

Science Learning Profile Based

by Masud Abd

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1 SCIENCE LEARNING PROFILE BASED ON PAKEM AT SD AKEMALAKO IN TERNATE ON CREATIVE LEARNING PROGRAM FOR CHILDREN COMMUNITY IN THE YEAR 2012

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Abstract

PAKEM stands for active, creative, effective and fun learning. It is **1** contextual learning method which involves at least 4 main principal in the process. This research is to know the science learning profile based on PAKEM at SD Akemalako at Ternate and teachers' ability in applying PAKEM for learning process in the class.

This research is a descriptive with observational type and use observation, questioner and interview method. The research showed: 1) science teachers' knowledge at SD Akemalako in Ternate have well known PAKEM theoretically and practically in the class ; 2) science teachers' knowledge at SD Akemalako in Ternate with well known knowledge have been collaborate with PGSD lectures in Lectures' Assignment Programmers at school.

Keyword: Profile, PAKEM, science teacher at SD Akemalako

1. Introduction

These days, the effort to improve the education's quality through developing learning process is by applying innovative learning method. Teaching method and type is knowledge about how to teach which is used by teachers so their students can understand and apply it well. Teaching method should use a motivated method so the students can used that knowledge to solve a problem or to make them able to think and give their own opinion about that issue. Learning Type is a brainstorming for teachers to develop and implement the lesson in their class. Because of that every learning type should have a strong and syntax theoretically support or implement process which have class management for applying that learning type. (Mas'ud, 2009)

PAKEM who constitute contraction of active learning, creative, effective and agreeable, constitute one kontekstual's learning model that involve least four main principles in processes its learning. First, Interaction process (student gets active ala interaction by learn, student friend, multimedia, reference, environmentally etcetera. Both of, Communication process (student communicate their experience studies by learn and other student friend via story, dialogue or through simulation role play). Third, Reflection process, (student thinks up is back about the purpose what does they have studied, and what does they have do). Fourth, process Explores (student experiences direct by involve all sensory perception those they pass through watch, attempt, enquiry and / or interview (Dryden & Voss, 2000). This research intent to know IPA'S learning profile gets PAKEM'S basis at SD Akemalako' at Ternate city in 2012.

PAKEM'S implement at Elementary School constitutes thing that really urgent, particularly PAKEM as approaching in learning. So far at Ternate city have disosialisasikan PAKEM passes through to program SEQIP and also deep KTSP'S socialization divides to learn SD. But such until current haven't available indicator and PAKEM'S implement evaluation at SD at Ternate city. This research is executed at SD Akemalako frame Ternate city performing programs pengarustamaan CLCC's donation at study Program of PGSD Khairun's University.

2. Method

This research constitute model descriptive research observasional by use of watch, questionnaire and interview. Observational descriptive one tries to figure order or interpreting is object corresponds to what mark sense (Sukardi, 2009)

Tech that is utilized in this research is tech non essay by as, focus watch, and questionnaire. Questionnaire is utilized to get data about IPA'S teacher science at SD Akemalako about PAKEM and observation is utilized to know PAKEM'S Implication in learning at brazes. Questionnaire is arranged by use of scale comprise of likert 20 item questions to learn by use of deviation default formulas.

To know PAKEM'S science and implication, utilized by analisis's tech descriptive with steps one for following (Sudjono, 2004):

2.1 Determining deviation default by use of equation:

$$SD \sqrt{\frac{\sum (X_i - \bar{X})^2}{N - 1}}$$

Information:

M = Mean

N = Total samples

ΣX_i = Total all scores

\bar{X} = Average value

SD= deviation Default

To describe PAKEM'S science and implication utilize Lima scale as follows:

Table 1. Attitude Categories

| No | Student score | Category About Attitude |
|----|-------------------------------|-------------------------|
| 1 | $x > M + 1,5 SD$ | Very good |
| 2 | $M + 1,5 SD > x > + 0,5 SD$ | good |
| 3 | $M + 0,5 SD > x > M - 1,5 SD$ | good enough |
| 4 | $M - 0,5 SD > x > M - 0,5 SD$ | adverse |
| 5 | $x < M - 1,5 SD$ | really adverse |

3. Result and Study

On this part will at explains observational result data with title, 'ipa's learning profile g' pakem's basis at 'sd akemalako' Ternate city on performing programs 'creatif learning for children community' year 2012, one that consisting of: 1) data usufruct to analyse grasp questionnaire learns 'IPA' about 'pakem' and its implementation, 2)Study usufructs observation result data of IPA's PAKEM'S basises at 'SD Akemalako' year 2012.

'Analisis's result data about 'IPA'S teacher science at 'SD Akemalako' about 'PAKEM' points out that $X = S$ point 138,25 by $m + 1,5 'SD' > x > + 0,5 'SD'$ that meaning included GOOD category.

'SD's teacher science at Ternate about approaching 'PAKEM' average was good with answer average with score 4. Teachers also a large part have once followed 'PAKEM'S socializations. Implemented quality description 'PAKEM' with score 3, 'Mas's Observational result 'ud' (2010) pointing out 'PAKEM'S Implement in learning on 'SD's teachers at 'relative's Ternate in enough category because besides have available a portion teacher has already perform 'PAKEM'S approachings at brazes and extant agglomerate teacher which haven't applied 'PAKEM' in learning, Source media purpose studies by teacher was pretty good average teacher answer 'item' number problem 10 by scores 5, management brazes Enough category, Modelling teaching was Good and teaching gets problem basis was good be applied by teacher at Ternate, Application services student help was good be applied deep 'PAKEM', communication and involvement with student parent in estimation and enough category learning reflection in 'PAKEM'S Approaching performing.

'IPA'S concepts and environmentally surrounding student gets squashy henpecked student pass through watches on situated 'konkret's one. Positive impact of be applied model 'PAKEM' which is student that can be raced attitude of inquiring perceive about something that is at its environment.

Five 'PAKEM'S principle component (Experience, Renewal, Get interaction,

Communication, Get expression, and Does Reflection), component 'Experiences', 'Renewal', and 'berkspresi' gets bearing with how does teacher manage material / study material. Its mean, how do teacher manage study material so student material experiences and express its idea. For interaction component, communication and reflection gets bearing with how learns to bring off class. Its mean, how shall student be brought off (working group, in pairs, or 'individual') that they get interaction each other to develop ability collaborate and at the moment same amends too personal competence ('Purwanti', 2004)

For estimation bases 'PAKEM'S implement a considerable part teacher has involved student oldster, but in condition particular therefore student oldster comes on to get role in estimation and student developing. Student attitude to learning and task that is given learns a large part pleasing and get to gather task in due time. Seen from teacher watch up to teaches to base interview result, students learned result with implemented 'PAKEM' increases in concept mastery.

Implementation Observation result 'PAKEM' on learns 'IPA' at 'SD Akemalako' Ternate city (at document in 'vidio') point out that 'PAKEM'S principle and component have been implemented in 'IPA'S learning at brazes, so class atmosphere comes alive, active and gets center on student. This research show the gnostic 'IPA SD'S teacher at 'SD Akemalako' Ternate city about 'PAKEM' and its ability in implement at brazes category WELL.

On performing programs 'CLCC' at 'prodi PGSD' 'Khairun's University, known by 'IPA'S teacher at 'SD Akemalako' have can get collaboration with 'PGSD'S lecturer, well in 'PDS'S activity and also activity at programs 'studi PGSD'. 'IPA'S teacher at 'SD Akemalako' have gotten contribution in 'PDS'S activity 'PGSD'S lecturer, via modelling teaches at school and learning reflection.

4. Conclusion

Base this observational result therefore gets to be concluded:

- a. IPA'S teacher science at SD Akemalako Ternate city have understood PAKEM in theory and practice at brazes by good category;
- b. IPA'S teacher at SD Akemalako Ternate city with level gnostic Good category one,

have gotten collaboration with PGSD'S lecturer in programs Lecturer Assigation at Schooled

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