

Artikel WALS

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Submission date: 24-Apr-2019 01:47PM (UTC+0700)

Submission ID: 1118191041

File name: WALS_2014_PROCEEDINGS_to_Turnitin.pdf (22.2M)

Word count: 2883

Character count: 16337

Improving The Quality of Thematic Scientific Learning Based on Soft Skill Through Lesson Study in Elementary School

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Abstract: Implementation curriculum 2013 in elementary school required The integrative thematic scientific Learning. Its new things problem for the elementary school teacher's, to meet the requirements the teaching models will be taken through the lesson study with optimalization in soft skill for the teacher and students. The purpose of this articles are: (1) to descript thematic scientific learning in elementary school; (2) to identify the obstacles in application of thematic scientific learning in elementary school; (3) to formulate the thematic scientific learning in elementary school concept models based on soft skill using the lesson study. In planning thematic scientific learning in elementary school; the teacher will communicate and cooperate with their college to analyze the competence standard, theme, indicator, determine the objective and the learning content, equipment, the instrument for evaluation. The step of learning will covered such as: observing, asking, trying, analyzing, and to communicate the materials, and the end using authentic evaluation for evaluate the learning process. The end of learning process the teacher will provide the conclusion and give the test for the student. And also give analysis for the learning process as a input for the next learning process.

Keywords: Quality, Thematic Scientific, Soft Skills, Lesson Study, Elementary School

1 INTRODUCTION

Improving the quality of learning curriculum 2013 in elementary school need to be done in a systematic and comprehensive with a range of creative and innovative efforts. The learning process with thematic and scientific approach as new things important to developed through research activities, lesson study or discussion of perceived learning so that students are really meaningful and fun.

The improvement integrated scientific learning in curriculum 2013 implementation with the purpose the student able to understand live comprehension live problem, the tintegrated scientific learning should be ltaught since childhood, so the student already familiar using scientific approach and they ablesing analytical thinking and high proficient. The scientific attitude able be performed through the learning scientific process, the scientific learning process consist of observing, asking, experimenting, analyzing and communicating. In the thematic scientific learning process the planning should embedded the quality soft skill. As Krueger said (2007:23) soft skill is also as fundamental skill (ability to good work; manage the information; able to solve the problem), the soft skill also has meaning in intrapersonal skill (belief in his/her self and ability to manage his/her self); soft skill also as interpersonal skill (social awareness and able conducting a good

communication), all of be mentioned above should be adapted by the people for improvement.

For handling the future challenge the student have to be taught the soft skill. Because the soft skill is essential ability for human life, especially to face the 21st century. With the good soft skill, student able to entrance the competition of life. The method in soft skill learning process many various, such as: the soft skill able be improved through the school culture, inclusive in the learning process and also through the extra curricular activities. In line with the (Koswara, 2001; Puliam, 2008:2, Pai, 2008:168-17, Utaminingsih, 2011). The improvement of soft skill in learning process especially for increasing the quality of the result of learning and increasing the competitive human resources.

The orientation of curriculum year 2013 to make balance between *hard skill* dan *soft skill*. *Soft skill* should be thaught since childhood through thematic scientific learning process, starting the elementary school as the fundament to entrance in real life. Starting the childhood, student to use critical thinking, problem solve, able to communicate with other people and make cooperation. For have good attitude the learning process also need to adopt the good norm and local value as they character. The local culture need to be adopted in planning the thematic scientific learning.

The thematic scientific learning, the student able to formulate the problem, when they have a problem



they will active to find some information through asking the question for gathering more information, when they have felt enough with the information, the able to make the information usefull for analytical process, using the analytical process student able to find some alternative in solve the problem, they able to choose the best alternative, the best alternative will be applied in experimenting in solving the problem. The experimenting wil inform if the good alternative already be choosen for solve the problem. Finally the result will be disseminate as communicating the result of learning. The thematic scientific learning as learning system that will give the individual or group active in digging the knowledge concept and principle in holistic way, meaningfull and authentic (Rusman, 2011:254).

Thematic learning scientific problems in the curriculum of 2013 is new for teachers and elementary school students. Then it needs to be an increase in the quality of learning by optimizing the soft skill of teachers and students, as well as conducting lesson study collaboratively. Lesson study is done to improve teacher professional competency through a system of activities that enhance the professionalism of teachers and koegalitas with the philosophy of the great expectations placed on students (Masaki Sato, 2014: 2).

According the crucial need The thematic scientific learning so the problem for this article be formulated as: 1) How The thematic scientific learning in elementary scholl ?; 2) What is the challenge of thematic scientific learning ?; 3) How the best model of thematic scientific learning based on soft skill using the Lesson study methods?

2 METHODS

The methods of this study is R & D that is already developed by Bord and Gall, (1998), for the paradigm of the research is Qualitative. The locus of this research in 4 elementary school in Kudus Regency, the 4 elementary are: SD I Jati Wetan, SD II Jati Wetan, SD I Purwasari (as a public scholl) and SD I Muhammadiyah Kudus (as private school). SD I Jati Wetan hav been executing curriculum 2013 allready 2 years and the rst starting using curriculum2013 start year 2014 . The object of this research is grade IV. The Focus of this research is The thematic scientific learning process in elementary school. The finding will be used to formulate the model thematic scientific learning based on soft skill through lesson study

The technique of the data collection using as follows: in depth interview, observation, forum group discussion, and study documentation. An instrument for this research is the researcher, because the best instrument for qualitative paradigm is the researcher.

The data will be analyzed using triangulation methods, in triangulation methods the analyze of the data can be done together with the collecting data.

3 RESEARCH FINDINGS

The elementary school that has been implied by 2013 2013 curriculum implementation in the scientific approach to learning is better, than the new elementary school beginning in 2014. Applying the scientific approach is understood by all teachers class IV that in learning to use the scientific activities to observe, ask yourself, try, others are allegorical; and communicate. Teachers understand the learning process using this scientific approach is intended to give insight to the learners know, understand the various materials using a scientific approach. Information can come from anywhere, at any time, do not rely on direct information from teachers. Therefore the expected learning conditions are created to encourage learners are directed to find out from various sources of observation, not informed. Just the fact of understanding and application of very different, many teachers find impelemntasi in problems both in the ability of the teacher amupun students as well as learning material.

The elementary school in which already implementing The thematic scientific learning starting 2013 felt the learning process is better, than before the had not applied it. The implementation have been understand by all teacher for grade 4, they have already using observing, asking, experimenting, analyzing and communicating in teaching for the student.

The process using thematic scientific learning as the approached, some student already active and doing process of scientific approach, the process of learning more better, more joyfull and more meaningfull .

The research results showed that 76% of teachers have done learning the process of observation. In the activity observed, making every effort to facilitate teachers to observe it well, teachers already using either media images as well as real goods, only lectures are still dominant in learning. In the process of learning, observing, learning activities students are told to read the readings on the student book, hear and listen to explanations teacher, view pictures or media objects prepared teachers. The disadvantage, observations of students not yet systematic, process of communication and problem-solving are still a bit. Students secaris outline view only for a moment, but pengamtan a scientific process after seeing, hearing should be eliciting responses and high level thinking processes such as analysis or reasoning

In inquiring into the activities, the ability of teachers to facilitate the improved still need to ask

yourself in a learning activity ask yourself the teacher has done, in one study on apersepsi activity of an average of 3 times the teachers ask the students one time and ask. In the core activities of the teacher asking an average of 8 times and students asked 3 times but uneven. Students who ask still dominated by certain children. Ask not to be that is not understood, it could also be understood but need to be asked in order to achieve a high level of thinking process creates or creative. Ideally the question starts from the question to the factual question hipotetik.

The activity of trying or mengumpulkan information, teachers create groups to discuss competencies achieved, working on the LAS (student activity sheets). There are teachers who still wear the old model'S LAS/LKS. One school or class management discussion process is better than the other two schools. Most of their learning activities still reading other sources in addition to textbooks and observe objects/events/activities in collecting information

Others are allegorical; in the activities carried out at the time of the discussions or working on LAS/LKS teachers hope the others are allegorical; can be maximum. Activities in a presentation or communicate, in one study an average of 2 times the teachers facilitate communicate or present. Each learning yet all children get the chance to present the results of the discussion or LAS menegrjakan/LKS. The dominance of certain children are still visible. It addresses the factors also affect the success of the students indiidu the implementation of the curriculum of 2013.

The obstacles in implementing scientific approach such as : (1) The limitation of materials, teachers, student. Some times the teachers hesitate what they have to do, but after a few minutes the teachers able to manage the activities; (2) Every sub theme and one class have to prepare one copy of material; (3) The thematic scientific learning is a new one for the teacher so sometimes they have to accelerate it in practical; (4) The limitation of materials ; (5) The application of authentic evaluation to many requirement to be met, an all aspect such as cognitive, affective and phsycomotorisc.

The active learning process enjoyable and scientifically on thematic learning is new to all the teachers in the primary research. They seek to understand and implement the curriculum make the 2013. Although many teachers who complain still provide support by applying the learning. On the learning process of teachers is still focused on the application of scientific approaches, not to develop models of learning.

4 THEMATIC SCIENTIFIC LEARNING IMPROVEMENT BASED ON SOFT SKILL

To improve the quality of learning in a scientific approach to megoptimalkan ability soft skill students and teachers, including the ability to communicate, collaborate and solve problems. Students essentially have the ability to speak or communicate. Observations showed the ability to communicate, ability to ask, not possessed by all students.

The ability of scientific cooperation in the thematic learning can be realized by applying various models of learning. A study on an active, creative, fun can be created through the use of varied learning models and innovative as well as in tune with the characteristics of the students. One of them with a learning cooperative. Sanjaya (2011: 244) posited different cooperative learning with other learning strategies. The difference can be seen from the learning process that emphasizes the process of cooperation within the group, so as to enhance learning activities. Objectives to be achieved are not just academic ability in the sense of mastery learning materials, but also an element of cooperation for the control of such material. The existence of a partnership that became the hallmark of cooperative learning.

Problem-solving abilities students will also need to be trained continuously through thematic scientific learning. In activities observing the students could be trained further activity of problem solving, students are given questions or inquiring into the issues related to the ordered, students try to solve the problem, others are allegorical; a problem and communicate the results breakdown for nurturing Cedar [to be the activities that can enhance the ability of the soft skills of students

5 LESSON STUDY BASED ON SOFT SKILL

Improved quality of learning that applying the scientific approach needs to be done with lesson study by utilizing the kolaboratur classroom teacher, student internships, supervisor, principal or parents of students. Lesson Study based soft skill is learning activities beginning with the learning plan (Plan) by teachers with engaging collaborators. Further implement the learning process (Do) with the approach of the scientific, thematic and liveliness of the stressed students to communicate, collaborate and solve problems. After the completed reflections/sharing (See) with the aim of improving the quality of learning.



The study focused on forming students' ability to communicate, collaborate and solve problems so collaborative learning in learning will be created in school classrooms;. This will form the next lesson study-based collaborative learning because it's all students will communicate with each other, teachers and collaborators. (Ali Mustadi, 2013). There will be an intensive communications students with students, students with teacher, teacher with teacher, so that collaborators would be created between the learning community. (Masaki Sato, 2013).

The involvement of numerous collaborators each had advantages and disadvantages. Classroom teacher collaborators, problems that arise who taught the class abandonment? The benefits of teachers know the weaknesses and strengths of teaching colleague friend so it can be used to improve learning is doing. The principal collaborators, his infirmities when principals do not understand the scientific approach or learning curriculum 2013, its teachers don't feel grogi because already understand the principal.

Collaborators can pair together, together have a disadvantage because the students concentrate in school classrooms; a lot of people who were observed. Collaborators observe, communicate and cooperate with the teacher model since the teachers make the learning plan which specifies the methods, models, media, classroom settings, preparation of assessment instruments. So when in learning collaborators already understand the RPP (lesson Planning) and the learning process, so the collaborators will be able to provide corrections, suggestions and development learning teachers model using a thematic approach by optimizing the scientific ability students to communicate, collaborate and problem solving. Collaborators observed the start of activities apersepsi, core activity and closing activities. The observations focused on the activity of teacher and student activity. After the completed reflections through the FGD. The reflection result is being made as the basis to arrange continuous enhancement in order to improve learning quality of 2013's curriculum.

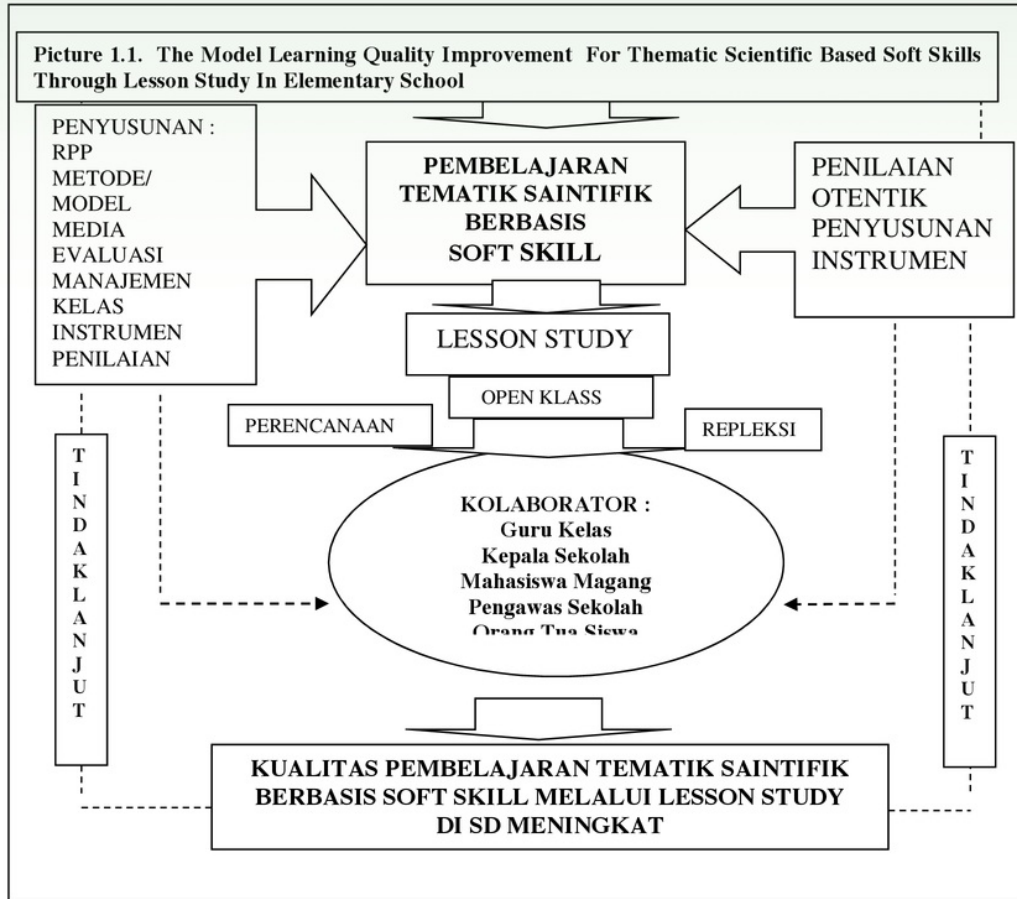
6 CONCLUSION

Implementation scientific curriculum thematic approach to 2013 by optimizing the ability of pupils to communicate, collaborate and solve problems on individual learning activities in observing, asking questions, trying, others are allegorical; and communicating. This learning can be improved by doing continuous improvement through lesson study based soft skill both in planning, implementation/open class and reflection of learning curriculum 2013 could rise.

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APPENDIX



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GENERAL COMMENTS

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