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Analysis of the Implementation of Science Learning in Grade VI Students of SD Negeri 1 Sidomulyo

Dwihana Mokhammad Taufiq
Elementary School Teacher Education Study Program
University of PGRI Kanjuruhan Malang
Malang, Indonesia

Abstract **:** *This article analyzes the problems of the Natural Sciences (Science) learning process for grade 6 students at SD Negeri 1 Sidomulyo. This research aims to identify the challenges faced in teaching science and their impact on students' understanding and motivation. The methods used in this research include direct observation in class, interviews, and distributing questionnaires to students to collect data about their experiences in learning science. The research subjects were 31 class VI students at SD Negeri 1 Sidomulyo. The research results show that students face difficulties in understanding science concepts due to several factors, including the lack of adequate learning facilities such as laboratories, not using learning media. In addition, the use of conventional and monotonous teaching methods contributes to low student engagement and interest in lessons. Students feel bored with approaches that are not varied, which hinders their learning process. , This article recommends implementing more interactive learning methods, such as project-based learning and practical experiments. Apart from that, the importance of improving learning facilities and infrastructure is also emphasized to support a better learning process.*

Keywords : *Science Learning, Class VI Students, Learning Process*

INTRODUCTION

In addition to the curriculum, educators, and students, the learning process plays an important role in efforts to improve education, especially at the elementary school level. This implies that a good learning process is able to improve the quality of education. Djamaluddin and Wardana (2019) explain that the learning process is a stimulus or stimulus that can challenge students to engage and participate in learning activities.

Natural Sciences (IPA) learning in elementary school often faces various challenges that affect students' effectiveness and engagement in understanding basic science concepts. One of the main problems is the relationship between the material taught and daily life as well as its application in a context relevant to students. Noddings (2020) argues that education should focus on experiences that are relevant to students' lives. By linking science learning to social issues, such as the environment and health, students can develop awareness and responsibility towards their society and planet.

Grade VI elementary school students are at a stage of cognitive development that requires a special approach in the learning process. At this stage, students are expected to be able to understand science concepts that are more abstract and complex than the previous grade level. However, the reality is that many teachers and students have difficulty in achieving the expected learning goals. This can be caused by various factors, such as limited learning media, less varied teaching methods, and low motivation to learn.

At the grade VI level, challenges in understanding science concepts often arise due to limited supporting learning media. Learning media, as expressed by some experts, is essential to facilitate the understanding of difficult abstract concepts only through lecture or text methods. According to Arsyad (2020), learning media functions as a visual aid that can explain concepts in a more concrete way and is easy for students to understand. With the right media, complex material can be presented in a more engaging way, making students more engaged

In the learning process, this is in line with the varied learning model is very important to increase students' interest in science learning Innovative and varied learning models such as opinions (Ratno et al, 2021). Teachers must be able to create creative, innovative and meaningful teaching methods to achieve the expected learning goals. Teachers as learning managers are the most important key to the success of the learning process. It can be really implemented if teachers carry out appropriate analysis of the

learning objectives, characteristics of students, and the learning outcomes to be achieved. This effort aims to provide students' passion for learning, avoiding boredom so that it has implications for students' interest and motivation to learn (Asyafah, 2021).

METHOD

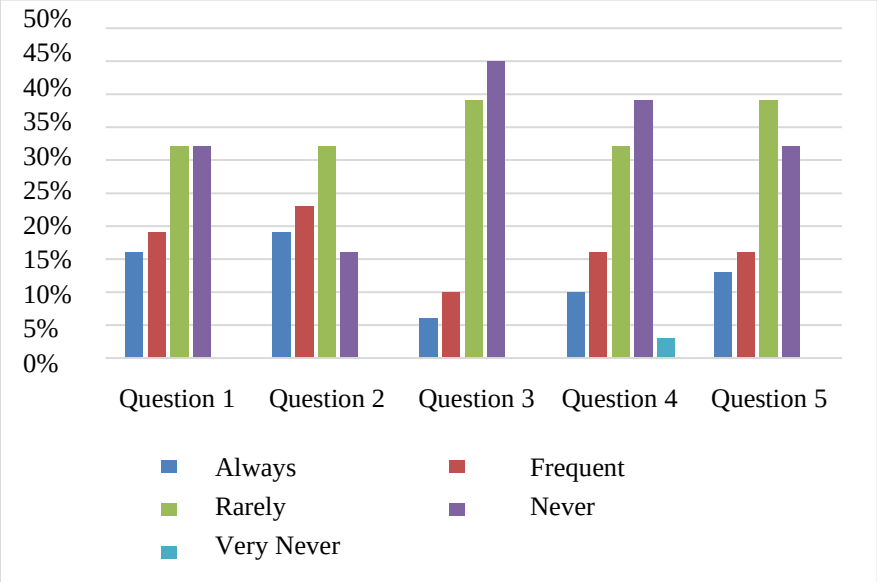
The method in this study is qualitative descriptive. According to Sugiyono (2022), the descriptive qualitative research method is a research based on the philosophy of postpositivism used to research on the conditions of data analysis techniques carried out by presenting data using questionnaires, and conducting interviews with grade VI students at SD Negeri 1 Sidomulyo. The subjects in this study are 31 students in grade VI of SD Negeri 1 Sidomulyo. The data analysis technique used is interactive analysis. Data analysis of this interactive model has three components, namely data reduction, data presentation, and drawing conclusions.

RESULT

Based on the results of the questionnaire that we have distributed to 31 grade VI students of SD Negeri 1 Sidomulyo, the following are the results (graph)

GRAPH OF THE RESULTS OF THE QUESTIONNAIRE THAT HAS BEEN SHARED

Question Chart 1 – 5



Natural objects where the researcher is the key instrument. This study aims to describe the implementation of science learning in elementary schools.

Based on the first question, do teachers often explain science material in an easy-to-understand way Based on question 1, only 17% of students who answer always answer never, which means that there are still many students who do not understand the science lessons taught by the teacher.

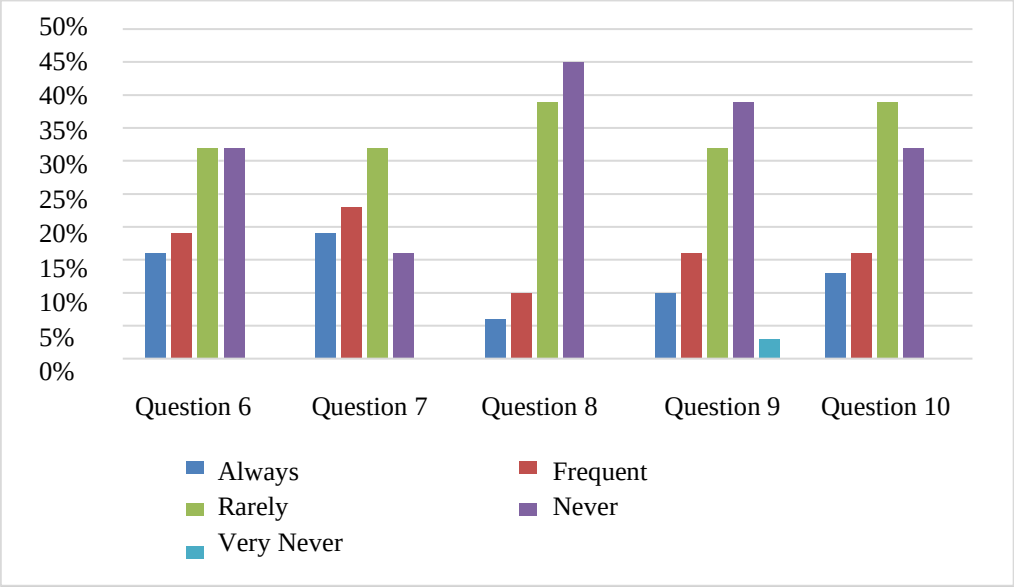
The second question, Do you feel interested in science lessons in the classroom? Based on question no. 2, only 19% answered always and more rarely at 39%. This means that many students are not interested or rarely interested in science lessons

The third question is, Do teachers provide real examples or props when explaining the concept of science? Only 7% answered always and 48% answered never.

Question 4 is Does practicum or experiment activities in class help you understand science lessons? More answers never, namely 35% means that they think that experimental activities in the classroom do not help them in understanding science lessons.

Question 5: Do teachers hold group work when doing science assignments in class? Based on question no. 9, the answer is more rare, namely 21%. Teachers are rarely hold group work for students to do science assignments.

Question Graph 6 – 10



Question 6 : Do you feel that science lessons teach you how to think critically? Based on question no 6, most answered rarely, namely 34%

Question 7: Do you always feel that science learning has a connection in your daily life? Based on question no. 7, most students answered never, which was 28%.

Question 8: Do teachers always use learning media? 49% of students answered that it means that teachers never or rarely use learning media.

Question 9: do teachers often reflect on the material when closing the lesson? 55% of students answered rarely

Question 10: Do you always apply science knowledge outside the school environment? 53% answered that rarely, students rarely apply science knowledge outside the classroom environment.

Based on the results of the research through interviews and distributing questionnaires conducted on grade VI students of SD Negeri 1 Sidomulyo, there were several findings related to the implementation of science learning. The following are the results and discussions obtained:

First, the limitations of learning media. From the results of the questionnaire and interviews conducted, it was found that one of the main problems faced in science learning at SD Negeri 1 Sidomulyo is the lack of effective use of learning media. In accordance with the questionnaire that we have distributed, most of the students stated that the methods used by teachers tend to be monotonous and have minimal variation. This makes it difficult for students to understand the material, especially the abstract ones. Like the concept of energy,

Changes in the form of objects, and styles. Because based on the results of our interviews with students, teachers explained material about the concept of energy, changes in the form of objects and styles only using textbooks and not using learning media. So it only shows the pictures contained in printed books (textbooks) so that the material is difficult for them to understand. Learning media such as pictures, videos, animations, or teaching aids are needed in science learning, because the material taught often involves concepts that are difficult to understand without visual support. For example, the concept of changing the shape of an object or the force of gravity will be easier to understand if it is accompanied by concrete demonstrations or visualizations. Arsyad (2020) explained that learning media functions as a visual aid that explains concepts in a more concrete way and is easy for students to understand.

The second is Low Student Learning Motivation. The low use of interactive learning media also has an impact on students' learning motivation. Students feel less interested in the material presented because of the teaching method that tends to be one-way, where the teacher uses lectures more than practical activities or visual. This is in line with the opinion of Sadirman (2019), who states that learning media can increase students' motivation to learn and clarify the information conveyed, so that it can reduce misunderstandings.

The third is the limitation of facilities and infrastructure. In addition, the limited facilities in schools are also one of the main obstacles in the implementation of more innovative learning media. SD Negeri 1 Sidomulyo is not equipped with adequate learning aids, such as projectors, science laboratories, or simple experimental equipment that can be used to strengthen students' understanding through hands-on practice. Due to limited facilities, students are unable to conduct experiments that should be an

integral part of science learning. According to research by Nugroho (2020), the lack of laboratories and supporting facilities causes students to have difficulty in understanding scientific concepts in depth. The limitations of these facilities make it difficult for teachers to implement more varied and experiment-based learning methods.

Fourth is Less Varied Learning Methods. The results of the study also showed that most teachers have not utilized modern technology or media in the science learning process. Learning focuses more on conventional teaching with textbooks, so students don't get a fun and interactive learning experience. Nana Sudjana (2021) emphasized the importance of using media in improving the quality of the teaching and learning process, because good media can help students understand concepts more easily and efficiently. Many teachers still tend to use lecture methods that only rely on oral information delivery. This does not facilitate active student engagement. According to research conducted by Mulyasa (2020), "monotonous and less varied teaching methods cause students to feel bored and unenthusiastic in learning." The use of the dominant lecture method also makes it difficult for students to relate the material taught to their daily experiences. They tend to think of science lessons as something theoretical and separate from the real world, when in reality, science is very closely related to daily life. With more varied methods, teachers can create a more enjoyable and challenging learning atmosphere for students, so they are more motivated to learn.

CONCLUSION

From the results and discussion above, it can be concluded that the implementation of the science learning process in grade VI of SD Negeri 1 Sidomulyo is the lack of use of interactive learning media, low student learning motivation, limited supporting facilities, and less varied learning methods. These problems are interrelated and have a negative impact on the effectiveness of science learning and students' understanding of the material being taught. Less varied science teaching methods can hinder the learning process of students. By adopting a more innovative approach and actively engaging students, it is hoped that students' interest and understanding of science can increase. Efforts to improve teaching methods should involve teacher training and the provision of adequate resources. Learning media, teaching methods, and limitations greatly affect students' learning motivation.

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