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Attitude Assessment Analysis on the 2013 Curriculum Based on the Implementation of Rehearsal Pairs Practice (PRP) Model

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ABSTRACT: The purpose of this study was to know the assessment of student attitudes in the 2013 curriculum after being applied to learning with the Rehearsal Pairs Practice model (PRP). This research was conducted at Senior high school (Madrasah Aliyah) Sunan Pandanaran Yogyakarta. The application of this learning model is carried out on the buffer solution material. The population of this research is all students of class XI MA Sunan Pandanaran academic year 2017/2018. The sample in this study amounted to two classes taken by purposive sampling technique. The data collection technique was performed using a non-test technique, namely using a questionnaire. Data analysis was performed using the Independent Sample T-Test Statistical Test. The results obtained are no differences in student achievement in attitude after being applied with the Practice Rehearsal Pairs (PRP) model.

Keywords: practice rehearsal pair (PRP), attitude, buffer solution

INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and the learning process to actively develop their own potential to have religious spiritual strength, self-control, intelligence, noble character, and skills needed by themselves, society, nation and state [1]. Based on this law, it is explained that students must be able to develop a lot of potential in themselves through learning activities. Learning activities that are undertaken must be able to provide impacts and benefits so that the implementation of learning activities is not in vain. This is why the implementation of the learning process requires careful planning in order to achieve the expected goals. The learning process is not only limited to knowledge transfer, but there is an interaction between teachers and students. The hope is that this interaction can build emotional closeness to foster curiosity and provide learning motivation for students.

However, implementing the learning that is carried out is not as easy as the plan imagined. Careful planning also requires real action. The application of the learning model is one of the actualizations of the plan. Plans to build student potential through interaction in a lesson are implemented by applying learning models that can build student potential through student-centered learning. Learning is focused on student learning activities so that the potential that exists in students can be awakened and emerge. This potential can be in the form of cognitive abilities/knowledge, skills/psychomotor and affective/attitudes. One of the competencies that determine whether students can carry out learning activities well is competence through attitude assessment. Attitude/affective assessment is needed in the learning process because through attitude. Students are able to determine where learning will be directed. Students who have a positive attitude will make us behave well and finish academically well, and vice versa. If the student's attitude is negative/bad, then they tend to stay away, hate, and avoid something, one of which is the learning process that is or will be followed [2].

According to the 2013 curriculum used in Indonesia, the attitude assessment carried out by teachers in schools has several aspects that are assessed including an assessment of religious aspects, responsibility, tolerance, discipline, and honesty. This assessment can be generated through the learning process by applying an appropriate learning model. In addition, the implementation of the 2013 curriculum also requires students to develop soft and hard skills. Soft skills are meant as personal abilities, including

attitudes in socializing, activeness, creativity, leadership attitudes and others. Meanwhile, hard skills, such as students' knowledge abilities [3].

One of the learning models chosen to be carried out and able to generate soft skills (student attitudes) and hard skills is applying the Practice Rehearsal Pairs (PRP) learning model. Rehearsal Pairs Practice is practising a skill or procedure in pairs in learning [4]. Steps - Practices Rehearsal Pairs are 1. Students who learn a skill that has been selected by the teacher; 2. The teacher asks students to pair up; 3. Students work as an explorer demonstrating how to work on the skills that have been demonstrated by the teacher, students/other couples whose task is to observe and assess and explain the demonstration by his friend; 4. Each pair switches roles; 5. Skills already mastered means the learning process is complete [5]. Rehearsal Pairs practice has the advantage of being able to increase knowledge, abilities, and skills. Pairing practices can also increase participation between students, and interactions are easier and have flaws. If a partner is not actively eating, there will be few ideas to share [6]. So the principle of implementing the Rehearsal Pairs Practice model is to collaborate with each partner.

METHODS

Research Design

The type of research used in this study is quantitative research in the form of experimental research. Design of research used in this study is Quasi-Experimental Design with Posttest-Only Control Design. This research was conducted by comparing two classes, where the given class treatment was called the experimental class, and the class that was not treated was called the control class. The Learning Model applied in the experimental class is the Practice Rehearsal Pair (PRP) model, while the control class uses a conventional learning model. The steps of the PRP model can be seen in Table 1. [7]

TABLE 1. Syntax of the Practice Rehearsal Pairs (PRP) model

Syntax of *Practice Rehearsal Pairs* model	Activity
Practice	The teacher presents the core material and competencies to be achieved, namely, buffer solution material.
	The teacher demonstrates the calculation of buffer solution material.
	Learners listen and think about the material presented by the teacher.
Rehearsal	Learners submit a problem or problem and other groups work on it.
	The teacher asks students to exchange questions.
Pairs	Students are asked to pair up with friends (two people)
	Students exchange roles. Groups that give questions to other groups get a turn to work on problems given by other groups.

Place, Time and Subject Research

This research was conducted at senior high school, MA Sunan Pandanaran, Yogyakarta. Time this research from October 2017 to October 2018. Subjects in this research are MA Sunan Pandanaran Yogyakarta class XI IPA in the academic year 2017/2018 on buffer solution materials. The sample in this study consisted of two classes. The sampling technique by purposive sampling.

Data Collection

Data collection techniques used non-test methods. Form of assessment used is the Questionnaire. Questionnaires are given to students at the end of learning using the PRP model. The assessment using an attitude questionnaire was conducted on students in the control class and experimental class. Aspects of attitude consist of five aspects, namely religious, responsibility, tolerance, honesty, and discipline.

Data Analysis

The study used the Parametric Independent Sample T-Test. This is related to the preliminary test that has been done before, namely the normality test and abnormal homogeneous data test. The prerequisite results (normality test and homogeneity test) and hypothesis testing are presented in Table 2 and Table 3.

TABLE 2. Prerequisite Test Results (normality and homogeneity)

Data	Classes	Normality		Homogeneity	
		Sig.	Conclusion	Sig.	Conclusion
Student's Attitude	Experimen	0,850	Normal	0,146	Homogenous
	Control	0,369	Normal		

TABLE 3. Hypothesis Test Results

Data	Significance	Decision H_o	Conclusion
Student's Attitude	0,270	H_o Accepted	There is no difference

Furthermore, attitude questionnaires data from learning activities that have been calculated using statistical assistance is calculated using a scale to know criteria each aspect of learning activities criteria. The criteria obtained are then changed in presentations with presentation ranges, referring to TABLE 4 [8]. The results of the transformation of quantitative data from the qualitative data presented in TABLE 6.

TABLE 4. Criteria of each aspect of student learning

No	Score Range (i)	Score Range (i)	Criteria
1.	$\bar{x} + 1{,}80\ SBi < X$	$88.4 < X$	Very good
2.	$\bar{x} + 0{,}60\ SBi < X \le \bar{x} + 1{,}80\ SBi$	$72.8 < X \le 88.4$	Good
3.	$\bar{x} - 0{,}60\ SBi < X \le \bar{x} + 0{,}60\ SBi$	$57.2 < X \le 72.8$	Enough
4.	$\bar{x} - 1{,}80\ SBi < X \le \bar{x} - 0{,}60\ SBi$	$41.6 < X \le 57.2$	Less
5.	$X \le \bar{x} - 1{,}80\ SBi$	$X \le 41.6$	Not very good

Note:
$\bar{x}$ = Average ideal score
X = Average Score
SBi = Standard deviation

TABLE 5. The results of the attitude questionnaires criteria of student attitude learning achievement

Aspect	Experimental Class		Conventional Class	
	Average Score of Each Aspect	Criteria	Average Score of Each Aspect	Criteria
Religious	88.83	Very good	84	Good
Responsibility	81.25	Good	84	Good
Tolerance	85	Good	88	Very good
Honesty	87.83	Good	85.5	Good
Discipline	81	Good	81.5	Good
Average	84.78	Good	84.6	Good

RESULT AND DISCUSSION

Based on the results of statistical tests that can be seen in Table 2 and Table 3, it can be concluded that there is no difference in the application of the PRP and conventional learning models to aspects of student attitudes. Furthermore, the results of the questionnaire assessment are then recalculated in detail through the criteria reference assessment to see qualitatively about the assessment of student attitudes, especially for assessment in every aspect of the attitude that students must have in the learning process.

Based on the criteria reference assessment results shown in Table 5, of the five aspects used to measure student attitudes when implementing the PRP learning model, two aspects of which have criteria that are "very good" and the rest have criteria "good".

The results of the two tests carried out can be discussed that although through statistical tests there is no difference in the assessment of students' attitudes between the experimental class applying the PRP model with the conventional class, when tested qualitatively and in more detail, the students' attitudes in learning are assessed from five aspects attitudes show good results, religious attitudes, responsibility, tolerance, honesty and discipline are shown with satisfactory scores for each class (experiment and control).

This phenomenon can be explained that applying the learning model in a learning condition has a good impact on student attitudes in learning. It is possible that between the experimental and control classes both have a good impact, which can make the attitude score balanced (have almost the same score). This shows that the application of the PRP and Conventional models both have a good impact on attitude assessment so that when these two classes are compared to find out differences in learning in the attitude aspect, there will be no different even though the actual application of the model has a good impact on the experimental class.

Factors that influence this can occur, namely, factors that come from outside (external) and factors that come from within the student (internal). Factors that come from outside (external) such as the school environment (curriculum, learning media, learning methods/models used, school suggestions and infrastructure, interactions between teachers and students and binding rules at school). Meanwhile, internal factors influence motivation and interest in learning, student attention, and readiness in learning [9].

In addition to the factors above that affect learning achievement, especially aspects of attitude, external factors regarding the model's application are crucial, which affect the most. The implementation of the learning syntax in the selected model is carried out following the syntax in detail. If it can be seen based on the syntax, the first syntax is Practice. In this syntax, the teacher demonstrates the material to be studied on that day. Students are asked to observe what the teacher has demonstrated. The results of this first syntax hope that students will be able to learn the skills that the teacher has when demonstrating the material to be delivered that day. The next syntax is Rehearsal, where students are asked to discuss what they have seen with their group partners, namely demonstrations from the teacher regarding the material. The last syntax is Pairs, where students are asked to pair, and role-playing material that has been demonstrated by the teacher for Return is carried out by students in pairs. Based on the identification of the learning syntax, it can be seen that the application of this model strengthens the ability of skills because what is observed and seen by students is the skills of the teacher in chemical material, namely the experiment of buffer solutions. This is one reason why the application of the PRP model has more influence on skills than attitudes.

CONCLUSION

Based on the results of this study, there is no significant difference in chemistry learning with Practice Rehearsal Pairs (PRP) model toward students' attitude on the learning achievement of class XI MA Pandanaran students in the buffer solution in the academic year 2017/2018.

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