

Development of Thematic Module Learning Media for Elementary Students in Bondowoso

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Abstract: *The problem in this study is that during discussing the theme entitled beauty of diversity in my country, the teacher only used one reference book, namely thematic book from the government. There is not a module used in learning activities. Also, the appearance and content of the book used now is less attractive. The purpose which will be achieved through research is to determine the feasibility of developing thematic modules with validity tests, learning outcomes tests, questionnaires, and field implementation tests. The type of this research is Research and Development (R&D). Based on the assessment stated that the results of the feasibility of the thematic learning module obtained from the validator's assessment got a score of 93.3 which was included in the category "Very Worthy". The results of the student questionnaire can be viewed with scores in the range (81.00 - 100) belongs to very effective category with a score of 87.84. The results of product trials for the development of thematic learning module regarding the beauty of diversity in my country on sub-theme 2 were declared effective with the score of students who got good scores (71-80) and those who scored "Very Good" (81-100) after participating in learning activities more than 80% (87.5%), in accordance with the standards set previously, namely the minimum score of students who get good and very good grades is 87.5%.*

Keywords - *Thematics Module, Research and Development (R&D)*

INTRODUCTION

The learning process requires a component that supports learning so that the learning carried out is achieved. According to (Suyanto & Hisyam, 2000), learning components should be able to interact and be able to form a system that is interrelated and related to create quality learning. The components include: a) learning objective, b) teaching material, c) learning method, d) learning media, e) teacher or educator, f) student, g) assessment and evaluation. One of the components needed to support learning activities is teaching material. Teaching material is a set of materials which are arranged systematically, both written and unwritten so as to create a good learning atmosphere and enable students to learn (Pribadi, 2019). The selected teaching materials should be systematic teaching materials, namely the elements contained in the teaching materials are displayed in their entirety so that students can master them in carrying out learning activities. The elements in teaching materials consist of six components including learning instruction, competency to be achieved, supporting information, exercise, work instruction or worksheet, and evaluation (Prastowo, 2015). In addition, the selected teaching material must be exciting, contextual and in accordance with the needs of students. The conventional forms of teaching materials are usually teaching materials which is only needed to buy and use instantly, such as student's worksheet, book donated by the government, or book purchased through traders who usually come to schools.

Teaching material can be divided into several categories such as handout, textbook, module, student's worksheet, audio related to teaching material, video related to teaching material, and interactive teaching material (Prastowo, 2015). One of the teaching materials used in learning process is module. Module can also be called an independent textbook, which contains complete information and knowledge that students will learn (Pribadi, 2019). Module contains instructions in it while the textbook does not have any instructions. These instructions are useful for helping students achieve the expected competencies.

The teaching materials used in the 2013 curriculum currently are thematic books from the government. Teaching material used by each student is called student's book. The student book is a teaching material given to students which is used as a guide for learning activities in order to easily master existing competencies (Minister of Education and Culture Regulation, 2016). The student's book can ease student to get a meaningful experience. The content of student's book in the 2013 curriculum must be in accordance with minister of education and culture regulation number 24 of 2016 about the core competence and basic competence for the implementation of 2013 curriculum in elementary schools.

Thematic teaching material must be able to use real condition which is appropriate to the environment. In the thematic teaching materials provided by the government, there are eight to nine themes. For the low grade level there are eight themes and for the high grade level there are nine themes. One of them is the seventh theme in the grade IV. It is entitled The Beauty of Diversity in My Country which has three subthemes. One of the sub-themes in theme 7 is The Beauty of Cultural Diversity in My Country which is in sub-theme two.

The result of research conducted by (Surahman, 2020) shows that in implementing the thematic module development entitled The Beauty of Diversity in My Country Subtheme 3 The Beauty of Ethnic and Religious Diversity in My Country can make students study independently and in a group. The module is also packaged very interestingly and students' learning abilities can be measured through evaluation questions contained in module.

Based on the result of interview with the classroom teacher of grade IV at SDN Sumberpandan 02 Bondowoso, namely Mr. Haris Wibowo, S.Pd., there are several problems, namely, in the implementation of learning, including the teaching techniques in

the 2013 curriculum have not been fully mastered. Another problem is learning resources which do not use other learning resources and teaching materials so that they only rely on one source, namely thematic textbooks, the reason being the cost factor for parents of students so that teachers only use one learning resource. Whereas in the thematic books, according to him, there are some less detailed lessons in explaining the material, more precisely in the subtheme 2 which discusses the beauty of cultural diversity in my country. According to the teacher of grade IV, the material about the beauty of the diversity of my country is very broad material where each basic competence in each lesson is associated with the cultural diversity that exists in Indonesia, while time is limited so that learning is inadequate and students are already bored in the afternoon because the teacher only racing on only one source, namely thematic textbooks whose contents, according to the teacher, were not good in terms of appearance and illustrations that were less attractive. Based on these data, it shows that teaching materials play an important role in understanding material, interest, and student learning success in understanding a material concept. One of the teaching materials applied is printed teaching materials, namely thematic modules that will help the teacher's textbooks later so that teachers and students do not only have one reference when the learning process takes place.

The learning process can be more interesting and meaningful if it goes as expected. One way to make learning run well is to use appropriate and interesting teaching materials so that students are also interested and easily understand what will be learned, one of which is by using teaching materials such as modules. The development of thematic module can make students and teachers have learning references not only with one teaching material but can also use modules as additional references so that learning continues to develop so that the learning process becomes more meaningful and intact due to feedback between the teacher and students.

Based on the background that has been described, the researcher will conduct a study entitled "Developing Thematics Module Entitled The Beauty of Diversity in My Country on Subtheme 2 on the Fourth Grade at SD Negeri Sumber Pandan 2 Bondowoso".

METHODOLOGY

The type of this is Research and Development (R&D). This development research uses the Borg and Gall module to obtain a product in the form of a thematic learning module, theme 7, The Beauty of Diversity in My Country, sub-theme 2, of grade IV. The product trials in this study were carried out at UPTD SPF SDN Sumber Pandan 2 Bondowoso. The time for conducting this research is carried out in the even semester of the 2021/2022 school year. The research subjects in this study were fourth grade students from schools that implemented the 2013 curriculum in Bondowoso Regency, namely UPTD SPF SDN Sumber Pandan 2. The procedure for this development research was using the Borg and Gall Research and Development (R&D) model. Basically the steps of development and research in a field of education have their respective advantages. One of the most widely used development models in the field of education is the Borg and Gall model. There are ten steps to using the Borg and Gall Research and Development (R&D) model, but due to time and cost constraints the Borg & Gall development model was modified in such a way as to suit the development research being carried out. So that in this study only used up to eight stages. This development research used several methods and instruments in data collection, including: (1) Interviews were conducted to find out initial information about the learning resources used by UPTD SPF teachers of grade IV at SDN Sumber Pandan 2 during the learning process. The instruments used in this method are notebooks and recordings; (2) Questionnaires are carried out using a sheet that is distributed containing questions related to the module being developed. The questionnaire was given to students of grade IV at UPTD SPF SDN Sumber Pandan 2 with the aim of knowing students' responses to the learning module. The instrument used is a questionnaire related to the module used by students by giving a tick in the appropriate column; (3) Documentation is done before and during the research. Documentation before the research is documenting the number of students. Meanwhile, at the time of research, namely documenting student learning activities using the products developed; (4) Tests for learning outcomes are given when the learning process is completed using the thematic learning module products in theme 7 entitled The Beauty of Diversity in My Country sub-theme 2 which aims to measure students' abilities and test scores when using the module. The question giving test consists of objective questions. Prior to the learning outcomes test, questions were given in advance by the lecturer validating the test instruments and teacher of grade IV at SDN Sumber Pandan 2. The data analysis technique can be seen as follows:

1. Data Analysis of Learning Module Validation Result

The data obtained from the validation results of teaching materials are in the form of quantitative and descriptive data. The descriptive data is in the form of responses including criticism and suggestions from the validator. The quantitative data is in the form of numbers that indicate the level of feasibility of teaching materials.

$$valpro = \frac{srt}{smt} \times 100$$

The data obtained at the data collection stage with data collection instruments was analyzed using data analysis techniques. The overall module is calculated using the following formula (Masyhud, 2021).

Information:

Valpro : Product validity
srt : Real score reached
smt : The maximum score that can be achieved

Furthermore, the percentage of assessment data obtained is converted into descriptive quantitative data using the following table validity criteria.

Table 3.1 Criteria for Feasibility Validity Level of Thematic Learning Modules

| No | Score | Qualification |
|----|-------------|---------------------|
| 1 | 81.00-100 | Very Worthy |
| 2 | 61.00-80.99 | Worthy |
| 3 | 41.00-60.99 | Sufficiently Worthy |
| 4 | 21.00-40.99 | Unworthy |
| 5 | 0-20.99 | Very Unworthy |

(Masyhud, 2021)

Products that have been developed can be tried out if they reach a minimum good category with a minimum score of 61. If the criteria do not reach 61 or below 61, then the product being developed must be revised before testing is carried out.

2. Effectiveness Analysis of Thematic Learning Modules on Students' Responses

The students' response questionnaires are used to find out students' opinions of the developed module. The students' response questionnaires were given to students after all teaching and learning activities had been completed. Student response scores are calculated using the following formula.

$$Sas = \frac{st}{smt} \times 100$$

Information :

Sas = Student's questionnaire scores

St = Score achieved

Smt = Maximum score that can be achieved

Table 3.2 Criteria for the Validity Level of Thematic Learning Module Effectiveness on Students' Responses

| No | Score Range | Qualification |
|----|-------------|----------------------|
| 1 | 81.00-100 | Very Effective |
| 2 | 71.00-80.99 | Effective |
| 3 | 61.00-70.99 | Moderately Effective |
| 4 | 41.00-60.99 | Slightly Effective |
| 5 | 0-40.99 | Not Effective |

(Masyhud, 2021)

The results of the student's questionnaire analysis can be said to be effective if a minimum score of 61.00 is obtained.

3. Effectiveness Analysis of Thematic Learning Modules on Student's Learning Outcome

The students' cognitive abilities were measured using a post test which consisted of 30 multiple choice questions. The results of this test are used to determine whether the learning product is effective or not. If 80% of students get scores in good categories worth 70-80 and very good worth 80-100 then the learning product is said to be effective. The learning outcomes test can use the following formula (Masyhud, 2021).

$$Score = \frac{Student's\ Score}{Maximum\ Score} \times 100$$

Table 3.3 Criteria for Validity Level of Thematic Learning Module Effectiveness on Learning Outcomes

| No | Score Range | Qualification |
|----|-------------|----------------------|
| 1 | 81.00-100 | Very Effective |
| 2 | 71.00-80.99 | Effective |
| 3 | 61.00-70.99 | Moderately Effective |
| 4 | 41.00-60.99 | Slightly Effective |
| 5 | 0-40.99 | Not Effective |

(Masyhud, 2021)

RESULT AND DISCUSSION

The teaching material developed in this study is the Thematic Learning Module entitled The Beauty of Diversity in My Country Sub-theme 2 of grade IV at SD Negeri Sumber Pandan 2. The module was developed based on the existing basic competence

on the Theme of The Beauty of Diversity in My Country Sub-theme of The Beauty of Cultural Diversity of My Country (learning 1 to learning 6). Before The module is given to students, it must first meet several criteria so that it can be said to be suitable for use in learning. These criteria include assessing module eligibility validation, student learning outcomes test scores after using thematic learning modules and receiving positive responses from students.

The first criterion is the feasibility validation assessment of the module which is carried out by 2 validators as product experts and 1 as a practitioner expert. The module can be said to be suitable for use if it obtains a minimum eligibility percentage of 61 or is in the appropriate category. Based on the assessment given by the validator, the validity percentage of the Student's Worksheet developed in this study reached 93.3 in the very feasible category. So that thematic learning modules of grade IV can be said to be very suitable for use in learning.

The next criterion is regarding the successful development of Student Worksheets also seen from the number of students who give positive responses to the module. After learning is complete, students are given a student response questionnaire to see the many positive responses given by students to the material being developed. This can be seen from the number of students who answered scores on the student response questionnaire. The module development can be said to be successful if it gets a minimum score of 61 or is in the effective category. Based on the questionnaire given to the students, the results of the student questionnaire got scores with scores in the range (81.00 – 100) with the category of effectiveness, namely very effective with a score of 87.84.

The last criterion is the student learning achievement test scores after using thematic learning modules. The success of the module development can be said to be effective if 80% of students get good and very good grades. The learning result test is given to students after the learning process using thematic learning modules is complete. It can be concluded that the product of the thematic learning module development The beauty of diversity in my country subtheme 2 is declared effective with the scores of students who get good grades (71-80) and those who get very good grades (81-100) after participating in learning more than 80% (87.5 %), in accordance with previously set standards, namely the minimum value of students who get good and very good scores is 87.5%.

The difference between thematic learning modules and student's books that can be used is that in them, the material is more complex and the appearance of the module has a full color image. Whereas in the student's book the pictures in the student book are only orange and white in each sheet of the book.

CONCLUSION AND SUGGESTION

Based on the results of the development of thematic learning modules, the results of the feasibility percentage of thematic learning modules obtained from the validator's assessment obtained a score of 93.3 which is included in the very feasible category, so that the thematic learning modules that have been developed are declared feasible and ready to be used in learning activities. The results of the student questionnaire can be seen by the scores in the range (81.00 – 100) with the effectiveness category, which is very effective with a value of 87.84. Based on student learning outcomes, it can be concluded that the product of developing thematic learning modules entitled the beauty of diversity in my country, subtheme 2, was declared effective with the scores of students who obtained good grades (71-80) and those who received very good grades (81-100) after participating in learning of more than 80% (87.5%), in accordance with previously set standards, namely the minimum score of students who get good and very good scores is 87.5%.

Suggestions for this research include that for students, learning by using thematic learning modules can be a new experience that is interesting and fun. Through this, students are advised to always study with enthusiasm and diligently. For teachers, in terms of the content of teaching materials, they should choose teaching materials that are attractive in appearance and content and the material should be delivered in interesting thematic learning modules to create a level of student effectiveness in learning. For researchers, it's best if ampu can continue at a higher development research stage, namely dissemination. In addition, they must be able to create new innovations that can help and develop the learning process. For other researchers, the results of this study are expected to be considered in reference or reference material.

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