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Teaching Materials of Thematic Learning Model Based on Innovative Models to Develop Teaching Ability of Primary School Students

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Abstract. Education has a great influence on the applicable curriculum. The objectives of this research are (1) to produce teaching materials that can be used in making elementary thematic devices at PGSD FKIP Universitas Sriwijaya; (2) describe the results of the product feasibility of teaching materials for elementary thematic learning. This development research is expected to have benefits in helping students understand the thematic learning lecture material for elementary schools contained in courses from various subjects in elementary school by applying various innovative learning models that are appropriate and can be applied in elementary schools later. The device development model used in this study is a model adapted from the 4D development model which consists of 4 stages, namely 1) the define 2) the design 3) the develop 4) the disseminate. Data collection techniques are expert validation sheets and questionnaires. Data analysis used qualitative analysis and analysis of expert validation test results. The product trial phase was carried out on 7th semester students. Based on the results of student responses to the developed teaching materials, it was very good, with an average percentage score of 84.25%. From the research results, the development of thematic learning skills with this innovative model is very useful in shaping the character of prospective elementary school teachers and also in responding to the development of globalization.

Keywords: Innovative, Models, Thematic, Learning, Teaching

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INTRODUCTION ~ Primary school education is very important for our generation, therefore the government requires 9 years of study. Learning in elementary schools is certainly expected to strengthen the character development of each student. Strengthening Character Education (PPK) is an educational movement through the formation, transformation, transmission, and development of potentials by means of heart, taste, thought and sense to strengthen student character (Prasetyo et al., 2020). The curriculum applied in elementary schools is thematic-based K13. The thematic developed in Curriculum 13 are of course centered on character building, which develops values that develop in society (Daniastuti, 2017). Mastery of concepts in learning is a problem solving related to the topics discussed in the teaching and learning process. The teacher's role is very important in improving students' abilities. Giving motivation to students is also very helpful in increasing self-confidence. Teachers motivate students to be more enthusiastic in learning both at school and at home (Kamil & Jailani, 2018). Mastery of the concept of students can be in the form of the ability of students to master the theory and its application in everyday life. Principles, knowledge structures and problem solving are the most important in the cognitive domain. Learning also depends on the age of the students, the

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environment, and the learning conditions of the students.

Based on the results of the needs analysis, the thematic learning contained in several courses, including Indonesian Language, Mathematics, Science, Social Sciences, PPKn, Sriwijaya University PGSD Study Program does not yet have teaching materials that help the learning process, while teaching materials are needed in helping the lecture process. Prastowo (2012) Explaining that teaching materials are basically all materials (both information, tools, and texts) that are systematically arranged, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and studying the implementation of learning. Teaching materials contain both printed and (electronic) information used by students to achieve learning objectives (Cahyadi, 2019). Thematic teaching materials can be used as a reference in developing the material studied in various courses. Thematic teaching materials also have material on the application of thematic learning with various innovative learning models that will enrich students' knowledge of the K13 curriculum. The learning model is a strategy used by teachers to increase learning motivation, learning attitudes among students, able to think critically, have social skills, and achieve more optimal learning outcomes. Selection of appropriate models such as Active Knowledge Sharing model and the scientific approach which requires the students to participate in the learning process actively (Kamil & Jailani, 2019). Not only that, it is also expected to understand thematic learning from theory to practice that can be applied and implemented in the learning process in elementary school. According to Glenn (2009) in Ain & Kurniawati (2013) Thematic learning is one of the holistic learning approaches containing two objectives, namely to produce meaningful learning that maximizes left brain cognitive which is achieved through the development of academic and technical skills and meaningful learning using the right brain through social development and value skills. The main element of holistic learning is the connection between experience and reality and learning in harmony with nature (Jafari & Charband, 2016). According to Uno (2011) in Ariasa et al., (2014) The success of achieving competency in one subject depends on several aspects. One aspect that is very influential is how a teacher carries out learning. The learning model is a conceptual framework that describes a systematic procedure in organizing a learning system to achieve certain learning objectives and serves as a guide for learning designers and teachers in planning and implementing learning activities. (Saefuddin & Berdiati, 2014: 48).

The learning model is a design that describes the detailed process of creating environmental situations that allow learning interactions to occur so that changes or self-development of students occur (Ibrahim, 2017). Teaching model according to Joyce et al (2016) is a concept that includes describing aspects of students and emphasizes a lot of environmental learning.

From the various descriptions above, researchers will develop a teaching material that can be used in learning various learning subjects in elementary schools such as Indonesian for low and

high grades in elementary school, Mathematics learning, low and high grades in elementary school, science, low and high grades in elementary school, social studies, low and high grade elementary school, PPKn, low grade and high grade elementary school students are able to understand thematic learning in elementary schools that are in accordance with K 13 and understand innovative learning models so that learning can be presented more attractively. These teaching materials are expected to help lecturers, students and teachers, as learning resources that can be used to create thematic learning tools in school basis, by applying various innovative learning models.

METHOD

The research method is a device development model that is applied, used in this study is a model adapted from the 4D development model which consists of 4 stages, namely 1) the define stage, which is the stage that aims to determine and define learning needs, 2) the design stage, namely the design of the prototype device. learning 3) the development stage which aims to produce learning tools 4) the disseminate stage, namely the stage of using the developed device. These four stages are carried out in a coherent manner, and have stages below them. As in the Define stage, the researcher conducted a needs analysis. Needs analysis is carried out through observations in the implementation of learning and also interviews with teachers in elementary schools. At the design stage, the researcher begins to analyze the results of the interviews and create a draft in product development. In the Develop stage, researchers begin to develop products, and at this stage the products developed are validated by material experts and media experts. In addition, the researchers also conducted trials and revisions to the shortcomings found in the pilot phase. Furthermore, in the Disseminate stage, the distribution of the products made is carried out. This researcher is a lecturer and assisted by primary school students as implementers. The subjects in this study were students of PGSD FKIP Sriwijaya University in semester 5. Data collection was carried out using questionnaires and observation sheets. The effectiveness of using innovative thematic-based learning teaching materials was analyzed by independent t-test after normality and homogeneity tests were carried out.

Results and Discussion

Product Validation

Product Validation is carried out to test the feasibility of the product to be developed. In this development, expert validation tests were carried out on the material and product validation developed. Validation is chosen from lecturers who have special abilities in their respective fields, the material and product validators are given a product draft and an assessment questionnaire to be given a score according to the items contained in the questionnaire. The assessment questionnaire uses a Likert scale with a score range of 1-5.

Material Expert Validation Results

The results of material expert validation can be seen in the table below.

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Table 1 Expert Validation Results (Material Expert)

No	Criteria	Average Score	Category
1	Material Eligibility	4,25	Very Good
2	Serving Eligibility	4,28	Very Good
3	Language Eligibility	4,25	Very Good
	Average Score	4,26	Very Good

Based on the results of the material expert validation in table 3 above, it is known that in the aspect of material feasibility, an average value of 4.25 is obtained with the criteria of "very good". In the aspect of presentation feasibility, an average value of 4.28 was obtained with the criteria of "very good". In the aspect of language feasibility, an average value of 4.25 was obtained with the criteria of "very good". Thus, the average of the three aspects of material validation is 4.26 and has "very good" criteria. That way, the material in the developed product can already be used in research.

Media Expert Validation Results

Furthermore, a media expert validation test was conducted to assess the appearance and products that have been developed. The results of the media expert validation test are as shown that the Appearance getting average score 4.1 with very good category. Then from the presentation of book and material getting average score is 4.3 with very good category, and then the book effectivity getting average score is 4.4 with very good category. So, from the Media Expert Validations is known that the book getting average score 4.4 with very good category from the expert judgement.

Furthermore, to determine the level of student ability in mastering the learning model, a questionnaire was given to see the measurability of students' teaching abilities after understanding the teaching materials developed. Teaching materials can be interpreted as materials or subject matter that are arranged completely and systematically based on the learning principles used by teachers and students in the learning process (Sungkono, n.d.). This understanding must be owned by every student to make learning more focused. Starting with providing development products in the form of teaching materials for thematic learning models based on innovative learning models to students. The students were then given a questionnaire to assess the perceived improvement in their abilities. From the results of the questionnaires and questionnaires given, it was found that students were in a very good category for mastery of innovative learning model materials. Students have been able to develop innovative learning models from the learning models given as examples in teaching materials.

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