THE IMPROVEMENT OF INTEGRATED THEMATIC LEARNING PROCESS BY USING DISCOVERY LEARNING MODEL IN CLASS IV ELEMENTARY SCHOOL

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ABSTRACT

Abstract: The background of the research is that the teachers in the integrated thematic learning process are not maximal and tend to use the lecture method. The research objective was to describe the improvement of an integrated thematic learning process with the Discovery Learning model in theme 4 in class IV SDN 14 Sungai Sirah. This research is a classroom action research, using qualitative and quantitative approaches. Conducted in two cycles, each cycle includes four stages, namely planning, implementation, observation, reflection. The research subjects were teachers and fourth grade students in the amount of 30 students. The technique used is data collection with research instruments, namely observation and documentation. The results of the study showed: a) RPP cycle I (meeting 1) 68.5% (B), cycle I (meeting 2) 79.7% (B), and cycle II 89.3% (AB), b) implementation on aspects of teacher cycle I (meeting 1) 71.5% (C), cycle I (meeting 2) 77.9% (good), and cycle II 85.8% (good), c) implementation on aspects of student cycle I (meeting 1) 67.8% (C), cycle I (meeting 2) 80.5% (B), and cycle II 88.9% (B). Based on the results of research with the Discovery Learning model can improve the thematic learning process.

Keywords: Integrated Thematic Learning Process, Discovery Learning.

INTRODUCTION

Al-Qur'an is the revelation of Allah SWT which was revealed to the Prophet Muhammad through the intermediary of the angel Gabriel, to be conveyed to the people of the Prophet Muhammad as a guide to human life. Al-Quran is the most important knowledge of all sciences, therefore one of the human obligations is to study in order to be happy in the world and the hereafter. As the hadith of the Prophet Muhammad,

which means: "Who goes through the path to seek the knowledge of Allah. So God will make it easier for him to go to heaven. "(H. R. Tirmidhi). Science is a series of activities that produce knowledge. As in Al-Qur'an Q.S An-nahl, which means: "Call (man) to the way of your Lord with good lessons and lessons and refute them in a good way. Lo! Your Lord is the one who knows more about who has gone astray from his ways, and he who knows more those who are guided. (Q.S. An-Nahl 125).

Ibnu said that what was called upon by humans was that which was revealed to him in the form of the Qur'an, sunnah, and good lessons, namely in the form of prohibitions and events that happened to humans (in the past). The good lessons to be made a warning for them, people who in order to call for them needed debate and rebuttal. Then do it in a good way. In a gentle manner, good speech, and wise ways. Allah knows who is wretched and who is happy between them, and has been recorded by his side and his certainty has been completed. So call them to worship Allah, and do not feel disappointed (sad) towards those who are astray among them. For truly your duty is to deliver, and we are the ones who will cause harm.

Curriculum 2013 is an improvement from the previous curriculum. According to Print Murray in Yani Ahmad (2014) states '' Curriculum is all learning opportunities planned for students in schools and other educational institutions. In addition, the curriculum can also be interpreted as a design experience that students will get when the curriculum is implemented. The curriculum can also be interpreted as a step in

designing activities for interaction activities of students with their learning environment, namely interaction with themselves as teachers, with learning resources and other learning environments.

In its application, according to Noah in Kurniasih and Berlin Sani (2014) "2013 curriculum is more focused on competency with attitude, skills and knowledge based competency thinking". Unlike the previous curriculum which emphasized more on the cognitive aspects of students. The approach used in the 2013 curriculum learning scientific approach, according to Faisal (2014) is that the scientific approach is the approach used in learning to be carried out through scientific processes. What students learn is done through their own senses and minds so that they understand directly in the learning process to get knowledge through observing, asking, trying, reasoning, and communicating.

Curriculum 2013 teaching materials have been provided in teacher books and student books as guidelines for teachers and students in the learning and teaching process. The 2013 curriculum aims for students to be more actively involved in learning, provide direct experience and do not appear to be a separation between subjects. Fadilah (2014) states that the curriculum is an increase and balance of soft skills and hard skills which includes aspects of competence in attitudes, skills, and knowledge. Then the position of competencies originally derived from subjects turned into subjects developed from competencies. In addition, more thematic learning is integrative in all subjects. Permendikbud Number 65 of 2013 concerning Basic Education Process Standards states that the learning principle used in the 2013 curriculum is partial learning towards integrated learning. This was confirmed in Permendikbud Number 67 of 2013 concerning the basic framework and curriculum structure of Elementary School (SD) / Madrasah Ibidaiyah (MI) which states that learning in grades I through VI uses an integrated thematic approach. In the 2013 curriculum for elementary level learning used is integrated thematic learning.

Integrated thematic learning is learning that combines various competencies from various subjects into various themes. Integrated thematic learning starts from a thematic approach as a basic reference for materials and learning activities. Themes are made according to learning, both in certain subjects and between subjects. According to

Ahmadi and Amri (2014) the characteristics of integrated thematic learning are "(1) Student-centered, (2) providing direct experience to students, (3) separation between learning content is not very clear, (4) presenting concepts from various lessons in one learning process, (5) flexible, (6) learning outcomes can develop according to the interests and needs of the child ". In accordance with Ahmadi and Amri (2014) above the characteristics of integrated thematic learning are 1) Student-centered. Students who actively find, issue ideas, process, construct and use their own knowledge, 2) provide direct experience to students. With direct experience students are faced with something tangible (concrete) so that students are easy to understand, 3) the separation between lessons is not very clear. In the thematic learning separator between subjects becomes less clear where the focus of learning is directed at discussing the themes that are closest related to the lives of students so that the transfer between lessons is not known by students, 4) presents concepts from various lessons in one learning process. Students are able to understand these concepts as a whole. This is needed to help students solve problems faced in everyday life, for example, fostering students' knowledge of various jobs based on their respective places of height, 5) flexible (flexible). Where the teacher can bring together teaching materials from one subject with other subjects, adjust to student life and the environment in which the school and students are located, 6) learning outcomes can develop according to the interests and needs of the child. Students are given the opportunity to optimize their potential according to their interests and needs.

Integrated thematic learning should make students active and directly involved in the learning process, because according to their characteristics, integrated thematic learning is centered on students and provides hands-on experience to students, does not appear to be separate between subjects, presents concepts between subjects, is flexible so learning becomes meaningful for students.

However, in reality in the field based on observations conducted by researchers in class IV SDN Sirah Sungai Selatan, researchers found problems both from the teacher and students. From the aspect of learning planning, the teacher only copies what is in the teacher's book, lacks developing indicators of basic competencies that are related and the lack of teachers in developing the learning model that will be used so

that the learning objectives will be achieved but students have not optimally obtained better. From the aspect of learning implementation, the teacher is not maximal in using the method of group discussion in the classroom, the teacher tends to use the lecture method in the classroom. The teacher does not associate the material taught with the child's real world situation. Another impact causes students to be less active in the learning process, students are less visible in conducting discussions and social interactions in groups, students only receive learning material delivered by the teacher in the learning process, and student-centered learning processes are less visible.

From the above problems that refer to aspects of planning, implementation, and assessment in learning impact on student learning processes and outcomes. The learning process that involves students actively in it is just teacher-centered. Teachers who look active, and students look passive in the learning process, this is because: 1) Teachers are less likely to give problems that are close to students.The teacher learning process is still focused on the theme book and conveying the learning that exists in the book so that the examples that exist in the real life of students do not appear much and cause passive and less active students in conveying their ideas. 2) Teachers are less likely to arouse children's learning motivation. Integrated thematic learning should be fun learning because learning is related to the daily lives of students so that learning takes longer for students.

The method that can be used to overcome the above problems is by using a learning model. One learning model that can be used to implement integrated thematic learning in elementary school according to the author is the Discovery Based Learning Model. Discovery Learning models are suitable to be implemented in integrated thematic learning because students will be directed to find themselves, actively work together in groups, each student is free to express his ideas with other friends and according to students' real experiences with the material.

In line with this, according to Hanafiah and Cucu Suhana (2010) discovery learning is a series of learning activities that involve maximally all students' abilities to search and investigate systematically, critically, and logically so that they can find their own knowledge, attitudes, and skills as a manifestation of behavior change. While the Discovery Learning model is a learning model that is defined as a learning process that

occurs when students are not presented in their final form, but are expected to organize themselves.

The advantages of the Discovery Learning model according to Rostiyah in Istarani (2012) are: (1) This method is able to help students to develop, increase readiness, and mastery of skills in the cognitive process / student recognition; (2) students acquire knowledge that is very personal / individual so that it can be firm / deep left behind in the soul of the student; (3) can arouse the enthusiasm of student learning; (4) this method is able to provide opportunities for students to learn, so that they have more strong motivation to study harder; (5) helping students to strengthen and increase self-confidence with the process of self-discovery; (6) this method is student-centered not on the teacher. The teacher is just a friend to study, helping when needed (Erianjoni, 2016).

Based on the problems presented above, the Discovery Learning model can be used as one of the models to implement integrated thematic learning because it can help teachers connect learning with real-world students so students are more active in expressing their ideas as well, teachers can provide learning opportunities to students so that students have more strong motivation to study harder and actively participate in the learning process. Therefore, the authors are interested in conducting classroom action research with the title "Enhancing Integrated Thematic Learning Process Using Discovery Learning Models in Theme 4 various jobs in Class IV of Primary School".

Based on the description of the background above. So, in general the problem in this research is "How is the improvement of integrated thematic learning process using the Discovery Learning model on theme 4 of various jobs in class IV SDN 14 sirah pantai selatan river? With the aim of research to describe the improvement of integrated thematic learning process using the Discovery Learning model on theme 4 various workers in the fourth grade SDN 14 the south coastal sirah river.

METHOD

This research is a qualitative research. Therefore, the data sources in this study were fourth grade students and class teachers. Data collection methods used are test methods, field notes, and documentation. The test method is used to determine the

students' initial abilities in writing poetry. collect data or field notes to record obstacles or problems that occur by observing the activities of students, documentation taken when the test activities take place or matters related to interests in this study. The data obtained in this study were processed by qualitative descriptive analysis. Data analysis in the research carried out took place simultaneously with the data collection process. The data processing includes through three stages of the flow model, namely data reduction, data presentation, and data verification. The technique used in checking the validity of data and the saturation of data in this study are persistence of observation and data triangulation. Data triangulation carried out using two ways, namely through sources and theories.

RESULTS AND DISCUSSION

This research was conducted in the fourth grade of SDN 14 sirah in the south coast in the 2018/2019 school year with a total of 30 students, consisting of 13 men and 17 women. In this study researchers acted as educators, while class IV educators acted as observers. This study was conducted in two cycles, cycle I consisted of II meetings and cycle II consisted of I meetings. Based on the data analysis that has been obtained, it is seen that there is an increase in integrated thematic learning process using the Discovery Learning model in class IV SDN 14 the south coastal sirah river. According to Majid (2014) said that the characteristics of integrated thematic learning are 1) student-centered. Where in preparing lesson plans the teacher must pay attention to the methods and material taught because in the learning process students who actively discover, issue ideas, and use their own knowledge, 2) provide direct experience to students. With direct experience students are faced with something tangible (concrete) so that students are easy to understand, 3) the separation of subjects is not very clear. With the planning, the desired process will be carried out because in the thematic learning process there is no visible presentation of subjects with other subjects so that students are not aware of the presentation, 4) present concepts from various subjects in a subject process, 5) flexible, 6) using the principle of learning while playing and fun.

Where a teacher must be able to use models, strategies and methods that are suitable for students, so that the learning process will run as desired.

The six components are very helpful in planning integrated thematic learning processes. Where can be seen from the results of the assessment of the first cycle (meeting 1) 68.5%, the first cycle (meeting 2) 79.7%, and the second cycle 89.3%, then there is an increase in each cycle. In the implementation of an integrated thematic learning process using the Discovery Learning model. Steps for Discovery Learning according to Shah (in Faisal, 2014) 1) Stimulation (stimulation), 2) problem statment (problem identification), 3) data collection (data collection), 4) data procesing (data processing) 5), verification (proof), 6) generalization (drawing conclusions) from the six steps starts from stimulation (giving stimulation). This stage the teacher gives a picture that is close to the students so that students are interested in conveying what the students are observing, statment problems (problem identification). From the picture the teacher asks about what will be discussed after seeing the picture displayed by the teacher, data collection (data collection). From this data collection the teacher divides students into several groups and each group is given LKPD, data processing (data processing). When processing data, each group is expected to work together to work on what the teacher has given, verification. In the proof of each group appearing to deliver the results of the discussion and the teacher and students will do a question and answer, generalization (drawing conclusions). At the last stage the teacher asks students to conclude what they have understood by way of question and answer.

According to Wilcoxl in discovery learning students are encouraged to learn actively through their own active involvement with concepts, principles, and the teacher encourages students to have experience and conduct experiments that allow them to find principles for themselves. In the learning process using Discovery learning can teach students to active learning both from expressing opinions, communicating with group friends and can provide direct experience to students so that learning is easy to understand and long remembered by students. Furthermore, according to Suprihatiningrum Jamil (2016: 81) the learning process is a process of interaction of active communication between students and teachers in educational activities, this is very evident in the results of the teacher's assessment (observer) at the time of the study.

The implementation of integrated thematic learning shows the results of the assessment of aspects of the teacher cycle I (meeting 1) 71.5%, cycle I (meeting2) 77.9%, and cycle II 86.1% while aspects of students cycle I (meeting1) 67.8%, cycle I (meeting 2) 80.5%, and second cycle 88.9%.

CONCLUSION

Integrated thematic learning plans in grade IV elementary school using the Discovery Learning model are outlined in the form of lesson plans whose constituent components consist of core competencies, basic competencies, indicators, learning objectives, learning materials, learning activities, learning approaches, sources and media, and assessment. RPP is designed with steps: 1) Stimulation (giving stimulation), 2) problem statment (problem identification), 3) data collection (data collection), 4) data procesing (data processing), 5) verification (verification), 6) generalization. The results of the assessment of planning implementation of the first cycle of meeting 1 were 68.5% (C) with good criteria. Then in the first cycle of meeting 2, which is 79.7% (B) with good criteria. And increased in the second cycle, which is 89.3% (AB) with very good criteria. The implementation of thematic learning is integrated with the Discovery Learning model consisting of preliminary activities, core activities, and closing activities. In the implementation of integrated thematic learning using the Discovery Learning model a process assessment is carried out based on aspects of the teacher and students. The implementation of integrated thematic learning using the Discovery Learning model is carried out by steps: 1) Stimulation (stimulation), 2) statment problems (problem identification), 3) data collection (data collection), 4) data processing (data processing), 5) verification, 6) generalization (drawing conclusions). The results of observations from the implementation of integrated thematic learning using the Discovery Learning model based on teacher activities in the first cycle of meeting 1 showed that the implementation of learning was not maximal with the percentage of the scores obtained was 71.5% (C) with sufficient criteria. In the first cycle, the second meeting increased to 77.9% (B) with good criteria. And more increased again in the second cycle with a percentage of 85.8% (AB) with good criteria. Whereas in student activities the percentage of values obtained is 67.8% (C) with

sufficient criteria. In the first cycle, meeting 2 increased to 80.5% (B) with good criteria. And more increased again in the second cycle with the percentage value of 88.9% (AB) with good criteria. From this, it can be seen that there is an increase in teacher teaching activities and student activities at the implementation stage starting from cycle I to cycle II.

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