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DEVELOPMENT OF 2013 CURRICULUM INTEGRATED THEMATIC TEACHING MATERIALS WITH A SCIENTIFIC APPROACH IN CLASS 1 ELEMENTARY SCHOOL

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ABSTRACT

This research is a development research on teaching materials in the first grade of elementary school. This research uses Research and Development (R & D) research with the ADDIE Model. This teaching material was developed using the ADDIE development model where this activity begins with analysis (analysis), design (design), development (develop), implementation (implement) and evaluation (evaluate). The disseminate stage is only carried out on a limited scale, namely at SDN 25 Jati Tanah Tinggi, Padang City. The results of the RPP validity are declared valid with an average of 3.60. The results of the average teaching material obtained were 3.50 from expert validate and 3.70 from practical validate with very valid categories. The practical test results from the implementation of the RPP with a percentage of 3.80 with a very practical category. Assessment of teacher responses was 3.80 and assessment of students' responses to 3.80 in a very practical category. Assessment of student activities obtained 81.36 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 a Scientific approach for elementary school class I students are valid, practical, and effective

Keywords: Integrated Teaching, Scientific, Thematic Material

INTRODUCTION

Professional teachers in carrying out the learning process consider several aspects, including being oriented towards the development of students and students'

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thinking (Hermon, 2015; Fitria *et al*., 2018). Critical thinking is not a skill acquired by humans since they are born but must be trained in the learning process. This is because learning that refers to critical thinking and the characteristics of students both groups and individuals will be more meaningful, especially in elementary schools (SD). Moreover, students in first, second and third grade elementary schools are in the early age range, students at this level of development generally still see everything as a holistic one and only able to understand concepts easily. The learning process still depends on concrete objects and deepening experienced directly. Therefore, in the Regulation of the Minister of National Education number 22 of 2006 and the Minister of Education and Culture of 2014 concerning content standards, explained that the appropriate approach applied to low-grade elementary school students is an integrated thematic approach which is then referred to as thematic learning terms.

Thematic learning according to Judge (2009) is a learning that integrates regulations on subjects or disciplines that blend the fields of content, skills and attitudes according to a particular theme. The theme was adopted as a means to achieve thematic learning in learning material. The delivery procedure, as well as the meaning of the learning experience of students, is carried out as a whole (holistic) whole. Thematic learning is conditioned so that students get optimal, good, impressive, enjoyable and enjoyable learning experiences because they depart from the interests and needs of students, and foster social policies in helping others. Therefore, in 2013 curriculum learning in thematically sponsored scientific thematic learning was used.

Scientifically related to give understanding to students in recognizing, understanding various materials using scientific, so that information can be obtained from anywhere, anytime, not in accordance with the direction of the teacher (Hermon and Dalim, 2006). Learning conditions that are expected to be created are directed at encouraging students to find out from various sources through observation, and not just being told.

Required by teaching materials made by the government in this case by the Ministry of Education and Culture is a minimum standard that can always be developed and adapted to the needs of each education unit in the learning process .Here are the teachers in the field of learning exercises, assignments, and examples example are

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provided in teaching materials developed by the Ministry of Education and Culture as an effort to improve the learning process in the classroom (Hermon and Dalim, 2005). One of the main lessons that need to be discussed in developing teaching materials is integrated class I thematic learning.

Based on observations made at SDN 25 Jati Tanah Tinggi on October 8, 2018, it was found that the teacher still used the teacher's books and student books as the main teaching materials used in classroom learning. Teaching materials used by teachers are less attractive to students and less illustrate the success in thematic learning, because the books used are new at a minimum standard stage and need further development. The learning process does not involve students actively and creatively in thematic learning. In the learning process, the teaching materials used are also seen as separating from one subject to another.

The problems above were also examined by (Laksana *et al*., 2016), where the reality is that there are still many teachers who use ready-made teaching materials such as Thematic Books that have been provided by the government or LKS which are the results of a publisher that might not suit the environment in which the student is studying. This condition can certainly make it difficult for students to understand the material they are supposed to master. Print teaching materials do not emphasize the environment and local culture of the local community. So that teachers as professional educators must prepare teaching materials that pay attention to the environmental conditions and culture of the local community. Then, research conducted by (Ariyani and Wangid, 2016), found the problems of many teachers who are still limited in understanding the 2013 Curriculum. Educators have not developed their creativity to plan, prepare, and make mature teaching materials that are rich in innovation so that they attract students. In addition, the research conducted by (Abduh, 2015) found a problem that teachers thought that in K-13 the material needed to be delivered was less than the previous curriculum (KTSP).

From the problems and several studies that have been conducted, one way to deal with the problems faced is with the scientific approach or scientific approach to the implementation of learning as a topic of discussion that has attracted the attention of educators lately, especially after the implementation of the 2013 curriculum. strengthen

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its ability to facilitate students to be trained to think logically, systematically, and scientifically. This challenge requires an increase in the skills of educators to carry out learning using a scientific approach. Based on the background stated above, the authors are interested in conducting a study entitled Development of 2013 Curriculum Integrated Thematic Teaching Materials with a Scientific Approach in Class 1 Elementary School.

METHOD

The type of research used in this study is research and development. The development model used refers to the ADDIE development model, which consists of 5 stages, namely analysis, design, develop, implement, and evaluate. ADDIE models are the most common models used in instructional design fields to produce effective design. This model is an approach that helps researchers develop any content, or to create efficient designs for teachers (Aldoobie, 2015).

RESULTS AND DISCUSSION

Based on the stages of development proposed in chapter 3, the description of the research results is divided into 5 parts, namely: the analysis phase, the design phase, the development stage, the implementation stage and the evaluation phase.

(1) Conduct an analysis of competencies required of students. This analysis aims to find out the competency scope of attitudes, knowledge and skills, selection of suitable models as a basis for developing the expected teaching material.

(2) Analyze student characteristics about attitudes, learning capacities, and skills that students have and other related aspects. Characteristics of students in the early grades in general they still see everything as a whole (holistic) and their physical development is never separated from mental, social, emotional development. For the development of intelligence, early elementary school age students are indicated by the ability to classify objects, are interested in numbers and writing, improve vocabulary, enjoy talking, understand cause and effect and development, understanding space and time.

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(3) Conduct material analysis in accordance with the demands of competence. Material analysis is the stage where the researcher analyzes what materials need to be developed, the material analyzed here is material that is in the 2013 class I SD Curriculum on Theme 6 Clean and Healthy Environment. Analysis of this material was carried out after analyzing the competencies required of students. Material analysis was carried out by analyzing teacher books and student books.

Based on the reality in the field, the learning process that takes place is less effective. Learning that occurs is only limited to receiving information only, without any emphasis on developing moral values in students. Students consider learning activities to be boring. In general, teaching materials have not been designed by the teacher, but the teacher relies too much on the use of teacher books and student books without analyzing in advance whether the material contained in the student book is appropriate to the student environment and whether the learning objectives have been presented. The results of the student book analysis prove that the material in the student's book on theme 6 of sub-theme 3 is a lot that needs to be added. Based on this analysis, it is necessary to develop teaching materials using a scientific approach in grade I of elementary school.

1. Design stage, at this stage the researcher designed teaching materials using a scientific approach in grade I elementary school. Teaching materials designed using language that is easily understood by students, adapted to the student environment. Teaching materials are also equipped with color images that are attractive to students. Thus the design of teaching materials will be more favored by students and can support the process of learning.
2. Develop stage, the stages of development are activities to validate teaching materials and lesson plans. Validation testing is by validating teaching materials by experts and practically, then revisions or improvements are made. Teaching materials that have been developed can only be declared valid after going through two revisions. Revisions made to teaching materials that will be developed. Testing practicality and effectiveness is by testing teaching materials that have been developed in the learning process in the classroom. The series of activities carried out based on the

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development carried out until they were declared valid and limited trials carried out for more details are seen in the following figure.

3. Implementation stage, the implementation phase is the stage of disseminating the use of teaching materials that have been developed in other classes. In this study, the distribution was carried out in class I SDN 25 Jati Tanah Tinggi, Padang City. The purpose of this stage is to test the effectiveness of the use of teaching materials developed on different objects and conditions. To test the effectiveness of teaching materials at this stage of dissemination, the same is done when testing the effectiveness at the development stage, namely by assessing attitude, knowledge and skills. The following will explain the results of the research that has been obtained on the deployment stage.
4. Stage of evaluation, at this evaluation stage is the last stage in the development of elementary class I teaching materials using a scientific approach, where the evaluation used is formative evaluation.

CONCLUSION

Have produced teaching materials with a scientific approach with a very valid average category. This can be seen based on the results of validation of teaching materials by validation experts and educational practitioners that have been implemented, both in RPP and in teaching materials that have been developed. These results illustrate that the teaching material developed has been valid and can be used in the thematic learning process in Grade I Elementary School. Practitioners of thematic teaching materials using the scientific approach as a whole in a very practical category. This can be seen from the results of observations of the use of teaching materials with lesson plans for teachers who teach, teacher responses, and observation of the use of teaching materials that have been carried out. These results illustrate that the use of teaching materials by teachers is very practical and can help in implementing the learning objectives of the first grade elementary school. Effectiveness of the use of teaching materials with scientific approach can be known through observation of activities, attitudes and knowledge of students. The results of observations of activities,

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attitudes and knowledge of students provide excellent results, meaning that teaching materials in reading learning have been very effectively implemented.

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