

DEVELOPMENT OF INTEGRATED THEMATIC TEACHING MATERIALS WITH PROJECT BASED LEARNING MODELS IN CLASS IV OF PRIMARY SCHOOLS

***Syafrijal¹ and Desyandri²**

¹Graduate Program of Primary Education

Faculty of Education Science, Universitas Negeri Padang, Indonesia

²PGSD Lecturer, FIP, Universitas Negeri Padang, Indonesia

Email: syafrijalunp@gmail.com

*Corresponding Author, Received: March 10, 2019, Revised: April 15, 2019, Accepted: May 10, 2019

ABSTRACT

This research is a development research on teaching materials in the fourth grade of elementary school. This research uses Research and Development (R & D) research with the 4D Model. This teaching material was developed using the four D model (4-D), namely define, design, develop and disseminate. The stage of dissemination (disseminate) is only done on a limited scale, namely at SDN 14 Gunung Sarik, Kota Padang. The results of the RPP validity were declared valid with an average of 89.66%. The results of the average teaching material obtained 93.39% from expert validation and 92.8% from practical validation with very valid categories. The practical test results from the implementation of the lesson plan with a percentage of 87.92% with a very practical category. Assessment of teacher responses obtained 91.22% and assessment of student responses 92.08% with a very practical category. Assessment of student activities obtained 77.28 active categories. Learning outcomes assessment shows that the percentage of completeness results above the KKM. Based on these results, it can be concluded that thematic teaching materials with the Project Based Learning (PjBL) model for elementary school fourth grade students are valid, practical, and effective.

Keywords: PjBL, Thematic, Material Learning

INTRODUCTION

The development of life in the 21st century is a new challenge for the world of education. In the 21st century, it is more identical to the knowledge age, where all alternative efforts to fulfill life needs start with knowledge (Wijaya *et al.*, 2016). In order to develop 21st century learning, the government has endeavored with all kinds of things, one of which is the 2013 curriculum. Where the 2013 curriculum learning aims

to produce productive, creative, innovative, and effective Indonesian people through strengthening attitudes (know why), skills (know how), and knowledge (know what) is integrated (Permendikbud, No. 69 2013). The realization of the 2013 curriculum implementation is inseparable from the planning of a mature learning process by taking into account all supporting aspects, one of which is the teaching materials used in each learning process.

The problem in this research is that the existing teaching materials have not clearly developed project learning as suggested by the 2013 curriculum, teaching materials are used only by LKS, students who follow learning appear passive (Hermon and Dalim, 2006). Research (Abdi, 2018) also adds that the problems found in the form of learning processes do not provide space for students to process their thoughts independently, students are rarely invited to make a product, students are not given a forum to develop their creativity, students work on the problem relying on textbooks or LKS from school only. Furthermore (Novi, 2017; Hermon, 2015) in his research explained that the presentation of material in the student book was still very limited, and the learning methods contained in the learning process steps in the teacher's book were also limited and varied and the learning resources used by the teacher focused on the use of books teacher and student books during the learning process.

METHODE

Research and Development (R & D) is one of the types of research that can be done in developing a product. This teaching material was developed using the four D model (4-D), namely define, design, develop and disseminate. The stage of dissemination (disseminate) is only done on a limited scale, namely at SDN 14 Gunung Sarik, Kota Padang. The steps for designing teaching materials for theme 7 (the beauty of the diversity of my country) with the PjBL model in grade 4 of elementary school. Data obtained from primary data in the form of instrument validation results of the RPP validation sheet and validation of teaching materials from the validation. The second data is obtained from the trial. In this trial 4 data were taken in the form of: (1) observations of lesson plans from observers, (2) observations of students' learning skills

activities from observations and (3) student responses and teacher responses after teaching materials were tested and (4) student learning outcomes . The data collection technique in this study is in the form of instruments.

RESULT AND DISCUSSION

The results of the validation of the validation instrument sheet were declared very valid with an average of 92.86%. So it can be concluded that the research data collection instrument can already be used to validate the lesson plan, validate the teaching material, to see the implementation of the lesson plan, and use it to collect student data, and student skills. As a result of the validity of the content and language components in the RPP of expert validation and practitioners, the RPP was declared very valid with an average of 89.66%. So it can be concluded that the lesson plan with the PjBL model on theme 7 (the beauty of the diversity of my country) in the elementary school class is valid.

The results of the validity of the teaching materials from the aspects of content, language and graphics from expert validation and practitioners, the teaching materials were declared very valid with an average of 93.09%. So it can be concluded that the theme 7 thematic teaching material with the PjBL model in grade 4 SD is valid. The problem, teaching materials are not in accordance with the demands of the 2013 curriculum by implementing learning activities that are oriented towards improving student Learning Skills and thematic learning processes using the Project Based Learning (PjBL) learning model. Based on the problems that have been raised, development research needs to be done. One solution that can be done to improve students' thematic learning is to conduct research on the development of thematic teaching materials using the Project Based Learning (PjBL) learning model. Project Based Learning is a project-based learning model with a starting point in solving real-world problems by designing own questions, making own learning plans, organizing own research in the process of finding a product. Project Based Learning (PjBL) is very popular with students because it can be used as a student Learning Skill. Therefore, PjBL is suitable for elementary school students.

Teaching materials are the most important substances in learning that are used by teachers and students in the classroom in the form of learning material. Teaching materials are a set of teaching materials that are designed in order with the aim of creating an environment or atmosphere that allows students to learn (Hermon and Dalim, 2005; Prasetyo *et al.*, 2013). So the presence of teaching materials will facilitate the teacher in teaching the material and so for the students the teaching material is used as a guide to instruct the creation of meaningful learning processes. Therefore the design of teaching materials must be in accordance with the demands of the 2013 curriculum by implementing learning activities oriented to the improvement of student Learning Skills.

The results of the study showed that theme 7 thematic teaching material (the beauty of the diversity of my country) using the PjBL model was declared effective for improving learning outcomes. This can be seen in the assessment of learning outcomes from the attitude domain at the time of the trial during the six meetings with 87.13% with ketogori already entrenched. Student learning outcomes from the realm of knowledge consisting of six meetings with an average completeness of student learning outcomes 91.40% increased when the spread to 92.73% with four meetings. Furthermore student learning outcomes from the realm of skills consisting of six meetings with 87.88% with very good categories increased when the spread to 88.65% with a very good category for four meetings.

CONCLUSION

The results of observations on learning skills activities of fourth grade students at SDN 02 Gunung Sarik, it appears that learning skills activities in learning activities are in the very active category. Based on the above explanation, it can be seen that the use of theme 7 thematic teaching materials (the beauty of the diversity of my country) using the PjBL model has shown effective results. This is evidenced by the use of teaching materials in a wider scope, namely in other schools with different environments and conditions, but the results remain the same.

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