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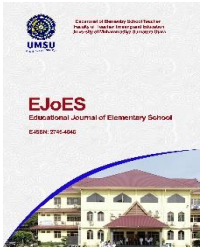

ANALYSIS OF STUDENT RESPONSES TO SCIENCE LEARNING CLASS VI AT SD BINA SATRIA MULIA

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Abstract
This research aims to determine the implementation and response of students and teachers after learning science in grade VI of SD Bina Satria. This research was conducted using a questionnaire instrument. The number of respondents obtained was 25 people. Science learning according to the 2013 Curriculum, emphasizes that students are encouraged to learn through active involvement with skills, concepts, and principles. Learners gain experience by doing activities that allow them to discover concepts and principles for themselves. Optimal learning outcomes can be achieved by several factors, namely internal, external factors and learning approaches. Internal factors (factors from within students), namely the physical or spiritual condition/condition of the student, while external factors (external factors), namely the conditions of the student's surrounding environment and the learning approach factor (approach to learning), namely the type of student learning effort which includes the strategies and methods used by students to carry out learning material learning activities, from these factors that are strongly influenced by the teacher are the learning approach factor, A teacher must determine how the approach must be taken when teaching, this is proven in learning activities, one of the perpetrators is the teacher, the teacher's behavior is teaching, the teaching behavior is related to the use of learning approaches and models that activate students.
Keywords : Response, student, IPA, elementary school

1. INTRODUCTION

The characteristics of Natural Science (IPA) learning are related to efforts to understand various natural phenomena systematically. Science learning itself includes the scientific attitude of science, the scientific process (scientific method) of science, and the application of science. Natural Science is understood as a science that is born and developed through observation steps, problem formulation, hypothesis preparation, hypothesis submission through experiments, drawing conclusions and discovering theories and concepts. According to Trianto (2014), the essence of science is science that studies phenomena through a series of processes known as scientific processes that are built on the basis of scientific attitudes and the results are realized as scientific products that are composed of the three most important components in the form of universally applicable concepts, principles, and theories. Through science learning, students can gain hands-on experience, so that they can gain the strength to receive, store, and apply the concepts they have learned.

Science subjects in elementary school are beneficial for students to learn about themselves and the surrounding nature. Science emphasizes providing hands-on experience to develop potential so that students are able to explore and understand the surrounding environment scientifically. In science subjects, students are directed to gain a deeper understanding of the environment, this is proven, teachers provide science teaching by making direct notations from the problems studied, for example in the water cycle material, then the teacher's action is to show the water cycle process to students, with this action the student's learning will be more meaningful and the advantage is that students will be able to think critically and creatively in learning.

The most important principle in education is that learning must be able to change the mindset of students in receiving the information they obtain. The information obtained cannot be just knowledge provided

by the teacher. Students must build their own knowledge. Teachers can also give students stairs that bring students to a higher understanding, with the note that students themselves must climb them (Slavin, 2005). Thus, students have the opportunity to build new ideas and apply those new ideas in the learning process. According to Sardiman (2007) explained that students or students are one of the human components that occupy a central position in the teaching and learning process. Students or students are the subject of problems and as the focus of attention. In the teaching and learning process, students as parties who want to achieve their goals, have goals and want to achieve them optimally. So in the teaching and learning process, the first thing to pay attention to is the student/student, what is the situation and ability.

Optimal learning outcomes can be achieved by several factors, namely internal, external factors and learning approaches. Internal factors (factors from within the student), namely the physical or spiritual state/condition of the student, while external factors (external factors), namely the condition of the student's surrounding environment and the learning approach factor (approach to learning), namely the type of student learning effort which includes the strategies and methods used by students to carry out learning material learning activities, from these factors that are strongly influenced by the teacher are the learning approach factor, A teacher must determine how the approach must be taken when teaching, this is proven in learning activities, one of the perpetrators is the teacher, Teacher behavior is teaching, the teaching behavior is related to the use of learning approaches and models that activate students. The use of learning approaches and models must be able to activate students so that there are changes in students in learning activities, for this reason, learning approaches and models must be well designed so that learning activities can achieve optimal results. However, in reality, there are still many teachers who do not pay attention to the learning approach factor so that student learning achievement is low, and will have an impact on student learning outcomes, this is evidenced by the fact that there are still many teachers who teach without using learning strategies or models in delivering material from the subjects taught.

Therefore, it is necessary to know the response of students to science learning that has been carried out so far in classroom learning activities.

2. RESEARCH METHODS

This research is an experimental research with the type of research being a pseudo-experiment. Pseudo-experimental research is an experiment that is carried out because it is impossible to control all variables that affect the bound variable.

This research was conducted to determine the response of students to science learning in grade VI.

This research was conducted at SD Bina Satria, which is located on Jl. Alumunium I No. 10, Medan Deli District, Medan City, North Sumatra. This research was conducted on grade VI students at the school.

This research is measured using a questionnaire instrument that has been provided in advance to measure the research objectives to be researched.

3. DISCUSSION AND RESULTS

The characteristics of Natural Science (IPA) learning are related to efforts to understand various natural phenomena systematically. Science learning itself includes scientific attitudes of science, scientific processes of science and application of science. Natural Science is understood as a science that is born and developed through observation, problem formulation, hypothesis preparation, hypothesis submission through experiments, drawing conclusions and discovering theories and concepts. According to (Susanto, 2016) science is a human effort in understanding the universe through proper observation on target, as well as using procedures, and explained by reasoning so as to reach a conclusion. Through science learning, students can gain direct experience in studying the phenomena of the universe through observation and the results can be concluded with human reasoning. The importance of science lessons in elementary school makes students think positively which has a good impact so that students become aware of technology and are environmentally friendly as an elaboration of reading science (Mariana & Praginda, 2009).

Science learning in elementary school children also teaches how to solve problems, practice comprehension skills, draw

conclusions, practice being objective, cooperate and respect the opinions of others. In fact, students' science learning is still relatively low. This is evidenced by the results of research from the Trend in International Mathematic and Science Study 2015 in (Hadi & Novaliyosi, 2019) in the field of science, Indonesia is ranked 44 out of 49 with an average score of 397 and far below the international average of 500. The results of the study (Widiawati et al., 2015) entitled Analysis of Concept Understanding in Science Lessons in Grade IV Elementary School Students in Cluster II of Banjar District also showed that the ability to understand science concepts of students in elementary schools where the research was conducted was still low, that 10.81% of students obtained an average score from the science concept comprehension test, as many as 45.95% of students obtained a score below average and as many as 43.24% of students obtained a score above average, So it needs to be improved.

The low learning of science students also occurs at MIS Ushuluddin Singkawang. From the results of observations conducted in February 2020, it was obtained that students' science learning was low, where the results of the test test questions given to students had an average score of 55. This kind of thing can have a bad impact on students who do not understand the concept so that there is a problem in the understanding of the concept of the student. During an interview with a class V teacher, the teacher stated that there are still many students who do not understand science lessons, especially when discussing a concept in heat material and its transfer. According to the students interviewed by the researcher, in the learning process, teachers only use the direct learning model, teachers also do not invite students to do practicum.

To measure this research, a questionnaire was provided that included several questions described as follows:

Petunjuk Pengisian:

a. Isilah nama, kelas, dan no absen.
b. Bacalah dengan teliti petunjuk dan pernyataan dibawah ini sebelum anda mengisi.
c. Jawablah pernyataan dengan memilih salah satu jawaban dengan memberikan tanda ceklis (√) pada salah satu pilihan.
   Keterangan pilihan:
   SS :Sangat Setuju
   S :Setuju
   RR :Ragu-Ragu
   TS :Tidak Setuju
   STS :Sangat Tidak Setuju
d. Mintalah penjelasan pada guru, jika belum jelas.
e. Mohon isi dengan kejujuran.

No.	Pernyataan	SS	S	RR	TS	STS
1	Pertama kali saya melihat pembelajaran ini, saya merasa bahwa pembelajaran ini mudah bagi saya.					
2	Pada awal pembelajaran, ada sesuatu yang menarik bagi saya.					
3	Penggunaan bahan ajar mempermudah saya dalam pembelajaran IPA.					
4	Materi pembelajaran IPA sangat menarik perhatian.					
5	Terdapat cerita, gambar, atau contoh yang menunjukkan kepada saya bagaimana manfaat materi pembelajaran IPA.					
6	Pembelajaran ini sangat abstrak sehingga sulit bagi saya untuk tetap mempertahankan perhatian saya.					
7	Tugas-tugas latihan pada pembelajaran ini terlalu sulit.					
8	Petunjuk untuk pengerjaan tugas pada bahan ajar terlalu sulit dipahami.					
9	Saya merasa lebih paham dengan pembelajaran IPA apabila menggunakan peta konsep dan pengelompokkan.					
10	Saya dapat menghubungkan isi pembelajaran ini dengan hal-hal yang telah saya lihat, saya lakukan, atau saya pikirkan didalam kehidupan sehari-hari.					
11	Saya lebih memahami suatu pembelajaran					

4. DISCUSSION

From the distribution of questionnaires to students in grade VI of SD Bina Satria, 25 respondents were obtained who filled out the questionnaires that had been distributed. From the results of the response to science learning, a total percentage of 86.67% was obtained.

This shows that the students' responses have a positive response to the science learning process carried out in their classrooms. Students' responses to science learning using the learning model showed positive responses. This is shown by the percentage of student response questionnaire results in each indicator, for an indicator of student response relevance to science learning. g. In the end, the positive response of students indicates that students feel happy, interested, and interested in learning science so far.

The objectives of science subjects in SD/MI are as follows:

1) Gaining confidence in the greatness of God Almighty based on the existence, beauty and orderliness of His created nature
2) Develop knowledge and understanding of science concepts that are useful and can be applied in daily life
3) Develop curiosity, positive traits and awareness of the existence of

mutually influencing relationships between science, the environment, technology and society
4) Develop process skills to investigate and the environment, solve problems and make decisions
5) Increase awareness to participate in maintaining, maintaining and preserving and the natural environment
6) Increase awareness to appreciate nature and all its order as one of God's creations
7) Acquire the provision of knowledge, concepts and skills of science as a basis for continuing education to junior high school/MTs.

The goal is the initial foundation as a teacher to teach. Likewise in science learning, the goals in science subjects are an indicator of learning success. Learning will not succeed if an educator does not know the purpose of learning. Therefore, teachers should really understand the essence of learning objectives. The purpose of science learning reflects how the actions that must be taken so that the skills and abilities that are expected to be achieved in students can be achieved.

CONCLUSION

Science learning in elementary school emphasizes on direct provision to develop competencies to explore and understand the surrounding environment scientifically. To provide convenience for students to actively carry out learning activities in order to achieve learning objectives. How important is science learning in elementary school because it will provide insight into natural knowledge to students. They can also be stimulated to make observations and research on anything in the surrounding nature in a scientific, logical and planned manner. From the results of the research carried out, a percentage value of 86.67% was obtained, which showed that the learning results were quite good or satisfactory according to the response to filling out the student questionnaire.

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