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TEACHERS' MOTIVATION AND DIFFICULTIES IN DESIGN TEACHING LEARNINGS USING A SCIENTIFIC APPROACH

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ABSTRACT

LKPD is prepared by the teacher in the form of sheets containing instructions and work steps that must be completed by students, both theoretical tasks and practical tasks in the learning process. LKPD itself as a means to facilitate the formation of interactions between teachers and students in improving learning activities, therefore teachers must be able to design LKPD based on the approach recommended by the 2013 Curriculum as a form of application of one of the teacher competencies, namely professional competence. LKPD is prepared by design and can be developed according to the situation and conditions of the learning activities to be carried out. The teacher himself understands the situation and conditions in question, both in the classroom and in the learning environment of his students. Community Service (PKM) is carried out to motivate and find out the difficulties of teachers in the LKPD design stage, by combining LKPD with a scientific approach. From the results of the PKM, information was obtained that teachers were less motivated in designing LKPDs that were integrated with a scientific approach and had difficulty with allocating time and computer programs.

***Keywords**: LKPD, scientific approach*

INTRODUCTION

At this time, the 2013 curriculum is used in the world of education for elementary schools and is starting to demand a scientific approach to the process of implementing learning in the classroom. So now it is found that there are school textbooks based on scientific approaches that are traded or distributed by the Ministry of Education to schools. But science itself has not been fully applied to LKPD, because most of the LKPD provided by the teacher only contains the title of the material, learning objectives and assignments. This is thought to be due to a lack of knowledge about scientific integration into LKPD, even though the existence of LKPD as teaching materials can help teachers in the learning process.

Pulungan et al., (2017) got the same problem where the results of observations and interviews with teachers at SDN 68 Palembang that there are complaints and difficulties for teachers in making LKPD. Of course, these complaints are not without reason. In general, there are several obstacles that can be found that make it difficult for teachers to make LKPD. The constraints in question include the lack of teacher understanding of LKPD, the availability of materials found regarding difficult LKPD, and the low motivation of teachers for LKPD that can be used in the learning process in the classroom. At SMPN 1 Kragilan, Fortuna et al., (2001) obtained information that there are still teachers who use LKPD issued by publishers and there are teachers who only use training/reinforcement LKPD. And Sulistyorini et al., (2018) also found the same problem in the Semarang City Elementary School, where the LKPD used in schools generally only contained a list of questions in the form of essays and students were assigned to answer them. There is no literacy and problem solving process so that it has not been able to encourage the growth of critical thinking in students. Teachers also often ask students to work on LKPD directly, but it has not been integrated with PPK so it is active for some students, while others only help their friends.

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To answer this challenge, it is necessary to provide guidance to teachers to design LKPD with scientific application on the LKPD. The scientific approach commonly applied in secondary schools is the guided inquiry approach, where students formulate questions and formulate their own hypotheses, then the teacher plays a role in guiding students in finding answers. Because they are used to the guidance of the teacher, it is necessary to have a new atmosphere to further motivate students to become more independent and more proficient in solving existing problems. Then presented learning with free modified inquiry. Afnidar (2015) said that free modified inquiry learning is a collaboration or modification of guided inquiry with free inquiry. Problems that will be used as topics to be investigated are still given or guided by the existing curriculum references. That is, in this learning strategy, students do not choose or determine problems to investigate independently, but students who learn with this approach accept problems from their teachers to solve and still receive less guidance than guided and unstructured inquiry learning.

The results of servant interviews with several students who did field practice (PL) in the 2019/2020 Odd semester at high school level training schools (SMP and SMA which are equivalent) spread across the West Sumatra region, that most of the teachers did not have and did not make LKPD for the teaching materials, and some others do not include the practical task steps on their LKPD so that PL students take the initiative to make the LKPD. Also based on the conclusions from the research of Rahmadina et al., (2017), that the understanding indicator is categorized as not understanding the use of student activity sheets (LKPD) in schools with the questionnaire results as much as 72.1% greater than the number of respondents who understand, the response indicator 44.18% with the agree category is a solution for creating active learning in schools in order to create active students in the learning process at school and for the expectation indicator as many as 88.37% of respondents agree with the expectation that the use of student activity sheets (LKPD) At school, students will be more active and creative in the teaching and learning process at school, teachers can make their own student activity sheets (LKPD) and use various learning methods so that the LKPD issued by the publisher is not used during the learning process.

Based on the problems and evidence presented above, it is necessary to carry out community service (PPM) at SMP Muhammadiyah 1 Padang so that teachers understand and are motivated to design LKPD using a scientific approach to develop the competency skills of SMP Muhammadiyah 1 Padang teachers and to find out what the difficulties are. experienced by the teacher in designing teaching materials.

MATERIALS AND METHODS

Community Service (PKM) is held at SMP Muhammadiyah 1 Padang City. PKM participants are 21 teachers in the field of study and principals. PKM data collection is carried out in January-July 2020. Data collection is carried out directly (primary) with PL students and teachers of SMP Muhammadiyah 1 Padang. Data obtained by interview, observation and question and answer techniques. Conclusion answers are converted to the Gutman Scale. The data is processed using the percentage formula proposed by Riduwan (2013), namely;

$$\text{Percentage} = \frac{\text{acquisition score}}{\text{maximum score}} \text{ x } 100\%$$

Table 1. Understanding Level Criteria

Score	Understanding Level	Motivation Level
81-100 %	Very Understand	Very Interest
61-80 %	Understand	Interest

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41-60 %	Understand enough	Enough Interest
21-40 %	Not really understand	Less Interest
0-20 %	Do not understand	Not interested

RESULTS AND DISCUSSION

This PKM was very well appreciated by the teachers and principal of SMP Muhammadiyah 1 Padang, by following the directions given by the PKM team. And the principal also participated in the event from start to finish, and took part in the discussion. After the presentation on designing scientific-based LKPD, the data obtained from the teacher's understanding of how to design LKPD very well with a 100% response for each item stated as described in Figure 1. which is described in Figure 2.

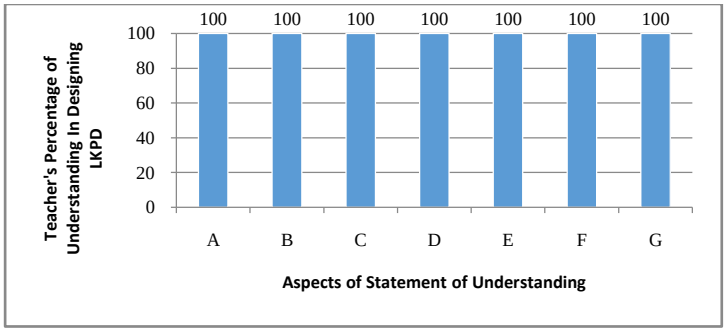

Figure 1. Percentage of teachers' understanding of the LKPD design; A. The importance of LKPD in learning, B. Components of LKPD, C. Student Orientation, D. Problem Formulation, E. Hypothesis Formulation. F. Collecting data, G. Testing hypotheses, and H. Formulating conclusions.

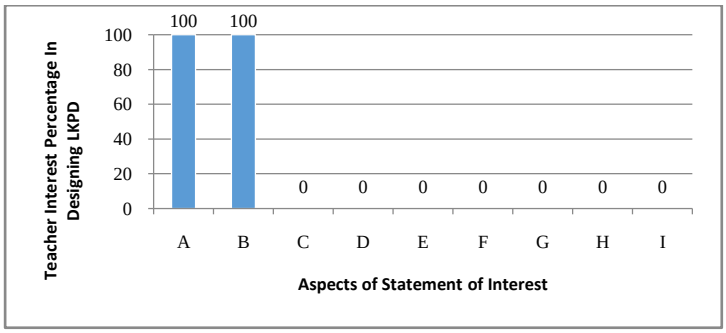

Figure 2. Percentage of teacher interest in the LKPD design; A. Designing their own LKPD, B. Designing scientifically based LKPD, C. Collaborating on designing LKPD with the team, D. Designing LKPD as soon as possible. E. Consultation on difficulties in designing, F. Designing a Full LKPD, G. Testing the validity, practicality and effectiveness of LKPD, H. LKPD with ISBN and I. Teaching Materials with ISBN for credit points

With Figures 1 and 2, it can be seen that teachers understand how to design LKPD after the PKM, there is an interest in designing their own LKPD using scientific steps, but in reality the LKPD does not really get a response from the teacher. The teachers of SMP Muhammadiyah 1 Padang are less interested in designing scientific-based LKPD because time, learning resources and facilities do not support the work of teachers to design LKPD, so teachers prefer to design worksheets without providing material and without providing a scientific approach, only in the form of assignments. theory and practice.

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The same thing also happened from the results of observations and interviews conducted by Adam (2018), where the problem in designing teaching materials is because teachers still find it difficult how to find material that matches the level of student understanding, so that the material presented can make it easier for students. so that students easily understand the material presented in the worksheets. The same thing was stated by Ningsih et al., (2016) where the difficulty experienced by teachers was that the source of information needed was limited.

Andayani et al., (2017) reported that in several high schools in Samarinda, the LKPD used by teachers was not in accordance with the learning model in the lesson plans. Teachers cannot make their own teaching materials. Teachers complain about the lack of time and supporting facilities for making teaching materials, so teachers prefer to use teaching media from publishers or from the internet. Besides the ability of teachers to operate computers is very lacking so that it is constrained in making teaching materials.

With these problems found, the PKM team has provided an opportunity for teachers to communicate with the PKM Team lecturers if they encounter obstacles or if they want further guidance on designing LKPD, but did not get a very good response from the teacher. Also the PKM team has facilitated the facilities for publishing books and providing access to assistance in managing copyright, but also did not get a response from the teacher. It can be concluded that the biggest obstacle for teachers is not the facility to design, obtain copyright or publish their own LKPD, but because of time and skills in using computer multimedia, as well as the lack of opportunity to discuss with study groups and the PKM team are problems. major problems faced by teachers.

LKPD should be able to realize high school students to achieve all the core competencies aimed at these students by using LKPD in accordance with the demands of the 2013 Curriculum (K-13 or also called kurtilas) where kurtilas requires teachers to be able to prepare their own LKPD for participants students, because it is the teacher who understands the abilities of each student.

CONCLUSION

From the PKM results, information was obtained that teachers understand designing scientifically based LKPDs but are less motivated in designing LKPDs that integrate a scientific approach and have difficulty with allocating time and computer programs.

THANKYOU NOTES

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