

INTEGRATED CURRICULUM LEARNING PROCESS THROUGH SCIENTIFIC APPROACH BASED ON VALUE INQUIRY OBSERVATION IN BLITAR

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ABSTRACT

Intention of this research is to gather a right learning model that improving an integrated curriculum quality through a scientific approach for elementary school student. This research using the developing model Borg and Gall did. The result of this activities are (1) to find alternative model of integrated curriculum Learning process with scientific approach that lead student to process the subject of matter with doing, feeling, proving, and describing activity in the class and not just memorize the topic. (2) student learning activity showing the improvement of problem solving skill in the group. (3) student creativity showing an improvement of the style on their learning process. They are not only coming to school just for steady to listen the teacher instruction and do the task that given but also, they can change their style of study with observation, identification, analyzing, comparing and proving activity. (4) to held a pleasant condition in group. The result of the research showing the highest score. Almost 85%-100% of the objective that been reached. This result of research in recorded to CD that accommodating of the integrated curriculum learning strategy with scientific approach based on value inquiry. The implication of research has to follow by the teacher of elementary school with improving their performance to increasing the quality of learning process and to reach out the effective of an integrated curriculum learning process.

Keywords: *integrated curriculum, scientific approach*

INTRODUCTION

The application of curriculum 2013 that focus on scientific approach having a significant transformation. All the subject of matter has been integrated with the other subject of matter. It does not have a *standard competency* again anymore but the learning process is accentuated to main competence (KI) and the based competency (*kompetensi dasar*) (Depdiknas, 2013). There are three main design of curriculum 2013 development: attitude, knowledge development, and skill development (Sani, 2014).

The principle of arrangement its curriculum is based on chapter 36 national law number 22 in 2003 that declared as below: The arrangement of curriculum has to consider with the improvement of religious value, an improvement of right values. Increasing of potency and student interest, diversity in local heritage and its environment, demand for developing the nation program among the region, demand of work field, developing of knowledge and technology, art, religion, global development issue and national law and national values (Sani, 2014).

The developing of curriculum 2013 is the part of strategy to improve and balancing between attitude competency, knowledge competence, and skill competency. There are three reasons about curriculum 2013 development (Depdiknas, 2013). First about the future challenge of globalization, the problem of environmental damage, an advance of information technology, convergence between subject of matter and technology, and economically based on science. Second about future qualification

including the ability to communicate with other, having critical thinking, the capability to consider about moral values from some problem, ability to understand and tolerated with different opinions. Third about social phenomena like a quarrel among student, corruption, plagiarism, cheating in the exam and another social issue. (Daryanto, 2014)

Based on the fact above and to continue the last result of Widyawati research in 2011 about "Developing learning model for citizen subject of matter in elementary school in Blitar region "it has to continue with another research about "Development of integrated curriculum trough scientific approach based on values inquiry"

The main problem in this research is to develop integrated curriculum learning process through scientific approach are making a lesson plan and run it in elementary school. To evaluate the program, it needs a right validation instrument and then it results is use for describing the effect from learning activity to student.

The research according to information from the department of education in Blitar region, it had been chosen that 4th grade in elementary school as the subject of its research. Because it grades in 2013 – 2015 education period has used curriculum 2013 for 4 semesters and based on it the teachers are expected to be ready when applied in this curriculum.

METHODS

Descriptive qualitative was used as strategic to design this research that the model of this research development was used Borg and Gall model (modification from Sukmadinata) there are four-step

in this research: (1) introduction preview, (2) field orientation, (3) model development, (4) model of test. (Sukmadinata, 2009).

The first chapter was introductioned preview. It step was the background of this research because in this step there are three step to do: (1) first, literature review, (2) second field orientation, (3) third making draft model for the research field orientation and literature review for gathering any information about the research.

According to data from the first year report, the researcher could make first draft model of the research. The subject of it research was a teacher of elementary school that being the pioneer of curriculum 2013 implementation in Blitar, east java regions. Sampling activity was randomly technique for choosing the elementary school that has been used the curriculum 2013 for 4 semesters. Based on information from department of education in Blitar there are 4 schools has been ready being pioneer of curriculum 2013 implementation. Interview guide, questioner and observation are using for gathering data among the teacher. The interview guide was used to gathering information about the problem in curriculum 2013 implementation and it had many questions about it. The descriptive presentation was

used to be technique of data analyzing; through this technique all data would be described as the condition.

RESULTS AND DISCUSSION

Based on decided 4 schools as pioneer of curriculum 2013 implementation and as limited subject research, it will be added to another school. At last, there are 14 schools has chosen as pioneer of curriculum 2013 implementation.

According to the result of the second research in the first-year research socialization in 14 schools it still has a perfection to the result of learning model in the CD. According to information from department of education in Blitar, there are 14 schools that have been choosing as subject of research. There are: SD tangkil 1, SD Kalipang 1, SD Resapombo SD Nlegok 1 are used as limited subject and then SD kanigoro 3, SD Sumberingin 4, SD Srengat 1, SD Candirejo 3, SD Kendalrejo 2, SDN Kademangan 1, SD Kedung Banteng, SD Beru1, SD Sumber Agung, SD wonodadi 1. Totally there are 14 schools as the subject of research.

Data presentation about integrated curriculum learning activity through scientific approach as below:

Table 1 Integrated Curriculum Learning Activity Through Scientific Approach Based On Value Inquiry

No.	Activity	Quality level							
		Very good		Good		Enough		less	
		f	%	f	%	f	%	f	%
1.	2	3	4	5	6	7	8	9	10
1	Integrated curriculum learning process through scientific approach function in model development implementation	10	71,42	4	28,57	-	-	-	-
2	Integrated curriculum learning process through scientific approach purpose in model development implementation scientific approach development in each theme / sub theme in each lesson	7	50	6	42,85	1	7,14	-	-
3		11	78,57	3	21,42	-	-	-	-
Total		28	199,9	13	92,84	1	7,14		
Mean		9,6	66,6	4,3	30,94	0,3	2,38		

According to table 1 the socialization from questioner show the result as: (a) integrated curriculum learning activity through scientific approach based on value inquiry implementation, 10 respondent had a very good category (71,42%) 4 respondent had a good category (28,57%); (b) implementation of an integrated curriculum learning activity through scientific approach

based on value inquiry, 7 respondent had very good category (50%), 6 respondent had good category (45,85%) 1 respondent had enough category (7,14%) ;C.integrated curriculum learning activity through scientific approach in every theme / sub-theme activity, 11 respondent had very good category (78,57%),3 respondent had good category (21,42%).

Table 2 Integrated Curriculum Learning Process Based On Value Inquiry Through Scientific Approach

No.	Activity	Quality level							
		Very good		Good		Enough		less	
		f	%	f	%	f	%	f	%
1.	2	3	4	5	6	7	8	9	10
1	Observation activity in Scientific approach learning process implementation	9	64,85	5	35,71	-	-	-	-
2	Questioned approach in the learning process implementations	7	50	7	50			-	-
3	Experiment approach in the learning process implementations	6	42,85	8	57,14				
4	Associating approach implementation	7	50	6	42,85	1	7,14	-	-
5	Networking ability in learning process implementation	9	64,28	5	35,71	-			
Total		38	271,9	31	221,41	1	7,14		
Mean		7,6	54,39	6,2	44,28	0,2	1,42		

According to the socialization from questioner showed the result as : (a) integrated curriculum learning activity through observation activity, 9 respondent had a very good category (64,28%) 5 respondent had a good category (35,71%); (b) implementation of an integrated curriculum learning activity through scientific approach based on questioned activity, 7 respondent had very good category (50%), 7 respondent had good category (50%); C.integrated curriculum learning activity through scientific approach based on experimental activity, 6

respondent had very good category (42,85%), 8 respondent had good category (57,42%); d. integrated curriculum learning activity through scientific approach based on association activity. 7 respondents had very good category (50%), 6 respondents had good category (42,85%), 1 respondent had enough category (7,14%); e. networking activity, 9 respondents had very good category (64,28%), 5 respondents had a good category (35,71%).

Table 3 Lesson Plan Formulation Observation

No.	Activity	Quality level							
		Very good		Good		Enough		less	
		f	%	f	%	f	%	f	%
1.	2	3	4	5	6	7	8	9	10
1	Formulating <i>kompetensi dasar</i> (KD) and <i>indicator pencapaian</i> (KI 1, KI 2, KI 3, KI 4) In learning process	11	78,57	3	21,42	-	-	-	-
2	Developing and organizing lesson source	10	71,42	4	28,57			-	-
3	Developing learning strategy : method, model, and strategy in learning process	10	71,42	4	28,57				
4	Formulating lesson step, time allocation,	11	78,57	3	21,42			-	-

No.	Activity	Quality level								
		Very good		Good		Enough		less		
		f	%	f	%	f	%	f	%	
1.	2	3	4	5	6	7	8	9	10	
	motivation and determining the type of learning process					-				
5	Class manajement	11	78,57	3	21,42					
6	Evaluation technic procedure preparing	10	71,42	4	28,57					
7	Presentate lesson plan document	9	64,28	5	35,71					
	Total	72	514,25	26	185,68					
	Mean	10,28	73,46	3,71	26,52					

Based on data processing in table 3 about lesson plan making showed the result as: formalizing *based competency* (KD) be indicator of main competency (KI1,KI2,KI3,KI4), 11 respondent had very good category (78,42%), 3 respondent had good category (21,42%) (b) developing lesson source activity, 10 respondent had very good category(71,42%), 4 respondent had a good category (28, 57%),(c) lesson strategic development, 10 respondent had very good category (71,42%), 4 respondent had good category

(28,57%); (d) lesson scenario planning activity, 11 respondent had very good category (78,57%), 3 respondent had good category (21,42%); (e) class management, 11 respondent had very good category (78,57%), 3 respondent had good category (21,42%); (f) evaluation procedure planning, 10 respondent had very good category,(71,42%), 4 respondent had good category (28,57%); (g) presenting lesson plan document, 9 respondent had very good category (64,28%), 5 respondent had good category (35,71%).

Table 4 Integrated Curriculum Learning Process Based On Value Inquiry Through Scientific Approach Lesson Step Observation

No.	Activity	Quality level								
		Very good		Good		Enough		Less		
		f	%	F	%	f	%	f	%	
1.	2	3	4	5	6	7	8	9	10	
1	Directing, guiding, penetrating, understanding problem to developing student attitude and deducing activity in learning process.	7	50	6	42,85	1	7,14	-	-	
	Motivating, and rewarding student activity to find a right value about the problem in learning process	8	57,15	5	35,71	1	7,14			
2	Motivating student to identify about right value from student and teacher learning activity	7	50	7	50			-	-	
3	Discovering activity about conflict value by student	7	50	6	42,85	1	7,14			
4	Motivating and rewarding the student in hypothesise making	8	57,15	3	21,42	3	21,42			

No.	Activity	Quality level								
		Very good		Good		Enough		Less		
		f	%	F	%	f	%	f	%	
1.	2	3	4	5	6	7	8	9	10	
6	Penetrate the student to evaluate their hypothesis	8	57,15	5	35,71	1	7,14			
7	Help student to find a right value from the problem	7	50	7	50					
8	Directing the student to find relevant reason about its value	5	35,71	7	50			2	14,28	
Total		57	408,21	39	331,54			9	45,84	
Mean		7,12	51,02	4,8	41,44			1,12	5,73	

According to table 4 above about integrated curriculum learning process based on value inquiry through scientific approach lesson step observation we can conclude as below: (a) Directing, guiding, penetrating, understanding problem to developing student attitude and deducing activity in learning process, 7 respondent had good category (50%), 6 respondent had very good category (42,85%), 1 respondent had less category (7,14%) (b) Motivating, and rewarding student activity to find a right value about the problem in learning process, 8 respondent had very good category (57,15%), 5 respondent had good category (35,71%), 1 respondent had less category (7,14%) (c) Motivating student to identify about right value from student and teacher learning activity, 7 respondent had very good category (50%), 7 respondent had good category (50%) (d) Discovering activity about conflict value by

student, 7 respondent had very good category, 6 respondent had good category. (42,85%), 1 respondent had enough category (7,14%) (e) Motivating and rewarding the student in hypothesis making 8 respondent had very good category (57,15%) 3 respondent had good category (24,42%), 3 respondent had enough category (24,42%) (f) Penetrate the student to evaluate their hypothesis, 8 respondent had very good category (57,5%), 5 respondent had good category (35,71%), 1 respondent had enough category (7,14%), (g) Help student to find a right value from the problem 7 respondent had very good category (50%), 7 respondent had good category (50%) (h) Directing the student to find relevant reason about its value, 5 respondent had very good category (35,71%), 7 respondent had good condition (50%) and 2 respondent had less category (14,28%).

Table 5 Teacher Perception About Integrated Curriculum Learning Process Through Scientific Approach Based On Value Inquiry Process

No.	Activity	Quality level								
		Very good		Good		Enough		less		
		f	%	f	%	f	%	f	%	
1.	2	3	4	5	6	7	8	9	10	
1	Integrated curriculum learning process based on value inquiry development problem: model development step	7	50	5	35,71	2	14,28	-	-	
2	Integrated curriculum implementation using model and development step	10	71,42	4	28,57			-	-	
3	Integrated curriculum Value inquiry model teacher perception	11	78,57	3	21,42					
4	Integrated curriculum learning process based on value inquiry development	8	57,14	6	42,85					

No.	Activity	Quality level							
		Very good		Good		Enough		less	
		f	%	f	%	f	%	f	%
1.	2	3	4	5	6	7	8	9	10
5	Integrated curriculum learning process development using guidance book	12	85,71	2	14,28				
	Total	48	342,84	20	142,83	2	14,28		
	Mean	9,6	68,56	4	15,4	0,4	2,85		

According to data analyzing about teacher perception about integrated curriculum learning process through scientific approach based on value inquiry process. The result showed as: (a) Integrated curriculum learning process based on value inquiry development problem: model development step; 7 respondents had very good category (50%), 5 respondent had good category (35,71%), 2 respondents had less category (14,28%) (b) Integrated curriculum implement; (e) using Integrated curriculum learning process development. 12 respondents had very good (85,71%) and 2 respondent had good category (14,28%).

Study about result of the research about integrated curriculum learning activity based on value inquiry for elementary school student being diverted by 5 type of component based different variable of the test the explanation as below: integrated curriculum learning activity through scientific approach based on value inquiry: (a) study based on information in the research reviewed from function implementation the research in elementary school showed the result as below: the highest of good category (57,14%), (b) Integrated curriculum learning process through scientific approach purpose in model development implementation had the highest percentage of good category (78,57%), next level was in very good category (21,42%), (c) scientific approach development in each theme/sub-theme in each lesson had the highest percentage in good category (57,14%) follow by very good category (42,85%).

According to the result above that the research implementation in elementary school was in good position it caused the data was placed between the highest percentage of very good category (78,57%) and good category (57,14%). However, the result showed a good category but the improvement was still needed because criteria of teacher professional ability have to reach 85% - 100% (Danim&Suparno, 2009)

(a) Discussing about an integrated curriculum learning activity through scientific approach development as below: (a) observation activity in Scientific approach learning process implementation was having the highest in very good category (64,28%), and good category (35,71%); (b) questioned approach in the learning process implementations included in good category (78,57%) and very good

category (21,42%); (c) experiment approach in the learning process implementations were the highest percentage in good category (71,42%) and very good category (21,42%); (d) associating approach implementation had the highest percentage in good category (57,14%) , very good category (42,85%) and less category (7,14%); (e) networking ability in learning process implementation had the highest percentage in good category (57,14%) and very good category (35,71%) and enough category (7,14%)

According to the result, it showed that the implementation of research to developing observing, questioning, experimenting, associating and networking approach in curriculum 2013 included in good condition because the data was between the highest percentage of very good category (7,57%) and good category (57,14%). And all of it still need an improvement cause the result is below the percentage standard 85% - 100% (Suparno, 2014).

Discussing lesson plan formulating had written as below. (a) Formulating *based competence* (KD) be *indicator of main competence* (KI 1, KI 2, KI 3, KI 4), In learning process was the highest percentage for very good category (78,57%), good category (21,42%); (b) Developing and organizing lesson source was in the highest percentage of very good (50%), good category (50%); (c) Developing learning strategy : method, model, and strategy in learning process; had the highest percentage in good category (71,42%); and very good category (28,57%); (d) Formulate lesson step, time allocation, motivation and determine the type of learning process; it had the highest percentage in very good category (78,57%), good category (21,42%) (f) Class management had the highest percentage of very good category (78,57%), good category (21,42%); (e) Evaluation technique procedure prepare had the highest percentage of very good category (71,42%), good category (28,57%); (h) presents lesson plan document had the highest percentage of very good category (64,28%); good category (35,71%) (Sukmadinata, 2009).

Discussing about integrated curriculum learning process based on value inquiry through scientific approach lesson step observation in elementary school; directing, guiding, penetrating, understanding problem to developing student attitude and reducing activity in learning process have the highest percentage of very good category (50%) and good category (42,85%); (b) motivating, and rewarding student activity to find a right value about

the problem in learning process had the highest percentage of very good category (57,15 %), good category (35%), enough category (7,14 %); (c) discovering activity about conflict value by student had the highest percentage of very good category (50%) and good category (50%);(e) motivating and rewarding the student in hypothesis making had the highest percentage of very good category (50%), good category (42,85%), enough category (7,14%); (f) penetrate the student to evaluate their hypothesis had the highest percentage of very good category (35,71%) enough category (7,14%); (g) help student to find a right value from the problem had the highest percentage of good category (32,65%), very good category (28,57%), enough category (14,28%); (h) Directing the student to find relevant reason about it value had the highest percentage of very high category (50%) good category (35,71%) less category (14,28%) (Suparno, 2009).

From the result above the result of research was in very good condition, because the Data was between the highest category of very good category (64,28%) and good category (35,71%). In this chase the lesson step development needs an improvement because the data is far behind from professional teacher ability standard,85%-100% (Suparno, 2009).

Teacher perception about integrated curriculum learning process based on value inquiry through scientific approach discussion it mentioned as below: (a) integrated curriculum learning process based on value inquiry development problem: model development step had the highest percentage of good category (85,71%) and very good category (7,14%); (b)Integrated curriculum implementation using model and development step had the highest percentage of good category (50%) and enough category (14,28%), less category (28,57%); (c) Integrated curriculum with Value inquiry model teacher perception had the highest percentage of good category (57,14%) and enough category (14,28%), less category (28,57%); (d) Integrated curriculum learning process based on value inquiry development had the highest percentage of good category (57,14%), less category (14,28%);(e) Integrated curriculum learning process development using guidance book had the highest percentage of good category (57,14%) and very good category (21,42%), less category (21,42%).

From it result of the research were prove that teacher perception of inquiry value in scientific approach was still in high condition of insufficiency (85,71%) in this case to solve this problem it need more socialization about inquiry value in scientific approach development among the teacher in Blitar region, especially in 14 schools as subject of research.

CONCLUSION

Based on the problem, aim, and result of the research and the discussion result it can conclude that the observation of the second year of research had few results as below: lesson plan of integrated curriculum learning process based on value inquiry through scientific approach which have high validation to reach the objective of the learning activity in the class. All of the result which has been not detailed above will be recorded in CD of learning and teacher guidance book that contributed to the real implementation of integrated curriculum learning process based on value inquiry through the scientific approach to increasing a quality of integrated curriculum learning process itself. This development research also produces about the model of learning strategic (observing, question-ning, experimenting, associating, networking) and value inquiry-oriented model like planning, retrieving, processing, creating, sharing, evaluating. The model of learning above has been tested in integrated curriculum learning process development according to theme/sub theme in elementary school especially in grade IV. And all of it produce validation result on CD of learning.

The result of the research showed that all the model of learning strategy in elementary school developing program were valid as a theoretical aspect. So, we can put into practice in the learning process and effectively reached to aim of study. It advise to the teacher in the elementary school to have an ability for implementing strategic model on this research in the teaching and learning process at school. Especially for integrated curriculum learning process.

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