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## Early Childhood Education: Contextual Thematic Teaching Materials Based on Classroom Activities

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**ABSTRACT:** Contextual learning binds the content of the subjects in the classroom with the context of the children's daily lives. Learning in early childhood classes (0-8 years) is carried out using the thematic method, which combines several learning materials into one subject. Thematic teaching resources in early childhood classes are still limited in number and rely on textbooks provided by the government. This study aims to develop activity-based teaching materials to assess contextual thematic learning. This research method uses model development research by Borg and Gall with data collection techniques using panels and questionnaires on expert tests, one to one test, small-group test, and large-group test. The research data analysis technique used mixed methods, namely quantitative data tabulated in the form of percentages and described in the qualitative form. The expert test provides recommendations that the instrument can be used to assess student teaching materials and teacher guidance. Teaching materials and teacher guides are suitable for use, and further testing is carried out. Based on the results of the one-to-one test, small-group test, and large-group test, both teaching materials and teacher guides are readability and eligibility with an average of 85.00. The implication of this research, it is suggested that early childhood education institutions where the pilot can use teaching materials and teacher guides in developing and assessing activity-based contextual thematic learning for further research.

**Keywords:** *Early Childhood Education, Contextual Thematic, Classroom Activities*

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## 1 INTRODUCTION

Learning in early childhood classes (0-8 years) is carried out using a theme that has been used for a long time. Research and Development of the Ministry of Education and Culture has developed a Professional Development System for Active Student Learning Methods (SPP-CBSA) in thematic learning known as cross-curriculum learning. The model used is webbed; and connected. The theme serves as a bridge to bind subject matter, learning activities and learning objectives to be achieved in this case basic competencies, students are easy to obtain comprehensive or holistic knowledge information (Soedijarto et al., 2010). Knowledge is conveyed in its entirety through themes, factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive. All this knowledge is fused into a complete material in accordance with the Basic Competencies that exist in each subject being taught. Subjects in thematic learning in early childhood classes are often referred to as curriculum content. In thematic learning, the activities carried out in learning can include two pairs of basic competencies, or three pairs of basic competencies and even more from different subjects.

The Curriculum and Books Center in 2018 have carried out monitoring and evaluation of the implementation of thematic learning in schools that are pilot projects of the Ministry of Education and Culture. The results of monitoring and evaluation show that 60% of schools that become pilot projects have not implemented thematic learning according to the expected standards (Puskur, 2018). Learning is done partially, not integrated and the Basic Competencies of each subject are different. Learning is carried out with individual activities. The theme is only a learning tool so that learning becomes concrete. Teacher's books and children's books used in schools have not fully met the thematic learning criteria. Children's books put less emphasis on achieving Basic Competencies but more emphasis on the learning process which should be the domain of the teacher in the classroom. Thematic books should stick to the material for each subject's Basic Competence and be delivered using a thematic learning approach.

The availability of thematic books is not in accordance with the theme that children need because it has been determined by the government, and many of these are not in accordance with the Basic Competence of the subject. The theme should be determined in accordance with the academic rules and rules ((Majid, 2014). Contextual thematic learning, in principle, is no different from contextual learning in other subjects. In contextual thematic learning, the processes and themes are adapted to the needs, environmental conditions, and time in the child's place. The message from Contextual Teaching & Learning (CTL) is that learning by doing causes us to make connections that produce meaning and when we see meaning, we absorb and master knowledge, attitudes, and skills. So contextual thematic learning emphasizes meaningful learning (Johnson, 2007, p. 48). The meaning of learning can be realized if in the learning process, there is a link between one another in a complete and real way.

(Aini & Relmasira, 2018) which discusses the application of contextual-based integrative thematic learning that can be maximally successful if it is carried out using learning

resources that are in accordance with the context experienced by children. There is continuity between the theme and the learning materials and the children's environment. Thus, children's books and teacher books need to be developed in accordance with the child's environment or are contextual so that the potential of children can be developed optimally. The development of contextual thematic children's books as well as teacher's books can have an impact on meaningfulness in learning.

Children's books and teacher books allow the learning process to be carried out through structured activities. Learning at this time has not been emphasized on activities that are able to cover several subject competencies in learning. Teachers still use different activities according to their subjects. Cultural Arts and Crafts learning activities are different from Indonesian language-learning activities, as well as learning activities for Pancasila and Citizenship Education. In thematic learning, one activity should cover several pairs of Basic Competencies. The design of learning activities in this study as far as possible covers all the material contained in the Basic Competencies of the subjects. Based on this, it is necessary to develop contextual thematic of teaching materials for children and teacher guides. These contextual thematic of teaching materials can become media and learning resources for children and teachers in carrying out learning activities.

## 2 THEORITICAL STUDY

### 2.1 *Teaching and Learning Material in Early childhood*

The purpose of early childhood learning materials is to create a collection of innovative and high-quality early childhood resource materials that foster and support the development of early childhood literacy and numeracy from birth to the age of five. These resources should be based on cutting-edge international research from the contemporary era. This informative and practical material should be appropriate for a variety of early childhood settings and demonstrate how parents, caregivers and practitioners can provide a stimulating environment for their children, maximizing critical periods of rapid development in learning. The term "resources" refers to the materials an institution needs to increase its productivity. Access to resources (human, material and financial) is critical to the success of any educational program. This is because resources are needed to create a conducive teaching-learning environment, to purchase the necessary teaching and learning materials, and to compensate teachers. Thus, the quantity and quality of resources available for any educational program will determine the capacity of the school system to implement the program.

The term "resources" refer to the materials, personnel, and financial resources needed to achieve early childhood education goals. To achieve its goals, any educational program must have adequate resources. Educational resources are the sum of all components of the education system. This includes human, physical, and financial resources (Ukala, 2012). Capital intensive is early childhood education. It requires sufficient resources to complete the mission. The school's physical facilities serve as a hallmark of its existence.

Indeed, meaningful interactions require preschool environments, classrooms, and infrastructure materials. The educational environment must be conducive for children to interact with their environment to build their own experiences.

In the context of this research, the learning resources in question are devoted to teaching materials. Teaching materials are all materials (both information, tools, and texts) that are systematically arranged that display a complete figure of competencies that will be mastered by children and used in the learning process with the aim of planning and reviewing the implementation of learning (Mudlofir, 2011; Prastowo, 2011). The learning process of teaching materials has an important role both for teachers and for children to produce quality learning. Teachers will have difficulty creating effective learning without using teaching materials. Likewise, for children, the absence of teaching materials will make it difficult for children to follow the learning that is carried out. Moreover, the material has not been understood because of the limited time the teacher delivers the material. Teaching materials are one of the learning resources to convey learning materials that will be studied by children so that learning is carried out in accordance with the objectives and has clear guidelines.

Teaching materials are often referred to as textbooks, namely books that contain knowledge and are arranged based on the basic competencies that exist in a certain curriculum and are used by children to learn (Prastowo, 2011). In relation to this research, teaching materials are compiled based on the competencies listed in the 2013 curriculum. So, it can be said teaching materials can be in the form of books, in the form of two-dimensional print or three-dimensional media, besides, they can also be in the form of audio and audio-visual can be utilized as a medium to facilitate children and teachers during the learning process. In the learning process carried out in early childhood classes, especially in the application of thematic learning, teaching materials are needed that can support the effectiveness of learning and facilitate integrated learning between subjects so that it becomes a unified learning unit. Teaching materials related to everyday life in thematic learning, which are divided into themes must be adapted to the context of the child's life and to the environment. Good teaching materials are teaching materials that are able to help children to understand the material presented by the teacher (Puspita, 2018).

In addition to being useful for children, teaching materials are also for teachers as deliverers of subject matter. Teachers can use teaching materials as media and learning resources. Teaching materials can also be used by teachers as a guide when providing learning to children because they contain learning materials that are systematically arranged and aim to improve children's competence in accordance with the curriculum. So that teaching materials becomes one of the determinants of the success of the learning carried out. The teaching materials compiled are unique and specific (Sadjati, 2017). Unique, meaning that the teaching materials can be used for certain audiences in a learning process. Specific means that the content of the teaching materials is designed in such a way

only to achieve goals from an audience. The systematic way of delivery is also adjusted to the characteristics of the subjects and the characteristics of the children who use them.

## 2.2 *Contextual Thematic Learning based Activity*

Integrated learning using thematic has developed since (Fogarty, 1991), dividing integrated learning into ten types, namely fragmented, connected, nested, sequenced, shared, webbed, threaded, integrated, immersed, and networked. Each type of learning model has a different function. Learning that is often in early childhood education in Indonesia uses a webbed or network model and integrated. These two models have similarities and differences in their implementation.

In learning using the thematic model, it provides many opportunities for teachers to determine themes that are appropriate to the condition of the child and his environment. Every learning basically has the same goal, which is to develop and increase knowledge to children through various strategies and methods. Contextual thematic learning is one way to develop and increase children's potential optimally. Utilization of the culture that develops in the child's environment can be used as a medium, source, and learning material. Culture is full of signs or symbols. The sign or symbol is a form of expression of thoughts possessed by culture because of human initiative. Cultures that live and develop around in symbols have meaning and value in the life of the supporting community. In this context, it is generally recognized that culture is an expression of the way of life of a particular community. The way of life covers all aspects of meta cognitive, emotional, and social, and is intended to express various ways of life for all people and countries to advance and build their nation (Semiawan, 2008).

Contextual thematic learning is in line with this theory. Culture is a way of life and the life of the people who support it. Humans cannot be separated from the cultural context, whether it comes from their own environment or from other regions, maybe even from other countries. The life of a society can be shown through the culture it does. Culture has shaped social as well as emotional systems. In early childhood, it is important to learn with a cultural approach. There are several advantages if learning is carried out with a cultural approach, namely, children are more familiar with their environment properly and correctly. There is an attachment between everyday life and the knowledge learned and gives mental strength and identity according to the culture. Vygotsky's two main ideas are intellectual development can be understood only from the point of view of the historical and cultural context experienced by children, and he believes development depends on the sign system is with each person as they grow; symbols created by culture to help people think, communicate, and solve problems, for example, language, writing system, or numeracy system of a culture (Slavin, 2018). Vygotsky believes that every culture in the child's environment can be a medium and source of learning to increase knowledge. Each different culture stores various meanings, symbols, and values that can be used as learning materials. Children through meanings, values, and symbols can be used as tools or media for thinking and communicating with others. In this context, the research that

will be conducted using culture as a medium and learning resource in the form of a child module, and a teacher module is in line with Vygotsky's concept.

Vygotsky emphasized the importance of society and culture in promoting cognitive growth so that his theory is sometimes referred to as sociocultural (Ormrod, 2008). The sociocultural approach to learning requires at least the following steps, such as through informal conversations and formal schools. Adults convey to children how their culture interprets and responds to the world. Every culture instills physical and efficient devices in Vygotsky's view, the success of obtaining symbolic or mental devices. Cognitive devices significantly increase children's thinking abilities. Thought and language become increasingly interdependent in the first years of life. Complex mental processes begin as social activities; as children develop, they gradually internalize the processes they use in social contexts and begin to use them independently. Children can do challenging tasks when guided by someone who is more competent and more advanced than them. Challenging tasks will encourage maximum cognitive growth or games that allow children to cognitively.

The impact of the development of science and technology on the learning process is the enrichment of learning resources and media such as textbooks, modules, overhead, transparent, films, videos, television, slides, hypertext, and the web (Daryanto, 2011). So, books and modules are categorized as media and learning resources for teachers and children. Books or modules can even be both as a medium in print or as a learning resource in the form of teaching materials. In independent learning, there is no need for the presence of a teacher so that children can learn independently. The type of instructional materials used by children is one or a combination of media programs, namely printed materials, films, radio programs, slides, video (M. Atwi Suparman, 2007). So printed materials in the form of modules are an alternative that can be used in contextual thematic learning. Based on this background, the use of textbooks published by the Ministry of Education and Culture in thematic learning is not in accordance with the concept of thematic learning, which emphasizes children's activities. This textbook can be used as an alternative that can be used in thematic learning. In this book, children can carry out activities in a structured and directed manner.

Contextual approach is a learning concept that can link the material being taught with children's real-world situations and encourages children to make connections between their knowledge and application in their lives as family and community members, thus helping teachers in creating meaningful learning in the classroom (Trianto, 2011). Thematic teaching materials and contextual approaches can be linked comprehensively in the learning process so that it is expected to increase children's active involvement in the learning process. So that to achieve this goal, an in-depth preliminary study is needed related to needling's analysis and context analysis, which includes the characteristics of children, competencies to be achieved, needs in learning, and the environment so that the learning carried out can be effective and meaningful and can be applied quickly practical in the daily life of children.

Like the previous research conducted by (Puspita, 2018) which stated contextual-based of thematic teaching materials were teaching materials contain learning materials are integrated with one another. The effect of contextual based of thematic teaching materials when associated with children's learning activities is that these teaching materials can increase children's activity in the learning process, because the content of the material is associated with the learning environment. Then based on the value of the child's learning activities, the child's activity is above the specified competency standard. The results of this study indicate that this teaching material is very suitable to be used in the learning process to support the activity of children in the learning process. These contextual-based thematic teaching materials should be used as supporting materials in the learning process so that children have various references in understanding the learning materials presented.

Each student has a different potential from one another. With the difference in these potentials, teachers are required to be able to provide space for children so that their potential can develop optimally. Contextual learning is a learning process approach that integrates principles in the learning process as an effort to empower optimally the potential of students (Sukmawati, 2015). Through contextual learning, each child's potential can be facilitated because learning is designed and implemented in accordance with the context, including the context according to the child's characteristics.

Contextual learning is a learning concept that helps teachers relate the learning material to students' real-world situations and encourage students to make connections between their knowledge and its application in their daily lives. This statement is supported by the results of (Fadillah et al., 2017; Susialita, 2016) research which states that contextual learning is a learning and teaching concept that helps teachers connect content subject to real-world situations and motivate students to make connections between knowledge and its application to students' daily lives. In a study entitled *Metacognitive Strategies on Mathematics Learning to Improve Student's Environmental Awareness*, which states that by making the contextual problems experienced by students in everyday life as the first step of learning, the students can build a strong understanding of the issues that it faces and can build their own concept based on the problem. Thus, the resulting concepts will be embedded more strongly in the memory of students (Anggo et al., 2015). The statement shows that students can build their own understanding of a concept based on experiences in everyday life through contextual learning related to learning materials. By building an understanding of concepts constructed by children themselves, it will be more meaningful and stick to the child's memory more firmly.

In the development of these teaching materials, language is the driving force in learning. Language as a driver in question is not the ability to speak. Chomsky states that language is a system of individual psychological development, a form of thought, a distinction between groups, and as an object of semiotics in culture (Crain & Thornton, 2012). Thus, the materials contained in the subjects of Cultural Arts and Crafts are also part of the language, which is in accordance with the nature of the subjects that are multidimensional, multilingual, and multi-cultural so that they can be one of the drivers in

thematic learning development research on the development of textbooks for children and books. Based on these argumentative reasons, it is important to develop learning design and contextual thematic assessments in the 2013 curriculum. Research on research and development of contextual thematic has been carried out by several parties. These studies have either been published in scientific journals or in the form of theses and dissertations.

### 3 METHOD

Research on the development of teaching materials and teacher guides in designing contextual thematic learning and assessment using the research and development of the Borg and Gall (2007) Model.

#### 3.1 Research Design

The steps of this study were modified according to the needs of the study (see figure 1).

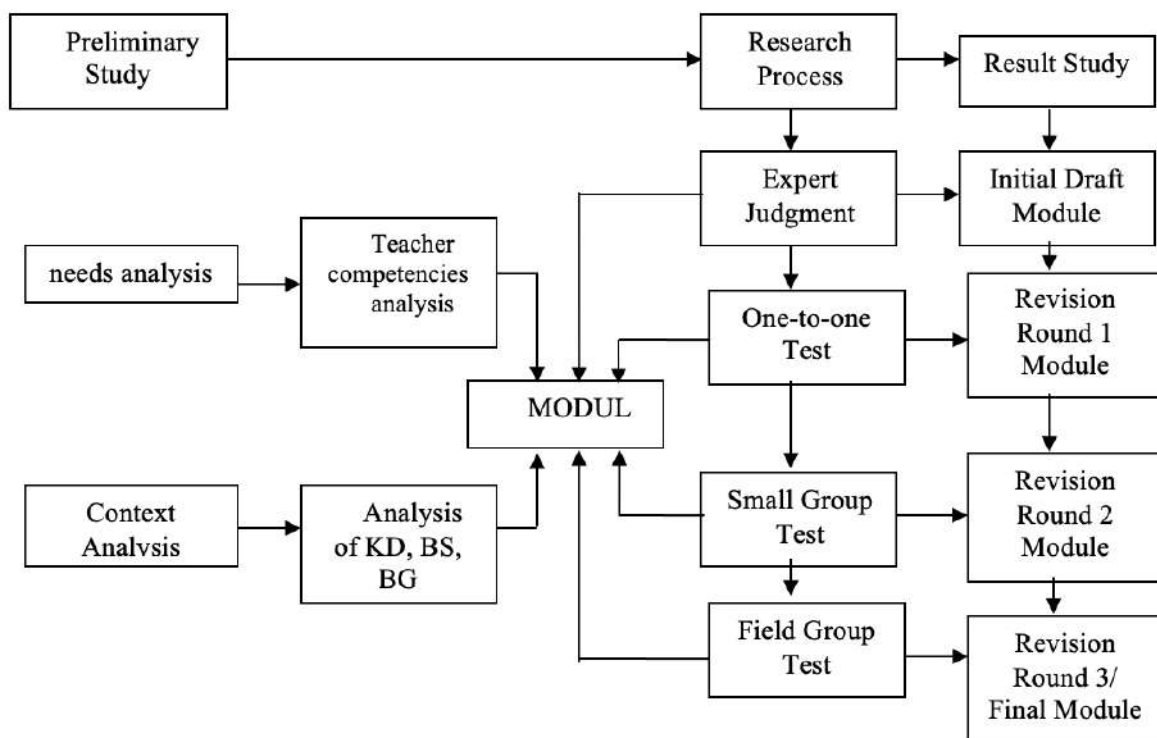


Figure 1. Research Steps for The Development of Contextual Teaching Materials

Data collection techniques in research and development of children's teaching materials and teacher's guides are carried out using questionnaires. Data analysis techniques in the form of numbers are used statistics, but are also carried out using a naturalist approach, namely, to find relationships, understandings, views of the subject from various things during the research process. These two approaches are used to complement each other's data.



## 3.2 *Stages of Research Development*

### 3.2.1 *Preliminary studies*

Preliminary research in this development research includes two stages, needs analysis and context analysis

#### 3.2.1.1 Needs Analysis

In this need's analysis stage, the researcher conducted observations and interviews with class II teachers (early age class). At this stage of need's analysis, the researcher observed the types of teaching materials used in learning for children aged 7-8 years (grade 2). The researcher also conducted interviews with the aim of exploring information related to the teacher's experience using teaching materials to identify what teaching materials are used during the thematic learning process in the classroom in accordance with the 2013 curriculum.

#### 3.2.1.2 Context Analysis

In this context analysis stage, the researcher conducted an analysis of the 2013 curriculum which included an analysis of basic competencies and an analysis of the field of study. This is done by researchers with the aim that the teaching materials to be developed in research ii are in accordance with the basic competencies and fields of study in the 2013 curriculum.

### 3.2.2 *Research Process*

This stage is an implementation process that includes stages, expert judgment, one-to-one trials, small-group trials, and large-group trials, in the first stage of implementing the research process, conducting expert tests on the developed teaching materials. The researcher asks the opinion of experts to assess the teaching materials that will be used in activity-based contextual thematic learning. Second Stage, conducting a one-to-one trial, testing the teaching materials developed on the three teachers who were participants. One-to-one stage, the researcher noted shortcomings for revision and continued to the next stage, namely small-group trials, and large-group trials. At the end of each stage of the research process, the researcher revises the teaching materials, so the research the final teaching materials are ready to be used.

#### 3.2.2.1 Model Conceptual Product I (Conceptual Model of Teacher Guide Development)

Based on the findings in the field at the time the research was conducted, the guide-book for developing and assessing contextual thematic learning conceptually can be seen in Figure 2.

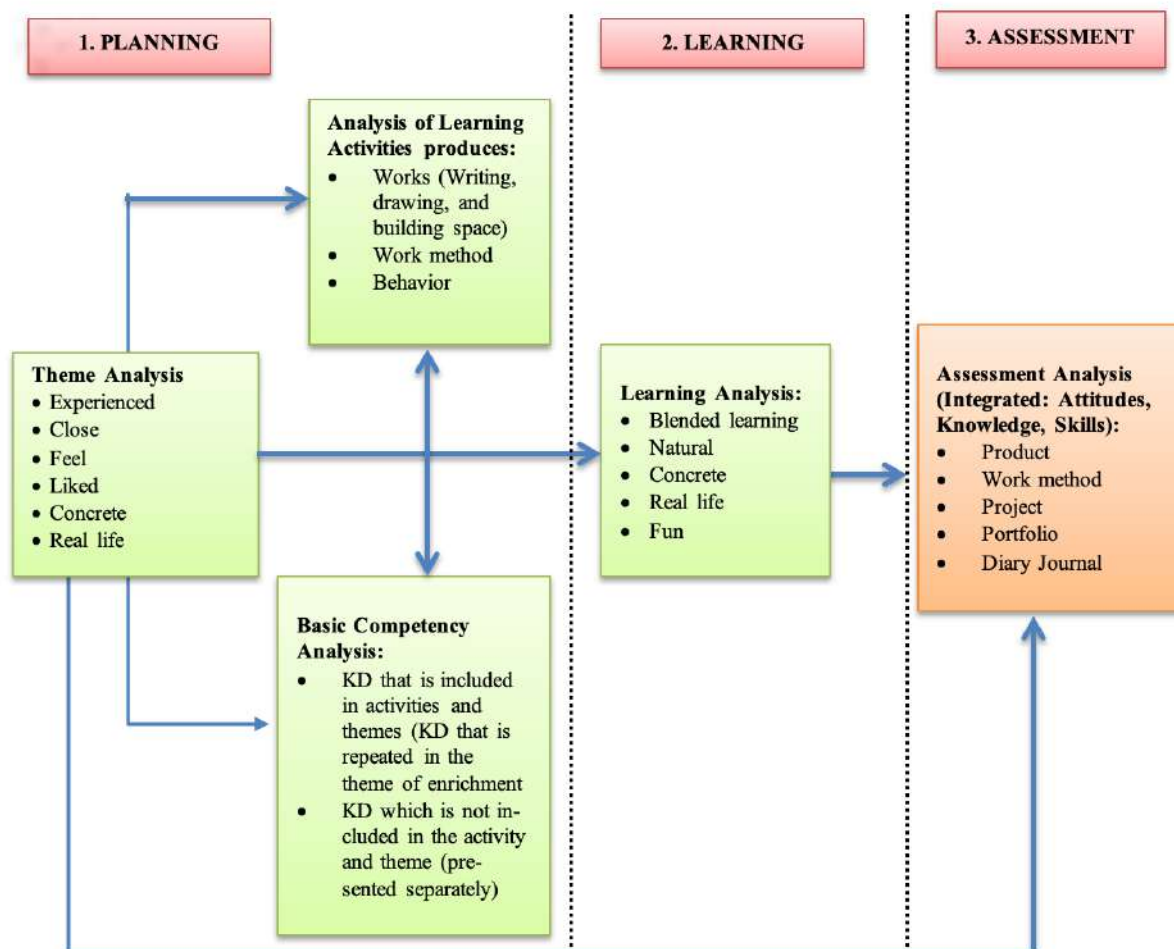


Figure 2. Conceptual Model of Teacher Guide Development

### 3.2.2.2 Model Conceptual Product II (Conceptual Model of Thematic Teaching Materials Development)

In the contextual thematic learning outcome's assessment, several requirements are needed. The assessment carried out by the teacher is an integration of knowledge, attitudes, and skills. It has the meaning of one assessment but covers all three aspects. Assessment must be authentic in the form of products, performances, projects, portfolios, and journals from diaries. If you look at authentic assessments, then in contextual thematic learning, there are no types of assessments such as multiple-choice and essay tests.

The conceptual model of the development of the teacher's guide has an impact on the conceptual model of the development of children's teaching materials. These conceptual model functions as a guide in developing teaching materials so that they do not go out of their expected context. The conceptual model for developing teaching materials can be seen in Figure 3.

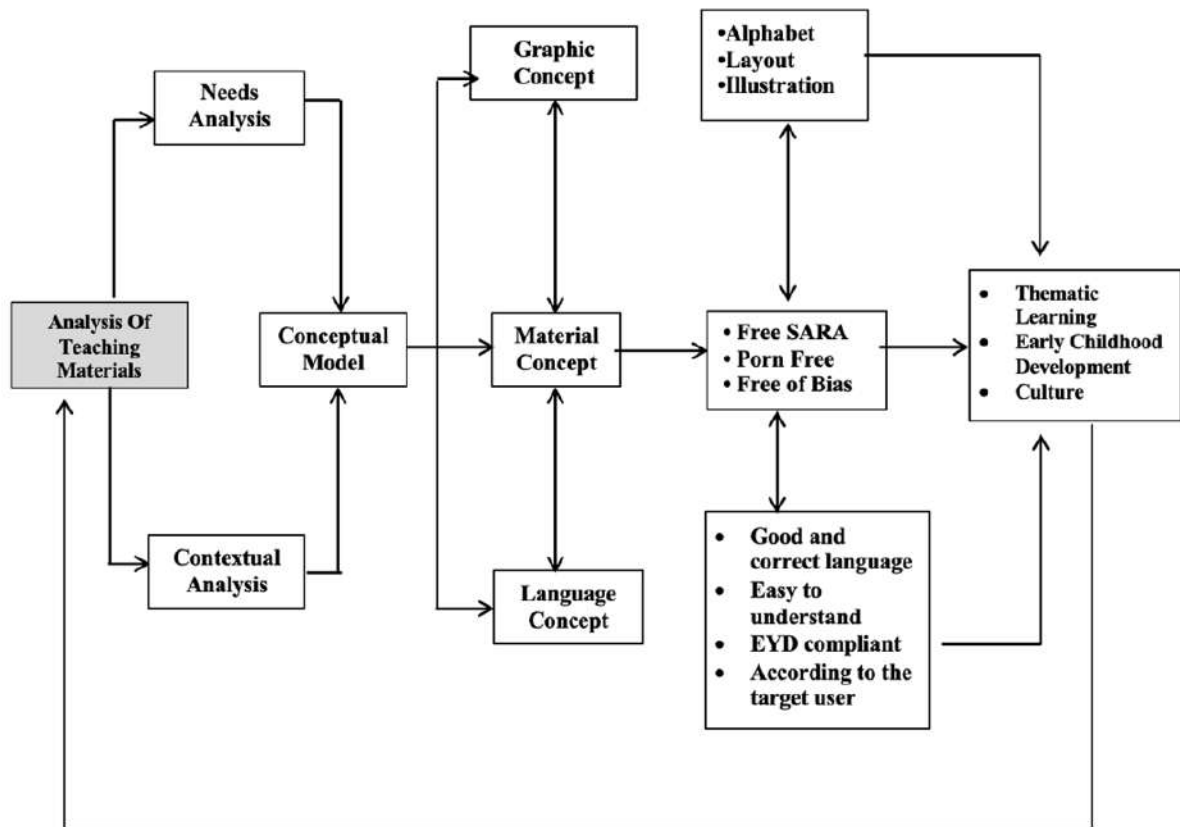
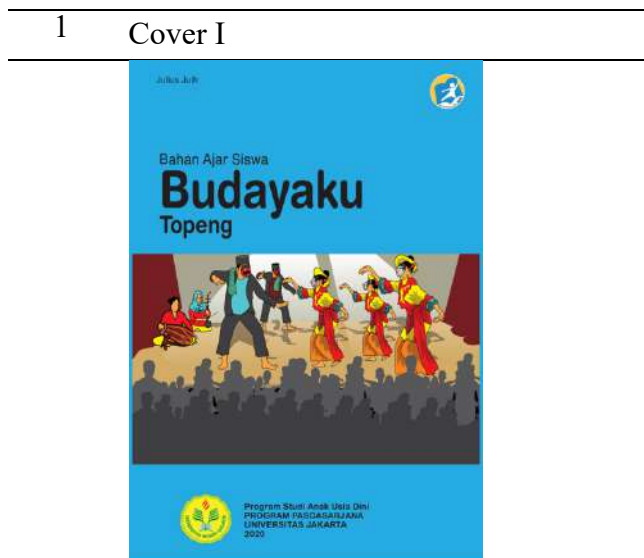


Figure 3. Conceptual Model of Thematic Teaching Materials Development

### 3.2.2.3 Final Model Product

After going through a series of expert validation tests, field tests and model effectiveness tests, each stage is revised to the product according to the evaluation results of each stage of model development. Continuous revisions are made to achieve the final product that is ideal and effective for use. The following is a figure 4 models of the final product from Thematic Teaching Materials.



2 Content



3 Cover II



4 Content



Figure 4. Models of the Final Product

### 3.3 *Participant*

The participants in this study were teachers who taught in grade II at least one time had attended the 2013 Curriculum Implementation training, but many teachers participated more than once. During the current COVID-19 pandemic, learning is done online. Class II teachers who are participants in this study were selected through purposive sampling in accordance with the design of this study. The second-grade teachers selected from elementary schools (aged 7-8 years) who are members of the Catholic Education Council and several public schools in the DKI area have used the 2013 curriculum. Participants in this study were voluntary, and there was no coercion, so that participants can withdraw at any time.

### 3.4 *Data Collection Technique*

The data in this study are qualitative data and quantitative data obtained through the stages of the model development research in Figure 1. Qualitative data obtained from the results of preliminary studies, needs analysis, context analysis, expert judgment results in the form of suggestions for improvement, and test results. one to one. The quantitative data were obtained from the results of small-group trials, and the results of large-group trials.

The data collection techniques used, such as observation sheet guidelines, to see the process of implementing learning carried out by teachers when using teaching materials, and observations were also made when researchers conducted one-to-one trials when teaching materials were tested on children. Researchers observe and record important things as input for revision of teaching materials. Observations were carried out directly by the researcher during the research. Interviews, conducted by way of question and answer to teachers who can provide information during needs analysis and context analysis and conducting expert judgment to find out the opinion of the expert concerned with the teaching materials that were prepared and tests were carried out during small group trials and large group trials. Researchers assess the effectiveness of the use of teaching materials.

### 3.5 *Data Analysis Technique*

The data analysis technique used in this study is to combine qualitative data and quantitative data that have been collected by researchers, using data analysis techniques using Miles and Huberman, et al., (2014) with data analysis was accomplished in the following phases of, data condensation, data presentation, and conclusion drawing, see in Figure 2, as for quantitative data analysis using descriptive data analysis the data obtained. The qualitative and quantitative powers are then combined and analyzed together to draw conclusions.

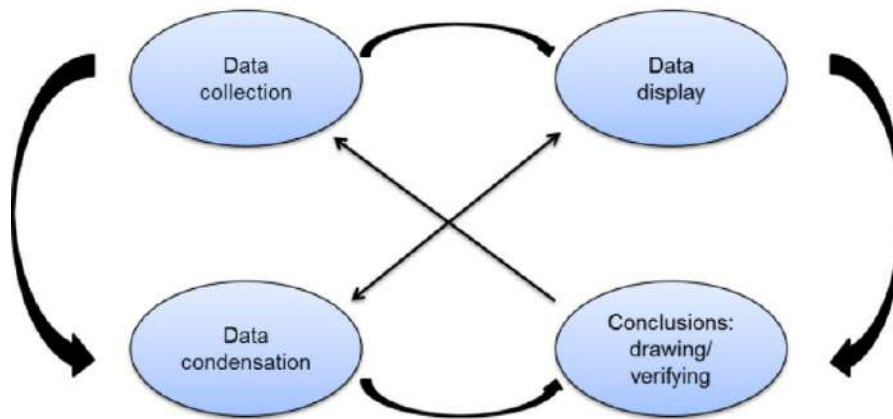


Figure 5. Interactive Qualitative Data Analysis Model (source: Miles et al., (2014))

## 4 RESULT AND DISCUSSION

### 4.1 Result

#### 4.1.1 Expert Judgement

At this stage of expert judgment, three experts are involved, namely experts in the field of Cultural Arts, experts in the field of language and experts in the field of thematic learning. The three experts tested the validity of the instrument and the appropriateness of the content of contextual thematic children's teaching materials. In the instrument validation test used to test contextual thematic children's teaching materials, it was concluded that there were no items that were omitted because they were considered to have represented the content of the objectives of developing teaching materials. Based on the results of the expert test panel agreement on contextual thematic children's instruments and teaching materials can be used as teaching materials for early childhood, and the instrument is declared valid and can be used for the next test stage.

#### 4.1.2 One to one test

The stages of the one-to-one test were carried out by three teachers. The results of the one-to-one trial on teaching materials in the thematic learning field based on the opinions of the three teachers who were assessors obtained the following data: (1) the graphic aspect is 3.22 in a score range of 4, or 80.50 in a score range of 100. (2) The thematic learning aspect is 3.39, in a score range of 4, or 84.75 in a score range of 100. And (3) the linguistic aspect is 3.33 in the range score of 4, or 83.25 in the range score of 100. This shows that teaching materials to have an average of 3.31, in the range score of 4, or 82.75 in the range score of 100. Thus, it can be concluded that contextual thematic children's teaching materials on readability and feasibility with Basic Competencies can be used for children aged 7-8 years.

Furthermore, the results of the one-to-one trial on teaching materials in the field of child development obtained the following data: (1) the graphic aspect was 3.17 in a score range of 4, or 79.25 in a score range of 100. (2) Thematic learning aspects were 3.50, on a score range of 4, or 87.50 in a score range of 100, and (3) the linguistic aspect of 3.58

on a range score of 4, or 83.25 in a range score of 100. This shows that teaching materials to have an average of 3.41, on a range score of 4, or of 85.25 in a score range of 100. Thus, it can be concluded that contextual thematic children's teaching materials on readability and feasibility with Basic Competencies can be used for children aged 7-8 years.

In the final one-to-one test that assesses the cultural field, the data obtained are as follows: (1) the graphic aspect is 3.17 in a score range of 4, or 79.25 in a score range of 100. (2) Thematic learning aspects are 3.69, in a score range 4, or 92.5 in the range score of 100, and (3) the linguistic aspect of 3.58 in the range score of 4, or 89.50 in the range score of 100. This shows that the teaching materials have an average of 3.48, in the range score of 4, or 87.00 in the score range from 100. Thus, it can be concluded that contextual thematic children's teaching materials on readability and feasibility with Basic Competencies can be used for children aged 7- 8 years.

#### 4.1.3 *Small Group Test*

The small-group test was conducted on five teachers in the Jakarta Catholic Education Council, three teachers and two other schools for thematic learning skills. The results of the small-group trial in the field of thematic learning obtained the following data: (1) the graphic aspect was 3.17 in a score range of 4, or 80.50 in a score range of 100. (2) The thematic learning aspect was 3.45 in a score range of 4, or 86.25 in a range score of 100, and (3) the linguistic aspect of 3.35 in a range score of 4, or 83.25 in a range score of 100. This shows that teaching materials to have an average of 3.32, a range score of 4, or 83.00 in a range score of 100. With Thus, it can be concluded that contextual thematic children's teaching materials on readability and feasibility with Basic Competencies can be used for children aged 7-8 years.

The results of the small-group trial in the field of child development obtained the following data: (1) the graphic aspect was 3.33 in a score range of 4, or 83.25 in a score range of 100. (2) Thematic learning aspects were 3.60, in a score range of 4, or 90.00 in a range score of 100, and (3) the linguistic aspect of 3.60 in a range score of 4, or 90.00 in a range score of 100. This shows that teaching materials to have an average of 3.49, a range score of 4, or 87.25 in a range score of 100. Thus, it can be concluded that contextual thematic children's teaching materials on readability and feasibility with Basic Competencies can be used for children aged 7-8 years.

#### 4.1.4 *Field Test*

The large-group test of contextual theme children's teaching materials was conducted on 10 teachers. Seven teachers in the Catholic Education Council in the Jakarta area, and three from other schools. The results of the large-group test in the field of thematic learning obtained the following data: (1) The graphic aspect was 3.27 in a score range of 4, or 81.75 in a score range of 100. (2) The thematic learning aspect was 3.45, in a score range of 4, or 86.25 on a range score of 100; and (3) the linguistic aspect is 3.35 in the range score of 4, or 86.25 in the range score of 100. This shows that teaching materials to have an average of 3.35, in the range score of 4, or 83.75 in the range score of 100. Thus, it can

be concluded contextual thematic children's teaching materials on readability and feasibility with Basic Competencies can be used for children aged 7-8 years.

The results of the large-group test on early childhood development obtained the following data: (1) The graphic aspect was 3.50 in a score range of 4, or 87.50 in a score range of 100. (2) The thematic learning aspect was 3.58, in a score range of 4, or 89.50 in the range score of 100 and (3) the linguistic aspect is 3.65 in the range score of 4, or 91.25 in the range score of 100. This shows that the teaching materials have an average of 3.57, the score ranges over 4, or 89.25 in the range score of 100. With Thus, it can be concluded that contextual thematic children's teaching materials on readability and feasibility with Basic Competencies can be used for children aged 7-8 years. The results of the research conducted indicate that teachers continue to make lesson plans, then carry out the learning process, and assessment. The results of the study of teachers at the time of the research, several facts were found (see table 1).

Table 1. Results of Studies on Teachers (lesson plans, learning process, and assessment)

(1) Lesson Planning
Most of the teachers still use the lesson plans made by the Ministry of Education and Culture, namely the Learning Implementation Plan (RPP). The RPP format used still follows Indonesian Ministry and culture regulations Number 22 of 2016 concerning Process Standards. Teachers still use themes that came from the Ministry of Education and Culture in accordance with the student books used.
(2) Implementation of Learning
The teaching and learning process is rigid. Teachers are based on the curriculum structure of Indonesian Ministry and culture regulations No. 57 of 2014. Based on this regulation, teachers make lesson schedules. Learning is fragmented and not integrated, so there is no thematic learning implementation. The subject matter is only emphasized on knowledge. This is not in accordance with the development and needs of children.
(3) Rating
Teachers do more assessments than learning activities. Every time the teacher observes the child's attitude using the format provided, which is then made weekly, monthly, and one-semester journals. Inauthentic assessment, the assessment deliberately separates the competence of knowledge, attitudes, and skills. The composition of the most knowledge aspects so that children easily forget.

An important component of the development of a conceptual model of teacher guidance, planning, learning processes, and assessment. The planning begins by conducting a theme analysis. In analyzing the theme, the important thing that needs to be done is that the theme is experienced, close, liked, concrete, and real in children's daily lives. The next step is to analyze learning activities. In the analysis of learning activities, things that need to be considered to include works, both in the form of writing, drawings, and building spaces, performance, and behavior. In the Basic Competency analysis, there are two important things are done by the teacher, namely the Basic Competency analysis is in accordance with the theme and is repeated with enrichment in subsequent learning, while the Basic Competencies are not included in the theme can be delivered separately outside the theme. In the analysis learning process, it is done that contextual thematic learning



can be done using blended learning. Learning is done naturally. Learning is done concretely and real, and learning is done in a fun way. These learning concepts have an impact on the development of teaching materials and media used. Learning resources must also be concrete or real and fun for children.

#### 4.2 *Discussion*

Based on the results of the research that has been carried out, the results of research and research findings in the field can be explained as follows. Most of the teachers who became respondents in the study did not develop thematic learning themselves. Learning tools come from the Ministry of Education and Culture and other parties. The theme used is also still using the theme from the Ministry of Education and Culture. Children mostly use the Children's Worksheets provided by schools that come from publishers. Themes often follow those in the book. Teachers lack confidence in developing themes according to the needs of the school, especially children. Teachers are aware that the current theme is an obstacle if they want to develop their own evaluation model. Teachers are often in a dilemma, on the one hand. They want to develop their own learning tools, but on the other hand, the availability of technical guidelines, operational guidelines, books, and modules that can help is still lacking if you say there is none. Teachers have so far only accepted examples, but there was never a guide who could be used.

Teachers rarely use the potential in the school environment or children's homes as media, resources, and learning materials. Teachers rarely use media in front of the class. The main difficulty in using the media is the mismatch between the themes and the Basic Competencies being taught, as well as the learning materials presented. The teacher's choice of using worksheets is much easier than making their own learning activities. Teachers rarely give opportunities to children because the learning design does not allow for that.

Teachers also rarely develop self-assessment. They argue that if you develop your own evaluation, it is not in sync with the media, sources, and learning materials used. The teacher ultimately uses the existing evaluation tools in the form of worksheets and questions contained in children's books. The teacher realizes that there is a discrepancy between the material, and the evaluation tool used. Evaluation is ultimately based on subjects, not on competence. Evaluation development means changes to themes, media, sources, and learning materials. This component is a unified whole. The teaching materials developed will have an impact on the competencies to be measured, thus evaluation tools are developed in accordance with the learning objectives to be achieved. This condition is faced by elementary school teachers in the field when they must teach thematic learning. Teachers need continuous and continuous reinforcement and assistance so that they can understand deeply and completely.

Teacher training on the 2013 curriculum needs to be reoriented. Technical training in the development of learning tool is urgent to do. Teachers with competence in both pedagogic and professional fields can contribute to the progress of learning in classrooms. In

the current condition, the teacher still plays an important role, because learning in early childhood does not only include knowledge abilities, but also attitudes and skills. It is important for teachers to be given the opportunity to develop learning innovations. The development of science and technology can be used as an opportunity to design active, creative, and fun learning, not only for children but also for teachers. Teacher competence must be developed over time because the impact on children is very real. The guidebook for Learning Development and Assessment of Contextual Thematic Learning, can be used as an alternative teacher reference in developing learning themes and tools. In line with Krasovska's et al., (2020) opinion, with contextual learning, the creation of a model of the educational process that creates the subject and social content of professional activity while also providing the conditions for the transition of a child's educational activity into a specialist professional activity, as defined

The teacher believes that the material contained in the manual helps teachers understand the development of themes and learning tools, as well as assessments that can be used. During the one-to-one test, small-group test, and large-group test, there were few changes and input from the teachers because they thought that what was written in the book already provided an overview of the development of themes and learning tools. A thematic approach to teaching and learning is a technique of replacing fragmented instruction with integrated contexts. It entails bringing all topic areas together under one theme, crossing subject lines, and assisting youngsters in connecting basic academic skills to real-world concepts. Because preschool children learn through interactive, integrated activities, thematic units are prevalent in preschool programs. For a well-balanced curriculum, these themed modules combine reading, arithmetic, natural science, and social studies, as well as the arts (Davidova, 2020).

Therefore, the expectations of teachers on various learning model products and teaching materials can be interpreted as follows, the teacher just wants the book to be really like a recipe that only contains the essentials. Children's teaching materials also did not change much when the one-to-one test, small-group test, and large-group test were carried out. Teachers can understand each learning activity. Teachers also understand activities that can be done by children. The teacher only provides input on the steps of the child's activity more clearly so that the teacher can observe every process carried out by the child.

## 5 CONCLUSION

This study concludes that teachers, parents find it easier to help children achieve the competencies that must be achieved. Namely measurable competencies carried out through integrated learning activities and assessment of learning outcomes through works made by children. Children can demonstrate competence through activity's concrete and natural learning. The teaching's materials developed in this study are proven to be able to assist teachers in carrying out contextual learning in accordance with the 2013 curriculum. Teachers can relate practically the subject matter to the daily life experienced by children in their environment and can be applied by children. These developed teaching materials help in meaningful and effective learning. Teachers can easily design learning

and assessment in thematic learning according to the demands, conditions and needs of children and the achievement of predetermined competencies. In addition, the teacher also believes that with contextual thematic learning and assessment, children will easily accept lessons and not be boring because all children become active in learning.

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