

CHAPTER I INTRODUCTION

1.1. Background

Educational mission promotes intellectual life of the nation and is one of teacher's professional responsibilities. Development of human qualities is a must, especially in the era of globalization. The fast development of science and technology cannot be pursued by the old methods used in our schools. Teaching process is not only about knowledge transferring, but also how to create an appropriate environment for students, so teaching purpose achieved optimally. That is why the professional teachers need to manage the various programs of learning strategies.

There are three important components in learning process, which are interrelated one each other. The three components are: curriculum (materials to be taught), process (how the material taught) and product (the result of the learning process). These three aspects are equally important because it is unities to create the learning environment. During this time, the teachers focused to the material and learning achievements, they are too busy to set the objectives and organize the material. Teachers often forget that there are some processes need to connect the curriculum and learning achievements.

Biology is one of the subjects that has an important role of science and technology development. That is why the biology teaching needs to be improved. The implementation of learning process will affect the learning achievements. During this time, learning process is centered on the teacher. The evident is that the information given by teacher considered as a product of biological subjects and students only memorize the factual information. It means that students only study biology at the lowest cognitive domain. Students are not accustomed to developing their potential thinking. Facts indicate that students lazy to think independently. The ways of thinking developed in learning process have not been touched in affective and psychomotor domains. Some reason often expressed by teachers include the limited time and facilities, learning environment, and the number of students per class is too much (Trianto, 2010).

Based on the preliminary survey analysis conducted in SMA Negeri 1 Berastagi, the researcher found some facts in the biology learning process. The learning process is lack of cooperation together with the lack of awareness among students. Students are accustomed to wait for questions and not to raise them. This will lead to decrease the ability of students to critical thinking. Question and answer method are not considered educative and the teaching method lead students to take no part in the process. Activity such as answering teacher questions alone is not the way the teaching process should be. These findings are relevant with the Biology learning achievement of students class XI IPA SMAN 1 Berastagi. The number of students that did not fulfill the score criteria of minimum completeness (KKM) 75 on semester final exam is 69 students (data administrasi, 2012).

There are many factors contribute to the low level of student's learning achievements in biology. One of them is the failure of students to cope with the wide ranging of the material. Biology is well known with its memorized-oriented way of study. There are an abundant of words both in English and Latin to put in the learner's memory. Added to this, Biology is full of processes and mechanisms that one is different with another. It needs creative and resourceful approach to teach it.

Generally, conventional teaching and learning process persistently emphasize the monotonous way of delivering the material. This leads to a situation where students can get easily bored and no intention of studying. Uncomfortable atmosphere will bring students of feeling anxiety and wanting to get away from their seats. This is understandable as the human mind consists of four parts, thoughts, memories, feelings and consciousness. It does involving psychological aspect of studying. Man cannot stay for a given time without feeling comfortable in their environment. Failure to recognise the contribution of the psychological aspect of studying will lead students to not doing well in their exams and finally will not complete the learning objectives (Bahri and Djamaran, 2006).

There are several researches reveals similar trend towards the failure of recognising the need of incorporating creative way of teaching biology. Murniasi

(2007) findings stated that there is an increase in student learning achievements by the application of genius learning strategy. The student's learning achievement improve up to 88.10%. Added to this, Eva (2006) also stated in her research on the reproductive system that there is a significant contribution of genius learning strategies to the student's learning achievement.

Genius learning strategies help students to understand their strengths and weaknesses in studying (Gunawan, 2007). Genius learning strategies offer a system that is designed in a highly efficient combination covering the students, teachers, the learning process and learning environment. Students are placed at the center of the learning process, as the subject of education. Students are not placed in a position of uncertainty, namely as the object of education. The best learning process begins by exploring and understanding the needs of students.

Further revealed by Gunawan (2007) that: "The genius learning strategy have been put into consideration about the condition of Indonesia people in general. We are a very diverse cultural, social and economic conditions. Our educational goals in national education system is to prepare the children to be able to live his life with success after leaving formal schooling and into university of life".

Conventional speaking, teaching for teacher is a process to delivering information on one-way basis only. Once a teacher has finished his time of teaching, he recalls it as an ending process. Most teacher focus on his time not on what the students have experienced through the teaching process. Few teachers will appreciate about the feelings and emotions aspects of studying. They do include the aspect of physical and psychological readiness of students to receive lessons. Teacher often assumes that student is an empty container that is always ready to be filled of information without considering about their emotional and the diversity aspects learning styles of them.

1.2. Problem Identification

Based on the background of the study above, there are several of problems can be identified:

1. Students' academic achievement do not reach the (KKM) = minimum criteria of completeness (75). There were only 64% of students successfully reached the minimum level of the criteria.
2. Student's studying activities are considered passive.
3. Classroom studying activity is teacher-oriented situation.

1.3. Research Scope

The scope of the research is limited on:

1. Implementation of the Genius Learning Strategy is applied in the experimental class only.
2. The material taught in this study is the reproductive system.
3. The subject of this study is Class XI Science students SMA Negeri 1 Berastagi Academic Year 2011/2012.

1.4. Research Question

The question of this research is whether students learning achievement on reproductive system taught by genius learning strategy is higher than the ones are taught by conventional strategy.

1.5. Research Objective

The study aims to find out about the students learning achievements who are taught by the Genius Learning Strategy on the topic of human reproductive system of Science class XI SMA Negeri 1 Berastagi academic year 2011/2012.

1.6. Significance of the Study

This research is intended to benefit:

1. Teacher, as an information about alternative learning strategy to improve student biology learning achievements.
2. For prospective teachers, as information to provide themselves about alternative strategy to deal with problem in teaching methodology.
3. For reasearchers, as information for further research about alternative strategy in teaching Biology in different topic or material.