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Ability of Classroom Teachers in Developing Thematic Teaching Materials Based on the 2013 Curriculum

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ABSTRACT

In the learning process, having access to various educational materials is a fundamental necessity. The information needed to understand thematic education can be found in a variety of learning resources. Where the purpose of providing teaching materials is to make the learning process more interesting and easy to learn, With all the basic skills that need to be mastered, the purpose of developing teaching materials is to make the learning process more interesting and easy to learn. Teachers must have the creative abilities and inventiveness needed to produce teaching materials in order to maximize the potential for developing creative teaching materials for thematic learning. The purpose of this study was to determine the ability of grade IV teachers at SD Negeri 004 Teluk Pinang, Gaung Anak Serka District to make thematic teaching materials based on the 2013 curriculum. The type of research presented here is known as quantitative descriptive research. While class IV-A teachers are the topic of this research, the ability of class teachers to produce thematic teaching materials based on the 2013 curriculum is the object of this research. The presentation formula was used in analyzing the data collected for this investigation. Based on the findings, class IV A teachers at SDN 004 Teluk Pinang, Gaung Anak Serka District, were able to develop thematic teaching materials based on the 2013 curriculum; however, teachers do not use teaching materials to facilitate learning in their classrooms. This is supported by observational data, which obtained 70 percent of the total votes and is included in the strong category.

1. Introduction

In learning, the teacher must be able to convey teaching materials in which there are elements of skills, attitudes, and norms, as well as knowledge that can be

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practiced by their students. These teaching materials can be felt useful by students if they can be practiced in their lives. That is, these teaching materials have practical value for students, and of course the practical value is in accordance with the level and abilities of the students. Teaching materials are resources taught by students. So, LKS teaching materials must be prepared in accordance with the curriculum, or the 2013 curriculum. The absence of sources of learning information and student independence can limit the achievement of learning objectives. Furthermore, the limitations of school facilities in procuring teaching materials can also impede the smooth running of the learning process, so the development of teaching materials is necessary so that students are able to learn independently so that they do not always depend on the teacher during the learning process. Therefore, the availability of teaching materials is important to stimulate learning activities (Yolanda & Wahyuni, 2020).

Because education guarantees superior human resources and the ability to compete in science and technology, it must be practiced to the highest standards to get maximum results (Woli et al., 2021). Activities that are closely related to study programs are one of the strategies that can be used to improve educational standards. This is expected to produce graduates who have the required level of competence. According to Article 8 of Law Number 14 of 2005 concerning Teachers and Lecturers, it is stated that "Teachers are required to have competencies, which include pedagogic competence and personal competence". Based on these abilities, it can be emphasized that a teacher must be able to compile and design teaching materials creatively and be able to use information and communication technology in accordance with his field of competence. In addition, a teacher is required to be able to use information and communication technology according to the demands of his students. To improve the overall quality of education, instructors need the ability to create teaching materials and other forms of media that support the learning process (Lestari & Ihwan, 2019). According to Nurdyansyah and Mutala'liah (Nurdyansyah & Mutala'liah, 2015), educational material is useful because it helps teachers implement various learning activities. Carry out teaching and learning activities that include students as recipients of knowledge (Istiningsih et al., 2018).

The evolution of the education curriculum in Indonesia has an impact on every aspect of the teaching and learning process (Senjayawati, E & Kadarisma, 2020). Students will be able to understand all topics thanks to the curriculum implemented in 2013, which emphasizes student-centered learning to achieve mastery of basic and core competencies (Prabawati et al., 2019). Scientific and topical learning approaches are used in elementary schools with the new curriculum implemented in 2013 (Fauziah et al., 2020). The 2013 curriculum utilizes thematic learning, which is an educational strategy that combines various skills and topics under the umbrella of a number of different themes (Muslimah et al., 2021). Media development in the form of LKS, also known as LKPD, is a method that can be used to evaluate the success of increasing creative abilities (Juwita et al., 2019).

In order for students to learn effectively, teachers must be able to present teaching materials that contain information components as well as skills, attitudes, and norms that students can practice. If the subjects taught can be applied in students' lives, then the material will be seen as useful by students. That is, learning resources offer something useful to students, although it is important to note that the use of this material must be proportional to the students' current knowledge and skills (Mahmudin, 2021). The term "teaching materials" refers to a collection of various things that must be taught to students (Musyrifah et al., 2022). Developing teaching resources that are aligned with the LKS curriculum is important. This means that the LKS teaching materials produced in 2013 must comply with curriculum standards (Setyorini & Saefudin, 2020). According to Rokhmawati et al. (2019), the absence of sources of learning information and student independence can limit the achievement of learning objectives. In other words, the lack of sources of learning information and student independence hinder learning objectives. Lack of instructional resources in schools can also interfere with learning. Therefore, the development of teaching materials is necessary so that students are able to learn independently and do not always depend on the teacher during the learning process. Therefore, the accessibility of learning resources is very important to encourage various forms of learning activities (Yolanda & Wahyuni, 2020).

Worksheets, often known as student worksheets or student tools, are designed to assist students as they work. This activity, both in the form of LKS and its tools, can be carried out both individually and in groups. The Learning Knowledge Structure (LKS) includes stages that students can follow to find something, and these steps are arranged methodically and sequentially so that students can do their work as requested by the teacher (Julianto, 2021). In an effort to develop instructional media, especially teaching materials and LKS, a theoretical approach is absolutely necessary. This is to ensure that the information contained in teaching materials is presented in the most effective way possible (Habibi et al., 2019).

LKS, which stands for "self-study materials," are educational materials that are set up so that students can study them on their own. Worksheets include information, summaries, and assignments. Students can recognize worksheet directions that help them learn the content (Restian et al., 2020). One of the instructional items that plays an important role in the success of the entire teaching and learning process is LKS (QOMARIO & AGUNG, 2019). In addition, LKS is a tool that can support and facilitate activities related to the teaching and learning process (Nugroho et al., 2019).

The 5M procedure that has been used in schools to implement the 2013 Curriculum (observing, asking, exploring, making connections, and communicating) has some features of a scientific way of learning. If learning uses ordinary items, events, and issues, a scientific approach will be more meaningful (Nurafni et al., 2020). According to Daryanto and Dwicahyono (2014), there are also characteristics of worksheets, including the following: 1) contains tasks that must be completed by students; 2) provides instructions and stages of work to

complete a task; and 3) contains feedback on student performance. 3) The assignments given to students can be in the form of theoretical work or real work in the field (Purwasi & Fitriyana, 2019). According to Hariyanto (2015), student worksheets are sheets that contain tasks that need to be completed by students. When assignments are ordered as worksheets, it is very important that students have a solid understanding of the basic skills that need to be mastered before they can begin working on or completing these assignments (Haryonik & Bhakti, 2018).

A pilot study at SD Negeri 004 Teluk Pinang in the Gaung Anak Serka District found that some teachers did not know how to use themed teaching materials and learning media. As a result, this has a negative effect on how well students learn and makes learning itself a bad experience. There are also some teachers who don't know how important teaching materials are, which slows down the learning process. These issues are a direct result of the teacher not being able to make good teaching materials. To find a solution to this problem, it is thought that a study needs to be done. The researcher conducted an investigation based on the information presented above. This study aims to determine whether class teachers at SDN 004 Teluk Pinang, located in Gaung Anak Serka District, are able to produce themed teaching materials known as LKS teaching materials. This is the focus of the study.

2. Methodology

The research method used in this research is descriptive-quantitative. This research was conducted to find out the teacher's ability to develop thematic teaching materials based on the 2013 curriculum in class IV 004 at Teluk Pinang Public Elementary School, Gaung Anak Serka District. This research is a type of quantitative descriptive research. The subjects in this study were IV-A teachers, while the objects of this study were the teachers ability to develop thematic teaching materials based on the 2013 curriculum. Data collection for descriptive purposes usually took the form of questionnaire surveys, interviews, or just direct observation. According to the theory, certain instruments are needed for each research project because research generally involves the formulation of questions with the aim of achieving certain goals (Darmadi, 2013). The data in this study were analyzed using the presentation formula.

3. Results and Discussion

The most important thing a teacher needs to know is how to teach, especially if they work in elementary education. Students in elementary schools are expected to be able to understand information when presented with real objects, explanations that are easy to understand but cover broad topics, and teaching materials that make learning entertaining. In classroom learning, educators in elementary schools are expected to be able to use their creativity in various fields, including the selection of learning strategies, learning media, and learning

resources. Not only that, teachers must also be able to create their own class materials. The creation of new educational resources has the potential to make learning more interesting, productive, and efficient while maintaining consistency with desired educational outcomes (Magdalena et al., 2020).



Figure 1. Teaching Materials

Based on the picture, the teaching materials used by the teacher in the learning process are books and LKS. Using high-quality teaching materials is also a must if you want to help people learn in an effective and efficient way. Teachers need to use teaching materials that contain content that is easy to understand based on their level of competence and attracts the attention of their students. This is done in an effort to increase the effectiveness of teachers as educators (Lubis & Ismaya, 2020).

The presentation of this data comes from a study conducted by researchers at SDN 004 Teluk Pinang, Gaung Anak Serka District. The purpose of this study was to collect data on how well the teachers in these schools were able to make thematic teaching materials based on the curriculum for class IV-A in 2013 at their respective institutions. Researchers have used observation and interview methods in this study so that they can collect the necessary data. The following information, which has been collected hereafter, will be provided in a descriptive format.

a. Presentation of observational data

In order to support the data from the interviews, the researchers collected data in the form of observations of four class IV A teachers who carried out the development of teaching materials in the learning process at State Elementary School 004 Teluk Pinang, Gaung Anak Serka District. Based on the data analysis above, it can be seen that the class teacher's ability to develop thematic teaching materials based on the 2013 curriculum at State Elementary School 004 Teluk

Pinang, Gaung Anak Serka District, especially in IV A, obtained a final presentation score of 70% and was categorized as strong. It's just that teachers don't use teaching materials in learning, so the results of the research don't reach 100%. Because the process of observing the class teacher only focuses on worksheets, student books and teacher books owned by the class teacher are not utilized in teaching and learning process activities.

b. Presentation of interview data

The following are the results of the answers that were obtained by the researcher during the interview process with the class IV A teacher at State Elementary School 004 Teluk Pinang, Gaung Anak Serka District, regarding the teacher's ability to develop thematic teaching materials based on the 2013 curriculum.

In the observing activity that the researcher observes, the teacher first asks students questions about their previous learning and relates it to the learning that the teacher will convey in the student book. Then the class teacher explains the subject matter to be studied. From the results of the interviews, the researcher concluded that in observing activities, the class IV A teacher always prepared teaching materials before starting learning, and then the teacher explained the learning material. Written materials such as handouts, books, modules, worksheets, brochures, pamphlets, and wall charts, and non-written materials such as videos or films, VCDs, radio, cassettes, computer-based interactive CDs, and the internet are examples of teaching materials recommended by the Ministry of Education and Culture. National Education. Theoretically, this content helps teachers and instructors teach.

4. Conclusion

Based on the data analysis above, it can be seen that the ability of class teachers in developing thematic teaching materials based on the 2013 curriculum at State Elementary School 004 Teluk Pinang, Gaung Anak Serka District, is especially evident in class IV A teachers who have been able to develop thematic teaching materials based on the 2013 curriculum and obtained the 70% final presentation and are categorized as strong. In the observing activity, the class IV A teacher always asks questions about previous learning and relates it to the learning to be learned, and students are given the opportunity to answer questions posed by the class teacher. Class IV-A teachers always produce teaching materials that will be used in the learning process based on the actions they see. In the task of collecting information, class IV-A teachers always use various learning resources in each learning process. However, the utilization of these pedagogical resources resulted in the learning process becoming less effective and efficient.

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