ISBN: 978-602-361-102-7

ANALYSIS OF STUDENT'S SCIENCE PRACTICUM WORKSHEET COMPONENT OF ELEMENTARY SCHOOL TEACHERS IN GERUNGGANG

Yuanita and Fitha Yuniarita

STKIP Muhammadiyah Bangka Belitung
Yuanitaa87@gmail.com

Abstract: This study aims to analyze the components of the Student Science Practicum Worksheet used by elementary school science teachers in Gerunggang District. The Subjects were 7 people (4 science teachers at SDN 3 Pangkalpinang and 3 science teachers at SDN 35 Pangkalpinang). Sampling used purposive sampling technique. The Data collection consist of documentation sheets and interviews. From the results of the data analysis it is known that the components contained in the Science Practicum worksheet used by teachers at SDN 3 Pangkalpinang; 1) The Title of Practicum, tools and materials, steps of practicum, conclusions and questions 2) The components that contained in the student worksheet used by teachers at SDN 35 Pangkalpinang, are; Practicum title, theoretical basis, tools and materials, practicum steps, results of discussion, and questions, that shows that the average science practicum worksheet used by 7 elementary school teachers teaching science does not have a complete Experimental LKS component (title, KI, KD, practicum objectives, theoretical basis, tools and materials, practical steps, results and discussion, conclusions and questions) because many science labs are still using worksheets which are only in the form of evaluation and training questions or non-experimental LKS while the material used is science material that wiil be experimented for experimentation.

Keywords: Student Worksheet (LKS), Science Practicum, Elementary Teacher

INTRODUCTION

Educational Quality Improvement is a necessity for an educator who is a teacher. These efforts can be in the form of the use of methods, models and learning media that are interesting when delivering lesson material so that the learning process is not monotonous and boring. Science material is an interesting material because it discusses the universe that provides many benefits for life and is close to everyday life. With the material that is already interesting, sometimes it seems that it will not be challenging, difficult to understand and tends to be boring if only explained in lecture. Therefore the teacher can add to the science lab after the material is explained so that students method understand and improve their thinking skills and try their motorics. Practicum is a form of exercise which is written in the form of Student Worksheets (LKS) containing various components that aim to develop students' basic skills, such as using tools, measuring, and observing. Student Worksheet (LKS) is one of the right alternative learning for students because LKS helps students to add information about the concepts that is learned. Trianto (2008: 148) defines that the Student Worksheet is a student guide that is

ISBN: 978-602-361-102-7

used to conduct investigation and problem solving activities. The purpose of the Student Worksheet (LKS) according to Achmadi (1996: 35): 1) Is activating students in the process of learning activities, 2) helping students develop concepts, 3) training students to find and develop process skills, 4) as teacher and students guidance in carrying out the learning activities process, 5) assisting students in obtaining information about concepts learned through the process of learning activities systematically and 6) helping students in obtaining material notes learned through learning activities.

Prastowo (2012: 209-211) describes the form of LKS as a Practicum Guide in addition beside of to being written in a book, practical instructions can be stated in the student activity sheet (LKS). This type of worksheet certainly contains steps in carrying out a practicum. All practicums can be collected in a student activity sheet (LKS), so in one worksheet, the LKS can contain several practical instructions at once. Teachers will more easily present practical materials through worksheets and students also find it easier to find what is learned from the practicum and even look for correlations between practicums with each other. As mentioned earlier that the student activity sheet can indeed be adjusted according to the needs, functions and objectives and other matters concerning the learning to be carried out. If the teacher wants to use the student activity sheet (LKS) as one of the printed teaching materials, the teacher is expected to compile his own student activity sheet (LKS) which will be used in the learning according to the appropriate form to be applied by paying attention to things that can affect learning.

In reality, sometimes the teacher does not fully understand the procedure to make the Science Practicum LKS good and right and does not know the components in it, where the LKS that is made sometimes still only contains practice questions so that the learning process still seems boring and less challenging. unable to stimulate students' thinking processes.

Based on this background the author tries to identify the practicum components in the Science Practicum LKS used in Gerunggang District.

APPROACH & RESEARCH METHOD

This research is a qualitative descriptive study. The study was conducted at SDN 3 Pangkalpinang and SDN 35 Pangkalpinang with 7 subjects (4 teachers at SDN 3 Pangkalpinang and 3 teachers at SDN 35 Pangkalpinang), used purposive sampling techniques, there are all science teachers teaching at SDN 3 and SDN 35 Pangkalpinang, Gerunggang District. The instruments used are documentation and interview sheets.

RESULTS AND DISCUSSION

Based on the results of the research in the form of data, component analysis in several LKS Practicum IPA elementary school teachers as follows:

ISBN: 978-602-361-102-7

Table 1 LKS components in the LAS practicum science at SDN 3 Pangkalpinang

Indicator	LKS components	LKS 1		LKS 2		LKS 3		LKS 4	
		Yes	No	Yes	No	Yes	No	Yes	No
Completeness of the Science Practicum LKS	Title	V		V		V		V	
	Core Competence		X		X		X		X
	Basic competence		X		X		X		X
	Practicum Goals	V			X		X		X
	Basic theory		X		X		X		X
	Tools and materials	V		V		V		V	
	Practical steps	V		V		V		V	
	Results and Discussion		X		X		X		X
	Conclusion	V		V		V		V	
	Question		X	V			X		X

In table 1 above, the results of LKS components analysis in several Science Practicum teachers of SDN 3 Pangkalpinang, some of the components contained in the Science Practicum LKS used, are: Practicum Title, tools and materials, practical steps, conclusions and questions. For components that are rarely used by teachers, are; Core Competencies and Basic Competence, practicum goal, basic teory and the inclusion of tables and columns to make the results of the practicum Based on interviews, it can be seen that the components of worksheets presented by the teacher are still exchanged, while the material practiced is an experiment, from the 4 teachers interviewed said the good components contained in the LKS must contain a summary of the material and evaluation questions.

Table 2 components of LKS in the Natural Sciences practicum at SDN 35 Pangkalpinang

Indicator	LKS component	LKS 1		LKS 2		LKS 3		LKS 4		LKS 5	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Completeness of the Science Practicum LKS	Title	V		V		V		V		V	
	Core Competence		X		X		X		X		X
	Basic competence		X		X		X		X		X
	Practicum Goals		X		X		X		X		X
	Basic theory		X		X		X		X	V	
	Tools and materials		X	V		V		V		V	
	Practical steps	V			X	V		V		V	
	Results and Discussion	v		V			X	V			X

ISBN: 978-602-361-102-7

	Conclusion		X		X		X		X		X
	Question	V			X		X		X	V	

In table 2 above, the results of LKS components analysis in several Science Practicum teachers of SDN 35 Pangkalpinang, some of the components contained in the Science Practicum LKS used, among others: Practicum Title, theoretical basis, tools and materials, practical steps, results of discussion, and questions. As for components that are rarely used by teachers, are; Core Competence and Basic Competencies, practical goal, basic theory , conclusions and questions. However, based on the results of the teacher's interview regarding the good components of the Science LKS 1, the teacher is sufficient to understand the LKS must include SK, KD, Indicators, objectives, classm of material topics, steps, conclusions even though they have not been seen in the LKS, while 2 other teachers still exchanged with non Experimental LKS. LKS has many types. Prastowo (2012: 209-211) describes the various forms of student worksheets (LKS) are; LKS that Helps Learners Find a Concept, LKS that Helps Students Implement and Integrate Various Concepts Found, LKS that Function as Study Guides, LKS that Function as Strengthening and LKS as Practicum Guidelines. For the Science Practicum LKS, the complete components become important matters, the are title, KI, KD, practical objectives, theoretical basis, tools and materials, practical steps, results and discussion, conclusions and questions.

CONCLUSION

Based on the results and discussion it can be concluded that the components contained in the Science Practicum LKS used by teachers at Pangkalpinang Elementary School 3 include; Title of Practicum, tools and materials, steps of practicum, conclusions and questions 2) components contained in the LKS practicum used by teachers at SDN 35 Pangkalpinang, are; Practicum title, theoretical basis, tools and materials, practicum steps, results of discussion, and questions that show that the average LAS practicum of science used by 7 elementary school teachers teaching science does not have a complete Experimental LKS component (title, KI, KD, practicum objectives, theoretical basis, tools and materials, practical steps, results and discussion, conclusions and questions) because many science labs are still using worksheets which are only in the form of evaluation and training questions or non-experimental LKS while the material used is material IPA for experimentation.

Based on the results of the analysis, it is expected that after this study: 1) a good and correct LAS Practicum writing writing training will be held for elementary school teachers, especially with a complete component, 2) a Science Practicum LKS can be developed that attracts and trains students' thinking skills so that learning is more qualified.

ISBN: 978-602-361-102-7

REFERENCES

Achmadi, Hainur Rasid.1996. Telaah Kurikulum Fisika SMU (Model Pembelajaran Konsep dengan LKS). Surabaya:University Press.

Prastowo, Andi. 2012. *Panduan Kreatif Membuat Bahan Ajar Inovatif.* Jogjakarta: DIVA Press

Trianto. 2008. *Mendesain Pembelajaran Kontekstual (Contextual Teaching and Learning) di Kelas.* Surabaya: Cerdas Pustaka.

ISBN: 978-602-361-102-7