

Improving Scientific Learning in Kindergarten 11 PGRI Nusrul Insan Majene

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ABSTRACT : The purpose of this best practice is to find out how the teacher's efforts to find out how to improve scientific learning in Kindergarten 11 PGRI Nusrul Insan Pesuloang Majene Regency. This good practice was carried out in February 2020 at TK 11 PGRI Nusrul Insan Pesuloang Majene Regency. The targets of this good practice are 4 people. To solve the problem, several strategies are used, namely: Learning planning carried out by TK 11 Nurul Insan Pesuloang which uses learning with a scientific approach, implementation of learning with a scientific approach and evaluation of learning carried out using learning with a scientific approach.

KEYWORDS -Teacher competency, Scientific Learning

I. INTRODUCTION

The curriculum according to Law Number 20 of 2003 concerning the National Education System, Chapter I Article 1 point 19 is a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for organizing learning activities to achieve certain educational goals. Specific educational objectives as stated in the article are the objectives of national education as stated in the National Education Standards.

This means that the curriculum at the education unit level, including the unit, is enriched by adding local excellence/institutional uniqueness/adopting curriculum from other countries so that it is possible to have diversity in the operational curriculum developed by each teaching unit. Assessment and reporting of early childhood development is an important part of the implementation of early childhood education. Assessment and reporting have many meanings and purposes, which are mainly centered on how to understand and know the development achieved by children after receiving learning stimuli. In childhood learning activities are done while playing. Play can be a source of learning for children, because it provides opportunities to learn various things that children do not get at school or at home. In addition, it will have a very important influence on children's personal and social adjustment.

One of the policies in the implementation of the 2013 curriculum (K-13) is a change in the learning paradigm from teacher centered to student centered. To realize this, teachers are expected to apply a scientific approach in learning activities known as 5 M, namely; observing, questioning, gathering information, reasoning/associating, and communicating. The scientific approach in learning encourages students to become "researchers", think scientifically, critically and analytically, because learning is carried out starting from the stages of identifying problems, formulating problems, formulating and testing hypotheses, collecting data, processing and analyzing data, compiling reports, to presenting them.

Teachers who are able to apply the scientific approach in learning will become teachers who are not only one of the learning resources, but also as facilitators, and reliable and professional classroom "managers".

The teacher's scientific skills consist of organizer, facilitator, monitor and evaluator. As an organizer, the teacher prepares children's learning objects for activities in observing, questioning, gathering information, reasoning and communicating. As a facilitator, the teacher facilitates children in learning by preparing materials, media, props used to increase children's knowledge. As a monitor, the teacher supervises the activities carried out by children, guides, and responds to children's questions. As an evaluator, the teacher conducts an assessment of children's development by recording in a daily assessment book, anecdotal records (records of events that are out of the child's habit) and observations of children's work.

Currently, students who are referred to as millennials or generation Z (Gen Z) not only need to be given 21st century skills or so-called HOTS, but also the ability to face the industrial revolution 4.0. Based on this, there is no other word for teachers to continue to improve their competence, including in terms of applying the scientific approach in learning. The teacher is the learning manager. He is fully in control of learning. The flow of learning is very dependent on the "concoction" of learning strategies that he designed.

Based on a preliminary survey at TK 11 Nurul Insan Pesuloang Majene Regency, teachers still use conventional methods in teaching so that guidance is needed so that teachers can carry out the scientific process in learning. This fact encourages my desire to reveal more about the application of scientific learning in kindergarten 11 Nurul Insan Pesuloang Majene Regency.

II. THEORETICAL STUDIES

Law No. 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

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. Students are not only directed to be able to know, understand, and apply (C1 to C3), but also to be able to analyze, evaluate, to create or create works (C4 to C6). The form of the question: Purpose and example

,Recalling:

Repeating back, stating what has been observed.

What do you know about guava fruit?

What did you play with?

What do you do every morning?

Understanding:

Explain, Elaborate, Estimate

How many are there?

What's in your bag?

Look up there the clouds look dark, what do you think will happen?

Applying: Using knowledge in a new situation

What do we need to make this water sweet?

What tools do we use to mold this sand?

Analysis: Comparing, Categorizing, Differentiating, Solving problems

Which one is heavier?

Can we group the roncean according to color?

How do we get the scales to line up?

What should we do to avoid getting caught in the rain?

Evaluation: To criticize, to judge a statement, to decide, to reject or approve something.

What happens when a fish has no fins?

I see you are very happy today. What makes you happy?

What would you think if the poles were smaller blocks?

What are you going to make with this playdough?

What would you ask the spinach farmer?

Can you tell us what you have made?

Creating: Designing Planning Making Producing

Why do you put trash in the trash can?

What pictures have you made?

What did you build with the blocks and legos?

Why did you push Althaf to the door?

Why is the vegetable you colored in your picture blue?

What happens when the birds don't

III. INDENTATIONS AND EQUATIONS

.A. Steps to Solve the Problem

The steps taken to solve the problem at hand.

1. Place, time and target

This good practice was carried out in March 2019 at TK 11 Nurul Insan Pesuloang Majene Regency. The targets of this good practice are 4 teachers.

2. Tools/materials

Materials and tools used in the form of scientific learning formats and learning resources from natural materials.

3. Strategies and methods used to solve the problem.

To solve the problem, several strategies are used, namely:

- a. Learning planning carried out by TK 11 Nurul InsanPesuloang which uses learning with a scientific approach
- b. Implementation of learning carried out by TK 11 Nurul InsanPesuloang which uses learning with a scientific approach
- c. Evaluation of learning carried out by TK 11 Nurul InsanPesuloang which uses learning with a scientific approach

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IV. PROBLEM DISCUSSION

,To facilitate the implementation of scientific learning, there are several things that teachers need to do, namely

1. Observing
 - a. Students use as many senses as possible (seeing, hearing, observing, listening)
 - b. Students collect as many observations as possible
2. Questioning
 - a. Ask questions during learning
 - b. Asking for explanation
- 3 Gathering Information
 - a. Using various learning resources

- b. Interview with resource persons
 - c. Visiting a place / Observing objects / events / activities
 - d. Doing experiments
 - e. Having a discussion
 - f. Demonstrating
4. Reasoning (associating)
- a. Looking for differences
 - b. Finding similarities
 - c. Comparing
 - d. Categorizing
5. Communicating
- a. Conveying learning outcomes with oral language/storytelling
 - b. Conveying learning outcomes with movement
 - c. Conveying learning outcomes with work
 - d. Expanding ideas on new knowledge

The positive impact of teachers' efforts to improve scientific learning is to build the ability of knowledge, attitudes, and skills by doing, not dictating or memorizing. So, several benefits of applying the scientific approach can be drawn, namely:

1. More easily accepted by children
2. More meaningful for children
3. More fully accepted by the child
4. More embedded into the child's behavior
5. Reduces verbalism (avoids the teacher having to do a lot of explain verbally)
6. Easier for children to apply
7. Children appreciate their abilities more
8. Children are more confident
9. Children are more proud of their abilities
10. The ability gained is more permanent

As for the inhibiting actors, children are always active with their desires, the behavior of children is different so it is difficult to condition, to overcome this, the facilitator always divides the children into several groups.

V. CONCLUSION

,Based on the above explanation, it can be concluded that:

1. Children should be encouraged to conduct their own experiments and research, so that children can easily understand learning because children build and discover it themselves.
2. The role of the teacher as a facilitator who guides children by providing the right materials and learning environment.
3. Scientific thinking is the ability to think in understanding problems, analyzing, finding solutions, and producing something innovative and creative.

,In the implementation of scientific learning, teachers should continue to learn and adapt to the 2013 curriculum, teachers should be more creative and innovative in more modern learning models so that the implementation of scientific learning is more meaningful and fun. Teacher readiness in implementing the 2013 Curriculum with scientific learning must be realized in willingness and ability. Will in the form of enthusiasm, pleasure, and high confidence and motivation. Ability in the form of knowledge, experience, training, interest and skills.

1. Educators should implement learning that considers the needs and stages of child development, and make children the center of learning.

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