

Improving Student Learning Outcomes in Integrated Thematic learning with the Open Ended Model in class IV SD Negeri 05 Tarusan Kamang

Laila Fitri ¹⁾, Yunisrul ²⁾

Elementary School Teacher Education, Faculty of Education, Padang State University,
Padang, Indonesia

E-mail: ¹⁾lailafitri0861@gmail.com ²⁾yunisrul46@gmail.com

ABSTRACT

This study aims to describe the increase in student learning outcomes in integrated thematic learning with the Open Ended model for class IV SD Negeri 05 Tarusan Kamang. This research is a Classroom Action Research (CAR) using qualitative and quantitative approaches. It was carried out in two cycles, namely cycle I held 2 meetings and cycle II held 1 meeting. In each cycle includes four stages, namely planning, implementation, observation and reflection. The subjects of this study were teachers and students in class IV SD Negeri 05 Tarusan Kamang with a total of 12 students. The results of the study were seen from the aspects of the Learning Implementation Plan in cycle I meeting I 75% (C), cycle 1 meeting II 86% (B) with an average of 81% (B) and cycle II 94% (SB). Implementation of learning on aspects teachers cycle I meeting I 78%, cycle 1 meeting II 88% with an average of 83% (Good), and in cycle II increased to 94% (Very Good). Aspects of students in cycle I meeting I 75%, cycle 1 meeting II 84% with an average of 80% (Good), and in cycle II it increased to 97% (Very Good). Based on these results it can be concluded that the Open Ended model can improve student learning outcomes

ARTICLE HISTORY

Submission:

Received:

Accepted:

Citation:

Keywords: Learning Outcomes, Integrated Thematic, Open Ended Model

This is an open access article under the [CC-BY](https://creativecommons.org/licenses/by/4.0/) license.



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2022 by author.

Corresponding Author :

Laila Fitri, Yunisrul

Faculty of Education, Padang State University, Indonesia

Email : ¹⁾lailafitri0861@gmail.com ²⁾yunisrul46@gmail.com

INTRODUCTION

The curriculum is updated by minimizing the weaknesses or deficiencies of the previous curriculum by highlighting aspects that are considered better. So that the latest curriculum is the result of refinement of the previous curriculum. Currently the education curriculum in Indonesia applies the 2013 Curriculum which began to be implemented in the 2013/2014 school year.

Implementation of the 2013 Curriculum refers to the Regulation of the Minister of Education and Culture Number 37 article 1 paragraph 3 of 2018. The learning implementation in Elementary Schools/Madrasah Ibtidaiyah (SD/MI) is carried out using thematic-integrated learning approaches, except for Mathematics and Physical Education Sports and Health (PJOK) as a stand-alone subject for grades IV, V and VI

Integrated thematic learning is learning that is packaged in the form of themes based on the content of several subjects that are combined or integrated to provide experiences to students. Themes are a vessel or vehicle for introducing various material concepts to students as a whole. Based on Majid's opinion [1] "Thematic learning is integrated learning that uses themes to link several subjects so that it can provide meaningful experiences to students. The theme is the main thoughts or ideas that are the subject of discussion.

Integrated thematic learning requires careful planning. The current planning must be in accordance with the 2013 curriculum policy, one of which is in planning the implementation of learning. This is in line with the opinion of Trianto [6] who said that, Learning Implementation Plans (RPP) are plans that describe learning procedures and management to achieve one basic competency set out in the content standards described in the syllabus..

In preparing the integrated thematic learning implementation plan for the 2013 curriculum, the assessment used is authentic assessment that emphasizes process and outcome assessment. Opinion of Kunandar [3] Authentic assessment is an activity of assessing students that emphasizes what should be assessed, both process and results with various assessment instruments that are tailored to the competency demands in the Competency Standards (SK) or Core Competencies (KI) and Competencies Elementary (KD).

Based on the results of observations that researchers carried out at SDN 05 Tarusan Kamang on September 6, 07 and 8 2021, in Theme 3 Sub-theme 1 Learning 1. The researcher found several problems:

First, in planning, (1) the RPP used by the teacher still refers to the teacher's book, (2) the teacher still lacks learning indicators from basic competencies, (3) the indicators used by the teacher are not in accordance with operational verbs (KKO), (4) The learning objectives are not in accordance with the learning indicators.

Second, in the implementation (1) the teacher only refers to the teacher's book and student's book without adding material from other source books, so that students feel bored and tired of learning, (2) the teacher does not involve students to work together in solving problems in learning, (3) The teacher explains more than involves the activeness of students in the learning process, so that students are not trained to work together in groups, (4) The teacher does not provide opportunities for students to process data or information that has been obtained with their friends, so that students are not trained to respect each other's opinions.

The problems that the researchers found above had an impact on students, namely: (1) Some students were less active in learning and felt bored with the class atmosphere, (2) Students worked more alone and lacked a sense of caring for others (3) Students were not motivated to hone their own abilities both in understanding the learning from the teacher and in discussing with fellow classmates, (4) Students do not respect the opinions of their friends in expressing opinions.

This has an impact on the low understanding and learning outcomes of students so that there are still many learning outcomes of students who are under the KKM. This is proven by the results of the Mid Semester Assessment (PTS) obtained by class IV students at SD Negeri 05 Tarusan Kamang

Based on the background described above. So, in general the formulation of the problem in this study is "How to Increase Student Learning Outcomes in Integrated Thematic Learning Using the Open Ended Model in Class IV SDN 05 Tarusan Kamang Kamang, Kec. Kamang Magek, Kab. Agam".

The specific formulation of the problem from this research is as follows: (1) How is the plan to increase student learning outcomes in integrated thematic learning using the Open Ended Model in class IV SDN 05 Tarusan Kamang, Kec.Kamang Magek, Kab.Agam. (2) How is the implementation of increasing student learning outcomes

in integrated thematic learning using the Open Ended model in class IV SDN 05 Tarusan Kamang, Kec.Kamang Magek, Kab.Agam. (3) What are the learning outcomes of students in integrated thematic learning using the Open Ended model in class IV SDN 05 Tarusan Kamang, Kec. Kamang Magek, Kab. Agam

This study aims to describe the increase in student learning outcomes in integrated thematic learning with the Open Ended Model in class IV SDN 05 Tarusan Kamang.

While the specific research objectives are to describe: (1) Learning Implementation Plans (RPP) to improve student learning outcomes in integrated thematic learning using the Open Ended Type Cooperative model in class IV SDN 05 Tarusan Kamang. (2) Implementation of thematic learning to improve student learning outcomes in integrated thematic learning using the Open Ended model in class IV SDN 05 Tarusan Kamang. (3) Increasing student learning outcomes in integrated thematic learning using the Open Ended model in class IV SDN 05 Tarusan Kamang.

RESEARCH METHODS

Types of research

The type of research used is classroom action research (CAR). that is research that focuses on efforts to change the current learning conditions towards the expected learning conditions. This research is concerned with improving or increasing student learning outcomes in integrated thematic learning using the Open Ended model.

Action research proposed by Sukardi [4] is "a way for a group or person to organize a condition so that they can learn from their experiences and make their experiences accessible to others".

Research Place

This research was conducted in class IV SDN 05 Tarusan Kamang. This location was chosen based on the following matters: (a) This school is open and willing to accept innovation in education, especially in integrated thematic learning using the open ended model. (b) Conditions and school environment that support researchers in conducting this research. (c) The school's strategic position. (d) SDN 05 Tarusan Kamang has used the 2013 curriculum. (e) The school has implemented full face-to-face learning

Research subject

The research subject is something that indicates the person, object or institution that will be examined and is the target of the researcher. The subjects in this study were teachers and fourth grade students at SDN 05 Tarusan Kamang who were registered in semester 1 of the 2021/2022 school year with a total of 12 students, of which 6 were female students and 6 were male students. Those involved in this study were (a) Researchers as practicing teachers in class IV SD Negeri 05 Tarusan Kamang (b) Class IV teachers as observers

Time and Length of Research

This research was carried out in January in semester II of the 2021/2022 school year at SDN 05 Tarusan. This research was carried out in 2 cycles, cycle I was carried out in two meetings and cycle II was carried out in one meeting. cycle 1 meeting 1 was held on Monday 10 January 2022, cycle 1 meeting 2 was held on Monday 17 January 2022. And cycle 2 meeting one was held on Monday 24 January 2022

Data collection technique

Arikunto, et al [2] stated: "The principles of data collection in classroom action research are not much different from the principles of data collection in other types of research. In other words, the principles of data collection in formal research can be applied to classroom action research. Data collection techniques in this study used observation, tests, observation sheets of students' affective assessment and documentationsi.

The instruments used in this study were observation sheets and test sheets.

This research was carried out according to the stages that had been planned. The research was carried out on class IV students at SD Negeri 05 Tarusan Kamang in semester II of the 2021/2022 academic year. In carrying out this research, the researcher acted as a practicing teacher, while the class IV teacher acted as an observer

RESULTS AND DISCUSSION

Integrated thematic learning of each of these actions is carried out in accordance with learning steps based on the Open Ended model. In implementing the action will be divided into two cycles, the first cycle consists of two meetings. Cycle I meeting I was held on January 10 2022, then cycle I meeting 2 was held on January 17 2022, and cycle II was held on January 24 2022

1. Cycle I

a) Planning

Research in integrated thematic learning uses the Open Ended model. Prior to the implementation of learning, a Learning Implementation Plan (RPP) was first prepared. Planning is carried out based on the second semester program according to the time the research takes place. Planning is prepared for the first meeting of 6 x 35 minutes.

Learning materials implemented in cycle I were obtained from teacher books, student packages, the internet, and relevant supporting books. In accordance with theme 6, namely my ideals in sub-theme 1 I and my ideals in learning 1

b) Execution

Implementation of integrated thematic learning using the Open Ended model in class IV SD Negeri 05 Tarusan Kamang cycle I meeting I was held on Monday, January 10 2022. Consisting of 12 students, learning lasted 6x35 minutes. The theme taught in cycle I meeting 1 is theme 6 "My Goals" sub-theme 1 "Me and My Dreams" in lesson 1. The content of the lessons related to this lesson are Indonesian and Natural Sciences.

Based on the previously designed plans, the learning implementation consists of three stages using the Open Ended model

c) Learning Outcomes

The learning outcomes of students in the attitude aspect of cycle I based on the journal show the negative behavior of students towards spiritual attitudes and social attitudes, namely self-confidence, caring, responsibility and discipline, so the teacher needs to direct students not to behave negatively.

Student learning outcomes on aspects of knowledge and skills in the first cycle meeting I obtained an average student score of 73 (D), while in cycle 1 meeting 2 the average student learning outcome was 80 (C) sufficient. By recapitulating the value of student learning outcomes in cycle I is 77 (D) less

2. Cycle II

a) Planning

Research planning is described in the Learning Implementation Plan (RPP). Planning is carried out based on the second semester program according to the time the research took place. Planning is prepared for the first meeting, namely 6 x 35 minutes. The Learning Implementation Plan implemented consists of core competencies (KI), Basic Competencies (KD), indicators, learning objectives, learning materials, media and learning resources, learning models and methods, learning activities and assessments. The basic competencies that will be achieved by students in integrated thematic learning for class IV semester II, on theme 6 "My Goals", sub-theme 3 "Enterprise Trying to Reach Goals" are: Integrated thematic learning in the 2013 curriculum

b) Execution

Implementation of integrated thematic learning with the Open Ended model in class IV SD Negeri 05 Tarusan Kamang cycle II was held on Monday, January 24 2021. Consisting of 12 students, learning lasted 6 x 35 minutes. The theme taught in cycle II is theme 6 "My ideals", sub-

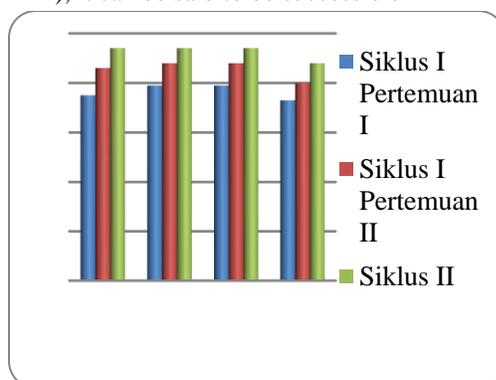
theme 3 "Enterprising to achieve goals" learning one. The content of the lessons related to this learning are Indonesian, Science.

Based on the previously designed plans, the learning implementation consists of three stages with the Open Ended model

c) Learning Outcomes

Based on the observations of researchers using attitude assessment journals in cycle II, negative behavior was still visible, namely social attitudes, namely respect. In this cycle has increased from before. But the spiritual attitude and social attitude points to the attitude of confidence and cooperation are no longer visible.

Student learning outcomes on aspects of knowledge and skills in cycle II obtained an average student score of 88 (B) Good. With a completeness percentage of 92%. Mulyasa (2014: 143) says that in terms of the results of the learning process it is said to be successful if there is a positive change in behavior in all of the students or at least most of them (80%). This means that if the results of the assessment highlight the attitude aspect exceeding 80%, then reinforced by the average learning outcomes of knowledge and skills that have exceeded the Minimum Mastery Learning (KBM), it can be said to be successful.



CONCLUSION

Based on the results of the research and discussion above, in this study it can be concluded as follows:

1. Planning the implementation of integrated thematic learning with the Open Ended model in the form of lesson plans, the constituent components of which consist of education units, class/semester themes/sub-themes, learning, time allocation, core competencies, basic competencies and indicators, learning objectives, learning materials, and steps -the steps of the Open Ended model are 1) The teacher presents and explains openly the problems that will be discussed in the teaching and learning process 2) After the problems to be discussed are presented, then they are organized into several groups based on the type or form of the problem itself, then examines and explore the problems that have been organized 3) The teacher pays attention to how students pay attention to and respond to these problems 4) The teacher provides guidance and direction as necessary in the learning process when students are studying and studying and exploring the problems posed 5) The teacher and students work together to make conclusion as a result l the end of the learning process.

2. Observations based on teacher activity in cycle I showed that the implementation of learning with an average percentage of scores obtained was 83% (B) with good criteria. And it increased even more in cycle II with a percentage score of 94% (SB) with very good criteria. Good. Meanwhile, in the activities of students in cycle I, the percentage value obtained was 83% (B) with good criteria. And even more increased in cycle II with a percentage value of 94% (SB) with very good criteria. From this, it can be seen that there has been an increase in teacher teaching activities and student activities in the implementation stage from cycle I to cycle II

Assessment of students in improving integrated thematic learning outcomes with the Open Ended model in cycle 1 obtained an average percentage score of 77 with less qualifications (D) and increasing in cycle II, namely 88 with a qualifying score (B). Thus the Open Ended model can improve integrated thematic learning outcomes

REFERENCE

- [1] Abdul Majid. (2014). Integrated Thematic Learning. Bandung: Rosdakarya Youth
- [2] Arikunto, Suharsimi. (2012). Research Procedures A Practice Approach. Jakarta: Rineka Cipta
- [3] Kunandar. Authentic Assessment. "Assessment of student learning outcomes based on the 2013 curriculum." A practical approach. Jakarta: Rajagrafindo, 2013.
- [4] Difficulty. (2011). Competency Education Research Methodology and Practice. Jakarta: PT Bumi Aksara
- [5] Trianto. (2014). Integrated Learning Model. Jakarta: PT Bumi Aksara