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**ANALYSIS OF THE ABILITY OF PRIMARY TEACHER EDUCATION STUDENTS
TO DEVELOP THEMATIC LEARNING MATERIALS
IN 2013 CURRICULUM**

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Abstract

The content of the Pre-service Primary Teacher Education Study Program of FKIP Untan has provided students with mastery of scientific substance in preparing thematic learning teaching materials for 2013 Curriculum. The study aimed to describe the ability of Primary teacher Education students to prepare thematic learning teaching materials for 2013 curriculum. The research was a qualitative descriptive study. The subjects of this study were students of the PPL Regular Program class 2017. The data source in this study was the teaching material documents constructed by students. The research procedure used the stages of planning, implementing, analyzing data, and writing reports. Data collection techniques used document study techniques with data collection tools in the form of teaching material documents. The research data analysis was carried out by following the data analysis flow developed by Miles and Hubberman (1992: 15-20). The analysis activity begins with data collection, data reduction, data presentation, and conclusion/verification. The ability of students to construct 2013 thematic learning teaching materials was very good. It can be seen from the percentage of results achieved, namely 87.50% (7 students) obtained scores in the range 81-100 and only 12.50 (1 student) scored in the range 61-80. For every aspect assessed, the average student ability was also good. It can be seen from the percentage achieved, namely 58.33% (7 aspects) obtained scores in the range 81-100 and 41.67 (5 aspects) obtained scores in the range 61-80.

Keywords: *Ability, Teaching Materials, Thematic Learning*

Introduction

Teaching materials are an important part of the implementation in education at schools. Teaching materials must be designed and written with instructional principles because they will be used by the teacher to help and support the learning process. It is in line with the demands placed on a teacher as contained in the annex to the Minister of National Education Regulation number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, which regulates the various competencies a teacher must have, including being able to construct teaching materials.

Concerning the description above, the course content in Primary Teacher Education Study Program has provided students with mastering scientific substance to prepare thematic learning materials for 2013 Curriculum related to primary school materials and, more specifically, in micro teaching courses, students have deepened again to construct teaching material to provide teaching practice in primary schools.

Based on the description above, the problem in this study is "What is the ability to prepare thematic learning materials for 2013 Curriculum for Primary Teacher Education students?". This study aimed to describe the ability of Primary Teacher Education to prepare thematic learning teaching materials for 2013 curriculum.

One of the teacher's duties is to provide a pleasant learning atmosphere. Teachers must find ways to make fun learning and eliminate threats during the learning process. One way to make fun learning is to use fun teaching materials, namely teaching materials that can make students feel interested and happy to learn the teaching materials.

According to Majid (2007: 174), teaching materials are all forms of materials, information, tools, and texts used to assist teachers/instructors in carrying out teaching and learning activities. The material in question can be in the form of written or unwritten materials. Teaching materials or curriculum materials are curriculum content that must be understood by students to achieve curriculum goals. Prastowo (2014: 17) states that teaching materials are all materials (information, tools, and texts) arranged systematically, which displays a complete figure of competencies that students will master and use in the learning process to plan and to review learning implementation. Ministry of National Education (2006: 4) defines "instructional materials, in general, consisting of the knowledge, skills, and attitudes that students must learn to achieve predetermined competency standards."

According to Trianto in Prastowo (2014: 313), thematic teaching materials must bring out various basic thematic learning characteristics. In other words, there are at least four characteristics of thematic teaching materials, namely active, interesting, fun, holistic, and authentic.

The preparation of teaching materials must pay attention to several principles, namely the principles of relevance, consistency, and adequacy. According to the Ministry of National Education (2008: 11), in the Guideline for the Development of Teaching Materials, six learning principles need to be considered for the preparation of teaching materials, namely (1) arranging from easy to understand difficult, from concrete to understanding abstract, (2) repetition will strengthen understanding, (3) positive feedback will strengthen students' understanding, (4) motivation to learn, (5) a gradual and continuous process, and (6) knowing the results that have been achieved.

The Ministry of National Education (2008: 6) states that the functions of teaching materials include (1) guidelines for teachers who direct all their activities in the learning process, as well as competency substances that should be taught to students, (2) guidelines for students who will direct all their activities in the learning process, at the same time it is the substance of the competence that should be learned/mastered, and (3) a tool for evaluating the achievement/mastery of learning outcomes. According to Prastowo (2014: 24), teaching materials can be divided into two types, namely functions for educators and functions for students.

According to the Ministry of National Education (2008: 10), the objectives of the preparation of teaching materials are: (1) to provide teaching materials in accordance with the demands of the curriculum by considering the needs of students, schools, and regions; (2) assisting students in obtaining alternative teaching materials; and (3) make it easier for teachers to carry out learning.

Thematic learning is a form that will create integrated learning, which will encourage student involvement in learning, make students actively involved in the learning process, and create problem-solving situations according to student needs. Students will be able to learn and play with high creativity in thematic learning.

According to Prastowo (2014: 125), thematic learning is integrated learning, by managing learning that integrates material from several subjects in one topic of conversation called

themes. Thematic learning is an approach to learning that deliberately links several aspects both within subjects and between subjects.

According to Sukayati (2004: 2), as a thematic learning process has a number of characteristics, namely student-centered learning, emphasizes the formation of understanding and meaning, learning through experience, pays more attention to the process rather than the result alone, and is loaded with related content (linkages). According to Majid (2014: 89), thematic learning has student-centered characteristics, namely students as learning subjects and teachers as facilitators, providing direct experience meaning students are faced with something real as a basis for understanding abstract things, separating subjects are not very clear, the focus of the discussion is directed to the discussion of themes.

According to Prastowo (2014: 141-142), the advantages of thematic learning include students who can easily focus their attention on a particular theme, and students can learn knowledge and develop various basic competencies between subjects on the same theme, deeper understanding of the subject matter and impressive, basic competencies can be developed better, students can feel the benefits and meaning of learning more, students can be more enthusiastic in learning because they can communicate in real situations, teachers can save time because the subjects are presented in integrated manner.

According to Mamat (2005: 15), the advantages of thematic learning are thematic learning that can improve individual abilities in intellectual abilities, explore students knowledge through several subjects, enhance relationships between students, and improve teacher professionalism. According to Suryosubroto (2009: 136), thematic learning has several weaknesses. Teachers must have high skills because they must combine several competencies from subjects into a single subject called a theme. In addition, not every teacher is able to integrate the curriculum with the concepts in the subject properly.

The 2013 curriculum begins with anxiety about seeing the education system applied so far based on teaching to meet student knowledge targets. According to Sunarti (2014: 1), the 2013 Curriculum combines three concepts that balance attitudes, skills, and knowledge. Through these three concepts, the balance between hard skills and soft skills starts from the Competency Standards for Graduates, Content Standards, Process Standards, and Assessment Standards. The 2013 curriculum emphasizes the modern pedagogical dimension of learning, namely using a scientific approach. A scientific approach to learn as intended includes observing, asking, reasoning, trying, and forming networks for all subjects.

The 2013 curriculum has goals and functions based on the National Education System law. The curriculum is the core of the field of education and influences all educational activities. Given the importance of the curriculum in education and human life, curriculum preparation cannot be done carelessly. Curriculum development requires strong foundations, which are based on the results of in-depth thought and research. Curriculum development that is not based on a solid foundation can have fatal consequences for the failure of education itself.

Anvil can mean a base, a base, or a pedestal because it is a place of rest, a starting point, or a footing base. Fadlillah (2014: 29) argues that there are three main bases in the development of the 2013 curriculum, namely: (1) philosophical; (2) juridical; (3) conceptual.

Research Method

This research is a qualitative descriptive study. The subjects of this study were primary teacher education students who joined micro-teaching group and passed courses relating to the five primary lessons and had also passed micro teaching courses. Sources of data in this study are documents of teaching materials constructed by primary teacher education students.

The research procedure used in the study is divided into the planning, implementation, data analysis, and reporting stages.

The activities carried out in the planning stage are preparing research designs, determining data sources, and preparing research instruments. After collecting thematic learning teaching material documents from each student at the implementation stage, the data is analyzed. The results of data processing are described in the form of a discussion that then draws a conclusion.

The data collection technique used in this study was the document study technique with the data collection tool to teach material documents constructed by primary teacher education students. The data analysis was carried out by following Miles' data analysis flow (1992: 15-20). The analysis activity begins with data collection, data reduction, data presentation, and conclusion/verification.

Result and Discussion

Result

The observed aspects of assessing the primary teacher education students' ability to construct teaching materials include (1) a combination of colors, images, shapes, and font sizes on the cover, (2) showing the competencies that must be achieved, (3) the adequacy of the scope in the material presented, (4) organization of the content in a systematic and contextual sequence, (5) placing images and illustrations appropriately, (6) using good and correct Indonesian rules, (7) using the right word choice, (8) consistent typeface on every page, (9) compact font sizes according to the order of the contents of the teaching materials, and (10) consistent layout, typing, and margins.

The teaching materials analyzed were 8 (eight) from primary teacher education students. The results of the primary teacher education students' ability to construct teaching materials were as follows.

Table 1 Primary Teacher Education Students' Ability to Construct 2013 Curriculum in Thematic Learning Teaching Materials

No.	Assessed Aspects	Score							
		ERA	HN	SY	AP	WW	LA	DK	WZ
1.	The combination of colors, images, shapes, and font sizes on the cover.	2	3	4	3	4	4	3	3
2.	Displays the competencies that must be achieved.	4	4	4	4	4	4	4	4
3.	Adequacy of the coverage/breadth of the material presented.	3	3	3	3	3	3	3	3
4.	Organize the contents of the material sequentially systematically, and contextually.	3	2	3	3	3	3	3	3
5.	It contains learning activities in accordance with	3	2	3	3	3	3	4	3

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	student characteristics.								
6.	It contains exercises according to the competencies to be achieved.	4	0	4	4	4	4	4	4
7.	Appropriate placement of images and illustrations.	2	3	2	3	4	3	3	3
8.	Using good and correct Indonesian rules.	3	3	3	3	3	3	3	3
9.	Use the right choice of words.	4	4	4	4	4	4	4	4
10.	The consistent typeface on every page.	4	3	4	4	3	4	4	4
11.	Compact letter-size according to the order of the contents of the teaching material.	3	3	3	4	3	4	4	4
12.	Consistent layout, typing, and margins.	4	4	4	4	4	4	4	4
	Total score	39	34	41	42	42	43	43	42
	Final score	81,25	70,83	85,42	87,50	87,50	89,58	89,58	87,50

Score Range

Very Good: 3,01-4,00

Good: 2.01—, 300

Enough: 1.01-2.00

Less: 0-1.00

Score Criteria Range

Very Good: 81-100

Good: 61-80

Enough: 41-60

Less: 21-40

Very Less: 0-20

Table 2 Average Students Ability to Prepare Thematic Learning Teaching Materials for 2013 Curriculum in Each Assessed Aspect

No.	Assessed Aspects	Total Score	Average Score	Score
1.	The combination of colors, images, shapes, and font sizes on the cover.	26	3,25	81,25
2.	Including the competencies that must be achieved.	32	4,00	100,00
3.	Adequacy of the coverage/breadth of the material presented.	24	3,00	75,00
4.	Organizing the contents of the material sequentially systematically, and contextually.	23	2,88	71,88
5.	Containing learning activities in accordance with student characteristics.	24	3,00	75,00
6.	Containing exercises according to the competencies to be achieved.	28	2,88	87,50
7.	Appropriate placement of images and illustrations.	23	2,88	71,88
8.	Using good and correct Indonesian rules.	24	3,00	75,00
9.	Using the right choice of words.	32	4,00	100,00
10.	The consistent typeface on every page.	30	3,75	93,75
11.	Compact letter-size according to the order of the contents of the teaching material.	28	2,50	87,50
12.	Consistent layout, typing, and margins.	32	4,00	100,00

Discussion

The discussion presented was a discussion of the results that has been carried out. The ability of primary teacher education students to construct 2013 thematic learning teaching materials was very good. It can be seen from the percentage of results achieved, namely 87.50% (7 students) obtained scores in the range 81-100 and only 12.50 (1 student) scored in the range 61-80. For every aspect assessed, the average student ability was good as well. It can be seen from the percentage achieved, namely 58.33% (7 aspects) obtained scores in the range 81-100 and 41.67 (5 aspects) obtained scores in the range 61-80.

The focus of the discussion was the analysis of the students' ability to prepare thematic learning teaching materials for the 2013 curriculum. In this regard, the results of teaching materials that have been constructed about aspects of (1) color combinations, images, shapes, and font sizes on the cover are presented, (2) displays the competencies that must be achieved, (3) the adequacy of the scope of the material presented, (4) the organization of the material in a systematic and contextual sequence, (5) placing images and illustrations appropriately, (6) using good and correct Indonesian language rules, (7) using the right choice of words, (8) consistent typefaces on each page, (9) compact font sizes according to the order of the teaching materials, and (10) consistent layout, typing, and margins.

Combination of Color, Image, Shape, and Font Size on the Cover

In connection with the aspects of the combination of colors, images, shapes, and sizes of letters on the cover, it was found that 4 (four) primary teacher education students obtained the maximum score with an average student score of 3.25. The composition of this aspect assessment needs attention. The selection of attractive covers will increase students' motivation

to read teaching materials. A student who is motivated to read teaching materials will be more successful in learning. Thus, one of the teacher's duties in carrying out learning is to encourage students to read teaching materials. There are many ways to motivate reading instructional materials by designing an attractive cover with a good combination of colors, images, shapes, and font sizes.

Showing Competencies that Must be Achieved

Regarding displaying the competencies that must be achieved, all students obtained a maximum score with an average student score of 4.00. The teacher must explain and include basic competencies or indicators of achievement of learning outcomes that must be mastered by students in the constructed teaching materials. It served as a first step towards understanding teaching materials.

Adequacy of the scope of the material presented

Regarding the aspect of the adequacy of material coverage presented, it was found that all primary teacher education students got a score of 3 with an average score of 3.00. Primary teacher education students have submitted material in accordance with the competencies that must be achieved but have not added material from other references.

In determining the scope of learning material, it must be considered whether the type of material was in the form of cognitive aspects (facts, concepts, principles, procedures), affective aspects, or psychomotor aspects. In addition, it was also necessary to pay attention to the principles that needed to be used in determining the scope of learning material concerning the breadth and depth of the material.

The breadth of material coverage means describing how much material was included in the learning material. In contrast, the depth of the material concerns how detailed the concepts must be learned by students. The next principle was the principle of adequacy. The adequacy of material coverage needs to be considered in this sense.

Whether or not the material aspects of learning material were sufficient will significantly help achieve the mastery of predetermined basic competencies. The scope of the material needed to be determined whether the material that students have to learn was too much, too little, or was sufficient so that it was in accordance with the basic competencies to be achieved.

Referring to the sufficiency principle, the material set forth in the teaching materials should help students master the competencies being taught. The material should not be too little or too much. If it was too little, then students will be lacking in achieving learning objectives. If there was too much material, students will feel bored and take a lot of time reading it. The constructed material must match the needs in learning that must be in accordance with the competence in terms of content and the amount of material.

Systematic and Contextual Organization of Contents

Regarding the organizational aspects of the content of the material in a systematic and contextual sequence, the average student score was 2.88, which was in the good category. The order in which the teaching materials presented was very important to determine the sequence of learning or teaching it. Without the right order, if some of the learning materials have a prerequisite relationship, it will be difficult for students to learn.

Learning materials whose scope and depth have been determined can be sorted through two main approaches: procedural and hierarchical approaches. The procedural approach was a sequence of learning material that procedurally described the steps in sequence according to the steps to carry out a task, such as telephone steps and steps to operate the video camera equipment. The hierarchical approach described a sequence that was cascaded from bottom to

top or from top to bottom. Previous material must be studied first as a prerequisite for studying the next material.

Containing Learning Activities in Accordance with Student Characteristics

Regarding the aspects of learning activities in accordance with students' characteristics, the average score of primary teacher education students was 3.00, which was in the good category. In general, primary teacher education students have not studied students characteristics because they have never been in direct contact with actual learning in class.

Student characteristics were aspects of the students experience that affected the learning process effectiveness. Teaching materials that were designed to contain activities that were in accordance with student characteristics will make it easier for teachers to prepare learning activities in various situations so that they could take place optimally and prepare teaching and learning activities by filling in materials that were always new, displayed in new ways and implemented with learning strategies which were new anyway.

Containing Exercises in Accordance with the Competencies to be Achieved

Regarding loading exercises in accordance with the competencies to be achieved, the average student score was 3.50, which was in the very good category. Students have included exercises as enrichment material for mastering the teaching materials from the constructed teaching materials. Assignments or practice questions presented in each specific section. The purpose of doing exercises on teaching materials was to provide feedback or measure their mastery of the material.

Teaching materials were very important, meaning for both teachers and students in the learning process. Without teaching materials, it will be difficult for teachers to increase the effectiveness of learning. Likewise, it will be difficult for students to follow the learning process without teaching materials, especially if they taught the material quickly and unclearly. They could lose track without being able to trace back what the teacher taught. Therefore, teaching materials were considered as materials that can be used by teachers and students as an instrument to improve learning quality.

Appropriate Placement of Images and Illustrations

Regarding placing images and illustrations appropriately, the average score of primary teacher education students was 2.88 which was in the good category. Primary teacher education students illustrations were still standard, namely taking from student books without completing them from other sources. Illustrations in teaching materials clarified concepts and can be represent in images, tables, graphs, diagrams, sketches, floor plans, maps, or portraits. With illustrations, descriptions can be made shorter, clearer, focused, and interesting. Some things that need to be considered in making illustrations on teaching materials, namely (a) the relevance of the illustration to the concept or phenomenon to be explained, (b) accuracy and appropriateness of illustrations, (c) color, especially if the color contained meaning, and (d) illustration placement, placed as close as possible to the concept described by the illustration.

To present a topic and explain a subject, examples, and illustrations were needed to facilitate participants' understanding. In presenting abstract topics or concepts, examples, and illustrations have a very important role. The main principle in selecting examples and illustrations was the accuracy of examples and illustrations to clarify the theory or concept being explained and attract and benefit the participants.

The use of illustrations in teaching materials has various benefits, including making teaching materials more attractive through variations in appearance. The lecturer or teacher can make illustrations as a teaching material developer. Illustrations were used to clarify the message or information conveyed. Besides, illustrations were intended to provide various

teaching materials to become attractive, motivating, communicative, helping students retain and understand the message's content.

Using Good and Correct Indonesian Language Rules

Concerning placing images and illustrations appropriately, the average score of primary teacher education students was 3.00, which was in the good category. The average primary teacher education student was already using good Indonesian rules. In making teaching materials, the use of language was an essential factor. Even though the teaching materials content was accurate, used a consistent format, and was packaged attractively if the language used was not understood by students, it will not have any meaning.

Using the Right Choice of Words

Regarding using the right word choice, the average score of primary teacher education students was 4.00, which is considered very good. Primary teacher education students have chosen words that match the characteristics of primary school-age students. The word chosen was short and straightforward, not words or terms that are foreign or not widely known to students.

Concerning the correct choice of words, primary teacher education students could make a list of difficult words, which can help define the boundaries of technical terms. Besides, primary teacher education students also could explain the meaning of these words themselves through the questions prepared in the teaching materials that were made.

Consistent Font on Every Page

Regarding the consistent typeface aspect on each page, primary teacher education students average score was 3.75, which was in the excellent category. Teaching materials needed to maintain order and consistency to be easily recognized, remembered, and learned by students. The use of a consistent typeface gave a good display of teaching materials.

The Combination of Letter Size According to The Order of The Contents of Teaching Materials

Regarding placing images and illustrations appropriately, the average score of primary teacher education students was 3.50, which was in the very good category. In general, primary teacher education students were still unable to combine appropriate font sizes for each section. Primary teacher education students were still not careful in seeing the order of the parts of the material, which affected the font size. Generally, the teaching materials for primary schools contained pictures accompanied by writing. In this case, primary teacher education students have not been careful to adjust the letters used to provide information on images.

Consistent Layout, Typing, and Margins

Regarding placing images and illustrations appropriately, the average score of primary teacher education teachers was 4.00, which was very good. For this section, primary teacher education teachers have worked according to the instructions for constructing teaching materials. Each page of the teaching material contained appropriate layout and typing and was consistent in the margins that follow the instructions for using the teaching material.

Based on the description above related to the discussion of the preparation of thematic teaching materials in the 2013 curriculum, it can be explained that teaching directions were materials or subject matter that were systematically arranged, which were used by teachers and students in the learning process. Teaching materials were a set of learning tools or tools that contain learning materials, methods, limitations, and ways of evaluating, which were designed systematically and attractively to achieve the expected goals, namely achieving competencies or sub-competencies with all their complexity.

Teaching materials must be designed and written with instructional principles because they will be used by the teacher to help and support the learning process. Materials or learning materials were the "content," namely in subjects or fields of study with topics/subtopics and their details. A teacher's role in designing or constructing teaching materials was critical to the success of the learning and learning process through a teaching material. Teaching materials can also be interpreted as any form of material arranged systematically, allowing students to learn independently, and was designed according to the applicable curriculum. With the teaching material, the teacher will be more coherent in teaching the material to students and achieved all predetermined competencies. The teaching materials were unique and specific. Unique, meaning that the teaching material could only be used for certain audiences in a certain learning process. Specific means that the content of the teaching material was designed in such a way as only to achieve certain goals from a certain audience. The delivery method was also adjusted to the characteristics of the subjects and the students who use them.

Conclusion and Suggestion

Conclusion

The ability of primary teacher education students to construct 2013 thematic learning teaching materials was very good. It can be seen from the percentage of results achieved, namely 87.50% (7 students) obtained scores in the range 81-100 and only 12.50 (1 student) scored in the range 61-80. For every aspect assessed, the average student ability was good as well. It can be seen from the percentage achieved: 58.33% (7 aspects) obtained scores in the range of 81-100 and 41.67 (5 aspects) obtained scores in the range 61-80.

Suggestion

Based on the results of the research that has been carried out, several suggestions can be given (1) the ability to make thematic teaching materials for the 2013 curriculum is a new tool that needs to be understood and carried out by prospective teachers, for that additional training is required to prepare teaching materials other than the scheduled time and (2) The ability to write teaching materials needs to be balanced with the ability of computer information technology. For this, additional training is needed regarding the mastery of communication information technology for students.

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