

DEVELOPMENT OF STUDENT CHARACTER THROUGH COLLABORATION STUDY AS TOOL BUSINESS EDUCATION

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Abstract

The purpose of this paper is to develop the character of students through collaborative learning methods in the course of business feasibility study as tool business education. Learning strategy used is the lesson study model of Plan- Do-Check – Act, based on the character thought task of making proposals of business feasibility study and exhibition of products Learning techniques used are : (1) Collaboration between faculty as the executor of learning with collaborators or observers, (2) Collaboration students. The characters are successfully developed in this research are: (a) Cooperation, as seen from the performance of students who have increased after the implementation of each cycle and the more visible the quality of such cooperation when implementing product exhibition . (b) Discipline , which has increased , it is indicated on the accuracy of the implementation plan , participation and contribution made by students from the preparation to the implementation of the exhibition . (c) Honesty is visible from the effort to produce the product itself or the result of frinchise with other entrepreneurs.

Keywords: Development of Student Character, Lesson Study, Exhibition
Business Products

BACKGROUND

Innovation and creativity in developing teaching faculty are increasingly required to prepare students who have good character in the context of business education for students . This is necessary as the changing times and the increasingly fierce competition . Lesson study as a collaborative learning method emerged as one of the alternatives to overcome the problem of learning practices that have been seen as less effective . The main principle of lesson study is a gradual increase in the quality of learning by learning from its own experiences and others in learning activities . Lesson study is a significant effort to improve the quality and professionalism of the lecturers in facilitating the learning process

that is designed as part of the internal quality assurance pedagogical competence and professionalism of the lecturers .

Business Feasibility Study subjects deliberately chosen because of the content of this course contains a good integration of different skills that can be categorized as a hard -skills and soft skills are very important owned by students. Various skills can be described hard -skills in the skills of the business feasibility of developing a proposal and held an exhibition of products that will have an impact on students' ability to organize , evaluate and reflect a product exhibition event .

While the soft-skills, students are expected to be able to cooperate with all parties involved in such a product exhibition event sponsors, the partners of SMEs, relevant agencies, units within the University, and with fellow students either at the stage of preparation (pre-exhibition), the stage of the exhibition, as well as post-exhibition.

This course examines extensively on the preparation of the exhibition proposal that includes market analysis, technical analysis, operations management, social and economic analysis, and financial analysis. detail design of the exhibition that includes day and date based on strategic considerations, the design of the exhibition by setting the scope of the design and location of the exhibition, the design of the source of funding, sponsorship and sources of other financial support), types and categories of products and services that will display; organizing exhibitions and evaluation as well as reflection on the organization of the exhibition.

There are some basic things that must be carried out in the course of the business feasibility study that is both interpersonal and intrapersonal relationship, namely the importance of the need for collaborative learning among students and stakeholders. Outcomes in this course is the harmonious integration between the hard-skills and soft skills the student individually. In addition the process of collaboration between students is expected to occur significantly through cooperation between individuals, between groups, motivate each other both internally and externally, honesty, discipline in fulfilling the targets every stage of the process, openness and sportsmanship in accepting constructive criticism

among students, responsiveness to helping individuals and other groups as a result of the exhibition will be the result of a collaborative partnership group as a whole. Reality is happening and is perceived is that students still lack both the knowledge and experience of working collaboratively. Individualism, selfishness and individual competitions that tend not healthy is still evident and which will result in "harm" and reduce the level of success of an exhibition event in nature is the result of a collaborative spirit of cooperation.

Reflecting on the conditions and problems learning courses Business Feasibility Study, there are some fundamental issues that can be formulated as follows: (1) Lack of knowledge of students both at the level of the concept and practice of the spirit of collaboration that is becoming critical point in the organization of the exhibition of products. (2) The lack of sharing of experiences between students, between students and clients / target / audience as a reference exhibit up to date where empirically very useful for the development of the exhibition event organizing skills. (3) Reflects the learning process for these courses are still poor Business Feasibility Study will be understanding, significance, competencies and practices of learning that emphasizes collaboration among individuals and groups according to the nature of this course that the success of an event which is determined by the high exhibition level and collaboration power that underlies and every stage of the process underlying the organization of exhibitions. (4) In the extreme there is a need for learning do students really collaboratively by way of cooperation and relations between students personal nature, with expectations of students capable of delivering the performance or maximum performance through sharing and cooperation so as to create a conducive nuances that can minimize the occurrence conflict, eliminating personal egoism, increase the motivation of individuals and groups, and mutual support towards the success of the exhibition event feasibility. All the collaborative process is expected to be a meaningful understanding and experience regarding organizing an exhibition of the actual event.

On the basis that the researcher is interested to implement a collaborative learning model (colaborative learning) courses in Business Feasibility Study to establish and build positive characters are accommodated through collaborative

learning, which include teamwork, honesty, openness, discipline and culture collaboration to enrich the science through sharing experience both individuals and groups.

Specifically, the goals and targets of this lesson study if it is associated with aspects of quality improvement Teaching and Learning with character development in business education are as follows: (1). Collaborative learning (collaborative learning) in an effort to improve cooperation of individuals and groups as the key to success in outcomes Course Business Feasibility Study. (2) Build a positive character spirit of cooperation, honesty, discipline, openness, and mutual support that support the implementation of the process of learning and teaching in Business Feasibility Study Course so it can be fundamental in carrying out each stage in the process of organizing exhibitions, both pre-exhibition, execution and post-exhibition. (3) Minimize conflicts often occur in teamwork through collaborative learning, considering the subjects spirit of cooperation, honesty, discipline, openness, and mutual support was organized and attended by approximately 62 students who are required to produce a concept, theme exhibitions and exhibition design the same, so that disagreements and disputes due to misunderstanding between individuals and between divisions likely to occur. With the collaborative learning it is expected that the symptoms that can disrupt and even endanger the success of this exhibition event can be minimized as early and as much as possible.

METHODS

Lesson study activity is housed in the Department of Accounting of Panca Marga University regulated as class lectures Business Feasibility Study. As for the implementation of lesson study activity lasted for 3 weeks which consisted of 3 cycles of activity, where each cycle implemented by stages Plan, Do and See.

Target lesson study is the student's eyes Business Feasibility Study participants and lecturers observers as an important target both to engage cultivate the spirit of collaboration and cooperation with the principles of open give and take. Business Feasibility Study subjects basically aims to provide supplies to students about the ability to create business proposals and designing the

organization of an exhibition event. Specifically, the topics in this course are widely examines the feasibility of a business proposal that includes the management of markets and marketing, engineering and production analysis, financial analysis, social and economic aspects, the design details of the exhibition that includes day and date based on the strategic considerations, the design of the exhibition with the scope of the design and location of the exhibition setting with strategic considerations as well, the draft funding sources, types and categories of products and services will be exhibited; the exhibition includes the preparation of the exhibition includes also designing forms of ceremonial opening and closing, formats dissemination to the target audience, while the evaluation and reflection of the exhibition includes a variety of activities, including the evaluation of exhibitions that have been implemented and design follow-up exhibitions.

The model used in this study is a collaborative lesson learning or learning kolaborative which in this model enables lecturers to create a social environment that is characterized by a democratic environment and scientific processes. The main responsibility of educators is to motivate students to work collaboratively in the learning that takes place.

In general, the sequence of steps detailed lesson study since the preparation of the action plan up to the sharing of experience are as follows:

(1) Preparation Stage. During the preparation stage performed an initial meeting with the team having previously carried out the preparations. The steps are: (a) The present executor Lecturer purpose and significance of lesson study for increased professionalism paedagogik lecturer in front of the team. (b). Lecturers implementing scenarios to create a syllabus and lesson plan. (c) Implementing Lecturer presenting syllabi, course descriptions and competencies to be achieved, SAP, learning models and scenario chosen as a grand design in front of the team. (d) Teams to provide input and suggestions related to the activities to be implemented. Observation sheet was developed based on important aspects paedagogis based competencies to be achieved, evolve according to the needs in each cycle. (e) Lecturer executive with the team to make improvements, to make a deal at least three times the number of cycles of planning, action, reflection of learning activities based SAP (early, middle, and end) as well as the commitment

of their time together. Including technical to do the recording process so that all the activities documented and become viable as a source of supplementary learning materials in a reflection activity.

(2). Implementation Phase. At this implementation stage, a technician on duty to perform recording using a handycam. The image is taken as a whole will then be waged editing on some events that are considered important. While observers sat in the back. As a general rule the following activities: (a) implementing Lecturer implement the lecture began learning contract until subsequent meetings (teams make observations correspond agreed time) (b) After one lecturer observations with the team allied to reflect the observations supported recording Full video learning (c) Lecturer executive with the team allied to plan activities based on the results of reflection in which things are perceived significant and need to be improved to be improved. At this session focused on the ability of faculty to deliver the student is specified competencies and improvement of basic skills learning facilitation others (d) Lecturer executor did return the lecture and the team allied to observe the agreed schedule (e) Lecturer with the team to reflect back as in step b to d of at least 3 times the process.

Reflection stage (picking lesson). At the end of the whole process is done to reap the overall reflection valuable lessons that can be obtained. Reflection activities carried out by: (a). Lecturer executive with the team reflects the entire cycle of learning. Student representatives are invited to provide input in accordance with their perspective in an effort to refine the analysis. This session will be conducted in a thorough assessment of the evidence that has been documented. (b) Various input both from the team and students as well as the results documented as a reflection of learning materials that will be disseminated to the faculty level, with the whole recording process. (c). The preparation of the full report and prepare materials for sharing the experience to another lecturer at the University of the implementing lesson study.

Methods of observation and data recording is done in this activity during the learning process through observation using the observation sheet and video recording. In practice a technician perform recording using a handycam. The image is taken after thorough editing are carried out on some of the events that are

considered important. As a general rule the following activities: (a) Lecturers implementing implement the lecture began learning contract until subsequent meetings and team observations fit the agreed time (b) After the first observation time lecturer with the team allied to reflect the observations supported video recordings Full learning (c) Lecturer executive with the team allied to plan activities based on the results of reflection where the important things that need to be improved to be improved. It focused on the ability of faculty to deliver the student is specified competencies and improvement of basic skills learning facilitation others (d) Lecturers implementing implement the lecture began learning contract until subsequent meetings and team observations fit the agreed time (e) Lecturer together as a team to reflect back on steps b through d until at least 3 times the process.

RESULTS AND DISCUSSION

1. Implementation Cycle I

Action in the first cycle begins with the application of learning Collaborative Learning by using groups. Implementation of this study aims to improve the discipline and teamwork. The first cycle was conducted over one face to face meeting or a 2 hour lesson. Implementation of this learning is done by one lecturer models that served to teach and be a facilitator of learning, one moderator in charge of helping lecturers models set the course of the learning process, and two observers were tasked to observe the learning process. In the first cycle was conducted by the application of learning colaborative containing two activities, namely discussion group and presenting a business proposal group work

Phase Plan. Stage plan starts with drafting the learning to be carried out based on preliminary data submitted by the student kodisi lecturer of the course which will also serve as a lecturer on the implementation of the model's lesson study. Lesson plan created by focusing on the emphasis the importance of teamwork and discipline students. Based on their designs, implementing lesson study activities to do in the first cycle does not require learning equipment, since learning will be more done in group discussions. Executing only need to prepare observation sheets to observe the activity and performance of each group.

Do stage or stages of the implementation of learning in the first cycle is initiated learning activities with faculty model and moderator opened the lessons. After learning is opened, the activities continued with reports from students who acted as chairman of the exhibition of products of the preparation they've done for the seminar. Through these results, a model professor asked the students to join in small groups. Based on the condition and achievements of the target subjects, the group is a group formed by the divisions that exist in the product exhibition activities, it is intended that there is good communication and coordination in each division, so that finally awakened good cooperation in each division.

Each division has been gathered by a team of their respective divisions directly to coordinate and discuss the problems faced in carrying out the duties of each individual. In addition, each division also makes the work plan and the target outcomes should be promptly addressed with concrete actions for the success of seminar business proposals activities that have been planned.

At the end of the activity, the lecturer asks the model short report the results of the discussions that have been implemented by each division. Then lecturer and motivational models conclude that students are able to work well together and the importance of discipline for the success of the seminar has been planned, including the discipline of punctuality present in lectures. After lecturer models provide motivation, lecturer models along moderator ended the implementation phase of the cycle do I.

See stage. At this stage of see, implementing lesson study team to discuss all of the activities that have been implemented in stages do. Based on the observations made by the observer, who has carried out stage do still have some shortcomings, among others: (1) time management conducted by lecturers model is still less well, so not all of the activities planned in stage plan can be implemented. (2) There are many students who are not disciplined in following the lecture, is evident from the number of students who arrive late. Recorded during the implementation of the lectures take place there late 6 students present during the course progresses. This is indicated by selected during a lecture that lasted only able to move the engagement of students who are included in the exhibition's core team and others just feel as "cheerleaders" exhibition activities.

(3) Cooperation team still look up to, during the discussion in the division, not everything is serious in following the discussion, there are a few students in division seen busy with his own business and not get involved in discussions. There is only one division that looks discuss optimally. Based on the results of implementing lesson study team discussions, it is necessary to reform and a more mature learning plan for the second cycle, so that the implementation of lesson study can be run well and is able to achieve the goals that have been planned.

2. Cycle II implementation

Implementation of the second cycle of activities focused on increasing student discipline ranging from punctuality lecture attendance, punctuality targets completion of activities in each division of the exhibition as well as improving the quality of teamwork both teams in the division and inter-division team in the exhibition.

Cycle II was conducted over one face-to-face meetings and carried out by one lecturer models that served to teach and be a facilitator during the lecture progresses. In the second cycle the implementation of the learning is done by modifying the group of experts and development group sharing among divisions. Also in the second cycle is also used worksheets development of each division with the division targets have been achieved, the target has not been achieved as well as the division of time achieving the targets are not achieved.

Phase Plan. This phase begins with the repair and preparation of the Program Plan (RPP) to be implemented by the reflection cycle I. RPP second cycle focused on improving the discipline of both timeliness and completion of the lecture enter the appropriate division targets a predetermined time and improving the quality of team work in both the division and among divisions exhibition. Based on the design made in the second cycle, the planned presence of lecturers models and lesson study teams 10 minutes earlier than scheduled lectures take place. This is intended to awaken imaging that are ready to give lectures Lecturer on time, so that when students are present Lecturer of the model was ready in the classroom. It is also intended to discipline students for timely attendance. Furthermore, the implementation of the grouping during the lectures modified by the formation of a team of experts consisting of groups within each

division and sharing group consisting of members between divisions that exist within the exhibition committee. Modifying group is done with the intention that each student has a thorough understanding of the development of his own division as well as the development of other divisions that exist within the exhibition committee. This will certainly spur students to complete target has not been achieved in the division according to predetermined targets. Moreover, the well developed planning Student Worksheet (MFIs) that contains the targets to be achieved by each division of the exhibition, it is intended to increase discipline and teamwork within divisions and between divisions exhibition.

Phase Do. In accordance with the planning of the second cycle, Lecturer of the model was ready 10 minutes before the lecture took place and was followed by the presence of students. Lecturing activities began with opening lecture continued with the goal to be achieved during the course of the lecture progresses. After giving a summary of the material the previous week and the steps to be taken at a meeting in the second cycle, Lecturer direct model to condition students in each division called expert team. Currently each division were gathered with their respective members, Lecturer models share MFI (Worksheet students) that must be completed by each division that all its members are responsible as an expert of the division. Implementation of the discussion in the group division lasted for approximately 30 minutes, in which each member is obliged to master the MFIs which will be distributed in groups sharing between divisions. After the group discussion is finished then formed new groups called the sharing group composed of representatives from each division come together to provide information on the performance that has been achieved and which have not been achieved and the target achievement to members between divisions based MFI that has been formulated in the division. Group sharing takes place in accordance with what has been planned, with each group sharing a group formed of members between divisions of the exhibition thus formed division intact. Each discussion group to discuss and coordinate what has been achieved and what is required by each division. This sharing group activity lasts approximately 40 minutes, while Lecturer models signaled that discussions should be immediately terminated the students still want the extra time.

At the end of the lecture, the lecturer asks MFIs models of each division and the results of group sharing to be submitted to the chairman of the exhibition committee as reports from each division. Lecturer models and concluded from the lectures that have been going on and appreciating of the reduced number of students who present late following the lecture, which declined from the previous meeting. Lecturers back motivate the importance of discipline and teamwork to be able to make exhibitions as expected.

See stage. Reflection phase of implementation of the second cycle of activities carried out after the implementation of the cycle ends. In the reflection phase, the implementation team to discuss all of the implementation of which has been implemented in stages do. Based on the observations made by the observer looks no student who comes late. This indicated the impact of motivation given by lecturers models. Implementation of the discussion in the division also has been running quite well, this is due to the adanyanya MFIs that leads students carry out activities. Only discussions between divisions is still visible ineffective. Lecturer models need to be more assertive in providing reinforcement and inputs to the conflict in discussions in order to discipline a group sharing the exhibition remains in accordance with a predetermined schedule. Based on the results of implementing lesson study team discussions, it is necessary to reform and a more mature learning plan for the third cycle, so that the implementation of lesson study can be run well and is able to achieve the goals that have been planned.

3. Cycle III implementation

Cycle III activity is focused on the exhibition of products which is the ultimate goal in the Feasibility Study subjects Business and is a manifestation of the achievement of competencies expected to be fulfilled by the students, which include the implementation of the activities of a representative exhibition of products by promoting the discipline of time that the accuracy between the planned exhibition with reality day of the exhibition, teamwork is indicated by the high collaborative cooperation, both among students and among divisions in the exhibition event, especially at the time of sharing between members of different divisions, honesty is primarily concerned with the honesty of each student to produce its own products that will be exhibited at the event exhibition in the form

of products and services.

Activity in Cycle III implemented in two phases, namely a face-to-face meetings by one lecturer model that served mainly as a facilitator during the lecture progresses. In the third cycle of the first phase, mainly carried out a comprehensive check (confirmation and clarification of the final stage of comprehensive) of readiness and students in organizing exhibitions Whereas the second phase is the observation keterlaksanaan student exhibition and the achievement of targets in the exhibition which is indicated by the public interest against the exhibition, as well as the involvement of stakeholders the participation of the academic community and other social.

Stage Plan based on the results of the discussion focused executive team in a Phase see lesson study which has taken place in Cycle II, which is very important to make corrections and lesson planning is more mature in the third cycle, so that the implementation of lesson study can be run well and is able to achieve objectives that have been planned. Plan phase begins with the repair and preparation of lesson plans that will be implemented based on the reflection of Cycle II. RPP Cycle III is focused on improving the quality of cooperation and team discipline and team members as a whole is mainly related to the completion of the appropriate division targets a predetermined time and monitoring the progress of each division in organizing tasks and responsibilities later in the exhibition event.

Settling especially regarding student kedisiplinan towards feasibility and achievement of the tasks and responsibilities of the job tasks of each division. Plan activities in this phase will be focused also on the confirmation and final clarification of the extent of each division has reached the target that has become a work plan from the outset given the exhibition event to be held a few weeks. It will be implemented in the classroom as part of the first phase of the action Do lecturer mainly acts as a facilitator Model checkers another lesson study team as observer. While the second phase will be conducted Do during the exhibition where all the teams lesson study direct observation regarding the enforceability of the exhibition at the location.

Do the first stage. Activities in this activity begins with giving back

reinforcement in the form of motivation to students by lecturers Model of the importance of good attendance and discipline of teamwork, especially taking into consideration that the exhibition event is approaching the planned schedule. Modification group sharing among divisions is not done anymore, because it's going to do a cross-check the final comprehensively by lecturers Model of each division. Lecturer model then provides the opportunity for each division by the division in charge assisted by its members to provide a progress report on their duties and responsibilities as well as the position and role of the real in the exhibition event later in front of all the students. This form of communication and sharing meant that all students know exactly the extent of each division is ready to participate in the exhibition event penyelenggaraan later. Obstacles that must be faced by each division are also described at the time, in order to obtain solutions that range from all the students representing their respective divisions. One example is the Sponsorship Division, which until now still not received confirmation from most of the prospective clients are expected to participate in the exhibition later. This is due to the many proposals that spread but constrained by limited personnel assigned reconfirm the willingness of prospective sponsorship. In this forum then formed again a small team to help distribute personnel to each location where sponsorship proposal will be reconfirmed. Public Relations Division are also constrained by the distribution of invitations, pamphlets and brochures to the academic community (schools) and the general public, as the target visitors in the exhibition later, due to delays in deadlines tercetaknya pamphlets and brochures so the time is so tight, there are still many un invitation especially to schools are mostly not yet distributed. The solution has been found also in activity Do this first phase which is the formation of small teams consisting of other divisions that are ready to help distribute invitations, pamphlets and brochures were prepared for distribution.

Last activity in this phase, after knowing each position in a progress report which has been submitted by each division, and all solutions to the problems faced by each division also has been resolved, then the Chairman of the Committee was asked by the lecturer Model to present the site plan in detail that will not happen miscommunication setting the location and posts to be occupied

by each division at the exhibition site. Discussions are taking place quite effective and communicative, especially questions and feedback about the decor and placement exhibition booths, visitors flow in and out, the placement of participants in the race event, as well as communication changes for the second day of the exhibition.

Do second phase dilaksanakan moment right at the time of the exhibition of products. All teams Lesson Study doing visitation at the exhibition site housed at the University of Panca Marga page Probolinggo conducted thorough observations ranging from the preparation of the exhibition afternoons when students prepare decorations, tools and equipment, and so on. The next day, the morning begins with the opening of the student exhibition and Management Accounting Department which took a very dynamic and enlivened by the Group band students. Opening was conducted by the Dean of Economics Drs. Moh Syaiful Bahri, SE, lecturers, professors models, lecturers and observers attended on invitation. The next activity is the stage some actions by participants from several Prodi is quite got rave reviews from visitors. Meanwhile, many other visitors seen visiting the contents of the booths in the form of products and services. or who participated in the exhibition event and the event in an orderly manner.

See the first phase implemented after completion of the first stage Do. Upon completion of the course and after the implementation of the student exhibition. See stage, the observer and lecturer models which hold a reflection on the results of the reflection can be described as follows. (a) Most students already have an understanding and awareness of the discipline and the significance of cooperation within the group because they are well aware that the success of the exhibition event is not an individual success but hard work groups and the results of discipline and teamwork. This is evidenced by the seriousness of the students in presenting the progress report of each division and their success in identifying any obstacles that required a solution as soon as possible. (b) The success of effective communication and sharing that took place during the lecture on stage do first is an important indicator as capital in the team cooperation and identify the level of student discipline in the pursuit of achievement of targets for each division. Moreover, fairness also been seen and identified through their recognition of the

obstacles that exist, as well as requests for assistance on their division negligence in the catch-up deadline, honesty is also implicit in identifying the works of the products showcased by a team that includes lesson study which product is own works and what products are on display in the exhibition event which is a product of another person or institution. (C) Master models have been successful in providing reinforcement to motivate students with regard to disciplinary problems, teamwork and honesty. This is indicated by the precision of the time course of lectures, enthusiasm of all the students in preparing for the exhibition and has maximum communication between students and between divisions. (D) However, there are still some students who look less active, both in lectures and discussion groups sharing or modification, even though it was done in various ways including the individual was sent to another division to communicate the progress of its divisions with the intention that these individuals understand and is responsible for the task responsibilities. However, basically the result and purpose of the activity is already effective and maximum, only those students who are classified as passive as identified already has a track record that is unsatisfactory both in the course of this exhibition and the lecture-lecture other subjects (active rare entry lectures, often late for lectures, rarely participate in lectures, and often neglect the duties lectures) so that the character "indiscipliner" they had known in advance by his friends in the class.

See Second Stage. (a) the main indicator that the discipline has been achieved, namely: the implementation of education exhibition by students of Accounting Department in accordance with the plans and predetermined schedule without any delay. This is very significant considering that in the course of business kelaykan previous studies always happen delay or delays due to lack of discipline msing respective divisions in implementing the target achievement per week ranging from planning to the implementation. So the scheduled time does not correspond to the implementation of (the delay between 4 to 8 weeks of the plan). (b) cooperation or collaboration among student groups are already visible with an indication of the implementation of the exhibition event smoothly and orderly without significant obstacles. Another indicator is solid each division in the present exhibition booths consisting of print media, audio media, audio-visual

media or instructional video, instructional issues consultancy corner. Overall, the expected results have been achieved with the maximum and is the fruit of effective communication in a solid group collaboration among students and between divisions which greatly affect the color of learning interactions both during lectures and exhibitions take place.

Some of the limitations in the implementation of Lesson Study can be described as follows: (1) The timing of the lesson study that only lasted for 2 (two) months maximum not contribute to the implementation of lesson study procedures to the maximum. This is primarily due at the beginning of the implementation of lesson study, the student has passed the lectures and more effective cross-checking in the field, setting the location, determining the number of booths and technical issues other exhibitions, such as distribution of invitations, pamphlets, and brochures as well as confirmation of sponsorship and organization of tools and materials that will be used in the exhibition. The implication is that in the implementation do during lesson study in the classroom, many students who have to carry out field work could not attend lectures because they have to pursue the achievement of the target of each division, so that the issue of discipline lecture into something significant. (2) The second problem with regard to the size class (class size) is quite large. Therefore, the exhibition event is an activity that involves personnel or adequate human resources and require substantial financial needs, then two classes (regular and non-regular) put together to support adherence to the exhibition. The implication, of such a large number of students (approximately 62 students) led lectures sometimes lasts less effective due to limited supervision and monitoring by the lecturer during the lectures take place. Lecturers are often too overwhelmed in organizing the continuity of discussion, both in large groups and small groups that often occur miscommunication and mismanagement in the classroom during the lectures take place.

CONCLUSION

Based on the implementation of learning that has been done, it can be concluded that: (1) The collaborative learning model was quite effective in the implementation of exhibition subjects, because this course is more demanding for

the students' ability to cooperate with others. (2). Lesson Study activities iselenggarakan generally went smoothly, however, some constraints on the timing and size class makes its own problems that must be faced. (3) The activities developed Lesson Study can be concluded is able to provide significant impact on the sustainability of educational technology exhibition which is the output of the courses of education technology exhibition. (4) The development of character is successfully developed in the course of educational technology exhibition through lesson study activities include: (a). Cooperation, as seen from the performance of students who have increased after the implementation of each cycle, and the more visible the quality of such cooperation when implementing product exhibition. (B.) The discipline, which has increased each cycle, it is indicated on the accuracy of the implementation plan with the reality on the ground, given the participation and contribution of students from the preparation to the implementation of the exhibition

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