

Application of Value Approaches in Science Learning for Elementary School Teacher Education Students

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Abstract

The progress of science and technology is increasingly developing, along with these noble values that must be maintained to maintain our attitudes and actions to the surrounding environment. There must be habituation and direction that must be done in order to get to the expected destination. The purpose of this study was to determine the ability of 6th Semester PGSD students in the Teaching and Education Faculty of Esa Unggul University in implementing the value approach in the learning implementation plan they had made. This study uses descriptive methods with data sources from the results of the assessment on the learning implementation plan with the assessment rubric that has been made. The scope of the material is about elementary school natural science learning with the provisions of the natural science material and free classes determined by the students themselves. The results obtained from the application of this value approach are that 90% and good categories, and 10% with enough categories in applying the value approach in the science learning design.

Keywords: value approach, science learning, elementary school teacher

1. Introduction

As long as human civilization still exists on this earth, education will always be needed to guide humans to live in harmony with nature and the surrounding environment. Education is one way that must be traversed in order to change human behavior from not knowing something to making it know something. Because education is not only able to develop the cognitive potential of students but also affective and psychomotor they will be wiped out. This will be reflected in the way they act and behave in their environment. All of this will be obtained if learning at school is carried out optimally by teachers at school or by parents at home. Learning is considered successful if it can make students smart, have good habits, good behavior and have good skills and habituation (Aunurrahman, 2010); (Jacob Habgood and Ainsworth, 2011).

The condition of the people in various regions of Indonesia is currently experiencing a lot of moral degradation and national morals. So many cases that are not praiseworthy we hear, see, and read about drug abuse, promiscuity, brawl, corruption, which are becoming more and more numerous. To cope with the moral decline that is increasingly unstoppable, it is necessary for educators or prospective educators to find the right way to participate in thinking of solutions that must be done to reduce cases while increasing the morals of the next generation. Because the content of Education values began to fade because in schools only get knowledge from teachers, this will be a big disaster for the next generation if it does not have good behavior. For this reason, one way that can be

done is by applying a value approach to learning, one of which is in science learning for elementary school teacher education students.

2. Literature Review

Learning science means learning about events that occur in nature by observing, experimenting, observing, summarizing, constructing theories so that eventually concepts and ideas will be organized in students' understanding of the universe. Science learning provides a variety of learning experiences to understand scientific concepts and processes. In carrying out science learning it is necessary to choose a science learning approach where the teacher must consider the existing school facilities, for example, laboratories and other learning resources. Several approaches can be considered in conducting learning, including: (1) the concept approach; (2) process skills approach; (3) problem-solving approach; (4) inductive and deductive approaches and (5) environmental approaches, (6) value approaches and (7) SETS (Science, Environment, Technology, and Society) (Fajriah, 2015); (Syofyan, 2015).

A value approach is a good approach implemented in learning because the value approach provides the inculcation of certain values that are desired by the material being discussed. So as educators we must have broad values insights to be shared with students in the learning process (Syofyan *et al.*, 2019); (Winarni, 2013). This value approach can be linked to general ethical/moral values related to belief/religion or values related to the political, social, cultural nature of a country or local area. And after learning, students can apply the value behavior related to harmony, harmony, and balance of the natural environment (Fajriah, 2015). Values that need to be instilled in children include values that are following Indonesian culture. For example, the values of politeness, tolerance, honor, honesty, responsibility, cooperation, worship, etc., need special attention in elementary school. How the school can instill these values (Fathurrohman, 2015); (Syofyan, 2017); (Jalil, 2016).

The teacher is an architect of Education in the class he teaches. Every activity carried out by a teacher is inseparable from the lesson plan that has been designed before entering the classroom. No teacher enters the classroom with empty planning and all must be well organized. The teacher is obliged to do that because the teacher is a role model to be praised, exemplified by his students. Instilling good habituation by the teacher by taking a value approach is something that must be done so that learning is more meaningful. Familiarize and teach students to get used to commendable behavior, discipline, study hard, work hard, be sincere, honest, and be responsible for each task that has been given is something that must be done by a teacher (Pancasila *et al.*, 2017); (Lickona, 2016). This must be accustomed because habituation is something that is intentionally done repeatedly. Habituation is actually a core of the experience, which is used is something that is practiced in daily life for various activities in every job and other activities (Hartono, 2014); (Aly, 2017).

3. Method

This research is descriptive qualitative research with the subject is 40 Elementary School Teacher Education Students. Sources of data obtained by analyzing the implementation of learning plans that have been made students of Elementary School Teacher Education. Assessment using assessment rubrics in the application of the value approach that has been integrated for the learning process. If the results of the assessment can be applied to the value approach in the implementation plan of learning in the range of categories namely 0-50 (bad), 51-60 (less), 61-75 (sufficient), 76-90 (good) and 91-100 (very good).

4. Result and Discussion

The value approach that has been applied in making student lesson plans has been assessed with the results in table 1 below.

Table 1. Results of applying the Value Approach

Class	Interval	Frequency	Percentage
1	69 - 71	1	3
2	72 - 74	2	5
3	75 - 77	1	3
4	78 - 80	4	10
5	81 - 83	20	50
6	84 - 86	12	30
		40	

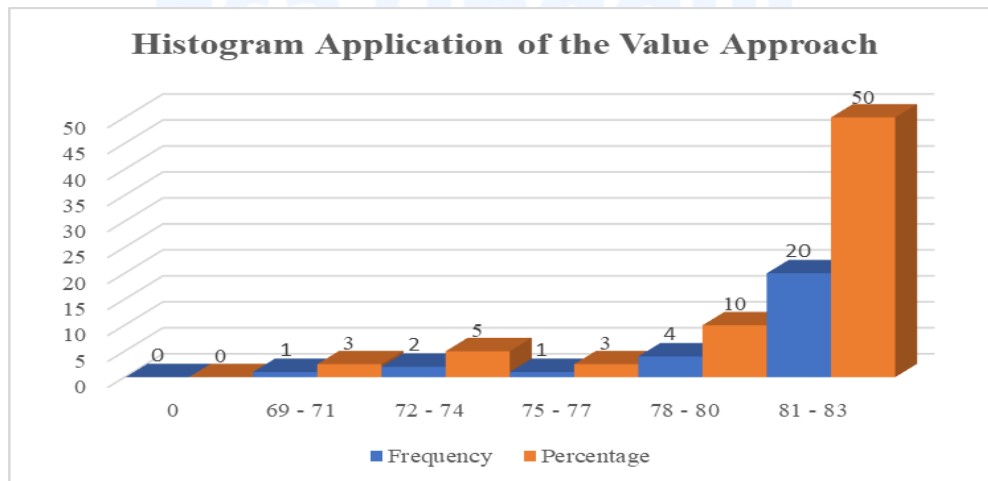


Figure 1. Histogram Application of the Value Approach

From the table, it can be seen that there are 90% of the results of the application of the value approach already categorized well, wherein writing the lesson plan, has included values by the material discussion that will be taught to students. This means they have understood how to apply it in the learning process. While there are still students who can apply this value approach to the 10% category, this means that these students have not been able to develop their insights with the material to be taught. For this reason, enrichment needs to be given so that they are more knowledgeable and add insight to the values that must be shared with students when teaching. Because the value approach is an approach that must also be mastered by a teacher in educating his students so that integrity and skills of a teacher are needed (Syofyan and Rachmatullah, 2019); (Rachmatullah, Syofyan and Rasmitadila, 2020); (Syofyan, MS and Sumantri, 2019).

Routine activities both carried out at school and at home, if properly managed according to the correct rules, will become good habits which in turn will produce positive character values (Suharjana, 2012). In the initial stages of the implementation of value education at the school level, it is necessary to do it through moral conditioning which is then followed by moral training. The design of this education will be able to function as a systemic vehicle for the development of moral intelligence that equips students with intelligence competence and value education of course (Setiawan, 2013).

The description of teaching done by the teacher is a plan that is in the lesson plan (RPP) which is a plan that describes the procedures and organization of learning to achieve a basic competency set in the Content Standards and spelled out in the syllabus. The objectives of the lesson plan are (1) to expedite and improve teaching-learning processes; (2) the preparation of systematic and professional lesson plans that are effective, the teacher will be able to see, observe, analyze, and predict learning programs

as a logical and planned framework. And the function of the learning plan is as a reference for teachers to carry out teaching and learning activities (learning activities) so that it is more directed and runs effectively and efficiently (Kusnandar, 2011); (Prastowo, 2017); (Septiyani, 2013). For this reason, lesson plans need to be made with careful planning so that the planned learning objectives will be successfully achieved optimally.

5. Conclusion

This study concludes that the application of the value approach in science learning for 40 elementary school teacher education students in Esa Unggul University in Indonesia, 90% in the mastery of applying the value approach with good categories and 10% with the mastery of applying the value approach that is still lacking.

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