

# 7. Implementation of Contextual Based Teaching Materials on Various Work Themes of Primary School Students

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## **Implementation of Contextual Based Teaching Materials on Various Work Themes of Primary School Students**

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### **Abstract**

This study aimed to analyze the hypothetical model and analyze the effectiveness of the use of teaching materials. The research design used in this study is research and development. The study was conducted in elementary schools in the District Diponegoro Force Gringsing Batang with research subjects fourth-grade learners at three elementary schools SDN Yosorejo, SDN Krengseng 2, and SDN Sidorejo 1. Sources of research data derived from the expert of experts, education professionals, and learners, The data collection method used measurement scales and tests. Teaching materials developed using seven syntax contextual learning model that integrates seamlessly with the theme of learning various jobs. The results of product validation by expert gets an average value of 3.34 with a percentage of 83.58%. It shows that the product teaching materials in this study deserves to be tested further. The results showed that an increase in outcomes after using the instructional materials with N-Gain test results on a limited scale trial of 0.55 with category and 0.50 on the results of the use of teaching materials are also categorized as moderate.

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## INTRODUCTION

Today teachers <sup>2</sup> are required to innovate both in terms of materials, models, and learning media. The demands of the Curriculum 2013 is now the educational needs who can adapt to the development of 21<sup>st</sup> century the era of the 21<sup>st</sup> century are needed curriculum that encourages learning that produces learners are formidable. This means that students who can sustain life (human survival). Therefore, the suitability <sup>3</sup> of a lesson plan designed by the teacher is the key to the success of the students living in the community (Sunhaji, 2016). Also, education <sup>3</sup> could also prepare human resources who can face the challenges of globalization without losing the values of the personality and culture of the nation. In this case the need for insight into the variety of work in the surrounding environment of the learners so that learners can develop more in the future to meet the competition according to the times.

The phenomenon that occurs at this time that the work is generally known to learners only a certain job. Let's say that when the students were asked what type of work is known by learners or for example on the desired goals of learners, most learners to answer certain types of jobs, such as police, doctors, soldiers, teachers, and so on. Also, the majority of parents of students in a particular area to work as foreign exchange heroes namely Tenaga Kerja Indonesia (TKI). When in fact there are many <sup>5</sup> different types of jobs in the environment of the learners themselves, both of which produce goods and services. Students were less likely to know about the kind of work in their environment, because students understanding is limited to certain types of work.

In Permendikbud No. 22 of 2016 states that principle in the implementation of learning that is <sup>2</sup> motivating learners are contextually appropriate teaching material benefits and applications in daily life, by giving examples and comparison of local, national, and international. But the reality discovered show teachers still encountered many obstacles to achieve the

appropriate contextual learning environment of students and motivate them to learn.

Moreover, if teachers in rural schools are indeed completeness learning device is still limited. The problems encountered in the field that is in the public elementary school in the District Diponegoro Force Gringsing Batang them are (1) the majority of teachers have not mastered the use of IT so that learning is more focused on the use of textbooks, (2) the limited infrastructure in schools, especially in schools located in rural areas, (3) teachers use textbooks provided by the Government in the absence of innovation, (4) learners are less interested in learning the teacher because just given a lecture mode. Through the lecture, the method causes the learners do not have the opportunity to build their potential as the ability of learners to ask (Anggraeni, Sugiyono, and Kustiono, 2017). Also, from Curriculum 2013 evaluation results known that most teachers in teaching and learning resources not utilized to the fullest and be the main reference textbooks without trying their creativity to develop better that is using the environment and learning resources (Indriani, 2015).

<sup>22</sup> They are related to the use of teaching materials in school, this time at the primary school level using thematic textbooks in the application of Curriculum 2013. The curriculum teaching materials in 2013, and use the text-based characteristics integrated approach (Wijayanti, Zulaeha, and Rustono, 2015). Thematic learning is learning by using themes in uniting several subjects to provide a meaningful experience (Ningtyas, Yunianta, and Wahyudi, 2014). These themes are used to link several subjects so-called well-integrated learning which is also called thematic learning. In the study, each activity must have a primary focus on thematic topics (John, 2015). However, textbooks are certainly not an appropriate contextual environment in areas learners each, for example in Batang widely known as a producer of honey and batik artisans Trunk. However, unfortunately, learners are less aware of these jobs. It means that the students are less familiar with the surrounding environment

itself. It is certainly not by Permendikbud No. 22, 2016.

Teaching materials are a set of tools or learning tool that contains learning materials, methods, limits and how to evaluate systematically designed and attractive to achieve the expected goals (Taqiyyah, Subali, and Handayani, 2017). The use of teaching materials meant that learners could improve the knowledge base for higher education. Therefore, the learning will be more meaningful if the use of teaching materials supports it by the environment of the learners.

Furthermore, the researchers developed thematic teaching materials that support textbooks in schools so that teachers and learners have other references as a source of learning. Teaching material itself is a source of learning, i.e. everything that facilitates learners acquire knowledge of information, experience, and skills in teaching and learning activities (Farda, Binadja, and Purwanti, 2016). Through learning materials, learners can learn competence in a coherent and systematic so broadly able to master all the whole and integrated competencies in order of quality or the quality of the learning process and improve the quality of education (Haryonik, and Bhakti, 2018). As for teachers, teaching materials as a guide to direct all learners in learning activities (Yotiani, Supardi, and Nuswawati, 2016). Judging from the exposure of the authors, teaching materials itself has an important role in learning. Good teaching materials namely instructional materials to help learners achieve the expected competencies (Nisa, and Supriyanto, 2016).

In this study, will be more focused on teaching materials based contextual theme various jobs associated with the context of a variety of jobs, especially in the environment of the learners in Batang. This study was selected as a form of innovation in delivering learning material to students so that students are more motivated to study the learning materials so as to foster an interest in reading for students and add depth of knowledge of students about the environment around learners such as various types of jobs that exist around them, so that

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contextual learning is developed in order to be more productive and meaningful (Ekowati, Darwis, Upa, and Tahmir, 2015). As for the reasons behind the development of these materials causes the print instructional materials utilization can be sustained is not limited to research, even to the turn of the year and the curriculum can continue to be used. Besides its use is easy and practical so that it can be used by anyone (Octaviani, 2017).

According Komalasari (2013) in (Lepiyanto, and Pratiwi, 2015), contextual learning is a concept of learning that helps teachers teach the link between the material to real-world situations learners and encourages students to make connections between the knowledge possessed by its application in the lives of students as family members, citizens, and workers.

Through contextual learning in everyday life, learners can build a strong understanding of relevant learning materials and build their concepts based on problems. 21 result of understanding the concept can be embedded more strongly in the memory of learners (Anggo, Kadir, Lambertus, Jazuli, Suhar, and Kansil, 2015). It was not independent of the stage of development of primary school-age learners in the age range 7-11 years which is the concrete operational stage, where primary school age still see everything as a whole and understand the relationships between simple concept (Heni, Binadja, and Sulistyorini, 2015). As for teachers, contextual learning function itself which is to enhance the role of the teacher as a facilitator in guiding learners to build knowledge to become a smart, creative, and innovative as the expectations of the 21<sup>st</sup>-century education (Suryawati, and Osman, 2018).

## METHODS

2  
This study research design and development (Research and Development or R & D) with Borg & Gall research measures tailored to the needs of research. R & D research method is a method of research used to produce a specific

product and test the effectiveness of these products (Sugiyono, 2013).

The study was conducted in elementary schools in the District Diponegoro Force Gringsing Batang with research subjects fourth-grade learners at three elementary schools SDN Yosorejo, SDN Krenseng 2, and SDN Sidorejo 1. The sample used as many as ten students in the test product and 60 students on the use of teaching materials products. Source of research data derived from the validator experts, education professionals and learners with data retrieval methods using questionnaires and tests. The questionnaire was used to measure the feasibility of teaching materials by expert validator and test used to measure the initial conditions (pre-test) and after treatment with the product (post-test).

## RESULTS AND DISCUSSION

### Hypothetical Model of Teaching Materials

Teaching materials product of contextually based on various work themes developed in this study is presented in Figure 1 to Figure 6.



Figure 1. Cover of Teaching Materials

The book cover page includes the components of the book title, the name of the author, the target of the user of the book, and the illustration of the cover image according to the theme.

**Pembelajaran 4**

**Ayo Mengali Informasi**

**Menyampaikan Pendapat tentang Sikap Tokoh dalam Cerita**

Apakah kamu sering membaca dongeng atau cerpen? Dalam sebuah dongeng atau cerpen terdapat tokoh-tokoh yang diceritakan. Sikap-sikap dalam tokoh cerita tersebut ada yang dapat diteladani, namun ada pula yang tidak dapat diteladani. Sebagai pembaca, kamu harus dapat membedakan mana yang dapat kamu contoh dan mana yang tidak boleh kamu contoh. Pendapat-pendapat tersebut dapat kamu sampaikan dengan mengacu dari sifat, sikap, dan kebiasaan yang dilakukan tokoh.

Bacalah kutipan teks cerita berikut!

**Selamatkan Batik Rilayah, Mottif Tiga Negeri**  
Bercerak Spiritual Islam dari Batang

Batik rilayah atau dikenal pula dengan sebutan "batik tiga negeri" mulai meremut titik senja. Label "batik tiga negeri" diberikan jika warna merah, biru, dan cokelat dibutuhkan bersamaan pada sehelai kain batik.



Sumber: [www.kerajabatik.com](http://www.kerajabatik.com)

Suplemen Bahan Ajar Tematik Kelas IV Tema 4 35

kebutuhan hidup pun terus bertambah. Orang tidak hanya bekerja sebagai petani dan pelemak. Orang mencari cara-cara baru untuk memenuhi kebutuhan hidupnya. Sekarang ini ada bermacam-macam pekerjaan, misalnya penjahit, pedagang, sopir, guru, dokter, dan lain sebagainya.

Tidaklah mudah orang mendapatkan uang. Kita harus menggunakan uang dengan baik dan bijaksana. Dalam menggunakan uang, kita bisa melakukan kegiatan ekonomi. Pengertian tentang kegiatan ekonomi telah kita bahas di pembelajaran sebelumnya. Ayo ingat-ingat lagi ya!

Nah, apakah kamu tahu dimanakah gambar di samping diambil? Ya, gambar di samping adalah Pantal Jodo yang terletak di Dukuh Buntu Kecamatan Gringsing.

Siap kali kita ke pantal jodo, kita sering menjumpai banyak perahu nelayan yang baru datang dari perairan setelah mencari ikan. Tahukah kamu bagaimana ikan laut hasil tangkapan nelayan bisa sampai ke meja makan? Banyak proses yang dilalui sehingga ikan yang berada di laut dapat tersaji di meja makan.

Mulanya, ikan ditangkap oleh nelayan, ikan tersebut kemudian dibawa ke tempat pelelangan ikan (TPI). Nelayan di Pantal Jodo biasanya membawa ikan hasil tangkapannya ke TPI Sikayu yang berada di Desa Sidorejo.



Sumber: [anggo.co](http://anggo.co)

Suplemen Bahan Ajar Tematik Kelas IV Tema 4 44

Figure 2. Description of Material

The material description contains the elaboration of material according to the basic competencies developed. The subject matters developed in the teaching material consist of



Daily examines contain problem exercises as a form of daily evaluation of students after learning. The daily examines include multiple choices, entries, and descriptions.

**Refleksi Pembelajaran**

Tuliskan identitas dirimu pada kolom yang telah disediakan!

Nama	:	
Kelas	:	
Sekolah	:	

1. Bagaimana pembelajaran hari ini? Bagian mana yang kalian sukai?  
\_\_\_\_\_
2. Materi apa saja yang kamu pelajari hari ini?  
\_\_\_\_\_
3. Manfaat apa yang kamu dapatkan dari pelajaran hari ini?  
\_\_\_\_\_
4. Materi apa yang sudah kalian kuasai dengan baik?  
\_\_\_\_\_
5. Apakah ada materi yang sulit dikuasai?  
\_\_\_\_\_

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Figure 6. Reflecting on Learning

Reflection of learning lies at the end of each lesson. The questions raised in the reflection of learning are about the impression of learning that day, the material that is liked, the benefits obtained after completing studying certain material, material that has been mastered, and material that is difficult to master.

### Expert Validation

Teaching materials developed using the principles of learning that requires students to be active in learning as well as the demands on the Curriculum 2013. Development using seven syntax contextual learning model that integrates seamlessly with the theme of learning various jobs. The syntax of the model contained in the learning activities in the content of teaching materials, such as digging up information activities, discussions, activities show themselves/displaying the work, asks activities, daily tests of learning and reflection at each end of the lesson.

Then the hypothetical model is validated to determine the suitability of the teaching materials developed with quality standards and scientific as well as the feasibility of teaching materials for further tested effectiveness. Test validation is performed by experts who are

experts in their respective fields that matter expert, linguist and graphic expert. The results of the assessment will serve as an evaluation validator that can produce a viable product for use.

Assessment material aspects consist of four assessment indicators, covering, presentation of the material, the use of illustrative materials, the range of material, the benefits of the content. For the assessment, there are four aspects of language assessment indicators, namely, the use of spelling, words, and paragraphs, use of illustrative materials, use of language, and the presentation of the title. While the assessment graphics aspect there are three indicators, namely, the size of the cover, the cover design, and content design. The results of product validation by experts are presented in Table 1.

Table 1. Recapitulation Assessment Test Validation

Aspect product eligibility	Score	%
Material aspects	3.38	84.50
Linguistic aspects	3.40	85.00
Graphics aspects	3.25	81.25
The average value	3.34	83.58
Information		Feasible to be used

1  
Based on Table 1, note that the results of product validation earned an average score of 3.34 with a percentage of 83.58%. It shows that the product of teaching materials in this study deserves to be tested further. From the results of product assessment made by experts, there is some improvement suggestions given by experts. On the cover design is need for additional space in the writing of the title and change the position of illustrations on the cover so as not to cause a different perception of the reader. In the table of contents it is necessary to provide detailed page information to make it easier for readers to know the content. But the rest of the other items had good ratings.

### Student Work Results

To see the effectiveness of the teaching materials applied, qualitative research has been carried out on one sample of research subjects, namely A in three learning meetings. The work results of A using contextual-based teaching

materials on various occupations consisting of Bahasa Indonesia, PPKn, IPA, IPS, and SBdP subjects are as follows.

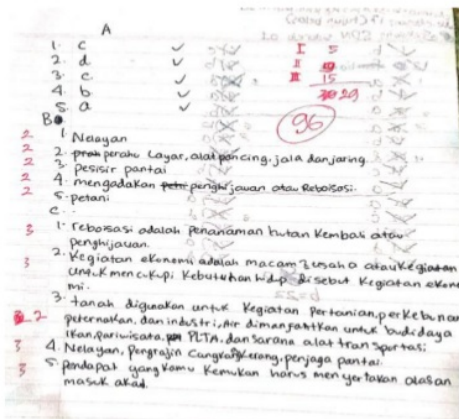


Figure 7. The 1<sup>st</sup> Daily Test

The 1<sup>st</sup> daily exam consists of Bahasa Indonesia subjects with the subject matter of assessing inclination in stories, IPA with the subject matter of the supply of natural resources in the local environment, and Social Sciences with the subject of economic activities in various fields of work. The results of the test students get a score of 29 with a final score of 96.

In this 1<sup>st</sup> lesson, students use question cards in the learning process. This makes students brave and confident in asking questions about a particular topic so that students can find information that has not been known through the process of asking. To answer questions, students were asked to present group yells beforehand so that the learning atmosphere was more enjoyable. At the end of the lesson, the teacher gives a daily test to determine the level of student understanding of the learning given that day and to find out the progress of the student in learning.

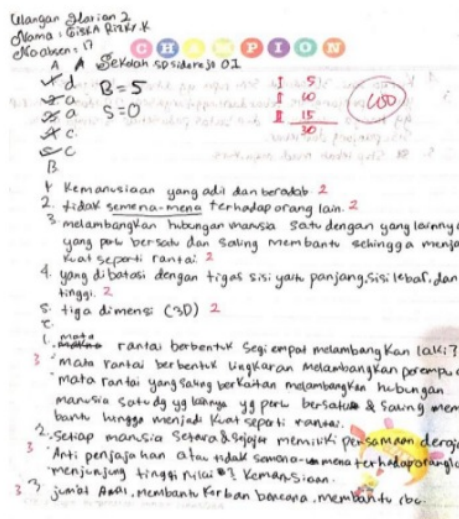


Figure 8. The 2<sup>nd</sup> Daily Test

The second daily test consists of PPKn and SBdP subjects, with the subject of symbolic meaning with the second principle of the Pancasila. The results of the test students get a score of 30. That means perfect value. The score obtained by students increased from the daily repeat score at the previous meeting. The answers from students also tend to be longer than the previous answer. This shows that students begin to find their confidence in answering questions. In the learning process, students hold group discussions so that they can exchange ideas with their friends in solving a topic's problems.

The learning outcomes they get are the result of exchanging ideas with other students, so students who have difficulty with a topic will be guided by friends who already understand. In the previous meeting students also filled out the learning reflection sheet so that shortcomings at an earlier learning could be reduced in subsequent learning. Therefore this student A can get a perfect score in the daily test.



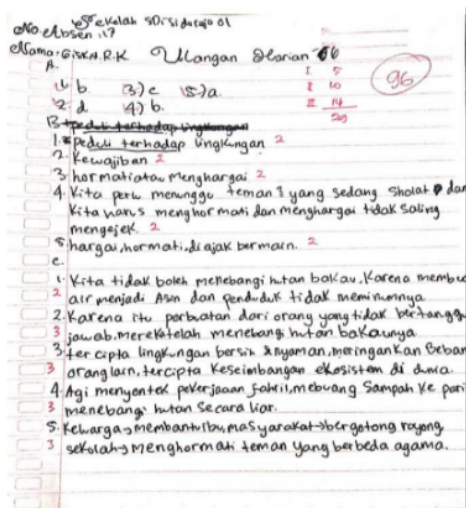


Figure 9. The 6<sup>th</sup> Daily Test

The 6<sup>th</sup> daily exam consists of Indonesian Language subjects with the subject matter of assessing the moral message in the story and PPKn with the subject of attitudes that are appropriate and not by the values of the Pancasila. The results of the test students get a score of 29 with a final score of 96. Students traverse the learning process by digging information through reading texts then presenting examples. Students also go through a group discussion process to find the right answers to a problem so that through various learning methods students become easy to grasp the subject matter.

Previously these students had been given a pre-test with a score of 22 with a final score of 72. After using teaching materials developed by researchers, the students were given a post-test with a score of 29 and a final score of 96. This showed that students had increased learning outcomes after the use of these teaching materials.

#### Limited Scale Trials

On a limited scale trial on teaching materials based contextual themes range of work is done by students as many as ten people as a sample. Learners are given teaching materials that have been developed by researchers. As the

pace of early trials, students use the instructional materials 6 independently or in groups. The results tally with pre-test and 10 post-test scores in the test phase can be found in Table 2.

Table 2. Results Pre-test and Post-test on a Limited Scale Trials

	Mean	N	Standard deviation	Standard error of the mean
Pre-test	57.10	10	15.96	5.05
Post-test	80.90	10	19.52	6.17

Based on Table 2 samples used in testing the use of materials by ten learners. In the test phase, the average acquisition value on the pre-test was 57.10 4 while in the post-test was 80.90. This indicates an increase 13 in the average between the value of the initial (pre-test) with final scores (post-test). The findings at the time of testing the use into consideration the researcher to make improvements to the theme of teaching materials based on various contextual jobs.

#### Use of 20 Instructional Materials Products

The results of testing the effectiveness of teaching materials based 1 contextual themes various of work is determined based on the results of pre-test and post-test with 60 students as a sample. To know the results of these tests, carried out individually calculating scores based on the scoring guidelines that 5 have been determined. Here is the calculation of pre-test and post-test can be seen from Table 3.

Table 3. Results Pre-test and Post-test Use of Instructional Materials

	Mean	N	Standard deviation	Standard error of mean
Pre-test	55.18	60	14.54	1.88
Post-test	77.72	60	12.95	1.67

5 Based on Table 3 it can be seen that the average achieved in the pre-test was 55.18 while the average 19 achieved post-test was 77.72. This indicates an increase in the average value between the initial value (pre-test) with final scores (post-test).

Test effectiveness is done by comparing the initial scores and final scores through t-test. t-test data analysis 9 in this study using the Paired Sample Test. t-test results can be seen in Table 4.

Table 4. Paired Sample t-Test

	Mean	Standard deviation	Standard error mean	95% Confidence interval of the difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pre-test- Post-test	-2.253	13.895	1.794	-26.123	-18.944	-12.562	59	.000

3  
Based on 18 data in Table 4 shows that the value Asym Sig. (2-tailed) was 0.000. This means that  $0.000 < 0.05$  with  $H_0$  rejected and  $H_a$  accepted because there are differences in average scores obtained as to know the truth of the hypothesis with  $t_{value} > t_{table}$  which means that if  $t_{value} > t_{table}$  then  $H_0$  is rejected, whereas if  $t_{value} < t_{table}$  then  $H_0$  is accepted. Based on the data in Table 4 it can be deduced that  $t_{value} > t_{table}$  is  $12.562 > 2.001$ . Results of test data analysis of the effectiveness of teaching materials based contextual theme of numerous jobs through evidence Asym Sig (2-tailed) and t-test can be concluded that  $H_0$  is rejected and  $H_a$  accepted where there are significant differences between the study of students between the initial test (pre-test) and final test (post-test). Thus it can be said that the teaching material on the theme of various contextual-based jobs is effective and acceptable for use in learning.

## CONCLUSION

1  
Teaching materials developed using seven syntax contextual learning model that integrates seamlessly with the theme of learning various jobs. Content on the themes of various jobs in this study to take or bring up a variety of jobs that exist in Batang making learning more meaningful. Validation of products is based on material aspect, language aspects, and graphics aspects. The results of product validation by expert gets an average value of 3.34 with a percentage of 83.58%. It shows that the product of teaching materials in this study deserves to be tested further.

1  
The results of the use of the product showed that an increase in outcomes after using the instructional materials with N-Gain test results on a limited scale trial of 0.55 with category and 0.50 on the results of the use of teaching materials are also categorized as moderate.

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