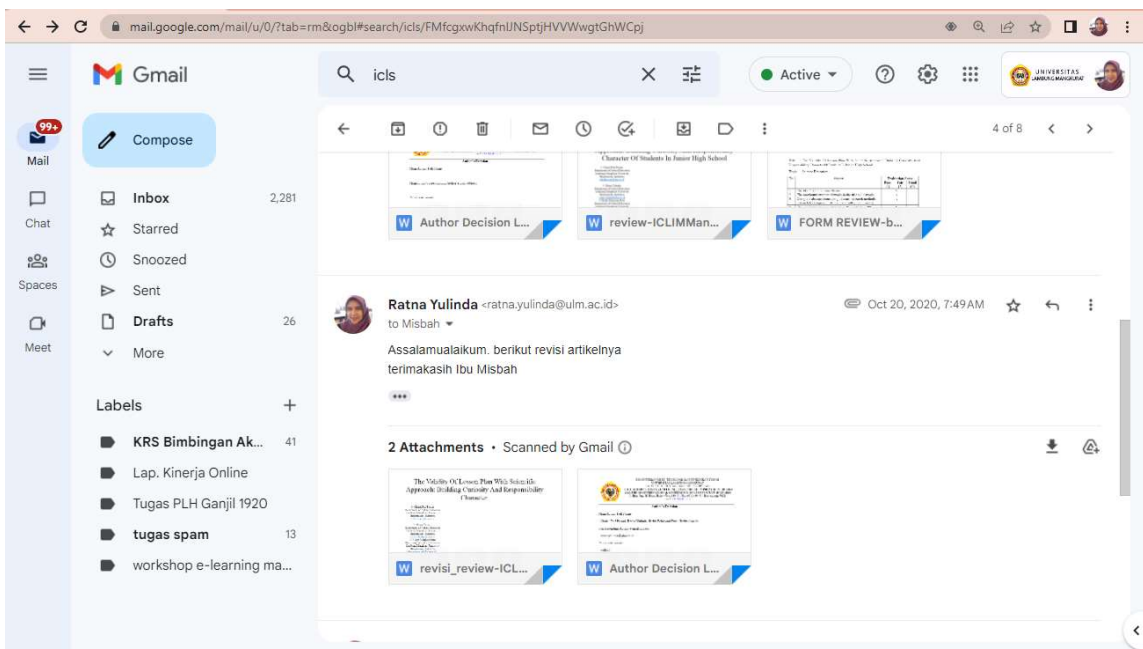
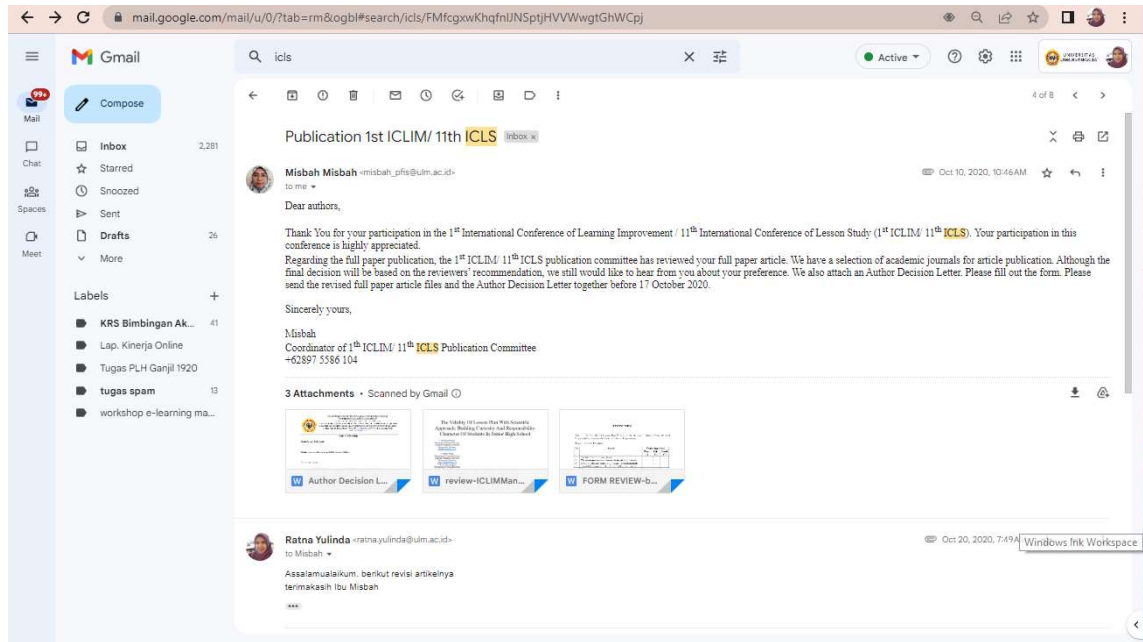


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The Validity Of Lesson Plan With Scientific Approach: Building Curiosity And Responsibility Character Of Students In Junior High School

CF Pasani, R Yulinda, RF Putri, R Amalia



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The Validity Of Lesson Plan With Scientific Approach: Building Curiosity And Responsibility Character Of Students In Junior High School

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Abstract—The instilling of national character value may be achieved through learning. Therefore, this study aims to create a Lesson Plan (RPP), which integrates the characters of curiosity and responsibility with a scientific approach and to determine product validity. Research and Development (R&D) was used as a model for conducting this study. Furthermore, the characteristics of the developed lesson Plan (RPP) was evident in the syntax/learning steps, which was organized according to curiosity indicators and responsibility characters. The results showed that Lesson Plan (RPP) with a scientific approach may be used to instill the character of curiosity and responsibility for students in junior high school, Indonesia.

Keywords— scientific lesson plan, student character, curiosity, responsibility

There have been changes such as a paradigm shift into 3 aspects of learning outcomes including knowledge, skills, and attitudes. However, the most important thing is how to develop the character that is currently depreciating [7].

To overcome the problem, the government, in this case, the Ministry of Education and Culture, has implemented a policy of strengthening through education [8]. It is an educational movement to strengthen character by the process of forming, transforming, transmitting, and developing the students' potential. This is achieved by harmonizing ethics and spirituality as well as character-building activities through education [9].

There are several deficiencies in implementing moral and character education. Therefore, various innovations have been integrated into all subjects [10] in order to instill national character through learning in schools [11]. This innovation is the lesson of science

Comments

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Sebaiknya ditambahkan model pengembangan yang digunakan, instrumen penelitian, berapa jumlah validator, dan hasilnya apakah valid bagaimana, serta simpulan dan implikasi dari penelitian ini

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Initial Product Development Stage: Development of a learning tools draft

Preliminary field test: Initially expert validation was carried out. Then the preliminary field test with the object of 6-12 students

Product revision stage: product revision is based on suggestions and analysis results from preliminary field tests

Figure 1. The Modification of Research and Development Cycle by Borg & Gall on the fifth stage (1983: 775)

This study was conducted at Public State Junior High School 13 Banjarmasin (SNP), in Indonesia. The research and information collection stage shows that the school used the 2013 curriculum, which was revised in 2017. The lesson plan created by the teacher is adequate but did not show the expected character indicators in the learning steps. Meanwhile, the planning stage is conducted by finding the appropriate RPP format, studying the indicators of the curiosity and responsibility in the activities of implementing

- 2.1 Actively participating in conducted activities.
- 2.2 Respecting their peers in discussion activities.
- 2.3 Effectively working together to conduct joint discussions/assignments.
- 2.4 Taking the roles of leadership concerning learning activities.
- 2.5 Daring to express their opinions on learning activities.

This study used the validation sheet on the lesson plan and the teacher's response. Furthermore, two techniques were used in processing the data, including descriptive qualitative and quantitative approach a) this approach is used to process data from the results of experts, learning tools in the form of comments and suggestions for improvements contained in the validation instrument. Data analysis is used as a reference for improving or revising the product. b) Also, it is used to analyze the data obtained in the form of percentage analysis [37], which presents data as the frequency on the response of the trial subjects to the product analyzed using the percentage formula to determine the validity criteria of the developed tools [38]. The data collected in the validation questionnaire is qualitative because each statement point is divided into very bad, bad, good, and very good categories. Initially, the data is converted into quantitative forms according to the weighted score, and this conversion is done using the following formula.

$$P = \frac{\text{Frequency of response}}{\text{Total number of respondents}} \times 100\%$$

Comments

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Learning activities concerns use outlining or student argumentation skills in solving real-time and future work problems [40] [41]. Argumentation skills consist of 3 aspects, namely claim, reasoning, and evidence [42] [43]. Also, it is very good at building the responsibility character of students in junior high school. The theory of Piaget's development reported that junior high school students (11 - 14 years) are included in the formal operation stage, which, therefore, allows them to have problem-solving behavior.

Validation of Lesson Plan (RPP)

With a scientific approach in building the curiosity and responsibility character, the lesson plan is feasible useful for trials after several revisions based on the validator's comments and improvement suggestions. The product assessment is very good, meaning that the lesson plans developed are valid. In addition, the results of RPP instrument validation showed that the aspects of its format, language, and content with the validity percentage of 100%, 98.33%, and 97.47% included in very good qualifications.

The calculation of RPP validation results shows that the assessment aspects, including format, language, and content, are included in very good qualifications with an overall validity percentage of 98.60%. Therefore, the RPP designed is feasible to be used.

However, the results and suggestions provided by the validator become a reference in making revisions. It was stated that an additional reference book should be provided to support the study material. Moreover, the learning media may use the school environment to provide project assignments for students.

The findings are consistent with the results on the implementation of a scientific approach, character building, and conservation in growth material which has a positive influence on cognitive, affective, and psychomotor learning outcomes as well as in achieving specified classical completeness [44].

Building Curiosity and Responsibility Characters in a Scientific Approach

The Movement for Strengthening Character Education (PFK) is conducted at every level of education. The implementation at each level involves and utilizes the education ecosystem in the school environment [45] to strengthen the contextual local dimension of education in the regions. Therefore, the PFK movement is inseparable from the character education that occurred in the school environment.

Learning outcomes are achieved through the activity of "observing, questioning, trying, reasoning, presenting and creating" [43].

In addition, the development of attitudes in students is an impactful but very important mission for education today. Learning outcomes create productive, creative, innovative, and effective students by strengthening integrated attitudes, skills, and knowledge [24]. The character development process is achieved by integrating the education in the curriculum. Therefore, do not only teach knowledge and skills but indirectly grow and strengthen the character of students. These two competencies (attitude and spirituality) are achieved through indirect teaching by exemplary, accession, and school culture, as well as by paying attention to the characteristics of subjects, the needs, and conditions of students [16].

The growth and development of attitude competence are performed throughout the learning process. Moreover, it is useful for developing student character [8]. Teachers need to teach character directly, especially in the context of religion and civic education.

The efforts to strengthen the character initiated by the government were realized by developing 18 national cultural characters, which are (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative, (7) Independent, (8) Democratic, (9) Courtesy, (10) National Spirit, (11) Love of Homeland, (12) Respect for Achievements, (13) Friendly or Communicative, (14) Love Peace, (15) Like to Read, (16) Environment Care, (17) Social Care, (18) Responsibility [46].

These 18 national cultural characters need to be developed in schools [8]. One of these characters is curiosity, and it is a behavior of seeking to know about a problem. It is a way of thinking, attitudes, and behavior, reflecting the desire to know everything seen, heard, and studied more depth [50], and it is the initial capital for students in the learning process [51]. With high curiosity, students will learn more to fulfill their thirst for knowledge [17].

Furthermore, responsibility is one of the character values inherent in humans [52]. Responsibility is the ability to respond or answer. It is oriented towards other people, gives a form of attention, and actively responds to what they want. Masriang defines responsibility as being brave, ready, and steadfast in accepting decisions and actions that are conducted intentionally or unintentionally. Therefore, students are said to be responsible when they are conscious of their decisions and actions in the process.

4 new notifications

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seen, read, heard, and others. Students are trained to ask questions related to the topic studied [56]. This activity helps to form students with a high sense of curiosity in line with the indicators of lesson plan 1.1, which requires students to ask questions about whatever is not understood through learning activities. Similarly, in lesson plan 1.4, students ask questions related to air pollution but outside the class discussion.

3. Gathering information or experiment

In this case, the educator plays a role as a director or manager of learning activities, providing guidance to students, and exploring information from various sources. However, students will be involved in an investigation to solve a problem following the scientific approach by asking questions. Therefore, the ideas possessed by students may be developed [44] since they can think creatively. Furthermore, students need to conduct an investigation or experiment to explore some information in an effort to answer the question. Finally, educators conduct coordination to enable students to exchange ideas with friends by presenting their investigation results before the class. In some cases, experimenting with students less interested in these subjects arouses their enthusiasm for learning. Students build responsibility character at this stage because they have actively participated in the activity (indicator 2.1).

4. Reasoning/associating

In the scientific approach of the 2013 curriculum, students need to be more active in the learning process. Reasoning is a process/way of thinking critically, logically, and systematically based on empirical data obtained through observation. Meanwhile, educators may ask students to analyze the data obtained in an effort to reason [49].

ranges

CONCLUSION

1. This study has developed a Learning Plan with a scientific approach containing curiosity and responsibility characters.

2. The resulting lesson plan (RPP) with a validity percentage of 98.60% (very feasible) can be used to build the character of curiosity and responsibility for students from junior high school.

ACKNOWLEDGMENT (Heading 5)

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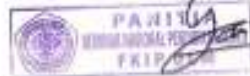
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		Poor (1)	Fair (2)	Good (3)
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2	The maximum number of words in the title is 14 words			√
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4	The maximum number of words in the abstract is 200 words		√	
5	The article has complete article structure (introduction, method, result and discussion, conclusion, and reference)		√	
6	The introduction section shows the novelty of the research		√	
7	The introduction section contains the research objectives		√	
8	Clear method		√	
9	Tables / figures support the research results		√	
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11	Conclusions meets the research objectives		√	
12	Use the correct reference template		√	
13	80% of references are from academic journal		√	
14	Reference are up-to-date (max last 10 years)		√	
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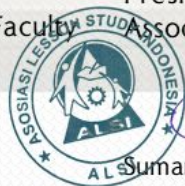
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