

Development of Integrated Thematic Learning Model in Improving the Implementation Quality of 2013 Curriculum for Low Grade of Elementary Schools in Padang City

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Abstract. During the implementation of integrated thematic learning, there were many obstacles encountered, one of which is a weakness of teacher's ability to use integrated thematic learning arranged by the government because it is not suitable with teacher's characteristics thus a learning process is not optimal. This study aims to develop an integrated thematic learning model to improve the quality of implementation of 2013 curriculum learning in low grade in elementary schools in Padang city. This type of research is a plomp development model. Subjects in the study were low-grade students in Elementary School number 22 in Ujung Gurun. The instruments used in this study were observation sheet analysis of learning models, questionnaires for teachers and students and interview guidelines. Research has resulted in integrated thematic learning models and tools for low-grade students through stages based on the plomp development model. The results of analyzing the trial data obtained that the integrated thematic learning model is categorized as practical and can be used by teachers in improving the quality of implementation of 2013 curriculum learning and teacher competencies are in good categories. Thus, an integrated thematic development model can improve the quality of 2013 curriculum learning implementation for low grades in Elementary Schools in Padang City.

Keywords: thematic learning; 2013 curriculum; quality

1 Introduction

Education is one aspect that influences the progress of the nation to improve the quality of human resources [1]. This is because education has a significant role and is still a major institution in preparing human resources. Various researches and analyzes show that science and technology and the quality of human resources are key factors in determining the competitiveness of a nation [2]. The Indonesian government is actively developing programs to improve the quality of education, one of which is by improving the curriculum. Indonesia has experienced curriculum changes several times [3]. These changes are closely related to the importance and strategic role of the curriculum in the implementation of national teaching system. Sukmadinata stated that the curriculum is an absolute requirement which means an inseparable part of education and teaching [14].

Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System it is stated that the curriculum as a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as

guidelines for organizing learning to achieve certain educational goals [4]. The curriculum in the narrow sense is a collection of various subjects given by students through activities called the learning process [5]. Meanwhile according to Hidayat the curriculum as a written material that contains a description of the education program of a school that must be implemented from year to year [2]. Therefore, we can conclude that the curriculum is a set of documents containing guidelines for compiling learning tools to achieve certain educational goals.

The curriculum that is currently applied in Indonesia is the 2013 curriculum [6]. The 2013 curriculum is an integrated competency and character-based curriculum which is a refinement of the Education Unit Level Curriculum [7]. The 2013 curriculum is implemented with hope of producing competent graduates and can improve student learning outcomes in terms of cognitive, affective and psychomotor [8]. The 2013 curriculum emphasizes the formation of student characters [9]. The implementation of the 2013 curriculum is expected to produce productive, creative and innovative people to compete in the international world. Mulyasa stated that the advantages of the 2013 curriculum are the use of a character-based scientific approach and a competency approach in certain fields of study [10]. Students are expected to have the competence of attitude, knowledge, and skills to compete internationally. The learning applied in the 2013 curriculum in elementary schools is integrated thematic learning.

Thematic learning is integrated learning that uses themes to link several subjects to provide meaningful experiences to students [11]. Thematic based activities are based on a theme which consists of several subjects combined into a theme [12]. Integrated thematic is learning that allows students to learn individually or in groups and play an active role in finding the knowledge that is meaningful, holistic and authentic by integrating various subjects with a theme [13]. Thematic learning is integrated learning that uses themes to link several subjects to provide meaningful experiences to students.

According to Narti, et al "Thematic learning is defined as a learning that is designed based on a particular theme". Meanwhile, according to Majid, integrated thematic learning enables students both individually or in groups to explore and discover holistic, authentic and meaningful concepts [14]. Thematic learning of elementary schools in Indonesia, based on the 2013 integrated thematic curriculum is interdisciplinary, multidisciplinary and transdisciplinary integrity [15]. Subsequently, thematic learning in elementary schools to integrate the dimensions of attitudes, knowledge and information into a single unit, combining the competencies of several basic lessons to be connected with each other to strengthen each other, combining the core competencies of each lesson so that each lesson still has its basic competencies and connects various subjects with the surrounding environment [16].

In integrated learning students are organized to work together in groups, to generate student interest and they can be involved in learning. The objectives of integrated learning are: (1) students can learn independently, (2) help students learn to find themselves, (3) encourage students to share ideas and knowledge. Integrated thematic learning has been carried out in elementary schools in Indonesia, including Padang city. However, the implementation of integrated thematic learning is not in line with expectations. Based on a literature review of the problem of implementing thematic learning, it is found that teachers cannot carry out thematic learning to the maximum [17]. Therefore, to find out problems in the field, researchers conducted an online questionnaire.

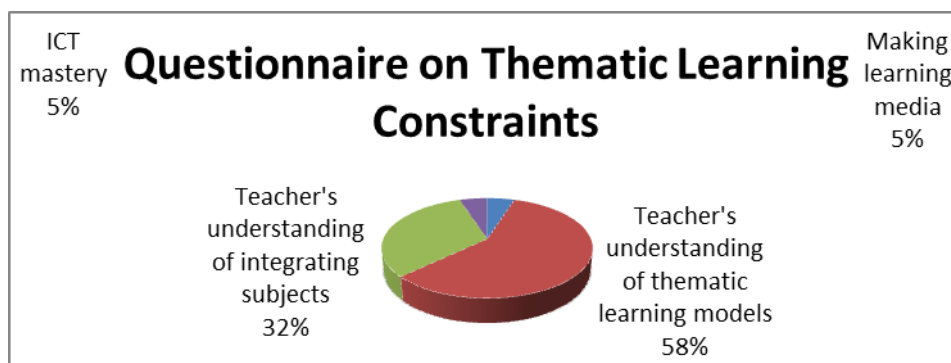


Fig. 1. Diagram of Questionnaire on Thematic Learning Constraints in Padang City

From the results of the questionnaire found that:

1. 5% of teachers question ICT mastery
2. 32% of teachers cannot integrate subjects
3. 58% of teachers do not understand the thematic learning model
4. 5% of teachers are unable to make media.

Strengthening the results of the questionnaire, researchers interviewed several elementary school teachers in the city of Padang. The interviews revealed that many elementary school teachers in Padang city did not understand the integrated thematic learning model. This happens because the training provided by the government is not disseminated in detail. Besides thematic learning models that seem to force to mix make the teacher feel uncomfortable in learning. Thematic learning now also seems rigid so the teacher feels inhibited in teaching material to students.

Researcher's analysis is that teachers lack understanding of the thematic learning models prepared by the government so that teachers feel burdened and sometimes misconceived when learning to use this thematic learning. In interviews and questionnaires, teachers emphasize that they do not understand the thematic learning that has been prepared by the government. The essence of the learning model used by teachers must be able to create a maximum quality of learning. Then answering these problems, the researcher wants to develop an integrated thematic learning model to improve the quality of the implementation of the 2013 curriculum learning. However, the focus of this research is on the low class because it has carried out thematic learning since 2004 so that it is appropriate to be used as an object for developing thematic learning models.

The general objective of this research is to develop an integrated thematic learning model to improve the quality of the implementation of 2013 curriculum learning in low grade in elementary schools in the city of Padang. Specifically, the objectives of this study are (1) analyzing the need to develop a thematic learning model in order to improve the quality of implementation of 2013 curriculum learning in low grade of elementary schools in Padang city, (2) developing integrated thematic learning models to improve the quality of learning implementation of 2013 curriculum in low grade of elementary schools in Padang becomes valid and practical, (3) examining the effectiveness of integrated thematic learning models to improve the quality of implementation of 2013 curriculum learning in low grade of elementary school in Padang.

2 Method

This research is a type of development research using the Plomp model which adopts the McKenney development model. The Plomp model consists of three stages, namely: (1) preliminary research, (2) prototyping phase, and (3) assessment stage [18]. Development phase by looking at how to find problems related to developing learning models, analysis of curriculum studies that will be used as learning tools, analysis of students and teachers to find out their characteristics, and analysis of learning materials for selecting and compiling learning materials. At the design stage, the researcher makes preliminary drafts and prototypes to create thematic learning model products and learning tools. Next, do the validation carried out by experts. Field testing is done repeatedly for further revisions so that the results obtained are valid and can be used. At the evaluation stage if the product is categorized as valid and suitable for use, then the practicality and effectiveness evaluation will be conducted.

The subjects in this study were low-grade students of Elementary School in Padang City with the criteria of students who fit the research needs, the availability of the school, and the absence of integrated thematic model development. The type of data used is qualitative data obtained from interviews, observations and field notes, while quantitative data are obtained from questionnaires, observation sheets, and learning outcomes tests. The instrument used in this study for the preliminary stage was the observation sheet analysis of the learning model, interview guidelines, adopting the analysis of students and teachers. For the instrument design stage, the questionnaire and interview guide used were in the form of an initial draft and prototype. Whereas, the instrument evaluation stage used are tested questions and observation sheets of student learning activities.

3 Result and Discussion

From the results of the development of integrated thematic learning models obtained a model and learning tools in a form of lesson plans, teacher books, and student books to improve the implementation of 2013 curriculum learning in a low grade of elementary schools in Padang. After the learning model and tools are designed, then the validator is done. Here are the results of the validation of the learning model and tools.

Validation Result

Validation of learning models consisting of content validation, construction validation, and language validation obtained data in the valid category. The following is an evaluation of the learning model by all experts presented in table 1.

Table 1. Value of the Validity of Learning Models of All Experts

Experts	Assessment (%)	Category
RM	83,3	Valid
RH	93,7	Valid
MA	85,4	Valid
MS	91	Valid
DF	95,8	Valid
Average	89,84	Valid

The lesson plan validation consists of content validation (component and content eligibility), construction validation and language validation. The results of the lesson plan content validation are in a valid category, as well as for the construction validation and the lesson plan language validation are in a valid category. Following are the assessments by all experts presented in table 2.

Table 2. Value of Lesson Plan Validity From All Experts

Experts	Assessment (%)	Category
RM	91,65	Valid
RH	93,7	Valid
MA	92,5	Valid
MS	93,6	Valid
DF	93,3	Valid
Average	92,95%	Valid

Module validation is used as material to determine whether the module is suitable for use or cannot be seen in terms of construction, content and language. The results of validation by 5 experts are presented in Table 3.

Table 3. Module Validation Results

Experts	Assessment (%)	Category
RM	92,8	Valid
RH	100	Valid
MA	86,4	Valid
MS	91,6	Valid
DF	93,3	Valid
Average	92,82%	Valid

Result of Learning Model Trial

The trial of learning model aims to determine the applicability of the learning model, which is reviewed from an aspect of process and learning outcomes. The results of observing the feasibility of learning model are obtained from the observation sheet of the feasibility of learning model at each meeting as in Table 4.

Table 4. Observation Results of Learning Model Implementation

Learning	Average Rating of Observer		Average (%)	Category
	MS	DF		
1	93,75	90,62	92,18	Very practical
2	95,31	92,81	94,06	Very practical
3	96,87	95,31	96,09	Very practical
4	96,87	98,87	97,67	Very practical
	Average		95,00	Very practical

Based on table 4 it can be stated that the implementation of the thematically integrated learning model for each meeting is in a very practical category. Teacher response questionnaire is given to find out the teacher's response to the learning models and tools that have been developed. The questionnaire was filled by two teachers. The questionnaire compiled consisted of practicality sheets of teaching materials and Student Worksheets.

Table 5. Average Teacher Response

No	Learning Media	Learning	Average (%)
1	Teaching materials	95,83	Very practical
2	Student Worksheets	90,83	Very practical
	Average	93,83	Very practical

From table 5 it can be seen that the average teacher response to teaching materials is 95.83% and the Student Worksheet is 90.83%. The practitioner considered that the device developed could make it easier for a teacher to deliver the material with Theme 6: The Beautiful Country of Subtheme 2. Student responses were given to all students in the experimental class concerned to find out the practicality of Teaching Material and Worksheet. In summary, the results of practicality assessment of student responses after learning using teaching materials and worksheets in the experimental class are as follows.

Table 6. Average Student Responses

No	Learning Media	Learning	Average (%)
1	Teaching materials	85,2	Very practical
2	Student Worksheets	84,66	Very practical
	Average	84,93	Very practical

4 Conclusions and Recommendations

The results of the trial data analysis showed that: (1) The integrated thematic learning model includes practical categories and can be implemented by students, (2) The effectiveness of an integrated thematic learning model is based on; (a) the average score of students 'ability in implementing learning as a whole is in a good category, (b) the students' competence is in the good category. Thus it can be concluded that the integrated thematic learning model can improve elementary student competencies. It is expected that elementary school teachers can implement an integrated thematic learning model to improve the quality of 2013 curriculum learning implementation in a low grade of elementary schools in Padang city.

Learning models that have been developed still need extensive field testing to find the right model. Therefore, research and development are needed in the second year, which involves elementary schools in West Sumatra. Teachers need to develop integrated thematic learning tools in each learning sub-theme in the lower grade, therefore, the practicality and effectiveness of learning devices in one learning sub-theme can be known, thus learning processes can motivate students to be active in learning activities.

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