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Proceeding

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The Implementation of Scientific Approach in Thematic Learning by Utilizing Waste in the Islamic Primary Schools in Watampone

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Abstract— This study discusses the implementation of a scientific approach by utilizing waste especially in thematic learning. It focuses on the learning tools that can be made from waste as a implementation of scientific approaches in Islamic Primary schools in Watampone. This study includes a type of paedagogical qualitative method. The results then indicated that teachers as the active learning facilitators, by choosing the appropriate learning model, learning facilities, evaluation tool, learning management in classroom as well as mastering the materials and understanding the students' character. The scientific learning has student-centered characteristics, but in some classes, it has not been implemented and students are usually divided into groups. The teacher makes rules or games and games tailored to the theme. The students then do scientific steps: observing, asking, reasoning, trying, processing, presenting, concluding and communicating. The thematic learning tools made from waste are still limited to the collages, frames, vases, mosaic pots, flowers, tick houses, paper pulp statues, egg shells, posters, clocks, tissue holders and perfumes using waste oil-bottles.

Keywords—*scientific approach; thematic learning; waste;*

I. INTRODUCTION

Implementation of the scientific approach in curriculum 2013 is a learning process that is designed in such a way that enables students to actively observe, clarify, measure, predict, and explain. The implementation of learning activities using the scientific approach is inseparable from the roles of the teacher. One of these roles, then, is as an active learning facilitator. Rusman [1] stated that in the learning system the teacher is required to be able to choose the appropriate learning models, learning facilities, evaluation tools, learning management as well as mastering the materials and understanding the students' character. The scientific learning has student-centered characteristics, involving science process skills in constructing concepts, laws or principles, as well as involving potential cognitive process in designing intellectual development, especially students' thinking skills, and also developing students' character [2].

The implementation of curriculum 2013 changes the current learning paradigm. Learning is likely tend to be as student-centered rather than teacher-centered, learning is also encouraging students to find out something by observing various learning sources. Learning is not simply being told, but directed at formulating problems and exercising the ability to think analytically (decision making) instead of think routinely (mechanistic thinking). Learning also emphasizes the importance of collaboration in



solving problems [3]. In this such learning- called as the scientific approach-, students are trained to learn to observe, ask questions, collect data, analyze or associate data and communicate the learning outcomes. The implementation of the scientific approach is a learning process designed in such a way that enables students to actively construct concepts, laws or principles through several stages; observe to identify or find problems, formulate problems, submit or formulate hypotheses, collect data with various techniques, analyze data, draw the conclusions and communicate concepts, laws or principles [4].

The implementation of scientific approach in learning is highly related to the teachers' role. Teacher should be an active learning facilitator. Therefore, teachers must strengthen their abilities in facilitating students to think logically, systematically and scientifically. Thus, it is a challenge for teachers to improve their skills in carrying out a learning using a scientific approach.

Student development can be done in stages according to the psychological development of students. Education at the Primary or Madrasah level must focus on developing affective or attitudes and behaviors. The teacher is tasked with guiding students to recognize and develop their potential to become human beings according to the mandate of the Law above. Learning by applying a scientific approach will affect student learning activities. Learning activities occur in one planning context to achieve a certain change. Learning activities use all potential students so that certain behavioral changes will occur. The students must get the opportunity to do activities in learning. Learning activities have certain characteristics which are conscious, functional, positive and active, not temporary, purposeful and directed and include all aspects of behavior as a whole (Rusman, 2012: 27). These characteristics refer to changes in behavior and to achieve these changes are carried out in various ways. Each way to obtain these changes based on characteristics is divided into several types of learning activities.

Madrasah Ibtidaiyah as one of the formal education institutions under the auspices of the Ministry of Religion has used 2013 Curriculum

and teachers have applied a scientific approach to all classes. Thematic learning is an integrated lesson that uses themes to associate several subjects to provide meaningful experiences for students. And the theme is the main idea that is being discussed. (Sudrajat, 2012).

In this case the teacher is required to be more creative, professional and innovative in developing and teaching it. Teachers can make learning is not monotonous and always interesting in conducting learning activities. That, the teacher must always apply the scientific approach using teaching aids or assigning students in groups or individuals because thematic learning is student-centered and will improve and balance the soft skills and hard skills of students which include affective, cognitive and psychomotor.

Props that are used by teachers do not need to buy expensive items, but can develop student creativity / skills by utilizing waste. Waste is waste produced from a production process, both the domestic and household industries such as leaves, newsprint, eggshells, plastic, and beverage cans. Thus, the authors are interested in conducting research on the implementation of the Scientific Approach to Thematic learning with Utilization of waste at the Ibtidaiyah Madrasah in Watampone.

II. METHOD

This research is field research, including a type of pedagogical qualitative method. The study was conducted in Islamic Primary School or called as Madrasah Ibtidaiyah- in Watampone. There were three Madrasah Ibtidaiyahs involved, those are:

TABLE I. SCHOOLS AS SUBJECT OF RESEARCH

No	Madrasah Ibtidaiyah In Watampone	Address
1	MI Al- Ma'rif Salliweng Benteng	Jl. Gunung Klabat Watampone
2	MI Darul Hikmah	Jl. Husain Jeddawi Watampone
3	Min 7 Bone	Jl. Hos Cokroaminoto Watampone

iii. RESULTS AND DISCUSSION

The research results showed that the implementation of curriculum 2013 (K-13) was not simultaneously conducted for each class, but carried out in some steps. In 2015, K-13 began to be implemented in the first and the fourth classes; the second and fifth classes in 2016, finally, K-13 was implemented in the third and the sixth classes in 2017, so that the implementation of the scientific approach had not been fully carried out in all classes.

A. MI Al-Ma'rif Saliweng Benteng

This Madrasah has implemented scientific approach in the curriculum 2013 but have not been fully implemented. The data showed that the teacher was still more active than the students. Then, the madrasah actually already has a waste bank, but to make the learning media students took waste originating from domestic waste such as flowers, tissue boxes, mineral water sites and geometric shapes of cardboard.

B. MI Darul Hikmah

In 2013 curriculum has been implemented in all classes in 2017. The scientific approach has been applied in accordance with the stages, namely as follows:

1) Observing

This method has the advantage of presenting object media in a real way, students are happy and challenged, and easy to implement. In the learning Observing activities process involves students directly. The teacher has the involvement students in observation.

2) Questioning

In observing activities, the teacher opens wide opportunities for students to ask questions about what has been seen, listened to, read or seen. In this activity the teacher guides students to be able to ask questions about the results of concrete object observations to abstract ones regarding facts, concepts, procedures. Through this activity, the students' curiosity was developed and eventually trained students asked so that curiosity could be developed.

3) Associating

The student's ability to process information through reasoning and rational thinking is an

important competency. Information obtained from observations or experiments carried out must be processed to find the linkages of one information with other information, find patterns of information linkages, and draw conclusions from patterns found. However, the implementation of this reasoning is only in fourth fifth and sixth class

4) Experimental

Students must try or conduct experiments, especially for the appropriate material or substance. Relating to the environment, they are able to use scientific methods to solve problems in their life.

Experimental learning activities are carried out through the stages of preparation, implementation and follow-up. All tools or materials to be used, places, security and health issues are prepared and the teacher gives an explanation of the stages that must be done and not done. The implementation phase, the teacher guides, observes the experiment, and helps students overcome and solve problems that hinder learning activities. The last stage is follow-up by means of students making reports on experimental results, teachers checking reports, giving feedback, sharing with students about problems found during experiments and storing tools or materials that have been used (Daryanto, 2013: 79). This experimental activity will run well and smoothly if the teacher and students work well together so that the learning objectives can be achieved properly. This is the same as reasoning because the implementation is in fourth, fifth and sixth class.

5) Networking

Networks are needed in learning from various sources, developing themselves, and getting jobs. Students have a personal network consisting of family, friends, family's friends, friends of friends, teachers, and others. A network will be formed if students participate in school activities such as scouts, PMI, conduct social activities, communicate with friends through social networks such as facebook, twitter, or other activities. Important competencies in building networks are intrapersonal, interpersonal, and organizational (social) skills (Sani, 2013: 71).

With these skills, students will be able to form networks in order to be successfully in learning.

C. MIN 7 Bone

In 2017 this Madrasah has implemented the 2013 curriculum but the steps of the scientific approach have not been fully implemented as in the MI Saliweng Benteng. The revealed that only a few items have been implemented. Teachers were still more active than their students, especially in the first, the second and the third class. This Islamic school had a waste bank since a few years ago and it was managed by the students' parents, but in 2017 garbage is collected behind the school without separating between organic and inorganic waste. Students had utilized the waste, especially in thematic learning such as flowers, tissue holders, mineral water sites and geometric shapes of cardboard, fans, frames of photos, hats, butterflies, submarines, places letter, collage, maltase and flower pot, glass anemometer, statue and poster.

IV. CONCLUSION

Based on the revealed results above, it can be concluded that the application of the scientific approach in thematic learning in three Islamic Primary Schools (Madrasah Ibtidaiyah) in Watampone (MI Saliweng Benteng, MI Darul Hikmah and MIN 7 Bone) has not been fully implemented. It is caused by the non-simultaneous implemetantion of curriculum 2013 in each class. This Curriculum 2013 is eventually fully implemented for all classes in 2017. Then, the tools that can be made from waste as a form of implementation of scientific approach in three Islamic Primary schools in Watampone are flowers, tissue holders, mineral water sites and geometric shapes of cardboard, fans, frames of photos, hats, butterflies, submarines, places letter, collage, maltase and flower pot, glass anemometer, statue and poster.

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