Problem Analysis Of Inquiry Learning Modeldevices That What Happens In Chemistry Teacher At SMAN Samarinda

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ABSTRACT

This study aims to determine the problem of Inquiry Learning Devices Model Happens in High School Chemistry Teacher in Samarinda. Subjects in this research were 1 teacher and 1 respondents.

Methods of analysis was done qualitatively obtained through observation, interviews, documentation and triangulation and data obtained in the research then described.

The results showed that the chemistry teacher is having problems in the preparation of RPP learning device.

Keywords: Inquiry Model, Learning Implementation Plan.

A. Introduction

Education plays an important role decisive for development and self-realization of individuals, especially for the development of the nation and the State (Munandar, 1999). The problem that often arises in chemistry learning process based on experience in managing learning between students' learning activity is very low, identified from less interest of student to ask, not too courage to express their opinions, not too courage to giving ideas, unwilling to put forth hypotheses (Soma, 2012). Inquiry model is expected to minimize. From the above explanation, the writer motivated to do research qualitative with the title "Problem Analysis of Inquiry Learning Model Devices that Happens In Chemistry Teacher at SMAN Samarinda"

B. Method

Qualitative naturalistic research has real settings as a direct source from data and researchers is a key instrument. Qualitative research describing data derived from the words or pictures instead of numbers (Bogdan and Biklen, 1998). Qualitative research is research that aims to understand the phenomenon of what is experienced by the subject of the research such as behavior, perception, motivation, action etc., holistically and by way of description in the form of words and language, in a specific context that is naturally and by utilizing various scientific methods (Moleong, 2006). **Interview techniques, observation techniques and documentation techniques** (Sugiyono, 2011).

1. The place of research SMA N 3 Samarinda

2. Time Research
   January to August 2015

3. Subject Research
   Teachers of SMANegeri 3

C. Result

Problems faced by teachers in preparing RPP based guided inquiry that is difficult to plan the learning that is able to know the condition of the ability of students' academically, remembered that the conditions of students in a class of heterogeneous than that there is a class of excellent and regular and lacking of chemicals in conducting inquiry model so that the procedures of inquiry could not in accordance with the conditions of the laboratory. Less time from KTSP 5 hours, K13 only 4 hours, while the material is not reduced. The number of students who reach 40. The division of the steps Inquiry because it has to train, guide and familiarize the scientific method.

Should think operational behaviorism, cognitive and degree. Difficulty to accommodate students' abilities. As revealed from the interview "Normally, you should think KI KD with time allocation, should operations involving 4 basic groups such as behaviorism, cognitive and degree"

D. Discussion

Based on analysis of data obtained from the triangulation of data, observation, interviews and documentation, the problems faced by teachers in preparing RPP are vary, the teachers has difficulty in reviewing the syllabus before preparing RPP. Reviewing syllabus is steps to translate the syllabus that written according to a standard process that is still common. Reviewing the syllabus is to make the details of observing activities, ask, gather information, process and communicate to the steps – steps of teacher in learning to makes students active in learning.

Besides, barriers that experienced by teachers in preparing RPP that suit the character of the students, because in one class there are various characteristics of different learners - different. This is a barrier for teachers in developing RPP in accordance with the characteristics of learners so that a implementation learning plan is good and right.

In preparing the Learning Implementation Plan (RPP) based¬indicators inquiry guided - indicators in accordance with Permendikbud No. 105 of 2014 in which there are few barriers experienced by teachers in preparing RPP, follows the obstacles that occur in every component of the RPP.

a. Identity of schools, subjects and grade / semesters

By triangulation, interviews, and documentation Chemistry teacher in class XI of SMA Negeri in all ofSamarinda, has made the identity of the subjects on the RPP. The identity of which has been made including the education unit, subject, class, semester and time allocation. Wherewith identity created by Chemistry teacher in class XI of SMA Negeri Samarinda are complete. This is in accordance with Permendibud No. 105 in 2014, about the identity of subjects consisting of educational unit, subject, class, semester, and time allocation.

b. Assigning Core Competence and Basic Competence

By triangulation, interviews, and documentation Chemistry teacher in class XI of SMA NegeriSamarinda, has set KI and KD are made. KI listed in the syllabus and RPP and KD Preferred is 5.5 Describe acids and bases as well as their application in everyday life. The use of KI and KD shows that Chemistry teacher in class XI of SMA Negeri Samarinda have used the curriculum in 2013.

c. Determining indicators of achievement of competencies

By triangulation, interviews, and documentation Chemistry teacher in class XI SMA Negeri Samarinda, have established indicators of achievement of competencies made. The indicator includes cognitive, affective build character, and psychomotor. Teachers make indicator by KD, and make the indicator independently by means to analysis and review KD that chosen. Seeing this, it means teachers are already making that includes competencies that exist in KD. Supardi (3015: 180) explains that the indicator is a marker of achievement of competencies which is characterized by behavioral changes that can be measured from the aspect of attitudes, knowledge, and skills.

d. Assigning Learning Materials

By triangulation, interviews, and documentation Chemistry teacher in class XI SMA Negeri Samarinda, have established learning material that will be studied. Seeing the learning materials that exist in some RPP in setting teacher teaching material has been sort of the material up to the level of cognitive attitude or application, from simple material to material that is more difficult.

Analysis result from the selected materialchosen by teacher, it can be said that the material has been adapted to the learning objectives, the material has been sorted from narrow to a more complex matter. Only teachers have not adjust with time. In line with this, Mulyasa (3006: 304) states that in identifying the material should take into account the learners, the depth and breadth of material, in accordance with the objectives to be achieved and the allocation of time required.

e. Creating learning activities

By triangulation, interviews, and documentation Chemistry teacher in class XI of SMA Negeri Samarinda has made learning activities that will be carried out.

The learning activities are made include preliminary activities, core and closing. Containing the preliminary activities: prayeractivities (religious), motivation, conveying competence to be achieved and apercepsi. In preparing the preliminary activities have difficulties when preparing activities to gain knowledge of learners, giving problems and formulate problems.

Core activities tailored to the guided inquiry learning model that is on the steps of learning the syntax of inquiry develop learners. The stages starting from the identification and clarification of issues, create a hypothesis, collect data, analyze the data and draw conclusions. In the preparation of the core activities of nearly all the teachers are confused in adjusting the phase of learning the steps - the steps contained in the model of guided inquiry.

Closing activities contains teachers together withlearners activities, namely: (a) summary / conclusion lesson; (b) reflect on the activities that have been implemented; and (c) provide feedback on the process and learning result. In preparing the closing activities have difficulties when guiding learners to make conclusions from the experiment

E. Conclusion

The problem faced by teachers in preparing Implementation Learning Plan (RPP) Chemistry with the inquiry approach that is the difficulty determining the steps of inquiry, the less time of study hour.

F. Acknowledment

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