

Tematik Integrated Development of Learning Materials Class for Elementary School

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Abstract -- This research aims to develop products including learning materials such as books printed integrated thematic sub-theme theme and I Myself New Friends for grade one elementary school. The method used in this study is a research and development (Research and Development or R & D) with Dick and Carey model of which consists of ten steps. The target in this study is a first-class learner Police Public Elementary School fourth and first-class learners Elementary School Police 2. Data collection techniques, namely in the form of questionnaires, observation and tests. The results of theoretical validation conducted by three experts, shows that the results of the validation by the data obtained by media experts percentage of 91.5%, amounting to 98% of design experts, and subject matter experts by 82%. The results of individual test questionnaire percentage of 96.7%, test a small group of students gets a percentage of 98%, and test a large group gets a percentage of 99.7%. The pretest and posttest assessment results in field trials obtained 90% of the value of learners has increased. Thus concluded that the integrated thematic learning materials fit for use in the learning theme and I subtema Myself New Friends in the first grade of primary school.

Indexed Terms: study materials, thematic, integrated, development.

I. INTRODUCTION

National Education XXI century according to the National Education Standards Agency aims to realize the ideals of the nation, the Indonesian nation prosperous and happy, with a position of honor and on par with other nations in the global world, through the establishment of a society consisting of qualified human resources, ie an independent person, willing and capable to realize the ideals of the nation.

However, these ideals are not in line with what has happened. According to statistics of primary school in 2013/2014 conducted by the Ministry of Education and Culture of the General Secretariat and the Center for Education Statistics data about the data of students repeating grades, which are 4.4%, the number of

students who repeat grade one, 2.8% repeat grade two, 2% to repeat the third grade, 1.4% repeat grade four, 1% repeat in the fifth grade, and 0.1% repeat grade six. This means that the repetition rate in the first grade class is the highest number among the other grade levels. As for the data dropouts based on the study of UNESCO and UNICEF, in collaboration with the Ministry of Education, that in 2011 there were 2.5 million children 7-11 years of age are still not in school.

There are continuous efforts to achieve national education goals; one of them is with the implementation of Curriculum 2013. In Education and Culture Minister Regulation No. 68 Year 2013, the 2013 curriculum aims to prepare Indonesian man to have the ability to live as individuals and citizens who believe, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization.

Based on Minister of Education and Culture No. 57 of 2014, that the implementation of Curriculum 2013 of SD / MI is done through an integrated thematic learning model from class I to class VI.

Thematic learning is an integrated model of applied learning which integrate multiple subjects in a single bound by theme (Fogarty, 1991: 54). According to Akbar et al, (2010: 33) thematic learning is learning which is designed based on a particular theme. Meanwhile, according to the Sukini Hernawan (2012: 61), the notion of integrated thematic learning can be seen as learning to move from a particular theme as the focus (center of interest) that is used to understand the symptoms and other concepts.

Planning thematic learning integrated starts with determining a theme, and then developed into a sub-theme with attention to its relation with related

subjects, such as expressed by Sukandi et al in Trianto (2011: 56), which states that thematic learning integrated basically a teaching activity that combines the material of several subjects into one theme. In this connection, the theme can tie learning activities with the intention of bringing together the curriculum content in one unified whole (holistic) to provide a meaningful experience to the learners. As revealed by Dewey that, in low-grade primary school age children are holistic pattern of view, that is looking at things as a whole (Kurniawan, 2014: 86).

Implications of the implementation of Curriculum 2013 as contained in the Minister of Education and Culture No. 22 Year 2016, is a teacher as educators in the educational unit is obliged to draft the Pathways of Learning (RPP) completely and systematically so that learning takes place in an interactive, inspiring, fun, challenging, efficient, motivating the students to actively participate and provide sufficient space for innovation, creativity, and independence in accordance with their talents, interests, and physical and psychological development of learners. RPP is based on KD or subthemes held one or more meetings. Thematic learning materials are part of the lesson plan that cannot be separated.

According to Dick and Carey (2009: 230), Bahan learning with content that needs to be studied by students either printed form or facilitated by teachers to achieve certain goals, According Obanya in Maruff et al (2011: 115), the learning material is a material didactics make learning and teaching becomes possible. Aina (2013: 38) argues, learning materials used to supplement the oral explanation of the concept or any information that could be a real lesson for students. According Sungkono in Hernawan (2012: 3) study materials is a set of materials that contain materials or learning content that is designed to achieve the learning objectives. Based on the model definition of the above experts, researchers concluded that, study materials are all kinds of materials are arranged systematically, which is used by teachers and learners in the learning process.

Bahan learning with content that needs to be studied by students either printed form or facilitated by teachers to achieve certain goals. Learning materials developed by teachers in accordance with the learning

needs will create a more attractive learning environment for students. Through learning materials enable learners can learn a competency as a whole, so that it can determine the competence to be achieved and owned learners at the end of the activity or after the course of learning activities.

Print learning materials like text books or textbooks occupy an important place in learning. Textbook or textbooks developed by the teachers themselves would help smooth the process of learning. Cunningsworth also said in Rochmayanti (2012: 2), that there is nothing greater influence over the content and implementation of learning activities, in addition to textbooks or textbooks. Trianto (2011: 121) argues that learning materials have a very important role in integrated thematic learning, because in an integrated thematic learning instructional material required a more complete and comprehensive than the monolithic learning. The success of a teacher in implementing an integrated thematic learning depends on the insight, knowledge, understanding, and the level of creativity in managing learning materials. In the Journal of Education, researchers found interesting from a research textbook development thematic contextually based Firdaus et al (2016: 1748), that all learners can use text books thematic development results with good and relatively effective because the average value competency test achieved learners had reached 87.77, which means has exceeded the expected KKM, which is 71. This means that the classical completeness can be achieved by 93.33% of the maximum percentage of 100%.

However, based on the observation of researchers in the field found an elementary school classroom teachers are currently using thematic learning materials such as books from other publishers, this happens due to delays in delivery of government thematic books. In addition, based on interviews of researchers, respondents also explained that the delay in the distribution of books from the government as a barrier to the implementation of 2013 in the school curriculum. This impacted on the effectiveness and efficiency of learning. To overcome this, the respondent explained the teacher finally utilizing thematic books from other publishers even if it does not fit. The fact is in line with the results of Nurul and Maris (2013: 322-323) equal to 70% of teachers are

still dependency in using thematic books from publishers as learning materials used in class, while only 30% of teachers who are able to design their own. In addition, also described the results of his research, that only 26.32% of the thematic material in the book publisher in accordance with the curriculum, as well as material that is too shallow, and the theme is not appropriate. This means that for 73.68% of the material in thematic books from publishers that do not fit.

Researchers conducted a questionnaire to 10 learner's class one of two different schools, the Police Public Elementary School 4 Elementary School Bogor and Bogor Police 2 to collect information about the integrated thematic learning materials. From the data obtained through the questionnaire is known that 10 learners interested and feel the spirit of learning to use books that are colorful and interesting pictures. In addition, 5 teachers express its opinion on the interest in the existence of interesting learning materials to support integrated learning process in the classroom so that learning becomes more effective and efficient.

Based on data obtained from activities prapenelitian above, obtained the information that problems arise which learning materials such as books thematic use. Based on these problems, encourage researchers to conduct research and development with the title "Development of Integrated Thematic Learning Materials for Primary School Grade One". The themes to be raised in this development study is the theme myself subtema I and New Friends.

II. METHOD

The method used in this study is a research and development (Research and Development or R & D). In this development study, the researchers adopted the procedural steps of the model Dick and Carey.

Data collection techniques in this development study, researchers used three data collection techniques, namely questionnaires, observations and test. The target in this study is a first-class learner Police Public Elementary School fourth and first-class learners Elementary School Police 2.

III. RESULT

This study used two main stages in the validation test the feasibility of the product that is the theory and empirical validation.

a) Theoretical validity:

The results of the validation by subject matter experts percentage data obtained by 82%, which means the products in the form of an integrated thematic learning materials subthemes theme and I Myself New Friends for Class One elementary school is very good and can be used after some revisions.

While the results of the validation by media expert data showed a percentage of 91.5% These data show that the integrated thematic learning materials subthemes theme and I Myself New Friends for Class A Primary School, who developed as very good and can be used after some revisions.

In addition to subject matter experts and media expert, a validation test is also made to the design experts. Percentage of validity of 98% of design experts. These results indicate that the integrated thematic learning materials subthemes theme and I Myself New Friends for Class One elementary school is in excellent condition and can be used after a little revision.

In general, the results of the validation of the three experts showed that the average percentage of 90.5% with the validity criteria very well and can be used with multiple revisions accordance with the input of experts for product improvement.

b) Empirical validity:

In this study, to carry out the empirical validity is done by:

• Individual Trial:

After the revision based on the test results and input from experts, the next step of this development process is to conduct individual testing to students. The trial is intended to determine the feasibility of the draft integrated thematic learning materials subthemes theme and I Myself New Friends empirically. Tests performed on 3 learners' first grade with the ability heterogeneous.

Judging from the results of the average data of individual test pretest current value of 70 while on post increased to 93.3 with an average increase in value of 23.3.

The results of the questionnaire showed that the draft integrated thematic learning materials sub-theme theme Myself New Friends I and 96.7% are best used in learning activities, and can proceed to the next test phase without revision.

- Small Group Test:

Pilot phase carried out involving 10 learners Elementary School first grade Bogor Police 2 technical academic year 2017/2018 with the selection of students at random. The results of the small group trial data showed the value of the pretest and posttest.

Judging from the results of the average data value when the pretest a small group of test is 63 while on post increased to 81 with the average increase in value by 18.

Data from questionnaire at the testing stage small group above it can be seen that 98% of the materials thematic learning unified theme Myself subtema I and New Friends very well be used as a thematic learning integrated in the first grade of primary school, and the trial can proceed to the next stage without revision.

- Field Trials:

The next stage is a field trial. The field trials aimed to gather information and input from learners about the quality of the integrated thematic learning materials subthemes theme and I Myself New Friends. This field trial involving 30 learners Elementary School first grade 4 Bogor Police 2017/2018 school year. The following data table value of the pretest and posttest at the stage of field trials:

Judging from the results of the average data value when the pretest large group test that is 68.6 while on post increased to 84.3 with an average increase in value of 15.7. Pretest and posttest assessment results in field trials obtained approximately 90% of the value of learners has increased. Here below is a diagram of the increase in value of pretest and posttest results while testing the individual, small group, and large group.

Only one respondent expressed a lesson in the book is not easily understood. This means that 99.7% of integrated thematic learning materials sub-theme theme Myself New Friends Me and excellent development results are used as teaching material in the first grade of primary school.

IV. DISCUSSION

Research and development of instructional materials is not something new in the world of education. What distinguishes these learning materials development result is a more interactive presentation with an easily understood and supported by a picture (visual). According to Jamal (2016: 120), "Visual learning offers better results than traditional learning systems". Visual learning offers better results than traditional learning systems. Besides involving also a figure that is characteristic of these integrated thematic learning materials. Figure is closely related to a story. Instructional materials containing the story has the advantage that in accordance with the results of Altintas (2018: 249) that, "The participating students Also stated that the story generation process helped them to gain empathy, creativity, and the skills of concretization and level-setting, to reflect on their own story generation processes, to use Reviews their imagination, to discuss stories, and to digitize the stories and convert them into a book ". Additionally, images in study materials also play a role in motivating students to study participants. This is consistent with what is stated by Cayir (2017: 111) that, "The study Showed that first-grade students in the instructional reading level had better visual perception skills. It has been seen that students with better visual perception skills scored better in reading speed, reading comprehension and reading error ". The ease of the students in understanding the meaning and message of the text passage in an integrated thematic learning materials cannot be separated from the fusion of picture elements (visual) and verbal elements (words). Using multimedia images as "visual texts" assists in revealing perpetual representations and socio-cultural perspectives roomates offer students the opportunity to Enhance Reviews their media literacy. Opinion of the above, as well as put forward by Al Ghozali (2018: 773)As for the responses from the

students, they expect a media and learning materials based on images / visuals and objects associated with the cartoon image. Students expect a media and image-based teaching materials / visuals and cartoon images associated with the object. This is the one to make learners more excited about learning with the use of thematic learning unified theme Myself subtema I and the New Friends of the development, in line with the results of research published by Paradise et al, (2016: 1748) that all learners can use text books thematic results development with good and relatively effective because the average value achieved competency test learners had reached 87.77, which means has exceeded the expected KKM, which is 71. This means that the classical completeness can be achieved by 93.33% of the maximum percentage of 100%.

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