SOCIAL SCIENCE LEARNING MANAGEMENT USING A SCIENTIFIC APPROACH AT ISLAMIC ELEMENTARY SCHOOL IN INDONESIA

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Abstract

The view that social studies subjects are boring subjects with a lot of material has been tried to be hacked by implementing a scientific approach to the 2013 curriculum. This approach prioritizes student-centered learning with their target having 4K characters, namely: communication, cooperation, critical and creative. These four characters are certainly very useful for building their lives in the future. The purpose of this study was to describe and analyze how the implementation of a scientific approach in social studies subjects at MI Muhammadiyah Kaligondang, Kaligondang District, Purbalingga Regency. The type of research used is qualitative research with a descriptive approach. Research data obtained through observation, interviews, and documentation. The results of this study indicate that 1) teachers make their own lesson plans or lesson plans that contain an outline of learning activities, 2) teachers carry out learning activities using a scientific approach with learning steps: observing, asking questions, gathering information/testing, associating/reasoning, and communicating. , 3) the teacher conducts an authentic assessment by assessing three competencies, namely attitudinal competence, knowledge competence, and skill competence, and 4) the obstacles encountered by the teacher during learning activities are that students have different grasping power from each other so that the level of understanding is even different.

Keywords: 2013 Curriculum, Scientific Approach, Social Sciences.

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1. Introduction

The ability to communicate, think critically, solve problems and collaborate is an important competency that a person should have in today's lifestyle. By having these competencies, a person can exist well in facing various challenges in life, especially in a very competitive world of work.The world of education cannot but have to adapt everything to the pattern of life as described above. How to prepare students so that they can exist well in the future must be the main obsession. And this starts with structuring the right curriculum in line with the times.The arrangement of the education curriculum in Indonesia always follows the times. Therefore curriculum changes are commonplace in order to answer the needs of various sectors of life in the world of education. The 2013 curriculum emphasizes a learning approach that is different from the previous curricula. If KTSP emphasizes learning based on exploration, elaboration, and confirmation, the 2013 Curriculum uses a scientific approach which includes observing, asking, reasoning, trying, and communicating activities.

Munawaroh and Redyanto (2016) argue that a scientific approach is not interpreted as learning science, but uses a scientific process in learning activities. learning with a scientific approach is carried out in a pleasant atmosphere because it involves children directly in the learning process and gives them full opportunities to try and discover knowledge for themselves.Scientific Approach or scientific approach is a learning approach that is oriented or student-centered (student concerned approachees). Daryanto argues that the scientific approach is a learning process designed in such a way that students actively construct concepts, laws, or principles through the stages of observing (to identify or find problems), formulating problems, submitting or formulating hypotheses, collecting data using various techniques. , analyzing data, drawing conclusions and communicating the concepts, laws or principles found (2013). Ahmad Yani (2013) stated that the scientific approach received recommendations from the UNESCO commission related to the concept of "the four pillars of education", namely learning to know, learning to do, learning to live together as a basis for participate and cooperate with others in all activities of human life (learning to live together), and learning to be himself (learning to be).Based on the theory presented by experts, it can be explained that the scientific approach is learning that encourages students to carry out scientific skills such as observing, asking questions, gathering information, associating and communicating. This approach requires students to be active in the learning process.

The scientific approach can be used in all subjects taught in elementary schools such as Mathematics, Indonesian, Natural Sciences (IPA), and also Social Sciences (IPS). IPS itself is a field of study that studies, examines, analyzes social symptoms and problems in society by reviewing various aspects of life or a combination, (Sardjiyo, 2014).

Social studies subjects at the Madrasah Ibtidaiyah level or elementary level have the goal of getting to know concepts related to people's lives and their environment, have the basic ability to think logically and critically, curiosity, solve problems, and skills in social life, have an awareness of the values - social and human values, have the ability to communicate, cooperate and compete in a pluralistic society, both at the local, national and global levels.

Based on initial observations starting from September 20 to October 5 2022 at MI Muhammadiyah Kaligondang which is one of the MIs in Kaligondang District, Purbalingga Regency, information was obtained that a scientific approach had been applied in all subjects being taught.

Even so, there are still several obstacles faced by teachers at MI Muhammadiyah Kaligondang, including: First, the teacher's lack of knowledge about the scientific approach. Second, teachers still like to use conventional methods through lectures in the learning process. This is as explained by Syarifah Rustiyani, a teacher at MI Muhammadiyah Kaligondang as obtained from the results of an interview on October 21, 2022, that some teachers still like to use the lecture method. Even though the learning process through a scientific approach is an approach plearning used in the 2013 Curriculum. Third, students still think that social studies learning is a boring and boring lesson because there is a lot of material and teachers tend to deliver it using the lecture method.

There are several studies that are relevant to the author's research study, the first is that carried out by Herina Yunita et al, namely improving critical thinking skills through a scientific approach. This research shows the results that there is an increase in critical thinking skills in children who were originally in the criteria of developing according to expectations can increase in the very well developed category (Yunita, 2019). As for the author's research, it focuses on implementing a scientific approach in social studies subjects

Research conducted by Machin regarding the implementation of a scientific approach, character cultivation and conversion in learning growth material. The result of this research is to develop an implementation plan for learning growth material that applies a scientific approach, character cultivation and conversion (Machin, 2014). The author's research focus is related to social studies subjects both in terms of learning planning, implementation and learning outcomes.

The third study was conducted by Septina et al regarding the development of student worksheets with a problem-solving ability-based approach. This research produced a product in the form of student worksheets with a scientific approach based on math problems (2018). While the author's research is related to the implementation of a scientific approach to social sciences subjects.

2. Method

The research method used in this study is a qualitative research method. Qualitative research is used to see and reveal a situation or an object in its context; finding meaning or a deep understanding of a problem encountered, which appears in the form of qualitative data (Yusuf, 2014). According to Sugiyono (2015) that the qualitative research method is a research method based on the philosophy of positivism, used to examine the conditions of natural objects, where the researcher is the key instrument.

Some of the definitions of qualitative research above can be concluded that qualitative research is research conducted to reveal meaning and explore understanding and clarify interpretation of natural object conditions. In general, qualitative research aims to extract and extract meaning from social problems or phenomena that occur.

Based on the background described above, the type of qualitative research that will be used is descriptive qualitative. Punaji Setyosari (2017) explained that descriptive research is research that aims to explain or describe a situation, event, object or person, or anything related to variables that can be explained either with numbers or words.

The instruments used in qualitative research are people or human instruments, namely the researchers themselves. For this reason, a researcher must have theoretical provisions and broad insights, so that he is able to ask questions, analyze, photograph, and construct the social situation under study to become clearer and more meaningful.

This research was conducted at MI Muhammadiyah Kaligondang, Jalan

Lasykar Muadnan Rt 02 Rw 08 Kaligondang Village, Kaligondang District, Purbalingga Regency Zip Code 53391.

3. Result and Discussion

Madrasah Ibtidaiyah Muhammadiyah Kaligondang began implementing the 2013 Curriculum since 2016. Students who were used as research objects were class VI students with a total of 37 students. The class teacher who teaches class VI is the RF teacher.

1. Learning Planning

A curriculum will run smoothly if it is supported by appropriate learning tools. The learning device that must exist and will affect the smooth running of a learning activity is the learning implementation plan (RPP). Before carrying out learning activities, the teacher will make a learning device or lesson plan.

Based on the results of the interviews above, information was obtained that class teachers at MI Muhammadiyah Kaligondang made lesson plans with syllabus guidelines from the government and teacher's books as a reference in making them. In addition, lesson plans are also made the day before the lesson is carried out so that the lesson plans will be adapted to the conditions that existed at that time.

When carrying out the learning process the RF teacher adjusts the process according to what has been designed in the lesson plan. It is intended that the learning process is in accordance with what has been planned and on time. Based on the lesson plan document made by the RF teacher, it can be described as follows:

a. In the preparatory stage the teacher arranges learning tools in the form of lesson plans. RPP is prepared one day before the learning activities take place. The prepared lesson plans are lesson plans in accordance with the syllabus in the 2013 curriculum, namely integrated thematic lesson plans. If subjects are usually written in lesson plans, then integrated thematic lesson plans include integrated content, namely subjects included in the theme to be discussed. Subjects will be described in basic competencies and competency achievement indicators.

b. The RF teacher writes down the identity in the form of school name, class/semester, theme, sub-theme, integrated content, learning, time allocation, and implementation day/date.

c. Basic competencies in each subject are described and then derived in competency achievement indicators. After the basic competencies and achievement indicators are designed, then the learning objectives are listed in the ABCD format (audience, behavior, condition, and degree). The expected character of students from each subject is also listed.

d. Learning material is presented in learning activities from the introduction, core activities, to closing. The learning material described is in accordance with the theme that has been set so that the learning objectives are achieved.

e. After the learning materials are designed, then determine the sources and learning media. The learning resources used are the Teacher's Handbook and Student's Book issued by the Ministry of Education and Culture according to the theme to be taught. While the learning media used are LCD projectors, computers, and maps.

f. The next step is to determine the learning approach and method to be used. Based on the results of RF teacher observations using a scientific approach with game/simulation learning methods, discussions, questions and answers, assignments and lectures.

2. Implementation of Learning

Based on the results of observations made, the implementation of learning conducted by RF teachers in class VI used a scientific approach with three main activities, namely preliminary activities, core activities, and closing activities. An

overview of the implementation of learning using a scientific approach carried out by RF teachers in class VI is as follows:

Table 1. Implementation of the Scientific Approach Theme 8 Sub-theme 1 Learning 3

No	Indicator	Description of the findings
Preliminary activities		
1	The teacher conditions a pleasant learning atmosphere.	The teacher invites students to pray before carrying out learning activities. Then the teacher asks the condition of students and anyone who does not go to school. The teacher makes study groups into 6 groups, each group consisting of 6 students.
2	The teacher discusses the competencies that have been studied and developed previously related to the competencies that will be studied and developed	The teacher gives an apperception about the lessons that have been learned in the previous meeting and informs the objectives of the lesson to be studied
3	The teacher conveys the competencies to be achieved and their benefits in everyday life.	-
4	The teacher conveys an outline of the scope of material and activities to be carried out	The teacher conveys with a concept map how learning will be carried out
5	The teacher conveys the scope and assessment techniques to be used.	The teacher said that he would give assignments to each group and individual
Core Activities		
6	Observation	
	a. The teacher facilitates students to carry out the process of observing.	The teacher tells and shows countries in various worlds, especially countries in the Southeast Asian region through maps.
	b. Learners observe with the senses (reading, hearing, listening, seeing, watching, and so on) with or without tools.	The teacher asks students to read the text entitled "Southeast Asia Region"
7	Ask	
	a. The teacher facilitates students to carry out the process of asking.	Students are given directions and the opportunity to ask questions about countries in the Southeast Asian Region
	b. Students create and ask questions, ask questions, discuss information that is not yet understood, additional information that they want to know, or as clarification.	Students ask questions about countries in the Southeast Asian Region to the teacher.
8	Gathering information/testing	
	a. The teacher facilitates students to carry out the process of asking.	Students ask questions about the materials studied in Southeast Asian countries to the teacher through student worksheets
	b. Students explore, try, discuss, demonstrate, imitate	Students try to find out what they are asking through discussions with their group mates.

	shapes/movements, conduct experiments, read sources other than textbooks, collect data from informants through questionnaires, interviews, and modify/add to/develop	
9	Menalar/mengasosiasi	
	a. The teacher facilitates students to carry out the process of reasoning/associating.	The teacher conducts questions and answers with students regarding the obligation to protect the environment.
	b. Students process the information that has been collected, analyze the data in the form of making categories, associating or connecting related phenomena/information in order to find a pattern, and draw conclusions.	The teacher explains that protecting the environment must start from oneself and the home environment.
10	Communicate	
	a. The teacher facilitates students to carry out the process of communicating. The teacher asks students to identify what things they have done at home in protecting the environment.	The teacher facilitates students to carry out the process of communicating. The teacher asks students to identify what things they have done at home in protecting the environment.
	b. Students present reports in the form of charts, diagrams, or graphs, compile written reports, and present reports including processes, results, and conclusions verbally. Students read out the results of identification of activities that can be carried out at home in protecting the environment and show posters they have made about plan of activities to be carried out in protecting the environment.	Students present reports in the form of charts, diagrams, or graphs, compile written reports, and present reports including processes, results, and conclusions verbally. Students read out the results of identification of activities that can be carried out at home in protecting the environment and show posters they have made about plan of activities to be carried out in protecting the environment.
End activities		
11	The teacher and the students make a summary/conclusion of the lesson. The teacher reviews the lessons that have been implemented	The teacher and the students make a summary/conclusion of the lesson. The teacher reviews the lessons that have been implemented
12	The teacher and students reflect on the activities that have been carried out. The teacher reminds and underlines the important material that has been given	The teacher and students reflect on the activities that have been carried out. The teacher reminds and underlines the important material that has been given
13	Teachers and students provide feedback on the process and learning outcomes. The teacher gives questions related to what has been discussed in	Teachers and students provide feedback on the process and learning outcomes. The teacher gives questions related to what has been discussed in the material about Southeast

	the material about Southeast Asian countries, natural conditions, and interesting facts about Singapore	Asian countries, natural conditions, and interesting facts about Singapore
14	The teacher makes an assessment.	The teacher makes an assessment
15	The teacher plans follow-up activities in the form of remedial learning, enrichment programs, counseling services and/or assigns both individual and group assignments according to student learning outcomes. The teacher gives homework (PR) to students	The teacher plans follow-up activities in the form of remedial learning, enrichment programs, counseling services and/or assigns both individual and group assignments according to student learning outcomes. The teacher gives homework (PR) to students

3. Learning Assessment

A learning activity needs an evaluation or assessment that can be used as an indicator of the achievement of a learning process. Below will be described the implementation of authentic assessment activities carried out by the teacher in the learning process on the implementation of the scientific approach theme 8 sub-theme 1 learning 3:

Table 2. Implementation of Authentic Assessment in the Implementation of a Scientific Approach Theme 8 Sub-Theme 1 Learning 3

No	**Indicator**	**Deskripsion of Fundings**
1	Using the scoring guide the teacher uses the scoring guide according to what is written in the Learning Implementation Plan	Using the scoring guide the teacher uses the scoring guide according to what is written in the Learning Implementation Plan
Attitude Competency Assessment		
2	Using self-assessment, student-to-student assessment, observation/observation, and/journals. In assessing the competence of the teacher's attitude has not used observation or observation. The teacher carries out an attitude assessment based on self-assessment, between students, and journals	In assessing the competence of the teacher's attitude has not used observation or observation. The teacher carries out an attitude assessment based on self-assessment, between students, and journals
3	The instruments used include checklists or rating scales (rating scales) accompanied by rubrics, while the journals are in the form of teacher notes. The teacher has used a checklist instrument accompanied by a rubric and educator notes in the journal	The teacher has used a checklist instrument accompanied by a rubric and educator notes in the journal
4	Using the mode as a reference criterion. -	-
Kognitif competency Assasement		
5	5 The teacher assesses knowledge	In assessing knowledge competence, teachers

	competency through written tests, oral tests, and assignments.	use assessments through written, oral, and assignment tests.
6	6 Written test instruments: in the form of multiple-choice questions, fillings, short answers, true-false, matching, and descriptions. The description instrument is equipped with scoring guidelines.	The use of assessment instruments in the form of multiple-choice questions, entries, short answers, and descriptions.
7	7 Oral test instruments: in the form of a list of questions given by the teacher orally, so that students respond to these questions, giving rise to courage from students. Answers can be expected words, phrases, sentences or paragraphs.	The oral test instrument used by the teacher is only in the form of question, and answer material addressed to students to provoke students' opinions
8	Assignment instruments: in the form of homework and/or projects that are done individually or in groups according to the characteristics of the task.	The assignment instrument used by the teacher is in the form of a group project in the form of making a map of ASEAN along with the flags of its member countries
9	Using the average as a reference criterion.	-
Psicomotorik Competency Assesement		
10	Using performance appraisal.	Teachers have used work assessments for assessing group performance competencies
11	Using project appraisal.	Teachers are already using project assessment in group projects
12	Using portfolio assessment.	Teachers have used portfolio assessment in student assignments
13	The instrument used is in the form of a checklist or rating scale equipped with a rubric.	-
14	Using optimum performance as a reference criterion.	-

Assessment of learning outcomes is something that is done to determine the extent to which students are able to understand the material presented by the teacher and measure the achievement of learning objectives. Based on the results of the research, RF teachers used the scoring guidelines according to what was written in the Lesson plan Implementation (RPP). RF teachers also make their own assessment instruments that are used to assess learning outcomes. Assessment can be done when the learning process takes place, but in general assessment is more often done when the learning process is complete. In the 2013 Curriculum the aspects that are assessed in the learning process are aspects of attitude competence, knowledge competence, and skills competence.

Based on the results of observations made, in general there are no obstacles experienced by teachers in implementing learning using a scientific approach. In terms of teacher learning planning using the syllabus and teacher's book in making lesson plans. But the teacher must adapt the syllabus to the existing teacher's book

because the syllabus and the teacher's book are not always the same. In the learning process, the teacher does not experience many difficulties. It's just that because the comprehension power of each student is different, the teacher must try so that students have the same understanding of the material provided.

Learning activities are carried out in accordance with the guidelines from the lesson plans that have been made so that the material provided is in accordance with the learning objectives that have been determined. In addition to repeating the material, the teacher also uses learning media as a learning resource for students. RF teachers always try to provide understanding to students through strengthening material by repeating or by using learning media. This is intended to make it easier for students to understand the material presented.

Social studies learning management using a scientific approach implemented at MI Muhammadiyah Kaligondang by RF teachers consists of three main activities, namely planning, implementing learning, and assessing learning outcomes.

1. Learning Planning

Learning planning is something that is absolutely done by a teacher before carrying out learning activities. Before carrying out the lesson, the RF teacher compiled a lesson plan in an RPP (Learning Implementation Plan) document. RPP is a document in lesson planning. RPP is the details of learning activities designed to achieve a certain basic competency (KD), if in integrated learning it is a combination of several basic competencies (KD). As stated by Kurniawan, learning activities are described in a lesson plan so that it will become a practical guide for teachers in implementing learning.

Based on the results of the study, the teacher had made a lesson plan before the lesson was implemented. Based on the results of interviews with the principal also stated that the teacher made a lesson plan the day before the learning activities were carried out. As conveyed by Khodijah and Ma'ruf (2017) that lesson plans are a learning tool made by the teacher which serves as a guide in carrying out the learning process. RPP has several benefits, including: organized learning, using easier delivery of material, setting targets and goals, seeing student learning success, developing learning activities, elaborating types of assessment, and determining learning resources.

The 2013 curriculum is a curriculum that uses a scientific approach in the learning process. So in making lesson plans the teacher adjusts the scientific approach used in the learning process. RF teachers in preparing lesson plans refer to the syllabus in the 2013 curriculum and use the teacher's book as a reference in their preparation.

Based on the results of the research, in the preparation of RPP RF teachers are guided by the syllabus and teacher's book with RF writing down identities in the form of school name, class/semester, theme, sub-theme, integrated content, learning, time allocation, and implementation day/date.

Basic competencies in each subject are described and then derived in competency achievement indicators. Then the learning material is presented in the initial activities, core activities, and closing activities. After the learning material is explained, learning resources and learning media are also included in the lesson plans that the RF teacher arranges.

RF teachers follow the steps for preparing lesson plans in accordance with the Regulation of the Minister of Education of the Republic of Indonesia Number 103 of 2014 concerning Learning in Basic Education and Secondary Education, namely syllabus assessment, formulation of indicators, learning materials, elaboration of learning activities, determining time allocation, developing learning assessments, determining remedial learning strategies, and

determining media, tools, materials, and learning resources (Bahrudin, 2020).
Based on the results of the analysis of the lesson plan prepared by the RF teacher, it has fulfilled all the components of the lesson plan, namely identity, basic competencies, indicators of learning outcomes, learning procedures, methods, resources, and assessment media.

2. Implementation of Learning

The implementation of learning carried out by RF teachers uses a scientific approach. The implementation of learning carried out consists of three main activities, namely initial activities/introduction, core activities, and closing activities.
Based on the results of research and observations, in the preliminary activities the RF teacher always invites students to pray, asks about the students' condition, and gives apperceptions about the material that has been and will be studied.
a. Preliminary activities contain activities that generate student motivation and build student activity so that they participate actively in learning activities (Rusman, 2011). This preliminary activity greatly influences the enthusiasm of students in participating in further learning activities.
b. After the preliminary activities, the next activity is the core activity. Core activities are processes carried out to achieve learning objectives by utilizing learning models or strategies that are adapted to the characteristics of students and the subjects being taught (Fadilah, 2014).
In accordance with the learning steps using a scientific approach, the RF teacher carries out learning activities by applying the 5M which includes activities: observing, asking, gathering information/trying, associating/reasoning, and communicating.
Based on the results of observations, in the activity of observing RF teachers use map media to show countries in the Southeast Asian region. When explaining and showing countries in the Southeast Asian region, students were less interested, but when the RF teacher asked students to show the locations of Southeast Asian countries they were very enthusiastic.
In the questioning activity, the RF teacher provides opportunities for students to ask and answer or provide responses to questions from other students. RF teachers try to lure students to actively ask questions if there is still material they don't understand.
Bahrudin (2020) says that this questioning activity is important because with this activity the teacher has an overview of students' understanding of the material presented. The benefits of asking questions in the learning process include: arousing curiosity, encouraging students to actively learn, diagnosing students' learning difficulties, giving students opportunities to demonstrate their attitudes, knowledge and skills, arousing speaking skills, encouraging students to participate in discussions, building an open attitude in giving and receiving opinions, enabling students to be able to think quickly and practicing politeness in speaking.
After the questioning activity, the next activity in the learning process using a scientific approach is to collect information/try. Based on the results of the research, this activity was carried out by discussing and identifying countries that are included in the Southeast Asian region and writing important information on the reading "Southeast Asia Region".
As said by Yani (2014) that the activity of gathering information/trying it out is expected to develop a conscientious attitude, the ability to communicate with others, respect the opinions of other people who may be different from him, and the ability to collect and dig up the information he needs.
The next activity is reasoning/associating. The activities carried out are RF teachers conducting questions and answers with students about the obligation to protect the environment and what things can be done

to protect the environment. In learning activities, reasoning is a process of thinking logically and systematically on empirical facts that can be observed to obtain conclusions in the form of knowledge (Bahrudin, 2020).

The last activity in the learning process using a scientific approach is communicating. the teacher asks students to identify what things they have done at home in protecting the environment. Then the teacher asks students to make posters about planned activities to be carried out as a reflection of the implementation of obligations to the environment. Then the students presented the identification results and showed the posters that had been made.

Communicating activities according to Daryanto (2014) in learning activities are activities of conveying observations, conclusions based on the results of analysis orally, in writing, or other media. This is expected to be able to shape the character of students who are confident, able to express opinions, and will develop students' language skills.

3. Assessment of Learning Outcomes

Assessment in the 2013 curriculum uses authentic assessment. This assessment is a significantly useful assessment of student learning outcomes to assess the realm of attitudes, skills, and knowledge (Hosnan, 2014). Based on the research results, RF teachers have carried out authentic assessments by assessing three competencies, namely attitude competencies, knowledge competencies, and skills competencies. RF teachers use self-assessment rubrics, assessments between students, and also journals to assess attitude competence, this is done so that the assessment is carried out objectively. So that the attitude assessment is carried out not only from the teacher but from other students. RF teachers use assessment instruments through written, oral tests, and also assignments. The oral test was used by the RF teacher to provoke students' opinions and to know the knowledge competence of students directly.

To measure the competence of students' skills, the RF teacher assigned students in groups to draw a map of ASEAN and its member countries. This will measure the skill level of students with drawing assignments. Based on the results of this study it can be concluded that the assessments carried out by RF teachers varied according to the criteria for the skills being measured.

Every activity will definitely encounter obstacles in its implementation, as well as the learning activities carried out by the RF teacher. In carrying out learning activities, RF teachers experienced obstacles, namely students had different comprehension abilities from one another so that their level of understanding was different. To overcome this, the RF teacher repeated important material and often gave students the opportunity to ask questions about material they did not understand. In addition to this, the RF teacher also uses learning media to provide reinforcement of information to students and generate students' learning motivation. This is in accordance with the opinion of Sagala (2013) that the function of the media is to attract students' attention and interest in learning. By using media in learning activities it is hoped that students will be more enthusiastic and motivated to learn.

4. Conclusion

Social science learning management with a scientific approach is carried out through three main activity stages, namely: planning activities, implementation activities, and assessment activities. Planning activities begin with compiling administrative documents in the form of Learning Implementation Plans (RPP). The preparation of the RPP is guided by the syllabus, teacher's book, and describes furniture learning activities using a

scientific approach. In the implementation of learning, the teacher has adjusted to the use of a scientific approach (5M) in learning activities. These learning activities are: observing, asking, gathering information/trying, associating/reasoning, and communicating. Furthermore, for teacher assessment activities, they have carried out authentic assessments by assessing three competencies, namely attitude competencies, knowledge competencies, and skills competencies. There are several assessment instruments used by the teacher. To assess the attitude skills of teachers using self-assessment instruments, assessments between students, and also journals. To assess the teacher's knowledge skills using written tests, oral, and assignments. Meanwhile, to assess the skills of the teacher asking students to do projects such as drawing.

In learning activities the teacher also encounters obstacles, namely students have different comprehension abilities from one another so that their level of understanding is different. To overcome this, the teacher repeats important material and often gives students the opportunity to ask questions about material they don't understand.

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