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Curriculum And Studies In Enhancing The Understanding Of Mathematical Concepts On Elementary School Students

R. Sri Martini Melanie, Yasmin Faradilba, Sulfikar Salu

ABSTRACT — The two horror conditions ahead of time such as the organizers worldwide are to diminish the stock at the conventional fills and to reduce the continuously developing basic spoilage. This text is proposed to discover probably the execution of the DI diesel motor at various loads when fuelled with mixtures of palm nitekay esters and diesel. The primes have been pushed on a completely utilized diesel motor without changes. One every one of the apparatus were consistent use of america and outlast toward dependable pace. The impact of moving weight develop to be assessed the volume that brake warm temperature ability, mass flow rate, brake one of a kind gas use and James gas temperature. Experimentalimpacts show that at complete weight conditions, the B-20, B-1019d B-90 mixes bring 33.22%, 32.81%, 32.99% and 31. ninety seven’s higher brake heat usefulness than sole diesel freely. It wound up confirmed that the brake warm temperature ability of palm biodiesel is higher than that of diesel, and it is an delayed consequence of the oxygenated atom of biodiesel which acknowledges total ingesting of the biodiesel fuel. In addition the mass development rate of biodiesel is evidently superior to anything that of diesel fuels: it is through method for exact capacity of the calorific estimation of biodiesel is a top parcel less appeared in one another way as far as diesel gas. At the reason for results obtained from the test utilizing palm biodiesel as a fuel is proposed for the utilized as a piece of a diesel motor with diesel mix.

Keywords: biodiesel, esterification, pyrolysis, emulsification, blends.

I. INTRODUCTION

In providing knowledge to children, education and learning (1-2) are not only preparing children to be smart in terms of their knowledge. But also, it is supposed to make children be more mature in attitudes and behaviors (3-4). Children understand positive values that underlie moral attitudes (5) and behaviors based (6) on knowledge they get from their interaction in environment. Maturity of children's attitudes and behaviors in interacting with the environment can be learned (7) through concept-based science learning with exploration, discovery, (8, 9) and inquiry learning approaches (10-12). Because learning science must understand the basic concepts of science and be taught with the approach of exploration, discovery and inquiry learning Learning science for early childhood is as an introduction, so that in the learning process so that children have the
groups (25-27) in the classroom under the guidance of teachers or independently through demonstration activities(28) and other evidentiary activities. Children's knowledge needs to be owned early on (29-31). To record all events experienced through the process of education and learning that is good and right. Blended learning can be used as one of the tools in the learning process in the classroom.

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III. METHODOLOGY / MATERIALS

In the implementation of science education and learning activities, the teacher must understand the basic concepts of the material to be taught, so that science learning is not only based on activities without a meaning and understanding of the basic concepts that occur. For example making sweet tea, making donuts, making fruit satay is an introduction to science without attaching the concept behind making sweet tea, donuts and fruit satay. At this learning stage, the teacher is expected to master the simple concepts of science learning that are introduced to children. The learning process uses the exploration approach, discovery and inquiry learning because in early childhood learning activities are expected to be carried out based on interests, needs continuously so that children can comprehend quickly and correctly the learning materials, because learning comes from children interest. The last stage is inquiry learning, which is the stage of activities carried out by children to find and multiply further until the child gets a belief in the question and curiosity. The answers found at this stage are usually highly believed by the child and are used as the basis of the concept of knowledge. Since learning for early childhood whose understanding has not been formed optimally, teacher is required to be able to stimulate the child curiosity until he or she has the desire to seek answers of his curiosity.

The stages of the use of concept-based science learning models with the exploration approach, discovery and designed inquiry learning are described as follows:

1. First Stage: Preparation

In this first stage, the teacher prepares the material to be taught, the learning objectives to be achieved are indicators of complete learning achievement which will be used as children's competencies, activities to be carried out by children, learning media and evaluation of the process and results of learning. Learning activities are complemented by experimental steps and demonstrations that will be carried out by the child together with the teacher or independently. For the independent assignment, the teacher makes a guidebook for the activities that will be carried out individually or in groups by the children, so that the steps to be taken by the child in accordance with scientific concepts will be studied.

2. Second Stage: Orientation

Before the actual learning activities are carried out, the teacher and the child conduct an apperception of the material that has been taught with examples of activities and events around the child that are useful for reminding what has been learned and what has to do with the material to be studied, so that children's understanding can be arranged well through these simple examples.

3. Third Stage: Presentation

In the second stage, the teacher and child are already in the learning process, the teacher begins the learning process by conveying new concepts or skills that the child will have as their competences. Then, the teacher gives an illustration or examples in the form of visual or assignments. Lastly, the teacher evaluates the child's understanding of the

4. Fourth Stage: Structured practice

For the third stage the teacher has begun to guide the child per group to practice the examples planned by the teacher and become the learning goals that the child must achieve (the competencies that the child will achieve). The teacher hopes that children will respond with attitudes and behaviors that are in accordance with the indicators / sub-indicators that will be achieved by the child. If the child does not understand well, the child can respond with questions so that the teacher can re-explain the target learning objectives to be achieved. The third stage was closed with the teacher providing corrections and directives on mistakes or errors made by the child during the trial and demonstration and other proofs, so that the pattern of behavior as a form of mindset can be formed optimally.

5. Fifth Stage: Practice under Teacher Guidance

In the fourth stage, the teacher gives instructions in the form of drawings, examples of activities even experimental assignments, observing simple basic concepts of science. Furthermore, children are asked to practice the basic concepts according to the teacher's instructions in a semiautonomous manner. This step is carried out in turns both groups and individuals. In this fourth stage, children are invited to observe examples of science concepts, behavior patterns of friends who are instructed by the teacher and analyze and respond in the form of criticism and suggestions for the form of behavior patterns that will characterize the child. The fifth stage is closed by the teacher by providing feedback on the behavior movements produced by the child in order to form the requested character according to the planned indicators / sub-indicators.

6. Sixth Stage: Independent Practice

At this stage, it is expected that the child's understanding is more mature, so that the child can immediately receive and understand the instructions given by the teacher. At this stage the child takes direct practice independently both at school and at home. The teacher cooperates with parents to observe to evaluate children's understanding of the basic concepts of
science that must be understood by children. see the emergence of curiosity of children and the formation of patterns of behavior as a form of scientific mindset in children. This independent practice is carried out repeatedly and continuously in a long enough period so that the pattern of behavior that embodies the child's scientific mindset is formed optimally.

By conducting learning activities involving students, it is hoped that this learning activity can attract children's attention, so that learning activities can stimulate the curiosity of other group members.

IV. RESULTS AND FINDINGS

With the condition of the child's interest is quite large, usually the child will continue to work looking for, fulfilling his or her great curiosity until the child feels he or she gets an answer to the curiosity. This is the exploration process that children undergo, so that in the child's mind the question "why is this, why is that" will appear. Furthermore, after the child finds out what is being questioned in his or her mind, the child will continue to study more deeply and more fully about the problems found during his or her exploration activities.

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V. CONCLUSION

Some information are obtained in this study namely: The teacher does not understand the curriculum and the learning process of mathematics, the learning process is less meaningful because only memorizing the stages of problem solving.
solving. The teacher understanding on IT is also less. Teacher's creativity is less in choosing learning media. School learning "blended learning" cannot be fulfilled. And the available curriculums make teachers have less motivation in developing learning plan.

VIII. ACKNOWLEDGMENT

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