

The Analysis on the Usage of Thematic Teaching Materials Grade IV at Elementary School

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Abstract: The curriculum which prevails at elementary school nowadays is curriculum 2013 with integrated-thematic learning approach. The demand of education development causes the establishment of new teaching materials which are in line with the needs. Therefore, an analysis on the usage of teaching materials as the basic of development and improvement of that teaching materials is pivotal in order to make it in line with education development. The method of this research was descriptive qualitative. Data collection techniques were observation, interview, and documentation. The results of this research give description on the usage of thematic teaching materials grade IV at Elementary School. The materials which are in accordance with the kids' condition, implementation, and students' centered learning, the availability of teaching materials which are difficult to get sometimes, lack of learning time until not achieving the target. Thematic teaching materials teach the students to experience learning and its implementation until they become more active and creative. However, still there are some of the students who are active in the learning. Low learning achievement at theme 4 and 6. The materials at theme 4 and 6, its content is still new for the students until the teacher finds difficulty in conducting learning by doing. Teaching materials theme 4 and 6 suppose to be designed better in order to encourage the students to study more independently and have meaningful learning experience. The teacher has developed teaching materials, however not maximal yet.

Keywords: *teaching materials, thematic, grade IV elementary school*

INTRODUCTION

Education is a means to develop human life for the better. To achieve the goals of Indonesian education with a vast area and diversity, the government set a curriculum to be applied throughout the regions in Indonesia. The 2013 curriculum applies the thematic learning approach. In thematic learning approach, the material delivered is in the form of themes that integrate several subjects in it. According to Ahmadi and Amri (2014), the thematic learning approach also integrates attitudes, skills, and knowledge in the learning process.

Thematic teaching materials that include several subject matters should be able to make learning more efficient. The material presented in the form of themes should make it easier for students to understand in depth about what the teacher delivers. According to Hajar (2013), a thematic curriculum can be defined as a curriculum that contains the concept of integrated learning that uses themes to link several subjects to provide experience to students. In addition, thematics that integrate attitudes, skills and knowledge will make students more active.

The concept of thematic learning designed will certainly run well if it can be applied in accordance with the conditions in the field. According to Prastowo (2014), the characteristics of thematic teaching materials as learning tools consist of 18 types. (1) efficient, (2) contextual, (3) student-centered, (4) providing direct experience, (5) vague separation of subjects, (6) holistic, (7) flexible, (8) learning outcomes develop according to students' interests and needs, (9) learning activities are very relevant to the needs of elementary school students, (10) selected activities are from student s' interests and needs, (11) learning activities will be more meaningful, (12) developing students' thinking skills, (13) presenting activities appropriate to

the problem, (14) developing students' social skills, (15) active, (16) using the principle of playing while learning, (17) developing students' communication, and (18) emphasizing processes rather than results [3].

According to Martin HB (2012), learning systems with teaching material facilities have been developed both outside and inside the country, known as the Learning System Based on Teaching Material (SBB). This analysis aims to find out what teaching materials need to be developed in forth grade at primary schools in order to improve student learning outcomes. The results of this study are expected to provide preliminary information regarding teaching materials that need to be developed. Furthermore, the results of this study are used to develop teaching materials in future studies.

METHOD

The type of this research is qualitative research. According to Sukmadinata (2012), qualitative research is a research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, one's thoughts individually or in groups.

This research used a descriptive strategy, in which the data were collected by extracting information widely, comprehensively and deeply. This research strategy provides detailed illustrations and descriptions. The research instruments used in the research were the observation guideline for the use of thematic teaching material for the fourth grade of elementary school, the interview guideline for the use of thematic teaching materials and other supporting research documents.

This research was conducted at six public elementary schools in Sambit District, Ponorogo Regency. The elementary schools involved were two high quality schools, two medium quality schools, and two low quality schools. It involved classroom teachers from the six elementary schools.

RESULTS AND DISCUSSION

The results of the six elementary school teachers with three categories were reduced in nine discussions. From the nine discussions, the conclusions drawn are as follows: (1) material suitability, (2) learning implementation, (3) availability of teaching materials, (4) lack of teaching materials used, (5) the student's condition during learning; (6) the material with low learning outcomes, (7) constraints that cause low learning outcomes, (8) expected teaching materials, and (9) teacher's steps to overcome learning constraints.

Table 1: Analysis of the Use of Thematic Teaching Materials in Elementary Schools

No.	Usage Analysis	Analysis Results
1.	Material suitability	It is appropriate but needs improvement in presentation
2.	Learning implementation	Learning is quite varied and student-centered, but some materials are only delivered by the teacher
3.	Availability of teaching materials	Not all learning media are available in the student environment
4.	Lack of teaching materials used	Teaching materials that involve student activities require more time
5.	The situation of students during learning	Students are more active and very few students are passive
6.	Material with low learning outcomes	Material of themes four and six
7.	Constraints that cause low learning outcomes	Material that has never been experienced by students and does not exist in the student environment
8.	Expected teaching material	Teaching materials that are in accordance with the conditions of students and their environment
9.	Teacher steps to overcome learning constraints	The teacher develops teaching materials in the form of handouts

The suitability of the material in the thematic curriculum with conditions in the field is very important. The determined material is the material that is close to the conditions of students and is presented according to scientific learning procedures. According to Retnawati (2015), scientific learning is learning that adopts the steps of scientists in building knowledge through scientific methods. The 2013 curriculum material in the fourth grade is in accordance with the facts in the field and the living conditions of the child, but there are some materials that must be improved. What must be improved is the presentation of thematic teaching materials that is not yet familiar with the children's lives along with clearer picture media.

Learning implementation is quite varied and student-centered, but some materials are only delivered by the teacher. Thematic learning that prioritizes students makes them better understand what they are learning. This is in line with the opinion of Cao, Postareff, Lindblo, Ylanne and Toom (2019) that the student-focused approach to teaching is a more sophisticated and complete approach than the teacher-focused approach. Thematic can be applied using various learning models. Based on the Minister of Education and Culture of the Republic of Indonesia Regulation Number 65 of 2013 concerning Primary and Secondary Education Process Standards, it is necessary to implement discovery/inquiry learning. To produce contextual work, the problem-based learning approach is used.

Teaching materials used in the thematic book learning for students and teachers, the school environment, information technology and parents, but not all media are available in the student environment. In line with the research of Krissandi and Rusmawan (2015), the source of constraints from teachers consisted of the making of media, teacher's understanding, guidance in thematic learning content, and IT mastery. The difficulty of the teacher in preparing learning media gets the highest percentage of 38.9 percent. Teaching materials have an important role in learning. According to Nurjana (2012), teaching materials are tools and media that provide

opportunities for students to gain learning experience. Thus, the availability of media is an essential thing in the success of learning.

Due to the lack of teaching materials used, teachers must be able to divide time as efficiently as possible so that the target material is conveyed. Teaching materials require students to be actively involved while some students are difficult to control so it takes time. Supposedly with teaching materials can save learning time. As according to Irawati and Saifuddin (2018) states that for the educators use of appropriate teaching materials can save time in teaching and can change the role of educators from a teacher to become a facilitator, and can improve the learning process to be more effective and interactive.

The learning process is an interaction activity between the teacher and students to create a learning experience between the two. The thematic learning involves students' active. According to Octaviani (2017) states that Thematic learning makes students actively involved in the learning process and empowerment in solving problems and growing creativity according to their needs. In this research, thematic learning using teaching materials from the government is still found by students who are passive in the learning process. According to Wibowo (2016), student activeness can be seen from various aspects such as paying attention (visual activities), listening, discussing, student's readiness, asking questions, student's courage, and solving problems (mental activities). In this study the discussion activities, students' readiness, and students' courage are not yet optimal and need improvement.

More than 70% of teachers stated that the material with low learning outcomes in the odd semester is theme four and in the even semester theme six. Theme four and six are interconnected. Theme four discusses about profession while theme six is about ideals. Both of these themes can be implemented with field activities or videos that display material in full. In fact, time and learning media are very limited. The description of the problem described can be overcome with teaching materials that prepare the steps to learn with parents at home. According to Syamsudduha (2017) Education for child in schools is a concept of nurturing carried out by schools involving parents. Cooperation with parents is an alternative to get around the limitations of time and media in learning. The students can learn what is in their home environment with the assistance of parents.

Based on the interviews with the fourth-six grade teachers, the children's knowledge and experience were still unfamiliar with the subject matters of theme four and six because they had not yet experienced them. Thus, the teachers were still having difficulty bringing children to learn while doing. The books from the government, whose material is still too broad, also trigger low learning outcomes. This is as stated by Lestariningsih and Suardiman (2017) that the scope of the material in the teacher's book and student's books provided by the government is still general because it is intended for students throughout Indonesia. In the thematic book from the government, there are materials that students cannot find in their daily lives. For example, students from lowland cannot see tea plantations and people who work as tea-leaf pickers.

The results of the reduction from observations, interviews and documentation in the field indicate that teachers expect that the materials of themes four and six are tailored to students and the environment. To get teaching materials as the teacher expects, the teacher should be able to develop teaching materials according to the character of the students and their environment. Teaching materials can be developed by adding local wisdom of the region. Teachers can develop thematic teaching materials such as handouts, videos or textbooks.

In this research, the teachers have developed teaching materials such as handouts. The handouts made have not delivered materials related to local wisdom in their region. Therefore, the students are still groping the material presented by the teacher.

CONCLUSION

Based on a series of descriptive qualitative researches concerning the use of thematic teaching materials from the government in the fourth-grade of Sambit Elementary School, Ponorogo Regency, the teacher stated that the material was in accordance with the child's condition, but needed improvement in the presentation. Implementation of learning is student-centered with varied methods. Teaching materials needed in the learning process are sometimes difficult to find. Teaching materials that demand student's activeness require longer learning time. Thematic teaching materials teach children to learn while doing so that they are more active and creative. However, there are still some students who are passive in learning. Low learning outcomes were found in themes four and six. The discussion of the materials in themes four and six is still not familiar for the students, so the teacher has difficulty bringing children to learn while doing. Teaching materials themes four and six should be designed according to the character of the students and their environment. The teacher has developed teaching materials, but not yet maximally. This research can be used as a reference to make better teaching materials.

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