

Improvement of Thematic Learning with Approach Problem-Solving in Class III SDN 122/11 Rantau Kelayang Sub-Districts of Bungo Jambi

Kameludin, Taufina, Syahnar

Master Program in Basic Education, Universitas Negeri Padang,
Indonesia



Abstract – The purpose of this research describes the implementation of the thematic learning process with the use of problem-solving approach, then describe the learning outcomes of students in the thematic learning process with the use of the problem-solving approach in class III SDN 122/11 Rantau Kelayang sub sub-districts Weatherat Sub-districts Bungo Jambi. This type of research is class action research (PTK) or Action Research. This study was conducted at SDN SDN 122/11 Rantau Kelayang sub sub-districts Weatherat Bungo Jambi. The subject in this study was a class III student of 22 people, lasting from October to November 2019. The first research procedure of initial reflection, planning, implementation of the action, observation, and reflection. The data analysis techniques used in this study are interactive analyses. The interactive analysis approach has 3 components, i.e: 1) data reduction, 2) data presentation, and 3) withdrawal of compulsion or data verification. The results of the research are seen in the planning of thematic learning using the method of problem-solving compiled in the form of learning Implementation Plan (RPP) tailored to the curriculum, improved planning method problem solving seen results 86.6% in cycle I to 93.1% in cycle II. The teacher aspect of the results obtained in the cycle I of meeting 1 was 70.5 and meeting 2 became 85.29. The result of the cycle I increased in cycle II at meeting 1 was 88.23 to 97.09. The increase also occurs in the student aspect where at cycle I of meeting 1 were obtained 67.6 and 76.47 results at meeting 2. The result was increased again on cycle II at meeting 1 was 88.23 to 96.7 in cycle II meeting 2. The cycle I result of cognitive study average grade 72.0 increased to 85.00 on cycle II, the affective aspect on the I cycle average class 66.34 and increased 85.79 on the II cycle, as well as an increase also occurred on the psychomotor aspect of the 66.79 on cycle I to be 83.31 on cycle II.

Keywords – Thematic Learning, Problem-Solving.

I. INTRODUCTION

The learning process is the core of the education process at every level of education in schools, therefore schools are said to be good when the learning process can also run well. A good learning process can be realized if the components that determine the learning can be managed well. The components of the learning process are the objectives to be achieved, learning materials, teaching approaches, learning tools that help achieve goals, and evaluations to assess the

success of achieving (Ali, 2004; Hakim, 2009; Chandra *et al*, 2019). The learning process plays an important role in education, the educators need to try to always improve the learning process going towards better, because if it is not improved it will result in less good for the learning that has been carried out. The consequences that occur are low levels of achievement of learning objectives, students do not get a meaningful impression in learning, lack of interaction occurs in learning and others.

Thematic learning is a learning approach that integrates a variety of subjects or several disciplines through guiding the areas of content, skills and attitudes into a particular theme. Thematic learning can also condition students to obtain a more optimal, interesting, memorable and meaningful learning experience that is fun because it departs from the interests and needs of children, and fosters social skills (Rusman, 2010). The reality on the ground shows that teachers do not provide opportunities for thinking, curiosity, inquiry, solving problems in these conditions occur as a result of the selection of strategies or approaches that are not right, they generally use a censorship or question and answer approach (Mulyasa, 2006). In other words, the approaches they use are less varied and interviews show that teachers have not been able to choose the right approach or strategy that is appropriate to enhance thematic learning. They have not yet gained knowledge and experience related to thematic learning, either through training or reading books on thematic learning. Teachers generally complain that there is no effective training from related parties. Learning centred on the teacher by using the lecture approach especially involves the lack of engaging multiple interactions. The results of interviews with teachers and school observations, especially at SD 122/11 Muaro Bungo, they admitted that they did not comprehend thematic learning comprehensively, they complained of not having adequate knowledge and experience either through training or reading books related to thematic learning.

This problem-solving approach is well suited to thematic learning because fundamentally thematic teaching is concerned with linking learning to a theme that involves several subjects, in thematic learning also linking learning with human life on the surface of the earth that needs solving. Also, the use of the problem-solving approach as a way to motivate students in thematic learning. And train students' mindset so that students are accustomed to being critical, have high social sensitivity and can solve the problems they face.

The steps of this learning are 1) formulating the problem, i.e the step of students formulating the problem to be solved, 2) analyzing the problem, i.e the step of students reviewing the problem critically from various points of view, 3) formulating a hypothesis that is the step of students formulating various possible solutions according to with the knowledge they have, 4) collecting data, i.e the steps students look for and describing information needed for problem-solving, (5) testing hypotheses, i.e the steps students take or formulate conclusions by the acceptance and rejection of

proposed hypotheses, 6) formulating recommendations for solving the problem, i.e the steps students describe recommendations that can be done according to the formulation of the results of hypothesis testing and the formulation of conclusions. Based on the above, the researcher felt the need to conduct a study to improve thematic learning with a cooperative approach to problem-solving in class III SDN 122/11 Rantau Kelayang, Pelepet Bungo Jambi Sub-districts.

II. METHODS

This study uses a quantitative method with a class action research (PTK) (Sugiyono, 2009; Arikunto, 2010). This research was conducted at SDN 122/11 Rantau Kelayang, Pelapat Bungo Sub-districts, Jambi. Subjects in this study were class III students, amounting to 22 people. Plots or stages used in classroom action research, i.e 1) planning; 2) implementation; 3) observation; and 4) reflection. Data collection techniques using observation sheets of learning test results, field notes, and documentation. Data analysis uses interactive analysis. The interactive analysis approach has 3 components, i.e: 1) data reduction; 2) data presentation; and 3) drawing conclusions or data verification.

III. RESULTS AND DISCUSSION

Cycle I

The learning plan is designed based on the steps of learning the problem-solving method. By the opinion of Wina (2008) the steps of learning problem solving are: 1) aware of the problem, 2) formulating the problem, 3) formulating a hypothesis, 4) collecting data, 5) testing the hypothesis, and 6) determining the choice of resolution. Based on the results of research on the implementation of learning by using the method of problem-solving in classroom thematic learning it was revealed that the teacher made a learning plan in the form of a Learning Implementation Plan. Planning the use of problem-solving methods in this study with Competency Standards (SK), which is understanding the environment and implementing cooperation around the home and school on social studies subjects, expressing thoughts, feelings, and experiences verbally by telephone and telling stories in Indonesian subjects, and perform operations to count numbers to three numbers in mathematics. Basic competence (KD) related to the theme of daily activities in this study is to understand the activities of the artificial natural environment in the home environment on social studies subjects, explain the sequence of making or doing things with coherent sentences and easily understood in Indonesian subjects, and

solving calculation problems including relating to money in mathematics (Muslich, 2009).

The learning indicators that students must achieve are in social studies subjects 1) mentioning the artificial natural environment around rummage; 2) explaining the understanding of the artificial natural environment around the house; and 3) identifying the benefits of the artificial natural environment around the house. The indicators of Indonesian language subjects are 1) expressing artificial natural problems displayed on the blackboard; 2) responding to the natural environment around the house with media images; and 3) simulating the artificial natural environment around the home of mathematics subjects the indicators are 1) calculating the value of a group of eyes; and 2) calculating the price of a group of goods purchased.

Student learning outcomes of R/11 Kelantau Rantau Kelayang Public Elementary School in Pelepet Bungo Jambi Sub-districts. obtained during learning in cycle I am: the new cognitive domain reaches an average grade of 72.00 in detail can be seen in appendix II, the average value in the new psychomotor domain reaches 66.79 details of the psychomotor value can be seen in appendix 3 and the new affective domain reaches an average score of 66.34 in detail can be seen in appendix 4 where the desired target of researchers is 6.5 (school completeness standards) while the grade level completeness has only reached 67%, where the desired target of researchers is 75% (Bentri, 1993). There are still many students who score below 6.5, which is 10 people with the number of students who were present at the time of the action 22 people. So it needs to be done cycle II action.

Cycle II

Assessment is something that cannot be separated from the learning process. Thematic learning assessment is carried out continuously throughout the learning process that includes cognitive, affective and psychomotor aspects. Carrying out assessments specifically related to student learning outcomes is one of the basic abilities that must be possessed by a teacher. Assessment is an activity to find out the development, progress, or student learning outcomes during the learning process. According to (Sagala, 2006; Putra, 2010; Trianto, 2010) assessment is "a process of planning, obtaining, and providing information that is very necessary to make alternative decisions". The results of the assessment of learning in the second cycle of student learning outcomes have reached the targeted value that is in the cognitive realm has reached an average of 85.00 success with a percentage of 85.4% grade completeness. As for the

affective domain, the average value of students is 85.79 with a percentage of 85% grade completeness. For the psychomotor realm in the second cycle, the average value is 83.31 with a percentage of 85% completeness. understanding, application (application), analysis, synthesis, and evaluation ". Student learning outcomes can be seen from their ability to remember lessons that have been delivered during learning and how students can apply them and can solve problems that arise by what they have learned.

IV. CONCLUSION

Based on the results of the analysis it can be concluded as follows: 1) Thematic learning planning by using problem-solving methods are arranged in the form of Learning Implementation Plans (RPP) that are tailored to the curriculum. The results of research that have been carried out show a good improvement in the aspects of learning planning (RPP). Improvement of problem-solving method planning looks 86.6% results in cycle I to 93.1% in cycle II; 2) The implementation of the thematic learning process using the problem-solving method is carried out by the learning steps that have been designed. Improved implementation of the thematic learning process by the use of problem-solving methods can be seen from the teacher and student aspects. The teacher aspect of the results obtained in the first cycle of meeting 1 was 70.5 and meeting 2 became 85.29. The results of the first cycle increased in cycle II at meeting 1 was 88.23 to 97.09. Improvements also occurred in aspects of students where in the first cycle meeting 1 obtained 67.6 and 76.47 results at meeting 2. The results increased again in cycle II at meeting 1 was 88.23 to 96.7 in cycle II meeting 2; and 3) The results showed an increase in student learning outcomes in thematic learning using problem-solving methods in class III 122/11 Elementary School Rantau Kelayang, Pelepet Bungo Jambi Sub-districts. Cycle I cognitive learning outcomes of the class 72.0 increased to 85.00 in the second cycle, affective aspects in the first cycle of the class average of 66.34 and increased 85.79 in the second cycle, and an increase also occurred in the psychomotor aspects from 66.79 in the first cycle to 83.31 in the cycle II.

V. SUGGESTION

After understanding the results of the research, discussion and conclusions above, the following things can be suggested: 1) The form of thematic learning by using problem-solving methods is worth considering by teachers especially at the SDN level to become alternative learning and reference in choosing learning methods that are adapted to learning materials to improve the learning process and

student learning outcomes; and 2) Schools, especially elementary schools should be able to complete the facilities and infrastructure that support the use of the problem-solving method in learning because, with the problem-solving method, it can improve the learning process, learning motivation, and student learning outcomes.

REFERENCES

- [1] Ali, M. (2004). Guru Dalam Proses Belajar Mengajar. Bandung: Sinar Baru Algensindo
- [2] Arikunto, S. 2010. Penelitian Tindakan Kelas. Jakarta: Bumi Aksara
- [3] Bentri, A. 1993. Implementasi Kurikulum di SD Kecil dan faktor-faktor yang mempengaruhinya. Tesis tidak diterbitkan. Bandung: Program Pascasarjana Institusi
- [4] Chandra, D., Wilis, R., Frananda, H., Rahmi, L., Arif, D. A., Wijayanto, B and Putra, A. 2019. Pembuatan Peta Timbul Sebagai Media Pembelajaran Geografi [Making Embossed Maps as Learning Media for Geography]. PEDAGOGIA: Jurnal Pendidikan, 8(2), 211-221
- [5] Hakim, L. 2009. Perencanaan Pembelajaran. Bandung: Wacana Prima.
- [6] Muslich, M. 2009. KTSP (Pembelajaran Berbasis Kompetensi dan Kontekstual. Jakarta: Bumi Aksara.
- [7] Mulyasa. 2006. Menjadi Guru Profesional. Jakarta: Rosda
- [8] Rusman. 2010. Model-Model Pembelajaran Mengembangkan Profesional Guru. Jakarta: Raja Grafindo Persada
- [9] Putra, A. (2010). Penerapan Pembelajaran Kooperatif Model Group Investigation Pada Mata Pelajaran IPS Geografi. Laporan Penelitian Tindakan Kelas. Universitas Negeri Padang.
- [10] Sugiyono. 2009. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Jakarta: Alfabeta
- [11] Sagala, S. 2006. Konsep dan Makna Pembelajaran. Bandung: Alfabeta
- [12] Trianto. 2010. Mengembangkan Model Pembelajaran Tematik. Jakarta: PT Prestasi
- [13] Wina, M. 2009. Strategi Pembelajaran Inovatif Kontemporer. Jakarta: Bumi Aksara