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ANALYSIS IMPLEMENTATION OF PRACTICAL APPRORIATE WITH STANDARD OF COMPETENCY BIOLOGICAL LESSON AND THE APPLICATION AT CLASS X IN SMA NEGERI 11 MEDAN TEMBUNG IN ACADEMIC YEAR 2009/2010.

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ABSTRACT

The analysis of the implementation of Biological practical work that in accordance with the standard of subject competence and the application in SMAN 11 Medan year 2009/2010 was explained in this thesis. Sampel taken in this research only one school that is SMA Negeri 11 Medan on the class X, the sampling done in purposive sampling. Data is collected through interviews with teachers through field studies and the dissemination of Biological questionnaire to students. Results of research shows that in the event practical SMA Negeri 11 Medan has not been implemented in a maximum. Questionnaire through data, that the SMA Negeri 11 Medan not have a practical book with a percentage of 62,1%, some tools and materials practical not available or incomplete with the percentage of 56%, the value end of the biological subjects that are sometimes good and sometimes with a fixed percentage of 48,6%, and there are obstacles in making the practical report of biologist with the percentageof 40,5%.

Keywords : *Practical, Standard Of Competency Biological.*

INTRODUCTION

One attempt to improve the quality of education can be reached through the use of learning strategies that are able to develop with active student learning. Thus teachers must master the various forms of teaching methods and use appropriate methods for each material to be taught. One of them is a form of teaching practicum in which students are actively and directly in an effort to gain knowledge and understanding of the theory or give a skill based activities that have been there.

National educational goals is to strive for all Indonesian people to obtain a high quality education and improve academic skills, to achieve these goals held the field of teaching in school education, one of which is a field of biology teaching [3]. Improving the quality of education can be reached through the use of learning strategies that are capable of developing active student learning. KTSP is a refinement of the curriculum developed in accordance with the educational unit, the potential of schools, school characteristics and learners. The purpose of learning is always refer to the achievementofmasterylearning,which is part of learning competency achievement. Biology isessentiallylearningactivitiesthatinvolve students in solving problems through practical activities.

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Competency Standards KTSP. KTSP is the abbreviation of Curriculum Education Unit developed in accordance with the educational unit, the potential school / area, characteristics of schools / areas, local socio-cultural, and characteristics of learners. Schools and school committees to develop KTSP and Syllabus basic framework based curriculum and competency standards, under the elementary, junior high, high school, vocational school [5,6].

The purpose of the KTSP are:

1. Improving the quality of school education independence and initiative in developing the curriculum, manage, and empower the resources available.
2. Increase awareness of the school community and the community in curriculum developmentthrough shared decision-making.
3. Increasing healthy competition between the educational unit about the quality of education to be achieved.

The purpose of learning is always refer to the achievement of mastery learning which is part of the achievement of learning competencies. Students dikatan competent if able to work or carry out the learning targets that have been set in the Content Standards contained in KTSP.To achieve the existing Content Standards in KTSP has compiled a number of standards and basic competencies. To achieve the standard of competence and basic competences can be done in several ways: (1) The process of teaching and learning in the classroom, (2) Working on assignments outside of class, (3) Work on practical activities to support the achievement of competence in each subject matter.

Practical Implementation Activities. Practicum is an important activity in PBM, these activities take place to support the achievement of learning objectives that have been set. Reality on the ground shows that the practicum in schools is still done primarily to limited quantities or not at all. Efforts to achieve learning goals because of various problems related to the existence of laboratories, the availability of time teachers, lack of practical guidance, lack of accessories on existing infrastructure in the laboratory and the difficulty of adjusting the number of biology teachers where the existing infrastructure in the laboratory with the type of practice that supports SK and KD is in KTSP. Improvement activities can be done in the form of: (1) Preparation of customized manual practice standards and basic competencies, (2) Efforts to maximize the tools and materials in the laboratory so that the conditions that exist in the school laboratory, lab activities that support the achievement of learning objectives still happen, (3) environmental Empowerment as biology laboratory. KTSP is the abbreviation of Curriculum Education Unit, which was developed in accordance with the educational unit, the potential of school, school characteristics, and local socio-cultural characteristics. In the National Education Standards (NES Article 1, paragraph 15) stated that the KTSP is operational curriculum that

was conceived and developed by each educational unit based standards of competence and basic competences developed by the National Education Standards Agency [7].

METHODOLOGY

The population in this research were all students of class X of SMAN 11 Medan Year 2009/2010 Learning consists of 7 classes totaling 263 students that each class consists of 37 students. The sample in this study were taken one class is a class X-1, amounting to 37 students who performed surposif sampling.

Instrument / Equipment Data Collectors. This study uses research instruments such as questionnaires and interviews with subject teachers of biology. Purpose of the interview to find out about practical activities that support in the preparation of the questionnaire. While questionnaire tool to collect data by making a written list and equipped answers more than one, which is given to the respondent to be assessed in accordance with the respondent's own circumstances and the respondents were given the freedom to choose one of the answers that are already available. Questionnaires were used enclosed questionnaire, which has provided the answer and respondents just choose one among these answers [1]. The objective questionnaire submitted to students is to determine practical implementation in accordance with the standards of competence. Each item of the questionnaire contains 4 options:

- Each option A has a weight of 4
- Each option B has a weight of 3
- Each option C has a weight of 2
- Each option D has a weight of 1

To be able to determine the weight of the questionnaire can be administered positive and negative ratings. Positive assessment, the answer can be judged by the numbers: (a) has a weight 4, (b) Has the weight 3, (c) It has a weight of 2, (d) Has the weight of 1. The negative assessment, the numerical value is the opposite of the positive assessment, namely : (a) has a weight of 1, (b) It has a weight of 2, (c) It has a weight of 3, (d) It has a weight of 4 [10].

The number of questionnaires were prepared as many as 40 pieces. Before being used in research, the questionnaire in advance in validkan to the validator to see the validity of the questionnaire.

Data Analysis. Data analysis was performed according primarily to observation, gave questionnaires to the object of research, and conduct interviews with subject teachers. It is hoped that the research results obtained are considered to represent the purpose of research.

The collection of questionnaire data obtained and processed using the formula:

$P = f / n \times 100\%$

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P = Percentage option

F = The number of times

N = Number of respondents

Description percentage results: 70% -100% = good, 56% -75% = sufficient, 40% -55% = less good [1].

RESULT AND DISCUSSION

Results

Identity teacher, latest education teacher, teaching experience, on building laboratory,laboratory facilities, time allocation, implementation and results learning, guidance practice, practice reports.

The indicators, practical guidebook, support to school, availability tool, availability material, time, matter, practical Implementation, results learning, making reports, supportingfactors, operating expenses.

Discussion

Questionnaires were given to students aiming to see the extent practical implementation carried out in accordance with the indicators and descriptors on lattice questionnaire study. In general, this study draws on what has been done students and teachers in conducting lab biology and how the efforts of teachers and students to maximize biology lab activities in accordance with SK and KD in order to achieve the learning objectives in SMAN 11 Medan. Frequency and percentage of responses have been collected through a questionnaire accompanied by interviews with teachers of biology in the class that is used as a sample.

The sample in this study include the class X of SMAN 11 Medan is the class X-1 with the number 37. Furthermore, the authors analyze the practical implementation in accordance with the standards of competence subjects of biology and its application to the class of X SMAN 11 Medan through linkage of respondents from each indicator.

In addition to using questionnaires, In addition to using questionnaires, the authors also conducted interviews with teachers of biology as a means of data collection instrument. Author interviews carried out are as follows:

1. Identity of the teacher, include:

- Name of the teacher and
- In which class the teacher teaches.

2. Latest Education Teacher, include:

- What recent education teachers and

- His alma mater.

3. About Teaching experience, including:

- Long time teaching in SMAN 11 Medan
- Data teaching history
- Following training as a teacher of biology at UNIMED

4. About the Laboratory Building, include:

- The condition of school laboratories SMAN 11 Medan, much less complete, especially tools, materials and laboratory ambient conditions and the state of the rooms are a little darkandsqualid.
- Biological Laboratory apart from physics and chemistry laboratories.

5. Laboratory facilities, include:

- Quality of biology laboratory equipment in good condition and nice
- Completeness of the tools and materials laboratory experiments sketchy.

6. Operating Costs, include:

- There is no special fee for biology laboratory that biology teachers who teach in SMAN 11 Medan raise funds together with citations in person to the students to buy the necessarymaterials that assist practical implementation costs.

7. Allocation of Time, include:

- The timing of the practicum are not specified and implemented in accordance with the usualpractice the subject matter is in progress.
- Practical sessions held ± 8-10 and the time available for practical implementation in accordance KTSP always enough, and practicum always completed in accordance with a predeterminedschedule.

8. Implementation and Results Learning, include:

- Activeness practicum students perform very well that a major effect on the biological valueofstudents increased after doing practical activities.
- Values obtained in accordance KKM subjects biology class X at 65.
- Practicum not only performed in the laboratory but occasionally performed outside the buildingat around the school grounds or school environment.

9. Practical guide, include:

- Students of SMAN 11 Medan do not have a practical handbook so that difficulties in practicalobservations.
- In the practical implementation of most students use the textbook as a guide in the practicalimplementation.

10. Report of Practicum, include:

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- Presence or absence of laboratorium reporting sheet
- Collection schedule lab report after the implementation of the biology lab is for 1 week.The results of the analysis of practical implementation obtained from a questionnaire given to students who have not demonstrated maximal activity based on those descriptors in carrying out practical work. Factors to be considered in the implementation of this practiceare:
1. Indicators to-1, not practical handbook school owned by the percentage of 8.10%, the percentage of practical implementation is done in accordance guiding practicum 62.1%.
2. Indicators to-2, support the principal is very supportive of biological praktikkum with percentage 64.8%.
3. Indicators to-3, still less the availability of tools available to complete with a percentage of 51.3%, the quality of the equipment is in good condition 78.3%, and borrowing 45.9% practical tool.
4. Indicators 4th, availability of materials less available with a percentage of 62.1%, 86.4% quality lab materials, 51.3% of borrowing materials.
5. Indicators to-5, the availability of time in the practical implementation is rarely done on schedule with the percentag of 48.6%,
6. Indicators to-6, the material in the implementation of laboratory experiments is quite familiar objects in concrete with a percentage of 70.2% and practical implementation in accordancewiththe procedure percentage of 64.8%.
7. Indicators to-7, practical implementation in accordance with the observations reasonably practical procedures with 48.6% and the percentage of students quite understand the practical working procedures with a percentage of 64.8%.
8. Indicators to-8, the results of this study, where the completeness of the materials and tools as well as biology lab kegitatan quite encouraging with a percentage of 48.6%, the implementation of practical interest in studying the effect on the percentage of 51.3% and biologicalvalue,thebetter the percentage of 48, 6%.
9. Indicators to-9, preparing reports always collected with the percentage of 54.0% and in preparing reports sometimes have problems with a percentage of 37.8%.
10. Indicators to-10, supporting factors, each member of the group had the opportunity to observe with a percentage of 59.4%, that due to good laboratory conditions and facilities complete with a percentage of 81.0% and subject teachers to master all the way to the practicalimplementation of the percentage of 78 , 3%.
11. Indicators to-11, operational costs with a percentage of 35.1% and to complement biology lab equipment and materials sometimes there are citations of funds with a percentageof37.8%.
Based on data from the survey results revealed that the practicum in SMAN 11 Medan has not

been fully implemented. It is known through questionnaire data, that SMAN 11 Medan do not have a practical handbook, some tools and lab materials not available or incomplete, the final value of the biology subject which is sometimes good and sometimes remain and there are obstacles in making practical reports biology. The research result shows that the implementation is not practical activities to the fullest. Aside from the success that can be in this study, the authors also find that the weakness of this study is also there. There are times when the student in completing the questionnaire doesnotreally answer in accordance with the actual facts.

CONCLUSION AND RECOMMENDATION

Based on the research results can be concluded that the practical implementation gives good results for students to gain new experience in carrying out the process of lab activities. Implementation biology lab at SMAN 11 Medan particular class X has not been implemented to the fullest and to carry out practical activities to the maximum it can be done in the form of making efforts to guide practice in accordance with the completeness and biology laboratory conditions, complementary tools and materials are not available, provide block note for lab report sheet so that the final value of the biology subject be increased.

Providing practical implementation of good results For students with a variety of experiences. in implementing Creating practical activity practicum handbook, completing as well as providing tools and materials books practicum report (block note).

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