

Development of Ajar Sub Materials Theme of Together in the Tourism Using Integrated Learning Model in Class II Basic School

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Abstract: *The standard content and standards of the 2013 Curriculum process require more integrated learning. Therefore teachers play an important role in developing teaching materials. However, some teachers are less able to develop teaching materials as expected so that students find it difficult to understand the lessons in a unified whole. Overcoming this, it is necessary to provide a solution in the form of developing teaching materials using the Integrated Learning approach on the sub themes of togetherness in tourist attractions. The type of research used is development research using a Four-D model consisting of 4 stages: defining, designing, developing and disseminating. The design that was designed was then validated by 3 experts and 2 education practitioners, then tested in a limited way in the second grade of Muhammadiyah 1 Koto Elementary School to find out the validity, practicality and effectiveness of the teaching materials developed. The deployment stage is carried out on a limited scale. Based on the results of the development research conducted, the average validity of teaching materials was 92.9% in the very valid category. Then, judging from the teacher's response and the students' responses, it was found that the practical level with an average of 89.3% belonged to the very practical category. Furthermore, from the results of student activities and student learning outcomes obtained an average of 89.7% the competency assessment developed can be said to be effective. Thus, it can be concluded that the teaching materials using the Integrated Learning approach in the sub themes of togetherness in the developed tourist attractions have been valid, practical, and effective used in the second grade of elementary school.*

Keywords: Teaching Materials, Integrated Learning, Elementary Schools

1. Preliminary

Efforts to improve the quality of educators should start from improving teacher skills and skills, especially at the elementary school level. Teachers still use teaching materials in study fields, so that the topic of teaching materials is less an adhesive for the integration of subjects, teachers still use conventional teaching materials, namely teaching materials that are left to use, just buy, instant, and without efforts to plan, prepare, and compile themselves. Thus the risk is very possible that the teaching materials they use are not attractive, monotonous, and not in accordance with the needs of students (Prastowo, 2001: 18).

Teaching materials used are not designed by the teacher according to the needs and characteristics of students, the teacher only relies on textbooks without analyzing in advance whether the book is in accordance with the KD that must be mastered by students. Creativity and teacher understanding of the design of teaching materials is still lacking. Teaching materials used have not revealed material related to the student environment. This can be seen from the lack of curiosity of students and the lack of application of students to the material.

Therefore, in developing the task the teacher should be critical and open to actualizing the contents of the material in the existing teaching materials, so that the packaging of materials in an integrated manner can be adjusted.

Learning characteristics of grade II elementary school students are learning from various sources (the environment becomes a source of learning) and students better understand concrete things.

The contextual and concrete learning packaging will affect the student learning experience. Integrated learning is a learning model that is oriented towards learning practices that are appropriate to the needs of children, so that they can integrate several subjects so that students' knowledge grows wider.

Based on the description above, the writer has carried out a research entitled "Development of Togetherness Sub-Theme Teaching Materials in Tourist Places Using the Integrated Learning Model in Class II Elementary School.

The formulation of the problem in this research is "How is the development of togetherness sub-theme teaching materials in tourism places using a model of integrated learning in Class II Elementary School that is valid, practical, and effective?"

2. Method

The type of research used is the 4D development research. This model consists of 4 stages of development, namely define, design, develop, and disseminate.

The instruments of data collection in this study are instruments of validity, practical instruments, and instruments for the effectiveness of teaching materials.

The data analysis technique used is the analysis of validity, practicality, and effectiveness of the instructional materials developed.

This research develops teaching materials. Teaching materials developed are teaching materials for sub-themes of

togetherness in tourist attractions using the Integrated Learning model in class II SD.

3. Research Result

1) Define Phase

a) Curriculum Analysis

Curriculum analysis is focused on the analysis of basic competencies and indicators on the togetherness sub themes in tourist attractions in class II SD in accordance with the applicable curriculum. Involving three fields of study: Indonesian Language, Mathematics, and SBDP. Indonesian Language basic competencies is 3.8 Exploring information from animal fables (fables) about harmonious living attitudes from oral and written texts for the purpose of pleasure. The basic competencies maths taken are 3.7 Explaining $\frac{1}{2}$, $\frac{1}{3}$, and anhan fractions using concrete objects in daily life. basic competencies SBDP is 3.4 Getting to know the processing of natural materials and artificial materials in work.

b) Student Analysis

The results of the student analysis showed that grade II students at SD Muhammadiyah 1 Koto Baru had an average age of 8-9 years. They are at the stage of concrete thinking. Its characteristics are more interested in real life.

The results of student interviews that students prefer teaching materials that are pictorial and colored.

2) Stage of Design (design)

The instructional materials made highlight the aspects of Integrated Learning as follows.

a) Preliminary

Before entering the core material students are invited to sing about visiting the zoo after a picture is given and then asked questions about the image.

b) Implementation

After the introduction, then entering the core material is carried out in the implementation of actual learning, in the teaching material the students are given a text and have a simple discussion to answer questions related to the text. From the program, learning related to Indonesian Language, Mathematics and SBDP began

c) Assessment

Assessment is done at the end of the lesson. With the aim of measuring the extent of mastery of material by students.

3) Develop stage

a) Results of Validation Instrument Assessment

Validation of teaching materials conducted by the validator obtained an average score of 92.9%, the category was very valid

Table 1: Results of Validation by Validator

No	Instrument	Average	Category
1	Fill	100	Very Valid
2	Presentation	87,5	Very Valid
3	Languages	85	Very Valid
4	Graphics	100	Very Valid
Average		92,9%	Very Valid

The trial was held on April 9 - 16 April 2018 in class II SD Muhammadiyah 1 Koto Baru. In the implementation of the trial data the practicality of teaching materials was obtained from teachers and students. For effectiveness obtained from activities and learning outcomes.

b) Results of Assessment of Practicality Instruments

The practicality of teaching materials for teachers and students garnered an average of 89.3%. Can be seen in table 2

Table 2: Results of Practicality of Teaching Materials

No	Instrument	Average	Category
1	Questionnaire for teacher responses	88,6%	Very Valid
2	Questionnaire responses for students	90%	89,3%
Average			Very Valid

c) Teaching Material Effectiveness Test Results

The description of the effectiveness of teaching materials is as follows:

4) Student Activities

Observation of student activities carried out six lessons. Observation data are presented in table 3.

Table 3: Observation Results of Student Activities

No	Learning	Average (%)	Categories
1	1	80,5	Good
2	2	84,3	Very Good
3	3	86,2	Very Good
4	4	89	Very Good
5	5	91,9	Very Good
6	6	92,9	Very Good
Percentage of student activities		87,3	Very Good

5) Student Learning Outcomes

The learning outcomes of class II SD Muhammadiyah 1 Koto Baru students obtained the percentage of students not yet completed 7.94% while the percentage of students who had completed 92.1%. This shows that classically students have fulfilled the specified minimal completeness criteria of 75, but for all individuals it has not met the minimal completeness criteria.

6) Stage of Spread (disseminate)

The deployment stage is carried out on April 17 - April 23, 2018 in class II SDN 22 Koto Baru.

a) Student Activities

Observation of student activities carried out six lessons. Observation data are presented in table 4.

Table 4: Observation Results of Student Activities

No	Learning	Average (%)	Categories
1	1	79,5	Good
2	2	82,1	Very Good
3	3	85,3	Very Good
4	4	87,9	Very Good
5	5	91,7	Very Good
6	6	93,8	Very Good
Percentage of student activity		86,7	Very Good

b) Student learning outcomes

Learning outcomes of class II SDN 22 Koto Baru students obtained the percentage of students not yet completed 5.26% while the percentage of students who had completed 94.74%. This shows that classically students have fulfilled the specified minimal completeness criteria of 75, but for all individuals it has not met the minimal completeness criteria.

4. Discussion**1) Validity of Teaching Materials**

Sub-theme teaching materials together in tourist attractions using Integrated Learning models in class II SD are declared valid by the validator because the indicators developed are in accordance with the basic competencies, learning objectives are in accordance with the indicators. Nieveen (Gravemeijer, 2013: 165) states that the validity aspect of a teaching material is seen from whether the various components of teaching material are consistently related to one another, so that a teaching material is said to be valid if the teaching material is designed based on strong theoretical rationality and various components in teaching materials are internally consistent.

Teaching materials developed have been in accordance with the demands of the curriculum. Material presentation is in accordance with the indicators formulated and in accordance with the development of students. The contents of teaching materials are also in accordance with the learning material sub themes togetherness in tourist attractions in class II elementary school. Various concepts and elaboration of the tasks contained in teaching materials make it easier for students to understand the contents of the reading appropriately. The contents of teaching materials have been able to achieve the selected basic competencies.

In addition, the use of language in teaching materials uses simple and clearer sentences that are easily understood by each student. Sentence after sentence uses the right spelling. Then, the instructional materials developed are designed with attractive colors so that they can motivate students to follow the learning process well. Thus, it can be concluded that the teaching materials developed have been declared valid and can be used in the learning process.

2) Practicality of Teaching Materials

The practicality of teaching materials relates to the ease of using teaching materials. Practicalities observed were teacher response questionnaires, questionnaires on students' responses to the practicality of using teaching materials.

The results of the analysis of the teacher response questionnaire indicate that the teaching materials developed are very practical to use in the learning process. This can be seen from the distribution of teacher answers with an average percentage of 94.7%.

The results of the analysis of the student questionnaire responses showed that the percentage obtained was 91.4%. From these two aspects an average of 93.1% was obtained with a very practical category.

This can be seen from the results, the teacher stated that the teaching material developed was easy to use in the learning process. When implementing students it is easier to understand the contents of the reading as a whole. Students suggest that the teaching material developed is also interesting, given pictures that are close to students and adapted to the characteristics of the development of students. Students also suggest that the readability of teaching materials is clear and easy to understand. This means that students are very helpful in understanding the contents of the reading as a whole through the stages of the learning process presented in the teaching material.

Sukardi (2011: 52) suggests that a product is said to be practical can be seen from the ease of use, the attractiveness of the product to the interests of students and easily interpreted by the teacher.

Teaching materials are said to be practical if the results of the study indicate that students as users of instructional materials assume that the teaching material meets needs, expectations, and limitations. This states that the teaching materials used are very practical to use in the learning process.

3) Effectiveness of Teaching Materials

The effectiveness of teaching materials is seen from the aspects of student learning activities and results. From these two aspects it can be obtained an overall average of 89.7%. Based on the elaboration above, the teaching materials developed in the sub-theme of togetherness in tourist attractions using the Integrated Learning model are very effective to be used in the next learning process.

This is because learning outcomes not only improve skills but also increase student knowledge. If students in learning are increasingly active, ideally learning will be more effective. A learning will be effective if students are actively involved in the learning process.

A teaching material can be said to be effective if it has an effect or a good influence on the achievement of learning objectives. According to Firman (2000: 56), the effectiveness of teaching materials is characterized by the following characteristics: (a) successfully delivering students to achieve the set instructional objectives, (b) providing an attractive learning experience, actively involving students so that support the achievement of instructional objectives, and (c) have the facilities that support the learning process.

Effective teaching materials involve active students in the learning process and students always want to follow the lesson to completion. So that it can provide a condition that affects the efforts made.

5. Conclusion

- 1) Sub-theme teaching material togetherness in tourist attractions using the Integrated Learning model in Class II Dangat School with a very valid category
- 2) The practicality of the togetherness of sub-theme teaching materials at tourist sites using the Integrated

Learning model in Class II Elementary School is stated to be very practical

- 3) The effectiveness of the sub-theme togetherness teaching materials in tourist places using the Integrated Learning model in class II Elementary School was declared very effective.

6. Suggestion

- 1) For teachers, to be able to use teaching materials using the Integrated Learning model for sub-themes of togetherness in tourist attractions so that more practical knowledge and effectiveness of teaching materials can be known in a sub-theme of learning.
- 2) The development of teaching materials using the Integrated Learning model on the sub themes of togetherness in tourist attractions in class II can be developed by other teachers so that they can help the learning process to be fun and motivate students to be active in learning activities.

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