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APPLICATION OF SAINTIFIC-INNOVATIVE LEARNING MODELS IN INDONESIAN TEACHERS

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ABSTRACT

Abstract: *This study aims to examine the application of innovative-learning model that includes aspects of planning, implementation, evaluation, and constraints faced by Indonesian teachers in SMA Negeri 1 Kubu. The design of this research is descriptive-qualitative. The subjects of this research are 3 teachers and the object of this research is planning, implementation, evaluation, and obstacles of application of learning model. This research used observation, interview and documentation method. Data were analyzed using identification, classification, interpretation, presentation, and conclusion drawing. The results showed that (1) learning model planning is divided into two, namely syllabus and preparation of RPP. The syllabus used is derived from Kemdikbud and RPP is based on Permendikbud No. 103 year 2014. (2) implementation of learning based on scientific approach, ie observing, asking, trying, associating, and communicating. In addition, teachers vary the learning model with bamboo dancing, articulation, and active debate. (3) evaluation of learning based on curriculum 2013, that is assessment of process and result. (4) obstacles encountered include aspects of planning, implementation, and evaluation. The conclusion of this research is planning of learning model based on syllabus and RPP. Implementation of learning model based on scientific approach steps. Evaluation of learning model based on curriculum 2013, that is assessment of process and result. Constraints faced include aspects of planning, implementation, and evaluation. Teachers are advised to be more careful in preparing RPP and the school provides training related to the implementation of innovative-scientific model of learning.*

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Introduction

The 2013 curriculum changes the learning patterns of teacher centered learning (TCL) into student centered learning (SCL). The much-practiced teacher-centered learning pattern now seems to be no longer appropriate to the needs because it is insufficient to realize the goals of competency-based education and character. Learning focuses on the formation of competence and character of students in an integrated, whole, comprehensive, and students are encouraged to have a high awareness in him. Therefore, the 2013 curriculum applies a scientific approach (Mulyasa, 2014).

The scientific approach is the approach in learning that is procedurally designed in accordance with the general steps of scientific activity (Lazim, 2013: 1). Meanwhile, according to Teachers Training Material Implementation Curriculum 2013, scientific approach refers to investigative techniques on phenomena or symptoms, acquire new knowledge or correct old knowledge. Thus, it can be concluded that the scientific approach is a learning technique that places

students as active subjects through scientific stages (observing, asking, reasoning, associating, and communicating) so as to construct new knowledge or integrate prior knowledge.

The application of scientific/scientific approach in the learning process is quite new in education. The government began to instruct schools to use a scientific approach. The scientific approach is characteristic and a distinct force from the existence of the curriculum of 2013 (Majid, 2014). To succeed in the use of scientific approaches in schools, the government began to intensively socialize the scientific approach to the 2013 curriculum through the Ministry of Education and Culture Regulations and trainings on the curriculum of 2013. The government hopes that in this way, teachers in schools will be skilled in applying a scientific approach.

Government efforts in intensifying the application of scientific approach took place in schools throughout Indonesia including SMA Negeri 1 Kubu. Teachers begin to use a scientific approach in learning, one of which is learning Indonesian. The Indonesian language learning in the 2013 curriculum is presented using a text-based approach (Mahsun, 2014). Indonesian language learning based on scientific approach is Indonesian language learning which is procedurally designed in accordance with the general steps of scientific activities. Indonesian language learning based on scientific approach aimed to improve intellectual ability, especially students' high thinking ability. Students are required to be able to solve problems with high-level thinking skills, while teachers are required to have the ability to apply innovative learning models (Kemendikbud, 2013: 82).

In addition, the problem of innovative learning models is a problem that is very important to be considered by teachers because with the selection of the right model that will determine the success of a student in the learning process. If teachers use improper or ineffective model selection it will lead to less monotonous and less successful learning. To provide a fun learning environment for students then a teacher should know the ways to develop and implement innovative learning model so that students are motivated to follow the learning activities.

In developing innovative learning models, each teacher has sufficient knowledge with regard to the concepts and ways of implementing the learning model in the learning process. Innovative learning models have relevance to the level of teacher understanding of the development and conditions of students in the classroom. Thus the importance of teachers' understanding of the facilities and facilities available in schools. Without an understanding of this condition, the model developed by teachers tends not to increase students' participation optimally in learning. Learning models developed primarily stem from the differences associated with the characteristics of students then the teacher learning model should not be fixated on one model, but more varied (Aunurrahman, 2013). But in fact, the method of learning used by teachers is dominated by conventional methods, namely lecture method and assignment. Such learning tends to be indoctrinated by drill and practice methods. As a result student learning activities as if programmed follow procedures made by teachers. In addition, such learning conditions are more likely to use a very theoretical approach, containing concepts that introduce regardless of their meaning. Yet the success of the learning process can not be separated from the ability of teachers to develop learning models that are oriented to increase the intensity of student involvement effectively in the learning process (Suparno, 1997). The development of the right learning model basically aims to create learning conditions that enable students to learn actively and fun so that students can achieve optimal learning outcomes and achievements.

That is, which makes 3 Indonesian language teachers in Kubu State Senior High School to apply a more varied learning model. The varied learning model aims to improve students 'learning motivation and eliminate students' saturation in learning. This varied / innovative learning model is considered very important to be developed. Because, without the model or application of the right model then a lesson material that will not be run effectively and efficiently (Soekamto, et al (in Nur, 2000: 10). Innovative learning models can assist teachers in linking materials taught to the real world of students and encouraging students to make connections between their knowledge and application in their lives as family members and society (Trianto, 2009).

Material and Methods

This research is designed in the form of descriptive-qualitative. The location of the research is SMA Negeri 1 Kubu located in District Kubu, Kabupaten Karangasem, Bali. The subjects of this study are 3 Indonesian teachers who teach in class X and XI in SMA Negeri 1 Kubu. The object of this research is the planning, implementation, evaluation, and obstacles of application of innovative learning model of Indonesian teachers in SMA Negeri 1 Kubu. The method used in this research include, observation method, interview method and documentation method.

Observation method is used to find data about the problem of implementation of innovative learning model of Indonesian teachers in SMA Negeri 1 Kubu. Observation is done when the teacher starts to enter the class. Researchers simply do the observation and recording of the implementation of learning on the prepared observation sheet. The instrument used in the observation method is the observation sheet. The observation sheet was used to obtain answers from the respondents regarding the implementation of the application of innovative-scientific model of learning.

Interview method is used by the researcher to get answer from the problems studied, that is about the constraints faced by teacher in applying the model of learning of saintifik-innovative Indonesian teacher in SMA Negeri 1 Kubu. Interviews were conducted informally during class hours. In this case, the researcher will interview Indonesian teachers in SMA Negeri 1 Kubu to get the data directly about the constraints faced when applying innovative-scientific model of learning. The instrument used in the interview method is the interview guide. The interview guide is used by the researcher to get answers to the problems regarding the constraints of applying the innovative-learning model of Indonesian teachers in SMA Negeri 1 Kubu.

Documentation method is used to obtain data about the planning of science-innovative model of Indonesian teacher in SMA Negeri 1 Kubu. In this method, the data will be collected to be used as evidence or information in conducting assessment and review, such as the study of syllabus and RPP used by the teacher in teaching. Instruments in documentation methods include notebooks, cameras, and other documentation tools. The instrument is used to document syllabus, RPP, and student values.

The data is then processed using data reduction, data presentation, and conclusion drawing. In the reduction of this data, researchers first collect data through observation, interviews, and documentation. In this study, data reduction is done through activities in the form of identification and classification. The data that have been reduced will be presented urain data which will be described in detail and clear. At this stage, data on the application of innovative-scholarly model of Indonesian teachers in SMA Negeri 1 Kubu will be collected and presented with the type of discourse description that is in accordance with the research design. The drawing of this conclusion is adjusted to the findings in the field presented in the data presentation and also related to the problem formulation.

Result and Discussion

From the data analysis on the planning of application of innovative-innovative learning model, Indonesian language teachers in SMA Negeri 1 Kubu use syllabus which has been compiled by the Ministry of Education and Culture (Kemdikbud) and the preparation of learning implementation plan (RPP) using Permendikbud Number 103 Year 2014. Syllabus used in SMA Negeri 1 Kubu prepared by the Ministry of Education and Culture, which includes identity, core competencies, basic competencies, learning materials, learning activities, assessment, time allocation, and learning resources. Syllabus in SMA Negeri 1 Kubu divided by class and semester level. Based on class level, syllabus is divided into classes X, XI, and XII. Based on the semester level, the syllabus is divided into semesters I and II. In the identity section, Indonesian teachers in SMA Negeri 1 Kubu write down the unit of education and class. The education unit is filled with high school and the class is filled with X

and XI. With this information teachers in SMA Negeri 1 Kubu will get clarity of initial knowledge and characteristic of students who will be given lessons.

Basic competence in the syllabus used by Indonesian teachers in SMA Negeri 1 Kubu consists of attitudes, knowledge, and skills that are sourced from core competencies controlled by students. Indonesian teachers in SMA Negeri 1 Kubu develop basic competencies by taking into account the characteristics of students, initial skills, and the characteristics of a subject. In addition, Indonesian teachers in SMA Negeri 1 Kubu formulate basic competencies using operational verbs, ie observed and measured verbs, for example showing, comparing, composing, producing.

In the syllabus of Indonesian language teacher in SMA Negeri 1 Kubu, the subjects of Indonesian for the second semester of X class consists of 2 main subjects, namely the text of complex procedures, and the text of the negotiation. Indonesian language syllabus for class XI semester II consists of 2 main subject of complex explanation text and film / drama text. In accordance with the characteristics of text-based Indonesian language learning, in the syllabus described learning materials in the form of types of text without leaving the language aspects. Based on the analysis of class X syllabus, there are some basic materials taught by the teacher, namely the text of complex procedures and the text of the negotiation. The syllabus of class XI contains some basic materials, namely complex explanatory text and subtitles.

Learning activities contained in the syllabus of Indonesian language teachers in SMA Negeri 1 Kubu in accordance with the scientific approach, which uses steps to observe, ask, explore, associate, and communicate. Learning activities contained in syllabus class X second semester matter of complex procedure text while class XI semester II material of complex explanation text. The type of assessment used by Indonesian teachers in class X in SMA Negeri 1 Kubu, among them: (1) Task. In the assessment of this task, students are asked to discuss to understand the structure and rules of the text of complex procedures and individually asked students to interpret the meaning of the text of complex procedures orally and in writing. (2) Observation. In the observation assessment the teacher observes the student activities in the process of collecting data, data analysis, and report generation. (3) Portfolio. In the assessment of the portfolio teachers assess student reports about the structure and rules of the text of complex procedures. (4) Written Test. In this assessment, teachers assess students' ability to understand and apply the meaning of complex text of the procedure. While the type of assessment used in class XI the same type of assessment used in class X, the task, observation, portfolio, and written tests.

The determination of time allocation in SMA Negeri 1 Kubu on each basic competency is based on the number of effective weeks and the time allocation of subjects per week by considering the number of basic competencies, breadth, depth, difficulty level, and level of importance of basic competence. so the reference in syllabus development is the annual program and the semester program. The syllabus of Indonesian teachers in SMA Negeri 1 Kubu uses 4 times the number of meetings for 4 weeks. Indonesian teachers at SMA Negeri 1 Kubu use teaching materials of Indonesian High School Students' / Vocational High Schools / Grade X and XI (Mandatory) and other references related to the subject matter.

In the identity section of the RPP is listed in full as contained in permendikbud number 103 of 2014 at least the identity of the RPP includes the identity of the school name, subject identity or theme / subtema, the identity of RPP that is the class / semester, the identity of RPP the learning materials, and the time allocation. The core competencies are listed as they appear in the teacher's book and syllabus. The translation of indicators is adjusted to the time allocation in the lesson. Indicators are formulated based on KI and KD. Indicators are not formulated using operational verbs because they do not represent students or audiences in the preparation of indicators. The operational word on the goal / indicator at least includes the audience (the student), the behavior (observable behavior as a result of learning), the condition (requirements to be understood for expected behavior to be achieved), and degree (acceptable level of appearance).

Formulation of learning objectives in RPP prepared by teachers in accordance with existing indicators. In addition, the formulation of the learning objectives in accordance with the guidelines for the preparation of the RPP of the 2013 curriculum should contain conditions that reflect, foster

an attitude appropriate to a scientific approach. Associated with learning materials, the selection of learning materials in RPP prepared and presented as a supporter of learning. The material should contain relevant facts, concepts, principles, and procedures and be written in the form of grain in accordance with indicators of achievement, competence. Organizing the material is expressed in a coherent, systematic manner, and in accordance with the available time allocation. The learning materials are accurate, not misconstrued, and conform to indicators of knowledge and skills. The materials prepared by teachers in the lesson plan support basic competencies, indicators and learning objectives. In addition, the material prepared by teachers is accurate, not misconstrued, and in accordance with knowledge and skills indicators.

The learning activities designed in the RPP reflect an approach that is in line with the 2013 curriculum of a scientific approach. The learning steps include, opening activities, core activities, and closing activities. The core activities use a scientific approach tailored to the characteristics of subjects and students. The closing activities include: (a) making a summary of the lesson, (b) reflecting on the activities undertaken, and (c) providing feedback on the learning process and outcomes, and (2) activities (b) planning follow-up activities in the form of remedial lessons, enrichment programs, counseling services and / or assigning tasks both individually and in groups according to student learning outcomes, and (c) submitting lesson plans to the next meeting.

The time allocation designed in the RPP corresponds to the time allocation designed in the academic calendar. The results showed that the time allocation was 3 x meetings divided into two RPPs. Meetings 1 and 2 discuss the structure of the negotiating text, the language character of the negotiating text, the students practicing the negotiating text. Meeting 3 for evaluation. This has been in accordance with the effective hours. However, any learning activities designed in the lesson plan are not accompanied by time allocation, related to the planned evaluation of teachers in the lesson plan which includes the form and type of evaluation and the completeness of the evaluation instruments. The evaluations compiled include evaluating the process and evaluating the results (Mahmudah, 2014).

Implementation of the application of innovative-language learning model of Indonesian language teachers in SMA Negeri 1 Kubu in accordance with the learning steps listed in the RPP. In the implementation of learning, researchers examined 3 teachers of Indonesian language, namely I Nyoman Suardadi, S.Pd., I Nengah Mawa, S.Pd., I Gede Kariawan, S.Pd. In the preliminary activities of teacher I Nyoman Suardadi, S.Pd carry out the things to do such as say greetings, prepare students physically and psychologically, provide questions that challenge the memory of students, convey the plan of learning activities that is group activities. However, the teacher has not yet linked the learning materials with previous student experience. Preliminary activities are the initial activities in a learning aimed at generating motivation and focusing the attention of students to participate actively in learning activities.

In the core activities of teachers involving students looking for extensive and in-depth information about learning materials that will be studied through various sources, such as reading books, accessing the internet, and so forth. Teachers familiarize students with reading and writing through certain meaningful tasks, facilitating students through assignments, discussions, and others to come up with new ideas, both orally and in writing, giving the opportunity to think, analyze, solve problems, and act without fear, facilitate students doing activities that foster student's pride and confidence.

The application of scientific-innovative learning methods can be seen when teachers carry out question and answer activities. Teachers in the question and answer activities that do an innovative learning that is bamboo dancing. Learning begins with topic introduction. Teachers can write topics about understanding and structure of scientific work on the blackboard or holding a question and answer about what students know about the material. Next, the teacher divides the class into several large groups (or adjusted for the number of students). 1 group member consists of 10 people. Master arranges in such a way that each big group, 10 people standing in line facing each other with 10 others who are also in parallel standing position. Thus, within each large group are paired. This couple is called the initial pair. Then, assign the task to each pair to work on or discuss.

On that occasion, allow sufficient time for students to discuss the assignment. After the discussion, 10 people from each of the big groups shifted clockwise. In this way each student will get a new partner to share information, and so on. A clockwise shift just stops when each student returns to the starting pair. In closing activities, teachers together with students make a summary of lessons, conduct assessments, reflect on consistently performed and programmed activities, provide feedback on learning processes and outcomes, plan follow-up activities and assign tasks, both individual and group student learning outcomes, and deliver the lesson plans at the next meeting.

In the preliminary activities of teacher I Nengah Mawa, S.Pd carry out the things to do such as say hello, provide questions that challenge the memory of students, and convey the plan of learning activities that is group activities. However, it has not yet appeared to prepare students physically and psychologically and has not linked learning materials with previous student experiences. Associated with core learning activities, teachers begin to apply a scientific approach with reference to the characteristics of a scientific approach that observes, asks, tries, associates, and communicates. Like, the teacher divides the students into several groups, the teacher assigns the students to observe and read books about literary periodization in Indonesia, the students in groups discuss the literature periodization in Indonesia, the teacher asks questions about the literary periodization in Indonesia, the students identify about the meaning of literary periodization in Indonesia. The results showed that in the core activities of teacher learning fully provide opportunities for students to be active in learning activities. The application of scientific-innovative learning methods can be seen when teachers carry out question and answer activities. Teachers in the question and answer activities that do an innovative learning that is articulation. Articulation is a learning model that requires students to be able to play a role as a recipient of the message. The lessons that the teacher has given, must be passed on by the other students in the group. Model of articulation learning as a model of learning that emphasizes the ability of students to be good at speaking or using words with clear, knowledge and way of thinking in the delivery of material that has been submitted by the teacher. This learning model requires students to be active in learning where students are formed into small groups where each student in the group has the task of interviewing his or her group of newly discussed material. The concept of understanding is necessary in this lesson.

In closing activities, teachers together with students make a summary of lessons, conduct assessments, reflect on consistently performed and programmed activities, provide feedback on learning processes and outcomes, plan follow-up activities and assign tasks, both individual and group student learning outcomes, and deliver the lesson plans at the next meeting. In the preliminary activities of teacher I Gede Kariawan, S.Pd carry out the things to do such as say greetings, convey the benefits of learning materials. However, it has not yet appeared to provide challenging questions of students' memories, conveying lesson plans for group activities, and preparing students physically and psychologically. The application of scientific-innovative learning methods can be seen when teachers carry out core activities. Teachers invite students to debate related to learning materials. Active debate learning model is one of the learning model that is very important to improve students academic ability. The learning model of debate is an argument or argumentation between two or more parties, either individually or in groups, in discussing and deciding issues and differences. Teachers divide students into pro and con teams. Each team has 3 members. The team members play the role of speaker 1, speaker 2, and speaker 3 as the group's conclusions. Both teams will be given a motion or debate theme. The pro team supports the existing motions and the counter team will refuse the motion given. In learning using active debate students will be trained to think fast and accurately. Active debate methods also train cognitive students and test student insights.

In closing activities, teachers together with students make a summary of lessons, conduct assessments and plan follow-up activities, and assign tasks, both individual and group tasks according to student learning outcomes, and submit lesson plans at the next meeting. Evaluation conducted by 3 Indonesian teachers at SMA Negeri 1 Kubu who teach in class X and XI same, that is executed in one meeting (2 x 45) minute. Problems given by the teacher during the evaluation in accordance with

examples of problems contained in the RPP both RPP meeting 1 and meeting 2. Problems made gurupun keep referring to the learning objectives of the students can explain the structure of negotiation text and the language character of the negotiation text. Therefore, the material on the structure of the negotiating text and the nature of the text of negotiation directly has been reflected in the evaluation of the teacher. Evaluation of learning conducted by teachers only covers the assessment of learning outcomes, because the teacher reasoned that the learning process is still going on for one semester in the future. Assessment of learning outcomes in question is the assessment of students' ability to absorb learning materials. Assessment of learning outcomes is done by collecting student work to be assessed. This can be seen in the data documentation of the results of student evaluation with the subject matter of the negotiation text.

In addition, Indonesian language teachers at SMA Negeri 1 Kubu have several strategies to conduct assessment. One example is to assess knowledge when students hold discussions. For teachers in SMA Negeri 1 Kubu believe that students can express their opinions during the discussion. In addition, it can be seen which groups are just playing and the groups are actually working on. During the discussion the teacher can see students who really understand the material or not as they debate issuing opinions, responding to feedback or questions from other groups. Teachers can also assess behavior or attitudes as they conduct discussions by assessing their attitudes as they respect or value the opinions of others so that the students learn differently according to what they do during the discussion.

In terms of learning planning, there are no such obstacles. Learning planning involves syllabus and RPP. For the syllabus, prepared by the Ministry of Education and Culture, while the lesson plan by the teachers together with the MGMP in accordance with the guidelines for the preparation of the curriculum RPP 2013. teachers also prepare a complementary LKS handbook of students. Learning plan tools have been developed based on the guidance and guidance of Curriculum 2013. It's just the obstacles when the teacher preparing the lesson plan is the teacher lack of time in making RPP because the subject sharing is also held early in the year so that teachers make all the concurrent RPP before learning. In addition to making RPP teachers also make other teaching administration so that the time spent to make the less RPP that resulted in teachers have not been able to make lesson plans before the learning.

In the implementation stage of learning, teachers find some obstacles. The main obstacle in the implementation phase of learning is the allocation of time, the scope of the material is very broad. The 2013 curriculum uses a scientific approach. In every learning exercise, scientific approaches such as observing, questioning, reasoning, associating, and communicating can not be fully accomplished in a single meeting. To get around this, the scientific approach that has been done is not done again at the next meeting. In addition, the limited knowledge of students is also a constraint in the implementation of Indonesian language learning based on scientific approach in accordance with the Curriculum 2013. Limitations of knowledge in question is what is delivered in the book is not in accordance with the surrounding environment. The cause of implementation constraints is a mismatch between material coverage and time allocation. Teachers condense the subject matter so that all competencies should be delivered. This will affect the program that has been designed by the teacher.

Obstacles that teachers feel in the evaluation that is, teachers in SMA Negeri 1 Kubu feel the assessment on the curriculum 2013 very much, not to mention the number of aspects of each assessment described. First knowledge, this is related to the extent to which students in mastering the material that has been delivered. Form of tests that can be done is a written test and oral tests. Both skills with the example of project assignment in the form of making a work. Third is the attitude of students in the class how they value the opinions of others, responsible and attitudes that become aspects of the assessment in attitude assessment.

Based on the exposure that has been submitted in the results of research teachers have developed a learning plan in accordance with the guidelines for the preparation of learning plans in the curriculum 2013. Indonesian teachers in SMA Negeri 1 Kubu develop RPP using the basis of the Indonesian syllabus prepared by kemendikbud. Teachers prepare the lesson plan in accordance with

the example of the curriculum RPP 2013. Preparation of RPP conducted by teachers based on a scientific approach. The scientific approach will be seen in the learning steps. During the implementation of research in terms of learning planning that is preparing the RPP, there are some differences. Master added the development of material components by adding theme and subtheme components. This is done to avoid mistakes when teaching because the RRP of each subject matter more than one. Based on the guidelines for the preparation of the RPP in the curriculum of 2013, the preparation of the RPP starts from describing the four core competencies (KI), namely Kl 1 spiritual attitude, KI 2 (social attitude), KI 3 (knowledge), and KI 4 (skills).

The results show that Indonesian teachers who teach in class X and XI have implemented steps of scientific approach. This is based on the findings that researchers get at the time of observation. Some of these findings, researchers describe as follows. At the initial stage of activity, the teacher conveys the apperception that leads to the material. Apperception is to connect the competencies that students have with the material to be delivered (Mulyasa, 2009: 180). Apperception is very important given because it can lead students or prepare students to accept new ideas so that students have initial knowledge about the material being discussed. Through this apperception, teachers can activate knowledge of students' perceptions or give students a general idea of the initial material to be discussed. Apperception activities undertaken by the teacher can be the basis for receiving new ideas in the material to be studied. Thus, in apperception activities, teachers have prepared students for learning and new ideas contained in the material to be taught.

Furthermore, researchers have not seen the teacher deliver the learning steps that will be applied at the time of the learning takes place. Teachers only convey in general that when the learning activities take place, students will be divided into several groups. Based on the results of the interview with the teacher, the teacher said that there is no need to deliver the learning steps in the beginning of the learning activities in detail because remembering the time at the initial activity is only ten minutes. Teachers also said that it is better to optimize apperception activities in students so that students can really follow the learning optimally by building knowledge initially first. Delivering the learning steps at the beginning of the learning activity needs to be done as this will help shape the conception of the student before the learning begins so that the student can follow the teaching flow optimally.

This is in line with the 2013 krikulum development principle, ie the curriculum focuses on the potential, development, needs, and interests of students and the environment. The curriculum is developed based on the principle that students are in a central position and active in learning (Kemendikbud, 2013: 58). By making the students as central in learning then it is deemed necessary for a teacher to deliver the learning steps before the learning begins so that when the core activities later students can be more active and learning objectives can be achieved optimally. Associated with the limited time available. teachers should be more wise in dividing the time in the initial activities because all activities that have been planned in the RPP must be implemented. The learning steps at the beginning of the learning activities will help the students' brain conceptions in preparing for the learning process that will take place. In addition, in the initial activity the teacher asked several questions related to the material to be learned to provoke students' activeness. Then, the teacher outlines the scope of learning materials and explanations of activities to be undertaken covering basic competencies, materials, objectives, benefits, and learning steps undertaken.

In accordance with the findings during the study, Indonesian language teachers at SMA Negeri 1 Kubu, designed the core activities according to the steps in the scientific approach of observing, questioning, trying, associating, and communicating. However, teachers have not fully implemented core activities as they have been designed in the RPP. The scientific approach steps are not fully implemented in a one-on-one encounter because of constrained time and participants' ability in the lesson. Therefore, the teacher tries to get around the core activities with the material in carrying out the scientific approach that has not been implemented at the next meeting. Furthermore, at the stage of questioning, students are actively exploring and questioning in finding and understanding information from the text they read. Effective readers view reading as an activity to get an idea, describe something in their mind, understand something that is being read, and

understand an important reading (Rahim 2008). From the above explanation, teachers assign students to do tasks in groups. In accordance with the methods of learning in Indonesia based on the scientific approach, ideally teachers apply the method of discussion during the execution of tasks. This is consistent with the theory that by applying the method of discussion will benefit the students as it allows them to obtain various information in solving various problems. Through the discussion the students can improve understanding of the problems it faces. In addition, students will develop their ability to express their opinions systematically. Discussion also trains the students to be qualified and responsible for solving problems simultaneously. At the stage of associating and communicating, it occurs when the discussion between participants. This stage is important, because students are taught to account for their work by presenting the results of the discussion.

Furthermore, in the final activity the teacher gives feedback to the material that has been passed, both reply to the material and the results of questions and answers because students' answers and other student responses are lacking so that teachers need to give the right answer. By doing so the students will gain a complete understanding of what they are learning. Giving feedback is also done because teachers want to make students understand learning well. Techniques that can be used include questioning, feedback, and summarizing the contents of the reading that will be discussed.

At the assessment or evaluation stage, the teaching and learning process is evaluated to determine the extent to which students master the learning materials that have been given. According to Sisdiknas Law no. Article 58 (1) that the evaluation of student learning is conducted to monitor the process, progress, and improvement of student learning outcomes on an ongoing basis. In relation to the above, Indonesian language teachers at SMA Negeri 1 Kubu conduct a learning evaluation to monitor student learning progress. Teachers do not carry out any evaluation of learning ends as stated in the RPP because of time constraints. Teachers seek special time in a single meeting to carry out evaluation in the hope that evaluation can take place optimally. Indonesian teachers in class at SMA Negeri 1 Kubu only carry out assessment of learning outcomes that measure aspects of knowledge and skills of students. Assessment process is not done because teachers assume that learning is still going on for one semester forward. This is not in accordance with Permendikbud No. 66 of 2013 on the assessment standard which states that the assessment of student learning outcomes includes the competence of attitudes, knowledge, and skills performed in a balanced manner so that it can be used to determine the relative positions of each student against a predetermined standard.

During the implementation of the 2013 curriculum using a scientific approach there are several problems experienced by teachers. These issues include, issues in planning, implementation and assessment. In terms of teacher planning has little difficulty in preparing the lesson plan, teachers feel more careful in preparing the RPP. In terms of implementation of teachers feel the allocation of time provided is less, because the material is taught solid, in addition teachers should be more creative collect learning media, and should require more funds. In terms of teacher assessment it is very difficult. The format of the assessment makes the teacher must be thorough. The 2013 curriculum assessment based on a scientific approach makes teachers feel overwhelmed. The number of students influences the teacher's time in the assessment process. In addition, constraints faced by the teacher is the suitability between the time provided with learning materials.

Conclusion

Based on the proposed problem, the result of study on Indonesian language learning based on the application of innovative science-teacher model of Indonesian language teacher at SMA Negeri 1 Kubu can be concluded that the planning of applying the innovative learning model of Indonesian teachers in SMA Negeri 1 Kubu is divided into two, namely syllabus and the preparation of RPP. In preparing the syllabus, Indonesian teachers in SMA Negeri 1 Kubu use syllabus compiled by Ministry of Education and Culture (Kemdikbud). In preparing the RPP, teachers at SMA Negeri 1 Kubu

use Permendikbud No. 103 of 2014. Implementation of Indonesian language learning based on the model of learning science-novative Indonesian language teachers in SMA Negeri 1 Kubu in accordance with the lesson steps in RPP. Starting from preliminary activities, core activities, and cover. In addition, based on the results of research, in the core activities of teachers apply innovative learning, namely bamboo dancing, articulation, and active debate. The evaluation of Indonesian language teacher learning in SMA Negeri 1 Kubu shows evaluation based on the 2013 curriculum, ie process assessment and result assessment. KI 1 and KI 2 are considered process assessments. Constraints are experienced when applying innovative-scholarly learning model, teachers experience constraints in planning, implementation, and evaluation. Constraints on planning is the teacher lack of time in making the lesson plan because the distribution of subjects is also held at the beginning of the year. Constraints in the implementation phase of learning is the allocation of time, the scope of the material is very broad and the limited knowledge of students. Constraints on the evaluation that is, teachers at SMA Negeri 1 Kubu feel the assessment on the curriculum 2013 very much, not to mention the number of aspects of each assessment described.

Based on the findings in this study, the suggestions to be conveyed are as follows. (1) This research can be used as a reference or reference that can contribute to the development of science especially related to the theory of innovative-scientific learning model. (2) The school and the education office should be able to provide training related to the 2013 curriculum so that the implementation of the 2013 curriculum in every learning activity in school can run well. (3) Teachers are advised to be more careful in preparing RPP. Such accuracy includes the elaboration of KI and KD. (4) Other researchers are advised to develop and carry out similar research related to innovative-scientific model of learning. Thus, the results of this study become more widely and can be accounted for scientifically.

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