
The Real Project is Better than Conventional Paper Assignment; A View from the Student Perspective

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ABSTRACT

There are several types of assignment given by teacher to the student. The purpose of the assignment is actually to increase the student understanding of certain topic. In this study, the powerful of a real project assessment has been examined in increasing the student understanding especially in the biology topic of SMA curriculum. A real project entitled "Pertumbuhan Kecambah" was assigned to the student starting from seeds selection, seeding to the polybag, and the growth observation for the total of two weeks. The collected data were processed, analyzed and finally presented into the compacted report. Selected student was then presenting the project. This research took the student of 12 IPA 5 - SMA 12 Pekanbaru as the population of the research. The interview method was used to obtain the opinion of the given project. A total of 21 students agree with the real project compared than conventional paper assignment. Whilst, 10 students strongly agree, 5 students disagree, and 2 students abstain. Mostly the student can easily answer why the seed grow vary toward the sun light intensity scientifically. This is an evident that the real project is better than conventional paper assignment.

Keywords: Real Project, Assignment, Seed

Introduction

In the implementation of learning in schools, especially in the senior high school, it cannot be separated from the provision of independent tasks to students with the aim of students can be better understand to the subject matter. These tasks can be either individual or group tasks. But sometimes teachers assign tasks to students less well-targeted both in terms of benefits to students and in terms of learning achievement (Desak et al., 2016).

During the individual assignment, students are often to make a paper in which the teacher gives the intrusion of Topics or Titles of

papers to be made. So many students are just oriented on the thickness of the paper made without knowing what is made. Even in making the paper is often the students just do copy and paste it from the internet. But the final result obtained is just based on the number of pages, and based on the beauty of the cover only (Wayan, 2016).

In this article the author will discuss the comparison between individual independent assignments in the form of making paper with project assignments directly and compared to the conventional paper assignments given to students. In this paper the discussion will show an example of project assignments provided by teachers and comments of

students who received the assignment after doing the given project. So the discussion will focus on how much students interest in these two types of assignment.

Methodology

This study was conducted at SMA N 12 Pekanbaru in class XII IPA 5 where the author was studying there. A total of 38 students are assigned by the Biology teacher, the task of observing the growth of sprouts. This sprout growth assignment was done individually in each home. Students were asked to observe and record any developments that occur in sprouts. Students were given the choice to make observations, whether high sprouts, leaf width and so on. Students were also given the freedom to choose the treatment variables that will be given to the sprouts, whether the position against sunlight, the amount of water that is given or what can be differentiated variables on each group of sprouts.

Here is a Sprout growth project that author has done.

In a project conducted by the author, five polybags containing humus soils were used to plant five green beans each.

1. After all tools and materials were supplied, take a medium-sized black polybag and write the author's name, the polybag name and the independent variable on the front of the polybag.
2. Next, filled the polybag with humus soil. Just fill half of it.
3. If the rest of the top was slightly annoying, folded only and stapler it.
4. Then, put 5 pieces of green beans in the direction of the clock. To make the green beans not ambiguous, then given the sequence of numbers 1 to 5 on the edge of the polybag that has been stapler.

5. After that, put the polybags that contain the soil and the green beans to the planned place.

6. Give the behavior of water spray as much as 5 ml on each nuts every day (for 7 days) and at the same time (at 5 pm).

7. Observe the difference in stem growth and development of green bean leaves daily at the same time (at 5 pm).

8. Record any increase in stem height, leaf color change, sprout growth direction, and all aspects considered necessary. Do not forget to take a photo every time you make an observation.

9. Fill in the observation table objectively according to observational data.

To see if the real project is beneficial to the students, after the project is submitted, 38 students were questioned directly whether they agree with this direct project, then some students are also asked what their reasons for the answers they provide. The question asked is, how do you think about this direct project if compared with the paper work during this time? Choose an answer: strongly agree, agree and disagree.

Result and Discussion

Table 1 is the result of observation of the growth of sprout growth project. From July 20 to July 26, the growth of sprouts varies each other. There are fast growth, some are slow and some are dead. Table 1 is an observation table for each polybag. Growth of sprouts can be seen in Figures 1 through 6:

Table 1. Observation of sprout growth

Hari Ke-	Polibag A (Sinar Matahari : Pagi, Siang, Sore)																	
	Pertumbuhan dan Perkembangan Kacang Hijau																	
	1			2			3			4			5			Rata Rata		
	Tinggi (mm)	Wama Daun	Arah Tmbh	Tinggi (mm)	Wama Daun	Arah Tmbh	Tinggi (mm)	Wama Daun	Arah Tmbh	Tinggi (mm)	Wama Daun	Arah Tmbh	Tinggi (mm)	Wama Daun	Arah Tmbh	Tinggi (mm)	Wama Daun	Arah Tmbh
1	4	-	-	4	-	-	4	-	-	4	-	-	4	-	-	4	-	-
2	6	-	-	6	-	-	5	-	-	6	-	-	5	-	-	5.6	-	-
3	25	hijau muda	atas	23	hijau muda	atas	20	hijau muda	atas	25	hijau muda	atas	5	hijau muda	atas	19.6	hijau muda	atas
4	70	hijau muda	atas	68	hijau muda	atas	55	hijau muda	atas	68	hijau muda	atas	8	hijau muda	atas	53.8	hijau muda	atas
5	60	hijau tua	atas	80	hijau tua	atas	75	hijau tua	atas	80	hijau tua	atas	30	hijau tua	atas	65	hijau tua	atas
6	patah	hijau tua	atas	patah	hijau tua	atas	80	hijau tua	atas	90	hijau tua	atas	35	hijau tua	atas	68.3333	hijau tua	atas
7	patah	hijau tua	atas	patah	hijau tua	atas	95	hijau tua	atas	110	hijau tua	atas	50	hijau tua	atas	85	hijau tua	atas



Figure 1. Watering and height measurement of sprouts

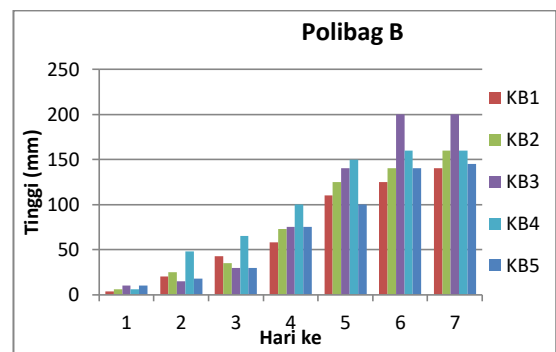


Figure 3. Graph of the growth of stem sprouts in Polibag B.

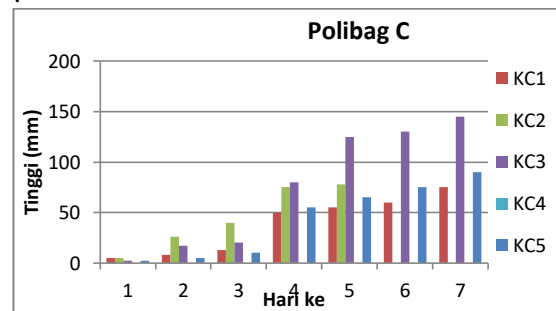


Figure 4. Graph of the growth of stem sprouts in Polibag C.

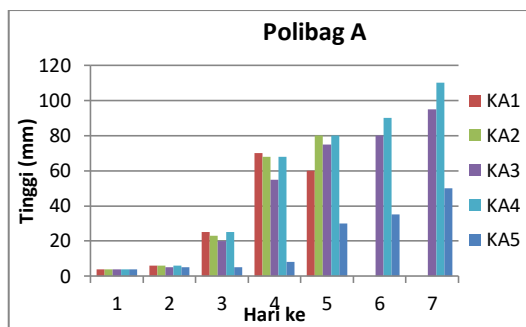


Figure 2. Graph of the growth of stem sprouts in Polibag A.

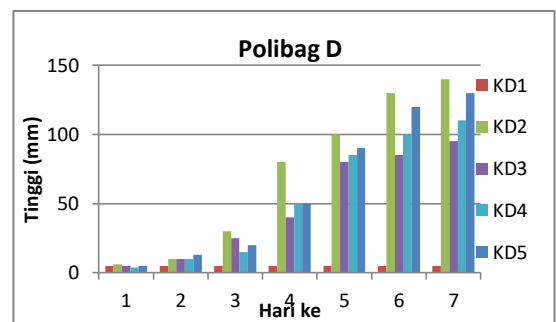


Figure 5. Graph of the growth of stem sprouts in Polibag D.

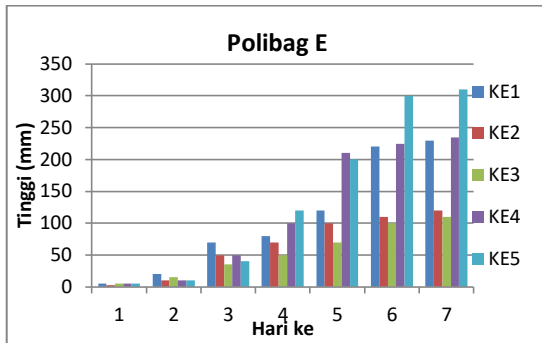


Figure 6. Graph of the growth of stem sprouts in Polibag E.

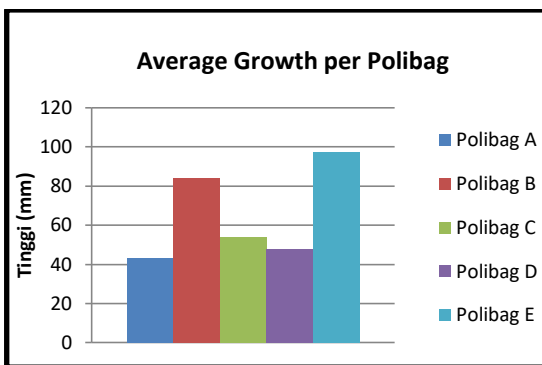


Figure 7. Graph of growth of the average length of stem sprouts per Polibag.

Figures 2 through 7 are the observations made for the high-sprout variables produced in each polybag group. Observations were also made for the direction of growth as well as leaf color as shown in Table 1.

In general, researchers are very fond of this project task when compared with conventional paper assignments. To determine whether this project assignment is also deemed useful by other students, all IX IPA 5 students have been interviewed and asked whether they agree, agree, disagree or not comment. Table 8 is the result of interviews with all students about this sprout growth project.

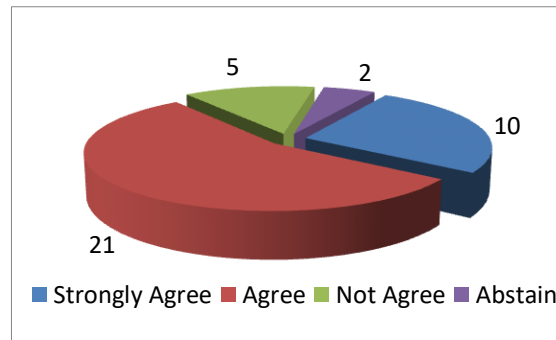


Figure 8. The interview results of class XII IPA 5

Conclusion

This simple study has shown the student's curiosity to an excellent self-help assignment. Students are very interested if the task gives a positive value to improve their scientific skills. Compared to conventional paper assignments, such tasks get a positive response from all students.

Acknowledgment

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