ATLANTIS PRESS

Advances in Social Science, Education and Humanities Research, volume 224

1st Educational Science International Conference (ESIC 2018)

The Integrative Thematic Learning Model Guidance in Science Subjects to Improve Student Elementary School

Hartati
Teacher Training and Education Science Faculty
Universitas Sriwijaya
Palembang, Indonesia
Hartati@fkip.unsri.ac.id

Destriani
Teacher Training and Education Science Faculty
Universitas Sriwijaya
Palembang, Indonesia
Destriani@fkip.unsri.ac.id

Herri Yusfi
Teacher Training and Education Science Faculty
Universitas Sriwijaya
Palembang, Indonesia
Herriyusfi@fkip.unsri.ac.id

***Abstract*-The purpose of this study is to determine the improvement of learning outcomes of subjects Physical Education in grade V Elementary students using integrative thematic learning model for science subjects. This study uses classroom action research. The population in this study are students of Elementary School 02 of North Indralaya class V, amounting to 62 students. The sample used is the entire population of class V students, amounting to 62 students. Instrument of data collection in this research is knowledge test. The knowledge test sheet is used to measure the level of achievement of student learning outcomes using an integrative thematic learning model. This classroom action research uses 2 cycles. The data analysis technique used in this research is descriptive by using percentage to see the tendency during learning activities. The analysis results obtained significant improvement from the preliminary act stage to cycle I and from cycle I to cycle II. The result of this research is the initial test (53,25%) of student unfinished, cycle 1 (37.1%) and cycle 2 (0%), so the increase from pre-action condition to cycle 2 is (53,25%). Percentage completeness of learning outcomes at categorical at initial condition (3,2%), cycle 1 (9.7%) and cycle 2 (51,6%), so the increase from pre-action to cycle 2 condition (48.4%). ie by using integrative thematic learning model happened an increase of 48,4% in second cycle. The implication in this research is Integrative thematic learning model of Physical Education on IPA subject can be used as one of alternative learning model to improve the learning result of elementary school students.**

Keywords: integrative thematic, physical and health education, science, elementary school.

I. INTRODUCTION

The quality of life of the nation is determined by the education factor, the role of education is very important to create a smart, peaceful, open, and democratic life. Therefore education renewal should always be done to improve the quality of national education. Physical education is an educational process that utilizes physical activities planned systematically aimed at developing and enhancing individuals organically, neuromoscular, perceptual, cognitive, and emotional within the framework of the national education system [1].

Physical education is a medium for achieving educational goals as well as to achieve goals that are internal into the physical activity itself [2]. This suggests that physical education called Penjasorkes (physical and health education in the school) is a subject that contains fairly complex material: the mastery of motor skills, physical fitness, and health education. This is in line with the goals and functions of physical education covering aspects of knowledge, attitudes, description, emotion and social, but in actual fact learning Penjasorkes is still considered as an additional lesson in school. This is evident from the treatment of schools that use the learning hours Penjasorkes for other purposes, such as; the learning hour of Penjasorkes used during school meetings, school awareness, so that Penjasorkes learning does not work well, whereas learning of Penjasorkes is very important compared to other lessons such as; Mathematics, Language, Science, Social Studies, and more. In learning there are various learning models that each have different goals and objectives, so that a teacher must be able to adjust the model used in a lesson. The model is designed to be used in the overall learning unit in which all the planning, design, implementation, and assessment functions for the unit [3].

The thematic learning is an attempt to integrate knowledge, skills, values, or learning attitudes, as well as creative thinking using themes [4]. In implementing and implementing thematic learning, there are some basic principles that need to be considered are: (1) Contextual or integrated with the environment. Learning needs to be packaged in a format of relevance, the discussion of a topic related to the conditions faced by students or when students find problems and solving real problems faced by students in daily life are linked to the topics covered. (2) The form of learning should be designed so that students work in earnest to find real learning themes as well as apply them. In conducting

thematic learning students are encouraged to be able to find themes that really fit with the condition of students, even experienced students. (3) Efficiency Thematic learning has efficiency value, among others, in terms of time, material load, method, use of authentic learning resources so as to achieve the right competency mastery.

Curriculum 2013 using integrative thematic in learning then on subjects penjasorkes need to be developed integrative thematic learning. For lesson penjasorkes can be integrated on various subjects in elementary schools such as religion, ipa, ips, ppkn, english, and others. Basic human motion is road, run, jump and throw [5]. This form of basic movement has been owned by elementary school students. The basic motion of the road, run and jump is the basic of locomotor motion that needs to be developed in elementary school (SD) in addition to other basic motion. Locomotor motion is one of the domains of basic fundamental movement, in addition to non-locomotor base motion and basic manipulative motion, locomotor base motion which is the subject taught in elementary school (SD). Basic locomotor motion is the basis of the various skills that need guidance, training, and development so that children can perform well and correctly. Physical education teachers rarely update learning models applied to improve basic motion skills so action needs to be made to try learning development models that can be used to improve the basic motion skills of children. The development of learning model used is the development of integrative thematic learning. The subjects in science subjects that will be studied are on locomotor root ability, because the development of this learning model is more easily applied and in accordance with age character of elementary school children. In addition, the type of development of integrative thematic learning model in this subject is not known the level of effectiveness to the improvement of locomotor base skills related for elementary school students, so the purpose of this study is to determine the improvement of learning outcomes of basic locomotor motion skills elementary school using an integrative thematic learning model Physical Education on science subjects. This research was conducted in hopes to improve the learning outcomes of basic locomotor motion at Elementary School 02 of North Indralaya.

II. METHODS

The research method used in this research is classroom action research. Subjects in this study amounted to 44 elementary school students in Elementary School 02 of North Indralaya on students of class V (five). This action study uses 2 cycles. This type of data in PTK is in the form of data of learning effectiveness of locomotor and non-locomotor basic learning through the development of integrative thematic learning model subjects of Physical Education and Health which are integrated in science subjects (Natural Science). The data collected in each observation activity from the implementation of cycle I and cycle II was analyzed descriptively by using percentage technique to see the tendency that happened in the learning activity. Sources of data in this study were students and teachers.

Validity of data in this study using the content validity and triangulation techniques. Content validity includes the extent to which the form of test used in this study is equivalent to the subject syllabus of Class V Elementary School classroom, whereas triangulation techniques used to validate student and teacher activities during the learning process are triangulation. Triangulation of data is done as follows:

1. Student activity data during the learning process obtained by observation and then checked with documentation that includes student work, student activity observation sheet in the learning process.
2. Teacher activity data during the learning process obtained by observation and then checked with the documentation covering the teacher performance observation sheet during the learning process.

III. RESULTS AND DISCUSSION

The initial condition of learning outcomes in grade V students of Elementary School 02 of North Indralaya before being given the action using the development of integrative thematic learning model Physical Education on science subjects, presented in table form as follows:

TABLE 1. Aspects to Be Measured

Measured Measurement	Instrument Aspects
Motion learning results base locomotor	Observed during learning and calculated according to the observation sheet that is in use.
Basic motion test results locomotor	Observed and measured using a 50-yard test and a 600-yard walk.

Results The initial conditions of learning outcomes Physical Education use the development of integrative thematic learning models Physical Education on science subjects before the action is given, presented in table form as follows:

TABLE 2. Description Of Pre-Action Learning Outcomes Using Integrative Thematic Learning Model in Penjaskes in Science Subjects

No	**Value Range**	**The number of students**	**Percentage (%)**	**Criteria**	**Information**
1	> 80	2	3.2	Complete	Good
2	70-79	9	14.52	Complete	Enough
3	60-69	18	29.03	Not Complete	Less
4	< 60	33	53.25	Not Complete	Less
Total		**62**	**100**		

Based on the results of the recapitulation of preliminary data or pre-cycle test, it can be explained that the majority of students show the results of learning is not complete, with the percentage of 53.25% with value under 60 and 29.03 % with value range between 60-69. From these data indicate that preliminary data have been obtained, each aspect indicates the criteria of less or incomplete learning success. It is necessary to prepare an action to improve and improve student learning outcomes that is through integrative thematic learning Physical Education on science subjects of class V students with Minimum Limitations Criteria (KKM) 70. Furthermore, after the action is given then the results obtained in cycle 1 is presented in the table 3 below:

TABLE 3. The Data Of Description Learning Outcomes Cycle I Using Thematic Integrative Learningphysical Education Model In Science Subject

No	Value Range	The number of students	Percentage (%)	Criteria	Information
1	> 80	6	9.7	Complete	Good
2	70-79	13	20.95	Complete	Enough
3	60-69	20	32.25	Not Complete	Less
4	< 60	23	37.1	Not Complete	Less
Total		**62**	**100**		

The result of recapitulation description in cycle 1 shows that the data obtained is still not good, that is from 62 students 43 students enter in the category is not complete with percentage 37,1% with value under 60 and 32,25% get value range between 60-69, then 20 students enter in enough category with value between 60 until 69, 13 student enter in enough category with value range between 70-79 with percentage of 20,95%, and last 6 students get value above 80 with percentage equal to 9.7%. each aspect indicates the less successful learning success criteria. Can be concluded at cycle 1 majority of student still not complete. Furthermore, given the action again, the results obtained in cycle 2 are presented in table 4 below:

Table 4. The Final Data of Description of Learning Results Cycle II Using Integrative Thematic Learning Model Guidance on Science subjects

No	Value Range	The number of students	Percentage (%)	Criteria	Information
1	> 80	32	51.6	Complete	Good
2	70-79	25	40.3	Complete	Enough
3	60-69	5	8.1	Not Complete	Less
4	< 60	-	-	Not Complete	Less
Totsl		**62**	**100**		

The result of recapitulation description in cycle 2 shows that the data obtained have been entered in very good category, that is from 62 students, as many as 32 students enter in good category with the percentage of mastery of 51,6% with value above 80, then 25 students enter at good category with value between 70 until 79 equal to 40,3%, then 5 student enter on less category with value range between 60-69 with percentage equal to 8,1%.

This research was conducted to test the effectiveness of the use of integrative thematic learning model of Physical Education on science subjects of grade V students of Elementary School 02 of North Indralaya. Integrative thematic learning model is expected to improve the effectiveness of learning Physical Education. To be able to see the effectiveness of it then held this research. This research uses action research method. This PTK research is held in the Physical Education learning class. This study begins by conducting preliminary tests to see the extent of primary school students' learning outcomes. It can be explained that the majority of students show the results of learning is not complete, with the percentage of 53.25%. From these data indicate that preliminary data have been obtained, each aspect indicates the criteria of less or incomplete learning success. An action needs to be made to improve and improve the students' learning outcomes, namely through integrative thematic learning in the subjects of science class V students with the Minimum Criterion (KKM) 60. This result indicates that there should be an action that can improve the learning outcomes of Physical Education on the material locomotor base motion capability. The action given is to use integrative thematic learning which is done using 2 learning cycles.

Cycle 1

Cycle 1 shows that the data obtained is still not good, from 62 students 23 students entered in the category is not complete with percentage of 37.1%, then 20 students enter on the category enough with the value between 60 to 69, 13 students enter the good category with a range of values between 70-79 with a percentage of 20.95%, and the last 6 students score above 80 with a percentage of 9.7% each aspect indicates the criteria of less learning success. Can be concluded at cycle 1 majority of student still not complete. This first cycle shows an increase in learning outcomes from preliminary test results, for the number of students in the good category as much as 2 students increased to 6 students with values above 80 can be seen an increase in value of 6.5%, then in the range of values 70 to 79 in the initial test amounted to 9 students to 20 students this shows an increase of 6.43%. Then in the range of values 60-69 on the initial test with the number of students 18 increased to 20 students increased by 3.26%, and the value below 60 with the number of students on the initial test 33 students reduced to 23 students or an increase of 16.17%. The results of cycle 1 can be concluded that there is an increase but for the overall assessment of the student is still sufficient, in

accordance with the results of research, the learning using integrative thematic can improve student learning outcomes. This study continues in cycle 2 due to improvement learning outcomes have not been too significant. And the learning process will be improved again in this 2nd cycle [6].

Cycle 2

This research continued on cycle 2 because in cycle 1 the result of learning of Physical Education on locomotor base motion material is generally in the less category with the result of research continued to cycle 2. The result of this cycle 2 indicates an increase of learning outcomes from result of action cycle 1, that is for the number of students who are in good category with values above 80 as many as 6 students increased to 32 students, then in the range of values 70 to 79 in cycle 1 amounted to 25 and the 2nd cycle fixed 25 people with different students who on cycle 1 went in the category less and increased to the sufficient category. Then in the range of values 60-69 on cycle 1 with the number of students 20 reduced to 5 students, and grades below 60 with the number of students on the cycle as many as 23 students reduced to 5 students. This improvement of learning outcomes is in line with the opinion that the concept of integration curriculum focuses primarily on the nature of the child as a learner directly involved in the process of developing thinking and learning, developing thought processes and guiding the details of the curriculum to promote and improve thinking children and understanding [7]

IV. CONCLUSION

Classroom action research on grade V students of Elementary School 02 of North Indralaya was conducted in two cycles. Each cycle consists of four stages: (1) planning, (2) action implementation, (3) observation and (4) analysis. From the analysis results obtained there is an increase from the initial conditions to cycle 1 and cycle 2, both from the improvement of basic locomotor motion capabilities and mastery of learning outcomes. The percentage of learning completeness is complete (53.25%), cycles 1 (37.1%) and cycle 2 (0%), so the increase from pre-treatment to cycle 2 is 53.25%. Percentage completeness of learning outcomes at categorical at initial condition (3,2%), cycle 1 (9.7%) and cycle 2 (51,6%), so improvement from pre-cycle condition to cycle 2 (48.4%). Based on data analysis that has been done above, the conclusion is obtained that the use of integrative thematic learning model Physical Educationon science subjects can improve student learning outcomes, especially in basic locomotor motion capability in elementary school students.

The implication in this class action research is that this study provides a clear description that, with integrative thematic learning model can improve student learning outcomes, so that this research can be used as a consideration for teachers who want to use integrative thematic learning model as an alternative in learning of Physical Education on the material locomotor base motion.

Suggestions in this research are:

1. The results of this study can be used by teachers of primary school teachers as an alternative in learning of Physical Education.
2. This study is only conducted on one primary school, should further research be conducted on a larger population so that the conclusions can be more representative.

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