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by Rinandita Wikansari

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Analysis of generic science skills in prospective biology teacher students

Rinandita Wikansari^a, Suhardi Napid^b, J. Junaidi^b, Wahyu Ari Andryanto^c, S. Susilo^{d,*}

^aInternational Trade for ASEAN and China Region, Politeknik APP Jakarta, Indonesia

^bDepartment of Mechanical Engineering, Faculty of Engineering Universitas Islam Sumatera Utara, Indonesia

^cUPN Veteran Jakarta, Jakarta, Indonesia

^dDepartment of Biology Education, Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta Timur, Indonesia

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Abstract

The learning process of blood coagulation practicum for circulatory system material in Biology Education students aims to determine the ability of generic science skills. Descriptive method used in this study with research subjects consisted of 58 6th semester students. Data were obtained using essay tests. Achievement of generic science skills in students is focused on five aspects of generic science skills with research results that show, direct observation 98.83% (very good), symbolic language 38.79% (very poor), modeling 90.95% (very good), logical inference 39.51 % (very little), logic framework 94.90% (very very), with an overall average yield (75.6%) in the medium category. this generic science ability is still needed intensive guidance to increase shn for prospective teacher students biology.

Keywords: Generic Science Skills; Blood Coagulation, Candidate Teacher.

1. Introduction

In 2016 the UNESCO data in Global Education Monitoring (GEM) noted that education in Indonesia was ranked 10th out of 14 developing countries, and educators or teachers ranked last out of 14 developing countries. This data is of concern to the world of education in Indonesia in dealing with these problems.

At least there are a few points that need to be examined in the world of education namely the matter of how to prepare a quality generation. To create a professional teacher Education Institutions

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*Corresponding author

Email address: susilo@uhamka.ac.id (S. Susilo)

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Education Personnel (LPTK) should be done from the bottom, so that the readiness of a prospective educator in teaching students to be mature, and have basic skills to make learning better.

Professional teachers are teachers who have expertise, responsibility and have sufficient competence such as spiritual, intellectual, social, personal, and moral competence (Surya, 2003). Fadel and Trilling [3] revealed that teachers must always be in progress with the times so that the paradigm shift is conventional towards the modern age, so that learning from the teacher's center leads to students. One way to overcome errors in the absorption of information knowledge, the skills intended in this case are generic skills.

Generic or basic skills are also known as core skills. Generic skills include communication, teamwork, problem solving, initiative and enterprise, planning and organizing, self-management, learning skills, and technology skills (Agustina, Muslim, & Taufik, 2012).

Generic skills according to the view of Sarkar et al., [10] that these skills need to be assessed exclusively by values, because students tend to only take things seriously related to their interests. Generic skills in learning, especially science learning, students are expected to have it and be able to apply it in everyday life. The application cannot be fulfilled if the basic capabilities have not been formed. This is according to Bailey's statement; Saptorini (2008); Rosidah, et.al. [9] that the basic ability is the generic ability of science.

According to Sudarmin [11] generic science skills are the ability to think and act in accordance with the scientific knowledge that is owned where these skills are closely related to scientific attitudes derived from scientific process skills in general. These skills must be possessed by students because generic science skills are general and oriented towards higher science [13]. There are several components in the generic skills of science namely direct observation, indirect observation, awareness of scale, symbolic language, logical form logical consistency, causal law, modeling, logic inference, abstraction [11].

Generic skills cannot be obtained instantly but through a continuous process so that they develop. Therefore, according to generic science skills [13] is a skill that can be used globally in scientific work activities and can be used as a basis for conducting scientific activities, one of which is practicum.

Practicum is a practical activity carried out in the laboratory and outside the laboratory to achieve learning objectives [5]. According to [6] practicum is one of the activities that must be applied to lecture activities for prospective biology teacher students. Practicum is one of the ideal vehicles to bring students to the real approach of a natural phenomenon and this process can practice generic science skills (Agustina Ningsih, Suparmi, 2014).

Research conducted by Rahman et. al., [8] in the planning of practical learning based on generic abilities has a positive impact (81.4) and based on research [6] data analysis observations obtained moderate KGS (71.57%). This makes researchers want to make in-depth observations related to the generic skills of students through practicum activities because, it is still rare to research related to biology practicum learning.

In line with previous studies, this article focuses on finding out the generic abilities of science students in Biology Education through blood coagulation practicum in animal physiology practicum courses.

2. Methods

In this study using descriptive methods collected from 7 items of essay on the material circulation system of blood coagulation practicum by covering five aspects of indicators namely direct observation, modeling, symbolic language, logic inference, logic framework.

⁶This research was conducted at the University of Muhammadiyah Prof. Dr. Hamka Faculty of Teacher Training and Education in Biology Education Study Program with the time of the study was conducted on 1-30 April 2019. The sample used was 58 students of 2016, with saturated sampling technique.

3. Research Procedure

The research procedures carried out are ¹⁰divided into three stages, the initial stage, the implementation stage, and the final stage. The initial stage is to study literature and information about the generic science of students on blood coagulation practicum, conduct the preparation of instruments, request permission from each class leader and lecturer to conduct research in class, carry out instrument testing and after the validity and reliability test of the instrument is carried out.

Furthermore, the implementation phase, after completing the practicum activities, students are given the task to answer questions relating to the blood coagulation practicum and the last at this stage is processing instrument data results.

4. Data Collection and Analysis

Collecting data in the form of 7 item essay test items that have been through the validation process, and reliability. Data ⁸analysis was performed with Microsoft Excel software by finding a ²percentage. Data analysis ²to determine the percentage of generic science skills in biology students using the following formula:

$$NP = \frac{R}{SM} \times 100\%$$

Information:

NP = Percent value of generic ability sought

R = Raw scores obtained by students

SM = The ideal maximum score for each series

100 = Fixed number

5. Result and discusion

This study provides an overview ⁴of the assessment of generic science skills ¹²in blood coagulation practices, and this study can also accurately identify gaps in the development of generic science skills. The generic ¹⁸science skills of blood coagulation practicum are in the moderate category (75.6%). From the ⁵indicators of generic science skills that I examined, we consider that there are two most prominent indicators ¹, namely the direct observation indicator (98.83%) and the symbolic language indicator (38.79%) can be seen in Figure ¹.

The generic science skills measured in 6th semester students cover 5 aspects of indicators, namely direct observation, symbolic language, modeling, logic infer³ence, logic framework. The percentage of science generic skills in the blood coagulation practicum from each indicator can be seen in the following figure:

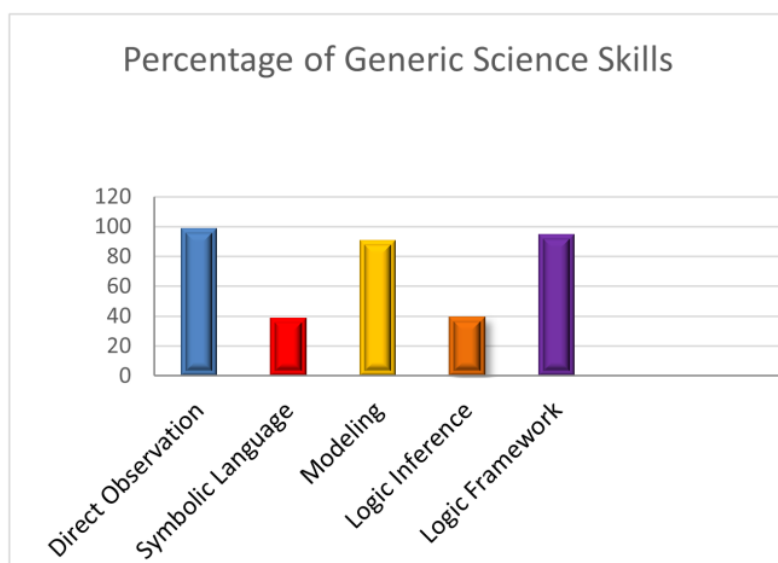


Figure 1: Percentage of generic science skills for each indicator.

Indicators of direct observation in this study reveal the characteristics of objects based on the results of direct sensing. In this indicator the highest percentage achievement is 98.83%. In terms of obtaining data, students are guided to observe changes in blood during the practicum until they become fibrin strands. In our opinion, this indicator is an indicator that is easy to remember and develop by students. This is supported by Brotosiswoyo (2001) Generic skills of direct and indirect observation are easily mastered. Direct observation can also be obtained through daily events or while conducting experiments, so that it is easily mastered by students [11].

The symbolic language in this study is that students are required to explain the symbolic language in the process of blood clotting so that the generic skills of symbolic language emphasize not only remembering but understanding the meaning of the symbol. In research students are able to mention and explain the meaning of the symbolic meaning of the blood coagulation process. The percentage of this indicator is 38.79%, included in the category of very less, this is in our opinion because biology has quite a lot of wealth as a communication tool in the form of symbolic language so that students are less able to understand and interpret the meaning of symbols that occur in the process of blood coagulation. This is supported by [11] Symbolic language generic skills have patterns of difficulty and this is reinforced by [1] which states that the generic skills of symbolic language are quite difficult to develop.

The modeling indicator in this study is to make a table of raw data. In this indicator, students are required to make a table of practicum data. In terms of getting data, students involve cognitive strategies, where students are required to be able to take the tools and materials needed, then students are able to translate practicum procedures. So that the percentage achieved on this indicator through the essay test is 90.95% with excellent category and this indicator is strengthened by research [4] that the results of achieving generic modeling skills in the excellent category.

Inference in indicators of science generation skills can be interpreted as the activity of inferring from the data provided or premises to another example revealed [11]. Generic inference skills in research using explanations or arguments, drawing conclusions, solving problems, so the percentage achieved in this indicator amounted to 39.51%, in our opinion this is because students are required

to solve problems from the concepts that have been collected then associate it into a the basic basis of thinking⁴ in solving problems that are difficult to develop. However, research has been done [12] inference is a generic ability whose value can be achieved by students in the medium and according categories [11] Logic inference is an ability that is difficult to develop.

In this logic framework indicator students are emphasized to create or use concept maps. This provides benefits for prospective biology teachers including helping to process concepts in simpler forms, diagnosing what students already know in the form of structures they build in the form⁹ of schemes or words [11]. In this indicator a percentage gain of 94.90% was achieved, in our opinion the use of concept maps in the practice of coagulation practice is more me⁹aningful, easy to remember and understand. This is in line with research [12] Logical inference has a positive impact on improving the quality of teaching learning practices for prospective teachers.

6. Conclusion

The Analysis Of Generic Science Skills On Blood Coagulation Practicum Is In The Moderate Category (75.6%) Because Only Some Students Are Actively Involved In The Learning Process Of Practicum. Therefore, In This Skill There Must Be Further In-Depth Studies To Find Out The Generic Skills Of Biology Education Students.

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