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# Development of Thematic Learning Models Based on Puppet Media for Fourth Grade of Primary School

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**Abstract**— the aim of this study was to develop thematic learning models based on puppet media on the sub-theme of Hebatnya Cita-Citaku. This type of research is development research (R & D). The research model used is a prototype model consisting of preliminary research, prototyping stage, and assessment stage. The subject of this research was the fourth grade primary students of SDN 104258 Pematang Biara which amounted to 37 people and the object of the research was a thematic learning model based on puppet media. The results of the study showed an increase in learning activities and student learning outcomes after the test was given, so it can be concluded that the thematic learning model carried out is declared feasible and effective

**Keywords**—Thematic learning model, Puppet media

## I. INTRODUCTION

Learning activities are the most basic and most influential on the learning process for students in the development process both in terms of cognitive, affective to psychomotor. The development of these aspects is very important, especially in early childhood or elementary school, so it is very important if the teacher is able to provide meaningful learning activities and is able to provide learning influences for students by using the right learning model and of course able to provide optimal in the process of their learning activities. The implementation of the 2013 curriculum that was previously started from a competency-based curriculum to KTSP which emphasized on the balanced development of students, both in the cognitive, affective and psychomotor aspects. In the KTSP curriculum, the form of learning used in primary schools is thematic learning, and is now refined by the implementation of the 2013 curriculum which is expected to be able to answer complaints, constraints, and demands for quality education in Indonesia at this time. Thematic learning as a learning model has an important meaning in building students' competencies [1].

Educational institutions, teachers in this case are the spearhead of the learning process for students and the hope for the nation as the printer of Indonesian people in accordance with the national education goals set out in Law Number 20 of 2003 concerning the National Education System, Article 3

National educational purposes is to develop the potential of students to become faithful and fearful people of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [2]. All of these are the results expected by the state from a hard work of an educational institution, especially from a teacher. The amount of responsibility of a teacher as an educator in presenting the learning process in school in order to achieve the goals that have been dreamed of requires the teacher's creativity in designing a learning process in school [3]. The learning process in schools is certainly not related to a learning system carried out by a teacher. The system is interrelated and influences each other. In this case the learning system in elementary school can be in the form of learning models, tools, media, and methods and approaches that are carried out and used by a teacher in the learning process for his students [4].

Based on observations made by researchers at the trial location, is primary school namely SDN 104258 Pematang Biara, Deli Serdang - North Sumatera, it was found the facts in the field of similarities that occurred in each thematic learning process conducted in schools in each class, thematic learning was carried out based only on student handbooks. Where students and teachers only use one book as a reference, especially on the theme of Hebatnya Cita-Citaku. And in the holding book the learning model presented is only based on text and practice questions, and memorization so that the thematic learning carried out still uses conventional models and is not integrated with other subjects [5]. The impact of ineffectiveness and the lack of creativity in the selection of models and learning media that are carried out will certainly have a negative impact on the learning process and the achievement of the learning objectives. The use of monotonous thematic learning models and media will have an impact on reducing learning motivation on students, and the lack of media use greatly influences the learning outcomes achieved by students. For this reason, it is deemed necessary to conduct research on the development of thematic learning models based on puppet media on the theme of Hebatnya Cita-Citaku to improve the quality of student learning that can be seen from the activities and learning outcomes.

**II. RESEARCH METHOD**

This research is a research development or development research. The product to be developed is thematic learning model based on puppet media along with learning support devices which include Learning Implementation Plans (RPP), Student Activity Sheets (LKS) and Learning Outcomes Tests (THB) for students in grade IV elementary schools with sub-themes Cita-citaku by using steps in development research. Development of a learning model through a trial and improvement process in such a way that the products produced are in accordance with the development plan and objectives [6]. Thus the development model used in this study refers to Nieveen's prototyping model which includes (1) preliminary research, (2) prototyping stage, and (3) assessment stage [7]. The instrument used in this study includes an instrument to assess product quality which includes aspects of validity, practicality and effectiveness. The product validity assessment instrument is an instrument used by validators to assess the quality of validity of products developed. Validator assessment sheet consists of: a) Validation Assessment Form for Puppet-Based Thematic Learning Models. b) Validation Evaluation Plan (RPP). c) Validity Assessment Sheet for Student Worksheets (LKS). d) Validity Assessment Sheet and Learning Outcomes Test (THB). e) Observation Sheet for Implementation of Puppet Based Thematic Learning Models.

The purpose of the preliminary study is to find out the problems that occur in the implementation of thematic learning in schools, to collect information about the needs in thematic learning, the learning model used, and the learning tools used by the teacher in the learning process. To be able to achieve the above objectives, field survey activities were carried out. The survey was conducted by giving interviews with teachers, and observing thematic learning processes in the classroom. Then the problem analysis, and needs analysis, then carried out a literature study. In the literature analysis stage, a collection of theoretical studies will be conducted that will answer the existing problems. In addition, a review of the research results that can be the background of the research to be carried out. The study conducted was a study of thematic learning models. Furthermore, taking puppet-based thematic learning models because the characteristics and principles of thematic learning are considered capable of making learning oriented to the competency development process for students.

After conducting a needs analysis and literature review, product design will be developed. At this stage, the design of thematic learning models based on puppet media and supporting devices will be designed, in the form of RPP, LKS and THB, and instruments for evaluating the quality of products developed. The learning model intended in this learning is a thematic learning model based on puppet media. This learning model is then designed by incorporating components of the learning model which include: (1) syntax, (2) social systems, (3) reaction principles, and (4) support systems (5) learning impacts and (6) accompaniment effect.

At the time of the field trials carried out on the draft II which had been obtained from the previous development stage. This trial was carried out by applying learning models and

supporting devices in thematic learning based on puppet media in the classroom. This is intended to determine the practicality and effectiveness of the implementation and use of products developed at the trial site. After the trial, an analysis of the results of the trial will be conducted. If the results of the product analysis data meet the criteria of practicality and effectiveness, the resulting design is the final product. If the results of the analysis show that they do not meet the criteria for practicality and effectiveness, the product is revised. The revised results must be retested until the revised product is practical and effective.

**III. RESULT AND DISCUSSION**

The product of this study is a thematic learning model based on puppet media for the Subtitles of My Greatest Grade for grade 4 in primary school at SDN 104258 Pematang Deli Serdang Monastery - North Sumatra. To get a valid, practical and effective thematic learning model based on puppet media, a model manual and learning devices (RPP, LKS, THB) and related research instruments were prepared. In the process of developing valid, practical and effective doll-based thematic learning models, pre-surveys, pre-trial and field trials were carried out using learning tools and instruments developed as a tool to measure the effectiveness and effectiveness of hematic learning model based on puppet media developed.

TABLE 4.1 Results of Validation Analysis of Thematic Learning Models based on Doll Media

No	Validated Aspects	Average	Total	Total Average	Classifications
1	Syntax	4.89	18.99	4.75	Valid
2	Social Systems	4.78			
3	Reaction Principle	4.56			
4	Instructional Impacts and Accompaniment	4.76			

Based on the table above, it can be seen that the average of expert learning model validation which contains four aspects, namely syntax with an average of 4.89, social system 4.78, reaction principle 4.56, and instructional and accompanying effects 4.76 . From a total of 18.99 with a mean of 4.75, it can be concluded that the development of thematic learning models based on puppet media is valid and usable.

TABLE 4.2 Results of Analysis of the Implementation of Puppet Based Thematic Learning Models

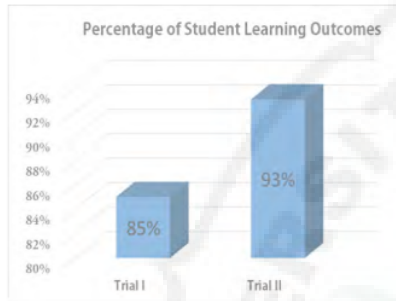
No	Validated Aspects	Average Value of Indicators for Each Observation Aspect			Aspect Value
		Meeting			
		1	2	3	
1	Syntax	4.66	4.67	4.77	4.70
2	Social Systems	4.62	4.69	4.67	4.66
3	Reaction Principle	4.65	4.75	4.78	4.73
4	Instructional Impacts and Accompaniment	4.75	4.80	4.82	4.79
IO Value or Total Aspect Average Value					4.72

Source: Sinaga, Competitive Grant Education Journal [8]

Based on the table of results of the feasibility analysis of the thematic learning model based on puppet media above, it can be seen that from the three meetings held, the average total results of the aspect scores on the syntax were 4.70,

social system 4.66, reaction principle 4.73 and instructional and accompanying effects are 4.79 and the IO value or the total mean value of all aspects is 4.72. In accordance with the criteria that have been set in the method of analysis of this study, the IO value in the table above can be stated in high criteria and implemented well.

Diagram 4.1 Increasing Percentage of Student Learning Outcomes, Trial I and II



Based on the diagram above it can be seen that there is an increase in each trial. In the first trial the student learning outcomes reached 85% and in the second trial the student learning outcomes reached 93%. Thus it can be stated that with the use of the thematic learning model based on puppet media developed, the student learning outcomes have increased. In accordance with the results of the analysis where percentage of classical completeness (PKK)  $\geq 85\%$  it was stated that students had finished learning in thematic learning based on puppet media for the Subtitle *Hebatnya Cita-citaku*.

#### IV. CONCLUSION

The problem and the purpose of this study are related to the product of developing thematic learning models based on doll media. After going through the development process with the Nieveen's model, it was concluded that the thematic media-based thematic learning model developed was valid, practical and effective based on expert assessment results and field data. Learning device as a support tool for thematic-based learning models in the form of RPP, LKS, and THB, according to the results of expert assessment analysis is declared valid and field data shows that learning devices are able to support the application of thematic media based dolls developed effectively and practically. The level of validity of the learning model developed was 4.75 with valid criteria, and the level of implementation of the learning model developed by IO = 4.72 with high criteria, indicating that the implementation of the learning model developed was able to be implemented and effective in its implementation of learning.

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