



**TRAINING OF MAKING THEMATIC LEARNING MEDIA FOR TEACHERS OF ELEMEN-
TARY SCHOOL HADI SAKTI MATARAM**

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ABSTRACT

It is hoped that the thematic learning media-based bulletin board display training can overcome the problems that exist in schools related to the lack of attractive and effective thematic learning media in the classroom. Bulletin board is one of the types of display media in the form of display media or bulletin boards that can be placed anywhere in the classroom that is open so that it can be read and seen at any time by students even though the material in certain learning has been completed i explained Development of thematic learning media based on bulletins display boards are expected to shape the literacy abilities of children . The long-term goal of developing this learning media is that all elementary schools can carry out learning activities supported by thematic media that are interesting and effective. The development model used in this study is a procedural model that is a descriptive model proposed by Borg & Gall (1983). This training is a follow up to the media development that has been carried out. The training at SD Hadi Sakti went smoothly, the benefits of this training were felt in the process of implementing learning in the classroom.

INTRODUCTION

Hadi Sakti Elementary School in Karang Rundun village, Sandubaya village with Mataram city. The school is a public school that has implemented the 2013 curriculum. The number of teachers at SD Hadi Sakti is 7 people. Students who attend these two elementary schools come from the community around the school, namely the village of Kang Rundun. The enthusiasm of student learning in both elementary schools is quite good, this can be seen from the activities of observation and interviews with several stakeholders at SD Hadi Sakti. Although the enthusiasm of student learning is good, student learning outcomes still need to be improved so that not many students get grades below the KKM. From interviews with classroom teachers at the elementary school, students who received grades below KKM as many as 15 with a mean value t under 60.

Some of the factors causing the low student grades at SD Hadi Sakti are the first students find it difficult to learn learning concepts that are still abstract. Second, the teaching method is still monotonous. Based on the dialogue with the classroom teacher at Hadi Sakti Elementary School, it was obtained several facts that the teaching and learning activities of teachers at Hadi Sakti Elementary School so far did not use concrete learning media and were able to interpret the contents of teacher's books and student books which became guidelines in teaching, the use of media in class learning has not been maximized. The textbook used refers to the 2013 curriculum book, which is a teacher's book and a student's book. The teacher acknowledged that they had difficulty making appropriate thematic learning media to deliver the concepts in the 2013 curriculum guide book.

To overcome the low student learning outcomes in both schools, corrections and improvements should be done. The correction and improvement can be started from the teacher learning method, the use of learning resources, assessment and the use of interesting and creative media. The use of thematic learning media is very important in learning, especially in elementary school students. This will make it easier for students to understand the lesson. Referring to Piaget's theory, elementary school children (7 to 12 years old) are still at a concrete operational stage (Siegler, 2008 : 133). From the results of previous studies conducted by Dimas Qondias et al (2016) produced outputs in the form of mind mapping-based thematic learning media that greatly assisted teachers in transferring material to students because the nature of media delivered information as a source of information and recipient of information. we need a pengembangan thematic learning media, but different shapes and tampilannya.

Seeing the problems faced by SD Hadi Sakti and considering the importance of elementary thematic learning media, it is necessary to have training on the creation and implementation of media for thematic learning in implementing the 2013 curriculum lessons for elementary school teachers at SD Hadi Sakti. In training,

the learning media for partners are trained and assisted during the community service activities. Through service activities in i expected to develop the creativity of elementary school teachers in the media thematic learning itself and its implementation.

METHOD

The stages or steps taken in carrying out the service related to the training of making and implementing thematic learning media for elementary school teachers Hadi Sakti are as follows:

1. Location survey to find out the profile of elementary school teacher Hadi Sakti who will be a partner.
2. Setting up the infrastructure needed in the activities of the mop atihan making and implementation of thematic learning media implementation.
3. Provide training theories about thematic learning media for elementary school teachers Hadi Sakti.
4. Provide training on the development of display-based learning tools that have been made.

Partner participation in this training activity is to provide counseling and member mobilization to attend the training activities. In addition, partners also participated in the provision of materials and tools needed in the training process.

Furthermore, as an evaluation step for the implementation and sustainability of the program in the field after the community service activities have been carried out, a group on social media (one of them whatsapp or facebook) consists of partners whose purpose is as a medium for sharing or discussing about making thematic learning. With their communication via social media group can monitor the development of the ability of the partners in the me m for manipulative materials. In addition to establishing communication, it is also necessary to revisit partner locations to directly monitor the sustainability of the program and to overcome all the problems in the field.

DISCUSSION

Training in thematic learning was carried out at Hadi Sakti Elementary School, the target of implementing the pegabdian was 13 teachers at Hadi Sakti Elementary School. K e g i a t a n early that direct discussions with the principal and some teachers about the timing of the training, place, event arrangement, sert a form of training and guidance to be implemented. The stages that have been carried out in this training activity are explained as follows:

1. Implementation of phase I training

The first phase of the training activity was conducted on Wednesday, January 23, 2019, training participants were 13 teachers, the trainees were given knowledge and insights about thematic learning designs, the benefits of thematic learning, techniques or strategies for implementing thematic learning and can develop display-based learning tools that are has been made and applied it in learning that is currently using the 2013 curriculum. Material in this first stage consists of con-

veying the theory of how to carry out thematic learning, discussing the standard content of the curriculum and every theme in the elementary curriculum, this is important because it will be related to making media based on themes that have been understood together. Delivery of content with presentations, discussions and lectures to make use of n LCD as the supporting medium. In addition, at this stage participants or teachers will be guided in making thematic displays based learning media, in accordance with the existing themes in each class that are taught by the teacher.

2. Implementation of Phase II training : the implementation of the second stage of training and mentoring is carried out within a predetermined period of time, namely one week after the first phase of activity, precisely on Monday, Friday 1 February 2019 , participants who have successfully completed the thematic learning media needed in learning will be directed to carry out the implementation of learning in the classroom with learning plans that have been made. It is important to do so that products that are made of teachers bis a we test kebermanfaatnya directly to the students.

3. Evaluation phase: Evaluation is carried out on Tuesday 12 February the evaluation is carried out after the training is conducted and the research report is completed, the evaluation time is overall. This stage is important to be carried out in order to know the level of success of the program implementation. At first the teacher conveys the impressions of the learning he is carrying out. Then the other teachers, are required to come ntar, criticism, suggestions of learning that has taken place, particularly in relation to the activities of teachers in using the material penyampain thematic learning media-based displays that have been made. teachers receive input from an observer (pe n gabdi) to make improvements in the design of future learning. Based on the input stage is designed learning reflection next learning that will fix the deficiencies in learning that has dilakuk's. Thus improvements in learning take place continuously, and the quality of learning is always improved throughout the ages. After an evaluation and reflect the successful implementation of the program and the constraints faced by d iperoleh result that the biggest obstacle in this activity are derived a lack of impetus from outside to develop themselves so that the interests of the teachers in the media thematic learning is very low, but the facilities and infrastructure sufficient to support dal a m implementing thematic learning, although not yet completely available. So that not all teachers are able to carry out thematic learning supported by thematic learning media. Therefore, the results of this evaluation was the template for t i m to the devotion continuously given a fairly short period in the implementation of devotion, hope in the future there is a form of devotion here about these activities can be done again by the team so that the target activity are met den g 's perfect

CONCLUSION

Based on the results of the service activities that have been carried out, it can be concluded that the pro-

gram is going well and smoothly as planned. Teachers from Hadi Sakti Elementary School are motivated and actively involved in participating in activities from the beginning to the end. All partner teachers already have basic skills in designing thematic learning, even though the ability of partner teachers is not the same as the others. Teachers who have succeeded in completing the thematic learning media needed in learning are directed to carry out learning in the classroom with learning plans that have been made. The next step is to evaluate the implementation of thematic learning. Based on the input in the reflection phase of this learning the next lesson is designed that will correct the deficiencies in the learning that has been done. But there are some constraints that are felt during the service program that is related to time, the time span in implementing this program is less long, the design of time needs to be arranged better because it has an impact on the output produced by the teacher not meeting the planned target, so the hope for the future there is a further program to completing activities until the thematic learning done by the teachers is able to be fulfilled perfectly.

It is recommended that thematic learning can be used as a guide for teachers in schools, so that the objectives of learning can be achieved. The need for outside encouragement to develop themselves so that the interest of teachers in making thematic learning media better. When teachers carry out learning in class must be in accordance with the learning plan that has been made. This is important to do so that the products made by the teacher can be tested for benefits directly to students.

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