

Analysis OF Process Of Executing A Learning Program With A Saintific Approach At 5 Senior High School Kupang

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Abstract

The study aims to analyze a partitioned learning program that includes the physical condition of the environment that supports the learning program. analyzing the availability of tools and infrastructure, human resources that endear teacher education and match education with powerful subjects that promote the implementation of the learning program. analyze the process for carrying out a saintific learning program. analyzing student learning results on cognitive, affective and psychomotor districts at 5 Senior High School kupang. The research approach used is a qualitative description approach and context-input-process-product model. The data-gathering techniques in this study use observation techniques, interviews, document studies. Studies show that the process of performing a learning program with a saintifical approach at 5 senior high school Kupang creates annual programs and semester programs first, methods used varying according to the conditions and the school environment. The school administration has hit a roadblock to the means backing out of incomplete learning. The implication is that the partition learning material must be managed properly according to the needs of learners. The implication for schools to perfect sarpras as per dictation no. 40 years 2008, so that learners can readily receive the materials presented by teachers, and in order to smooth out the scheduling learning process, teachers are more varied in using the learning methods and improving class management so that educated dean's more orderly learners are able to adopt a healthy living culture.

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INTRODUCTION

The performance of learning using conventional learning models can lead learners to be less actively involved in learning activities. Learners tend to only hear and accept explanations from the teacher, and learners have not been able to express their opinions widely and openly. This condition can be said to be unempowering learners are willing and able to do to enrich their learning by improving interaction with their environment, so that it will not be able to build understanding and knowledge into the world around them. Achieving the success of the learning process especially in education, largely determined by the professional teacher whose one of the indicators is that teachers are expected to develop a model in teaching learning activities especially in subjects in order to more attract and make learners more active. study with an approach will lead to the creativity approach of learners in solving problems faced in the learning process as result from Atsnan & Gazali (2013).

One of the learning that makes for the activation of each learner is student centered learning (SCL) (Trinova, 2013). Active role of learners in the saintific as result from hardianti, nur, & yan (2015: 34) the participation of learners in the learning process to experience for themselves the material they learn becomes an important part of the saintific approach. Learner's center on the learning process of expected to develop an understanding of historical materials and thus make learning more effective. The purpose is so that the learning can givethe motivate learners with their real experiences and make learners more active, then learners can build learning independently and teachers only as facilitators.

The conversion of paradigms in the learning process once centered on teachers (teacher centered) into teacher-centered learning (student centered) is expected to encourage learners to be actively engaged in building knowledge, attitude, and skill. Implementation on the 2013 curriculum, highly demanding

learning that is already centered on learners, hence the implementation of the learning process is encouraged to use a scientific approach or be called a saintific approach. With a saintific approach to internalizing attitudes, skills, and knowledge, it is hoped to breed productive, corrective, innovative, and creative learners. Scientific approach works more effectively than traditional learning, and of course learning is more centered on learners.

Scientific learning is one that adopts the steps of science in building knowledge through scientific methods. The needed learning model is the one capable of producing the ability to learn, not only gain a certain amount of knowledge, skill and attitude but more important is how knowledge, skill and attitude are acquired by educated participants (Pemendikbud no 65 years of 2013). According to Setiadi, H. (2016) the 2013 curriculum is a spotlight for Indonesian education developers because it emphasizes a saintific approach to elementary and middle-class. Implementation has a purpose to improve the quality of human resources and to improve nation competitiveness as science, technology, and the arts progress. Next, Ahmad, S. (2014) curriculum 2013, as the ministry of education and culture has explained, is an improvement of both 2004 and 2006 curriculum, which is a school-based and competen-based curriculum. These curriculum changes are based on the results of analysisi, evaluations, prediction, and challenges faced by both internal and external both continuing to changes (Machali,2014) curriculum ia a basic requirement that is need to change the education system. The changing of the curriculum is intended to prepare student to meet future challenges through knowledge, skil, attitudes and skills to adapt and survive in a changing environment.

Learning management includes teacher management, class management, student development ability (extracurricular), facilities, learning planning, learning strategy and learning assessment. The principal must also cooperate with the teacher in relation to the learning process to successfully carrying out the 2013 curriculum. The teacher's function in the 2013

curriculum process that as a facilitator makes a teacher have to be creative at administering learning in the classroom so that the teacher is required to have a ready in performing learning Wangid, etc. (2016).

According to Rismayanthi, C. (2011) physical education is one of the disciplines in the curriculum at school. Physical education as an educational process that utilizes physical activity must be systemically planned to develop and improve individuals organically, neuromusculers, perceptivism, cognitive, social, and emotional in order to achieve the national educational goals in schools or other institutions of education (Depdiknas, 2006: 6). Widoyoko (2016: 5) argues that one of the factors essential to an education goal is the learning process performed, while one of the factors essential to the effectiveness of learning is the evaluation factor for both the process and the results. Thus, physical education is essentially an education through temporal activity to achieve systematic development of individuals and achieve national education goals.

Some studies show that the practice of performing saintifical learning programs has been done before, studies conducted by Krissandi, & Rusmawan (2015), point out that the challenges to executing the 2013 curriculum saintific learning program are from governments, institutions, teachers, parents and students, while Rakhmawati, & Azmi (2016) states that the 2013 practice of the saintifical learning program of the 2013 curriculum has met the majority of indicators of a 55-year 2013 dictation no.65 on a standard process has met with good criteria as result from jannah (2020). Implement the program in learning, students provide strong responses to the saintific learning process that is applied by teachers in schools.

Based on these descriptions of the practice of a saintifical learning program, Researchers conducted a preliminary study on February 10, 2019 using a 40-minute mobile phone and social media interview technique on facebook's Mrs Norlin Raja and Ms Maria Kartiba teachers of 5 senior high school kupang, and it is known that many of the challenges teachers still experience

at the 2013 curriculum implementation are of the teaching device of the implement Learning, implementation of kurikukum 2013 with a saintifical approach, and the process of assessment using the 2013 curriculum that is still considered a challenge for teachers. Regarding known issues of barriers and constraints faced by teachers in the field, it is necessary to evaluate and implement the 2013 curriculum by using the method of evaluation with context model, input, process, and product. This method is used to assess a learning program, learning process, and the students' learning results. An evaluation of the process focused on this study is the implementation of the 2013 curriculum at 5 senior high school kupang. In conjunction with the government's new policy of implementing the 2013 curriculum, emphasizing the implementation of learning centered on learners in the established saintifical approaches in the defense process.

METHODS

The research approach used in this study is qualitative research and using a context-input-process-product model (Ward Mitchell Cates,1995). It was developed by a 1971 stufflebeam (Ward Mitchell Cates, 1995). Qualitative research according to (Moleong 2009:4) is one that produces descriptive data of people and observable behavior. Source of the data was principal, teacher of physical education, sports and helath education 5 senior high school kupang administrators, students, documents-documents. Data collection techniques in this study observations, interviews, documenting to know/reveal the process of applying a saintifical approach to a physical education, sports and helath education study at 5 senior high school kupang that covers context, input, process, product. The data analysis in this study USES the interactive model of activities in data analysis through the data reduction, verification /verification. Sugiyono (2010:337) suggests that the qualitative data analysis is interactive and goes on and on and on until it is complete, leaving the data saturated. The

sampling technique used was a random sampling of the members of the population being taken at random, so each sample unit as an isolated population element to obtain the same opportunity to be a sample or represent the population. Research population of 160 people, while the sample count is 10.

Observation methods are used to know data about the accomplishment of physical education, sports and health education that center on student learners in the scientific approach performed by teachers in 11th class of 5 senior high school kupang. The type of observations that researchers use are nonparticipants' observations to record phenomena that appear and consider the relationship between aspects of the phenomenon in 5 senior high school kupang with an evaluation of the administration program for conducting. Observing the situation and the condition of the school, the teachers interaction in this the part-sex teacher and student. Research methods of interviews are used to collect data on learning planning, implementation and obstacles in applying learner-centered learning based on the scientific approach in the 11th class of 5 senior high school kupang.

RESULTS AND DISCUSSION

(1) analyzing the learning program that includes the ward's physical condition supporting the learning program.

Based on field observations, finding that physical conditions in support there are several, such as football fields, volleyball courts, basketball courts and football fields, these are stated by the principal in structured interviews, and then by documents of building football, volleyball courts, basketball courts and football fields, as well as field use activities from the waaway of the appeals teacher.

Noviana theory (2012) states in the learning process, the learning environment is a source of learning that affects students' learning motivation in the learning process. That physical condition is helpful in curative subjects. But the learning environment is everything to do with

where the learning process is carried out like a theory from Jamal (2011).

The condition of at 5 senior high school already exists in the field, and some supportive environments, such as outdoor sports facilities. This condition has been relevant to the theories of Noviana, and Jamal for proving that availability at the research site is proven to exist. Based on this analysis there is authentic evidence associated with systemic learning programs that include the physical condition of the environment that supports the learning program.

(2) analyzing the availability of tools and infrastructure, human resources that endear teacher education and match education with powerful subjects that promote the implementation of the learning program.

Based on field observations, discovering that human means and infrastructure, including a teacher's education, were also expressed by the principal in structured interviews, and then established by a teacher's paper and basic data.

Mawarsari & Prihaswati theory (2010) states that in evaluating needs to be done to assess the financing of the program, the needs and purposes established, selecting resources, execution and schedule of activities most appropriate for the program. But the purpose of evaluation is as a program used as resources and strategies to achieve program goals such as the living theory (2010) disrespected a good teacher and has completed a college education with the orientation program and has grasped the material it is about to teach.

Condition is relevant to the theory of Awarana, Prihaswati, and Hidayati because it proves that human resources are available in this case educators. Based on this analysis there is authentic evidence relating to the availability of means and infrastructure, human resources that endear teacher education and match education with subjects that are effective in supporting the implementation of the learning program.

(3) analyzing the process for carrying out a scientific learning program.

Based on field observations, discovering that the process of performing a supportive

learning program is several, such as giving pre tests, daily exams, uts and uas, expressed by the principal in structured interviews, and then evidenced by a paper produced in the learning process.

Bhakti theory (2017) states in the process that learning to teach is essential to know what learning to teach is intended for. But some aspects also matter as does the risnati theory (2018). So it needs to be called to exercise earnestness, precision, and information in a learning material (Hosnan, 2014)

The condition of at 5 senior high school has performed this process, learners are trained and demand that they speak their minds briefly and clearly and develop good and correct language skills.

It has been relevant to the theory of Bhakti, Risnati, and Hosnan for proving that learners can perform learning processes both orally and in writing. Based on this analysis there is authentic evidence associated with the implementation of a saintific learning program (4) analyzing students' learning results on cognitive, affective and psychomotor domains

Based on field observations, discovering that the process of performing a supportive learning program is several, such as giving pre tests, daily exams, UTS and UAS, expressed by the principal in structured interviews, and then evidenced by a paper produced in the learning process.

Palgunadi theory (2015) states that learning results are used to determine the extent to which curriculum is applied can meet the needs of the group after the program runs and the level of success that results. So it needs to collect, analyze and interpret information systemically like the theories of grondlund and linn (1990)

The condition at 5 senior high school has been both a written and practical test. These remains are relevant to the palgunadi theory, grondlund and linn for proving that availability in the research site is proven to exist. Based on this analysis there obtained authentic evidence relating to student learning results on cognitive, affective and psychomotor domain.

Before performing teacher learning, create an annual program and a semester ogram first. Teachers create and devise a plan for learning through school conditions so that the performance of learning is well accomplished. Nafi 'ah, I., & Prasetyo, A. P. B. (2015) states in the learning process teacher creates learning models based on a saintific approach, learning by applying the saintifik approach can develop students' critical thinking skills because in the process of administering them students are required to be able to observe, ask, write, and communicate.

The methods used varied according to the conditions and environment of the school. The school performance has been hampered by support measures in the administration of incomplete learning, the situation and geographic condition of the city of kupang. This relates to research Simatupang, H., & Purnama, D. (2019) the importance of a teacher's role to understand the 2013 curriculum bill in creating RPP and implementation of the learning process with a saintifical approach, becoming the first step made by human resource development body education and culture and education quality assurance, The ministry of education and culture did education and training at the beginning of the semester the principal checked the learning kit. Each teacher has a 2013 curriculum execution guide (K13). Teachers teach according to the already established learning tools, in this case RPP and silabus. The part-entry teaching tool is not complete and the teacher is running a class. Learning methods with a scientific approach are used according to basic materials and class situations. Feedback is also given by teachers to students so that students are more active in the class. Tools and infrastructure are not complete so that teacher partitioning learning activities are still somewhat hammy in administering the class. This has been reinforced with research, Mustami M.K. (2017) indicates that in the practice of learning with a saintifical approach there are obstacles between them (1) it is not easy to get learners to ask questions if not faced with media appeal, (2) the lack of the tools

of learning, (3) the lack of time-management in learning.

The principal does a lot of monitoring the learning process and the principal also conducts activities to develop teacher competence through the activities in house training (IHT). Iht is teacher bullying activity according to the subject, so there is cooperation in the teaching process. Along with research Ahmad, S. (2014). Stating that instructional leadership is action that a principal performs, or delegated to others, to improve student learning, the instructional leader prioritizes or prioritizes teaching quality as the school's top priority and seeks to realize that vision beomes a reality.

At this stage it describes the general overview of teachers and training programs of K13 in saintific learning. In this stage primary data is obtained through interviews and documentations there is information on the general background of the teacher and the preparatory teacher training program. The three teachers for the 5th public school of public education and recreation academic degrees were academic students. A training program in addition to MGMP, 5 senior high school also conducted an institutional training program called in house training (IHT) to improve teacher competence in making learning planning. From a data analysis of the preparatory study using the saintifical approach at country high school 5 mussels indicates that the application of learning centered on participants in the saintifical approach is seen in the study steps.

At the context, the supervising teacher of the xi class at state 5 kupang class used a syllabus developed by the ministry of education and culture (Kemendikbud) as a guide in the developing of the learning learning implement (RPP) according to the conditions at school so that the learning process can be done properly. Later, the teacher announced the RPP with the MGMP of the school's respective school administrators, which had been adapted to the school's situation and conditions. Teachers had to set up silabus and RPP based on basic government competence and competence. The

Jakarta stock exchange JSX reported that the Jakarta stock exchange JSX had received a positive sentiment from the Jakarta stock exchange. The atmosphere of class teaching learning is conducive. At the beginning of teacher's learning using a saintifical approach of observing, asking, gathering information, associates, and communicating. Secondary data came from observations made by researchers doing research at 5 kupang senior high school.

The input phase, the school's efforts to improve teacher competence associated with K13, he explained the teachers were always included in the training for the most specialized competency in K13 while in the school itself was engaging in developing competence in this case K13, which is In House Training (IHT). senior high school 5 the mussel has prepared a good teacher and has completed a college education with the narrogibility course and has grasped the material it is about to teach. The same is true of students accepted at the public high school of 5 kupang city, who have gone through several sorting processes as new learners. This has been proved by the rules given out by schools as standards for acceptance of new students.

Process, K13 learning planning for the iht program carried out by the school and teachers is involved in both interagency training (MGMP). Teachers are required to have enforcement guidelines such as government regulations, technical guidelines from the government's role in this eastern nusa provincial education service that the n 5 kupang school as executioners are therefore in the service to manage the training (MGMP and IHT) and perform supervision on the implementation of the K13 program. The modelp in the evaluation of the xi class xi learning program at the mussel public high school is needed and aims to know the extent to which learners have mastered the purpose of learning.

Product evaluations include cognitive, affective, and psychomotor aspects. Cognitive aspects include students' knowledge of facts, concepts, reasoning and problem solving. Affective aspects include the student's personality associated with the formation of

attitudes, social and emotional development (Risks, 2018). Performing evaluations of public high school learning programs 5 are effective and effective, any teacher who knows the subjects can give pre tests, daily exams, midterm and ace to know the ability of learners. The results of xi studies are mostly up to KKM, where KKM is in the ratios of 80. If the learners haven't reached the KKM then the teacher gives the opportunity to follow the remedial. The saintifical approach has adjusted core competence, basic competence and indicators that have been formulated and and pertains to each scientific skill. The way learning assessments refer to established indicators and both written and oral test assessment techniques but more often a written test and for skilled assessment usually practiced. Assessment techniques performed using tests and non tests.

CONCLUSION

Analyzing the preparatory learning program that includes the ward's physical condition supporting the learning program in learning is already relevant to K13. Analyzing the availability of tools and infrastructure, human resources that enumerate teacher education and match education with subjects that are powerful in supporting the implementation of the learning program of human resources, the characteristics of teachers and teachers background are relevant. Assessing the process for executing saintifical learning the quality of the process for conducting partition learning is category good and corresponds to dictation no. 41 2007. Analyzing students' learning results on cognitive, affective and psychomotor specials of students' learning feats judging from a teacher's semester report report in good categories.

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