



DEVELOPMENT CONTEXTUAL BASED THEMATIC TEACHING MATERIALS TO INCREASE STUDENTS LEARNING INTERESTS IN PRIMARY SCHOOL

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Abstract

This study aims to describe: 1) To determine the validity of contextual-based thematic teaching materials to increase the learning interest of fourth-grade students of SD Negeri Ujong Tanjong; 2) To evaluate the effectiveness of contextual-based thematic teaching materials to improve the learning interest of fourth-grade students of SD Negeri Ujong Tanjong, and 3) To find out the student's response to contextual-based thematic teaching materials to increase the learning interest of fourth-grade students of SD Negeri Ujong Tanjong. This research is a research development or Research and Development (R&D). This study uses the 4D model (Four D Model). The development stage steps, namely the *Define, Design, Develop, and Disseminate*. This research was conducted at SD Negeri Ujong Tanjong, with a total of 20 students. There 18 male students and ten female students. This research aims to contextual-based thematic teaching materials to increase the learning interest of fourth-grade students of SD Negeri Ujong Tanjong. Data collection techniques used were expert validation, questionnaires, interviews, observation, and documentation. The result of this development is a contextual-based thematic teaching material that is suitable for use. The feasibility of teaching materials produced from design expert validation, material expert validation, and linguist validation is ideal for teaching materials. Student responses to teaching materials obtained in field trials were very good, with an average score of 97%.

Keywords: Teaching Materials, Contextual Based, Students Learning, Primary School

A. Introduction

Currently, education in Indonesia has undergone several changes in the curriculum. Like the current curriculum, the 2013 curriculum has used the 2013 curriculum. The 2013 curriculum emphasizes character and competency education which aims to improve the quality of educational processes and outcomes that lead to

the formation of character and noble character of students as a whole (Kasmini & Mardhatillah, 2020)

Teaching materials are all forms of material that can be used in helping teachers to carry out learning activities. The subject matter contained in teaching materials is very important for students, therefore the presentation of textbooks needs to be presented as attractive as possible. In addition, the preparation of the material in teaching materials must be easy to understand and motivate students' interest in learning, so that it creates meaningful learning for students and lasts long in students' memory. In addition, it is also necessary to pay attention to the criteria for the preparation of good teaching materials (Mardhatillah et al., 2019)

Based on the results of observations at SD Negeri Ujong Tanjong, the problems that arise in the use of thematic teaching materials are currently not effective in their overall application. Whether it's in the way the teacher implements the thematic, the way the teacher teaches is still monotonous, there are no learning innovations made by the teacher so that students' interest in learning decreases, the understanding and delivery of thematic teaching materials is still lacking which includes the real environment of students so that students have difficulty understanding the material -material taught by the teacher (Jalaluddin et al., 2020).

The development of teaching materials in this research is thematic, namely by using the theme according to the current 2013 Curriculum references. The use of themes in learning aims to link between subjects so that students can more easily absorb the material being studied. Contextual-based teaching materials are able to present the real world into the classroom and encourage students to make connections between the knowledge they have and its application to their real lives as part of family members and society (Mardhatillah et al., 2020).

B. Research Methods

The type of research used is research development or Research and Development (R&D), and the approaches used are qualitative and quantitative approaches. The purpose of this research was to determine the appropriateness of the teaching materials developed in terms of validity and student response. Teaching materials developed in this form are thematic teaching materials based on contextual in themes and learner models.

In this study, the subjects to be studied were 28 grade IV students of SD Negeri Ujuong Tanjong. Where later students will provide an assessment, input along with their responses about contextual-based thematic teaching materials used by researchers through questionnaires. Whereas the object of research in this research is contextual-based thematic teaching materials where this teaching material will be

tested for its feasibility to increase student interest in learning at SD Negeri Ujong Tanjong, in determining the feasibility of this teaching material it can be seen from the effectiveness of this teaching material in increasing student interest in learning.

This study uses a development model used by researchers, namely the Thiagarajan, Semmel and Semmel models. This development model consists of four stages or often known as the 4-D model, namely the *Define* (defining stage), *Design* (planing), *Develop* (development), and *Disseminate* (deployment).

C. Result and Discussion

1. Finding

This stage begins with the preparation of the questionnaire grid given to experts and students. As a result of this stage, there are validation questionnaires given to design experts, material experts, and linguists used to determine the level of feasibility of the teaching materials developed and questionnaires to see the response and interest of students to the teaching materials. The selection of media is adjusted to the analysis of the needs used to support teaching materials during the learning process.

Format selection according to core competencies, basic competencies, and indicators based on the 2013 curriculum are steps taken in designing this product. This teaching material is also made as impressive as possible, both the cover design, the language that students easily understand, and the images and colors that interest the student's learning. This teaching material uses A4 paper, space scale 1.15; *Times New Roman* typeface.

The next activity in this product design stage is to produce the product's initial design, namely contextual-based thematic teaching materials and several research instruments, namely teacher interview sheets, RPP, observation sheets for learning implementation, student response questionnaires, and student learning interest questionnaires.

a. Development stage

Validation is done to determine the validity of the teaching materials developed. The validation method is used to measure the feasibility, refinement, and revision of the teaching materials; with validation, it can be seen what deficiencies are contained in the materials developed. It can be revised again by making guidelines from the results of verification of design experts, validating material experts, and validating linguists so that the generated media can be used appropriately. Validity is done by several experts, namely validating design experts, validating material experts, and validate linguists. Validation instruments use *the Likert scale*. The following is a series of validation results conducted by researchers.

b. Design expert validation

Table 1. Design Expert Validation Results

Rating Indicators	Rating Item	Average	Category
Size of Teaching Materials	1. The size of the teaching materials according to the standards	4,00	Very Valid
	2. Suitability of size with material content of teaching materials	3,50	Valid
Cover Design	3. The appearance of layout elements on the cover of the face, back and back harmoniously has rhythm and unity and is consistent.	3,00	Valid
	4. Harmonious and clear layout element colors	4,00	Very Valid
	5. The letters used are interesting and easy to read	3,00	Valid
	6. Suitability of the image with the material	4,00	Very Valid
Teaching Material Content Design	7. Suitability of the use of typefaces used in the contents of teaching materials	4,00	Very Valid
	8. Effective use of language and Correct Spelling (EYD).	4,00	Very Valid
	9. Accuracy of the placement of images on each material	3,00	Valid
	10. Paragraph arrangement provisions	3,00	Valid
Average		3,55	Valid

From table 1 it can be known that the overall average value obtained from the validator is 3.55 with valid criteria. The validator allows that the design of the teaching materials can be used but by making slight revisions.

c. Material Expert Validation

Table 2. Results of material expert validation

Rating Indicators	Rating Item	Average	Category
Material	1. Completeness of materials	3,00	Valid
Conformity	2. The breadth of the material	3,00	Valid
	3. Material depth	3,00	Valid
Accuracy of Materials	4. Accuracy of concepts and definitions	3,50	Valid
	5. Accuracy of data and facts	4,00	Very Valid
	6. Conformity of materials to research purposes	3,00	Valid

Rating Indicators	Rating Item	Average	Category
Visual View	7. Writing material is organized, interesting, and not excessive.	3,50	Valid
	8. Effective use of language and Correct Spelling (EYD).	4,00	Very valid
Encouraging	9. Encourage curiosity	3,00	Valid
Curiosity	10. Creating the ability to ask questions	3,00	Valid
Serving Techniques	11. Concept alignment	3,00	Valid
Serving Supporters	12. Learning Indicators	3,50	Valid
Businesslike	13. Accuracy of sentence structure	3,50	Valid
	14. The effectiveness of sentences	3,50	Valid
	15. Immortality of sentences	3,00	Valid
Communicative	16. Understanding of messages or information	3,50	Valid
Dialogic and Interactive	17. Ability to motivate learners	3,00	Valid
Compliance with Language Rules	18. Grammar accuracy	4,00	Very Valid
	19. Spelling accuracy	3,00	Valid
Average Amount		3,32	Valid

From table.2 it can be known that the overall average value obtained from the validator is 3.32 with valid criteria. The validator allows that the material of teaching material can be used but by making slight revisions.

d. Language expert validation

Table 3. Results of linguist validation

Rating Indicators	Rating Item	Rata-rata	Category
Businesslike	1. Accuracy of sentence structure.	3,00	Valid
	2. Effectiveness of Sentences.	3,50	Valid
	3. The immortality of the term.	3,50	Valid
Communicative	4. Understanding of messages or information	3,00	Valid
Diagnosis and Interactive	5. Ability to motivate learners.	3,00	Valid
	6. Ability to encourage creative thinking	3,00	Valid
Conformity with the development of learners	7. Conformity with intellectual development	3,00	Valid
	8. Conformity with the level of emotional development of learners	3,00	Valid
Conformity with Indonesian rules	9. Grammar accuracy	4,00	Very Valid
	10. Spelling accuracy	3,50	Valid
	11. Consistent use of terms	4,00	Very Valid

Rating Indicators	Rating Item	Rata-rata	Category
Use of symbol and icon terms	12. Consistent use of symbols or icons	4,00	Very Valid
	Average Amount	3,38	Valid

From table 3 it can be known that the overall average value obtained from the validator is 3.38 with valid criteria. The validator allows that the language of the teaching materials is used but by making slight revisions.

e. Product revision

Product revisions are based on criticisms and suggestions given by design experts, materials experts, and linguists. In modifying this product, it is expected that the teaching materials will be maximized when used in learning activities. Product revisions will be seen from the picture of changes in the teaching materials to be developed. The following are the results of the revision of contextual-based thematic teaching materials products presented in table 3.

f. Product trials

Contextual-based thematic teaching materials were tested in grade IV of Ujong Tanjung State Elementary School, which numbered 28 students. The test was conducted on six days of meetings to determine the student's response and the effectiveness of contextual-based thematic teaching materials, aiming to increase students' learning interest. This trial was conducted using contextual-based thematic teaching materials that have been developed in the Sub-theme of My Neighborhood; from the results of this teaching material trial can be seen the response of students and students' learning interests can be seen in the following tables 4 and 5.

Table 4. Student response results

Statement	Average	Category
The appearance of the cover of this teaching material interests me to learn	100%	Excellent
The images, illustrations and colors featured in this teaching material interest me	100%	Excellent
The type and quality of writing in this teaching material is clear and interesting	100%	Excellent
The language used in this teaching material is appropriate and easy to understand	100%	Excellent
The instructions in this teaching material are clear and easy to understand	100%	Excellent
The material in this teaching material is easy to understand	90%	Excellent
Conformity between images and materials in teaching materials	100%	Excellent
Teaching materials can make learning easier	100%	Excellent
This teaching material makes me happy to follow the lessons	100%	Excellent

Statement	Average	Category
After I followed the learning using this teaching material the understanding of this material increased	80%	Good
Average	97%	Excellent

Based on the results of the student responses obtained by the researcher of distributing response questionnaires to students to find out whether students are interested in the teaching materials developed or not. Based on the results obtained, the average score of the entire student response is 97% where the teaching materials developed are very good so that the teaching materials developed are suitable for use.

Table 5. Results of student interest in learning

Statement	Percentage
I was present in time for class to follow the learning	100.00%
I listen to the teacher well when explaining the learning	100.00%
When the teacher explained the learning, I chatted with a friend	27.27%
I am very interested in the learning delivered by the teacher	100.00%
I'm not interested in teacher-delivered learning	36.36%
I recorded the learning materials delivered by the teacher	100.00%
I solved the problem given by the teacher	100.00%
The learning method applied by the teacher made me excited to follow the learning	100.00%
I like when looking for information directly in the school environment	100.00%
I did a Q&A with the teacher	100.00%
Learning materials are easy for me to understand	100.00%
Average	87.60%

Based on the results of the study interest questionnaire above students obtained an average score of the overall percentage is 87.60%. Thus, the results of students' learning interests can be seen from the table 5. This happens because this teaching material is designed in accordance with the environment of the area where students live and supported by the way teachers teach so that learning becomes attractive to students to follow the learning process. Thus, it can be concluded that contextual-based thematic teaching materials have fulfilled the quality of effective teaching materials so as to increase students' learning interests.

g. Dissemination Stage

Researchers carry out this stage by means of limited spread due to the limitations of the researchers. This teaching material was distributed by researchers only to one of the grade IV teachers of Ujong Tanjong State Elementary School as a research site.

2. Discussion

The resulting development product is contextual-based thematic teaching materials in my neighborhood's sub-theme, which is used as a teaching material that serves as teaching material for grade IV students of Ujong Tanjong State Elementary School. The presence of this teaching material development product aims to meet the teaching materials that can increase the effectiveness and increase students' learning interests following the current curriculum.

The development of contextual-based teaching materials is based on the fact that learning does not fit the context of the student's environment. Contextual Teaching Learning is a holistic learning process to teach students to understand meaningful materials associated with a real-life context. This condition is empirically tested with the findings of this study, which proves differences in learning interests that suit the student's environment by not adjusting to the student's background. Thus, teaching materials adapted to the situation in real-world students can encourage students to be active in finding concepts and associating the experience students have with the materials studied.

D. Conclusion

Contextual-based thematic teaching materials are teaching materials designed following the environment of the area where students live and supported by the way teachers teach; learning becomes attractive to students to follow the learning process. The feasibility level of thematic teaching materials can be seen from the assessment of validators from each aspect. Namely, the evaluation of teaching materials design experts obtained an average number of 3.55 with the category "valid," the assessment of materials experts received an average number of 3.34 with the type "Valid," and the evaluation of linguists of teaching materials obtained a total of 3.38 with the category "Valid." Students' response to contextual-based thematic teaching materials during the trials at Ujong Tanjong Sangan State Elementary School students enthusiastically because where obtained an average response of 97% with the category "Excellent"; this contextual-based thematic teaching materials received a perfect response from students.

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