

STUDY CASE OF TEMATIK LEARNING IN KINDERGARTEN CHILDREN AGES 4-6 YEARS WITH SCIENTIFIC APPROACH IN KINDERGARTEN KARTIKA IV PALEMBANG

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Abstract

A study entitled Thematic Study case Learning Kindergarten (TK) by Using Scientific Approach has been conducted in Children Ages 4-6 Years in TK Kartika IV Palembang B. The aim of the study is to determine the planning, implementation, and evaluation, as well as the perception of teachers, and parents, principals of the thematic learning by using a scientific approach. The method used is descriptive qualitative method. Research conducted at TK Kartika IV Palembang. Subject of the study consisted of two kindergarten teachers in the class B and 4-6 year olds amounted to 32, Headmaster, and parents . Technique to collection the data is made by triangulation technique / combination of observation/participant observation, interviews and documentation. The questionnaire was also used to collect data from students's parents. The results showed both the teacher is only one teacher who made learning plan in the form of Daily Activity Plan. Daily Activity Plan had been created using thematic learning by using a scientific approach. Implementation of thematic learning by using a scientific approach in both Class B, have not been implemented optimally. Both teachers surveyed did not carry out an evaluation at the end of the lesson. Each teacher has a positive perception of the thematic learning by using a scientific approach, but still find it difficult to carry it out is not maximized. The school principal has to supervise the learning in several ways (observation, supervision and coaching). While parents do not feel satisfied with the result.

Keywords: Study Case, Thematic Learning, Scientific Approach

1. Introduction

Given the importance of pre-school education, especially in kindergarten there are consequences that have arisen, including the government strives to improve the quality and relevance of basic education as through several ways, including through the development of curriculum. Examples of curriculum development such as the development of kindergarten curriculum in 2004, and then refined through the rules of government 58 of 2009 which is still in use. Entering the year 2013 in the TK Kartika IV

had tried using thematic learning with a scientific approach in the implementation of learning, but not optimal. As said by Prastowo (2013: 14) imposed a thematic learning especially for students ranging from pre-school and lower primary school classes. While the "thematic integrative learning is a learning approach that integrates various core competencies of the various fields of basic capabilities or any subjects into various themes. Themes knit meaning of various basic concepts so that students do not learn the basic concepts partially. Thus, learning gives full meaning to the students as reflected in various themes available ". Kemendikbud (2013: 134)

In addition Kemendikbud (2013) developed by perfecting the mindset of passive learning into active learning mindset by looking through a scientific approach . The process of learning to use a scientific approach is intended to provide insight to students in identifying , understanding the various materials using a scientific approach that information can come from anywhere , at any time , do not rely on the information in the direction of the teacher . Therefore , the expected learning conditions created directed to encourage students to find out from various sources of observation and not notified.

Scientific approach in an integrated thematic learning will be even better when done naturally , just flows , contextual , and related to the daily life experience of learners . Steps in the scientific approach as described above of course must be inspired by the behavior (honest , discipline , responsibility , caring , polite , friendly environment , help each other , cooperation , peace-loving , responsive and proactive) and displayed as part of the solution the various problems encountered daily in the estuary will have an impact in the life of the nation in interacting effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world.

Presented by Peters cited by Prastowo (2013 : 22) that "the process and student learning outcomes depend on teachers' competencies and skills of teaching. " The quality of education is dependent on the awareness, understanding, commitment, and participation as well as the dedication of the teachers and education personnel, especially the teacher as the spearhead that directly faced learners. If teachers can create a learning process that can change the learning outcomes of students , to increase the motivation to learn , to improve self-esteem of learners , can increase self-esteem by implementing various strategies and learning models , the vision and mission of teachers as learners may be said to be successful ,

Based on observations , researchers get some phenomena that can be used as a case or problem in this study .In terms of lesson planning, as Permendikbud No. 81A in 2013 stated that the lesson plan is a lesson plan that was developed in detail on a particular theme or subject matter which refers to the syllabus. Researchers get second grade teacher and has been using the syllabus and thematic but between RKH RKH made by teachers with the learning process that not yet the same.

Teachers have been carrying out and try to implement the curriculum in 2009 in accordance with The rules of government 58 but not yet fully using the scientific approach in the learning process. It is evident from the learning process by both teachers still conventional and students still always received the knowledge of the teacher is not looking for his own knowledge, and the use of learning media is still lacking by teachers, and the learning process that is not shown on the steps of learning scientific such as: children less trained a lot of observing, less spur to frequently asked questions, reasoning, and rarely do the experiment, and also less trained to form networks or disseminating her results to her friend. In addition, the study evaluation meeting held every day at the end of learning is not implemented. For affective and psychomotor assessment has not done well, is visible from many formats assessment has not been filled by the teacher.

Based on the results of interviews with the teacher in class B. The researchers defined a statement that teachers can not fully carry out the study with scientific approach because too many number of students in one class, facilities and infrastructure that do not support such a special space to conduct experiments in groups, tools the incomplete experiment use by students, there is no projector to display the video-learning, etc. In addition, teachers are also constrained by the number of students that a lot is between 15 to 18 people in one class, and the students' thinking skills that are still difficult to be invited to think scientifically and connect their own knowledge will be learned through stories her teacher. For the evaluation, the teacher admitted that he was difficult to carry out an assessment in accordance with the assessment format. because the format is so much judgment and difficult to be implemented as a whole given the number of students that much.

Based on the above , the researchers wanted to know how the actual implementation of thematic learning process by using a scientific approach in the classroom and kindergarten Kartika IV Palembang and what is the cause of all the problems that arise . Therefore , researchers

interested in conducting research with the title " Learning Case Studies Thematic kindergartens with Scientific Approach Using On Childhood 4-6Tahun Class B in Kingdegarden Kartika IV Palembang " .

This study aims to determine the planning , implementation, evaluation , and teachers' perceptions and opinions of parents , principals regarding thematic learning by using a scientific approach in the kingdegarden Kartika IV Palembang .

2. Theoretical Background

Learning

Learning is the effort made by teachers (educators) to give learning to the students through the process of interaction between students , teachers and learning resources in a learning environment for a process of learning in children.

Thematic learning

Learning is one of the thematic integrated learning model which is based on a particular theme that is contextual to the world of children so that children either individually or in groups , actively explore and discover concepts and scientific principles in a holistic , meaningful , and authentic .Rusman (2013 : 258) states the following thematic learning characteristics ." As a model of learning in the kingdgarden, thematic learning has the following characteristics : a) Based on students ; b) Provide direct experience ; c) Separation of subjects is not so clear ; d) Presenting the concept of various subjects ; e) Characteristically flexible ; f) Learning outcomes in accordance with the interests and needs of students ; g) Using the principle of learning through play and fun " .

Scientific approach

Scientific approach is the basic concept that embodies, inspire, strengthen, and underlying thoughts about how the learning method applied by certain theories which consists of activities to observe , to question , to reason , to try and communicate .

Learning the scientific method has the following characteristics :

1) centered on the students.

2) involves the science process skills in constructing the concept , law or principle .

3) involves the cognitive processes of potential in stimulating the development of the intellect , especially high- level thinking skills in students.

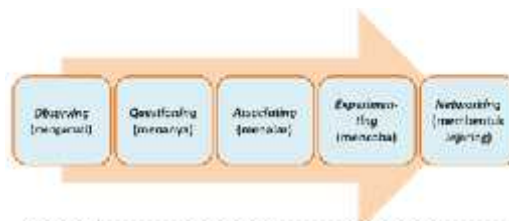
4) can develop students' character .

The learning process in a scientific approach to touch three areas , namely : attitude , knowledge , and skills , as in Fig.1 below:



Gambar 1. Proses dan Hasil Pembelajaran Pendekatan Scientific
Sumber: Buku Diklat Kurikulum 2013

For all five (5) the development of basic capabilities that exist in early childhood , materials , or certain situations , it may be a scientific approach is not always appropriately applied procedurally. Learning steps with a scientific approach presented in Fig.2 as follows .



Gambar 2. Langkah Pembelajaran Pendekatan Scientific
Sumber: Buku Diklat Kurikulum 2013

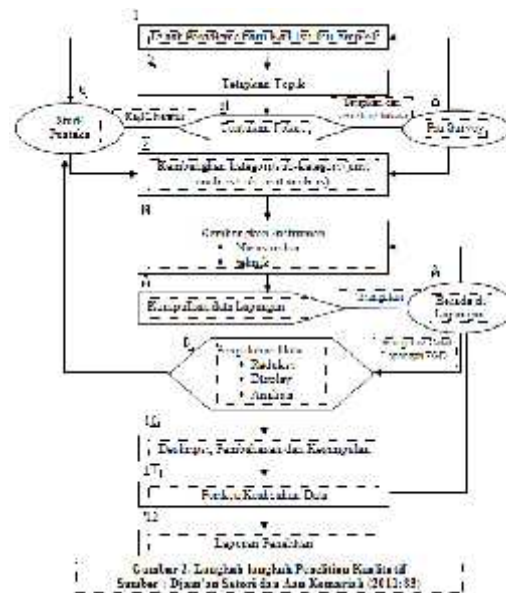
3. Method

This research was conducted in TK Kartika IV Palembang, located on Jl . Basuki Rahmat Sekip Edge Kemuning Palembang. While the implementation of the research conducted on the class B1 and Class B2 .

Participants of this study were teachers class B totaling 2 ;, average child aged 4-6 years in the B1 class numbered 18 people and B2 class of 15, and the head of the kindergarten Kartika IV Palembang.

The method used in this research is Descriptive Qualitative Research Methods. As pointed out Sanjaya (2013: 47) that "research is descriptive qualitative research method that aims to describe fully the depth of the social reality and the various phenomena that occur in the community that is the subject of research so indescribable traits, character, nature, and models of the phenomenon. The shape of this qualitative descriptive study can be seen from the format of the conduct of research in the form of case studies. Descriptive research case study, trying to obtain a complete picture and details about events and phenomena in a particular object or subject that have specificity. Thus the conduct of research using the case study method is to dig as much information and profuse then describe in narrative form so as to give the full picture of the phenomenon that occurs

Komaridah Satori and Aan (2011: 82-83) describes the operational procedures of qualitative research pragmentaris can be illustrated in the following figure.



The data collection techniques used in this study is a triangulation technique / combination of observation or observation , interviews , and documentation .Miles and Huberman dikuip by Sugiyono (2011 : 246) suggests that activity in the qualitative data analysis performed interactively and runs continuously until complete , so that the data is

already saturated . Activities in the analysis of the data , that is data reduction, data display, and conclusion drawing / verification . Analysis steps shown in the following Picture 4.



Gambar 4. Komponen dalam analisis data (interaktif model)
Sumber : Sugiono (2011:247)

4. Result and Discussion

Planning Learning

Both teachers have not had an operational reference to implement the learning process. Planning made by one of the teachers in the form of class B Learning Implementation Plan (RKH) has been strung in thematic learning by using a scientific approach but it RKH made somewhat differently than the implementation of the learning that takes place. Besides not equipped with the question, answer key and scoring guidelines. Of the two teachers who become the subject of research, they do not use RKH when teaching. When asked, there is only one teacher who has made RKH is Mrs. NTA as a classroom teacher RKH B but has not been printed at the time of the learning takes place. Rusman (2012: 5). "Every teacher in the educational unit is obliged to write lesson plans or plan daily activities in a complete and systematic manner that learning takes place in an interactive, inspiring, fun, challenging, motivating students to actively participate and provide enough space to divide initiative, creativity, and independence according to their talents, interests, and physical development, as well as psychological. "

Learning Implementation

Both teachers do not convey the purpose and activities of a lesson at the beginning. Supposedly it is done at the beginning of activities in order to create the atmosphere of the beginning of learning to encourage students and devote herself to be able to follow the learning process well. Both teachers at the beginning of the activities did not inform the learning objectives or competencies to be achieved in learning activities. In addition, teachers are not delivering learning steps that will be implemented. So that the initial activities undertaken less motivating students to learn. While Djamarah (2010: 331). "Motivation is very strategic initial phase of all the learning phase. Phase motivation is the opening phase. Failures in this phase becomes the root cause of the failure to move on to the next phase. Therefore, the first task should teachers do when opening a lesson is how to raise the motivation of the students in learning so that students ready to pay attention to the concentration of relatively old when he received a lesson ".

Teachers should make better use of the time allotted at the beginning of activities to motivate students with a prior knowledge of one of them informs objectives and competencies to be achieved , as well as learning steps that will be implemented to the students more interested in learning . In addition Rusman (2012 : 112) states that " if students know the purpose of learning that they were following , then they would be compelled to carry out such activities actively " .

At its core activities, teachers have directed planning created by one of the teachers in the form of class B Learning Implementation Plan (RKH) has been strung in thematic learning by using a scientific approach but it RKH made somewhat differently than the implementation of the learning that takes place. Besides not equipped with the question, answer key, and guidance towards score of learning thematic learning by using a scientific approach, although not yet fully learning that takes place in accordance with the learning objectives to be achieved. At the end of the activity, only Mrs. ST that summarizes the learning activities that have been implemented, while the mother NTA does not summarize the learning outcomes that have been implemented.

But both teachers like did not carry out oral and written assessment to measure the ability of students. Between Plan Daily Activities made by Ms. NTA with the implementation of learning that there is not yet appropriate implementation of such non-performance of cooperation activities for the students they work individually, in addition to the closing activity no activity concludes the study as written in RKH.

At the end of the activity, the teacher does not conclude with the students about the things that they got during the learning process.

In addition, teachers are not doing evaluation. Components shut lesson is said Rusman (2012: 92) is preferably; a) review the mastery of the subject matter to summarize or conclude the learning outcomes; b) To evaluate among others by demonstrating skills, apply new ideas to other situations, exploring what students themselves, and leave the question as feedback before ending learning ".Therefore, it should be a teacher conducting learning shut properly because Rusman (2012: 92) states "this activity is intended to provide a comprehensive picture of what has been learned by the students, determine the level of student achievement and success rates of teachers in the learning process".

We recommend the use of instructional media should be optimized so that children can use the instructional media to support the learning process by using a thematic scientific approach. With the variety of media, students can construct their own learning experience so that the learning becomes more meaningful and knowledge gained is more inherent in students' memories. Because Rusman (2012: 274) argues that, "In the thematic learning activities should also be noted regarding the optimal use of various learning media. Without the implementation of the media varied thematic learning activities will not work effectively. Instructional media should be used as an integral part of other learning components, in a sense does not stand alone, but interconnected with other components in order to create meaningful learning situations ".

Evaluation of Learning

Both teachers do not do written and oral evaluation at the end of the lesson, but only provide appropriate training course Sheets. When asked about the assessment of the implementation of Curriculum 2009 and the rules of government 58 with the adoption of a scientific approach, Ms. ST replied that he only has the judgment format only and has not been made since last semester raport children according to Competency-based curriculum and have not had a mother NTA while answered during the interview that attitudes and skills assessment in children should not be done every day but may be 1 or 2 months and learning on that day he has not made an assessment other than the value of the Student Activity Sheet (LKS) children according to the handbook in kingdegarden Kartika IV.

Based on the value LKS children, it appears that the results have been quite good. Teachers should carry out tests at the end of the lesson, which includes the study which has been carried out either by means of written and verbal to determine and measure the ability of kindergarten children in the learning so that teachers can determine the ability of the child after the teacher teaches. We recommend that classroom teachers should carry out a series of evaluation of learning as best as possible so that teachers can know the extent of learning has been carried out and what needs to be repaired. Sanjaya (2013: 61) states "Evaluation is the final component in the system learning process. Evaluate not only serves to see the success of students in the learning process, but also serves as a feedback to teachers on their performance in the management of learning. Through the evaluation can see the flaws in the utilization of the various components of the learning system".

Perception of teachers, students and Principal Regarding the Thematic Learning by Using Scientific Approach

Teachers already have a positive perception of the thematic learning by using a scientific approach. But in practice, teachers still find it difficult due to several things, namely: the child has not dared to express an opinion, only a few students who are active, when it made the group only active students who do the work while others passively, infrastructure is incomplete as yet No projector, laptop, laboratorium, the number of students is too much in one class, learning materials contained in the complete lack of student worksheets, children are less responsive because teachers do not understand the instructions, the ability of teachers is not maximized. Besides the two teachers that use of the scientific approach is still difficult because they have not been used to carry it out.

Thus, the assessment of the scientific approach, carried out continuously during and after the learning process and student character development more priority than academic coaching. Because teachers do not carry out the evaluation of learning the results of scientific learning that produce students productive, creative, innovative and affective can not be seen.

Based on the results of interviews with two teachers as study participants, it can be concluded that the thematic learning by using approach scientific It was difficult, because it has not been used to implement optimally and completely caused by several things: the ability of mastering teaching materials complete lack of teachers in kindergarten

Kartka IV and facilities and infrastructure are less supportive, the ability of different students. While the principals stated one of the barriers to the implementation of thematic learning by using a scientific approach that limited the ability of teachers, teacher training and seminars on scientific approach is limited because teachers have to spend their own expense. Sanjaya (2010: 52) states, "The teacher in the learning process holds a very important role. The role of teachers, especially for early childhood education at pre-school can not be replaced by other devices, such as televisions, radios, computers and so forth.

Therefore, early childhood is a developing organism that requires the guidance and assistance of an adult ".To overcome the above problems, the researchers advise teachers to keep using and supporting books and often read a lot of books that fit the theme and sub themes coupled with other learning resources in delivering learning materials for children to get more knowledge. In addition, should the teacher teach children learn to understand the characteristics of concrete, intergratif, so that children easier and interested to gain knowledge and actively participate in learning. Prastowo (2013: 153) states. "Thematic learning requires reading materials or sources of information are many and varied, and supported also by the internet facility. All this will support, enrich, and simplify the development of insight. If these suggestions are not met, then the application of thematic learning will be hampered". The school principal has been supervising the implementation of thematic learning by using a scientific approach by way of supervision, observation, and coaching. The school principal said one implementation barriers that limited the ability of teachers. The principal will continue to implement, evaluate, and improve the learning process that takes place because he considers thematic learning by using a scientific approach is quite effective when applied to the maximum or completely. This needs to be supported by various parties such as foundations, teachers, students, and parents. It is possible the results of interviews with children and a questionnaire distributed to parents, a conclusion still more children who like hands-on learning during the learning takes place. Kids find it difficult to learn on their own, because teachers use only learning from books thematic students. In addition, students are still unfamiliar with thematic learning that sometimes children are still confused in learning.

5. Conclusion and Remark

Based on the results of research and discussion that has been Described, it can be summed up as follows.

1) From both a kindergarten teacher in Class B at kingdegarten Kartika IV Palembang there is only one teacher stated already made RKH thematic using a scientific approach is Mrs. NTA B2 class teacher but his RKH unprinted and not taken the time to teach.

2) The teacher has Carried out thematic learning but for gymnastics lessons are still taught separately. A learning activity using scientific approaches have been implemented but the activities that the average dominant Appears that Observe, ask, and it presents. The learning activities are Carried out by the three teachers on average have not fully Correspond to the learning objectives that should be achieved.

3) Evaluation of learning taken from the practice kindergarten children. However there are some learning objectives are not Achieved. For affective and psychomotor assessment has not been carried out by the teacher.

4) Teachers already have a pretty good understanding of the thematic learning by using a scientific approach. But teachers found it difficult, to carry it out to the fullest. Nearly half the students already likes of thematic learning but there are still more students who love learning Directly using the thematic curriculum of 2004. The principal has to supervise learning by way of supervision, observation and coaching. Principals stated one reason not maximal learning that takes place due to the limited ability of teachers.

SUGGESTION

Related to the research findings, the researchers gave suggestions and expectations, namely:

1)For Teachers

Planning needs to be made in the form of a weekly Daily Activity Plan form RKH regularly and systematically in order to be used by teachers as an operational reference in implementing the learning activities so that the goal of learning can be achieved with good. In addition, the findings of this study are expected teachers can improve their performance as a professional teacher to carry out thematic learning by using measures fully scientific approach.

2)For Schools

Improve supervision and evaluation of teachers' performance more often. This needs to be done by the principal for the implementation of thematic learning activities using scientific approaches intact

3)For Institutions

Provide, facilitate and support the learning process that goes through the things that are needed such as providing facilities and infrastructure complete, regularly and alternately send teachers for training related to thematic learning and scientific approach. So the thematic learning activities using scientific approaches in TK Kartika IV can be done well.

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