questions and is answered simultaneously by students, (8) the evaluation has not been measured and not guided by the teacher, not given sight and time is not determined, (10) the material has not been delivered systematically (11) the teacher has not been able to communicate well with students because it is more to active students only, and (12) greater teacher empathy to active students only. This is important to make it easier for students to understand the learning material. Since the explanations in this book are still very theoretical and abstract, this needs to be concretized with examples. Thus, learning can be more meaningful to students, more effective, and more efficient. However, overall, the study has gone well because class X is a boaan class in the application of the independent curriculum.

Implementation of the Second Cycle Lesson Study

Plan

Before entering the Open Class learning planning stage in cycle II, video recordings of learning in the Open Class cycle I are played back to be viewed together by lesson study participants. The goal is that teachers participating in lesson studies can provide input to model teachers in planning the next Open Class. This activity is guided and directed by researchers. Some inputs the researchers obtained based on observations of learning video recordings, which The researchers used as learning planning materials. In the Open Class Cycle II activity plan session, interesting learning scenarios. The researchers discussed at meetings I and II in cycle II. The preparation of learning tools is carried out jointly by partner teachers and lesson study implementing lecturers. The location of the school for the implementation of lesson study is SMAN 12 Makassar. The teacher model is the same as cycle I. In planning Open Class Cycle II, the input of the observer teacher in the reflection activities of Cycle One is used as material for developing learning performance in Cycle II. For example, input so that teachers minimize the use of learning media. In addition, there are also suggestions from observer teachers to

maximize the use of Community-Based Learning methods, and their application must be consistent and systematic following the steps that have been prepared together.

Implementation (Do)

The teacher begins the learning by dividing the students into groups. In this meeting, the model teacher will apply the Community-Based Learning based learning model in teaching and learning activities. Before starting the study, the teacher divided the students into groups and then opened the class as usual. After that, the Model Teacher gave the theme of the day's learning. Learning activities seem fun because students can express their opinions and exchange opinions with their group mates. Some students expressed their opinions on the questions presented by the teacher. Then, the teacher presents the material using learning media that can provide good interaction with students. Through this method, (a) the teacher first conveys the competencies to be achieved, (b) the teacher demonstrates the material, (c) provides opportunities for students to explain their opinions through CBL (d) the teacher concludes the opinions of students, (e) the teacher explains all the material delivered at that time, (f) closing activities. The results of observations of teacher activities in the implementation of cycle II learning actions through Open Class are presented in Table 3 below.

Data from Table 3 shows that the average score of respondents' assessment of 13 aspects related to teacher activity in Cycle II English learning is 76.69, which is in the very good category.

Table 3

NO.	STUDENT ACTIVITY IN LEARNING	CYCLE II	AVERAGE SCORE
1	Student readiness for learning	75	6.81
2	Student enthusiasm in preparing for learning	78	7.09
3	Student activities in the learning process	75	6.81
4	Student enthusiasm in participating in learning activities		6.45
5	Student responses in responding to or answering teacher questions	78	7.09
6	Student responses in responding to or answering other students' questions	75	6.81
7	Interaction between students	78	7.09
8	Quality of questions asked by students	79	7.18
9	Quality of answers submitted by students	78	7.09
10	Student involvement in drawing conclusions	78	7.09
11	Student enthusiasm in responding to assignments/follow-ups for the next meeting	79	7.18
Total		779	76,69

From Table 3 data, it appears that the average score of respondents' assessment of 11 aspects related to teacher activities in Cycle II English learning is 76.69 which is in the sufficient category.

Table 4. The results of observations of student activities in cycle II can be seen in the following table:

No	OBSERVED MODEL TEACHER ACTIVITY	Shoes	Average
1	Classroom management skills	58	5.61
2	Selection of methods used	60	5.69
3	Evaluation skills	56	5.53
4	Material mastery	56	5.76
5	Systematics of material delivery	60	5.84
6	Use of contextual issues	58	5.61
7	Quality of evaluation instruments	60	5.84
8	Ability to communicate with students	60	5.84
9	Ability to communicate with other teachers	57	5.76
10	Use of ICT	58	5.61
11	Empathic behavior toward students	56	5.46
Sum		643	65,02

From the data of Table 4, it appears that the average score of observer assessment of 11 aspects related to teacher activity in English learning Cycle II is 65.05 which is in the sufficient category.

Reflections

The interaction between students and teachers has been well established. Active, interactive, and communicative are already visible in the learning process. The students are very busy in answering questions from their teachers. And, one more thing, the teacher's less audible voice affects the concentration of students. The interaction that occurs between students and students during learning is quite good. Conditioning student groups is the right thing to establish cooperation between students in completing LKS tasks. Learning already contains interactive activities very well during the learning process. The students have done well to communicate, argue, and interact and they seem active and excited. The expected learning activity is to teach students through the inquiry process so that students are likely to construct their knowledge through learning activities. Student activity occurs in new learning by responding to what the teacher asks and commands. At first glance, the teacher seemed to be in a hurry. Because the time available is relatively short, the relationship between several learning sub-activities is less focused on the title of the theme taken. Another consequence is that the achievement of learning indicators is a question that some observers doubt. Even in learning, these learning objectives have not been assessed, either in the process or at the end of the learning activity. Using media in learning can make it easier for students to understand the material provided and arouse their curiosity about the material. The ability of teachers to treat students patiently and give students the

freedom to develop their creativity, especially when they write down examples of expressing opinions in public, very well. In the learning process, the provision of games by the teacher to provoke the enthusiasm of the students was done very well. The interaction between students and teachers during learning has shown good intensity. Students are interactive, active, and critical, especially when engaged in learning activities. Good communication between students and teachers makes the learning process more meaningful.

Interaction between students is seen when they discuss, help, and respond to each other in the question-and-answer process. The students looked enthusiastic when interacting with the teaching materials. The media that teachers provide for them during learning is very interesting and helps them understand the material. Similarly, the examples provided are easy to find daily. Students' enthusiasm and interest in the media can make it easier for them to understand the material. Based on reflection after learning, it was found that (a) the teacher has not explained the learning objectives, (b) the learning media used is clear, (c) the synchronization of learning material with the learning method used, (d) skilled in mastering the media, (e) empathy for students, (f) the use of two languages that provoke students to interact, (g) At the end of the lesson should be given assignments, (h) improper use of time.

Implementation of the Third Cycle Lesson Study Plan

Before entering the Open Class learning planning stage in cycle III, video recordings of learning in the Open Class cycle II are played back to be seen together by lesson study participants. This is so that the application of the learning method in cycle III can be achieved properly. Teachers or observers of lesson study participants can provide input to model teachers planning the next Open Class. This activity is guided and directed by the Lesson Study Implementing Lecturer. Some inputs are obtained based on observations of learning video recordings, which The researchers used as learning planning materials. In the Open Class Cycle III activity plan session, interesting learning scenarios The researchers discussed at meetings I and II in cycles. The preparation of learning tools is carried out jointly by partner teachers and lesson study implementing lecturers. The partner teachers suggested that the Model Teacher provide a reading material that the students would analyze together with their group mates. In addition, there are also suggestions from observer teachers to maximize the use of Community-Based Learning learning methods, and their application must be consistent and systematic following the steps that have been prepared together.

Implementation (Do)

In this third cycle, the teacher still starts learning by dividing students into several groups. In this meeting, the model teacher also applied the Community-Based Learning model in teaching and learning activities. Then opened the classroom as usual. After that, the Model Teacher gives a sheet containing readings that will be analyzed by students with their group friends. Learning activities seem fun, each student must be different about the material in their group so that all students can

integrate as a whole. In this cycle, learning is even more interesting because other groups can refute the group that expresses their opinions. The results of observations of teacher activities in the implementation of cycle II learning actions through Open Class are presented in Table 3 below.

Data from Table 3 showed that the average score of respondents' assessment of 13 aspects related to teacher activity in Cycle III English learning was 91.71, which is in the very good category.

Table 5

NO.	STUDENT ACTIVITY IN LEARNING	CYCLE II	AVERAGE SCORE
1	Student readiness for learning	80	8.0
2	Student enthusiasm in preparing for learning	84	8.11
3	Student activities in the learning process	83	8.33
4	Student enthusiasm in participating in learning activities	81	8.2
5	Student responses in responding to or answering teacher questions	81	8.2
6	Student responses in responding to or answering other students' questions	83	8.33
7	Interaction between students	86	8.61
8	Quality of questions asked by students	84	8.5
9	Quality of answers submitted by students	82	8.77
10	Student involvement in drawing conclusions	83	8.33
11	Student enthusiasm in responding to assignments/follow-ups for the next meeting	83	8.33
Total		910	91,71

From Table 2 data, it appears that the average score of respondents' assessment of 11 aspects related to teacher activity in English learning Cycle III is 91.71 which is in the sufficient category.

Table 6. The results of observations of student activities in cycle II can be seen in the following table:

No	OBSERVED MODEL TEACHER ACTIVITY	Shoes	Average
1	Classroom management skills	78	7.09
2	Selection of methods used	79	7.18
3	Evaluation skills	76	6.9
4	Material mastery	71	6.45
5	Systematics of material delivery	71	6.45
6	Use of contextual issues	76	6.9
7	Quality of evaluation instruments	76	6.9
8	Ability to communicate with students	78	7.09
9	Ability to communicate with other teachers	78	7.09
10	Use of ICT	75	6.81
11	Empathic behavior toward students	75	6.81
Sum		833	76,48

From Table 6 data, it appears that the average score of observer assessment of 11 aspects related to teacher activity in English learning Cycle II is 76.48 which is in the Good category.

Reflections

Cycle 3 provides interesting interactions between students because they can provide rebuttals and opinions. The interaction between students and teachers has been well established. Students have begun to dare to speak even though it is not optimal, the positive thing about the Community-Based Learning method is that students can speak to each other have been brave in fattening their opinions, and can respect the opinions of their friends. In this third cycle, teachers are more in control of learning because learning is already student-centered. The use of learning media has been maximized and interactive as evidenced by the lack of students who disturb their friends in learning, the students have been more concentrated on the material that has been given by the model teacher.

Community-based learning provides a dynamic and authentic context for literacy development. By actively participating in literacy projects that have real-world relevance, participants are motivated to engage deeply with textual materials, apply critical thinking skills, and adapt their literacy skills to practical scenarios. The Lesson Study framework ensures that literacy lessons are finely tuned to meet the specific needs and interests of the community, resulting in meaningful learning experiences (Prianggita et al., 2022).

Community-based learning initiatives embedded within Lesson Study facilitate a shift from passive learning to active participation. Learners consume information and create and share knowledge within their communities. This empowerment strengthens the community and fosters a sense of ownership over literacy skills, making them more likely to be sustained and applied beyond the classroom.

When infused with global perspectives, community-based learning aligns with the broader goals of global citizenship education. It encourages participants to consider the global implications of their actions and fosters a sense of responsibility toward addressing global challenges. This finding underscores the potential of community-based learning to contribute to the development of informed and socially responsible global citizens (Lastra, 2018).

Lesson Study's collaborative approach supports educators in designing and implementing community-based literacy projects that align with local needs. Collaborative reflection allows for ongoing improvement, ensuring the initiatives remain responsive to the evolving literacy and community engagement goals.

CONCLUSION AND RECOMMENDATION

Through collaborative classroom action research, teachers have embarked on a journey of inquiry, reflection, and improvement. They have actively engaged with their teaching practices, seeking to align them with the evolving demands of literacy in the number of key insights.

Teacher Empowerment: CAR has empowered educators to take ownership of their teaching practices. By engaging in collaborative research, teachers have become active agents of change within their classrooms and communities. They have identified areas for improvement and have been equipped with the tools and knowledge needed to bring about meaningful change.

Enhanced Literacy Skills: The iterative nature of CAR has resulted in continuous improvements in literacy instruction. Teachers have fine-tuned their pedagogical approaches, adapting them to the diverse needs of their students and communities. The data-driven insights gleaned from CAR have not only informed instructional decisions but have also led to measurable improvements in students' literacy skills, encompassing traditional, digital, and media literacy.

Community Engagement: Collaborative classroom action research has extended the classroom into the community. Through Lesson Study and community-based learning initiatives, teachers and students have forged reciprocal relationships with local communities. They have actively addressed authentic community needs, thereby enhanced community engagement and fostering a sense of responsibility toward the broader society.

Reflection and Iteration: CAR's cyclical process of inquiry, reflection, and iteration has become ingrained in the educational culture. Teachers have embraced the value of ongoing reflection on their practices. They have recognized that effective teaching is an ever-evolving endeavor, one that requires continuous adaptation and improvement.

In conclusion, collaborative classroom action research has been a driving force behind the transformative role of community-based learning and Lesson Study in empowering literacy skills and nurturing active global citizenship. Through collaborative inquiry, educators have not only enhanced their teaching practices but have also catalyzed positive change within their communities. This article serves as a testament to the power of collaborative education research, emphasizing the importance of teacher agency and the potential for meaningful, evidence-based improvements in teaching and learning. As educators continue to embrace the principles of collaborative classroom action research, the journey toward empowering literacy and fostering global citizenship becomes a collective endeavor, with students and communities as active partners in the pursuit of educational excellence.

REFERENCES

- Arfenti Amir, Muh. Reski Salemuddin, Akhiruddin, Sriwahyuni, Jalal, & Abdul. Malik Iskandar. (2022). The Application of Time Token Learning Technique in Improving Students' Sociology Learning Activities. *IJOLEH : International Journal of Education and Humanities*, 1(2), 95–107. <https://doi.org/10.56314/ijoleh.v1i2>
- Al Wahid, M. R., Mutiani, M., Handy, M. R. N., Syaharuddin, S., & Rusmaniah, R. (2023). Study of Literature Regarding Human Life in the Pre-literacy Period in

South Kalimantan in Social Studies Class VII Learning. *The Kalimantan Social Studies Journal*, 4(2), 136-149.

- Boss, S., & Krauss, J. (2022). Reinventing project-based learning: Your field guide to real-world projects in the digital age. International Society for Technology in Education.
- Efendi, M. Y. (2022). Designing Supplementary Speaking Materials Based On Communicative Language Teaching (CLT). *EDULEC : EDUCATION, LANGUAGE AND CULTURE JOURNAL*, 2(2), 150–160. <https://doi.org/10.56314/edulec.v2i2>
- Effendi, M. (2017). Penerapan Lesson Study dalam Meningkatkan Kemampuan Mengajar Guru Bahasa Inggris pada Madrasah Tsanawiyah Negeri Model Sorong. *Journal of Islamic Education Policy*, 1(2), 113—127.
- Hasnani, M., & Mubarak, H. (2019). The improving speaking ability of ESP students through self-assessment and peer-assessment. *Celebes Education Review*, 1(2), 90-98.
- Hasnani, H., & Mubarak, M. H. (2020). The use of peer-assessment in enhancing ESP students' speaking ability. *Ethical Lingua: Journal of Language Teaching and Literature*, 7(1), 74-81.
- Hasnani, H., & Ismail, A. (2020). ENHANCING STUDENTS'READING ABILITY THROUGH PEER-ASSISTED LEARNING STRATEGIES (PALS). *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 23(2), 260-270.
- Isnadila, Ibrahim, M, Hasnani. (2022). The Influence of Audio Lingual Method Toward Speaking Skill of the Eighth Grade Students at SMP Negeri 6 Bontoramba. *EDULEC: EDUCATION, LANGUAGE AND CULTURE JOURNAL*, 2(3), 292-300.
- Kastner, M., & Motschilnig, R. (2022). Interconnectedness of adult basic education, community-based participatory research, and transformative learning. *Adult Education Quarterly*, 72(3), 223-241.
- Lastra, S. P., Durán, N. C., & Acosta, D. (2018). Community based pedagogy as an eye-opening for pre-service teachers' initial connections with the school curriculum. *Colombian Applied Linguistics Journal*, 20(2), 209-229.
- Lestari, R. D., & Andriani, A. (2023, July). ANALYSIS OF CIVIC SKILLS IN THE IMPLEMENTATION OF A PROBLEM-BASED LEARNING MODEL IN CLASS 5B OF LEDUG PUBLIC ELEMENTARY SCHOOL, KEMBARAN SUB-DISTRICT, BANYUMAS. In *Proceeding Internasional Conference on Child Education* (Vol. 1, No. 1, pp. 78-92). Universitas Muhammadiyah AR Fachruddin.
- Prianggita, V. A., Hendayana, S., Jihaduddin, & Riswanto, D. (2022). ANALISIS PROSES PEMBELAJARAN MELALUI LESSON STUDY FOR LEARNING

COMMUNITY BERBASIS TRANSKRIP BASED LEARNING ANALYSIS (TBLA). Kaffah: Jurnal Pendidikan Dan Sosio Keagamaan, Page 66-81.

- Sriyati, S. (2014). BAGAIMANA IMPLEMENTASI PENELITIAN TINDAKAN KELAS DALAM AKTIFITAS LESSONS STUDY? Jurnal Pengajaran MIPA, Volume 19, Nomor 1, April hlm. 61-68.
- Sujarwo, S., Asdar, A., Sabillah, B. M., Sukmawati, S., Akhiruddin, A., & Syata, W. M. (2023). Innovation In English Language Learning Model Based Digital Literacy To Construct Young Learners' Character. Ethical Lingua: Journal of Language Teaching and Literature, 10(2).
- Utami, I. W. P., & Widiadi, A. N. (2016). Wacana Bhineka Tunggal Ika dalam Buku Teks Sejarah. Paramita: Historical Studies Journal, 26(1), 106-117.
- Wahyono, P., & Susetyarini, E. (2021). Misconceptions of Biology Education Students in Biochemistry Course during the COVID-19 Pandemic. Journal of Biological Education Indonesia (Jurnal Pendidikan Biologi Indonesia), 7(2), 104-110.
- Yoshida, N., Sugita, H., Kumai, S., & Fukuda, A. (2021). Lesson Study with multiple stakeholders: Community-based Lesson Study. In Lesson Study-based Teacher Education (pp. 183-198). Routledge.