
AN ANALYSIS OF THEMATIC LEARNING MATERIALS IN ELEMENTARY SCHOOLS

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Abstract

Learning materials is an important components to organize learning. This study aims to determine the state of teaching materials in the elementary school and to know the needed of thematic materials in elementary schools. The research method used qualitative. Data sources are teachers and principals who have applied thematic learning. Data analysis techniques use Interactive models from Miles and Hubberman. The results showed that the condition of thematic materials in elementary school has a deficiency one of the drawbacks is in the lesson material materials that are less profound. The need of learning materials in the field shows that there is still a lack of instructional supplements that teachers need to support the success of the learning objectives. Therefore, the development of telelearning materials that are in accordance with the curriculum is needed.

Keywords: learning material, elementary school

INTRODUCTION

Education is the most important thing for the sustainability of a nation. If the quality of education is good, it will produce the quality of human resources, so as to deliver the progress of Nation. Therefore, the government made various efforts to improve the education system. One of the effort to improve the education system can be seen from the innovation of the curriculum order. The curriculum according to Soetopo (1986: 16) is an educational program that is planned and implemented to achieve the educational goals that have been determined. The curriculum innovation is mainly aimed towards the application of competency-based curriculum and character-based (Mulyasa, 2013: 6). The 2013 curriculum has been implemented starting from the academic year 2013/2014 and its implementation is regulated in Permendikbud Number 81 A Year 2013.

In Curriculum 2013, learning is conducted with integrative thematic model and scientific approach. Integrative thematic learning is an approach used in a learning process that integrates several competencies and subjects into various themes (Mendikbud, 2013). Learners no longer study Mathematics, Science, Social, Bahasa, PPKn but all the subjects merged into one in a unified whole in a particular theme in which already covers all subjects. In line with the integrative thematic approach in learning, the scientific approach is well suited for integrative thematic learning. The scientific approach in learning encompasses several scientific activities: observing, asking, reasoning, trying, communicating (Kemendikbud, 2013: 233). The positive side of a scientific approach is to encourage learners to learn more actively on an activity basis.

Through scientific activities learners are able to develop aspects of attitude, knowledge and skills. In line with aspects of attitude, knowledge and skills, the competencies to be assessed and measured are with an authentic assessment. When learners engage in scientific activity, the character of the learner will be formed. Scientific attitudes are needed in the scientific approach contained in the activities of the learner. Learners are required to have a scientific attitude include: meticulous, caring, cooperative, honest, responsibility, and much more. Permendikbud No. 81 A on the 2013

Curriculum Implementation explains that learning should give the learner the opportunity to construct knowledge in her cognitive processes.

Various abilities are also developed optimally based on certain basic competencies. The curriculum innovation conducted by the government is very good, even quite ideal. But the ideal in the curriculum level as a document not necessarily, even very difficult, to obtain the ideal results as well. The reasons are many challenges and obstacles in the field when the 2013 curriculum is implemented in the learning process. One of the most prominent issues is the availability of textbooks. Supriadi (2000: 31) suggests there are at least three problems that often arise related to textbooks, namely the quality of books, distribution to school and its use in the learning process.

Books or can be called with teaching materials is one of the most important things in the learning process. According to Prastowo (2011: 31), teaching materials are all materials (both information, tools and text) systematically arranged, showing the whole figure of competence that will be mastered by learners and used in the learning process with the

aim of planning and reviewing the implementation of learning , such as textbooks, modules, handouts, worksheets, models or makets, audio teaching materials, interactive teaching materials and so on.

Generally the teaching materials used in the process of teaching and learning activities is printed textbook materials. According to Susetyo (2010: 164), the book is a written material that presents the science of the mind and author. Books that are used in teaching and learning activities are called textbooks / textbooks.

Textbooks play an important role in teaching and learning activities and deliver curriculum materials in the eyes of certain learning so that becomes a central part in an education system. Even textbooks have an influence on the learning achievement of learners, this can be seen in research conducted by Muslich (2011: 39), there are peculiarities in textbooks (whether compulsory textbooks or complementary textbooks), namely:

1) There is a textbook that does not fit the curriculum message. 2) There is a textbook containing the subject matter (sort of summary). 3) There is a textbook with a very technical description. 4) there is a text book that does not match the message of the student mindset. 6) There is a textbook that is less applicable.

From the facts above, it can be seen that there are textbooks (textbooks) that do not always conform to the standards of eligibility, whether the content, language, presentation, or graphich.

Similarly, field findings from interviews with teachers and principals in several primary schools in Bantul obtained information that the implementation of the 2013 curriculum still needs to be refined. Many obstacles exist in the field when the curriculum 2013 implemented, especially the problem of teaching materials used are still inadequate. This is reinforced by the findings in the field that the thematic textbook used during this teaching material content is still shallow, or less depth, so that the need for deepening of teaching materials for students, especially upper-class students in Elementary School.

Based on the above explanation, this research aimed (1) to know the condition of thematic teaching materials in elementary school, and (2) to know the need of thematic materials in elementary school.

RESEARCH METHODS

This research uses descriptive qualitative research method. descriptive qualitative is a research procedure that uses descriptive data in the form of written or oral words from people and observers that can be observed. This research is used to analyze the condition and need of thematic materials in primary

school. The population of this study is the fourth grade of elementary school in Bantul city which has implemented the 2013 curriculum. The location of this research includes SDN Krapyak Wetan, SDN Bantul Warung, and SDN Kasihan. Subjects of research in this study were the fourth grade teachers who numbered 3 peoples and the head of the school amounted to 3 peoples in the city of Bantul. Objects in this study is textbook theme 6 “Cita-citaku”. This research was conducted in October 2017. The main data collection techniques in this research are interview, observation and documentation.

Interviews in this study were conducted by researchers by digging up as much data as possible related to the object of research to know the condition and the needs of the existing teaching materials in the field. Interviews were conducted with grade IV teachers and principals. In this research, the observation is done to know the learning process, in the use of thematic textbook by the teacher, and to know the student’s response to the use of the book. Observations made are participatory because researchers are involved with the daily activities of people being observed or used as a source of research data so that the data obtained will be more complete and clear.

Documentation is used to obtain more detailed analysis of findings data, and to obtain data because certain activities can be made documentation to explain the condition by the researcher. Documentation in this study includes: textbooks, Curriculum 2013 and Lesson plan (RPP) / syllabus made by teachers related to learning, list of teacher assessments related to learning implementation.

Data analysis techniques using analytical techniques according to Miles and Huberman in Ariesto Hadi Sutopo et al (2010: 10), qualitative data analysis consists of three activities that occur simultaneously, namely data reduction, data presentation and conclusion / verification. Researchers use credibility test that is source triangulation and triangulation technique.

RESULT AND DISCUSSION

This research was conducted in SD (as Bantul District) which is located in Bantul. The SD used in this study has implemented the 2013 curriculum.

The state of elementary school used as a place of research has applied the 2013 curriculum. 1) SDN Krapyak Wetan located on Krapyak Wetan, panggunharjo, Kec. Sewon, Kab. Bantul, has accredited A, and has complete facilities that support the implementation of teaching and learning activities. 2) SDN Bantul Warung located on Jl. Ahmad Yani No.1 Bantul Warung, Bantul, Kec.

Bantul, Kab. Bantul, has accredited B, and also has complete facilities that support the implementation of teaching and learning activities. SDN Kasihan located on Tamantirto, Kec. Kasihan, Kab. Bantul, has accredited A, and has complete facilities that support the implementation of teaching and learning activities.

The results of interviews conducted by researchers from the 3 elementary schools in the city of Bantul experienced the same obstacle that shows that the condition of thematic materials in primary schools have a shortage of one of the drawbacks is less in-depth subject matter in implementing the learning process 2013 curriculum. Needs teaching materials in the field indicates that there is still a shortage of instructional supplements that teachers need to support the success of learning objectives.

The book material is expected to help teaching and learning activities in order to achieve the objectives of learning, but when implemented in the field there is still confusion in terms of delivery, because teachers are required to have other references to achieve the purpose of learning.

Based on the results of the documentation, the textbook analysis found some errors in terms of aspects of material feasibility, language, presentation, and graphich. More details can be seen in table 3.1. Documentation results

Based on Observation Results when the implementation of teaching and learning activities conducted by researchers there are some obstacles such as students pay less attention to the book in front of him and only focus on the teacher. There are also students who do not remove the book due to bored with the book.

Based on the existing problems, it needs to improve the process during the teaching and learning activities. Improving the quality of the learning process in schools can be done with various strategies, one of the alternatives that can be taken is the development of teaching materials. The teaching materials are fully packaged and systematic, containing a set of planned learning experiences designed to help learners master specific learning objectives (MoNE, 2008). Teaching materials that are currently in circulation are many, however, these teaching materials have not fully support learners in learning because it does not optimize the ability of learners in solving problems related to everyday life.

In accordance with the Regulation of the Minister of Education and Culture No. 8 of 2016 on Books used by the Education Unit, that textbooks must meet the four elements of eligibility, namely: a) the skin of the book, covering the front skin, the back skin, and the back of the book. b) the beginning,

including title page, publishing, introduction, table of contents, list of images, tables, and page numbering. c) content, covering aspects of matter, language, presentation, and graphich. d) the final section, including information on bookkeepers, glossaries, bibliography, indexes, and attachments.

The book as a teaching material is a book that contains a science of the results of the analysis of the curriculum in written form.

With the above exposure then the textbooks worthy of the learners must have these four elements, especially in the third element that is about the content, covering aspects of matter, language, presentation, and graphich. Because the content is the part used in teaching and learning activities. The material must be sequential and easy to understand by learners. A good book is a book written in a good and understandable language and according to the level of education in this case IV grade. The presentation should be of interest to the readers. So that learners will never saturate while teaching and learning activities take place and while studying at home. The book is presented attractively with pictures and descriptions, the contents of the book also describes something in accordance with the idea of writing. The textbook contains about the science that can be used by learners to learn,

CONCLUSION AND SUGGESTION

Based on the description that has been submitted in accordance with the subject of research, it can be concluded that education is important for the creation of sustainability of a nation / state. The 2013 curriculum has been implemented starting from the academic year 2013/2014 and its implementation is regulated in Permendikbud Number 81 A Year 2013. In the implementation of the 2013 curriculum needs a textbook in order to achieve the learning objectives. Textbooks play an important role in teaching and learning activities and deliver curriculum materials in the eyes of certain learning so that became a central part in an education system.

From the facts above, it can be seen that there are textbooks (thematic text) students of 4th grade which is not always in accordance with the standards of eligibility both material feasibility, linguistics, presentation are as follows:

1. In the material component, the quality of thematic textbooks of 4th grade is expected to help teaching and learning activities in order to achieve the objectives of learning, but when implemented in the field there is still confusion in terms of delivery, because teachers are required to have other references to achieve the learning objectives.

2. In the linguistic component, the quality of thematic textbooks of 4th grade students the use of language that is still difficult to understand by the learners.
3. In the presentation component, the quality of thematic textbooks of students of 4th grade presentation is less interesting to read by students. So that learners feel bored in teaching and learning activities.
4. In the component of graft, the quality of thematic textbooks of grade IV students is not equipped with pictures and descriptions.

Based on the existing conclusion then the advice given is related to thematic textbook of 4th grade students toward stage perfection. Especially in the third element that is about the content, covering aspects of matter, language, presentation, and graphich. Because this section is the part used in teaching and learning activities. It is also possible to develop thematic textbooks that fit the needs of the students.

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Table 3.1. Documentation results

| No | Aspect of Eligibility | Analysis Result |
|----|-----------------------|---|
| 1. | Material | <ul style="list-style-type: none"> • Still found misprint, material mismatch • Material is only a few sheets, then the teacher must develop the material. For teachers in urban areas it is easier than the teachers in rural areas that are related to the internet network. |
| 2. | Language | <ul style="list-style-type: none"> • There is a language difficult to understand by students • There is a language that is less communicative |
| 3. | Presentations | <ul style="list-style-type: none"> • Less interest in reading students. So that learners feel saturated in teaching and learning activities. • Writing is too small. |
| 4. | Graphich | <ul style="list-style-type: none"> • There are images that do not attract th e attention of learners • There are images that do not include sources. |