

# Development of integrated thematic teaching materials using a contextual approach in increasing student self-control to prevent Covid-19 transmission in elementary schools

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## Abstract

The spread of Covid-19 is rapidly expanding to all parts of the world, causing changes in activity patterns in all sectors of life, one of which is the education sector. This study aims to describe and develop integrated thematic teaching materials using a contextual approach to improve the self-control of fifth grade students at SD Negeri 21 Lubuk Lintah which are valid, practical, and effective. This type of research is development using a modified 4-D model. Based on the results of the study, the average score for the assessment of integrated thematic teaching materials uses a contextual approach with a validity value of 89.4% in the valid category. From the results of practicality by the teacher obtaining results of 87.5% in the practical category and from the results of practicality by students obtaining results of 84.5% in the practical category. The results of the effectiveness of using teaching materials get an average of 0.74 in the effective category. It can be concluded that the thematic teaching materials use a contextual approach to increase self-control of fifth grade elementary school students which is valid, practical, and effective and can increase students' self-control in preventing Covid-19.

**Keywords:** Teaching Materials, Contextual, Self-control, Covid-19



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## Introduction

The spread of Covid-19 took place quickly and spread to all sides of the earth, which then caused the pattern of human life to change. Similar conditions also occur in Indonesia. RI Ministry of Health (2020) the number of diseases caused by Covid-19 in Indonesia as of April 2021 was confirmed 743,198 cases with a death rate of 22,138 people. West Sumatra or West Sumatra themselves are the provinces that have the most cases of Covid-19, where up to 34,916 people have tested positive for Covid-19, with 761 people having died and 32,088 of them having recovered as of April 21 2021. While the rest are still receiving isolation. As for West Sumatra, there are also several cities/regencies that are included in the Covid-19 red zone, one of which is the city of Padang.

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One of the victims due to the Covid-19 outbreak was elementary school students including teachers and school officials, those under the Indonesian Ministry of Religion and the Indonesian Ministry of Education and Culture all received a negative impact. Students and teachers are the main targets in the impact of the transmission of Covid-19 in elementary schools.

All students in elementary schools are also required to carry out various preventive actions, for example wearing masks, physical distancing, diligently washing hands, maintaining health, and maintaining endurance. Not only that, brands also need to obtain adequate and easily understandable information so that they can control themselves and participate in carrying out various efforts to anticipate Covid-19 in line with the government's plan.

Learning is any activity designed by the teacher to help someone learn a new skill or value in a systematic process through design, implementation and evaluation in context of teaching and learning activities (Rohani, 2019; Syaifuddin, 2017; Pane, 2017). Matterwhich is very important in learning is a combination consisting from human elements, materials, facilities, equipment and procedures. In the learning process, reciprocal communication is needed between teachers and students, students and students, both directly and indirectly influencing the achievement of learning objectives.

Overcoming these problems, various activities in integrated thematic learning in schools have been carried out, on themes that have been captured in sub-themes according to student learning experiences. According to Amris & Desyandri (2021); Teak Puspita (2016); Syaifuddin (2017), integrated thematic learning is a process of interaction student with environment so that there is a change in behavior for the better.

Teachers in face-to-face learning use lectures and questions and answers, while in online learning the teacher provides learning through learning videos, material by providing notes and exercises as well as homework. Teaching materials that teachers use both online and face-to-face in the form of worksheets and theme books are used in learning where these teaching materials seem inadequate both in terms of material and the synchronization of the material with existing exercises. The lack of material contained in these teaching materials makes students lack reading references and ignorance in finding answers when doing existing exercises, this results in an asymmetry between the minimal material and the relatively large number of exercises.

Ingredient a variety of teaching materials can be used, including theme books and worksheets for teachers and students. In these teaching materials, material on disease transmission in humans has been discussed but only briefly and not in depth. This cannot be said to be optimal, because there are still many students who do not know and understand about the transmission of disease to students, especially during the Covid-19 pandemic situation. The teaching materials contained in the theme network only discuss a little material per lesson in the sub-themes of the theme, but what dominates it is exercises and various student activities.

Based on the results of a preliminary study with a class V teacher at SDN 21 Lubuk Lintah and grade 5 students that during learning the learning conditions were fixated on the concepts and material that were already in the LKS and Theme books. Learning strategies in the form of approaches, models and so on have not been implemented. At the time of observation,

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information was also obtained that the teacher spoke concepts without relating the teaching material to the students' everyday reality. The teacher's preoccupation with existing teaching materials makes learning conditions less attractive and meaningful for students. This happens because students learn in the form of concepts without facts that occur in students' daily lives which will later become meaningful experiences and learning for students.

Learning is expected to lead to good self-control. According to Fachrurrozi et al. (2018); Triastuti & Sutoyo, (2020); Yana et al. (2015), self-control can be interpreted as an activity to control behavior. The ability to structure, guide, organize and direct forms of behavior that can lead individuals towards positive consequences. Referring to this elaboration, it can be said that self-control has a very large influence on student discipline, so that it also reflects that one of the things that needs to be developed or improved for students is self-control.

Based on this elaboration, researchers are of the view that it would be interesting to study in more depth regarding how to develop integrated thematic teaching materials using a contextual approach in increasing student self-control to prevent transmission of Covid 19. The use of contextual teaching materials is a teaching material that is integrated with seven contextual components, including constructivism, inquiry, question, modelling, *learning community*, *reflection*, as well as authentic assessments (Avania & Sholikhah, 2021; Panjaitan, 2016, 2018).

The aims of this study were to 1) produce integrated thematic teaching materials using a Contextual approach in increasing students' self-control for Covid-19 prevention in class V of valid elementary schools, 2) produce integrated thematic teaching materials using a Contextual approach in increasing students' self-control to prevention of Covid-19 in class V elementary school that is practical, 3) produce integrated thematic teaching materials using a contextual approach in increasing student self-control for effective prevention of Covid-19 in class V elementary school, and 4) increasing self-control of class V school students Fundamentals of Covid-19 prevention.

## Method

The type that researchers apply to this research is or R&D (Research and development) or development research. The subjects in this study were 30 students in class V.3 and 25 students in class V.4. The rating scale for the validation sheet uses a Likert scale. The data were analyzed using the validation results by the validator and the data taken during the trial implementation in the form of practicality and effectiveness were taken based on the observation sheet.

## Results and Discussion

### Results of the Development of Teaching Materials

Development of Integrated Thematic Teaching Materials in Class V of Public Elementary Schools which is devoted to students' self-control of Covid-19 transmission through a 4-D model that is capable of creating teaching materials that are valid, effective, and practical. The results that researchers get here will be divided into a number of stages which include:

#### 1) Results of the Defining Stage

As for the results of the analysis of objectives and learning indicators in class V SD Theme 4 can seen in annex 5. Analysis KD, Indicators, and the objectives of this lesson are used to form

lesson plans and integrated contextual-based thematic teaching materials in elementary schools. Based on the analysis of the development of students' motivation in learning, it was found that students were less active in learning. When the teacher carries out the learning process.

## 2) Results of the Design Stage

Learning activities are designed using a contextual approach in accordance with the 2013 curriculum. The researcher designed 6 lesson plans for 6 meetings. The lesson plan assessment was carried out by 2 teachers as observer. The observer's assessment can be seen in table 1 below.

**Table 1.** ResultsRating from the Observer

Observers	Amount	Average	Percentage
Observers 1	266	13,3	
Observers 2	257	12,7	87.2%
<b>Average</b>		4.35	

The format for preparing teaching materials consists of: (1) cover, (2) introductory words, (3) instructions for using teaching materials for teachers and students, (4) Core Competency, (5) table of contents, (6) KD Mapping, (7) evaluation, (8) Key answers, (9) Glossary, (10) bibliography.

## 3) Results of the Development Stage

Validation is carried out in order to obtain the feasibility of teaching materials for use in trial activities. In addition to assessing teaching materials, material feasibility experts, language and appearance also provide comments and suggestions for improving teaching materials.

Improvements to teaching materials that have been carried out as a revision stage will produce teaching materials that are better than before which suppress and even eliminate deficiencies in these teaching materials. The trial was carried out at SDN 21 Lubuk Lintah. Teaching materials trials were carried out on August 15 2022 to August 20 2022. Before teaching materials were tried out on students, a practicality test was carried out by the teacher.

## 4) Deployment Phase Results

The researcher limited the development to the limited dissemination stage to SD Negeri 21 Lubuk Lintah teachers. Deployment is carried out on a small or limited scale. The distribution was carried out at SDN 21 Lubuk Lintah in class V. The distribution was carried out in 4 classes, namely V.1, V.2, V.3, and V.4.

## Validity Results

The following describes the results of the validity of teaching materials with this contextual approach for fifth grade students at SDN 21 Lubuk Lintah. The numbers entered in the table indicate the assessment score of the validator. The validation results can be briefly seen in table 2 below.

**Table 2.** Results of Validation of Teaching Materials by Validator

No	Validators	Score	Category
1	Content/material I	82%	Valid
2	Content/material II	93%	Very valid
3	Content/material III	93%	Very valid
4	Appearance	86%	Valid
5	Language	93%	Very valid
	<b>Average</b>	<b>89.4 %</b>	<b>Valid</b>

### Practical results

The following table 3 practicality test results teaching materials with a contextual approach by the teacher.

**Table 3.** Results of Practicality of Teaching Materials by Teachers

No	Assessment Aspects	Score	Percentage
1.	Presentation practicality	14	
2.	Practicality of use	42	87.5 %
3.	Time practicality	14	

Based on the table above it can be explained that the percentage of teaching materials with a contextual approach to theme 4 by the teacher is 87.5% in the practical category. This shows that integrated thematic teaching materials using a contestual approach to increase self-control of fifth grade students are practically used by teachers as teaching materials.

Apart from teachers, practicality tests were also carried out on students. Practicality data obtained by using a practicality test questionnaire which is briefly shown in table 4 below.

**Table 4.** Practical Results of Teaching Materials by Students

No.	Statement	Amount	Practical Value	Criteria
1.	1	82		
2.	2	77		
3.	3	69		
4.	4	91		
5.	5	68	84.5 %	Practical
6.	6	85		
7.	7	76		

No.	Statement	Amount	Practical Value	Criteria
8.	8	76		
9.	9	77		
10.	10	77		

Based on the table above, you can see the results of the responses of 23 class V students at SDN 21 Lubuk Lintah to teaching materials with a contextual approach to theme 4 with an average practicality of the material teaching 84.5% and Practical category.

### Effectiveness Results

The number of grade V students at SD Negeri 21 Lubuk Lintah is 23 students. The number of items made on the question sheet is 10 objective questions and 5 essay questions. The following is an analysis of its effectiveness in table 5.

**Table 5.** Effectiveness Analysis

No	Effectiveness Analysis	Amount	Average
1	Pre-test questions	1,236	41,2
2	Post test questions	2,370	79
<b>Average N-Gain</b>			<b>0.74</b>
<b>Criteria</b>			<b>Effective</b>

Based on table 5, it can be obtained an analysis of effectiveness using pre-test and post-test questions on integrated thematic teaching materials using a contextual approach for class V SD with an average of 0.74 fulfilling the effective criteria which means that the developed teaching materials are effective in integrated thematic learning in class V of Elementary School.

### Self Control Analysis Results

The results of the self-control instrument can be seen in table 6 below.

**Table 6.** Analysis of Increased Self Control

No	Self Control Analysis	Amount	Average
1	Pre-test questions	1766	54%
2	Post test questions	2251	78%

From the results of the analysis of increasing student self-control, the pretest questions got an average of 54% while the post test questions got an average of 78%. It can be seen that the results before using teaching materials and after using teaching materials increased by 24%.

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## Conclusion

This study proves that integrated thematic teaching materials using a contextual approach to increase self-control of fifth grade elementary school students are teaching materials that are valid, practical and effective for use in the learning process and are in accordance with the results of the researcher's research. The detailed description is as follows.

1. The validity of integrated thematic teaching materials using a contextual approach to increase student self-control in preventing Covid-19 that has been developed to get an average of 89.4% in the valid category.
2. The practice of integrated thematic teaching materials using a contextual approach to increase student self-control in preventing Covid-19 has been developed to get an average percentage of 87.5% by teachers and 84.5% by students in the practical category.
3. effectiveness thematic teaching materials integrated using a contextual approach to increase student self-control in preventing Covid-19 by 0.74% in the effective category.
4. There is enhancement students' self-control of preventing transmission of Covid-19 disease in grade V Elementary School.

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