

## DEVELOPMENT OF CONTEXTUAL-BASED THEMATIC TEACHING MATERIALS TO IMPROVE STUDENT LEARNING OUTCOMES GRADE V PUBLIC ELEMENTARY SCHOOL PERCONTOHAN KABANJAHE

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### ABSTRACT

The purpose of this study was to determine the development of contextual-based thematic teaching materials to improve student learning outcomes. The subjects in this study were 60 students of grade V-A and V-B Public Elementary School. The object of this research is contextual-based thematic teaching materials for fifth grade students of Public Elementary School Percontohan Kabanjahe. The teaching materials developed are student books. This research is a Research & Development (R&D) research with activities at each development stage. The results of this study are (1) the validity of teaching materials is in the valid category. The average value of the validity of students' books was 4.16, the average language validity was 4.21, the validity of the feasibility of presenting students' books was 4.13 and the student learning outcomes test instrument was valid. (2) The practicality of teaching materials has met the criteria, namely the positive response of students reaches 85%. (3) The effectiveness of teaching materials has been effective in terms of classical student learning completeness, namely at least 85% of students who take part in learning are able to achieve a score of  $\geq 75$ , where learning completeness Classical students reach 92%; (2) the increase in the average result of student learning outcomes increased by 0.5 in the medium category.

**Keywords:** contextual-based teaching materials, learning outcomes.

### INTRODUCTION

Education is a training process to assist humans in developing knowledge, thinking skills, character and self-potential, especially through formal educational institutions so that they are able to face any changes that exist. In line with what is written in Law Number 20 of 2003 concerning the National Education System which states that education is a conscious and planned effort to create an atmosphere of learning and a learning process so that students actively develop their potential to have spiritual, religious, and spiritual strength. self-control, personality, intelligence, noble character, and skills needed by him, society, nation and state. From this statement, it can be concluded that education plays a very important role in the formation of smart citizens, not only in terms of knowledge but also attitudes and skills so that they can become smart and skilled citizens.

According to Barus (2013) in learning teachers need to package or design learning experiences that will affect the meaning of student learning. In the development of teaching materials, it is expected to produce quality products that can help the learning process. According to Rochmad (2012: 68), to determine the quality of the results of the development of teaching materials based on three criteria, namely: validity, practicality, and effectiveness. Validity is related to the accuracy of teaching materials on the concept or learning objectives. Practicality relates to how the teaching materials developed can be used by teachers in the learning process and support the learning process. Meanwhile, effectiveness is related to how

teaching materials can have an effect on improving student learning outcomes. This can be measured by seeing how differences in student learning outcomes before and after students use the teaching materials developed. It is hoped that the fulfillment of the quality standards of teaching materials can improve the quality of education.

Based on observations made by researchers that there were some deficiencies in the teaching materials used by students in learning. Teachers and students only use ready-to-use teaching materials, namely teacher books and student books published by the Ministry of Education and Culture as learning references. This of course has not facilitated students to achieve the expected learning objectives because the material in the book is still very limited. This can be seen from the lack of material contained in teaching materials to help students construct their knowledge to better understand the learning material. In addition, the results of interviews conducted with class teachers of SD Negeri Kabanjahe stated that the material in the textbooks used was still not supportive of the learning objectives set, so students found it difficult to only use student books that were used in learning activities.

In addition, another problem exists that teachers at SD Kabanjahe have not developed teaching materials for their own students. Prastowo (2015:18) states that an educator is required to be creative to be able to compile teaching materials that are innovative, varied, interesting, contextual, and in accordance with the level of student needs. Of course, those who understand the most about this are the educators at the education unit concerned. Therefore, when teaching materials are made by educators, learning will be more interesting and impressive for students.

To be able to improve student learning outcomes, teachers need to improve their learning approaches. In addition, it is necessary to determine the instrument and its success criteria. This needs to be done, because with clear criteria it can be determined what students should do in learning the content or learning material. Therefore, students are required to have learning outcomes in accordance with the goals designed by the teacher.

On the basis of the above discussion, the authors wish to develop contextual-based thematic teaching materials to improve student learning outcomes. The learning process experienced by students will provide changes in students which can be expressed by grades or learning outcomes. According to Sudjana (2010: 3), "Learning outcomes are essentially behavioral changes in learners that can be observed and measured which include cognitive, affective and psychomotor fields".

## THEORETICAL FRAME WORK

Learning outcomes are indicators to measure student learning success in the learning process. Learning outcomes are abilities obtained by students after learning activities. From the student's point of view, learning outcomes are the culmination of the learning process which is evidence of the efforts that have been made (Maria M Z., et al, 2018, Rina Novalinda, et al, 2020). Hamalik (2010: 23) asserts that, "learning outcomes appear as changes in student behavior, which can be observed and measured in changes in knowledge, attitudes and skills".

According to Carol in Sabri (2010:46), "The learning outcomes of students are influenced by five factors, namely: (1) learning talent, (2) time available for learning, (3) time needed to explain, (4) quality teaching, (5) individual ability ". Thematic learning is defined as learning that is designed based on certain themes. Trianto (2015:154) states that, "Thematic learning is a learning model that combines several learning materials from various competency standards and basic competencies from one or several subjects". The application of thematic

learning can be done through three approaches, namely the determination based on the linkage of competency standards and basic competencies, themes and problems faced.

Teaching materials have a very important role in learning, namely as a representation of the teacher's explanation in front of the class. Information and descriptions that must be submitted by the teacher to students can be compiled in teaching materials, so that the teacher can save a lot of time guiding students in teaching and students will be more assisted in learning (Maria M Z, et al, 2019).

The development of thematic teaching materials involves several steps that must be taken by a developer. According to the guidelines for developing teaching materials published by the Ministry of National Education, there are three main stages that need to be passed to develop teaching materials, namely: analyzing the needs of teaching materials, selecting learning sources and compiling a map of teaching materials based on the structure of each form of teaching material (Prastowo, 2014: 135 ). In this study, the thematic teaching materials developed were student books.

According to Trianto (2013: 227), "Student books are a guide for students in learning activities that contain subject matter, conceptual inquiry activities, scientific activities, information and examples of their application in everyday life". As a learning resource, student books are designed so that they can get material as well as direction and motivation that allows them to experience the learning process guided by the teacher.

In the implementation of learning, especially for students at the elementary school level, learning should be concrete or close to the daily lives of students, so that students can easily construct their knowledge related to the material being studied. Therefore, learning must be contextually based (Mardhiah M, 2020, Melda Fajra, et al 2020, Agus R T, et al 2021).

According to Komalasari (2014: 7) contextual learning is a learning approach that links the material studied with the real life of everyday students, both in the family, school, community, and citizens, with the aim of finding the meaning of these materials for their lives.

From these two opinions, it can be concluded that contextual learning is a learning approach that links learning material with the real life of everyday students both in the family, school and community environment, so that students can easily construct their knowledge so that the learning process is more meaningful for students.

According to the Directorate General of Basic Education (2003: 10) mentions seven main components of contextual learning, namely: (1) constructivism (constructivism); (2) find (inquiry); (3) asking (questioning); (4) learning community (learning community); (5) modeling (modeling); (6) reflection; (7) authentic assessment.

## METHODS

This type of research is a Research & Development (R&D) research. The development process relates to the activities at each development stage. The final product is evaluated based on the defined product quality aspects. Thus, what will be the products in this research are valid, practical and effective teaching materials. The teaching materials are in the form of thematic teaching materials based on contextual.

The subjects in this study were students in grades V-A and V-B of SD Negeri Kabanjahe for the academic year 2020/2021 with a total of 60 students along with teachers teaching in that class. The object of this research is contextual-based thematic teaching materials for fifth grade students of SD Negeri Percontohan Kabanjahe. The teaching materials developed are student books

## RESULTS AND DISCUSSION

### Result

#### Validity of Thematic Teaching Materials

Thematic teaching materials that are validated are student books and student learning outcomes instruments. Validation activities are carried out by submitting the teaching material components to the validator along with the width of the validation assessment. Furthermore, teaching materials and learning outcome instruments are examined and assessed for their feasibility by the validator. The average value of the total book validation of students was 4.16 with the valid category.

In addition to validating the content of student books, validation is also carried out on the language aspects of the contents of students' books. the average value of the validation results is 4.21 with the valid category. The validator also concluded that the language aspects of student textbooks could be used with minor revisions. Furthermore, the results of the validation assessment of the feasibility of presenting student books include: presentation techniques, presentation support, presentation of learning, coherence, and thought grooves.

#### a. Practicality of Thematic Teaching Materials Based on a Contextual Approach

The teaching materials developed and have been declared valid by the validator are then tested in the field. This trial was conducted twice, namely the first trial which was carried out on 20 students of class V-I at SD Percontohan Kabanjahe and the second trial conducted on 35 students of class V-II of SD Percontohan Kabanjahe. This trial was conducted in 6 meetings by applying thematic teaching materials based on the contextual approach developed.

The results of the first trial data analysis showed that the thematic teaching materials based on the contextual approach developed had met all the practical criteria set. This can be seen from the positive response of students by 80% of thematic teaching materials based on the contextual approach developed

The results of the second trial data analysis showed that the thematic teaching materials based on the contextual approach developed had fulfilled all the practical criteria, namely: 1) The expert / practitioner assessment of the developed teaching materials that the teaching materials produced had met the validity of the study with a few revisions; 2) more than 80% of students gave positive responses to thematic teaching materials based on the contextual approach developed

#### b. The Effectiveness of Thematic Teaching Materials Based on Contextual Approaches

In the first trial, the average score for the pretest students was 40.66 and the average post-test score was 67.33. The increase in student learning outcomes occurred in trial I. The average increase in student learning outcomes in the first trial was 0.41 in the moderate category. Classical student learning completeness in the first trial, namely 6 students who completed and who did not complete as many as 14 students out of 20 students. Reviewing the percentage of student learning outcomes tests that were incomplete and incomplete, it can be concluded that the learning outcomes in the first trial did not meet the effective criteria for achieving classical completeness.

In the second trial, the average score for the pretest students was 49.76 and the average post-test was 81.92. The increase in student learning outcomes occurred in trial II. The average increase in student learning outcomes in the second trial was 0.5 in the medium category

## Discussion

### a. Validity of Thematic Teaching Materials Based on a Contextual Approach

Based on the results of the validation of thematic teaching materials based on the contextual approach developed, it was found that they were declared valid with good validity criteria. Furthermore, the revised validation results of the learning outcomes test are also valid or have a good degree of validity. This shows that the teaching materials developed both student books, teacher books and learning outcome test instruments have met the validity criteria. The thematic teaching materials in this study obtained the following average validity scores: (1) Student Books; a) Content aspect of 4.16 with a valid category; b) The language validation aspect is 4.13 with the valid category; and c) the feasibility aspect of the presentation of 4.21 with the valid category, and (2) the learning outcome test instrument of 3.72 with the good category. This shows that the teaching materials developed both student books, teacher books and learning outcome instruments have met the validity criteria.

### b. Practicality of Thematic Teaching Materials Based on a Contextual Approach

Referring to the research success indicators on practicality that the results of the practicality assessment of teaching materials are obtained from experts / practitioners who state that the components of the learning teaching materials developed can be used with a few revisions. The results of expert research, the components of thematic teaching materials based on the contextual approach developed in the form of student books and student learning outcomes tests are practical or can be used with minor revisions. The criteria for practicality in terms of the implementation of the components of teaching materials in this study have also met the practical criteria. In limited class trials, the implementation of the teaching material components has met the predetermined criteria, namely the high category.

Another indicator in practicality is that more than 80% of students give positive responses to thematic teaching materials based on the contextual approach developed. The results of the data analysis of small group trials and large group trials showed that the average percentage of student responses in each trial was positive.

This means that students give a positive response to the thematic teaching material components based on the contextual approach developed. A positive response shows that students are enthusiastic about the learning process. The positive response obtained from students is not only determined by the components of teaching materials but cannot be separated from the role of the teacher who has provided a stimulus in the form of feedback and reinforcement in accordance with the characteristics of students after learning learning in class.

### c. The Effectiveness of Thematic Teaching Materials Based on Contextual Approaches

The results of the posttest analysis of the limited class trial (trial II) showed that student learning outcomes increased by 0.5 in the moderate category. In classical completeness also has met the classical completeness criteria which is 92%. This is because the material and problems that exist in student books are developed in accordance with the conditions of the student's learning environment related to students' daily real life. Based on the elaboration of the research results above, it can be concluded that the thematic teaching materials based on the contextual approach were developed. meet the criteria of being effective in terms of improving learning outcomes and classical completeness



## CONCLUSION

1. The results of the analysis of the validity of thematic teaching materials based on a contextual approach are included in the valid category. The average value of the validity of students' books was 4.16, the average language validity was 4.21, the validity of the feasibility of presenting student books was 4.13 and the student learning outcomes test instrument was valid.
2. The practicality of thematic teaching materials based on the contextual approach developed has met the criteria in terms of: (1) the expert / practitioner assessment of the developed thematic teaching materials can be used with a few revisions; (2) students' positive responses reached 85%.
3. The effectiveness of thematic teaching materials based on the contextual approach developed has met the effective criteria in terms of: (1) classical student learning completeness, namely at least 85% of students who take part in learning are able to achieve a score of  $\geq 75$ , where classical student learning completeness reaches 92%; (2) the increase in the average result of student learning outcomes increased by 0.5 in the medium category.

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