

THE SCHOOL ENVIRONMENT AS A LEARNING RESOURCE ON PLANTAE MATERIAL

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ABSTRACT

This study aims to determine the benefits of school environment as a source of learning on the Plantae material (Spermatophyta) by using contextual learning on the activities of high school students of high school. This research used descriptive research type. Sampling in this research is done by purposive sampling technique (purposive sampling) considering student ability and activity in various class samples. Research sample in this research is class X MIPA. This research was conducted for three meetings with assessment instrument in the form of observation sheet which will be assessed by 5 (five) observers. The observation sheets are activity observation sheets, student attitudes and skills as well as individual student final reports. The results of this study indicate that the activities of students including active category (B) with 82% percentage of assessment. Likewise the attitude of students who belong to either category (B) with the same percentage of assessment. Another case with the skills of students who are classified as excellent (A) with a higher percentage of assessment that is 89%. Meanwhile, in the final report students individually more than 50% of students category is very good (A) with the percentage of students overall 83.8% which indicates the final report of students done with good category (B). If accumulated as a whole the percentage of assessment of each instrument is 84.42% with good category with the predicate B. Therefore, the school environment can be utilized as a source of biology learning especially Spermatophyta material by using contextual learning model.

Keywords: *learning, environment, school, learning source, plantae material*

INTRODUCTION

Based on observations, one of the schools in Palembang City has a school environment that can be used as a source of learning. The school has a land area of 8845 m², a building area of 2742 m², a field area of 1,500 m², a school environment of 3853 m², and a garden area of 750 m². Area of the school environment and park, it is possible to be used as a source of learning Biology. Aspects that can be measured by teachers to find out whether or not the school environment as a source of student learning with contextual learning on the material Plantae (Spermatophyta) is the aspect of attitude and skills. These two aspects can be seen if teachers observe and assess student activities in the learning process that will be done. If seen from the data of preliminary observation, observation result of student activity in class at the time of learning process 50% of student activity in active category category, and 50% activity of other student category active enough. Activity of students who vary widely in the sample of the class teachers can observe directly the activities of students while studying in the school environment. If the activity of students who study in the school environment and measured by looking at the aspects of attitude and skills in a class sample is categorized as good or very good, it is said that the school environment is very useful as a source of learning.

RESEARCH METHOD

The study was conducted in the even semester of the academic year 2016-2017 the second week of January in one of the high schools in Palembang. This type of research includes descriptive research with independent variables in this study is contextual learning (CTL). The dependent variable of this study is the school environment benefits as a learning resource and student activity on Plantae (Spermatophyta) material.

The population in this research is all students of class X MIPA in SMA, academic year 2016/2017. The school consists of 6 classes with 185 students. Sampling by purposive sampling, with sample of research class X MIPA 5 which amounted to 31 students. Technique of collecting data in the form of activity observation sheet, attitude and skill of student along with student final result sheet individually which is validated first before tested to expert or expert lecturer. As for the used to measure the validation by the test with the formula Aiken's V.

RESULT AND DISCUSSION

Data of research result obtained from filling of observation sheet filled by observer. In this study there are 5 observers who observe the course of research. This observation is done for 2 times in the learning process in school environment and group discussion process. The research data is as follows

a. Student Activity

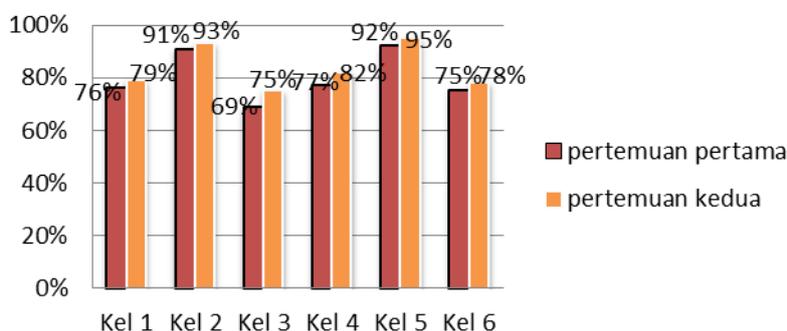


Figure 1. The Graph of Student Activity

b. Student Attitude

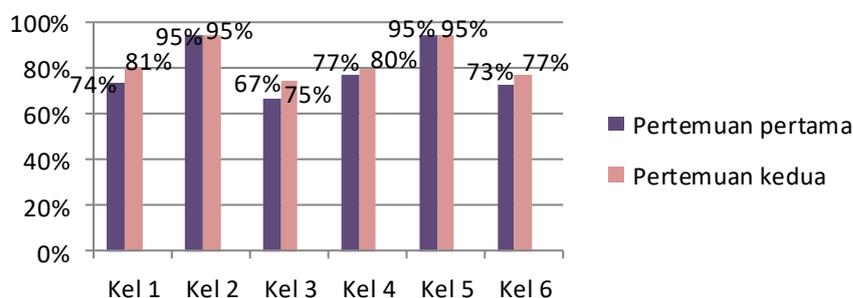


Figure 2. The Graph of Student Attitude

c. Student Creativity

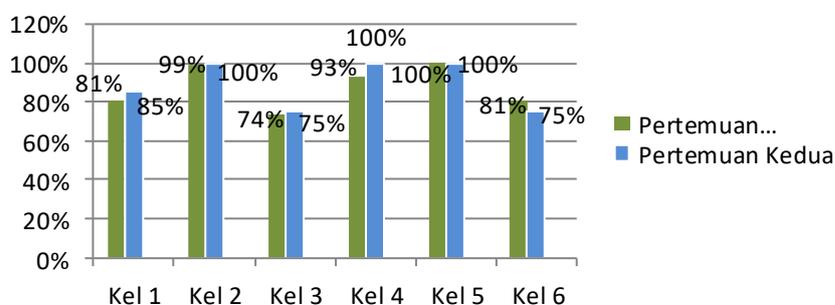


Figure 3. The Graph of Student Creativity

d. Individual Student Final Report

Table 1. The Data of Student Final Report

Category	Amount of Students	Percentage	Predicate
Very Good	18	58,1%	A
Good	6	19,3%	B
Enough	3	9,7%	C
Not good	4	12,9%	D
Jumlah	31	100%	

Assessment of student activity is all activities of students in the lesson to be assessed by the assessor or observer. From the observation of the observer from the two meetings, the percentage of students' activity in the category was active. At the first meeting, the average percentage of student activity is 80% which if categorized is an active category with a predicate B. At the second meeting there is an increase in student activity with the average of the percentage is 84% with the category of active predikatnya B. Accumulation of twice the meeting of the learning process is 82% of the category is active with the predicate B. This is in line with the research Kurnianingrum (2013), qualitative results of student activities on the concept of CTL classified as active students because of confidence and high student courage, not embarrassed to ask and be critical . In addition, the students 'activeness in the aspect of students' ability to express their opinions. Furthermore, on the observer's observation of the students' attitudes, there was a good category attitude from the two peroses of learning meetings. At the first meeting the average percentage of student attitudes is 80% of the category good with the predicate B. While the same as student activity, student attitudes also increased in the second meeting with the average percentage of attitudes 84% which category is also good with the predicate B. If in accumulated at two meetings the percentage of student attitudes the same as the percentage of student activity is 82% of the good students category with the predicate B.

In addition, students' attitude assessment is also applied to peer review appraisals. Students assess each other's attitudes. In the peer review results obtained 50% of the class students consider their friends very good at the time of study. So the average percentage of attitudes in class X MIPA 5 is 85.3% that is good category with predicate B. Assessment of attitude there are some measured indicators that are honest attitude, cooperative attitude and daring attitude express opinion. These three indicators of attitude can not be separated from the assessment of student activity as well. For example, are cooperative indicators, cooperative assessments have several criteria of doing observations by working together, discussing the observed results and appreciating the opinions of fellow group members. Then on skill observation, just like observations of previous observers about students 'activities and attitudes, students' skills also get a good percentage of good judgment. At the first meeting the percentage of students' skills has an average of 88% and at the second meeting the percentage is 89%. If the accumulated percentage of both around 89% with a category of excellent student skills that predicate A.

Assessment of student skills is taken from the assessment of student work sheet assignments (LKS) distributed by the teacher, the assessment is an assessment of how students draw plants, how students identify plants and discover the characteristics of the plant. According to Kurnianingrum (2013), the preparation of LKS and procedures for the implementation of activities based on contextual approach is highly recommended because it is able to help students connect knowledge gained in the school environment with daily life The students' skills assessment is also very closely related to the principle of learning of student activities. This can be seen from Mehl-Mills-Douglass's quote of The Principal of Activity in Hamalik's book (2016), saying that "We learn only by some activities in the nervous system: sight, hearing, smell, feeling, thinking, physical activity or motor. The learner should be actively involved in learning, whether it is skill information,

understanding, habits, an idea, attitude, interest or task. " When viewed from the three results of research that is student activity, student attitudes and student skills.

According to Hamalik (2016), the environment is something that exists in the surrounding world that has a certain meaning and / or influence to the individual. In addition, the benefits that can be taken from the use of the school environment as a source of biological learning is to make the environment as a natural media of an observation so that there is direct interaction with the natural surroundings. This is in line with research Eriwati (2016), the process of biology learning by utilizing plants in the school environment as a natural medium to provide encouragement to biology teachers in learning by including students in biology learning. As according to Setiyoningsih (2017), which states that the school environment can contribute to the motivation of learning and involvement of students in the learning process? According to Reed (2008) quoted Setiyoningsih (2017), indicates that students prefer to study places with new atmosphere, including new environment. The new atmosphere leads to student attitudes in following more positive learning.

CONCLUSION

Based on the results of this study, it can be concluded that the accumulation of all instrument data that is student activity, attitude and skill domain have percentage of appraisal 84,42% which have good category with predicate B. So, school environment can be used as biology learning resource especially Spermatophyta material using contextual learning because, as a whole students will be active learning, student learning attitude is also good, and so student's skill will be good if learning is done in school environment directly.

ACKNOWLEDGMENT

The author would like to thank all those who have provided financial and moral support for this research.

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