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**CONTEXTUAL-BASED LEARNING MATERIALS DEVELOPMENT
IN THE FIVE PILOT SCHOOLS IN CURRICULUM 2013
IN TULUNGAGUNG DISTRICT OF SECOND GRADE
SUBTEMA LIFE GET ALONG WELL IN SOCIETY**

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Abstract: this study aims to: (1) produce contextual-based learning materials (2) know the feasibility of contextual-based learning materials, (3) know the effectiveness of contextual-based learning materials on five pilot schools in curriculum 2013 in Tulungagung district. This study is the research and development. Contextual-based learning materials. The research model used in this study is model research and development. Stages of research and studies include preliminary studies comprised of theory studies and field studies that comes from observations of students learning activities and interviews with teachers, analysis of basic competencies, syllabus book, teacher and student books, further development of the preliminary draft of the products by making the basic competencies and indicators map tailored to the environment around students. The experts judgment include thematic experts, media experts, and Social Science experts, small group testing at 10 students, field test, and final product refinement according suggestions and comments at the time of trial products. The result of trial product contain quantitative and qualitative description. The instruments used are questionnaire of the experts, teacher response questionnaire, student response questionnaire, and evaluation sheet. Data analysis results of the trial product, as follows: aspect content, aspect content of the product assessment carried out by an expert thematic learning and IPS i.e. 89.63%, 84.75% and assessment practitioners 94.98%. Aspects of assessment design by media experts provide 73.33% and the student response questionnaire 89.15%. At the end of subtheme conducted an evaluation of the use of learning materials developed. Assessment of the results of the activities and views of student learning. To test the effectiveness of learning materials used non parametric wilcoxon test rank signed test because the data is not at normal distribution. Score of the effectiveness of products based on the activity and results of the study gained significance value 0.000. From the results of the study it can be concluded that there is a difference in student learning outcomes and activities before and after the use of learning materials.

Keywords: Thematic materials, characters, development

INTRODUCTION

Education holds an important role in advancing the nation and the state. The development of science and technology affects various aspects of human life. The role of education holds a very fundamental functions in furthering the life of the nation. The function of national education is to educate the life of the nation as well as creating community dignified and noble character. National education aims to develop the potential of students in order to become a man of faith and piety to God Almighty, precious, healthy, have learned, accomplished, creative, independent, and become citizens of a democratic and responsible (UU No.20 Tahun 2003). Quality education is not only assessed aspects of intelligence of the mind, but a spiritual and emotional intelligence also became a benchmark the success of a process of education and instruction.

The process of education and instruction to achieve a goal that's been designed to involve several supporting components. These components include the plan of implementation of the learning, learning, media, evaluation tools, as well as learning materials. All of these components become a unity as a knowledge transfer as well as an evaluation of the absorption material to students. Transferring knowledge in the use of learning materials can make it easier for students to learn the material being taught to embody the principle of meaningfulness in learning. The availability of high-quality learning materials customized characteristics and needs of students need to be developed by the teacher.

Need a customized learning materials characteristic of the students will be able to spur activity and improve student learning outcomes. Materials are arranged systematically presenting diverse information and knowledge will enrich the student's insight. Materials referred to above are materials that can support all learning activities and competencies of the students studied in order to automatically and systematically, thus accumulatively capable of mastering all the competency as a whole and integrated. According to Akbar (2013) "learning materials is a text book used as reference standards on specific subjects". According to the National Centre for Vocational Education Research Ltd, learning materials are a variety of types of materials used to help teachers or trainers in carrying out the learning process in the classroom. From an understanding of materials according to experts can be drawn the conclusion that learning materials are arranged to facilitate teachers and students in the learning process. The use of materials in the process of learning as a means to attract students to be motivated in studying activities. Materials used in the study will determine the success of a learning process. The purpose of the use of the materials is to increase

the competence of students with different abilities. The charge material materials adapted to the environment very precisely used in learning that is contextually-based learning materials.

Contextual-based learning materials suitably curriculum 2013 explaining that learning in SD/MI stressed to granting direct experience for students and can develop students' ability to construct the information obtained. Contextual learning is the concept of learning that help teachers relate the learning material between the real-world situations with students, and encourage students to make connections between knowledge assets with its application in student life everyday (Istiqomah: 2009). Contextual learning is an instructional approach that recognizes and shows the natural knowledge of conditions, so it is able to give emphasis on the use of higher-order thinking, knowledge transfer, modeling, information, and data from various sources. "According to Johnson (2005) the Contextual Approach allows students to connect the content of the material in the context of everyday life to find meaning." In his book "Trianto (2008) states that a contextual approach is the concept of learning that help teachers relate between the material being taught with real world situations students and encourage students to make connections between knowledge it owns with the application in their lives as members of the family and the society. " Based on a contextual approach to understanding it can be concluded that the contextual approach directs students to learn from the knowledge that students get connected in daily life. Contextual learning emphasizes the students to learn intact so that information and knowledge which students learn can be absorbed properly and last a long time. With that concept, the expected learning outcomes more meaningful for students. The learning process takes place naturally in the form of students work and experience, rather than the transfer of knowledge from teacher to student. The learning strategy is more important than the result of learning.

With regard to these problems, researchers conducting a preliminary study by doing a survey in a school that aims to find out the problems and needs of contextual-based learning materials. Researchers conducted a survey in 5 primary schools in Tulungagung district that implement Curriculum 2013. Based on the results of observation and interviews with teachers and second grade students on the use and need of the materials found some problems such as: (1) availability of thematic materials from Kemendikbud already would be sure, but the charge material has not according the specified basic competencies, (2) most students found the difficulty in understanding and integrating the material presented in the materials, due to the charge material contained in the materials are too broad, whereas the level of second grade thought still located on

the concrete operational stage which is learning something completely, (3) the appearance and content of materials less attractive students because only a few contain images of concrete around the students, (4) the charge material that is in the learning materials a bit of contextual-based and not adapted to the real world of students.

Data of interview with the teacher of second grade shows that there is some hope of learning materials, that is teachers and students need materials that fit the needs and characteristics of the students as well as contextual based. The teacher said that students have different ability levels in capturing material taught by the teacher, if students are given material that is too large will occur the gaps in understanding the material. Students who are clever will quickly catch the material, but a less clever students takes a long time and materials analysis conducted by researchers at the subtheme a natural surroundings there are some disadvantages such as: (1) indicators are not yet contextual, (2) learning activities in these materials give freedom to students for constructing knowledge gained, (3) charge the material too extensive to the size of the lower-level students. This resulted in the principle of meaningfulness in learning is not reached its full potential.

RESEARCH METHODS

The development model used in developing the thematic materials second grade of elementary school - Themes of water, Earth, and Sun Subtheme Nature About the second semester using the Model of the Borg and Gall. According to Borg and Gall (1983) research and development (Research and Development) is the process used to develop and validate the products that will be developed.

Borg and Gall (1983), explained there are 10 stages of the research and product development, namely: (1) research and information collecting (research and information collection), (2) planning (planning that includes the identification of skills, goal setting, determining the sequence of, and the initial field trials planning), (3) develop preliminary form or product (developed an early form of product), (4) a preliminary field testing (test early product), (5) main product revision (a revision of the results of the field trials early), (6) main field testing (field trials main), (7) operational product revision (a revision of the product based on the major field test), (8) operational field testing (test wide scale), (9) final product revision (a revision of the end product based on test try the wide scale), (10) dissemination and implementation (dimensions and implementations).

This research was carried out in five elementary schools in Tulungagung district that implement Curriculum 2013. The sample in this research is the second grade students chosen by purposive sampling technique. The design used in this research is to use pretest and posttest.

According to Sugiyono (2014:111) Structure design research is as follows:

$$O_1 \text{ x } O_2$$

Figure 1 Pretest-Posttest design research

Explanation.: O_1 = Pretest Score (before the use of learning materials), O_2 = Posttest Score (after the use of learning materials), x = treatment with contextual-based learning materials.

The data in this study were obtained from the scores of the pretest and the posttest that was analyzed statistically with Paired Samples T-Test Test. Qualitative data obtained from observations, interviews, and activities of students during the learning process that was analyzed and explained in the descriptive.

RESULTS AND DISCUSSION

Learning materials that has been developed validated by media experts, thematic learning experts, teacher as practitioner, as well as students to learn the attractiveness of learning materials. Assessment the aspects of content performed by expert of thematic learning and social science that gets score of 89.63%, 84.75%. Design of material judged by media expert that its score was 73.33%, practitioners assess the appropriateness of the materials of its score 94.98%, whereas the attractiveness material shows a score of 89.15%. The results of student response questionnaire to find out the attractiveness materials once used by students of 86.5% achievements demonstrating that the criteria are very viable and can be implemented. Students also give advice and comments related the use of learning materials. Suggestions and comments to the following students (1) contextually-based learning materials makes it easy for me to learn, (2) my score became better after using the materials, (3) I am glad to learn about Tulungagung. It can be inferred that in field trials of students very interested to use thematic based contextual materials.

On the activity of students in using the materials indicated that only 12 students scored an average of under 80%, while 131 students an average rating above 80%. The activity of the students when working on student worksheet have the percentage of 91.6%. It can be inferred that the criteria in the following learning activities of students meet the category is very active.

On this trial of this learning materials in addition to seeing the value of activity of students in learning materials, the researchers also saw the results of student learning by providing evaluation questions the end subtheme. Based on data obtained from the learning outcome of students i.e. students who have score of 91-100 as many as 42 students or 29.38%. Then students who acquire score 81-90 as much as 89 students or 62.24%. While as many as 9 students or 6.29% get score range 71-80. And 3 students or 2.09% scored below 70. The difference in percentage of the value of the students can be seen on the image of a pie chart as follows.

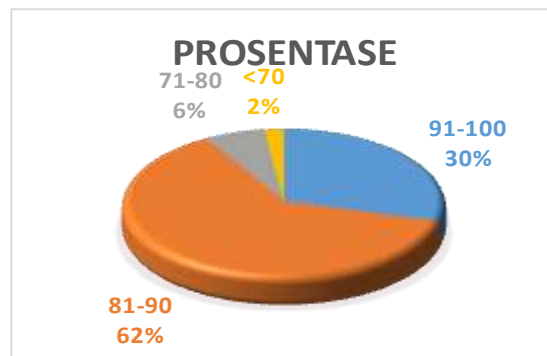


Figure 2 Prosentase of Result of Studying

At the end of subtheme the students did question of the evaluation aims to measure the rate of completeness students use learning materials. Learning outcomes students enter into the category of "Mastery". Learning from 1 to 6th grades, the score of students above 90% and more than 85% of studying results score at the top of the criteria already defined.

Recapitulation results of test materials in 5 (five) elementary school it can be seen that there is a difference in score, in the five such primary school, most students gain the most score between 91-100 i.e. 53 students or 37.06% and the lowest score range 61-70 there are 9 students or 6.29% while as much as 1.4% or 2 students earn the lowest score ranges i.e. 00-51. The overall results of the study indicate that elementary school fifth criteria of "Mastery", so it can be concluded that use of materials already developed viable used in the learning process.

Data on the effectiveness of materials obtained from observations of the activities and results of student learning in the work on the question of the evaluation of the end subtheme. In each study, conducted during student activity observations follow the learning process which is done by two observer who observed aspects of independence, thoroughness, creativity, liveliness, appropriateness and collecting duties.

The effectiveness of learning materials can be found on the basis of indicators, namely (1) the learning activities of students at the time of test materials at minimum gain field scale criteria "active", (2) Learning Outcomes students get a percentage of 85% of students obtain the score range ≥ 70 -100. Student activity data exposure and the results of learning students are already described in the previous discussion. Exposure recapitulation data of the effectiveness of learning materials from the indicators of the activity of learning and student learning outcomes which shows the above criteria and the use of learning materials learning materials "effective" is used in learning in elementary school.

Comparisons of test results the five student learning activities of Elementary School Curriculum to apply a formula with 2013 wilcoxon significance value obtained 0.000 (< 0.05). The results show that there is a difference between learning activities before and after using the contextual-based thematic materials. While the results of student learning test results comparisons with formula wilcoxon significance value obtained 0.000 (< 0.05). The results show that there is a difference between the results of the study before and after using a contextual-based thematic materials

CONCLUSIONS AND SUGGESTIONS

Materials already developed can be said to be worthy of use in learning. Learning objectives are arranged with attention to students needs and competencies to be achieved, the steps are arranged systematically so that it is easy to be understood by the students, the materials are customized real-life of students, learning and assessment is made in authentic and can measure the progression of students during and after following the instruction. Contextual-based learning materials can be used according to the needs of the students. Learning materials is capable of supporting learning because the materials are arranged and adjusted real conditions place students learn, so knowledge of students toward increased local potentialities. Learning materials can be used as reading materials and learning materials besides the primary materials.

Dissemination of learning materials is expected to not only used in elementary school who used test materials and small field, but the materials developed are used as ancillary books in second grade of elementary school in Tulungagung district widely. On the Subtheme of nature around the presented material about ecology, tourist attractions, cultural, and social conditions that exist in the area of Tulungagung district. Learning materials-based contextual Tulungagung is apt used by

students as an introduction of Tulungagung district. These supporting materials can be used in other areas that have a characteristic equation with Tulungagung district.

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