

## DEVELOPMENT OF INTEGRATED THATIC TEACHING MATERIALS BASED ON DISCOVERY LEARNING MODELS IN BASIC CLASS IV

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

### ABSTRACT

This research is a type of development research which in English is called Research and Development (R & D). This study uses a 4D model (four-D models). The subjects to be tested on the development of integrated thematic teaching materials on theme 7 are grade IV elementary school. This study aims to produce new products through certain stages, so as to produce products that are tested for validity and practicality, and effectiveness and to develop and produce a product in the form of teaching materials to overcome classroom problems and not as theory testers..

**Keywords: Teaching Materials, Integrated Thematic, Discovery Learning**

### INTRODUCTION

The application of the 2013 curriculum in elementary schools brought several changes in learning, including authentic assessment, using a scientific approach, the application of thematic learning from grade one to sixth grade, and teaching materials sourced from the Ministry of Education and Culture (Lestari, 2017). The student-oriented approach and thematic learning in the learning process is a government effort to improve the quality and quality of national education and to balance the density of curriculum material. This is in accordance with Permendiknas Number 22 of 2016 stating that the approach used in early elementary school learning is thematic learning. Then Prastowo (2013) also argues that, Integrated thematic learning is integrated

learning which involves several lessons (even across clusters of subjects) which are bound in certain themes.

Thematic learning is learning that is integrated thematic learning, carried out using the principle of integrated learning. Integrated learning uses themes as a unifying activity. Learning that combines several subjects in one face to face. Students in understanding the concepts they learn are always through direct experience and connecting them with other concepts they have mastered (Kemendikbud, 2014). Thematic learning makes students actively involved in the learning and empowerment process in solving problems and growing creativity according to their needs (Hermon, 2015; Octaviani, 2017).

Teachers are expected to be able to design or compile teaching materials that play a role in determining the success of the learning and learning process through a teaching material (Hermon and Dalim, 2005; Hermon and Dalim, 2006; Kusumam, 2016). Changes in the 2013 curriculum are oriented towards strengthening the learning process which triggers students to be able to think critically and have balanced abilities in aspects of attitudes, knowledge and skills. This requires the creativity of the teacher in carrying out or carrying out the teaching and learning process.

Based on the background of the problem stated above, the problem can be identified as follows. (1) very lack of understanding and creativity of teachers in the development of teaching materials, (2) learning material delivered by teachers is still memorizing, (3) teaching materials used by teachers are not in accordance with learning objectives so the learning process is not effective, (4) teachers still dominate learning, so students are less active in learning, (5) learning is still in the form of information delivery, so that 21st century competencies that characterize the 2013 curriculum are not achieved, and (6) learning models designed in instructional materials are not in accordance with the objectives achieved.

## METHOD

This research is research and development. Sugiyono (2012) states that development research is a process and steps to describe a new product or improvement

of an existing product. This study uses a 4D model (four-D models). Based on the opinion of Thiagarajan *in* Trianto (2011) the development of a four-D model is divided into 4 stages, namely: define, design, develop, and disseminate. The stage of dissemination (disseminate) is the final stage of step 4-D. After being validated and practicing practicality and effectiveness in a particular class, valid, practical and effective teaching materials will be produced. After that, dissemination is carried out on a limited scale, namely trials in other classes, and this aims to further see the level of effectiveness of teaching materials that have been developed in other classes. Then it can be seen that the use of instructional materials developed is only appropriate for certain classes but also for other classes.

## RESULTS AND DISCUSSION

At the defining stage an analysis is carried out on several aspects, which include: curriculum analysis, needs analysis, and student analysis. The results of curriculum analysis based on Minister of Education and Culture No. 24 of 2016 concerning Core Competencies and Basic Competence of Lessons in the 2013 Curriculum, the curriculum developed is in accordance with the principles of development that is centered on the interests of students and the environment, diverse and integrated, relevant to life needs. At the curriculum analysis stage, analysis of KI and KD on integrated thematic learning material consisting of lesson content, namely PPKN, Indonesian Language, Science, Social Sciences, and SBdP in class IV Semester II. The following are the results of the basic competency analysis (KD) for class IV theme 7 "Beautiful Diversity in My Country", sub theme 2 "Beautiful Diversity of My Country's Culture".

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integrated thematic learning material consisting of lesson content, namely PPKN, Indonesian Language, Science, Social Sciences, and SBdP in class IV Semester II. The following are the results of the basic competency analysis (KD) for class IV theme 7 "Beautiful Diversity in My Country", sub theme 2 "Beautiful Diversity of My Country's Culture". And the last is the student's analytical results obtained based on the results of observations of researchers stating that, in general students in this class have a fairly active nature. But the activity is still not well directed for positive things. For example, when the teacher begins to open the lesson by displaying a picture, many students comment. However, because the teacher has not directed well, the class becomes uncontrolled and seems to lack discipline. Students speak as they please without clear goals. Thus the attitude of students is less polite in speaking.

Based on the analysis in the defining stage, the design of integrated thematic teaching materials is based on the Discovery Learning model in Class IV of Elementary School. The teaching materials that have been designed are as follows. Teaching materials are adjusted to the KI and KD that are set by the curriculum, then the indicators are developed according to the Discovery Learning model. Teaching materials designed to encourage students to discover the concept of learning themselves and discuss and be active in learning. Teaching materials are equipped with attractive color images for students. Teaching materials are presented in the form of sentences and communicative images. Thus the design of this teaching material will be more favored by students and can support the learning process later.

This development phase aims to produce integrated thematic teaching materials based on the Discovery Learning model in class IV elementary school that is valid, practical and effective, so that it is suitable for use in the learning process. This development phase consists of three stages, namely: design validation, practicality test, and effectiveness test. Learning devices designed are then validated by the validation. Validation was carried out by three validation from universities and two from elementary school teachers. In this activity, experts and practitioners were asked to assess the teaching materials that had been made. Assessment includes content, presentation, and language. The validation is asked to provide an assessment and advice on improvements to the instructional materials that have been designed.

Validation of teaching materials is carried out on several aspects which include aspects of content feasibility, linguistic aspects, and graphic aspects. obtained the average value of the overall score on the validation of teaching materials is 3.7 which belongs to a very valid category. So it can be concluded that integrated thematic teaching material based on the Discovery Learning model in class IV of SD is valid.

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The deployment stage is the stage of using teaching materials that have been developed in other classes or other different schools. In this study, the distribution was carried out in other classes namely students of class IV B SDN 20 Indarung. The purpose of this stage is to test the effectiveness of the use of instructional materials developed on different objects and conditions. To test the effectiveness of teaching materials at this stage of dissemination, the same thing was done when testing the effectiveness at the development stage, namely by evaluating activities and evaluating the results in the form of tests of understanding given at the end of learning.

## CONCLUSION

Development of integrated thematic teaching materials using the fourth grade SD discovery learning model, obtained results of very valid categories. This can be seen based on the results of the validation of teaching materials by expert validation and educational practitioners that have been implemented, both in the RPP and teaching materials developed. This provides an illustration that the developed teaching materials are valid and can be used in integrated thematic learning. Practical results of the use of integrated thematic teaching materials with discovery learning models on the theme 7. The beauty of diversity in my country sub-theme 2. The beauty of cultural diversity in my country seen from the implementation of teaching materials and RPP by observers on teachers who teach in very practical categories. The practicality of teaching materials is also known from the results of responses of students who have attended learning using teaching materials as well as teachers who use RPP provide very suitable results. Integrated thematic teaching materials based on discovery learning models in class IV in elementary schools are stated to be very practical. The Effectiveness of the use of integrated thematic teaching materials based on discovery learning models in the fourth grade of elementary school on the theme 7. The beauty of diversity in my country sub-theme 2. The beauty of cultural diversity in my country shows that these teaching materials have very effective criteria in improving student achievement, these results known through student activities and learning outcomes. Student activity during learning is very good and learning outcomes show good results from the six meetings, this shows that all indicators observed in the experimental activities have been carried out well by students.

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