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RESEARCH ARTICLE

THE DEVELOPMENT OF INTEGRATED THEMATIC TEXTBOOK WITH THEME “MY IDEALS” AND SUB-THEME “ME AND MY IDEALS” BASED ON CURRICULUM 2013

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Abstract

This study aimed to develop a textbook for fourth grade elementary school students. This research applied research-and-development model adapted from Borg & Gall. The development involved the following steps (1) initial research and information gathering, (2) textbook planning, (3) product validation testing, (4) product revision, (5) product testing. The research data was obtained through documentation, interviews, questionnaires, validation sheets and learning achievement tests after a product trial had been carried out with 2 classes, namely the experimental class and the control class. The data were then analyzed using the t-test technique and the relative effectiveness test. The results of the independent t-test obtained t value -5.551 and showed significant difference with p 0.000. The significance value was smaller than α value (0.05). This means that there is an average difference between the control class and the experimental class. The calculation of the relative effectiveness obtained a value of 57.24%, so it can be concluded that the textbook developed have a relative effectiveness level of 57.24% compared to the previous textbook.

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Introduction:-

National education which is based on Pancasila and the 1945 Constitution of the Republic of Indonesia functions to develop capabilities and shape the character and civilization of the nation with dignity in the context of the intellectual life of the nation. In carrying out this function, the government organizes a national education system as stated in Law Number 20 of 2003 concerning the National Education System. The regulation states that education aims to develop the potential of students to become human beings who believe and obey God the Almighty and have noble character. In addition, students are expected to be healthy, knowledgeable, capable, creative, independent, and democratic as well as responsible citizens (Ministry of Education National, 2008:3). According to Mulyasa (2013), the development of the 2013 curriculum is competency-based. The curriculum stipulates the competencies to be achieved, the strategies to achieve competencies, and evaluation oriented to these competencies. According to Supriadi (2000), textbooks are defined as instructional media that have a dominant role in the classroom. Books are a means of delivering material contained in the curriculum. The material in a quality book will be easily absorbed by students with the help of teacher who strive to develop core competences as required in the curriculum.

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Curriculum implementation is an attempt to transfer curriculum planning into action. In other words, curriculum implementation is an application, idea, concept, program, or curriculum arrangement into learning practices or new activities, so that the expected changes occur. In other words, curriculum implementation is the implementation of curriculum programs that have been developed in the previous stage. This leads to field tests coupled with implementation and management. That simply points out that adjustments are always made to the situation in the field and student characteristics, which allude to intellectual, emotional and physical development.

Overall, the implementation of Integrated thematic learning in the 2013 curriculum has not run optimally. There are still many problems concerned with the curriculum implementation, such as the prevalence of teacher-centered learning (Hernawan, 2009; Machali, 2014; Masyhud, 2016b). This condition shows that the learning carried out by teacher as a whole is not optimal, and the learning process still uses a conventional learning approach which is dominated by lectures (Desyandri, 2012). The same thing is also found in the results of current research, namely teacher-centered and the lack of opportunities for students to gain direct experience. This is laden with the dearth of opportunities for observing, asking, experimenting, processing information, and communicating. In addition, some students are not active during the learning process. The learning provided by the teacher is dominated by lectures (Desyandri; Vernanda, 2017). This condition is in contrast to the role of teachers in the 21st century. Today, teachers play a significant role in helping students develop 21st century skills by applying methods that increase student's abilities (Alismail & McGuire, 2015). Teachers must have creative and innovative efforts to prepare modern learning strategies and utilize technology to support their instruction, thereby increasing student participation in learning (Cheng, 2018; Malsbary, 2018; Teplykh, Akhmetzyanova, & Bashirova, 2019).

Based on the results of observations in August 2019 conducted at Public Elementary School of Yosorati 01, the textbooks used did not manifest the 2013 curriculum learning process. In the process of teaching and learning activities teachers have difficulty applying and studying textbooks provided by the government. What is more, they struggle to carry out the implementation of the 2013 curriculum. The textbooks used by the teacher still pose substantial challenges. The teacher still lacks motivation to learn the best strategies to support students' development. This is not in accordance with the principles of developing textbooks, according to Kurniasih and Sani (2014:141), the principle of developing textbooks have to prioritize the inclusion of sufficient material to understand and carry out basic competencies. Furthermore, the textbooks used by teachers and students still do not encourage students to be active. The existing materials are still not interesting and fun, yet these tend to be inauthentic and partial in nature. These materials are also not in congruence with the characteristics of fine textbooks. According to Prastowo (2014; Masyhud, 2009) textbooks have several characteristics including the potential to generate (1) active, (2) interesting or fun, (3) holistic, and (4) authentic learning experiences.

Based on the problems described above, the researchers attempted to seek solutions to solve learning problems at Public Elementary School of Yosorati 01 by developing textbook in the form of a textbook with the theme "My Ideals" and its sub-theme "Me and My Ideals". Based on the 2013 curriculum, textbooks are textbooks that are arranged systematically in specific language that is easily understood by students according to their level of knowledge. These properties aim at encouraging students to learn independently with minimal assistance or guidance from educators (Prastowo & Andi, 2013; Masyhud, 2016b). The purpose of developing textbook is to provide learning resource for independent learning, to assist in the student learning process so that students can learn according to their respective abilities.

An important component in thematic learning is textbook. To prepare a good thematic textbook, we need to understand what is called a thematic textbook well. According to Prastowo (2013:297), thematic textbook contains thematic learning characteristics to optimize the implementation of thematic learning.

In particular, the meaning of thematic textbook needs to be explored from its basic properties. The basic concept of textbook in scientific studies has many meanings. Textbooks are books used as standard references in certain subjects. (Sa'dun Akbar and Hadi Sriwiyana, 2010:189). Books are developed into a package consisting of textbook taught in class (Farida Rahim, 2008:86). Law Number 2 of 2008 article 1 paragraph 3 states that reference books are mandatory for use in primary and secondary education units or tertiary institutions that contain learning materials in order to increase faith, piety, noble character, and personality, mastery of science and technology, sensitivity and aesthetic ability, kinesthetic abilities and health, each of which is embedded in the National Education Standards.

According to Chomsin, textbook is a set of learning instruments or instruments that contain learning materials, methods, limitations, and evaluation methods which are designed systematically and attractively in order to achieve learning goals, namely achieving competencies or sub competencies with all their complexities (Chomsin, 2008:40). According to Belawati, textbooks are books grounded within a subject matter and are systematically arranged, in order to be used by teachers and students in the learning process. Based on several views regarding the meaning of textbook, textbooks are defined as standard books compiled by experts in a specific field to achieve instructional goals based on the applicable curriculum at certain levels of education. The existence of a textbook is very important in supporting learning activities in schools (Belawati, 2003:12).

Thematic textbooks contain thematic learning characteristics, so that they can optimize the implementation of thematic learning. Textbooks are a set of subject matter materials arranged systematically to establish the integrity of competencies that will be mastered by students in learning activities. With the existence of a textbook, students can master a complete competency as necessitated by the curriculum (Mulyasa, 2006). Textbooks may also serve as guidebooks for students in learning activities that contain subject matter to investigate activities based on concepts, science activities, information and examples of science application in everyday life (Trianto, 2011:227). Furthermore, Muslich (2010:37) defines a textbook as books that contain material descriptions of certain subjects or fields of study, which are systematically arranged and designed based on specific objectives, learning orientation and student development. In the same wavelength, Amri and Ahmadi (2010:159) define a textbook as any form of material used to assist teachers or instructors in carrying out teaching and learning activities in their classroom. Furthermore, according to Sanjaya (2010:141), learning materials are everything designed in compliance with the curriculum that must be mastered by students, particularly as manifested in basic competencies. These competencies are essential for students to achieve competency standards for each subject in certain educational units.

In principle, every book must have advantages and disadvantages. Hafi Ansari (1983:57) states that the presentation of a textbook is expected to satisfy numerous aspects of the teaching and learning process in order to encourage students to learn independently.

Integrated thematic learning is a basic concept in the implementation of the learning process in the 2013 curriculum at elementary school education, which has been regulated in Permendikbud Number 22 of 2016 concerning Process Standards. Integrated thematic learning is carried out using integrated learning principles. Prastowo (2013:125) interprets thematic learning as learning activities which integrate material from several subjects in one topic of conversation called a theme. Integrated learning is an approach that is oriented towards learning practices in harmony with the needs of child development. This approach departs from the learning theory that rejects the process of practice or memorization (drill) as the basis for the formation of children's intellectual structure and knowledge. This learning theory is driven by Gestalt theory and Piaget's theory. These theories emphasize that learning must be meaningful and emphasize the importance of learning programs oriented towards children's development needs.

Integrated thematic textbooks also have their own characteristics as textbooks. According to Andi Prastowo, (2013:313-314), there are four characteristics of an integrated thematic textbook. The first property is aiming at active learning, meaning that the textbook emphasizes active learning experience, encourages student activity in learning in such diverse engagement aspects as physical, mental, intellectual, and emotional engagement. This multitudes engagement aims to achieve optimal learning outcomes by considering students' desires, interests and abilities. The other property is oriented to interesting or fun learning. Textbooks should be able to stimulate students' interest, so that students are always encouraged to continue learning. It can even get students involved and engrossed in the textbook. It is also important to embrace holistic learning, where the textbook contains the study of a phenomenon from several fields of study interconnected to form a single unit. Thus, it allows students to understand a phenomenon from multiple perspectives. The last property deals with authenticity. This property puts emphasis on providing an experience and knowledge for students' independent learning.

Research Method:-

The research design used in this research was development research. Development research is a simplification of the term research and development or Research and Development (R&D). Many development researches have been developed. Borg & Gall (1983) stated that the development research procedure basically consists of two main objectives, namely (1) developing a product and (2) testing the effectiveness of the product in achieving the goal.

The test subjects in this study were fourth grade students of Public Elementary School of Yosoraty 01, Sumberbarudistrict, Jemberregency. The development model used in this study referred to Borg & Gall (1983). Borg & Gall performed 10 stages, namely 1) research and information collecting; 2) planning; 3) developing preliminary product; 4) preliminary field testing; 5) main product revision; 6) main field testing; 7) operational product revision; 8) operational field testing; 9) final product revision; and 10) dissemination and implementation. The researchers did not reach the dissemination stage because of the limitations of the researcher in terms of energy, time and cost. Effectiveness of product under development was tested in small scale or limited tryout. Data collection techniques were interviews, questionnaires and documentation. The data will be converted in percentage form using the following formula:

$$P = \frac{\sum X}{\sum X_i} \times 100\%$$

Where:

P = Percentage in each criterion

$\sum X$ = Total score in each criterion

$\sum X_i$ = Maximum score in each criterion

(Masyhud, 2015)

The effectiveness test, according to Masyhud (2016), employed the relative effectiveness test (RE) to find out how much effectiveness is achieved, compared to the existing product. This was investigated using the following formula.

$$ER = \frac{MX_1 - MX_2}{\left(\frac{MX_1 + MX_2}{2}\right)} \times 100\%$$

(Masyhud, 2016a)

Where:

ER = relative effectiveness of a product compared to another

MX1 = Mean of experimental class

MX2 = Mean of control class

Table1:- Criteria of Relative Effectiveness.

INTERVAL	CATEGORY
81% – 100%	Very effective
61% – 80%	Effective
41% – 60%	Fairly effective
21% – 41%	Almost effective
0% – 20%	Hardly effective

(Masyhud, 2016a)

Results And Discussion:-

The results of the validation test of textbooks developed were continued with validation by the lecturers according to their field of study and 3 validators selected from a group of teachers. Based on the results of validation, the design of the textbooks developed was found highly feasible and therefore eligible for future testing.

Afterwards, a trial was carried out to determine the effectiveness of the textbook. The trial was carried out on the fourth grade students at the school, involving 2 classes with different treatments. One class was chosen as the control class, and another one was recruited as the experimental class. The trial was carried out from July to August 2020. The effectiveness of the textbook developed can be judged from the results of the evaluation carried out after the trial. The t-test results on the independent data of the two classes obtained a t-value of -5.597 with a significance value of 0.000. Based on the value of Levene's Test, it was found that the F-count value was 9.153 with a significance of 0.004. The significance value (0.000) was smaller than α (0.05), indicating that the data was not homogeneous, so the test used the assumption that the data was not homogeneous (equal variances not assumed). In addition, a t-count value of -5.551 was obtained with a significance of 0.000. The significance value was smaller than α value (0.05). This demonstrated that there was an average difference between the control and experimental classes after the treatment (post-test). The negative sign on the t-value indicated that the average experimental class was higher than that of the control class. Based on the results of the N-Gain test, the average value of N-Gain in the experimental class was 70.21%, which was included in the High category (>70%), while in the Control Class the

average value of N-Gain was 39, 87% which lied within the moderate category (30-70%). Meanwhile, the calculation of the relative effectiveness obtained a value of 57.24%. By implication, the findings corroborate that the Integrated thematic textbook under investigation has an effectiveness level of 57.24%, compared to learning activities without the textbook. The relative effectiveness was found to fall within the medium category.

Conclusion And Suggestion:-

Based on the results of the research and discussion as described above, two conclusions can be made as follows: (1) The research used was R&D (Research and Development) development research adopting the development model of Borg, W.R & Gall, M.D. After the textbook was declared valid by the validator with Valpro 83.75, it was declared very feasible. Then, the next step was to conduct trials. The scope of developing teaching materials is the fourth grade students of SDN Yosorati01. The final product was in the form of textbooks based on the 2013 Curriculum for fourth grade elementary schools. The advantages of this book are (1) the presentation of material summaries, evaluation questions to find out students' understanding after studying textbooks, and also material that is easily understood by students, and (2) Relative effectiveness (ER) obtained a value of 57.24%, so that the relative effectiveness value is categorized moderate effectiveness. Thus, it shows that the development of integrated thematic textbooks with the theme of my ideals, the sub-theme of my ideals and I, based on the 2013 curriculum, is effective for fourth grade students of primary school compared to students who do not use development books.

Based on the above conclusion, some suggestions can be made as follows: (1) Teachers and researchers who are interested in continuing the research and development can carry out further research and development on integrated thematic textbooks based on the 2013 curriculum using other themes, so that research results are obtained which is more valid., (2) For students, this book should be used as a reference book for learning resources to make it easier to learn subject matter based on the 2013 curriculum, (3) For the Head of School, principals of schools should support and facilitate teachers to be able to develop textbooks as learning resources, so that teachers are not fixated on just one textbook.

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