

Putting Global Education Through Transcript Based Lesson Analysis in Higher Education

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Abstract: Putting Global Education Through Transcript Based Lesson Analysis in Higher Education. Objectives: This research describes global educational practices that focus on achieving a global perspective in Transdisciplinary and Cross-Discipline Approaches in Social Studies Learning. **Methods:** This study uses a qualitative method as a research approach. The research was conducted from September 26 to October 10, 2021. Miles and Huberman's interactive model reduces interview data, presents research results in a descriptive narrative manner, and concludes research results. **Findings:** describing the differences in conversations that occurred in cycle one and cycle two, which the lecturer understood because students were reluctant to speak. The reluctance to express opinions is due to limited mastery of the material and fear of interpretation. Therefore, based on round one, lecturer provides brainstorming by conveying the importance of expressing opinions in learning. **Conclusion:** Lecturers have the main role to provide brainstorming by conveying the importance of expressing opinions. In addition, the subject of transdisciplinary and interdisciplinary approaches in social studies learning puts forward the principles of scientific culture in the academic field.

Keywords: global education, transcript-based lesson analysis (TBLA), conversation.

Abstrak: Menempatkan Pendidikan Global melalui Transcript based Lesson Analysis di Pendidikan Tinggi. Tujuan: Penelitian ini mendeskripsikan praktik pendidikan global yang berfokus pada pencapaian perspektif global dalam Pendekatan Transdisipliner dan Lintas Disiplin dalam Pembelajaran IPS. **Metode:** penelitian ini menggunakan metode kualitatif sebagai pendekatan penelitian. Penelitian dilaksanakan pada tanggal 26 September hingga 10 Oktober 2021. Model interaktif Miles dan Huberman mereduksi data wawancara, menyajikan hasil penelitian secara deskriptif naratif, dan menyimpulkan hasil penelitian. **Temuan:** menggambarkan perbedaan percakapan yang terjadi pada siklus satu dan siklus dua, yang dipahami dosen karena mahasiswa enggan untuk berbicara. Keengganan menyampaikan pendapat disebabkan keterbatasan penguasaan materi dan takut menafsirkan. Oleh karena itu, berdasarkan siklus satu, dosen memberikan brainstorming dengan menyampaikan pentingnya mengemukakan pendapat dalam pembelajaran. **Kesimpulan:** Dosen memiliki peran utama untuk memberikan brainstorming dengan menyampaikan pentingnya mengemukakan pendapat. Selain itu, pokok bahasan pendekatan transdisipliner dan interdisipliner dalam pembelajaran IPS mengedepankan prinsip-prinsip budaya ilmiah di bidang akademik.

Kata kunci: pendidikan global, transcript-based lesson analysis (TBLA), percakapan.

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■ INTRODUCTION

Education and society are two concepts that are related to each other. The practice of education is attached to the community in daily activities from simple to complex things. Therefore, the existence of education is essential for society. This perspective leads to the conception of global education. Referring to Grossman's (2017) description, global education includes global changes that occur and is intended to emphasize empathy and caring behavior (Manfra & Bolick, 2017; Sarbaini, Jumadi, Abbas, & Rajiani, 2019). Furthermore, it is relevant to the global challenge of producing productivity, efficiency, competitiveness, and various kinds of performance and quality (Spring, 2012).

Changes in the vision and strategy of education to prepare human resources capable of responding to global challenges and opportunities. Global education is education based on the principles of global education in its implementation—namely related, holistic ways of thinking, experience-oriented or historical reflection, action-oriented, social harmony, and non-violence—practically a concern for educators as the main guard in learning (Abbas, 2020b).

In other literature, global education has a concept aligned with a global perspective (McCabe, 1994; Pike, Selby, & Selby, 1988). The global perspective is a holistic paradigm that includes people, land, and society. It also interrelates all social, cultural, and natural phenomena (Iqbal, LatiF, Marimon, Sahibzada, & Hussain, 2019). In the way of thinking, one must think globally and in acting locally (think globally and act locally) (Kefalas, 1998). Therefore, what we do and do will affect the world globally. Therefore, it must instill in students that our lives are part of the world's lives.

Global perspectives taught through courses relevant to the material concern higher education

practice. However, an analysis is done after learning how students understand the global perspective. This article describes the global perspective on higher education applied to the Transdisciplinary and Cross-disciplinary Approach courses in Social Studies Learning at the Social Sciences Education Study Program, Lambung Mangkurat University. The learning analysis model applied is Transcript Based Lesson Analyzes (TBLA). TBLA, part of the Lesson Study approach, focuses on learning outcomes, both process and results based on conversations between teachers-students and students-students (Mutiani, Abbas, Syaharuddin, & Susanto, 2020; Winarti, Saadi, & Rajiani, 2021).

Several subjects use the TBLA model lesson study approach, such as History. Based on the results of research entitled "Building a Learning Community through Lesson Study Model Transcript Based Learning Analysis (TBLA) in History Learning (2020), The TBLA model can open up problems that occur based on in-depth input based on the dialogue that occurs. Therefore, the TBLA model can increase the quality of conversations between teachers and students. Improving the quality of learning indicates the students' historical thinking ability. This ability appears when students convey analogies and chronological and contextual presentations. This condition makes the learning situation not only the dominance of the teacher but also the increased participation of students in the discussion (Mutiani et al., 2020).

In contrast to the research above, this study describes global educational practices that focus on achieving global perspectives in the Transdisciplinary and Cross-disciplinary Approaches in Social Studies Learning. This matter is based on the urgency of a global perspective for students to open up insights related to comparing global phenomena, such as; gender issues, corruption, poverty, human rights,

to ecology (Calder, 2000). Furthermore, a global perspective can equip students to understand and react to international and intercultural issues (Carano, 2013). Thus, the succession of global education can introduce students to various strategies to participate locally, nationally, and internationally. In addition, as a reinforcement that people live in a global area that is interconnected.

■ METHODS

Research Design

This research is qualitative research with a descriptive research design using a lesson study model Transcript based Lesson Analyzes (TBLA). The choice of research design was adjusted to the characteristics of the study, where the researcher did not change the research setting. The TBLA model is a lesson study practice that provides analysis for learning input through transcripts of learning dialogues. The implementation consists of two cycles, and is equipped with activities; plan, do and see. In this study, TBLA practice was carried out in the trans and cross-disciplinary approach courses from September 26 to October 10, 2021 (Bansal, Smith, & Vaara, 2018; Creswell, 2016).

Participants

This research was supported by the involvement of 64 research subjects from students and two lecturers teaching Trans and Cross-disciplinary approaches. The determination of research participants is based on course participants who are actively studying in fourth semester of the Social Studies Education Study Program (Sugiyono, 2017).

Instruments

As with the characteristics of qualitative research, the research instrument is known as the human instrument or the researcher as the main instrument. Researchers performed several tasks

that did not involve enumerators. As for the questions that were prepared as many as ten questions related to how the learning conditions were. The researcher also uses non-participatory observation techniques, conducts interviews with lecturers and students, prepares interview guidelines, and interprets the results of the conversations illustrated in the graph (Moleong, 2007; Sugiyono, 2017).

Data Analysis

Data analysis was carried out using the interactive model of Miles and Huberman. The stages include three descriptions, namely; 1) research data reduction based on the research focus, namely the analysis of the results of conversations during learning in the trans and cross-disciplinary approach courses; 2) displaying data with descriptive narratives and interpreting graphs of interview results; concluding research data based on the saturation of the data found during the study. To avoid the usual in the research data, the researchers used a source triangulation technique on the results of interviews and observations. (Aspers & Corte, 2019; Denny & Weckesser, 2018).

■ RESULTS AND DISCUSSION

Global education is a systematic effort to shape students' insights and perspectives in global discourse. Global education provides complete and comprehensive material related to global problems. Global education offers the meaning that social life, human beings, are connected with ethical norms (Abbas, 2018). Conceptually, placing global education on the integration of educational institutions and planning, learning place and atmosphere, time structure, and teaching and learning methods. Thus, it is hoped that essential human competencies are created with sensitivity to observation, empathy, change of perspective, responsibility, self-reflection,

cooperation, and the ability to resolve conflicts and think systematically (Abbas, 2020a; Mutiani, Supriatna, Wiyanarti, Alfisyah, & Abbas, 2021).

Global educational practice does not need to be separate and specific to certain subjects. Education is a process and serves as long-term investment capital. Global education is a mission to cultivate global understanding without regard to local values. Global educational practices are integrated into Trans and Cross-disciplinary Approaches in Social Studies Learning. The learning achievement is understanding social studies learning to integrate social sciences and humanities. The use of transdisciplinary and cross-disciplinary approaches cannot stand alone. This approach relates a multi-dimensional perspective to phenomena that occur in society.

Based on the learning outcomes, it is explained that the essence of the practice of Trans and cross-disciplinary approaches in learning is a holistic understanding of society. The lesson study model of Transcript Based Lesson Analysis (TBLA) describes the understanding of community problems. The TBLA model provides analysis for learning input through transcripts of learning dialogues. In the TBLA model, a camera is needed that functions for all teacher-student activities (and vice versa) so that it helps construct events at the time of the dialogue transcript. The TBLA model is believed to open up problems during learning so that lecturers get in-depth input based on the dialogue that occurs. TBLA as part of the lesson study is described in the stages of the plan, do, and see. Here's an illustration of the plot;

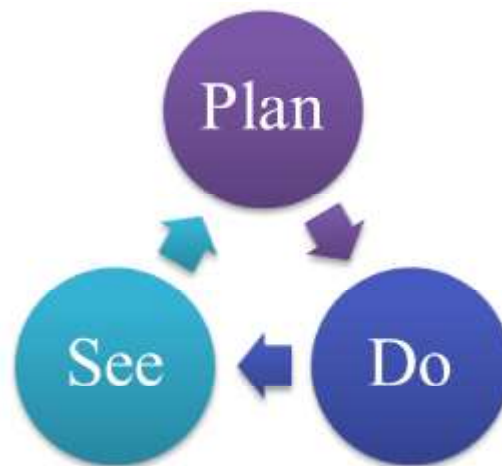


Figure 1. TBLA flow as part of lesson study

The planning stage in this activity is more oriented to the discussion of learning program planning which is carried out at the do stage. Especially lecturers function as exemplary lecturers. Its role in the planning stage is to try to explain the learning design to other lecturers so that perceived deficiencies can be anticipated and corrected appropriately. Learning designs can be in the form of making power points of learning

materials, determining assignments, and preparing virtual face plans through zoom. As stated in the research method stage, the TBLA model has been implemented in two open class (OP) cycles. The first cycle will be on September 26, 2021. The second cycle will be on October 10, 2021. Both cycles will be held at 16.30-18.10 WITA. The learning material presented in the open class (OP) cycle one is the problem of corruption in

Indonesia. A group of 3 members presents; Riswan, Ghifar, Hayati, Sari, and Rahayu. Learning is done virtually by using zoom meetings. Throughout the lesson, recorded to get the number of conversations taking place. Based on

the study results, there were 156 conversations. The entire conversation was transcribed and extracted into a graph. The following is a graph of the results of the conversation in cycle one;

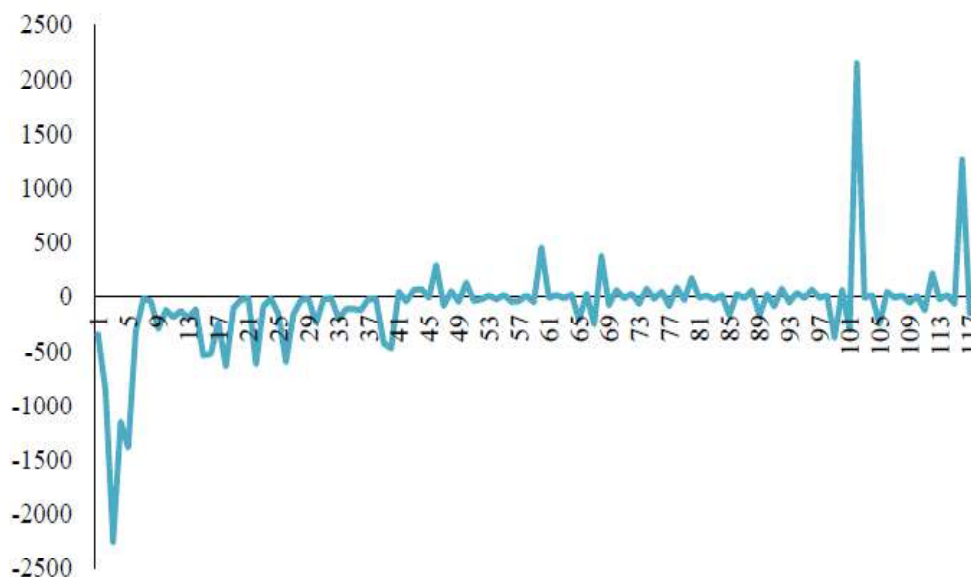


Figure 2. Conversation round 1

In extracting the results of the learning conversation, the graph indicators refer to the up and down positions. The top position indicates that the conversation is being carried out by the lecturer (meaning negative). While the lower position means that it is carried out by students (meaning positive). The ideal learning should be based on student conversations, which means the graph should go down. However, based on the graph above, it is explained that the lecturer dominates conversation in learning. This is related to the limited mastery of students' material, limiting corrupt practices at the material level. Thus, lecturers must intervene with concrete examples such as time corruption which educators often carry out. In global education, corruption material provides an understanding related to improving human resources. Therefore

the course is in line with the mission of global education in Indonesia to develop the identity of students. Thus, he appears confident entering global life as a cultured Indonesian. Educated and cultured humans. Therefore, global education in Indonesia should also be based on Bhinneka's Indonesian culture.

In contrast to the open class in cycle 1, in cycle 2, there was a significant change. The material discussed is related to the problem of poverty. The problem of poverty is a central issue in the world because this problem occurs everywhere. Even with different conditions, such as poverty in developed countries, the number is less than in developing countries. In the second cycle, there were a total of 189 conversations. Overall it was dominated by students. The following is a graph of the conversation in cycle 2;

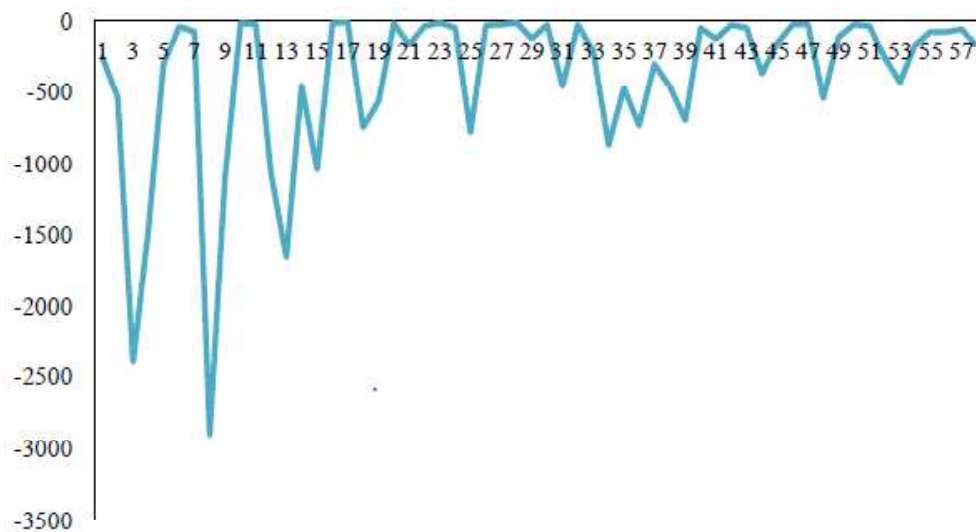


Figure 3. Conversation round 2

The results are in the form of pictures, or data made by drawings /schemes/graphs / diagrams/similarities, the presentation also follows the existing rules; the title or name of the image is placed below the image, from the left, and is spaced 1 space (at least 12) from the image. If more than one line, between lines are given a single space, or at least 12. For example, can be seen in Figure 1 below.

The lecturers understood the differences in the conversations in the first and second cycles because students were reluctant to speak. The reluctance to express opinions is due to the limited mastery of the material and the fear of interpreting. Therefore, based on cycle one, the lecturer provides brainstorming by conveying the importance of expressing opinions in learning. The lecturer also said that expressing opinions is the right of every citizen as regulated in the Law of the Republic of Indonesia Number 9 of 1998 concerning the freedom to express opinions in public, Article 1 point 1 states that the freedom to express opinions is the right of every citizen to express opinions. Thoughts orally, in writing,

Transdisciplinary and cross-disciplinary approach courses in social studies learning put

forward the principles of scientific culture in the academic world. Academic culture is a final purpose and, more than that, namely, as an effort to realize, preserve, and even traditional or civilize it (Jumriani et al., 2021; Sopacua, Fadli, & Rochmat, 2020). Like a lantern that becomes a light in the dark, scientific culture should provide enlightenment not only in the microscope, significantly higher education but also in macro terms that impact anyone in the social structure (Damayanti & Nurgiyantoro, 2018; Sharipov, 2020). The succession achieved in corruption and poverty simulates how the form of government is democratic, transparent, and applicable to good governance (Al-Kurdi, El-Haddadeh, & Eldabi, 2018).

In this conclusion, students can capture the related corruption and poverty issues. High corruption is a problem found in developing countries. Weakness bureaucracy and law enforcement is alleged to be the leading cause of corruption in many countries. There is no standard definition of corruption, and this is due to the nature of corruption that infiltrates a system. The factors of corruption and the motives of corruption relate to many fields. According to the

World Bank, corruption is defined as “the abuse of public power for private benefit”. It has been criticized in the discourse on strengthening global education (Hauser, 2019). Thus, students can construct an understanding related to the problems of corruption and poverty as a unit which includes actions against legal culture (Bahoo, Alon, & Paltrinieri, 2020). Legal culture as a mirror of ethics and integrity of law enforcement. Systemic approach as a material to solve legal problems or legal solutions (legal solutions) and legal opinions. Legal culture is a significant aspect of how people perceive provisions as civic-minded. People will invariably obey and realize the importance of law as a general regulation.

■ CONCLUSIONS

Global education is education which in its implementation is based on the principles of global education, namely related, holistic ways of thinking, experience-oriented or historical reflection, action-oriented, social harmony, and non-violence. It is practically a concern for educators as the main guard in learning. Global perspectives taught through courses that are relevant to the material. A description related to the global perspective at the higher education level applied to the Transdisciplinary and Cross-disciplinary Approach courses in Social Studies Learning at the Social Sciences Education Study Program, Lambung Mangkurat University. The learning analysis model applied is Transcript Based Lesson Analyzes (TBLA). The whole learning consists of two cycles: the first cycle was on September 26, 2021, and the second cycle was on October 10, 2021. Both cycles are carried out at 16.30 to 18.10 WITA. The lecturer dominated the conversation in the first cycle, but the conditions were different in the second cycle. The lecturers understood the differences in the conversations in the first and second cycles

because students were reluctant to speak. The reluctance to express opinions is due to the limited mastery of the material and the fear of interpreting. Therefore, based on cycle one, the lecturer provides brainstorming by conveying the importance of expressing opinions in learning. Transdisciplinary and cross-disciplinary approach courses in social studies learning put forward the principles of scientific culture in the academic world. The succession achieved in corruption and poverty simulates how the form of government is democratic, transparent, and applicable to good governance.

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