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ANALYSIS THE SEQUENCE OF LOGICAL MATERIALS WITH DESIGN OF INTEGRATED LEARNING TYPE SEQUENCED IN MATERIALS OF POLLUTION AND CLIMATE CHANGE

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ABSTRACT

Science learning strategy refers to process standards and content that conforms to the nature of science learning as a product and process. The use of content and process standards include the scope of materials and competencies to be achieved. IPA concepts are a unified whole whose teaching cannot be separated so that the design of learning must be designed in an integrated way. While the standard of content concerning the scope of the material on the curriculum is set not in a logical sequence so as to make it difficult for students to organize their cognitive structure in understanding the concept of science. Therefore, it is deemed necessary to attempt to rearrange the organizational structure of the material so that science learning can be presented in an integrated form. The rearrangement of the material structure can be done by applying an integrated IPA study with the sequenced model. The rearrangement of material structures with sequenced models puts the concept of preconditions preceding the main concepts, the basic concepts preceding the application of concepts, and the general concept of preceding specific concepts. The structure of the material in a logical sequence of integrated IPA learning sequenced models fits perfectly with the scientific and conceptual approach. The science lessons with these two approaches are accommodated by guided learning model of guilt and creative problem-solving. The effectiveness of the application of these two learning models is strongly influenced by the method used. Both of these learning models stimulate students' curiosity so that question and answer methods and demonstrations can assist in streamlining the implementation of both learning models.

KEYWORDS: *IPA Terpadu Model Sequenced, Guided Inquiry, Creative Problem Solving, Question-Answer*