
Development of Integrated Thematic Textbooks Based on Picture and Picture Models at MIS Lubuk Karya, Dharmasraya

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Abstract

This research is motivated by learning that is carried out at home by doing practice questions only in the student book. According to the researcher, the book still needs to be developed using the Picture and Picture learning model. In addition, learning at home is carried out independently without being accompanied by learning media that attracts students' attention. This study aims to describe the process of developing integrated thematic teaching materials based on the Picture and Picture model in grade IV SD that are valid, practical, and effective. This research was conducted at MIS Lubuk Karya. This type of research is development research. This study uses a 4-D model consisting of 4 stages, namely: define, design, develop, and disseminate stages. Validity test data were obtained through validation sheets of teaching materials, implementation of lesson plans, assessment of teacher and student responses. Effectiveness is seen from the activities, process assessment and student skill outcomes. Based on the research results, it is known that the teaching based on the picture and picture model has been valid based on the validity test by the validator. The teaching materials have been practical based on the results of the practicality test according to the responses of teachers and students. Teaching materials are said to be effective in terms of learning activities and improving learning outcomes. Thus, it can be concluded that the integrated thematic teaching materials based on the Picture and Picture model in grade IV SD have been declared valid, practical, and effective. It is hoped that teaching materials using the Picture and Picture model in thematic learning on other materials get more perfect results

Keywords: *Thematic Teaching Materials, Picture and Picture*

INTRODUCTION

Integrated thematic learning in elementary schools is fun learning that makes it easy for students to improve their knowledge and skills. In addition, professional teachers must be able to apply the main tasks in the thematic learning process. The main tasks include educating, teaching, guiding, directing, training, assessing, and evaluating students (Taufina et al., 2019).

The application of integrated thematic learning during the corona virus pandemic requires the creativity of teachers in creating learning strategies considering the time of the corona virus outbreak that hit the world. One of the countries affected by the corona virus disaster is Indonesia. Therefore, the government makes a policy to manage and regulate the systematics of education in schools, one of which is elementary school education which is carried out at home.

The impact that is now being felt due to the spread of the corona virus in the world of education in Indonesia is that learning is carried out at home online. The learning process carried out at home requires educators to have learning strategies so that students can achieve learning objectives in obtaining optimal learning outcomes. Therefore, the implementation of education must be carried out in accordance with the National Education System. These efforts are carried out in education through the application of the 2013 education curriculum that is integrated with technology (Maharani, 2018).

The technology-integrated 2013 curriculum is expected to be able to achieve learning objectives. Success in achieving learning objectives is influenced by several factors, for example, teaching and learning strategies, learning methods, learning models and learning

approaches, as well as learning media. Learning material is a tool that is used as an intermediary in distributing the subject matter delivered to students (Maharani, 2018).

The implementation of learning carried out by students at home is only guided by one student handbook. According to the researcher, the book must be developed and created by involving learning models. This can be seen in the teacher's book and the fourth grade student's book, theme 3 (Caring for Living Creatures) sub-theme 1 (Animals and Plants in My Home Environment).

To solve the problems above, it is necessary to develop integrated thematic teaching materials based on the Picture and Picture learning model. The Picture and Picture model is a learning model that uses pictures and is paired/sequenced into a logical sequence. This model relies on images as a medium in the learning process, these images become the main factor in the learning process. The use of the Picture and Picture learning model in learning will make students more active in learning and make the learning process improve student learning outcomes (Selatan & Kuraedah, 2016).

Many studies have been conducted on the use of the Picture and Picture model. Research on the use of the Picture and Picture model in Indonesia by Handayani, Bintari, and Lisdiana (2013), Audina, Slamet, and Poerwanti (2018), Ekawati, Bella, and Firmansyah (2019). Therefore, the author wants to conduct research on the development of thematic teaching materials based on the picture and picture model.

RESEARCH METHODS

This type of research is a development that refers to a 4D model, this model was developed by S. Thiagarajan, (Taufik Taufina & Arwin, 2018) explaining the stages of a 4-D model, including: defining, designing, developing, develop), and dissemination (disseminate). However, due to the author's limited manpower, cost, and time, the dissemination stage was only carried out on a limited scale, namely grade V Elementary School according to the needs of the author.

RESULTS AND DISCUSSION

At this stage, it begins with three stages: 1) validity, 2) practicality, 3) effectiveness

Validity

Teaching materials that have been designed, then validated by experts and educational practitioners in accordance with their field of study consisting of 3 expert validators. Based on the results of the discussion and suggestions from the validator, the teaching materials were then revised. From the results of the revision, there are several things that need to be improved and considered so as to produce valid teaching materials. At this stage, validation is carried out on integrated thematic teaching materials based on the Picture and Picture model.

In the following, the names of the validators who validate the teaching materials developed are presented.

Tabel 1 Daftar Nama Validator Ahli

	Nama	Keterangan
1	Dr. Rahmatul Hayati, M.Pd.	Lecturer FIP Undhari
2	Estuono, M.Pd	Lecturer FIP Undhari
3	Faradila Intan Sari, M.Pd	Lecturer FIP Undhari

Based on the results of the discussion and suggestions from the validator, revisions were made to the teaching materials. Validation is declared complete if the validator has stated that the teaching materials designed are valid and ready to be tested.

The validation of teaching materials is carried out on several aspects which include aspects of content feasibility, linguistic aspects, graphic aspects. In general, the results of the validation of teaching materials based on the picture and picture model can be seen in the following table.

Table 2 Results of Overall Teaching Material Validation

No.	Rated aspect	Average	Category
1	Content Eligibility	4,5	Very Valid
2	Language	4,4	Very Valid
3	Graphics	4,5	Very Valid
Average		4,5	Very Valid

From Table 2, it is found that the average overall score on the validation of teaching materials is 4.5 which belongs to the Very Valid category. So, it can be concluded that the integrated teaching materials based on the Picture and Picture model are valid.

Practical Test Results of Teaching Materials

After the teaching materials are declared valid, the next step is to conduct trials to determine the practicality and effectiveness of the developed teaching materials. The trial was conducted on fourth grade students of MIS Lubuk Karya. The trial was carried out three times learning from lessons 1-3. On Theme 3 (Caring for Living Creatures) Sub-theme 1 (Animals and Plants in My Home Environment). The practicality of the teaching materials developed can be seen from the results of the analysis of practicality questionnaires by teachers and students. The results of the practicality test of teaching materials are described as follows.

a. Practicality Questionnaire Results for Teachers

The teacher's response questionnaire was given to find out the teacher's opinion on integrated thematic teaching materials based on picture and picture that had been compiled, designed, and validated. Analysis of the data obtained from each teacher's response questionnaire to the practicality of teaching materials can be seen in the following table.

Table 3. Practicality Questionnaire Results for Teachers

No	Rated aspect	Total score			description
		Practitioner 1	Practitioner 2	Practitioner 3	
Practicality of Use					
1	Teaching materials make it easier for teachers to teach material to students	4	4	4	Very Practical
2	Instructions on teaching materials make it easier for teachers to convey the aims and objectives of various activities to students.	4	4	4	Very Practical
3	Teaching materials make it easier for teachers to attract students' interest in learning.	4	4	4	Very Practical
Timing					
4	The learning steps in the lesson plan are according to the available time allocation.	4	4	4	Very Practical
Illustration Suitability					
5	The pictures in the material make it easier for the teacher to help students understand the subject matter at home.	3	4	4	Very Practical
6	Placement of the right illustrations in accordance with the order of the material	4	4	4	Very Practical
Language					
7	The language used in the RPP is EBI compliant..	4	4	4	Very Practical
8	The language used in the teaching materials is in accordance with EBI.	4	4	4	Very Practical
9	The presentation of sentences and the language used in presenting the material is easy to understand	4	4	4	Very Practical
Total		35	36	36	
Average		3,89	4	4	
Overall Average		3,9			Very Practical

The table above shows that the average percentage of assessment of the use of integrated thematic teaching materials based on the Picture and Picture model in thematic learning in grade IV SD is in the very practical category, in the range of 3.0-4.0. That is, the teaching materials developed already have the practicality of presenting and using them.

b) Results of Practicality Questionnaires by Students

Student response questionnaires were given to students to find out students' opinions about the practicality of teaching materials. The student response questionnaire was filled out by 15 people at the end of the trial. Analysis of the data obtained on the practicality of teaching materials is briefly seen in the following table.

Table 4. Results of Student Response Questionnaire Recapitulation

No	Question	Respondent's Answer	Category
(1)	(2)	(3)	(4)
1.	The display of teaching materials attracts attention	3,9	Very practical
2.	Teaching materials have attractive colors.	3,9	Very practical
3.	Learning materials in teaching materials have a relationship with everyday life.	3,86	Practical
(1)	(2)	(3)	(4)
4.	Instructions on teaching materials can be understood easily.	3,9	Very practical
5.	The images used in the teaching materials clarify the concept..	3,9	Practical
6.	Students participate actively in the use of teaching materials so that learning activities increase.	3,9	Very practical
7.	Teaching materials in teaching materials are easy to understand.	3,9	Very practical
8.	Images on teaching materials clarify the subject matter by selecting images based on local wisdom.	3,9	Very practical
9.	The use of teaching materials is in accordance with the stipulated time allocation.	3,9	Very practical
10.	Exercises on teaching materials help students to understand concepts.	3,9	Very practical
Average		3,89	Practical

Table 4 above shows the average percentage of student response questionnaire assessments at the end of the lesson using integrated thematic teaching materials based on the Picture and Picture model for students IV MIS Lubuk Karya in the Very Practical category, which is in the range of 3–4. This means that the developed teaching materials have excellent

practicality in terms of presentation and use. Thus, it can be concluded that the practicality of integrated thematic teaching materials based on the Picture and Picture model for fourth grade elementary school students. Based on the questionnaire responses, students are categorized as very practical. Furthermore, the effectiveness of using teaching materials based on picture and picture models will be seen.

Effectiveness

The results of the test of the effectiveness of teaching materials are described as follows.

a) Knowledge Aspect Assessment

Assessment is carried out during the learning process using an assessment rubric. Learning outcomes to determine the effectiveness of teaching materials are known from the questions given. The questions used are an assessment component of the developed teaching materials. The questions were tested on Class IV students at MIS Lubuk Karya. To analyze student learning outcomes, the criteria for mastery learning are used. Completeness of student learning is seen from student learning outcomes which are then compared with the KBM set at school.

Table 5. Assessment of Learning Outcomes Aspects of Knowledge

No.	Number of Test Participants	Total Value	Average	KBM	Completeness (%)	Predicate
1.	15	1496	99	75	99 %	Complete

Based on the learning outcomes that have been achieved, it can be seen that learning using integrated thematic teaching materials based on the Picture and Picture model in class IV MIS Lubuk Karya on theme 3 (Caring for Living Creatures) and sub-theme 1 (Animals and Plants in My Home Environment) can help participants students in understanding the material so as to obtain excellent results. This can be seen from the average score obtained by students with a score of 99 which is above the school's KBM with a value of 75. Classically, learning using integrated thematic teaching materials based on the Picture and Picture model in grade IV SD is said to be complete.

b) Skill Aspect Assessment

Assessment of skills aspects is carried out during the learning process using an assessment rubric. The assessment rubric assesses aesthetics, language and substance/content. This assessment is accompanied by an assessment score. A score of 4 if the attitude is very good, a score of 3 if the attitude is good, a score of 2 if the attitude is quite good, and a score of 1 if the attitude is not good. The attitude aspect assessment was carried out in Class IV MIS Lubuk Karya. The analysis of the results of the assessment of this skill aspect is in accordance with the skills seen in the learning process and given a score. The following is a table for assessing student learning outcomes in the aspect of skills.

Table 5 Assessment of Learning Outcomes Aspects of Skills

NO	Number of Test	Total Value	Average	Predicate
1.	15	1391	93	Very Good

Based on the learning outcomes that have been achieved, it can be seen that learning using integrated thematic teaching materials based on the Picture and Picture model on theme 3 (Caring for Living Creatures) and sub-theme 1 (Animals and Plants in My Home Environment) can help students improve aspects of their skills by an average value of 93 with the predicate Very Good.

CONCLUSION

Produced teaching materials in the form of integrated thematic integrated learning modules based on the Picture and Picture model in class IV MIS Lubuk Karya with a Very Valid category because previously the teaching materials had been validated by expert validators. The resulting Jar material is also practical because it has passed a practicality test based on teacher and student response questionnaires. Teaching materials are also declared effective based on observations of the implementation of learning that can improve the results of students' knowledge and skills.

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