

# *The Analysis of Biology's Learning Process on Respiratory System of Human in Grade Viii of Mtsn Keliling Danau Subdistrict, Kerinci Regency*

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**Abstract** – Learning process which was done in MTsN Keliling Danau Subdistrict, Kerinci regency had influential toward the students' achievement such as lack of students' comprehending about Respiratory System of Human. It caused low of stuent's' achievement. The purpose of this reseach was to know how the learning process in MTsN Keliling Danau subdistrict, includes: planning, learning activity and evaluating. The type of this research was descriptive research by using descriptive method. The research was conducted at grade VIII of MTsN Keliling Danau Subdistrict, Kerinci Regency. They are included at grade VIIIA of MTsN Danau Kerinci and grade VIIIC of MTsN Koto Dian. The data of this research was conducted through observation, interview, documentation, and questionnaire. The result shown that lesson plan which is implemented by the teachers was not totally suitable with the *Permendiknas* No. 41, 2007. Based on IPKG, the teacher's planning was categorized enough. Implementation of learning which was done by teachers was not suitable with the RPP made by teachers. Based on IPKG, the implementation of the learning (learning activity) by the teachers was categorized enough. The evaluation's result that was done by the teacher was not suitable with evaluation standard based on *permendiknas* No. 41, 2007. Based on IPKG, the implementation of the learning (learning activity) by the teachers was categorized middle. From the result of this research can be inferred that the learning process of Biology in Respiratory system of human at MTsN Keliling Danau subdistrict, Kerinci Regency was not done optimally.

**Keywords** – Biology Learning Process; Human Respiratory System.

## I. INTRODUCTION

Every human being absolutely needs education. Education plays an important role in helping people make adjustments to change or something new in their environment. The educational process must be able to form a whole human being ready to face a challenging and rapidly changing world.

Along with the development of science from time to time, bringing competition in various fields of life especially in the field of employment. To face this, in need of human resources quality and highly motivated. One effort that can be done to improve the quality and motivation of human resources is through learning in school.

In the process of learning in school there is a reciprocal interaction process between teachers and students as well as between students themselves. In order for the learning process to run smoothly required cooperation by all parties, including in biology learning.

Biology learning involves students looking for an extensive source of information from multiple sources, where students should be enthusiastic to participate in learning. One of the main factors determining the quality and quality of biology learning is the teacher. In the learning process, the teacher is an educator who is tasked with planning, implementing and evaluating learning outcomes. To carry out this task required the ability and basic skills of teachers that is the competence of teachers, so that teachers can determine approaches, methods, strategies, and learning

media in accordance with the characteristics of the material and students are taught.

In order for student learning competence can be achieved then the teacher as a major component in education should be able to present the subject matter with clear planning. Teachers should provide opportunities for students to do activities for students to be active; teachers must provide opportunities for students to record and understand the material through observation or experiment. Teachers can choose appropriate learning methods and create effective communication between teachers and students so that the expected results can improve student learning competence.

Based on the observation which researchers do in MTsN District Circle Lake Kerinci on 9 June 2016, the reality in the biology learning process has not been run in accordance with expectations, which in the implementation of learning is still focused on the teacher as a source of information. In explaining the material, it appears that the teacher did not perform apersepsi, motivate the students or repeat the material that has been studied. Teachers only directly convey learning materials and less build interaction with students to make learning becomes monotonous.

Based on interviews with some biology students in MTsN Kecamatan Keliling Danau Kab. Kerinci on June 9, 2016, the students explained that studying biology sometimes makes most of them feel bored. Not infrequently while learning takes place, many students are lazy and saturated to follow biology lessons. Students just listen and take note of what is described by the teacher before class so that students are less motivated to learn. If there are teachers who ask only one or two students are answered and others prefer to be silent.

Efforts to understand the subject matter are just waiting for the teacher's role; the students should be actively involved in the learning process. As a result, many students do not pay attention to teachers while learning. This has an impact on the low motivation of students to learn biology. The impact of low motivation of students in learning that led to the results of learning. The percentage of Daily Deuteronomy (UH) in Human Respiratory Resonant System in Grade VIII MTsN Lake Surrounding District of Learning Year 2014/2015 ranges from 49.7% to 60%. While the minimum completeness criteria (KKM) that has been set at school is 65. The low learning outcomes of students can be caused by several aspects of students as learners, teachers as educators, and the material learned and no less important is the means and infrastructure. In terms of students, the cause of the difficulty of understanding biological materials is suspected because of the relatively low student input, so that

the ability to think and motivation to learn rendah, and readiness to learn is lacking. If viewed from the aspect of teachers lies in the aspects of learning, including on the process of planning, implementation and evaluation of learning. In implementing the learning process there are still teachers who do not adjust to the learning planning that has been made. From the material point of view, the concepts on the material of Respiratory System in Humans are abstract, while from the facilities and infrastructure is not complete the supporting facilities and infrastructures in the learning process.

To optimize the learning process as expected, and then the government has mandated standard processes listed Permendiknas No. 41 of 2007. Process standards are the national standard education related to the implementation of learning on the unit education. The standard process is aimed at to achieve the competence of graduates which includes planning, execution, and evaluation of the learning that it is the main task of teachers in the process learning, as it has been poured in the Assessment Instrument Teacher Performance (IPKG). Therefore to assess a learning process the teacher can do using IPKG as an instrument which must be guided by the observer.

This research aims to etahui clicking the learning process Biology on the Respiratory System in Human Class VIII MTsN Lake Kerinci, which cover: lesson plans, learning implementation, and evaluation.

## II. REVIEW OF LITERATURE

### 2. Theoretical Basis

#### 2.1 Learning Process

Learning is a two-way communication process, teaching is done by the teacher as an educator, and while learning is done by learners learn skills and knowledge about the subject matter. In the learning of learners as an active subject to the process of thinking, seeking, processing, combining and concluding. While learning according to Surya (2004: 50) as a system that aims to assist student learning process, which contains a series of events designed, arranged in such a way as to influence and support the occurrence of internal learning process students. Principles of learning can be used as a guide in implementing the learning process by a teacher. Lufri (2010: 2) that p is to develop a learning ground rinsip the potential of students (cognitive, affective, psychomotor or in the new paradigm known intellectual terminology, emotional, spiritual, and skill) optimally.

## 2.2 Learning Planning

According Sagala (2003), teaching planning is a program how to teach what has been formulated in the curriculum. At the planning stage, learning plays an important role in guiding teachers to perform tasks as learners in serving the learning needs of their students. The planning stage in the learning activities is the stage that is related to the ability of teachers to master the teaching materials.

The ability of teachers can be seen from the way or process of programming of learning activities conducted by the teacher, namely the preparation of syllabus, developing the implementation plan of learning (RPP). Learning planning consists of syllabus and learning implementation plan on a particular subject / group / theme covers SK, KD, learning materials, learning activities, indicators of achievement of competence, assessment, allocation of time, and learning resources.

## 2.3 Implementation of Learning

According to Rules Minister of Education and Culture No. 65 Year 2013 implementation of learning is a plan of face-to-face learning activities for one or more meetings. RPP is development of the syllabus to better guide the learning activities of learners to achieve competence Dasar.

In the implementation of learning activities consist of:

### a. Preliminary activities

In the introductory activity, the teacher:

- 1) Preparing students psychically and physically to follow the learning process;
- 2) motivate students to learn contextually according to the benefits and application of teaching materials in everyday life, by providing examples and comparisons of local, national and international;
- 3) Filed questions that relate prior knowledge to the material to be learned;
- 4) Explain the learning objectives or basic competencies to be achieved; and
- 5) Conveying material coverage and explanation of activity description according to syllabus.

### b. Core activities

The core activities use learning models, learning methods, instructional media, and learning resources tailored to the characteristics of learners and subjects.

#### 1) Attitude

In accordance with the characteristics of attitude, then one of the chosen alternative is the affection process from receiving, running, appreciate, live, to practice. All learning

activities are oriented towards the competence stages that encourage students to do the activity.

#### 2) Knowledge

Knowledge is owned through activities of knowing, understanding, applying, analyzing, evaluating, and creating. Characteristics of learning activities in this knowledge domain have differences and similarities to learning activities within the skill domain.

Skills are gained through observing, asking, trying, and reasoning, cheating, and creating. All material content (topics and subtopics) of skills-derived subjects should be encouraging students to make the process of observation to creation.

### c. Closing Activity

In closing activities, teachers with students both individually and in groups do reflections to evaluate:

- 1) The whole set of learning activities and the results obtained to further jointly discover the direct and indirect benefits of the learning outcomes that have taken place;
- 2) provide feedback on the learning process and outcomes;
- 3) Conduct follow-up activities in the form of assignment, both individual and group tasks; and
- 4) Inform the lesson plan plan for the next meeting.

## 2.4 Evaluation of Learning

Assessment means deciding how far something is valuable, of quality, or of value. Arikunto (2004) explains that assessment is a search for something valuable about something, in search of something, also includes seeking information useful in assessing the existence of a program, production procedures, and alternative strategies proposed to achieve the goals that have been determined.

## III. METHODS

The type of this research is descriptive research using qualitative method. The data obtained are data related to learning planning, implementation of learning, evaluation of learning, student activities, and student learning outcomes. Collection techniques the data used is observation, interviews, student questionnaires and documentation studies. For obtain the truth data, researchers using triangulation technique. Through triangulation researchers can perform check its findings by the way comparing with various sources, methods and theories.

#### IV. DISCUSSION AND RESULTS RESEARCH

##### 3.1 Lesson Planning

Observer assessment results to the p Planning for learning teacher makes MTsN District of Roving Lake Kerinci reached a value of 2.64 and 2.76 with a sufficient criterion.

Rate observer of the lesson plans created by teachers, can be seen in Table 1 and 2 below this.

Table 1. Values erhadap perencan t a a n learning of biology teacher of class VIIIa (MTsN Lake Kerinci)

No	Indicators assessed	Average	IPKG value
1	The teacher formulates the learning objectives	3.00	Enough
2	Teachers prepare learning materials / learning materials	2.41	Medium
3	Teachers plan strategies / learning methods	2.40	Medium
4	Teachers choose learning media.	2.73	Enough
	<b>Total</b>	<b>2.64</b>	<b>Enough</b>

Table 2. Values t a n erhadap perencan a biology teacher teaching a class VIII c (MTsN Koto Dian)

No	Indicators assessed	Average	IPKG value
1	The teacher formulates the learning objectives	2.66	Enough
2	Teachers prepare learning materials / learning materials	2.50	Enough
3	Teachers plan strategies / learning methods	3.06	Medium
4	Teachers choose learning media.	2.80	Enough
	<b>Total</b>	<b>2.76</b>	<b>Enough</b>

From result of observer evaluation to RPP formulated by biology teacher at MTsN of Lake Kerinci and MTsN Koto Dian can be seen that, for teacher indicator to formulate learning objectives in RPP according to curriculum or syllabus and pay attention to learners characteristic (A) with sufficient criteria. This is because teachers have not developed indicators and learning objectives that are able to achieve basic competencies that have been determined. Teachers only formulate indicators that have been determined by BSNP, without developing again in accordance with the characteristics of students in the school.

Teachers must have a learning goal and motivate students to achieve the expected results. This is in accordance with the opinion Nurazizah (2013: 3) achievement of learning objectives can not be separated from the main role of a teacher. A teacher is not only demanded merely to convey knowledge, but also must create a conducive learning atmosphere so that the learning process can take place actively.

For indicators of composing learning materials (B), the biology teacher of MTsN Lake Kerinci obtains value by criteria medium, and MTsN teacher Koto Dian scores with enough criteria. This is because teachers use the package book and do not create their own teaching materials. Teachers should make teaching materials in accordance with the provisions set forth in Permendiknas no. 41 Year 2007, because the breadth and depth of teaching materials is prepared by taking into account the potential of learners (including fast and slow, high motivation and low). Teaching materials are designed in accordance with the context of life and the development of science and technology. Teaching materials are designed using a varied source (not just a learner's handbook). A teacher must master learning materials and also supporting tools in the form of learning media, so that students are motivated in learning. In accordance with Widoyoko opinion (2012: 8) that the ability of mastery of learning materials in depth and depth that allows guide students meets the standards of competence set in the standard education.

From indicators to plan effective learning activities (C), biology teacher MTsN Lake Kerinci and MTsN teacher Koto Dian obtain values with moderate criteria. In this case the teacher has applied strategies, approaches and methods relevant to achieve the learning objectives. However, the strategies, approaches and methods used are still not fully able to facilitate the understanding of the students and each learning has not been given a proportional time allocation by considering the level of complexity and needs of students. Teachers should have a method in learning and can motivate students to make learning look active and creative. In accordance with the opinion Nurazizah (2013: 3) the selection of learning methods in expecting to increase the participation and activity of students in studying and studying science.

For indicators of the use of learning resources / instructional media (D), the teacher obtained an assessment with sufficient criteria. Based on the observation of the RPP teachers have included some learning resources and learning media to support the implementation of learning. Teachers

do not limit the learning resources; students can use relevant learning resources so as to support learning. A teacher must be good at mastering the media in learning so that students are motivated and active in learning. Sukiyasa (2013: 120) suggests that the use of learning media can increase attractiveness, as well as student motivation in following the pattern of learning.

### 3.2 Implementation of Learning

The observer's observation of instructional learning made by the teacher can be seen in Tables 3 and 4 below this.

Table 3. Values of Learning Implementation in Class VIIIA (MTsN Danau Kerinci)

No	Indicators assessed	Average	IPKG value
1	Teachers begin learning effectively	2.47	Enough
2	The attitude of teachers in the learning process	3.22	Good
3	Teachers master the subjects	3.04	Good
4	Teachers apply effective learning approaches and strategies	3.13	Good
5	Teachers take advantage of media in the classroom	2.43	Medium
6	The teacher applies questioning skills	3.17	Good
7	Teachers trigger and / or maintain student involvement in learning	3.04	Good
8	.Teacher gives reinforcement	2.38	Medium
9	Teachers use correct and appropriate language in learning	2.83	Enough
10	Teacher ends learning effectively	2.38	Medium
	<b>Total</b>	<b>2.83</b>	<b>Enough</b>

Table 4 . Values of Learning Implementation in Class VIII c (MTsN Koto Dian)

No	Indicators assessed	Average	IPKG value
1	Teachers begin learning effectively	2.49	Enough
2	The attitude of teachers in the learning process	3.13	Good
3	Teachers master the subjects	3.18	Good
4	Teachers apply effective learning approaches and strategies	3.03	Good

5	Teachers take advantage of media in the classroom	2.63	Enough
6	The teacher applies questioning skills	3.30	Good
7	Teachers trigger and / or maintain student involvement in learning	2.47	Enough
8	. Teacher gives reinforcement	2.44	Enough
9	Teachers use correct and appropriate language in learning	2.66	Enough
10	Teacher ends learning effectively	2.60	Enough
	<b>Total</b>	<b>2.89</b>	<b>Enough</b>

For the value of the indicator to start learning effectively (E), the two classes of each teacher get enough criteria. Based on the findings indicate that, teachers often begin learning when the students are not fully ready to learn. For example, there are still students who speak, some have not yet issued a book to study, and there are students who are still outside the classroom.

In indicators of teacher attitudes in the learning process (F), from both classes each teacher gets good criteria. Based on the findings the teacher has delivered the lesson with clear voice, the teacher showed enthusiasm in teaching, the mobility of teacher teaching position is good because the teacher is not only in front of the class only, sometimes the teacher go to each student's kebangku, interact with students to ask student difficulties . When asking questions, teachers also give students the opportunity to think, then give emphasis, and pay attention. The attitude of teachers in the learning process is important so that students are actively motivated in learning. Teachers are a major factor in education although complete education facilities but if not supported by the existence of qualified teachers impossible will lead to the learning process of learning the maximum (Widoyoko, 2012: 279).

For teacher indicator to master subject matter (G) and indicator apply effective learning approach and strategy (H), in class VIIIA (MTsN Danau Kerinci and class VIIIc (MTsN Koto Dian) teacher get value with good criterion From that indicator, all the points of the assessment well, such as the teacher has knowledge about the material of the respiratory system in humans, the material presented in accordance with the purpose of learning, the clarity of teachers in delivering the material is also quite good. Teachers must master the learning materials so that students understand and motivated with what is learned In accordance with Widoyoko's opinion (2012: 8) that the ability of mastery of learning materials in a

broad and in-depth that enables to guide students meet the competency standards set in national education standards.

For indicators to utilize learning resources / instructional media in the classroom (I), VIIIa (MTsN Danau Kerinci) teachers get the value with sufficient criteria, while in grade VIIIc (MTsN Koto Dian) the teacher obtained a medium value. This is due to the learning process teachers only have a medium of learning that the media images and display the image media is still looks simple. Teachers should be able to create or find a variety of media for the purpose of learning is achieved. This is in accordance with the opinion of Arsyad (2009: 27) learning media can improve and direct the attention of children so that it can generate learning motivation, more direct interaction between students and their environment, and the possibility of students to learn individually in accordance with the ability and interest.

For indicators of questioning skills (J) and using correct and appropriate language in learning (K), in grade VIIIa (MTsN Danau Kerinci) and class VIIIc (MTsN Koto Dian) scores with good criteria, because language and teacher question submission are good , using good and correct written language, and teachers often express questions in other ways.

For indicators of maintaining student involvement in learning (L) in class VIIIc (MTsN Danau Kerinci) scores with moderate criteria, whereas in grade VIIIa (MTsN Koto Dian) the teacher scores with sufficient criteria. This is because teachers do not maintain the involvement of students in learning, for example, teachers show less conducive interpersonal relationships, less teacher's foster cheerfulness and enthusiasm of students in learning.

Unlike the case with the indicator provides reinforcement (M), for both classes each teacher gets the value with enough criteria because the teacher only gives reinforcement with one kind only, that is good words. Teachers rarely provide reinforcement with touch, reinforcement with fun activities let alone reinforcement by rewarding relevant and rational rewards. Teacher also does not deliver your job very well, I am happy with your work, so the students lack the spirit to learn.

For the assessment of the indicator to end the learning effectively (N), in grade VIIIa (MTsN Danau Kerinci) the teacher gets the value with medium criterion, while in grade VIIIc (MTsN Koto Dian) the teacher gets the value with medium criterion. Based on the observations indicate that each teacher does not conclude the lessons either alone or together with students. At the time of closing activity the

teacher directly provide evaluation only, without concluding the lesson first, and evaluation is done orally evaluation is the home reading task. Then the follow-up given by the teacher is just a read-only task about the next matter.

### 3.3 Assessment of Learning

Results of assessment of learning in the District VIII class MTsN Around the lake can be seen in Tables 5 and 6 below this.

Table 5. Values to the grade VIIIa biology teacher's assessment (MTsN Danau Kerinci).

No	Indicators assessed	Average	IPKG value
1	Guru designed the evaluation tool	2.11	Medium
2	Teachers use assessment strategies and methods	2.42	Medium
3	Teachers take advantage of various assessment results	2.11	Medium
	Total	2.21	Medium

Table 6. Values to the evaluation of biology teacher grade VIIIc (MTsN Koto Dian).

No	Indicators assessed	Average	IPKG value
1	Guru designed the evaluation tool	2,77	Medium
2	Teachers use assessment strategies and methods	2,17	Medium
3	Teachers take advantage of various assessment results	2.11	Medium
	Total	2.35	Medium

From table 6 and 7 the value of IPKG to the learning appraisal shows that the teacher obtained the value with medium criterion. For teacher indicator to design evaluation tool in measuring progress and success of student (O) in class VIIIa (MTsN Danau Kerinci) teacher get value with medium criterion and class VIIIc (MTsN Koto Dian) teacher get value with enough criteria. This is because the teacher has not fully done the technical suitability and the type of assessment (oral test, written test) in accordance with the

learning objectives, the teacher design the test tool for the cognitive aspect, but not design the test tool to be able to measure students' learning progress from the affective and psychomotor aspects.

As a result, the assessment is made only from the cognitive aspect only. Teachers should also make appraisal tools for affective aspects such as direct questions or behavioral observations and psychomotor aspects such as performance appraisal related to subject matter. Evaluation can be interpreted as a systematic process of collecting, analyzing, and storing information to determine how far the level of achievement of the objectives that have been set so evaluation is a collection of information and decision-making based on certain criteria or standards to achieve the objectives (Yusrizal, 2011: 273).

For indicators using assessment strategies and methods to monitor students' learning outcomes in achieving certain competencies as written in the RPP (P) for grade VIIIa (MTsN Danau Kerinci) and grade VIIIc (MTsN Koto Dian) scores with moderate criteria. This is because the whole has not used the assessment technique (daily test, midterm test, and semester test) to measure students' results in cognitive aspect, but not yet seen for affective and psychomotor aspects.

For teacher indicators to utilize various assessment results to provide feedback for learners about their learning progress and materials for the preparation of the next learning plan (Q) for grade VIIIa (MTsN Danau Kerinci) and grade VIIIc (MTsN Koto Dian) teachers also scored with moderate criteria. This is because teachers still do not utilize the results of the assessment effectively to identify the strengths, weaknesses, challenges and potential problems for professional improvement in supporting the learning process.

Until the ability of students can not be observed properly and the identification of things that are still considered less in learning. Teachers should use the results of the assessment to determine the strengths, weaknesses and potential problems associated with learning which will also improve the teacher's profession in supporting the learning process.

### 3.4 Discussion

The RPP format used by the teacher in the learning process on the Respiratory System in Humans has referred to Permendiknas no. 41 of 2007 on learning planning. However, there are some components of RPP that teachers have not yet refer to Permendiknas No. 41 of 2007 on learning planning. Permendiknas No. 41, 2007 states that there are 11 components that must exist in the lesson plan,

namely (1) subject identity, (2) competence standard (SK), (3) basic competence (KD), (4) competency achievement indicator, (5) (9) learning materials, (9) learning activities consisting of the introduction, core (exploration, elaboration, confirmation) and closing activities, (9) learning resources and (10) learning materials ) assessment of learning outcomes (11) learning resources.

The identity of the RPP made by the teacher is in line with Permendiknas No 41/2007 about the lesson planning, the teacher includes the identity in the lesson plan, ie the name of the school, the subjects, the class / semester and the allocation of learning time. Standard of competence (SK) and basic competence (KD) has also been included by the teacher and has been referred to Permendiknas no. 41 Year 2007 on learning planning.

Indicator of teacher competency achievement in RPP has not refer to IPKG about learning planning, and can not show achievement for basic competence (KD) which become reference of learning on Respiratory System Material on Human. A teacher is required to develop indicators in accordance with the characteristics of students. Indicators will affect the depth of learning materials delivered, and as a reference to determine the achievement of basic competencies.

Learning objectives are also needed in the learning process. Learning objectives are the development of indicators that should contain ABCD (audience, *behavior*, *condition*, and *degree*), is meant here is in the learning objectives must be students, learning behavior, learning conditions and success rate. Learning objectives should also include cognitive, affective, and psychomotor objectives. In RPP there are also teaching materials. Teaching materials should contain relevant facts, concepts, principles, and procedures and be written in the form of items in accordance with the achievement of competence.

Before implementing the process of learning a teacher is also required to prepare teaching materials, so that learning objectives more easily achieved. According to Majid (2006: 173) by using teaching materials to enable students to learn a competence or basic competence in a coherent and systematic so that accumulatively able to master all the competencies as a whole and integrated.

For the allocation of learning time, it is better to facilitate the teacher in carrying out the learning, the teacher should plan the time required in each learning step. Similarly, the teacher's chosen strategy must be in accordance with the material to be studied. For example, in this learning the

teacher uses the method of discussion, question and answer and conveys the material in the Respiratory System in Humans. Methods of discussion and question and answer will foster the students' activeness in learning, and will be equipped with the application of teaching methods from teachers to explain things that are not understood by students.

Teaching activities created by teachers in RPP should refer to Permendiknas no. 41 in 2007. Steps in the learning process consist of preliminary activities, core activities (exploration, elaboration, confirmation) and closing activities. Teacher learning resources in RPP should be written systematically, for example starting from author name, year of publication, title, place of publication and publisher.

Assessments made by teachers in RPP should include assessment of cognitive, affective and psychomotor aspects. But from the observations conducted, teachers only assess the cognitive aspects; teachers rarely prepare the assessment instrument for affective and psychomotor aspects. Whereas in the learning process the goal is not only a change in terms of cognitive, but changes in terms of affective and psychomotor is also very necessary.

### 3.5 Implementation of Learning Process

The learning process consists of preliminary activities, core activities and closing activities. The learning process is strongly influenced by the initial activity or the introduction in learning. Provision of motivation is an activity that is very influential in the learning process. According to Majid (2006: 131) motivation is a force that becomes the driving of individual activities to perform an activity to achieve goals. This is added by Kertamuda (2008: 27) the motivation that students have can come from within himself and from outside himself. This outward motivation is the task of the teacher to give it. If the teacher has given motivation to learn to students then the result will be more optimal learning, then added by Sardiman (2008: 84) the more appropriate motivation given, the more successful the lesson. So the motivation will always determine the intensity of the learning effort for the students.

Apperception activities are also very necessary in the early activities of learning. Apperception means appreciation of everything that becomes the basis for accepting new ideas. Apperception in teaching is connecting old lessons with new lessons, as a stepping stone to the extent to which students protest old lessons so that they easily absorb new lessons (Astuti, 2011: 1). So the point is to achieve the desired learning objectives, the early activities in the learning should

be planned and implemented in a systematic, flexible, effective, and efficient.

In the core activities of teacher learning process has carried out exploration, elaboration and confirmation activities, but in the steps undertaken by this teacher is not fully in accordance with the RPP made by the teacher. For example in exploratory activities the teacher only provides learning media, the source book used by students in learning only one, so that students only fixated to a single book in searching for information about the task given. While in this exploration activity teachers are required to provide learning media to ask students to find as much information as possible from various sources. Permendiknas No. 41 Year 2007 states that the textbook lessons for learners is 1: 1 jewel learning. Based on observations in general, students do not have textbook textbook; students only have handbooks in the form of LKS.

To clarify the information, researchers interviewed informants 1 and 2. He mentioned that textbooks for students in particular class VIII are still limited, books available in the literature only 20 books. Books can be borrowed by two students for one book at the time of learning. The same thing was also asked by informant 2 he explained that the availability of textbook of students also become obstacle at the time of learning progress, student package book still limited and have not owned by students evenly so that teacher take initiative to choose LKS for student use at the time of learning. In dealing with this then the teacher should make their own teaching materials that can be used as a source of learning for students. Because the learning activities run well if supported by the professionalism of teachers, student activeness, learning environment and learning resources used. Majid (2006: 173) argued that by using teaching materials to enable students to learn a competence or basic competence in a coherent and systematic so that the accumulative able to master all the competencies as a whole and integrated. Teaching materials not only use printed books and student LKS, but can be obtained from the internet and other sources. The more learning resources used, the more science will be gained.

From the results of interviews with both informants it can be concluded that in learning teachers prefer to use lecture method because it is considered easy in its application. Selection and use of methods by teachers should be tailored to the material to be submitted, the circumstances of students taking the lessons, and the ability of teachers in presenting lessons. Purwanto (2011: 2) states that with the selection of appropriate learning methods will increase students'

motivation to understand the learning materials. So, the teacher must be smart and creative in choosing the method so that learning is more effective and not cutting.

For the steps of confirmation activities in general have been in accordance with the RPP made by the teacher. Teachers reinforce the explanations of the tasks assigned by the teacher. The teacher asks the students to ask about things that are still not understood. In closing activities, generally the steps undertaken by teachers have not been in accordance with those made in the RPP. In closing activities teachers often do not conclude lessons that have been learned with students or themselves. Similarly, in the evaluation activities at the end of the teacher's learning only to conduct an oral evaluation, teachers sometimes forget to give homework or follow-up to students.

From the learning process that has been implemented, the teacher has delivered the learning materials clearly and systematically. Teachers also deliver lessons with clear and precise voices, variations of movement, enthusiasm in delivering materials and teachers are not in one place only, teachers control student activities.

Based on the RPP made by the teacher for the Respiratory System in Humans, the approach used in contextual learning, the method used is the method of discussion, question and answer, and lecture, while the model is direct learning and cooperative. These strategies and methods have been implemented in the learning process by the teacher. But the shortcomings in terms of time allocation, teachers have not attached the appropriate time division of proportion in each step of learning. Supposed to facilitate teachers in implementing learning, teachers plan the time required in each learning step. Lestari (2013) states that the allocation of time is determined in accordance with the requirements for the achievement of KD and the learning load and the time allocation follows which has been calculated and determined in the syllabus.

Based on the observations and observer results with IPKG about the implementation of learning can also be seen the implementation of learning categorized the lowest value of the use of learning resources / learning media in the classroom.

This is due to the lack of teachers prepare a variety of media in the learning process. In 2 meetings the teacher uses only one media in the classroom, namely the media images only. According to Ali (2009: 12) learning media plays an important role in the process of learning the use of learning media to help teachers in teaching. The success of teaching is

largely determined by the two main components of teaching methods and instructional media, these two components are interrelated, and the use and selection of one particular teaching method has consequences on the appropriate use of instructional media types. The function of media in teaching and learning process is to increase learners' awareness in learning activities.

In addition to minimal media, teachers also do not provide learning guides that can facilitate students in learning, students are only told to read and find their duties in each student's LKS. Students also often do not bring LKS School, so that there is more students play and do other activities in learning. So it can be concluded that teachers do not provide tips to make students become active in learning, but it is assumed that learning will be more active if a teacher can prepare a good and varied pursuit media so as to attract students' attention to learn. To prevent students from fussing and playing around in the classroom, teachers should provide learning guides to make learning activities more interesting and students will have more opportunities to learn independently.

Based on observations and observer results with the IPKG about the implementation of learning can also be seen indicators of low learning implementation is the activity of teachers in providing reinforcement. At the time of learning, teachers showed fewer attitudes that could encourage students, lack of reinforcement in the form of a smile and lack of reinforcement to students. So students feel unnoticed and not directly involved during the learning process. Teachers should carry out such strengthening activities so that there is a close and communicative and conducive relationship between students and teachers during learning.

### 3.6 Assessment of Learning

Assessment done by the teacher of biology class VIIIa (MTsN Lake Kerinci) and teacher of class VIIIc biology (MTsN Koto Dian) is assessment of cognitive aspect. The assessment done by the teacher has not been in accordance with Permendiknas no. 41 of 2007 which states that the assessment is done consistently, systematically, and tar program by using tests and nontes in ben tuk written or oral, observation of performance, attitude measurement, assessment of the work in the form of assignments, projects and / or products, portfolio and self assessment. Assessment of learning outcomes using a standard educational assessment and scoring guides groups of subjects. From the observations that have been made, teachers assess students only from the aspect of cognitive whereas affective and psychomotor assessment was not carried out. Ratings

obtained teacher cognitive aspects of daily test results of students. IPKG based on assessment of learning, the average value obtained was 2.21 teachers for grade biology teacher VIIIA (MTsN Lake Kerinci) and 2.35 for a biology teacher VIIIC class (MTsN Koto Dian) with moderate criteria.

This is due to the teachers doing not perform conformance techniques and types of assessment (oral tests, written tests) in accordance with the purpose of learning. Teachers are also not designed assay to measure students' progress from cognitive, affective, and psychomotor. Teachers have used valuation techniques (daily test, replicates the middle of the semester, and the replicates semesters) arranged to measure the results of students in cognitive, but has not been seen for affective and psychomotor and teachers have also used assessment tool in accordance with the purpose of learning and teaching materials as arranged in the RPP .

Rustaman (2003: 186) states that the assessment of affective and psychomotor important to improve the effectiveness of learning, especially learning outcomes of cognitive achievement that is supported by the skills and attitude and behavior. So we can conclude that in the learning process, it is important for teachers to make a third of the votes. Due to the success of the learning process can be measured by how much competence that can be achieved by students.

Then, seen from the assessment results daily test students on the material grade respiratory system VIIIA (MTsN Lake Kerinci) achieve mastery 32.14% while in class VIIIC (MTsN Koto Dian) reached 35.25% completeness. So it can be concluded that student learning outcomes are still not sufficient KKM. The value set MTsN District of Roving Lake is 65. Based on the observations in the learning process yet inadequate in mind that daily test results of students due to teachers only focus on teacher-centered learning, so students only receive information from teachers.

Penulusuran more than the low daily test results, the authors distributed questionnaires to students to know the preparation of learning, comprehension of the material during the learning process, and preparations for daily tests. Questionnaire contains 13 pieces of statements that are grouped into three indicators of readiness of students in the learning process, students' understanding of the material during the learning process, and the readiness of the students in the face of daily tests.

Based on a questionnaire filled in by students of class VIIIA (MTsN Lake Kerinci) and class VIIIC (MTsN Koto

Dian), it can be seen that the readiness and understanding of students in learning and students' lack of preparedness in the face of daily tests given teachers in sufficient criteria.

Data obtained from class VIIIA (MTsN Lake Kerinci) for an indicator of the readiness of students in learning that is 33.65%, for the second indicator of student understanding in the learning process is 34.62% and the third indicator of a student's readiness to face daily tests that given by teachers is 39.42%. While the data obtained from the class VIIIC (MTsN Koto Dian) in the first indicator of the readiness of the students in the learning process that is 51.47% for the second indicator of students' understanding of the learning process, namely 45, 88% and third indicator of the readiness of the students in the face daily test is 52.94%.

Based on these data we can conclude that the eighth grade students MTsN dikecamatan Around Lake District upaten Kerinci as respondents in the readiness process of learning, understanding and readiness to face daily tests are still not good. This is evidenced by the responses of the students through a questionnaire that has been distributed. Among them there are some students answered that they did not read the material before the study and did not learn it first at home. Likewise with the other students who said that they do not repeat the material they have learned in school.

Such things teachers need to provide encouragement, guidance and direction to students to learn. Because of the major problems facing teachers is to arouse desire and consciousness of students to learn. Not only make students eager to learn, but how to keep these students can be actively involved in the learning process.

In order for student activities take place effectively and efficiently in the study, the guidance and control of the teacher is very important. If the guidance of a teacher and student desire to learn has grown and developed, then the opportunity to do well already wide open. This is in accordance with the opinion of Sanjaya (2014) which states that the attitude and appearance of students in the class are also other aspects that can affect the learning process. For example, there is found students who are very active, reserved, not least also found to have low motivation in learning. All of that will affect the learning process in the classroom for students and teachers are a crucial factor in the learning interactions.

Based on observation and discussion of the learning process in MTsN in District Roving Lake District. Kerinci included in the criteria sufficiently, it is seen from the RPP component which is still not fully in accordance with

Permendiknas In 2007, the implementation of learning there are measures that are not in accordance with the RPP, and assessment has not covered all aspects of judging in Permendiknas 41 of 2007.

## V. CONCLUSION

Based on the results of biological learning process study, can be obtained conclusion as follows:

1. The learning process planning implemented by teachers in MTsN implemented by the teacher has not been fully in accordance with Permendiknas No 41 of 2007. Based on IPKG, the learning planning applied by teachers is sufficiently categorized.
2. Implementation of the learning of bio logi conducted by the teacher in at MTsN K surrounds Surrounding Lake Kab. Kerinci still not in accordance with the planning that has been made by the teacher. Based on IPKG, implementation of learning undertaken by teachers considered sufficient.
3. Teachers' learning appraisal has not been fully compatible with Permendiknas No 41 of 2007. Based on IPKG evaluation, the assessment of the lessons carried out by the teacher includes moderate criteria.

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