



Socialization of Science Teaching Media as an Application of the Concept of Independent Learning

Srinatalia Silaen^{1*}

Program Studi Pendidikan Biologi, Universitas HKBP Nommensen Pematangsiantar

srinataliasilaen92@gmail.com^{1*}

Abstrak

Workshop dan sosialisasi pembelajaran merdeka belajar di SD Negeri 091254 Batu Onom Pematangsiantar diadakan agar soft skill guru dapat berkembang dan meningkat. Tujuan dari kegiatan pengabdian ini adalah untuk mengembangkan konsep merdeka belajar SD Negeri 091254 Batu Onom Pematangsiantar melalui pelatihan workshop dan sosialisasi pembelajaran merdeka belajar ini dapat berjalan lebih baik. Kegiatan workshop dan sosialisasi dilaksanakan dengan metode ceramah selama satu hari penuh yang diikuti oleh seluruh guru SD Negeri 091254 Batu Onom Pematangsiantar. Hasil pengabdian ini diharapkan dapat membantu guru dalam memanfaatkan media ajar IPA teknologi pada saat ini.

Kata kunci: *Sosialisasi, Media ajar, Merdeka belajar*

Abstract

Workshops and socialization of independent learning at SD Negeri 091254 Batu Onom Pematangsiantar were held so that the soft skills of teachers could develop and improve. The purpose of this service activity is to develop the concept of independent learning at SD Negeri 091254 Batu Onom Pematangsiantar through workshop training and socialization of independent learning that can run better. The workshop and socialization activities were carried out using the lecture method for one full day which was attended by all teachers of SD Negeri 091254 Batu Onom Pematangsiantar. The results of this service are expected to help teachers in utilizing the teaching media of science technology at this time.

Keywords : *Socialization, Teaching Media, Freedom to Learn*



Introduction

Independent Learning can be interpreted as learning that is regulated by students themselves. The meaning of this independence is that students can determine the goals, methods and assessments of their learning. From the teacher's point of view, independent learning means learning that involves students in setting goals, giving choices of ways,

The concept of Independent Learning reflects on the process and learning outcomes. In essence, independent learning is learning that involves students in setting goals and providing choices for learning methods and collectively reflecting on the learning process and results. The independent learning policy is a step to transform education for the realization of Indonesia's Superior Human Resources (HR) who have the Pancasila Student Profile. Some of the basic concepts of independent learning are study not for exams, but to achieve meaningful study goals, learning is not controlled by the teacher, but is mutually agreed upon between the teacher and students, please note that learning is not a uniform way, but there are different ways of learning, remember that learning is not just memorizing formulas, but reasoning and solving problems, learning is not assessed by the teacher, but is assessed together to build awareness, and learning is not judged by the number of numbers, but by meaningful work.

There are 3 (three) ways to practice independent learning in the process of teaching and learning activities (KBM). That is :

Build commitment to goals.

At the stage of building commitment to goals, there are several things that must be done, including:

1. Cultivate internal motivation
2. Involve students in setting goals
3. Show interest in learning
4. provide constructive feedback
5. Provide graded and meaningful challenges

Build learning independence

At the stage of building learning independence, there are several things that educators need to do, including:

1. Ask students to look for information.
2. Facilitate the experience of success.
3. Establish a positive class routine.
4. Ask students to monitor their progress.
5. Differentiate teaching.

Cultivating the habit of reflection

At the stage of cultivating the habit of reflection, there are several things that educators need to do, including:

1. Variation of questions during study.
2. Documentation of the learning process and results.
3. Involve students in self-assessment.
4. Provide unstructured study time.
5. Demonstrate tolerance for error.

Based on the problems that occurred in SD Negeri 091254 Batu Onom Pematangsiantar, the author thinks there is a need for training on workshops and socialization of independent learning to learn at SD Negeri 091254 Batu Onom

Pematangsiantar. Hard skills must be accompanied by qualified soft skills. With increased socialization of teachers in schools can affect interest in learning and student learning outcomes. Therefore, it is necessary to hold training workshops and socialization to teachers at SD Negeri 091254 Batu Onom Pematangsiantar so that the soft skills of teachers can develop and improve. One of the trainings is training socialization of learning with the concept of independent learning as well as improving the soft skills of teachers at SD Negeri 091254 Batu Onom Pematangsiantar.

Implementation Method

The method used in this activity is in the form of training. The steps taken are as follows:

1. Implementation of online platform activation and installation. Activation and installation is done in 2 ways, namely:
 - a. Through a web browser on a computer using an email address and cellphone number
 - b. Through a cellphone that was first installed on the online platform in the Playstore.

2. Implementation of Training on the use of the Online Platform. The steps in the training are carried out in several stages.
 - a. Complete identity related to status (Student, Teacher, Parents or the general public) and level of Education.
 - b. Optimizing the use of the online platform by exploring all the menus in the application, both material, sample exam questions and interactive videos.
 - c. Training on the use of features in the online platform through guru.zenius.com, these features include creating classes, uploading materials, compiling questions, sharing assessments and evaluating assessments.
 - d. The training communicates with students by inviting students to join the application via an API connected to whatsApp
 - e. The use of the application through an android phone that has been installed and activated.
 - f. Trial for online platform application implementation

3. The systematics of the training implementation are as follows:
 - a. Greet and question and answer as an initial introduction to online applications.
 - b. Presentation of resource persons regarding online applications
 - c. Discussion and question and answer after the presentation by the resource person
 - d. Friendly and discussion to get feedback from training participants

Table 2.
Implementation Method to be used

Result and Discussion

HKBP Nommensen Pematangsiantar University as a well-known private university in Pematangsiantar City has always consistently implemented the Tri Dharma of Higher Education, as stated in the Higher Education Law. Basically, the Tri Dharma of Higher Education is one of the goals that must be achieved and implemented by every university.

The Tri Dharma of Higher Education includes 3 things, namely:

1. Education and teaching
2. Research and development
3. Community service.

Community service activities are the practice of knowledge possessed by the academic community to provide benefits and impact changes for the community. In Law no. 12 of 2012 concerning higher education states that "community service is an activity of the academic community that utilizes science and technology to advance the welfare of the community and educate the nation's life".

This training activity lasted for two days, namely Wednesday, August 03, 2022 at SD Negeri 091254 Batu Onom Pematangsiantar from 10.00 to 12.00 WIB. This activity was attended by 17 teachers of SMP Negeri 11 Pematangsiantar, which consisted of classroom teachers and subject teachers. The opening ceremony was conducted by Mrs. Demiwaty Haloho, S.Pd as the Principal of SD Negeri 091254 Batu Onom Pematangsiantar who represented the Principal who was unable to attend at that time. At the beginning of the training, the resource persons first explained the concept of independent learning to all participants. Then the participants were instructed to create an account (login) on the online platform first, guided by the resource person. When finished, the homepage of the online platform will appear, at this stage the resource person explains the functions and uses of the features available on the online platform.

The training was preceded by a question and answer activity between the resource persons and the training participants, namely the teacher of SD Negeri 091254 Batu Onom Pematangsiantar. The resource persons especially asked what online learning applications were used by the teachers of SD Negeri 091254 Batu Onom Pematangsiantar in conducting distance learning. Of the 17 teachers of SD Negeri 091254 Batu Onom Pematangsiantar who attended the training, they stated that they only used the Whatsapp, Zoom and Youtube applications. Then the resource persons asked whether the teachers of SD Negeri 091254 Batu Onom Pematangsiantar already knew about the online application and they stated that they did not know about the online application. Based on this statement, the resource persons immediately started training on online applications. After the resource persons explained the material about the online platform, the training was continued with a question and answer activity to find out the responses and feedback from the teachers of SD Negeri 091254 Batu Onom Pematangsiantar.





Figure 1. Documentation in school

Conclusion

In science learning, for example, students' desire to learn does not need to be limited. They are free to solve problems in every material in science subjects. For this reason, teachers can provide the widest opportunity so that they become independent in learning. Boredom is often an obstacle in learning and it is unavoidable in working on the calculation material. Especially when studying the formulas contained in the lesson diktat. Feeling sleepy, wanting to go to the restroom, wanting to go to the mosque to pray are reasons that are often given by students who are actually just to avoid boredom in the learning. This is also often the case in science subjects, especially in physics, which really demands accuracy and focus in doing their tasks. And also need calm in logical thinking. For this reason, the attitude of a teacher in guiding science material must be painstaking and patient. Students who feel bored sometimes are not in the material but the teacher's way of delivering is monotonous and less varied. Teachers do not apply varied learning models and lack of prepared media. Therefore, a teacher must be able to apply appropriate learning theories so that students do not experience boredom.

Acknowledgments

A science teacher is free to use any method in learning with students. For example, using the discovery learning learning model. The learning model of discovery learning or discovery learning is a learning theory which is defined as a learning process that occurs when learning material is not presented in its final form, but it is hoped that the students themselves will organize themselves.

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