THE IMPLEMENTATION OF THEMATIC LEARNING WITH SCIENTIFIC APPROACH ON THE THEME MY HERO AT FOURTH GRADE SDN KETAWANGGEDE MALANG

THESIS

BY

SHELLYA KHABIB DIRGANTARI

11140020

TEACHER EDUCATION OF ISLAMIC ELEMENTARY SCHOOL PROGRAM

TARBIYAH AND TEACHING TRAINING FACULTY

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

JULY 2015

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Presented to Tarbiyah and Teaching Training Faculty of Maulana Malik Ibrahim State Islamic University Malang in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd)

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APPROVAL SHEET

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THESIS

By :

Shellya Khabib Dirgantari
NIM. 11140020

Approved by,

Advisor

Dr. H. Abdul Bashith, M.Si.
NIP. 197610022003121003

Acknowledge by,

The Chief of Teacher Education Of Islamic Elementary School Program

Dr. Muhammad Walid, MA.
NIP. 197308232000031002

LEGITIMATION SHEET

THE IMPLEMENTATION OF THEMATIC LEARNING WITH SCIENTIFIC APPROACH ON THE THEME MY HERO AT FOURTH GRADE SDN KETAWANGGEDE MALANG

THESIS
Prepared and Compiled by
Shellya Khabib Dirgantari (11140020)
Has been defended in front of the board of examiners on June 30th, 2015 and has been stated
PASSED
And has been approved by the board of examiners as the requirement to earn an undergraduate Bachelor of Islamic Primary School Teacher Education (S.Pd.)

The Board of Examiners	Signature
Chairman, Dr. Muhammad Walid, MA. NIP. 197308232000031002	: _____
Secretary of the hearing, Dr. H. Abdul Bashith, M.Si. NIP. 197610022003121003	: _____
Advisor, Dr. H. Abdul Bashith, M.Si. NIP. 197610022003121003	: _____
Main Examiner, Dr. Abdussakir, M.Pd NIP. 197510062003121001	: _____

Legitimate,
Dean of Tarbiyah And Teaching Training Faculty Of UIN Maliki Malang

Dr. H. Nur Ali, M.Pd.
NIP. 196504031998031002

DEDICATION

Alhamdulilah,

All praises to Allah,

I dedicate this little work to my beloved family. My father and mother, Mr. Kusno and Mrs. Masriah. My Sisters and brother, Nabilla Aqladzakia, Zahra Nayla Salsabila, and Bara Ihlasul Amal. They always ready to become an investor for my success. What I have tried and fought for it, may always be the pride and blessing for all of them. Even so, hopefully what they have earned for me has been the value of worship that can bring them toward goodness.

My second family, in ICP PGMI 2011 during the last three years have fought together for reach our dream. Thanks so much for true story during these periodes.

Family of Ayam Geprak Sambal Bawang 3 Management, Mr. Ghufron Yulianto, Brother Miftakhul Khoiri and his team. They have contributed big spirit for me. Thank you so much. May Allah always bless us and always make our dreams come true.

MOTTO

أَمْ حَسِبْتُمْ أَن تَدْخُلُوا۟ ٱلْجَنَّةَ وَلَمَّا يَأْتِكُم مَّثَلُ ٱلَّذِينَ خَلَوْا۟ مِن
قَبْلِكُم ۖ مَّسَّتْهُمُ ٱلْبَأْسَآءُ وَٱلضَّرَّآءُ وَزُلْزِلُوا۟ حَتَّىٰ يَقُولَ ٱلرَّسُولُ
وَٱلَّذِينَ ءَامَنُوا۟ مَعَهُۥ مَتَىٰ نَصْرُ ٱللَّهِ ۗ أَلَآ إِنَّ نَصْرَ ٱللَّهِ قَرِيبٌ ﴿٢١٤﴾

Apakah kamu mengira bahwa kamu akan masuk surga, padahal belum datang kepadamu (cobaan) sebagaimana halnya orang-orang terdahulu sebelum kamu? Mereka ditimpa oleh malapetaka dan kesengsaraan, serta diguncangkan (dengan bermacam-macam cobaan) sehingga berkatalah Rasul dan orang-orang yang beriman bersamanya: "Bilakah datangnya pertolongan Allah?" Ingatlah, sesungguhnya pertolongan Allah itu amat dekat.

(Al Baqarah 214)

STATEMENT LETTER

Hereby state that on this thesis there is no work that ever submitted to obtain bachelor degree on one university, and as far as I know, there is no work or opinion that ever written or published by another person, except for in writes that is referenced on this thesis and mentioned on the bibliography.

Malang, 15th of June 2015

Shellya Khabib Dirgantari
11140020

PREFACE

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Alhamdulillahirobbil'alamiin, praise to Allah The Benefecient and The Merciful because of all blessing and guidance, so the writer is able to finish the arrangement of Quantitative Research *"The Implementation Of Thematic Learning with Scientific Approach on The Theme My Hero at Fourth Grade SDN Ketawanggede Malang"* as the final assignment on Maulana Malik Ibrahim State Islamic University of Malang. Shalawat and salam uninterruptedly extended to Prophet of Muhammad, and all the families, friends, and all muslim.

There is no pronounceable word that can be extended except the great gratitude to the excellency :

1. Prof. Dr. Mudji Raharjo, M.Si. as Rector of Maulana Malik Ibrahim State Islamic University of Malang;
2. Dr. H. Nur Ali, M.Pd. as Dean Faculty of Tarbiyah and Teaching Training, Maulana Malik Ibrahim State Islamic University of Malang;
3. Dr. Muhammad Walid, M.A as the Chief of Teacher Education of Islamic Elementary School Program;
4. Dr. Abdul Bashith, M.Si as Advisor who always give guidance and a lot of suggestion in order to complete the arrangement of research report;
5. All the lecturer and staff of Tarbiyah and Teaching Training Faculty who help the writer in the process of report arrangement;

6. Mr. Drs. Bambang Suryadi as the headmaster of SDN Ketawanggede Malang who has permitted the writer to conduct a research in order to write an experimentation in thematic learning;
7. Mrs. Lilis as teacher at SDN Ketawanggede Malang who always help the writer in case of obtain information, give suggestion, advices, and guidance in the process of observation and write this report;
8. All of the teacher and staff of SDN Ketawanggede Malang who help the writer in the process of observation and report arrangement;
9. All the family of ICP PGMI 2011 who always encourage and give support to the writer in process of arrangement and observation this report;

The writer realize about implementation of thematic learning research. Therefore, the writer needs constructed critical and suggestion from all parties and reader to the next perfect report arrangement.

Malang, 15th of June 2015

Writer

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الملخص

ديرغانتاري، شيليا حبيب. ٢٠١٥ . *تطبيق التعليم الموضوعي باستخدام المدخل العلمي للموضوع "بطلي" للمستوى الرابع من المدرسة الإبتدائية الحكومية كتاوانج غدي مالانج*. بحث علمي. قسم التربية لمدرسي الإبتدائية. كلية علم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. عبد الباسط الماجستير.

كلمات المفتاح : تطبيق التعليم المواضيعي، المدخل العلمي.

التعليم الموضوعي هو المدخل التعليمي تُستخدم فيه الطريقة ارتباطة المواد الدراسية المتعددة في المادة الدراسية الموحّدة ليكون التلاميذ فاهمين بالمادة ومتقنين و ينالون الهيئة الكاملة. قال نائب وزير التعليم والثقافة بإندونيسيا إن هذا المنهج التعليمي سنة 2013 عند مفهومه وتطبيقه هو المنهج المتطوَّر من المنهج التعليمي "KTSP". ويجري تطبيقه على المدخل المترابط بين عملية الاستكشاف، و الوضع، والإقرار لتكون عملية الملاحظة، والسؤال، والتجربة، والتفكير، والاتصال. وهذا المنهج سُمي بالمدخل العلمي.

يهدف هذا البحث لتعريف (1) التعليم الموضوعي باستخدام الأسلوب التعليمي التقليدي للمستوى الرابع "ب" من المدرسة الإبتدائية الحكومية كتاوانج غدي مالانج. لتعريف (2) التعليم الموضوعي باستخدام المدخل العلمي للمستوى الرابع "أ" من المدرسة الإبتدائية الحكومية كتاوانج غدي مالانج. لتعريف (3) المقارنة بين نتائج التعليم الموضوعي باستخدام الأسلوب التعليمي التقليدي وبين نتائج التعليم الموضوعي باستخدام المدخل العلمي للمستوى الرابع من المدرسة الإبتدائية الحكومية كتاوانج غدي مالانج.

هذا البحث يجري على المنهج الكمّي و شبه التجريب عند التصميم غير عشواء–المجموعة الضابطة–الاختبار الأوال و الاختبار. والموضوع هذا البحث التلاميذ للمستوى الرابع من المدرسة الابتدائية، فصل (المستوى الرابع "أ") المجموعة التجريبية و فصل (المستوى الرابع "ب") المجموعة الضابطة. نتائج التعليم تُعرف من نتيجة الاختبار الأوال و الاختبار . وأما تقنية تحليل البحث تستخدمها الباحثة فتقنية تحليل البحث الوصفي، وهي: modus, median, mean, dan varians. وتقيم الباحثة إختبار شروط التحليل باختبا التجانس وباختبار العادية. وتقيم الباحثة اختبار فرضية مقارنة لنتائج تعليم التلاميذ بالإحصائية الحدودية وتُستخدم الاختبار.

ونتيجة هذا البحث هي يُعرف بأن: (1) تطبيق التعليم الموضوعي باستخدام المدخل العلمي يجعل التلاميذ نافذين في عملية التعليم، ويكون التعليم غير مملّ. (2) تطبيق التعليم الموضوعي باستخدام الأسلوب التعليمي التقليدي يجعل التلاميذ غير نافذين عند عملية التعليم ويكون التعليم مملا. (3) هناك المقارنة لنتائج التعليم بين المستوى الرابع "أ" باستخدام المدخل العلمي، وهي 34،11 (النتيجة المعدلية)، وبين المستوى الرابع "أ" باستخدام المدخل العلمي، وهي 24،63 (النتيجة المعدلية) عند المادة الرابعة في الموضوع الخامس.

ABSTRACT

Dirgantari, Shellya Khabib. 2015. *The Implementation Of Thematic Learning With Scientific Approach On The Theme My Hero At Fourth Grade SDN Ketawanggede Malang*. Thesis, Teacher Education of Islamic Elementary School Program, Tarbiyah and Teaching Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. H. Abdul Bashith, M.Si.

Key Word : The Implementation Of Thematic Learning, Scientific Approach

Thematic learning is one instructional approach that links several subjects into one unified theme with the aim that students acquire the knowledge, skills, and attitudes intact. According exposure deputy Minister of Education and Cultural Affairs in the concept and implementation of the 2013 curriculum revealed that the 2013 curriculum is the development of the KTSP curriculum. In implementation, the 2013 curriculum using an approach that combines process of exploration, elaboration and confirmation, be observe, ask, reason, try, and communicate. This approach is called a scientific approach.

The purpose of this research is to (1) To explain the thematic learning using Direct Learning Model B-Fourth Grade SDN Ketawanggede Malang (2) To explain the thematic learning using Scientific Approach A-Fourth Grade SDN Ketawanggede Malang (3) To compare in the thematic learning outcomes using Direct Learning Model and Scientific Approach Fourth Grade SDN Ketawanggede Malang.

This research use quantitative approach with quasi experimental method on nonrandomized design of control-group pretest-posttest. The subjects were students of fourth grade consisting of two classes, experiment class (IV A) and control class (IV B). The treatment is given in the experimental class by giving Scientific Detective learning model, while the control class learning is done with conventional learning model. Results of the study group as a value obtained from the pretest and posttest. The data analysis technique that is used to describe the data that is descriptive data analysis techniques that include: mode, median, mean, and variance. Then test the homogeneity test requirements analysis and test for normality. Then, to test the hypothesis of differences in learning outcomes of students used parametric statistics with t-test.

From the analysis of the data indicate that: (1) thematic learning process using a scientific approach make learners active and avoid the monotony of learning. (2) thematic learning process using direct learning model create passive learners and lead to learning monotonous. (3) There are differences in learning outcomes between A-Fourth Grade using scientific approach with the difference in value an average of 34.11 and B-Fourth Grade that do not use scientific approach with the difference in value an average of 24.63 in learning 4 theme 5.

ABSTRAK

Dirgantari, Shellya Khabib. 2015. *Implementasi Pembelajaran Tematik dengan Pendekatan Saintifik pada Tema Pahlawanku di Kelas 4 SDN Ketawanggede Malang*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Abdul Bashith, M.Si.

Kata Kunci : Implementasi Pembelajaran Tematik, Pendekatan Saintifik

Pembelajaran tematik merupakan salah satu pendekatan dalam pembelajaran yang mengaitkan beberapa mata pelajaran menjadi satu kesatuan tema dengan tujuan agar peserta didik memperoleh pengetahuan, keterampilan, dan sikap yang utuh. Menurut paparan wakil Menteri Pendidikan dan Kebudayaan RI dalam konsep dan implementasi kurikulum 2013 mengungkapkan bahwa kurikulum 2013 ini merupakan pengembangan dari kurikulum KTSP. Dalam implementasinya, kurikulum 2013 menggunakan pendekatan yang mengkombinasikan proses eksplorasi, elaborasi, dan konfirmasi, menjadi mengamati, menanya, menalar, mencoba, dan mengkomunikasikan. Pendekatan ini disebut dengan pendekatan saintifik.

Tujuan dari penelitian ini adalah untuk (1)Untuk mengetahui pembelajaran tematik dengan menggunakan Model Pembelajaran Konvensional kelas IVB SDN Ketawanggede Malang (2)Untuk mengetahui pembelajaran tematik dengan menggunakan pendekatan saintifik kelas IVA SDN Ketawanggede Malang (3)Untuk mengetahui perbandingan hasil pembelajaran tematik dengan menggunakan Model Pembelajaran Konvensional dan pendekatan saintifik kelas IV SDN Ketawanggede Malang.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen kuasi pada desain *nonrandomized control-group pretest-posttest*. Subjek penelitian ini adalah siswa kelas IV yang terdiri dari 2 (dua) kelas, yaitu kelas eksperimen (IV A) dan kelas kontrol (IV B). Hasil belajar kelompok tersebut berupa nilai yang diperoleh dari *pretest* dan *posttest*. Teknik analisis data yang digunakan untuk mendeskripsikan data yaitu dengan teknik analisis data deskriptif yang meliputi: modus, median, mean, dan varians. Kemudian dilakukan uji persyaratan analisis dengan uji homogenitas dan uji normalitas. Kemudian untuk menguji hipotesis perbedaan hasil belajar siswa digunakan statistik parametris dengan uji t-test.

Dari hasil analisis data menunjukkan bahwa: (1) Proses pembelajaran tematik dengan menggunakan pendekatan saintifik membuat peserta didik aktif dan terhindar dari pembelajaran yang monoton. (2) Proses pembelajaran tematik dengan menggunakan model pembelajaran langsung membuat peserta didik pasif dan mengakibatkan pembelajaran terkesan monoton. (3) Terdapat perbedaan hasil belajar antara kelas IVA dengan menggunakan pendekatan saintifik dengan selisih nilai rata-rata sebesar 34,11 dan kelas IVB yang tidak menggunakan pendekatan saintifik dengan selisih nilai rata-rata sebesar 24,63 pada pembelajaran 4 tema 5.

CHAPTER I

INTRODUCTION

A. The Background of Study

The quality of human resources become one measure the progress of a nation. While to find out whether human resources are owned by a nation good or bad can be seen from the quality of the nation's education. The better quality of education in the country, the human resources will also be better. Conversely, if the quality of education in that country is bad, so the human resources will also be bad.

It is undeniable that education has a very important role to realize the progress countries. Especially created generations have a moral and commendable character. Therefore it is necessary for sustainable reform in education. As has been implemented in Indonesia, development KTSP curriculum become 2013 curriculum.

In concepts and implementation of 2013 Curriculum[1] has delivered some reasons why it needs to be done curriculum development. Start from reasons of future challenges, future competence, perceptions of society, the development of knowledge and pedagogy, and also a negative phenomenon that often appears in our social environment.

[1] Kementrian Pendidikan dan Kebudayaan, "Paparan Wakil Menteri Pendidikan dan Kebudayaan RI Bidang Pendidikan: Konsep dan Implementasi Kurikulum 2013," dalam *http://urip.files.wordpress.com/2012/11/paparan-konsep dan implementasi-kurikulum-2013-baru.pdf*, access at Monday 1st Of September 2014

Global policies such as the WTO, ASEAN Community, APEC, and CAFTA become future challenges that in real, we must face together for Indonesia progression. Not to mention that information technology continues to progress which will appear positive and negative impacts.

While the lack of human resources in Indonesia is also become the reason for the needed development of 2013 curriculum. Indonesian human resources still needs to be fostered in order to have the ability to communicate well, to think clearly and critically, to become responsible citizens, have the readiness for work, and many other capabilities which should be developed in the Indonesian human resources.

Not to mention the social phenomenon that is still often color the world of education in Indonesia. As student fights, drugs, plagiarism, and cheating. It thus makes public perception says that education in Indonesia is less charged character and tend to focus on cognitive aspects.

With the development of the curriculum structure, is expected to improve the quality of human resources through education in Indonesia. The hope, human resources produced not only good when viewed from the cognitive aspects, but also has a commendable attitude or character.

Four major changes in the 2013 curriculum[2], namely, the concept of curriculum, books are used, learning processes, and assessment processes. The concept of the curriculum that offered by this curriculum is balance between hard skills and soft skills. Starting from the Competency

[2] *Ibid*..

Standards, Content Standards, Process Standard, and Assessment Standards.

While the book is used in this curriculum are no longer contains reading material, but based activities. Specially written for primary school level in an integrated (integrated thematic). In the process, this book consists of two types of books, which is a student book and a teacher book.

To emphasize the learning process of learning that supports creativity. This creative ability is obtained through: observing, questioning, experimenting (trying), associating (reasoning), create and communicating (communicating), or better known by Scientific Learning. Of course, this curriculum will give new color for learning in Indonesian schools.

In spite of it all, the development of this curriculum reap many pros and cons, both from the educational institutions and parents. Teachers who agree with this curriculum, they reasoned with the provision of the syllabus, books teachers and students can ease their task. But not a few who complain trouble conveying to students, because it is packed with integrative.

While from the parents, some of theme who come from the middle to the bottom do not understand how the fact that the curriculum in 2013. They also find it difficult when there is no material in the student book. Although there are some areas that actually designed the companion book specifically for thematic.

Another with the phenomenon based on pre-research conducted by researcher at SDN Ketawanggede Malang. Researcher reason choose this elementary school as a place to conduct a research beacuse in this school the researcher find problems that must be solved soon. Because that problem will disturb succeed process in learning if not solved soon.

Thematic learning in this school is still taking place with direct instruction learning model with the teacher as the center of learning and learners only active listening.[3] With such circumstances, learners are less active in the learning process. In fact, what happens is that the teacher should not be the main character during the learning process, but the student who will be the main character.

In the process of thematic learning that occurs in SDN Ketawanggede, the teacher explains the concept of informative, give example problems, give problems, and giving homework. Learners just listen, take notes, then work on the problems. With such a learning process, a learning experience that they have will not develop.

That condition is contrary to the actual exposure 2013 curriculum. That the 2013 curriculum requires learners to learn to find their own knowledge to be learned. With such involvement, then the learning process will be more meaningful to them.

Another observation results found by researchers is the low value of the results of the thematic evaluation. Thematic learning difficulties due

[3] Result of research observation in SDN Ketawanggede at 2nd of September 2014

to a learning process that takes place is less meaningful for students, because they have not been directly involved in the learning process. So that the students' understanding of the thematic concept is still weak. Learning is supposed to be able to associate knowledge with experience already possessed by the student has not happened in this school.

Teachers creativities become one of the successful keys in a curriculum development. Teachers are an important factor that have big effect, even very determine students success-or not success in a learning.[4] So, hard wish from teachers very needed in order to encourage successful of a curriculum development. One of the ways is create a new inovation in learning world.

Remember the importance of thematic learning for education and quality of human resources is more advanced, it is necessary to develop a learning model that is appropriate and can solve all the above problems. Therefore, researcher are trying to make a thematic learning experimentation with scientific approach.

The other things that very support conducting research because SDN Ketawanggede is one of elementary school in Malang City that has been implemented Thematic Learning of 2013 Curriculum since academic year 2013/2014. So that, this year is the second year for SDN Ketawanggede Malang implement Thematic Learning of 2013 Curriculum.

[4] E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013* (Bandung: PT Remaja Rosdakarya, 2014), p. 41

Experimentation that conducted in this research limit on the theme My Hero. The third theme in fourth grade first semester elementary school consist of three sub theme with each sub theme consist of six learning. Researcher reason choose this theme as experimentation material because adapt with the theme is studying in this elementary school. Material and test that will be experimented is designed based on learning objectives that is formulated in competences, exist in Graduate Competence Standard, Core Competence, and Basic Competence. As a guide about material content, researcher use students and teachers book that have been publicated by Education and Cultural Ministry. The others book as a guide is Bupena from Erlangga Publication.

While an approach that will be experimented in this research namely scientific approach. This approach combine with learning design model, that is Learning Design Model based on Competence Attainment. This learning design model is very appropriate with 2013 curriculum that implemented for solving the problems in 2006 curriculum implementation (KTSP).[5] The problems in 2006 curriculum implementation as follows :

1. 2006 curriculum not full yet based on competence appropriate with function demand and national education objectives.
2. Competences in 2006 curriculum not description totality yet attitude domain, skills, and knowledges.

[5] Novan Ardy Wiyani, *Desain Pembelajaran Pendidikan*, (Yogyakarta: Ar-Ruzz Media, 2013), p. 52

3. Some of competences needed appropriate with development (for example character education, active learning methodology, balancing soft skill and hard skill, and entrepreneurship) not accommodate yet in 2006 curriculum.
4. Learning process in 2006 curriculum not description yet learning order specifically, so open multifarious interpretation opportunity and pointed in teacher centered learning.
5. Assessment standard not direct yet to assessment based on competence (process and result) and not clear yet demand existence of remedi periodicly.[6]

The principles in this learning design model based on competence attainment consist of five phases, as follows :

1. Learning that designed must be student centered in order to the students can reach competences that hoped.
2. Arranging learning design model based on competence attainment started with doing activity of students development analysis.
3. Activity of learning material design is done after the teacher design and decide Core Competence and Basic Competence.
4. Determining learning experiences for the students must be able show the learning phases appropriate with competence and use mastery learning principle, so the students be able to reach completness to competences defined.

[6] Kementrian Pendidikan dan Kebudayaan, "Pengembangan Kurikulum: Draf Presentasi Kurikulum 2013," dalam *http://urip.files.wordpress.com/2012/11/presentasi-draft-kurikulum-2013-baru.pdf*, diakses pada Minggu 19 Oktober 2014

5. Learning evaluation activity must be designed and done based on competences formulation defined.[7]

Based on some explanation about Learning Design Model based on Competence Attainment above, this scientific approach can be implemented on all the themes in thematic learning. With requirement, appropriate with competences will be reached. Thus, this learning model implementation very relevant with 2013 curriculum. Through this learning model implementation hopeable will support 2013 curriculum implementation successfully.

B. The Problems of Study

1. How is the process of thematic learning on the theme My Hero using Direct Instruction Learning Model at B-fourth grade SDN Ketawanggede Malang?
2. How is the process of thematic learning on the theme My Hero using Scientific Approach at A-fourth grade SDN Ketawanggede Malang?
3. How is the comparation result of thematic learning on the theme My Hero using Direct Instruction Learning Model and Scientific Approach at fourth grade SDN Ketawanggede Malang?

[7] Opcit,. Novan Ardy Wiyani, p. 50-51

C. The Objectives of Study

Based on the problem formulation in the title of "The Implementation of Thematic Learning with Scientific Approach on The Theme My Hero at Fourth Grade SDN Ketawanggede Malang" above, the purposes of this study are as follows:

1. To explain the thematic learning on the theme My Hero using Direct Instruction Learning Model at B-fourth Grade SDN Ketawanggede Malang;
2. To explain the thematic learning on the theme My Hero using Scientific Approach at A-fourth Grade SDN Ketawanggede Malang;
3. To compare in the thematic learning outcomes on the theme My Hero using Direct Instruction Learning Model and Scientific Approach at Fourth Grade SDN Ketawanggede Malang.

D. The Significances of Study

This study is expected to provide benefits:

1. For researcher, can add depth of knowledge and produce skills to implement thematic learning with scientific approach;
2. For the teacher, with the scientific approach is expected to become an alternative learning approach to be given to students in the learning thematic, especially on the theme of My Hero. As well as a motivation for teachers to develop other learning approach;

3. For students, this approach is expected to provide the meaningfulness of their learning because learning to be implemented by involving them directly. Also will be able to improve the result of their study on thematic learning.
4. For others researchers, this research can give an information as a reference material for conduct a research that related with scientific approach in elementary school or islamic elementary school.

E. The Operational of Definitions

The specific terms need to be defined operationally in research The Implementation of Thematic Learning with Scientific Approach on the Theme My Hero at Fourth Grade SDN Ketawanggede Malang are as follows:

1. Experimentation is a design in quantitative research as a purpose to test an idea to determine whether it influences an outcome.
2. Scientific approach is an approach in 2013 curriculum. In this research, researcher combine scientific approach with Learning Design Model based on Competence Attainment.
3. My Hero theme is the fifth theme in Primary Level School / Islamic Elementary School at Fourth Grade First semester. In this study, the researcher will only do experimentation on Subtheme 3 Heroism Attitude, Lesson 4.

F. Hypothesis of Study

Based on the above ideas, the research hypothesis can be put forward as follows:

Ha : There is a significant difference from the result of implementation thematic learning with scientific approach on the theme My Hero at Fourth Grade SDN Ketawanggede Malang

Ho : There is no significant difference from the result of implementation thematic learning with scientific approach on the theme My Hero at Fourth Grade SDN Ketawanggede Malang;

CHAPTER II

STUDY OF LITERATURES

A. Study of Theory

1. Thematic Learning

Thematic learning is an approach in learning that intentionally hooking some good aspects in intramata subjects or between-subjects. With the integration, the learners will gain entirety knowledge and skills so that learning become meaningful for learners.[8]

In the learning process, the nature of meaning is something that is very important for students. Learners will be able to understand the concepts they learn through observation and direct experience during the learning process. When compared with conventional learning, thematic learning course more emphasis on the involvement of learners.

As the reason for the development of 2013 curriculum, that the human resources in Indonesia still needs to be fostered in order to have sufficient knowledge and skills to be able to live well in the community. This coaching one of them is given by way of providing a good learning experience for students in the school. Of course it is expected that the role of educators to be able to design and implement appropriate learning experiences.

[8] Abdul Majid, *Pembelajaran Tematik Terpadu* (Bandung: PT Remaja Rosdakarya, 2014), p. 85

Before it, thematic learning just implement in low grade, and high grade every subject taken with separately or stand with its self. In the implementation in 2013 curriculum, primary schools students not learning each subject separately. Learning based on integrative thematic that is implemented in this primary school level serve the process of learning based on theme for combination with others subject.[9]

Thematic learning is defined as a learning that is designed based on the certain theme.[10] For example, theme "My Self" can be observed from various subject. What the part of my body, can be classification to science subject. The amount part of my body, can be classification to mathematic subject. Describe my self, can be classification to Indonesian Language subject. Also the others, when those theme can be related in other subject.

This thematic learning of course have many characteristics that very important to understand and implemented in the process. Some of them, centered in students, give the direct experiences, separation of subject are not clear, serve the concept from various subject, flexibel, result of learning suitable with interest and student needed, and use study while playing and enjoy principle.[11]

[9] E. Mulyasa, *op.cit.*, p. 170
[10] Trianto, *Desain Pengembangan Pembelajaran Tematik Bagi Anak Usia Dini TK/RA & Anak Usia Kelas Awal SD/MI* (Jakarta: Kencana, 2011), p. 147
[11] *Ibid*., p. 163

2. Thematic Integrative Learning Design Model

In Big Indonesian Dictionary explained that there are at least four meanings of the word models, among others, as follows:

1) The model is a pattern that becomes an example, reference, and diversity.
2) The model is the one that is used as an example to be painted.
3) The model is a person whose work demonstrates examples of clothing that will be marketed.
4) The model is a small counterfeit goods with the form (form) exactly as imitated, such as model airplanes.[12]

Of the four definitions of the models mentioned above, the number one is the definition relevant to the learning context. Because it is true that the so-called learning model will not be separated from the pattern, sample, or a reference that can be used as guidance in implementing the learning.

In contrast again with the opinion of experts who have many lessons proposed definition of the term learning model based on the viewpoint of their own. Gagne and Briggs in Mulyana refer to the model of learning as *"Instructional model"*, and defines it as follows[13] :

> "An integrated set of strategy components such as: the particular way the content ideas are sequenced, the use of overview and summaries, the use of examples, the use of practice, and the use of different strategies for motivating the students".

[12] Hasan Alwi dkk, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2002), p. 751
[13] Iif Khoiru Ahmadi dan Sofan Amri, *Pengembangan & Model Pembelajaran Tematik Integratif*, (Jakarta: PT Prestasi Pustakaraya, 2014), p. 55

Meanwhile, according to Sudrajat (2009), the learning model is basically a form of learning that is reflected from start to finish typically presented by the teacher. In other words, the learning model is a wrap or ningkai of application of an approach, strategies, methods, techniques, and tactics / learning styles.[14]

Approach in learning can be defined as a point of departure or our view of the learning process, which refers to a view of the occurrence of a process that are still very common, accommodating therein, inspire, strengthen, and underlie learning methods with a particular theoretical coverage. Learning strategy is an activity that must be done by teacher and learners to learning objectives can be achieved effectively and efficiently. Furthermore, with the thought of David and Sejaya states that the meaning contained learning strategies planning. This means that the strategy is still basically conceptual about the decisions to be taken in the implementation of learning. Learning methods can be interpreted as the means used to implement the plan that has been prepared in the form of real and practical activities to achieve learning objectives. Learning techniques can be defined as the way a person does in implementing a specific method. Tactics / learning style is the style of a person in performing specific methods or techniques, ranging from individual learning.

[14] *Ibid*, p. 57

Referring to the opinion of Joyce dab Weil is : "A pattern or plan, the which can be used to shaped a curriculum or course to select instructional materials, and to guide a teacher's actions." (A pattern or plan, which can be used to shape the curriculum or courses to choose teaching materials, and to guide the actions of teachers).

From the formula above, the characteristics of the model that should exist as an element in any learning model, namely 1) The orientation of the model; 2) learning model; 3) the application; and 4) the impact of instructional and broadcaster.

From the definition above, it can be concluded that the learning model is a plan or pattern that can be used as a guide in implementing the learning, design materials, and guide action / action teachers in classroom settings or other settings. The learning model must also have the characteristics mentioned above. Because learning model involves many elements, then the learning model is a wrap or frame of the application of an approach, strategies, methods, techniques, and tactics / learning styles.

Speaking of learning model is closely related to instructional design because the two are bonded and work synergy. So that a teacher can prepare lesson plan well, it should pay attention to instructional design. Thus, learning design is one component pembalajaran which plays an important role to support the success of the learning process.

According to Shambaugh instructional design as an intellectual process that helps teachers in analyzing the needs of learners in a systematic and structured plan to meet those needs. Thus, it can be said that according Shambaugh instructional design geared to analyze the needs of students in learning and then attempt to assist in responding to those needs.[15]

In a simple design of learning can be defined as the process of designing learning objectives, learning materials, learning experiences, learning resources, and evaluation of learning based on the characteristics of the learners so that learners are willing and able to learn. Thus, designing learning activities must be preceded by analyzing the development of learners.

3. Learning Model Design Based on Achievement of Competence

The main keywords in the model-based instructional design competency achievement is the word competence. Masnur Muslich has five formulation sense of competence that must be observed, including the following:

1. Competence derived from the word competence according to Hall and Jones interpreted as a statement that describes the appearance of a particular ability as a whole which is a dialectic

[15] Novan Ardy Wiyani, *Desain Pembelajaran Pendidikan Tata Rancang Pembelajaran Menuju Pencapaian Kompetensi*, (Yogyakarta: Ar-Ruzz Media, 2013), p. 23

(fusion) between knowledge and abilities that can be observed and measured.

2. Spencer and Spencer argued that competence is a fundamental characteristic of a person associated with reciprocity with an effective criteria and or circumstances. This means that the competence is deep enough and last long as a part of one's personality so that it can be used to predict a person's behavior when dealing with various situations and problems. Competence can also cause or predict behavior change. Then, uga competence can determine and predict whether a person can work well or not in a specific size in, particular, and standards.
3. Mardapi argued that competence is a combination of knowledge, skills, and application of both the task in employment.
4. Richards argues that the term competency refers to behavior that can be observed, which dibutuhnkan to complete daily activities successfully.
5. Research and Development Puskur Events Calendar provides a formula that competence is knowledge, skills, and basic values are reflected in the habit beripikir and act. Habits of thinking and acting consistently and continuously ensure that they

become competent in the sense of having the knowledge, skills, and values basic to do something.

Masnur Muslich revealed that of the five competencies above, basically competence is capable power, a sense of power, and power follow someone who is ready to be actualized when facing the challenges of life, both at present and in the future.[16]

Then Gordon explains some aspects or domains contained in the concept of competence as follows.

1. Knowledge, namely in the field of cognitive awareness, for example, a teacher knows how to identify learning needs and how to perform the learning of the students according to their needs.
2. Understanding, namely the cognitive and affective depth possessed by the individual. For example, a teacher who will carry out the study should have a good understanding of the characteristics and conditions of learners in order to implement effective and efficient learning.
3. Ability, which is something that is owned by an individual to perform a task or job assigned to him. For example, the ability of teachers to select and create simple props to give ease of learning to students.

[16] Masnur Muslich, *KTSP: Pembelajaran Berbasis Kompetensi dan Kontekstual* (Jakarta: Bumi Aksara, 2011), p. 16

4. Value, which is a standard of behavior that has been believed and psychologically been fused in a person. For example, the standard of teachers in the learning behavior (honesty, openness, democracy, etc.).
5. Attitude, that feeling or reaction to a stimulus that comes from outside. For example, a reaction to the economic crisis, the feeling against dismissal cases, and others.
6. Interests, namely the tendency of a person to do the deed. For example, an interest in learning or doing something.[17]

From the description above can be concluded, that the design of competence-based learning is the process of designing the achievement of learning objectives, learning materials, learning experiences, learning resources, and evaluation of learning based on the characteristics of the learners so that learners have the knowledge, attitudes, and skills as stock in the future. Characteristics of instructional design models are as follows:

1. Focus on the implementation of learning to the learners so that arranging instructional design should pay attention to the development of learners.
2. Oriented to the achievement of competence, rather than on the achievement of the content or learning materials.

[17] E. Mulyasa, *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi*, (Bandung: Remaja Rosda Karya, 2005), p. 39

3. Preparation of the learning objectives emphasize the achievement of competence in students, both individually and classical.
4. Experiential learning is directed so that learners can achieve a variety of competencies that have been determined, both competence in the cognitive, affective, and psychomotor.
5. In designing a learning experience, teachers incorporate a variety of strategies, media, and learning resources that can generate activeness of learners.
6. Learning resources are compiled in instructional design is not only teachers, but also other learning resources that meet the educational elements.
7. Evaluation of learning is done to determine the achievement of competence that includes three domains, namely cognitive, affective, and psychomotor.[18]

The procedures in the development of design models of competency-based learning achievement is as follows :

1. Analysis of Development of Elementary School Students

   Analysis of the development of learners based on the level of education is a non-academic needs analysis. Desmita revealed that the development is not limited to a growing sense of growth, but it also contains a series of changes that take

[18] Novan Ardy Wiyani, *Desain Pembelajaran Pendidikan Tata Rancang Pembelajaran Menuju Pencapaian Kompetensi*, (Yogyakarta: Ar-Ruzz Media, 2013), p. 59-60

place in a continuous and permanent nature of bodily functions and spiritual owned by individuals heading to maturity stage through growth, maturation, and learning.[19] Analysis of the development of learners is a teacher effort in reviewing the physical and psychological changes of learners within a certain time period to determine the various problems they face in the learning process. Such changes include three aspects, namely cognitive, affective, and psychomotor.

Learners who are at the elementary school period is the end of the period of childhood, which is approximately within the range between the ages of six / seven years until it was time for students to be sexually mature individuals around the age of thirteen. Sigmund Freud gave the name of this phase of primary school age with a latent phase, which drives the self-learners seemed to settle (latent), not tempestuous as ever before and afterward. Elementary age period can be broken down into two phases, among others:

a. The period of low-grade elementary school, when students are in classes 1, 2, and 3 at the age of about 6 to 9 years;
b. Period upscale SD, when students are at grade 4, 5, and 6 at the age of about 9 to 13 years.

[19] Desmita, *Psikologi Perkembangan Peserta Didik: Panduan bagi Orang Tua dan Guru dalam Memahami Psikologi Anak Usia SD, SMP, dan SMA* (Bandung: Remaja Rosda Karya, 2009), p. 9

Sign in grade 1 at primary school level is an important event in their lives that lead to changes in attitudes, values, and behaviors. During the last year or two years on childhood physical changes that stand out that can lead to changes in attitudes, values, and behaviors because towards the end of this period elementary school students as an individual prepare themselves physically and psychologically to enter adolescence.[20] All this in turn affect the development of cognitive (intelligence), affective (feeling), and psychomotor (motion) learners as follows.

The development of cognitive aspect of this is a change in thinking or intellectual ability learners.[21] The cognitive abilities of the curriculum in 2013 are grouped into five stages from the most simple to the complex, which is to know, understand, apply, analyze, and evaluate the science, technology, art, and culture are learned in a social context nationality. It can be said if learners have had kemampan to think through a sequence of cause and effect and begin to recognize the many ways that can be taken to resolve the problems it faces. Elementary school age learners are able to consider logically result of a condition or situation and know some rules or strategies of thinking, such

[20] Mgs. Nazarudin, *Manajemen Pembelajaran: Implementasi Konsep, Karakteristik, dan Metodologi PAI di Sekolah Umum*, (Yogyakarta: Teras, 2007), p. 45

[21] Aliah B. Purwakania, *Psikologi Perkembangan Islami: Menyingkap Rentang Kehidupan Manusia dari Prakelahiran hingga Pascakematian* (Jakarta: Raja Grafindo Persada, 2006), p. 135

as addition, subtraction, multiplication, and sort something radiant and able to understand the operation in a number of concepts such as 2x5 = 10 and 10: 5 = 2.[22] Thus, the typical properties of elementary school age children is real, practical, and concrete so as to make them have a high curiosity and love doing various activities that are practical.

Next is the affective aspect which can also be called emotional capabilities. This affective aspects associated with feelings, emotions, value systems, and the attitude of the heart which shows the acceptance or rejection of something. In the 2013 curriculum, affective abilities consists of five stages, namely receiving, running, respect, appreciate, and practice. Some research suggests that the development of primary school age learners affective heavily influenced by the results of their identification to the attitude of the people whom he considered as a model, such as parents, brothers, and teachers.[23]

While aspects of psychomotor development at the age of elementary school associated with motor skills associated with limb or actions that require coordination between the nerves and the brain. Psychomotor ability in 2013 curriculum consists of seven stages, among others observe, ask, try, processing, present, reasoning, and creative. Environmental and economic

[22] Desmita, *op.cit.*, p. 104.
[23] Mgs. Nazarudin, *op.cit.*, p. 47

status also affects the psychomotor development of learners. Learners who come from the upper socio-economic levels tend to have fewer skills than students who come from lower levels. Skills to be displayed on elementary students are helping skills and play skills.[24]

Both the above requirement can be known by a variety of techniques in the field, such as interviews, observation, and further documentation of new studies determine the topic or theme of learning. Learning theme can be determined by academic or non-academic needs. Competence to be achieved tailored to the theme of learning. Competence is an ability that can be measured and observed as expected learning outcomes can be achieved. To assure that competence is the result of learning that can be observed, further developed measuring devices of each competency expected.

2. Development

Development is the process of organizing the subject matter and the development of the learning process. Course material prepared in accordance with the expected competencies. Then, the learning process shows how should learners experiencing learning activities.

[24] Mgs. Nazarudin, *op.cit.*, p. 47

3. Development of Evaluation Tool

Anas Sudijono evaluation reveals that the word is synonymous with assessment. This is because evaluation is a basic word value, which means the value. Meanwhile, in terms, Edwind Wandt da Gerald W. Brown revealed that *the evaluation refer to the act or process to Determining the value of something*. Thus, the evaluation refers to an action or a process to determine the value of something.[25] Suchman, argues that evaluation is a process to determine the achievements of some of the activities that have been planned to support the achievement of these activities.[26] Bloom introduces the types of learning evaluation consisting of a formative evaluation and summative evaluation.[27] This formative evaluation was conducted in each learner completes learning some basic competence (KD) to be achieved in certain subjects in one subject these subjects. The goal is to assess the level of achievement of a KD. If there are students who do not achieve them then held a remedial. Meanwhile, summative evaluation is conducted every learner finished ferreting out some basic competencies to be achieved in certain subjects in some subjects of these subjects. This evaluation is usually carried out

[25] Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: Raja Grafindo Persada, 2011), p. 1
[26] Suharsimi Arikunto dan Cepi Safruddin Abdul Jabar, *Evaluasi Program Pendidikan: Pedoman Teoritis Praktis bagi Mahasiswa dan Praktisi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 1
[27] Ahmad Janan Asifudin, *Mengungkit Pilar-Pilar Pendidikan Islam: Tinjauan Filosofis* (Yogyakarta: Suka Press, 2010), p. 159

in every middle and end of the lesson. Thus, summative evaluation is intended to assess the achievement of the learning outcomes of students on various competencies that must be mastered in a period, such as the end of the semester and in the last class.[28]

There are two techniques that can be used by teachers in implementing the above two types of learning evaluation. The first is learning evaluation techniques using the test, and the second is learning evaluation techniques using nontes.

In the world of education, particularly in school tests used to measure the achievement of learners in cognitive domains, such as knowledge, comprehension, application, analysis, synthesis, and evaluation. The use of the test as one of the instruments in the evaluation of learning has been known since time immemorial, since the knowledge of education itself. This indicates that the test has a special meaning in the world of education, especially in the learning process.[29] Judging from the shape of the answers learners, the test is divided into three, namely the written tests, oral tests, and test actions.[30] The written test can be a description, true-false, multiple choice, matching, and stuffing. While learning evaluation techniques

[28] Sumiati dan Asra, *Metode Pembelajaran* (Bandung: Wacana Prima, 2008), p. 201
[29] Zainal Arifin, *Evaluasi Pembelajaran: Prinsip dan Prosedur* (Bandung: Rosda, 2012), p. 117.
[30] *Ibid.*.

nontes include observation, interviews, attitude scales, checklists, and incidental records.

4. Scientific Approach

Scientific method or approach is a combination of the original learning process uses exploration, elaboration, and confirmation. Then equipped with observing, inquire, reason, tried, and communicate.[31] In a scientific approach concept that presented by the Ministry of Education and Culture, there are at least 7 criteria described in the scientific approach. These seven criteria are:

a. Learning materials based on facts or phenomena that can be explained by logic or reasoning given; not limited to roughly, fantasy, legend, or a mere fairy tale.
b. Explanation teacher, student response, and teacher-student educative interaction free from prejudice necessarily, subjective thinking, reasoning or deviating from logical reasoning.
c. Encourage and inspire students to think critically, analytically, and precise in identifying, understanding, solve problems, and apply the learning materials.
d. Encourage and inspire students were able to think in a hypothetical in look at the differences, similarities, and link to each other from learning material.

[31] Kemendikbud, *Pengembangan Kurikulum 2013*, (Jakarta: Paparan Mendikbud dalam Sosialisasi Kurikulum 2013)

e. Encourage and inspire students to understand, apply, and develop a pattern of thinking that is rational and objective in responding to learning materials;

f. Based on the concept, theory, and empirical facts can be accounted for.

g. The learning objectives are formulated in a simple and obvious, but interesting presentation system.

The essence of learning by using this approach is that the learning process does not only happen in the classroom, but also in the school environment and the community. The three of gold pillars are the development of attitudes, skills, and knowledge of learners who are the beginning target of the 2013 curriculum should continue to be built during the learning process is ongoing. Teachers are not the only source of learning for students. More broadly, they can learn from the environment as well as by way of example that given by the teacher and the environment.

Scientific method was first introduced to the science of American education in the 19th century, as a formalistic emphasis on laboratory methods that lead to scientific facts.[32] The scientific method has the characteristics of "doing science". This method allows teachers or curriculum developers to improve the learning process, namely by breaking the process into steps or stages that contains detailed

[32] D Hudson, *Laboratory work as scientific method : Three decades of confusion and distortion*. Journal Of Curriculum Studies, 28 (2), p. 115-135

instructions for conducting student learning.[33] This is the basis of 2013 curriculum development in Indonesia.

Scientific approach or a more general approach is said to be a scientific approach in the 2013 curriculum. In practice, there is what makes the scientific method or approach. However, the characteristics of a scientific approach not unlike the scientific method (scientific method). In accordance with the Competency Standards, learning objectives include the development of the realm of attitudes, knowledge, and skills elaborated for each educational unit. The third sphere of competence has a trajectory acquisition (psychological processes) are different. Attitudes acquired through activity "receiving, running, appreciate, and practice". Knowledge gained through the activity of "remembering, understanding, applying, analyzing, evaluating, and creating." The skills acquired through the activity of "observe, inquire, try, reasoning, and create". Characteristics along with differences in the trajectory acquisition of competence to participate affect the characteristics of standard processes.[34] Scientific approach in the study referred covering observe, inquire, reason, try, forming a network for all subjects.

To strengthen the scientific approach is necessary to reasoning and critical attitude of students in order to search (discovery). In order to be called a science, a search method (method of inquiry) should be

[33] Maria Varelas and Michael Ford, *The Scientific method and scientific inquiry: Tension in teaching and learning* (USA: Wiley InterScience, 2009), p. 31
[34] Permendikbud No. 65Tahun 2013 (Jakarta: Kemendikbud)

based on evidence of the object observable, empirical and measurable with the principles of the specific reasoning. Because the scientific method generally includes a series of data collection activities or facts through observation and experimentation, and then formulate and test hypotheses. Actually what is discussed with reference to the scientific method: (1) the existence of a fact, (2) the nature of prejudice-free, (3) the nature of the objective, and (4) the existence of analysis. With the scientific method as it is expected we will have the nature of love of objective truth, not easily believe in things that are not rational, curious, is not easy to create prejudice, always optimistic.[35]

Furthermore, the scientific approach is a way or mechanism to gain knowledge by procedures based on a scientific method. The learning process must avoid the properties or non-scientific values. Includes is based solely on intuition, common sense, prejudice, discovery through trial and error, and from critical thinking.[36] Changes in the learning process (from the students were told become a student to find out) and the assessment process (from output-based become based on process and output). Learning assessment using authentic assessment approach (authentic assessment) that assess a student's readiness, processes, and learning outcomes in their entirety.[37]

[35] Kemendikbud, *Pengembangan Kurikulum 2013*, (Jakarta: Paparan Mendikbud dalam Sosialisasi Kurikulum 2013), p. 141
[36] *Ibid.*, p. 142
[37] Permendikbud No. 65Tahun 2013 (Jakarta: Kemendikbud)

Scientific approach became a trending topic on the implementation of the 2013 curriculum. Learning based on scientific approach is more effective results compared with traditional learning. The research proves that the traditional learning, retention of information from teachers 10 percent after 15 minutes and the acquisition of contextual understanding 25 percent. In a scientific approach based learning, retention of information from the teacher for more than 90 percent after two days and the acquisition of contextual understanding by 50-70 percent.

5. Direct Instruction Learning Model

Direct Instruction learning model, known as the direct teaching model is one approach to teaching that is designed specifically to support the teaching and learning process of students with regard to knowledge declarative and procedural knowledge are well structured that can be taught with the activity pattern of gradual, step by step.[38]

According to the theorists of learning, declarative knowledge (can be expressed with words) is the knowledge of something, while procedural knowledge is knowledge about how to do something. The characteristics of the direct teaching model is as follows:[39]

1. The learning objectives and the influence of the model on learners including learning assessment procedures

[38] Trianto, *Pemilihan Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*, (Jakarta: Prestasi Pustaka Publisher, 2007), p. 29
[39] *Ibid*, p. 29-30

2. The syntax or the overall pattern and flow of learning activities
3. The environmental management system and learning models necessary to make certain learning activities can take place successfully.

Modelling is the main approach to learning directly. Modelling means to demonstrate a procedure to learners. Modelling follow the sequence as follows:

1. The teacher demonstrates the behavior to be achieved as a result of learning.
2. The behavior is associated with other behaviors that have been owned by the learner.
3. The teacher demonstrates the various parts of the behavior by way of a clear, structured and sequential accompanied by an explanation of what he did after each step is completed.
4. Learners need to remember the steps he saw and then mimicked.[40]

The advantages of the Direct Instruction learning model is the teacher control the content of the materials and sequence information received by the learners so as to maintain the focus on what should be achieved by learners. With teacher-centered learning, the learning success depends on the teacher. If the teacher is not in preparation, knowledge, confidence, enthusiasm, the learners can become bored, distracted, and learning will be hampered. This model is also very

[40] Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM,* (Yogyakarta: Pustaka Pelajar, 2009) p. 47

dependent on the way the teacher communication. If teacher can not communicate properly it will make learning to be less well too.

In addition, there are deficiencies in the Direct Instruction Learning Model is that if too often use of this learning model will make the assumption that the teacher will tell students all the information they need to know. This model emphasizes listening activities (through lectures) and observe activities (through demonstrations), thus helping learners learn by matching these ways. With the main demonstration activities, then it is very dependent on the observation skills of learners. In reality, many learners are not good observer so often miss important things that should be known.[41]

B. The Previous of Study

Previous research is an attempt to show that this research is not a new research study. Evident from the many discovery of research result has been done by previous researchers. Previous research was used as a comparison of the existing work, either weakness or strenghtness that exist before. In addition, previous studies also have a substantial amount of research that will be conducted as a theory reference or information relating to the title that will be discussed in a study.

1. Journal written by Fauziah Resti, Ade Gafar Abdullah, Dadang Lukman Hakim in August 2013, entitled " Basic Electronics

[41] Rudi, "Model Pengajaran Langsung (Direct Instruction)", dalam *http://rudy-unesa.blogspot.com//2011/05/model-pengajaran-langsung-direct.html*, diakses 02 Juli 2015

Scientific Learning Oriented Problem Based Learning". The journal is published by the Education Studies Program of Electrical Engineering Education UPI of Bandung. From the research results, revealing that the RPP-based scientific approach through PBL learning model successfully motivate and grow internal attitude on the learner. Stages of the scientific approach can improve the ability of learners to observe, inquire, reason, tried, and communicate findings, so that a positive impact on the ability of soft skill. Perceived portfolio-based assessment more objective and authentic assess learners' performance.[42]

2. Thesis written by Arifudin Hidayat in May 2014, entitled "Application of Scientific Approaches to Islamic Religious Education Lesson For Improving Learning Achievement Class IB 1 Bantul SDN Academic Year 2013-2014". From his research, student achievement SDN IB grade 1 Bantul in PAI learning after applying the scientific approach has increased. Broadly speaking, the stages of the scientific approach implemented in this study such as observing, ask, try, reasoning, and forming networks has been implemented fully well. The first meeting of the first cycle in this

[42] Fauziah Resti, Ade Gafar Abdullah, Dadang Lukman Hakim, "Pembelajaran Saintifik Elektronika Dasar Berorientasi Pembelajaran Berbasis Masalah", Program Studi Pendidikan Teknik Elektro Universitas Pendidikan Indonesia Bandung, Agustus, 2013.

study using model Discovery Learning. While the second cycle using model Project Based Learning.[43]

3. Thesis written by Reni Sintawati June 2014, entitled "Implementation of Scientific Approach Model Discovery Learning in Islamic Religious Education Learning in SMAN 1 Jetis Bantul". From his research, application of scientific approach to discovery learning models in PAI learning in SMAN 1 Jetis Bantul can make learners enthusiastic in participating in learning, curiosity growing, active, learner-centered, and can develop the ability to communicate.[44]

Of the three results of these studies, both discussed about scientific learning as an alternative learning effective and efficient. But there is a fundamental difference between research on the research that is being researchers examine, namely the context of school subjects, levels of school, and learning model used.

Based on previous studies which have been found by researchers, it can be concluded in the following table:

[43] Arifudin Hidayat, "Penerapan Pendekatan Saintifik pada Mata Pelajaran Pendidikan Agama Islam Untuk Peningkatan Prestasi Belajar Kelas IB SDN 1 Bantul Tahun Ajaran 2013-2014", *Skripsi*, Fakultas Tarbiyah UIN Sunan Kalijaga, 2014

[44] Reni Sintawati,"Implementasi Pendekatan Saintifik Model Discovery Learning dalam Pembelajaran Pendidikan Agama Islam di SMA Negeri 1 Jetis Bantul", *Skripsi*, Fakultas Tarbiyah UIN Sunan Kalijaga, 2014.

Table 2.1 Originality Of This Research				
No.	**Title Of Research**	**Similarities**	**Differences**	**Originality Of This Research**
1.	Journal written by Fauziah Resti, Ade Gafar Abdullah, Dadang Lukman Hakim, 2013, with the title " Basic Electronics Scientific Learning Oriented Problem Based Learning"	Equally discusses the implementation of scientific learning as an alternative learning effective and efficient	context subjects grade levels	This study will try to do thematic learning with Scientific Approach. Activities in this lesson in design as attractive as possible so that students have more spirit, motivated, and raises the significance in participating in the learning process.
2.	Thesis written by Arifudin Hidayat in May 2014, entitled "Application of Scientific Approaches to Islamic Religious Education Lesson For Improving Learning Achievement Class IB 1 Bantul SDN Academic Year 2013-2014".	Equally discusses the implementation of scientific learning as an alternative learning effective and efficient	context subjects grade levels	
3.	Thesis written by Reni Sintawati June 2014, entitled "Implementation of Scientific Approach Model Discovery Learning in Islamic Religious Education Learning in SMAN 1 Jetis Bantul"	Equally discusses the implementation of scientific learning as an alternative learning effective and efficient	context subjects grade levels	

CHAPTER III

RESEARCH METHOD

A. Location and Time of The Research

This research conducted at SDN Ketawanggede Malang. This study will be done in stages, with the research stages as follows:

1. Planning Phase

   At this stage includes the preparation and submission of the proposal, requested permission to do research, and the preparation of research instruments and devices. This stage will be held in October – November 2014.

2. Implementation Phase

   At this stage, researchers will do research in November 2014.

3. Completion Phase

   At this stage, the researcher will analyze the data that has been obtained in the field and prepare research reports. This phase will begin in November 2014.

B. Approach and Type of The Research

The type of research conducted in this study is quasi-experimental study with a quantitative approach. Stouffer and Campbell formulate a quasi experimental (quasi-experiment) as the experiments that have treatments, impact measurement, experimental units, but do not use

random assignment to create the comparisons in order to conclude that the changes caused by treatment.[38]

This study aims to determine there is a significant difference or not between learning outcomes using conventional learning models and Detective Scientific. In other words, this study will focus on the influence exerted by the Scientific Approach to student learning outcomes. To find how much difference or influence, then should compare between the students' understanding before and after using the Scientific Approach with a class that uses a conventional learning models.

There are several forms of experimental design that can be used in the study, namely: Pree-Experimental Design, True Experimental Design, Factorial Design, and Quasi-Experimental Design.[39] Here is a picture chart of the types of experiments research.

[38] Dicky Hastjarjo, *Ringkasan buku Cook & Campbell (1979) Quasi-Experimentation: Design & Analysis for Field Settings (*Hounghton Mifflin Co.), p. 4
[39] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: Penerbit Alfabeta, 2011), p. 109

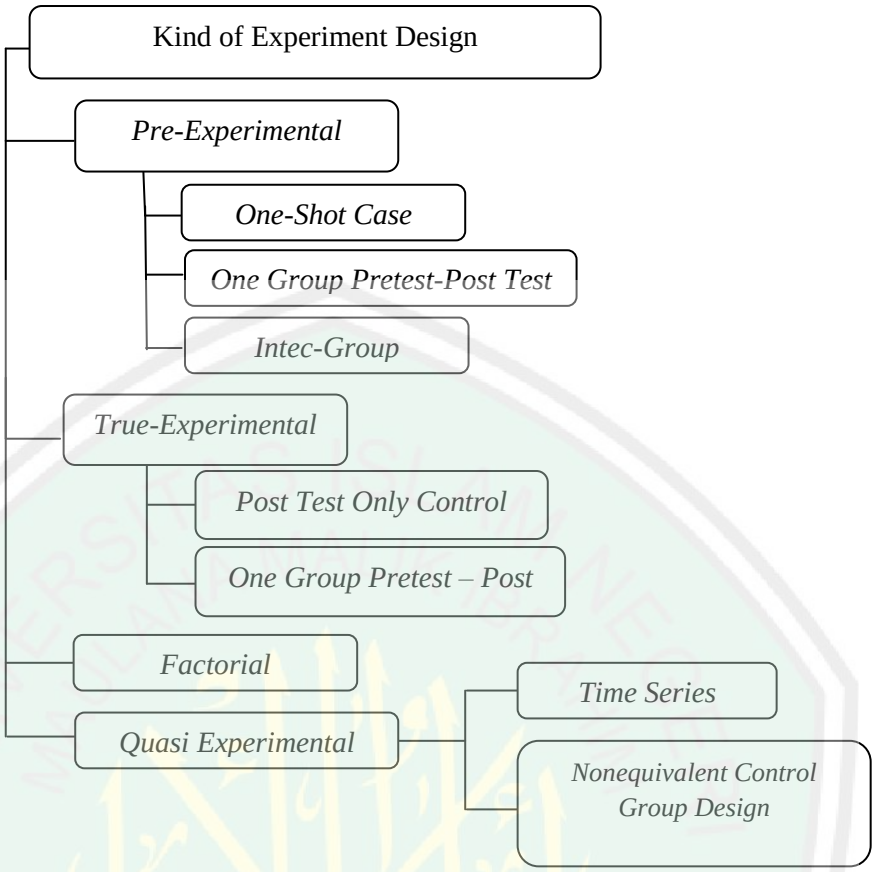

Figure 3.1 Kind Of Experiment Design

Type quasi experiments are traditionally divided into (a) the design of unequal group (nonequivalent control group design), usually conduct the experimental group and the control group were measured before and after treatment, (b) Interrupted time-series design, the treatment effect is usually inferred from comparison measurements behavior is performed several times after treatment.[40]

This research includes quasi-experimental study with the form nonequivalent control group design. In nonequivalent control group design, there are research subjects treated (experimental class) and there

[40] Ibid p. 5

were not given treatment (control group). Type the trad quasi experimental research design of this study as follows:

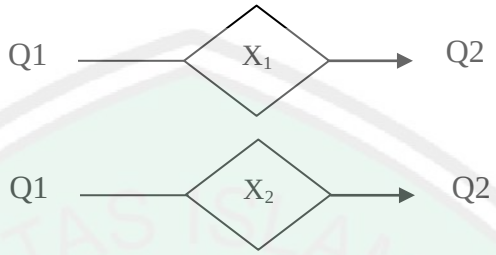

Figure 3.2 Quasi Experimental Research Design

Specification:

Q1 = pre-test is given before the learning process for the experimental group and the control group

Q2 = post-test is given after the learning process for the experimental group and the control group

X1 = the application of thematic learning with scientific detective model for the experimental group

X2 = the application of thematic learning with conventional or traditional learning model for the control group

In this study, experiments were performed by providing treatment in the learning model. In the experimental class is given special treatment when the learning process is done by using the model of scientific detective, while the comparison class using direct instruction model. Both groups received a pretest and posttest before getting treatment and after treatment to see whether there is a significant difference or no in learning

outcomes between the experimental class and the control class. Significant difference between the results of both tests and the final test in the experimental group showed the effect of a given treatment.

C. Data and Data Sources

There are two types of data in the study, the primary data and secondary data. Primary data is data collected directly by the researcher from the data source. In this study, researchers require primary data in the form of the learning process with conventional methods, the learning process with scientific detective method, and the difference between them. To obtain these data, the researchers will conduct directly experiments to the fourth grade students of SDN Ketawanggede Malang.

While secondary data is data that already exists and researchers as a second hand. Secondary data in this research is a recap of fourth grade students learning outcomes SDN Ketawanggede Malang before experiment. To obtain these data, the researchers will ask recap of value to the teacher at the school. The objective is to strengthen the differences in results that occur later.

D. Population and Sample

Population is a generalization region consisting of: objects/subjects that have certain qualities and characteristics are determined by the

researchers to be studied and then drawn conclusions.[41] In this study, the population used is the entire fourth grade students of SDN Ketawanggede Malang.

Meanwhile, the sample is part of the number and characteristics possessed by the population.[42] Due to limited funds, manpower, and time, then the sample will be taken in this study is class IV A and B SDN Ketawanggede Malang. Each class consists of 29 and 28 students. There is one student not enter in control class. So, the students who join the experimentation in control class just 27 students. Class IV A as an experimental group and class IV B as a control group.

E. Research Variables

a. Variables

(X1): Scientific Approach

(X2): Direct Instruction Learning Model

b. Bound variables

(Y): Differences in Student Results

The following diagram the relationship between independent variables and the dependent variable in this study:

[41] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Penerbit Alfabeta, 2011), p. 80

[42] *Ibid.*, p. 81

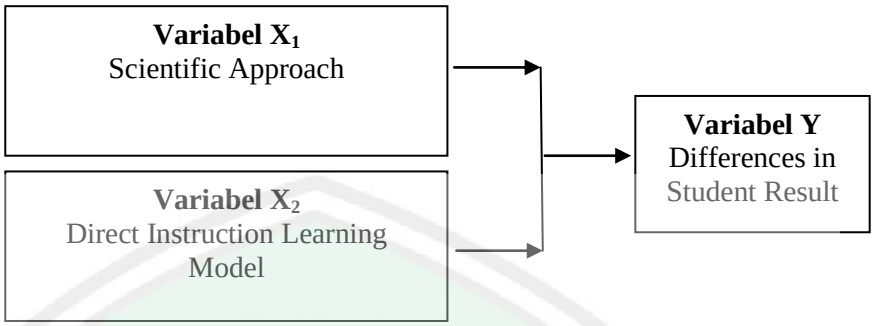

Figure 3.3 The Relationship Between Independent Variable And The Dependent Variable

F. Research Instrument

The research instrument is a device used to measure the natural and social phenomena were observed. Specifically, all of these phenomena are called research variables.[43] In this study, will be divided into two parts research instrument, is as follows.

1. The instrument to collect data learning process
   a. Observation Sheet

      Observation sheet is used to control the learning process to match the desired conditions. Measurement results of observations carried out by using a Likert scale. In this scale to answer using the numbers 1-5 are given the choice of categories is very less, less, pretty, good, and excellent.

      The procedure of making the observation instrument that measures used in this study are:

      1. Develop observation format

[43] *Ibid.*, p. 102

2. Develop grating observation sheet
3. Develop observation sheets based grille that has been made
4. The scoring procedure based on the appropriateness of activities that have been carried out on learning plans that have been made.
5. grille observation sheet

b. Student Questionnaire

Student questionnaire compiled to obtain data on students' opinions on scientific detective learning model. It is also used to determine students' interest towards thematic learning model scientific detective.

c. Teachers and Students Interview Guide

Structured interview guide instrument teachers to obtain data on the development of learners in grade 4 SDN Ketawanggede Malang. Development of learners includes cognitive, affective, and psychomotor. While the interview guide students are prepared to obtain data on students' opinions on scientific detective learning model. It is also used to determine students' interest towards thematic learning model scientific detective.

2. The instrument to collect data in the form of conceptual abilities of students

To collect data in the form of conceptual abilities of students, then use the test as a research instrument. Tests used in the form of cognitive tests as much as 15 matter, consisting of multiple choice 7 and 8 stuffing. Each of these subjects integrated into thematic learning consists of 5 questions. This test is performed twice, ie the pretest and posttest. Pretest is given to students before the students get treatment, this test aims to see the students' initial knowledge about the material prior to learning the scientific detective models. While posttest function to see an increase in achievement KKM after being treated. Tests conducted on two different classes that control class and experimental class.

The research instrument in the form of lesson plans, student achievement test sheets and sheets of scientific detective work will be validated by experts to enhance the results of this study. The tests used to determine the feasibility of a scientific detective learning model to be used in thematic learning activities. For validation, the researchers use a sheet validation by submitting to a number of validators. It can directly be seen on grating instruments as in the table below :

Table 3.1 Test Instrument			
Subject	**Indicators**	**Items Number**	**Amount of Items**
1. PPKn	- Students be able to explain consequence from supporter action that not good. - Students be able to explain obligation as a supporter.	1, 2, 4, 6, 7, 27, 18, 19	8
2. Matematika	- Students be able to finish problem which related to integer. - Student be able to explain the answer from a question that finished.	11, 12, 13, 14, 15, 20	6
3. Bahasa Indonesia	- Students be able to write something related to Susi Susanti and its consequence. - Students be able to give an opinion or a review from a text that gived.	3, 5, 8, 9, 10, 16	6

G. Validity dan Reliability

Validity is a measure that indicates the levels of validity of an instrument. A valid instrument has high validity, otherwise the instrument which is less valid means to have low validity.[44] Instruments are valid means of measuring instruments used to obtain data (measure) were valid.

[44] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek edisi revisi V* (Jakarta: Rineka Cipta, 2002), p. 144

Valid means that the instrument can be used to measure what should be measured.[45]

For instruments in the form of tests, testing the validity of the content can be done by comparing the contents of the instrument with the subject matter that has been taught. A teacher who gave the exam outside the subject matter, it means that the test instrument does not have the validity of the content. Technically testing the validity of the content can be helped by using a grating instrument.

Beads of instruments subsequently consulted with the expert instrument. Experts instruments give an opinion on the instruments that had been developed by a decision of instruments can be used without any repair, the repair or instrument may be replaced in its entirety.

This research instruments validated by fourth grade teacher is Mrs. Lilis Sri Indah, S.Pd. after consultation with the teacher, then it is feasible instrument used for research without revision (appendix 7). After consultation with experts instrument, the instrument further tested and analyzed by item or different test.

Item analysis is done by calculating the correlation between the instruments item scores with a total score and different test carried out by testing the significance of differences between 27% of top group scores

[45] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2009), p. 121

and 27% under group scores. Testing different test analysis can use the t-test. [46] This testing done by the formula :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_{gab}\sqrt{(\frac{1}{n1} + \frac{1}{n2})}}$$

With :

$$S_{gab} = \sqrt{\frac{(n_1 - 1)s_{1^2} + (n_2 - 1)s_{2^2}}{(n_1 + n_2) - 2}}$$

Information :

S_{gab} = composite Varians

$\bar{x}_1$ = average of first sample

$\bar{x}_2$ = average of second sample

s_{1^2} = sample varians 1

s_{2^2} = sample varians 2

n_1 = sample amount 1

n_2 = sample amount 2

To know the difference is significant or not, then the price of t_{count} should be compared with the price of t_{table}. When t_{count} greater than t_{table}, then the difference is significant.

Based on the calculation of the data relating to the validity of those instruments, the result is that the price of t_{count} is greater than t_{table} (t_c =

[46] Sugiyono, *Metode Penelitian Kuantitaif Kualitatif dan R&D* (Bandung: CV Alfabeta, 2011), p.128

9,64 > t_t = 2,228), it can be concluded that the instrument is valid. (Appendix 9)

While reliability testing of instrument can be done externally and internally. Externally, the test can be performed by t-test (stability), equivalent, and a combination of both. Internally, reliability of the instrument can be tested by analyzing the consistency of the grains that exist on the instrument with a certain technique. Reliability testing instrument using moment product correlation with the formula : [47]

$$r_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_{i^2} - (x_i)^2\}\{n\sum y_{i^2} - (y_i)^2\}}}$$

Information:

r_{xy} : Correlation coeffisien of odd and even group score

x_i : score of odd instrument group

y_i : score of even instrument group

n : amount of test member

Then put into the Spearman Brown formula[48] :

$$r_i = \frac{2r_b}{1 + r_b}$$

Information :

r_i : internal reliability of instruments

r_b : moment product correlation between first and second (r_{xy})

Based on calculation of data related to reliable or not those instruments, got the result that the r_{count} price larger than r_{table} price (r_{count} =

[47] Sugiyono, *Statistika untuk Penelitian* (Bandung: CV Alfabeta, 2010), p. 356
[48] *Ibid.*, p. 359

0,89 > r_{table} = 0,404), it can be concluded that the instrument is declared reliable (Appendix 10).

H. Data Collection Techniques

The main activities in a research one of which is to measure the variables that exist in the research. So that we know the result of these measures, we need a means of measuring research by using research instruments. The instrument of this study then be used to collect data. Data collection techniques used in this study are :

1. Test methods

   This method is used for data collection by providing a number of questions on the topic of the material that has been given to the study subjects. The test method used in this research to determine the data on student learning outcomes. This form of a multiple choice test that includes questions relating to course materials on themes My Hero Sub Theme 3 Heroism. Tests in this study there are two parts, namely:

   a. Pre-Test

      This test is used to determine the first ability of the students before use thematic learning with scientific approach and direct instruction learning model. Each test for experiment class and control class.

   b. Post-Test

This test is carried out at the end after the application of thematic learning with scientific approach and direct instruction learning model. This test is used to determine differences in student learning outcomes.

2. Documentation methods

Method of documentation is one way to search for data on matters or variables in the form of notes, transcripts, agendas, and so on.[49] The method used in this documentation method to retrieve the documents that already exist. In this study, the documents to be retrieved is the syllabus, lesson plans, student worksheets, sheet material students, recaps value or student learning outcomes before the study was conducted.

3. Lesson Observation Sheet

Observation sheet was used to observe teachers and students in learning activities. This sheet is used to measure the achievement of Scientific Approach steps. Preparation of observation sheet can be broken down as follows:

1. Determine the subject or aspect of behavior that will be observed
2. Determine the type of observation
3. Determine the observation strategy
4. Perform validation.

[49] Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktis* (Jakarta: Penerbit Rineka Cipta, 2010) , p. 274

4. Interview data Teachers and Students

To obtain the data analysis on the development of primary school age learners, especially in fourth grade in SDN Ketawanggede Malang. This teacher interview data obtained before learning model experiments performed. While the student interview data obtained after the process of thematic learning with scientific approach.

5. Student questionnaire data

Questionnaire responses of students to obtain student response data for thematic learning of scientific approach after the end of the learning process.

6. Data Validation Expert

Data validation experts then analyzed descriptively by reviewing the results of expert assessment of the learning with scientifi learning. The results of the study are used as input to revise or refine the models used. The data obtained from the expert validation data collection using validation sheet.

I. Data Analysis Techniques

The data analysis technique that is used to describe the data this research result is descriptive statistics using the modus, median, mean, variance, and standard deviation. While for analyzing data used analysis requirements test with homogeneity test and normality test. To test the

hypothesis of differences in student learning outcomes, normally distributed data using parametric statistics with the independent sample t-test.

1. Deskripsi Data

a. Modus (Mo)

Modus is an explanation technique based on value groups that are popular (which is becoming a mode) or the value that often arise in the group.[50]

b. Median

The median is one of group explanation technique based on the the midpoint of a set of data that has been arranged in sequence from the smallest to the largest, or otherwise from the largest to the smallest.[51]

c. Mean

Mean is a group explanation technique based on the average value of the group. Mean is obtained by summing the data of all individuals in the group, and then divided by the number of individuals in this group.[52]

2. Requirements Testing of Hypothesis Analysis

a. Homogeneity Test

[50] Sugiyono, *op.cit.*, p. 47
[51] Sugiyono, *op.cit.*, p. 48
[52] Sugiyono, *op.cit.*, p. 49

Homogeneity test aims to determine whether or not a homogeneous distribution of the two groups of data. If both groups have the data distribution the same variance, the group is said to be homogeneous. To test the similarity variance, use the following homogeneity test formula : [53]

$$F = \frac{Greatest\ Varians}{Least\ varians}$$

F price calculation results in consultation with the price of the F_{table} at significance level of 5%, with the numerator dk = number of greater variance data -1 and denominator dk = number of smaller variance data -1. If $F_{count} \leq F_{table}$ then both sets of data have homogeneous variances. In this study will be used to test the homogeneity of SPSS 16.

b. Normality Test

Normality test aims to determine whether normal or not normal distribution of the data. For normally distributed data, the parametric statistical analysis techniques can be used. While for data is not normally distributed then used non-parametric statistical techniques for testing the hypothesis.

3. Hypothesis Testing

Hypothesis testing is done after knowing the level of the sample homogeneity and normality of the data distribution. For normally

[53] Sugiyono, *op.cit.*, p. 140

distributed data, the use of parametric statistics with t-test. Formula t-test was used to test the hypothesis of comparative two independent samples.[54] Conclusions about the acceptance or rejection of the hypothesis can be concluded by comparing the value of t_{count} with the t_{table}. Dk value determined under the provisions of the above with the an error level of 5% to test the two parties. When the price t_{count} is smaller than t_{table}, then Ho accepted and Ha rejected. In this research, hyphothesis testing used SPSS 16.

[54] Sugiyono, *op.cit.*, p. 138

CHAPTER IV

RESEARCH RESULT

A. General Description SDN Ketawanggede Malang

In the exposure data on general description SDN Ketawanggede Malang among others standing history and profile SDN Ketawanggede Malang, vision, mission and objectives, organizational structure of the school, objective conditions of SDN Ketawanggede Malang, geographical conditions of society, the condition of principals, teachers and education personnel, the condition of students, organizational structure, facilities and infrastructure conditions of SDN Ketawanggede Malang, as well as educational activities at SDN Ketawanggede Malang.

The beginning standing, SDN Ketawanggede consists of two schools, namely SDN SDN Ketawanggede I and SDN Ketawanggede II. But based on changed SK number 188.45 / 46 / 37.73.112 / 2013, SDN Ketawanggede I and II were combined and renamed SDN Ketawanggede. That SDN is addressed at Jl. Kerto Leksono No. 93 Lowokwaru District Malang East Java province.[55]

With A accreditation, the elementary school has a vision of Awakening Generation Excellence in Achievement, akhlakul Karimah and cultured environment. Meanwhile, the SDN Ketawanggede mission is as follows:

[55]Based on documentation guide at SDN Ketawanggede Malang by researcher

1. Develop school culture based on IMTAQ order to master science and technology ;
2. Achieving academic and non-academic achievement ;
3. Maximising the potential of learners and educators toward a superior school ;
4. Develop healthy school culture and school cultured environment ;
5. Develop habituation to achieve excellent character ;
6. Realizing environmentally friendly schools so could be driving around the community ;
7. Maintaining human resources through activities oriented to life skills and multiple intellegency accordance with the mental and physical development so that they can live up to the demands of the times ;
8. Provide students with environmental education so as to preserve the environment in the mission of the caliph fil ardi rahmatan lil alamin.

For the purpose of school, SDN Ketawanggede has the following objectives :

1. practicing religion as a result of the learning process and the developer according to grade levels ;
2. Increase the average value of a student's academic achievement ;
3. Improving the quality of the learning process ;

4. Provide education and learning principled education for all ;
5. Organizing effective school management, participatory, transparent and accountable ;
6. Realizing the younger generation of character prima ;
7. Realizing schools public interest.

B. Presentation of Data and Data Analysis

1. Data about thematic learning on the theme My Hero sub theme Heroism Attitude Learning 4 using Direct Instruction Learning Model B-Fourth Class SDN Ketawanggede Malang

Before the study conducted in the classroom, researcher met with the principal of SDN Ketawanggede on Friday, October 21, 2014 at 09.00 pm. In that meeting, researcher has expressed her interest to do research and conduct interviews with the headmaster about research to be conducted. Mr. Bambang Suryadi, as the headmaster of SDN Ketawanggede Malang, said that, the implementation of 2013 Curriculum at SDN Malang Ketawanggede until now been running for three semesters and the process is already quite good.[56]

This was supported by the observation of the researcher, that learning process that taken place in the classroom has followed the thematic curriculum learning path 2013. That was using the theme of learning and the use of official books thematic 2013 for elementary published by Kemendikbud. Mr. Bambang Suryadi also add though

[56] Based on headmaster interview guide at SDN Ketawanggede Malang by researcher

sometimes thematic learning process in 2013 at Elementary School was not fully running smoothly, but they all must be cultivated first in order to be realized learning as much as possible. A problem that often happens is, there are some teachers who can't fully deliver the material with themed models.

Meanwhile, the interview with Mrs. Pujiati, the teacher of IVB, given information that characteristics of B-Fourth learners tend to be heterogeneous.[57] Each individual in the classroom has a different character, although it is possible, there are some that have the same character. Mrs. Lilis added that fourth grade elementary school age is classified in upper class is a class 4, 5, and 6 at the age of about 9 to 13 years. In general, the development of cognitive, affective, and psychomotor of B-fourth grade has been quite good and growing normally like the majority of children.

While Mrs. Lilis, a fourth grade teacher added about cognitive abilities, that class IV A consisted of students who have a very good ability until usual ability, and enough.[58] Difficulties encountered in the delivery of learning material is sometimes not enough one time, depending on the level of difficulty of the material by students. Both in class IV A and IV B learning process that takes place during the time still using direct instruction learning model. The teacher

[57] Based on teacher interview guide at SDN Ketawanggede Malang by researcher
[58] Based on teacher interview guide at SDN Ketawanggede Malang by researcher

presented the material and students receive the materials by listening, writing, if necessary, and doing exercises.

To get data about the learning process that taken place in the classroom, researcher conducted observations in class IVB on Wednesday, November 26, 2014. The process of thematic learning implementation with direct instruction learning model is taking place as usual. Just the difference is on that day the material discussed is the hero Sub Themes Themes Heroism Attitude Learning 4.[59]

After passing preliminary activities like a normal day, the teacher distributed pretest questions that must be done by each student. After enough, the teacher explains the material using direct instruction learning model that give lectures and assignments. Model lecture which tend to be dominated by these teachers, resulting in a passive learners during learning. Learning activities which provide mutual reciprocity between teachers and students has not happened. After the teacher explains the subject matter, the teacher immediately give problems to be worked.

During the learning process, the teacher did not use or utilize simple media slightest. Which used only textbooks and whiteboard. Thus, the students still have low morale to learn and the learning that has taken place does not cause the meaningfulness of learning for students.

[59] Based on students observation guide at SDN Ketawanggede Malang by researcher

Here are the results of the pretest and posttest control class IV B :

Table 4.1 RESULTS OF THE PRETEST AND POSTTEST CONTROL CLASS

No.	Pretest Value	Posttest Value	No.	Pretest Value	Posttest Value
1.	45	75	15.	60	65
2.	50	75	16.	70	65
3.	55	80	17.	45	70
4.	40	60	18.	75	90
5.	45	75	19.	40	80
6.	35	65	20.	75	70
7.	55	50	21.	30	65
8.	45	60	22.	25	55
9.	40	70	23.	30	70
10.	45	80	24.	60	80
11.	35	75	25.	55	85
12.	30	65	26.	45	80
13.	50	70	27.	35	75
14.	35	65			

(Source : The result of the pretest and posttest at Control Class, Class IVB SDN Ketawanggede Malang on 26th of November 2014)

Analysis Pretest and Posttest Data of control class in the table below :

Table 4.2 Data Analysis of Pretest Score in Control Class	
Data	**Amount**
Top Score	75
Low Score	25
Mean	46,30
Median	45,00
Modus	45

Table 4.3 Data Analysis of Posttest Score in Control Class	
Data	**Amount**
Top Score	90
Low Score	50
Mean	70,93
Median	70,00
Modus	65

2. **Data about thematic learning on the theme My Hero subtheme Heroism Attitude Learning 4 using Scientific Approach A-Fourth Class SDN Ketawanggede Malang**

Data about thematic learning on the theme my hero sub theme Heroism Attitude Learning 4 by using Scientific Approach obtained from the observation and documentation conducted by researcher. Observation about the learning process was conducted on Wednesday, November 26th, 2014.[60]

From the observation that conducted by researcher of the learning process, obtained a lot of data related to the thematic learning process with a model of scientific detective. Initial activity done by the students is the same as that conducted in their daily lives. Which begin with praying, reading asmaul husna, and giving advice by one of the teachers at SDN Ketawanggede Malang. All the activities of the opening of the learning process directly commanded via the school speakers centered in the teacher's office.

Before implementing experiments in the experimental class (A-Fourth) , researcher made some planning. This plan has previously

[60] Based on students observation guide at SDN Ketawanggede Malang by researcher

been consulted with Mrs. Lilis as A-Fourth classroom teacher. The plan was formulated as follows:

a. Determine the indicators to be achieved by students ;
b. Make lesson plan and learning models ;
c. Formulate assessment criteria ;
d. Compile resource materials relating to indicators that have been determined ;
e. Make media ;
f. Make students evaluation worksheet ;
g. Make a working group ;
h. Make an observation sheet.

After making plans with Mrs. Lilis, she agreed that materials to be used for experimental materials is theme 5 my hero, Sub Theme 3 Heroism Attitudes, Learning 4. Indicators to be achieved by students in the material are as follows:

Indicator Theme 5 - Sub Theme 3 - Learning 4

PPKn

- Students can explain the impact of the behavior of supporters who are not good
- Students can explain obligation as an audience

Mathematic

- Students can solve the problems associated with integers.
- Students can explain the answer to the question is resolved.

Indonesia Language

- Students can write things that are conducted by Susi Susanti and impact.
- Students can give an opinion or a review of a given text.

The next plan made the lesson plan (as attached) and determining the appropriate learning model with characteristics A-Fourth grade students. Because it based on an analysis of the characteristics of learners, the researcher along with classroom teacher agreed to use competency achievement-based learning model. The model is packaged as attractive as possible without leaving the learning activities listed in the 2013 curriculum, namely to observe, ask, gather information, associate, and communicate. Based on the competency achievement-based learning model and learning activities in 2013 curriculum, the researcher combine with scientific approach.

Materials learning materials according to the indicators adapted from the book of students and teachers of fourth grade theme 5 My Hero published by Deputy Minister of Education and Cultural Affairs and Bupena of the publisher. The resource materials that have been in accordance with the indicators of learning are as follows:

Material Theme 5 - Subtheme 3 - Lesson 4

- Bahasa Indonesia Basic Competences 3.5 dan 4.5

  Make Important Information in the form of mind maps
- PPKn Basic Competences 3.2 dan 4.2

Obligation as a citizen in daily. Action

- Mathematic Basic Competences 3.8 dan 4.1

  Finishing problem related to integer

The medium used by the researcher in this study experimental activity is scientific box in which there are pieces of paper numbered. Pieces of paper contain statements, commands, questions, or material that is useful for delivering students understand the material they will be learning. There are a few pieces of paper containing a password which must be solved so that students can go to the next card. The purpose of writing code in some of the cards is to draw the attention of students and hopefully they will have a higher enthusiasm by using this approach.

In the course of this study, there are two kinds of worksheets provided by the researcher to evaluate students. The first is a scientific worksheet and the second is a matter of the worksheet. Scientific worksheet contains grooves learning process which is illustrated by the numbered cards. While the matter of useful worksheets for formative evaluation of students in the form of written tests. Four written tests for learning multiple choice and stuffing.

To determine the working group, the researcher and classroom teacher divide the students by using the media national songs. The researcher chose the national anthem because in this learning experiment themed hero.

Last preparation before experimenting on Scientific Approach is to prepare observation sheets filled out by the researcher. This observation sheet is useful for assessing the course of the learning process that takes place in the classroom.

After all the preparation phase is completed, the teacher start experiment in learning 4 on Wednesday, November 26, 2014. Beginning with the preliminary activities as mentioned above, the activities continued with the division of work groups using the media national anthem. At first, the teacher has prepared a piece of national song lyrics consisting of a variety of different titles. Once at random, lyric pieces are distributed evenly to all students. The next student task is to find a piece of poetry that they have acquired with another lyrics pieces brought other students to become the song intact. After the complete poems and became the national anthem of unity intact, students sit in a place that has been provided with a friend group.

To add to the enthusiasm of students, teacher ask them to sing lyrics they had found alternate between one group against another. After each group took turns singing, the teacher explains the learning activities that will be done on that day.

To start learning activities, teacher distribute scientific box previously been prepared. Inside the box, there are pieces of cards with instructions, orders, materials, or a matter to be solved by the students with their group. Each student looks very enthusiastic to know the

contents of the box. This can be seen when students fight each holding a box when distributed by the teacher.

The next step, the teacher explains the rules in the lesson. Once all students understand the rules, the teacher continued to guide the learning activities. Atmosphere learning activities using the scientific approach looks conducive and running smoothly. Although there are a few of the students were asked when there are things they do not understand it.

The results of the pre-test and post-test of learning 4 which includes a charge Indonesian Basic Competency 3.5 and 4.5, PPKn Basic Competency 3.2 and 4.2, as well as the Math Competency Basic 3.8 and 4.1 is as follows:

Table 4.4 RESULTS OF PRETEST AND POSTTEST EXPERIMENTS CLASS

No.	Nilai Pre Test	Nilai Post Test
1.	35	75
2.	55	85
3.	20	80
4.	40	80
5.	45	80
6.	35	65
7.	45	50
8.	50	60
9.	40	70
10.	45	90
11.	25	90
12.	30	60
13.	50	85
14.	35	70
15.	60	65
16.	75	80
17.	40	40
18.	50	55

No.	Nilai Pre Test	Nilai Post Test
19.	40	80
20.	75	90
21.	25	70
22.	25	45
23.	30	70
24.	60	80
25.	55	85
26.	-	-
27.	25	80
28.	50	75
29.	65	85

(Source : The result of the pretest and posttest at Experiment Class, A-Fourth Class SDN Ketawanggede Malang on 26th of November 2014)

Analysis Pretest and Posttest Data of experiment class in the table below :

Table 4.5 Data Analysis of Pretest Score in Experiment Class	
Data	**Amount**
Top Score	75
Low Score	20
Mean	43,75
Median	42,50
Modus	25

Table 4.6 Data Analysis of Posttest Score in Experiment Class	
Data	**Amount**
Top Score	90
Low Score	50
Mean	77,86
Median	80,00
Modus	80

After learning scientific approach experiment was conducted, the researcher provides the reflection sheet for A-Fourth grade. Reflection sheet is useful to know the extent of students' understanding of the material that has been taught, whether students are actually getting the right core material or not. In addition, a reflection sheet is useful to know the students' response to the benefits they receive after learning the material. The latter is to know what will be the attitude taken by the next student after learning the material.

From some reflection sheet that has been filled by students of A-Fourth Class, they claimed to have learned about the hero, order in the classroom, and order when looking at the match. Students also write their benefits after studying with scientific approach, which got the science, received knowledge, and to know about heroes. After studying the theme of hero, they write will be orderly, harmonious, do not choose a friend and honest.

Besides obtained from interviews and observation, thematic learning process data using scientific approach is also obtained from the questionnaire, among the question items are as follows:

- For an item which states that in the learning process of students were delighted to learn thematic with Scientific Approach, respondents who said Yes = 28 respondents (100%) and said No = 0 respondent (0%).
- For the item states that learning thematic with Scientific Approach make students spirit in learning, respondents who said Yes = 28 respondents (100%) and said No = 0 respondent (0%).
- For the item states that the measures learning thematic with Scientific Approach easy to understand, respondents who said Yes = 26 respondents (92.86%) and said No = 2 respondents (7.14%).
- For the item states that learning thematic with Scientific Approach make students more active in learning, respondents who said Yes = 27 respondents (96.43%) and said No = 1 respondent (3.57%).
- For the item stating that learning thematic with Scientific Approach make students more frequently in collaboration with friends, respondents who said Yes = 26 respondents (92.86%) and said No = 2 respondents (7.14%).
- For the item stating that learning thematic with Scientific Approach make students more aware of the friends, respondents who said Yes = 28 respondents (100%) and said No = 0 respondent (0%).
- For the item stating that learning thematic with Scientific Approach makes students more confident in doing the task, respondent who

said Yes = 27 respondents (96.43%) and said No = 1 respondent (3.57%).

- For items that states that students more easily understand thematic material with Scientific Approach, respondents who said Yes = 27 respondents (96.43%) and said No = 1 respondent (3.57%).
- For an item that states that students agree Scientific Approach applied in thematic learning, respondents who said Yes = 28 respondents (100%) and said No = 0 respondents (0%).
- For items that states that students believe, after studying thematic with Scientific Approach, student learning outcomes will increase, respondents who said Yes = 28 respondents (100%) and said No = 0 respondents (0%).
- For items that learning with Scientific Approach more interesting than studying with a teacher lecturing, respondents who said Yes = 23 respondents (79.17%) and said No = 5 respondents (20.83%).

Table 4.7 Students Questionnaire

No. Item	Analysis	Quantity	
		Respondent	Percentage (%)
1.	I feel happy learn thematic with scientific detective. a. Yes b. No	 28 0	 100 0
2.	Learn thematic with scientific detective make me spirit in learning. a. Yes b. No	 28 0	 100 0
3.	Thematic learning steps with scientific detective		

	easy to understand. a. Yes b. No	 26 2	 92,86 7,14
4.	Learning thematic with detective scientific make me more active in learning. a. Yes b. No	 27 1	 96,43 3,57
5.	Learning thematic with scientific detective make me more cooperative with friends. a. Yes b. No	 26 2	 92,86 7,14
6.	Learning thematic with scientific detective make me more care with friends. a. Yes b. No	 28 0	 100 0
7.	Learning thematic with detective scientific make me more confident in doing task. a. Yes b. No	 27 1	 96,43 3,57
8.	I am easier understanding thematic material with scientific detective. a. Yes b. No	 27 1	 96,43 3,57
9.	I agree scientific detective implemented in learning thematic. a. Yes b. No	 28 0	 100 0
10.	I believe, after learning thematic with scientific detective, my learning result will be increase. a. Yes b. No	 28 0	 100 0
11.	Learning with scientific detective more interesting compared with lecture		

	teacher. a. Yes b. No	 24 4	 79,17 20,83

3. Comparison data of the result of thematic learning using Direct Instruction Learning Model and Scientific Approach

To determine differences in learning outcomes of thematic learning using direct instruction learning models and scientific approach obtained from tests of normality and homogeneity test.

a. Homogeneity Test

The aim of homogeneity test is to determine whether or not a homogeneous distribution of the two groups of data. When both groups of data distribution have the same variance, then the group is said to be homogeneous. F_{price} calculation result in consultation with the price of the F_{table} at significance level of 5%, with the numerator dk = number of data greater variance -1 and denominator df = number of smaller variance data - 1. If $F_{count} \leq F_{table}$ the second data group has variance homogeneous.

Results of homogeneity testing that has been done can be seen in appendix 12, and the result are the price of significance of posttest score and pretest score in experiment class = 0,377 > 0,05, it means that the data is homogeneous.

b. Normality Test

Normality test aims to determine whether or not normal distribution of data, to it before using parametric techniques normality of the data should be tested in advance using normality test Kolmogorov-Smirnov with SPSS. Basic for decision making within the normality test is: if the value of the significance is > 0.05 then the data is normally distributed. Conversely, if the significance value < 0.05 then the data is not normally distributed. For normally distributed data, it can be used parametric statistical techniques. For the data that are not normally distributed then used non-parametric statistical technique for testing the hypothesis.

Normality test for control class that have been done can be seen in appendix 13, and the result is known that the significance value of 0.856 > 0.05. It can be concluded that the data that has been tested are normally distributed.

While, normality test for experiment class that have been done can be seen in appendix 14, and the result is known that the significance value of 0.630 > 0.05. It can be concluded that the data that has been tested are normally distributed.

From the above data shows that the value of pretest and posttest for the control and experimental class show values of significances > 0,05, so that parametric statistical techniques can be

used. So, hypothesis testing using the T-Test Sample Independen Test.

c. Hypothesis Testing

Hypothesis testing is done to test the hypothesis in this research. Because all of the data in this research are normally distributed, then using the t-test. T-test control class and experimental class conducted to determine whether there is a difference in student learning outcomes between classes using scientific approach (A-Fourth Class) and class who does not use scientific approach (B-Fourth Class). T-test calculation result control class and experimental class, can be seen in appendix 15.

From output result of T-Test Sample Independent, indicate that the pretest score mean in direct instruction learning model is 46,30 with standar deviation 13,487. While the pretest score mean in scientific approach is 43,75 with standar deviation 14,884. And then, in the table of output result indicate Sig score 0,526 > 0,05. It can be concluded that the data have the same varians and also seen that t_{count} = 0,664 with dk = 53, so Ho is accepted. It can be conclude, there are differences in learning outcomes between A-Fourth Class using scientific approach and B-Fourth Class using direct instruction learning model.

From output result of T-Test Sample Independent, indicate that the posttest score mean in direct instruction learning model is 66,30 with standar deviation 8,156. While the posttest score mean in scientific approach is 77,86 with standar deviation 8,213. And then, in the table of output result indicate Sig score 0,885 > 0,05. It can be concluded that the data have the same varians and also seen that t_{count} = -5,236 with dk = 53, so Ho is accepted. It can be conclude, there are differences in learning outcomes between A-Fourth Class use scientific approach and B-Fourth Class using direct instruction learning model.

CHAPTER V

DISCUSSION OF RESEARCH RESULT

To know is there any difference in learning outcomes of students after learning using scientific approach with students who studied with direct instruction learning model are typically applied at SDN Malang Ketawanggede can be done by comparing the percentage passing rate of the minimum completeness criteria (KKM) for the experimental class and control class. KKM is the minimum completeness criteria on a subject that must be achieved if you want to say a subject can be reached by either at least equal to the minimum figure. KKM for thematic Ketawanggede SDN Malang is 70.

Here is a comparison of the data with the KKM learning outcomes for the experimental group and the control group :

Table 5.1 Comparison of learning outcomes experimental group and the control group with KKM

Group	Test	Number Of Student	KKM 70		Percentage Of Graduation
			Passed	Not Passed	
Experiment	*Pretest*	29 students	2 students	27 students	6,9%
	Posttest	29 students	28 students	1 student	96,5%
Control	*Pretest*	27 students	3 students	24 students	11,1%
	Posttest	27 students	9 students	18 students	33,3%

Based on table above it is known that students who succeeded beyond KKM for experimental class that is equal to 96.5%, while that succeeded beyond the KKM to control class that is equal to 33.3%. The study assessed differences in outcomes and learning of the value obtained by the students. Learning outcomes

between experimental class and control class is different, experimental class learning outcomes better than the control class. It can be seen from the difference between the average value of the experimental class 58,39 derived from the value of posttest 102,14 and pretest value 43,75 and the difference between the average value of the control class 20 is derived from the value of the posttest 66,30 and the value of pretest 46,30.

Experimental research conducted at fourth grade SDN Ketawanggede Malang focuses on thematic learning of 2013 curriculum. This thematic learning have characteristics that are very important to be understood and applied in the learning process. According Trianto, characteristics thematic learning such, student-centered, providing a direct experience, the separation is not so obvious subjects, presents the concept of a variety of subjects, is flexible, learning outcomes in accordance with the interests and needs of students, and use the principle of learning while playing and fun.[61]

Thematic learning process in this experimental study is already underway as the characteristics described by Trianto. Thematic learning implementation with scientific approach in class IV SDN Ketawanggede Malang was developed based on the development of competency-based instructional design model which consists of three core phases. The three stages according to Ardy Wiyani Novan is to analyze the development of learners in the context of this research are

[61] Trianto, *op.cit.*, p. 163

elementary school students, the development of the learning process, and the development of evaluation tools.[62]

Analysis of the development of learners by level of education is the first step that must be done in the development of competency-based learning model and become a nonacademic needs analysis. According Desmita, the development is not limited to the growing understanding of growth, but it also contains a series of changes that take place in a continuous and permanent nature of bodily functions and spiritual owned by individuals headed to the stage of maturity through growth, ripening, and learning.[63]

Analysis of the development of learners is done regularly and is a teacher effort to examine changes in the physical and psychological learners. The purpose of this analysis is to determine the various problems they encounter in the learning process. Such changes include three aspects, namely cognitive, affective, and psychomotor.

Based on data collected by researchers, students SDN Ketawanggede in IVA and IVB class is at the end of the period of childhood, which is approximately within the range between the ages of six / seven years until it was time learners become sexually mature individuals around age thirteen years. Sigmund Freud gave the name of elementary school age this phase with the latent phase, which drives the self-learners seemed to settle (latent), not surge as ever before and afterwards.

[62] Novan Ardy Wiyani, *op.cit.*, p. 60
[63] Desmita, *op.cit.*, p. 9

Elementary school age period can be broken down into two phases, among others, period low-grade elementary school, when students are in classes 1, 2, and 3 at the age of about 6 to 9 years, and an upscale period of elementary school, when students are at grade 4, 5, and 6 at the age of about 9 to 13 years. In this study, subjects were become research classified into on upscale period of elementary school.

According to the observation of the researchers, changes in attitudes, values, and behaviors of learners at the end of children caused by the physical changes that stand out on a child's self.[64] This is as a result of an individual prepare themselves physically and psychologically to enter adolescence. This is consistent with Nazaruddin, that all of it in the end affect the development of cognitive (intelligence), affective (feeling) and psychomotor (movement) learners.[65]

The development of the cognitive aspect is related to changes in thinking and intellectual abilities of learners.[66] Within the scope of SDN Ketawanggede Malang that have implemented Curriculum 2013 in the second year, the cognitive abilities of learners are grouped into several stages. From the stage of the simple to the complex stages. Namely to know, understand, apply, analyze, and evaluate technology, art, and culture they are learning in social context nationality.

Cognitive abilities fourth grade students of SDN Ketawanggede, based on experimentation that has been implemented, they have to have the ability to think through a sequence of cause and effect and begin to recognize the many ways that

[64] Result of observation by the researcher at SDN Ketawanggede on 24th of November 2014
[65] Mgs. Nazarudin, *op.cit.*, p. 45
[66] Aliah B. Purwakania, *op.cit.*, p. 135

can be taken to solve the problems that it faces. This can be seen when they are trying to resolve the scientific approach work sheets given by researchers. This is in line with that expressed Desmita that learners of primary school age are able to consider the logical result of a condition or situation and know some rules or strategies to think, such as addition, subtraction, multiplication, and sort something radiant and able to understand the operation of a number of concepts.[67]

Typical properties of elementary school age children are real, practical, and concrete is also demonstrated by SDN Ketawanggede IVA grade students. Through learning activities scientific approach make them have a high curiosity and show that they love to do a variety of activities that are practical.

Meanwhile, affective aspects related to feelings, emotions, value systems, as well as the attitude of the heart which shows the acceptance or rejection of something. In the 2013 curriculum, affective abilities consists of five phases, namely receiving, running, respect, appreciate, and practice. Nazarudin find a number of research results show that the development of affective learners of primary school age are influenced by the results of their identification to the attitude of people who are regarded as models, such as parents, brothers, and teachers.

Through the learning process with this approach, IVA grade students SDN Ketawanggede are also given the experience how to appreciate and to socialize well with a group of friends. By stage of learning activities that have been designed with mature, students can think through the right groove. By doing so,

[67] Desmita, *op.cit.*, p. 104.

they will get not only the content of learning materials, but also indirectly they have an attitude and noble minds.

Furthermore, the development of the psychomotor aspects of elementary school age related to with motor skills associated with the limb or actions that require coordination between nerve to the brain. Psychomotor abilities in this 2013 curriculum consists of seven stages, among others, observing, ask, try, processing, presenting, reasoning, and creative.[68] In this study, the authors have made learning design that includes several stages that have previously been described. Among them, observing, ask, collecting information, associates, and communicate.

Not only the learning phase that influence the students' psychomotor development. But the environmental and economic status also affects the psychomotor development of learners. Nazaruddin explained that students who come from the upper socio-economic levels tend to have fewer skills than students who come from the lower level.[69] This is also evidenced through interview data with IVA classroom teachers, that some of the students of class IVA does have more skills that are not owned more friends. Nazaruddin added that skills be drawn on the learner SD is helping skills and play skills.

Through learning by scientific approach models also helps students to grow the skills and helping their playing skills. They indirectly have learned to help among friends in the group. For example, help each other when there is not yet understand the material being discussed, then help explain simply in their own

[68] Mgs. Nazarudin, *op.cit.*, p. 47
[69] *ibid.*

way. In scientific approach also designed consists of a simple game. For example, agame of crack the simple password that they should go in order to continue with the good cards. The existence of a detective box, various pieces of card,, and singing the national song to make them escape from the feeling bored and monotony of learning.

Data on characteristics of learners as above required for the determination of the topic or theme of learning. The theme of learning can be determined based on academic or non-academic needs. Competency to be achieved adapted to the theme of learning. Competence is an ability that can be measured and observed as the expected learning outcomes can be achieved. To assure that competence is the result of learning that can be observed, further developed measurement tools of each competency expected. In the context of this study, the theme of learning has been defined by center of Education and Culture Ministry with the competency to be achieved by the students.

The next phase in the development of scientific approach instructional design is the development in the learning process. Development is the process of organizing the subject matter and the development of the learning process. The subject matter prepared in accordance with the expected competencies. Then, the learning process indicate how should learners experience the learning activities.

In this study, the subject matter is excerpted from the student book and teacher books also Bupena book which are all published for the fourth grade elementary school. The theme used in this study is Theme 5 My Hero, SubTheme 3 Heroism attitude, and learning 4. The subject matter was designed as effectively

and as attractive as possible so that in accordance with the characteristics of A-Fourth grade students of SDN Ketawanggede Malang. Start of open lessons activities, teachers have given pieces of paper in the paper written nationwide song lyrics.

Furthermore, teachers provide instruction so that all students pay attention to the teacher guide, the aim is for this learning activity can proceed smoothly as expected and planning that has been compiled. The next activity, students must find other pieces of poetry brought by other friends to find a song that is intact. By doing so, they will find a friend of the group and sang in unison a song that has been successfully they arrange.

Then the students received a detective box in which there are pieces of card. In pieces such cards written assortment of instruction. There are material, question, simple password, which they must all finish together with friends groups. Previously they also have received the answer sheet that is used to stick the piece of card appropriate sequence number listed on the card.

After learning activities, the teacher gives a reflection sheet that is useful to know the extent to which students' response to learning that day. Reflection should they write is learning materials, the attitude has been obtained, and the attitude they would do.

The next phase after preparing the development of the learning process is to develop an evaluation tool. Anas Sudijono reveals that the evaluation word is synonymous with assessment. This is because thebasically word of evaluation is value, which means the value. Meanwhile, in terms, Edwind Wandt da Gerald W.

Brown revealed that the evaluation refer to the act or process to determining the value of something. Thus, the evaluation refers to an action or a process to determine the value of something.[70]

Bloom introduces types of learning evaluation comprising formative evaluation and summative evaluation.[71] This formative evaluation was conducted in every learner completes learning some basic competence to be achieved in certain subjects in one subject these subjects. The aim is to assess the level of achievement of a basic competence. If there are students who do not achieve them then held a remedial. Meanwhile, summative evaluation conducted each learner completed The work that some of the basic competence to be achieved in certain subjects in some subjects these subjects. This evaluation is usually carried out in every middle and end of the study. According Sumiati and Asra, summative evaluation is intended to assess the achievement of learners to various competencies to be mastered in a period, such as the end of the semester and in the last class.[72]

This study used summative evaluation because of learning examined includes only one learning. Summative evaluation prepared by using test. Evaluation of the test form used in the world of education to measure achievement or learning outcomes in the areas of cognitive, such as knowledge and understanding.

[70] Anas Sudijono, *op.cit.*, p. 1
[71] Ahmad Janan Asifudin, *op.cit.*, p. 159
[72] Sumiati dan Asra, *op.cit.*, p. 201

According to Zainal Arifin, seen from the answers of students, the test is divided into three, namely the written tests, oral tests, and test action.[73] The written test can be a description, true-false, multiple choice, matching, and stuffing. While learning evaluation techniques nontes includes observation, interviews, attitude scales, checklists, and incidental records. This study used a written test in the form of multiple choice and stuffing. Tests which have been prepared in this study consisted of 20 questions, 7 multiple choice questions and 13 questions stuffing. In addition, it is also prepared nontes learning evaluation techniques in the form of a check list.

Scientific approach called learning models because inside there are some elements of the learning, approaches, strategies, methods, techniques, and tactics / learning styles. In scientific approach, there are elements of the approach, using scientific approach. As noted by Education and Cultural Ministry in socialization 2013 curriculum that the scientific approach is a combination of the learning process using the original exploration, elaboration and confirmation, then complemented by observing, asking, reasoning, trying, and communicating.[74]

Learning steps observing, asking, collecting information, associates, and communicating has been applied in the scientific approach. By presenting such a study design that can help students in achieving the expected competencies as well as help to realize the implementation of the 2013 curriculum.

The scientific approach has also succeeded in making learning centered in student. Because as long as the learning process, the students in his own way

[73] Zainal Arifin, *op.cit.*, p. 117.
[74] Kemendikbud, *Pengembangan Kurikulum 2013*, (Jakarta: Paparan Mendikbud dalam Sosialisasi Kurikulum 2013)

trying to find new knowledge they are learning. Teachers in the classroom just as a learning resource provider facilities. In the context of this study, the task of the teacher is to provide a learning device of scientific approach. Moreover, the task of the teacher is to accompany and guide the students when they do not understand it during the learning process. This method allows teachers or curriculum developers to improve the learning process, namely by breaking the process into steps or stages that contains detailed instructions for conducting student learning.[75]

The next aspect of the learning model is the learning strategy. According Rowntree in Wina Senjaya, said that viewed of its strategy, learning is divided into two. Namely exposition-discovery learning and group-individual learning. In the scientific approach, learning designed with groups. The goal is to grow the enthusiasm of students, strengthen the relationship between students, and activate the students.

The method further aspect which must be present in a learning model. Method is defined as the way used to implementing plan that has been prepared in the form of real and practical activities to achieve learning objectives. In this study used methods of group discussion.

Next is the technique and tactics in learning. That is characteristics or styles used in the delivery of learning. In this study that makes a special style which is certainly different from the others is the student who acts as if they were a detective. In the process there is also cracking a simple password activities. That

[75] Maria Varelas and Michael Ford, *The Scientific method and scientific inquiry: Tension in teaching and learning* (USA: Wiley InterScience, 2009), p. 31

would make students more enthusiastic about learning. They will feel are not learning, because this learning design was created to enable students seem as if they were playing.

According to Sudrajat, the model of learning is basically a form of learning that is reflected from start to finish that presented characteristically by the teacher. In other words, the learning model is a pack or frame of the application of an approach, strategies, methods, techniques, and tactics/styles of learning. Based on these opinions, scientific approach has qualified to be called a Learning Model.

The author chose the models of competency-based learning design as a learning model development in this experiment because the model is said to be suitable to be applied in the thematic learning 2013 curriculum. This is supported by the opinion of Novan Ardi Wiyani that this very model of instructional design in accordance with the 2013 curriculum, which enacted and implemented to overcome the various problems in the implementation of the 2006 curriculum (KTSP). Among the problems 2006 KTSP, according to Novan, curriculum is not entirely based on competency in accordance with the demands of the functions and objectives of the national education and assessment standards have not been directed at competency-based assessment (process and results) and have not been explicitly requires remediation periodically. By implementing design models of competency-based learning achievement can solve the existing deficiencies in the implementation of the 2006 curriculum.

Still according Novan that one of the characteristics of the model-based achievement of competence learning design is focused implementation of learning

to the students so the preparation of instructional design should pay attention to the development of students. As has been explained by the writer above that scientific approach is prepared based on the analysis of the development of the students first.

Moreover, other characteristics of this learning model is in designing learning experiences, teachers insert a variety of strategies, media, and learning resources that can arouse students' learning activeness. This has been described before, that the scientific approach is composed of learning approaches, learning strategies, teaching methods, learning techniques and tactics.

Instructional design has a very important position in creating a successful learning process. Lack of teachers resources that be able to prepare lesson plans well also participate and support the learning success. In order teachers can arrange lesson plans well, then it should pay attention to instructional design. Two things are interrelated and support in order ideal learning process can be achieved. Thus, instructional design is one component of learning, which are crucial to support the success of the learning process.

In addition to supporting the achievement of good learning process, according to Shambaugh instructional design directed to analyze the needs of students in learning and then attempt to help in responding to those needs. By analyzing the needs of students first, will maximize the achievement of good learning process. Student needs will be fulfilled through appropriate instructional design model.

Of all the data collected by the author, the author took some analysis on thematic learning experimentation with scientific approach. By using scientific approach in thematic learning, making learning not seem monotonous. In addition, students more easily grasp the subject matter, when they do not understand, they can freely ask the friends group. This could be a new breakthrough for students who are less active in asking when in class. And can minimize misunderstanding of the students in grasping the material. Of course everything has to be accompanied with the strengthening of the teacher.

The other analysis is that students tend to be more active and feel happy to follow thematic learning using scientific approach. Because in model there is scientific approach, strategy, method, tactic, and technique that are designed according to the needs of students. Students were delighted to use this model because they felt learn while playing.

While The thematic learning process using direct instruction learning model in B-Fourth grade SDN Ketawanggede Malang start with explanation material by the teacher. Explanation given by lecture which tend to be dominated by the teacher. It is resulting a passive students during learning. Learning activities which provide mutual reciprocity between teachers and students has not happened. With teacher-centered learning, the learning success depends on the teacher. If the teacher is not in preparation, knowledge, confidence, enthusiasm, the learners can become bored, distracted, and learning will be hampered. This

model is also very dependent on the way the teacher communication. If teacher can't communicate properly it will make learning to be less well too.[76]

After the teacher explains the subject matter, the teacher immediately give problems to be worked by the students. During the learning process, the teacher didn't use or utilize simple media. The teacher just use textbook and whiteboard. Students just listen to the teacher's explanations, notes, and doing exercises given by the teacher. Students seem to feel bored because learning using direct instruction learning model. Active interaction between teachers and students has not occurred in the control class.

Seeing the results of the pretest and posttest between the experimental class and control class there are also significant differences. So that these models can be used as an alternative to improve student learning outcomes.

Results of analysis that occurs in the experimental class will be different with the results of analysis that occurs in the control class. Learning that occurs in the control class tend to be monotonous when compared with the experimental class. Students just listen to the teacher's explanations, notes, and doing exercises given by the teacher. Students seem to feel bored because learning using direct instruction learning model. This is shown by some students who yawned, showing expression were less enthusiastic, and the lack of feedback as questions from the students. Teachers only write the material on the board, explaining, ordered students take notes, and give assignments.

[76] Rudi, "Model Pengajaran Langsung (Direct Instruction)", dalam *http://rudy-unesa.blogspot.com//2011/05/model-pengajaran-langsung-direct.html*, diakses 02 Juli 2015

Using scientific approach on thematic learning is an effort to further effective learning activities of students, because of the exploited scientific approach for thematic learning increase the motivation of students so that the students' learning outcomes were also increased. Students are more able to capture the material submitted with scientific approach than with direct instruction learning model. This is proven by the results of the study mentioned above, the scientific approach effect on a learning outcomes.

CHAPTER VI

CLOSING

A. Conclusions

Research on thematic learning implementation using scientific approach produce some conclusions, namely :

1. The thematic learning process using direct instruction learning model in B-Fourth grade SDN Ketawanggede Malang start with explanation material by the teacher. Explanation given by lecture which tend to be dominated by the teacher. It is resulting a passive students during learning. Learning activities which provide mutual reciprocity between teachers and students has not happened. After the teacher explains the subject matter, the teacher immediately give problems to be worked by the students. During the learning process, the teacher didn't use or utilize simple media. The teacher just use textbook and whiteboard. Students just listen to the teacher's explanations, notes, and doing exercises given by the teacher. Students seem to feel bored because learning using direct instruction learning model. Active interaction between teachers and students has not occurred in the control class.
2. The thematic learning process using Scientific Approach in B-Fourth Grade SDN Ketawanggede Malang start with distributing scientific box by the teacher to the students. Inside the box, there

are pieces of cards with instructions, orders, materials, or a matter to be solved by the students with their group. Each student looks very enthusiastic to know the contents of the box. This can be seen when students fight each holding a box when distributed by the teacher. The next step, the teacher explains the rules in the lesson. Once all students understand the rules, the teacher continued to guide the learning activities. Atmosphere learning activities using the scientific approach looks conducive and running smoothly. Although there are a few of the students were asked when there are things they do not understand it. This approach make students tend to be more active and feel happy to follow thematic learning using scientific approach. This approach designed according to the needs of students. Students were delighted to use this approach because they felt learn while playing.

3. There are differences in learning result between control class using direct instruction learning model with the difference in the average value of 24,63 and class experiment using scientific approach with the difference in the average value of 34,11 on thematic learning theme 5 sub-thema 3 Lesson 4.

   From output result of T-Test Sample Independent, indicate that the pretest score mean in direct instruction learning model is 46,30 with standar deviation 13,487. While the pretest score mean in scientific approach is 43,75 with standar deviation 14,884. And

then, in the table of output result indicate Sig score 0,526 > 0,05. It can be concluded that the data have the same varians and also seen that t_{count} = 0,664 with dk = 53, so Ho is accepted. It can be conclude, there are differences in learning outcomes between A-Fourth Class using scientific approach and B-Fourth Class using direct instruction learning model.

From output result of T-Test Sample Independent, indicate that the posttest score mean in direct learning model is 66,30 with standar deviation 8,156. While the posttest score mean in scientific approach is 77,86 with standar deviation 8,213. And then, in the table of output result indicate Sig score 0,885 > 0,05. It can be concluded that the data have the same varians and also seen that t_{count} = -5,236 with dk = 53, so Ho is accepted. It can be conclude, there are differences in learning outcomes between A-Fourth Class use scientific approach and B-Fourth Class using direct instruction learning model.

B. Suggestions

Based on the above research limitation able put forward some suggestions as an follows:

1. For teachers

   Should using a learning model accordance with the needs of students in an effort to improve the quality of student learning.

Moreover the use of the learning model able be developed again on various other subjects in SDN Ketawanggede Malang.

2. For students

   Should pay attention and obey the rules of in scientific approach has been presented by the teacher in order to maximize the learning process and more effective.

3. For researcher

   It takes a long period of preparation that research is not only conducted in one school but in some schools. In addition, researchers must conduct a mature preparation so that the research was not done at the end of the semester, so students can focus on learning to prepare for final exams.

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Dr. H. Abdul Bashith, M.Si.
The Lecture of Tarbiyah and Teaching Training Faculty
Maulana Malik Ibrahim State Islamic University of Malang

ADVISOR OFFICIAL NOTE
Matter : Thesis Of Shellya Khabib D. Malang, 2nd of July 2015
Appendixes : 4 Exemplars

The Excellency,
Dean Faculty of Tarbiyah and Teaching Training
Maulana Malik Ibrahim State Islamic University Of Malang
at
Malang

Assalamualaikum Wr. Wb.

After carrying out at several times for guidance, both in terms of content, language, and writing technique, and after reading the following thesis :

Name : Shellya Khabib Dirgantari
NIM : 11140020
Program of Study : PGMI
Tittle Of Thesis : The Implementation of Thematic Learning with Scientific Approach on The Theme My Hero at Fourth Grade SDN Ketawanggede Malang

As the advisor, we argue that this thesis has been proposed and tested decent. Thus, please tolerate presence.

Wassalamualaikum Wr. Wb.

Advisor,

Dr. H. Abdul Bashith, M.Si.
NIP. 197610022003121003

APPENDIXES

THE IMPLEMENTATION OF THEMATIC LEARNING WITH SCIENTIFIC APPROACH ON THE THEME MY HERO AT FOURTH GRADE SDN KETAWANGGEDE MALANG

THESIS SUMMARY

BY

SHELLYA KHABIB DIRGANTARI

11140020

TEACHER EDUCATION OF ISLAMIC ELEMENTARY SCHOOL PROGRAM

TARBIYAH AND TEACHING TRAINING FACULTY

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

JUNE 2015

THE IMPLEMENTATION OF THEMATIC LEARNING WITH SCIENTIFIC APPROACH ON THE THEME MY HERO AT FOURTH GRADE SDN KETAWANGGEDE MALANG

Presented to Tarbiyah and Teaching Training Faculty of Maulana Malik Ibrahim State Islamic University Malang in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd)

BY

SHELLYA KHABIB DIRGANTARI

11140020

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

JUNE 2015

الملخص

ديرغانتاري، شيليا حبيب. ٢٠١٥ . *تطبيق التعليم الموضوعي باستخدام المدخل العلمي للموضوع "بطلي" للمستوى الرابع من المدرسة الإبتدائية الحكومية كتاوانج غدي مالانج*. بحث علمي. قسم التربية لمدرسي الإبتدائية. كلية علم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. عبد الباسط الماجستير.

كلمات المفتاح : تطبيق التعليم المواضيعي، المدخل العلمي.

التعليم الموضوعي هو المدخل التعليمي تُستخدم فيه الطريقة ارتباطة المواد الدراسية المتعددة في المادة الدراسية الموحّدة ليكون التلاميذ فاهمين بالمادة ومتقنين و ينالون الهيئة الكاملة. قال نائب وزير التعليم والثقافة بإندونيسيا إن هذا المنهج التعليمي سنة 2013 عند مفهومه وتطبيقه هو المنهج المتطوَّر من المنهج التعليمي "KTSP". ويجري تطبيقه على المدخل المترابط بين عملية الاستكشاف، و الوضع، والإقرار لتكون عملية الملاحظة، والسؤال، والتجربة، والتفكير، والاتصال. وهذا المنهج سُمي بالمدخل العلمي.

يهدف هذا البحث لتعريف (1) التعليم الموضوعي باستخدام الأسلوب التعليمي التقليدي للمستوى الرابع "ب" من المدرسة الإبتدائية الحكومية كتاوانج غدي مالانج. لتعريف (2) التعليم الموضوعي باستخدام المدخل العلمي للمستوى الرابع "أ" من المدرسة الإبتدائية الحكومية كتاوانج غدي مالانج. لتعريف (3) المقارنة بين نتائج التعليم الموضوعي باستخدام الأسلوب التعليمي التقليدي وبين نتائج التعليم الموضوعي باستخدام المدخل العلمي للمستوى الرابع من المدرسة الإبتدائية الحكومية كتاوانج غدي مالانج.

هذا البحث يجري على المنهج الكمّي و شبه التجريب عند التصميم غير عشواء–المجموعة الضابطة–الاختبار الأوال و الاختبار. والموضوع هذا البحث التلاميذ للمستوى الرابع من المدرسة الابتدائية، فصل (المستوى الرابع "أ") المجموعة التجريبية و فصل (المستوى الرابع "ب") المجموعة الضابطة. نتائج التعليم تُعرف من نتيجة الاختبار الأوال و الاختبار . وأما تقنية تحليل البحث تستخدمها الباحثة فتقنية تحليل البحث الوصفي، وهي: modus, median, mean, dan varians. وتقيم الباحثة إختبار شروط التحليل باختبا التجانس وباختبار العادية. وتقيم الباحثة اختبار فرضية مقارنة لنتائج تعليم التلاميذ بالإحصائية الحدودية وتُستخدم الاختبار.

ونتيجة هذا البحث هي يُعرف بأن: (1) تطبيق التعليم الموضوعي باستخدام المدخل العلمي يجعل التلاميذ نافذين في عملية التعليم، ويكون التعليم غير مملّ. (2) تطبيق التعليم الموضوعي باستخدام الأسلوب التعليمي التقليدي يجعل التلاميذ غير نافذين عند عملية التعليم ويكون التعليم مملا. (3) هناك المقارنة لنتائج التعليم بين المستوى الرابع "أ" باستخدام المدخل العلمي، وهي 34،11 (النتيجة المعدلية)، وبين المستوى الرابع "أ" باستخدام المدخل العلمي، وهي 24،63 (النتيجة المعدلية) عند المادة الرابعة في الموضوع الخامس.

ABSTRACT

Dirgantari, Shellya Khabib. 2015. *The Implementation Of Thematic Learning With Scientific Approach On The Theme My Hero At Fourth Grade SDN Ketawanggede Malang*. Thesis, Teacher Education of Islamic Elementary School Program, Tarbiyah and Teaching Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. H. Abdul Bashith, M.Si.

Key Word : The Implementation Of Thematic Learning, Scientific Approach

Thematic learning is one instructional approach that links several subjects into one unified theme with the aim that students acquire the knowledge, skills, and attitudes intact. According exposure deputy Minister of Education and Cultural Affairs in the concept and implementation of the 2013 curriculum revealed that the 2013 curriculum is the development of the KTSP curriculum. In implementation, the 2013 curriculum using an approach that combines process of exploration, elaboration and confirmation, be observe, ask, reason, try, and communicate. This approach is called a scientific approach.

The purpose of this research is to (1) To explain the thematic learning using Direct Instruction Learning Model B-Fourth Grade SDN Ketawanggede Malang (2) To explain the thematic learning using Scientific Approach A-Fourth Grade SDN Ketawanggede Malang (3) To compare in the thematic learning outcomes using Direct Instruction Learning Model and Scientific Approach Fourth Grade SDN Ketawanggede Malang.

This research use quantitative approach with quasi experimental method on nonrandomized design of control-group pretest-posttest. The subjects were students of fourth grade consisting of two classes, experiment class (IV A) and control class (IV B). The treatment is given in the experimental class by giving Direct Instruction learning model, while the control class learning is done with conventional learning model. Results of the study group as a value obtained from the pretest and posttest. The data analysis technique that is used to describe the data that is descriptive data analysis techniques that include: mode, median, mean, and variance. Then test the homogeneity test requirements analysis and test for normality. Then, to test the hypothesis of differences in learning outcomes of students used parametric statistics with t-test.

From the analysis of the data indicate that: (1) thematic learning process using a scientific approach make learners active and avoid the monotony of learning. (2) thematic learning process using direct learning model create passive learners and lead to learning monotonous. (3) There are differences in learning outcomes between A-Fourth Grade using scientific approach with the difference in value an average of 34.11 and B-Fourth Grade that do not use scientific approach with the difference in value an average of 24.63 in learning 4 theme 5.

ABSTRAK

Dirgantari, Shellya Khabib. 2015. *Implementasi Pembelajaran Tematik dengan Pendekatan Saintifik pada Tema Pahlawanku di Kelas 4 SDN Ketawanggede Malang*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Abdul Bashith, M.Si.

Kata Kunci : Implementasi Pembelajaran Tematik, Pendekatan Saintifik

Pembelajaran tematik merupakan salah satu pendekatan dalam pembelajaran yang mengaitkan beberapa mata pelajaran menjadi satu kesatuan tema dengan tujuan agar peserta didik memperoleh pengetahuan, keterampilan, dan sikap yang utuh. Menurut paparan wakil Menteri Pendidikan dan Kebudayaan RI dalam konsep dan implementasi kurikulum 2013 mengungkapkan bahwa kurikulum 2013 ini merupakan pengembangan dari kurikulum KTSP. Dalam implementasinya, kurikulum 2013 menggunakan pendekatan yang mengkombinasikan proses eksplorasi, elaborasi, dan konfirmasi, menjadi mengamati, menanya, menalar, mencoba, dan mengkomunikasikan. Pendekatan ini disebut dengan pendekatan saintifik.

Tujuan dari penelitian ini adalah untuk (1)Untuk mengetahui pembelajaran tematik dengan menggunakan Model Pembelajaran Konvensional kelas IVB SDN Ketawanggede Malang (2)Untuk mengetahui pembelajaran tematik dengan menggunakan pendekatan saintifik kelas IVA SDN Ketawanggede Malang (3)Untuk mengetahui perbandingan hasil pembelajaran tematik dengan menggunakan Model Pembelajaran Konvensional dan pendekatan saintifik kelas IV SDN Ketawanggede Malang.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen kuasi pada desain *nonrandomized control-group pretest-posttest*. Subjek penelitian ini adalah siswa kelas IV yang terdiri dari 2 (dua) kelas, yaitu kelas eksperimen (IV A) dan kelas kontrol (IV B). Hasil belajar kelompok tersebut berupa nilai yang diperoleh dari *pretest* dan *posttest*. Teknik analisis data yang digunakan untuk mendeskripsikan data yaitu dengan teknik analisis data deskriptif yang meliputi: modus, median, mean, dan varians. Kemudian dilakukan uji persyaratan analisis dengan uji homogenitas dan uji normalitas. Kemudian untuk menguji hipotesis perbedaan hasil belajar siswa digunakan statistik parametris dengan uji t-test.

Dari hasil analisis data menunjukkan bahwa: (1) Proses pembelajaran tematik dengan menggunakan pendekatan saintifik membuat peserta didik aktif dan terhindar dari pembelajaran yang monoton. (2) Proses pembelajaran tematik dengan menggunakan model pembelajaran langsung membuat peserta didik pasif dan mengakibatkan pembelajaran terkesan monoton. (3) Terdapat perbedaan hasil belajar antara kelas IVA dengan menggunakan pendekatan saintifik dengan selisih nilai rata-rata sebesar 34,11 dan kelas IVB yang tidak menggunakan pendekatan saintifik dengan selisih nilai rata-rata sebesar 24,63 pada pembelajaran 4 tema 5.

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG
TARBIYAH AND TEACHING TRAINING FACULTY
Gajayana Street No. 50 Telp. (0341) 552398
Faximile (0341) 552398
Website : www.tarbiyah.uin-malang.ac.id

EVIDENCE OF CONSULTATION

Name : Shellya Khabib Dirgantari
Number Of Student : 11140020
Faculty/Program : FITK / Teacher Education of Islamic Elementary School
Advisor : Dr. Abdul Bashith, M.Si
Title of Skripsi : The Implementation of Thematic Learning with Scientific Approach on the Theme My Hero at Fourth Grade SDN Ketawanggede Malang

No.	Date of Consultation	Consultation Material	Signature
1.	September 19, 2014	Proposal Consultation	
2.	September 23, 2014	Proposal Consultation	
3.	September 26, 2014	Proposal Consultation	
4.	October 20, 2014	Chapter I, II, III	
5.	January 21, 2015	Chapter I, II, III	
6.	May 25, 2015	All Chapter (IV, V, VI)	
7.	June 3, 2015	All Chapter (V, VI)	
8.	June 15, 2015	All Chapter (Finish)	

Acknowledged by,
The Chief of PGMI

Dr. Muhammad Walid, MA.
NIP. 197308232000031002

Appendix 3. Profile Of School

PROFIL

SEKOLAH

SDN KETAWANGGEDE

KECAMATAN LOWOKWARU

Jl. Kerto Leksono No. 93

2014

PROFIL SEKOLAH

Nama Sekolah	:	SDN Ketawanggede
No. Induk Sekolah	:	100130
No. Statistik Sekolah	:	101056104029
NPSN	:	20533987
Alamat sekolah	:	Jl. Kerto Leksono No. 93 D
Kelurahan	:	Ketawanggede
Kecamatan	:	Lowokwaru
Kota	:	Malang
Provinsi	:	Jatim
Kode Pos	:	65145
Telp.	:	(0341) 551615
Status sekolah	:	Negeri
Nilai Akreditasi	:	A
Tahun Akreditasi	:	2012
Surat keputusan	:	
Penerbit SK	:	Walikota Malang
Tahun berdiri	:	1981
Perubahan	:	2013
SK Perubahan	:	188.45/46/37.73.112/2013 Tentang regrouping SDN ketawanggede I dan II di regroup mejadi SDN Ketawanggede

VISI, MISI, DAN TUJUAN
SD NEGERI KETAWANGGEDE

1. **Visi**

   Terbangunnya generasi unggul dalam prestasi, beraklakul karimah serta berbudaya lingkungan

2. **Misi**

   a. Mengembangkan kultur sekolah dengan berlandaskan pada IMTAQ agar dapta menguasai IPTEKS
   b. Meraih prestasi akademik dan non akademik
   c. Memaksimalkan potensi peserta didik dan pendidik menuju sekolah unggul
   d. Mengembangkan budaya sekolah sehat dan sekolah berbudaya lingkungan
   e. Mengembangkan pembiasaan untuk meraih karakter prima
   f. Mewujudkan sekolah ramah lingkungan sehingga dapat menjadi peggerak masyarakat sekitar.

3. **Tujuan SD NEGERI KETAWANGGEDE**

   a. Mengembangkan ajaran agama sebagai hasil proses pembelajaran dan pengembangan diri yang sesuai dengan tindakan kelas
   b. meningkatkan nilai rata-rata nilai prestasi akademik siswa
   c. meningkatkan kuwalitas proses pembelajaran
   d. Menyelenggarakan pendidikan dan pembelajaran yang berprinsip pendidikan untuk semua
   e. Menyelenggarakan manajemen sekolah efektif, partisipatoris, transparan dan akuntabel.

4. **Motto**

   Tiada Hari Tanpa Prestasi

KONDISI OBYEKTIF SEKOLAH

1. Sejarah SDN Ketawanggede

SDN Ketawanggede merupakan hasil regrouping dari SDN Ketawanggede I dan SDN Ketawanggede II pada tahun 2013 yang dikarenakan dari tahun ke tahun kesadaran pendidikan masyarakat semakin meningkat khususnya di wilayah kelurahan ketawanggede tetapi jumlah siswa baik di SDN Ketawanggede I maupun SDN Ketawanggede II mulai menurun sehingga berdasarkan SK Walikota 188.45/46/37.73.112/2013 SDN Ketawanggede I dan Ketawanggede II di Regroup menjadi SDN Ketawangede sampai sekarang.

Adapun yang pernah membina kedua sekolah tesebut adalah :

Kepala SDN Ketawanggede I	Masa Jabatan	Kepala SDN Ketawanggede II	Masa Jabatan
Dra. Anita Rosmaria, M.Pd	2010-2012	Rusmiati, M.Pd	2010-2012
Bambang Suryadi, S.Pd 02 Januari 2013 - sekarang			

2. Lokasi sekolah

SDN Ketawanggede berada diantara kampus-kampus besar di Kota Malang antara lain : Unibraw, UIN, ITN dan UM, tepatnya berada di Jl. Kerto Leksono No. 93D Malang.

3. Bidang Pengajaran

Perkembangan dan perubahan yang terjadi dalam kehidupan bermasyarakat, berbangsa dan bernegara di Indonesia tidak terlepas dari pengaruh global, perkembangan IPTEK. Perkembangan terjadi secara terus menerus ini menuntut perlunya perbaikan sistem pendidikan nasional termasuk penyempurnaan kurikulum untuk mewujudkan masyarakat yang mampu bersaing dan menyesuaian diri dengan perubahan zaman.

Atas dasar tuntutan mewujudkan masyarakat seperti itu diperlukan upaya peningkatan mutu pendidikan sehingga diperlukan kurikulum sekolah yang dilandasi kebijakan-kebijakan yang dituangkan dalam PP 19 tahun 2005 tentang Standart Nasional Pendidikan dan Permen No. 22 tahun 2006.

Berdasarkan kebijakan tersebut, SDN Ketawanggede menggunakan dua kurikulum yaitu Kurikulum 2013 dan Kurikulum KTSP. Untuk kelas 1, Kelas 2, kelas 4 dan kelas 5 menggunakan Kurikulum 2013. Kelas 3 dan Kelas 6 menggunakan kurikulum KTSP dengan menyelenggarkaan pembelajaran PAIKEM.

Dalam melaksanakan KBM, sebagian sudah memanfaatkan media pembelajaran berbasis IT, antara lain CD Interaktif, Program Animasi pembelajaran.

4. Bidang Kepegawaian

Pada bidang ini menjelaskan tentang kegiatan yang berkaitan dengan pengaturan kepegawaian tugas dan tanggung jawab pengelolaan pendidikan dan peningkatan tata usaha kepegawaian di sekolah.

Bidang kepegawaian menguraikan informasi tentang perencanaan, pengadaan, pengangkatan, penilaian pelaksanaan pekerjaan, hak dan kewajiban Pegawai Negeri Sipil, pemindahan, pengangkatan, pemberhentian, dan pensiun. Laporan data kepegawaian dilakukan setiap akhir tahun pelajaran meliputi keadaan pegawai pada saat laporan dibuat dan perincian dikaitkan dengan identitas kenaikan pangkat, pensiun. dll.

Sebagai kelengkapan tata laksana kepegawaian disediakan format-format untuk menata pelaksanaan kegiatan tertentu yang diperlukan. Sesuai dengan prinsip tata laksana kepegawaian sekolah dasar yang menyeluruh dan berkelanjutan untuk diusahakan bentuk-bentuk pelayanan hak-hak pegawai/guru yang bertugas di sekolah tertentu, pindah tempat, sampai yang bersangkutan berhenti menjadi pegawai negeri.

Berdasarkan status kepegawaian di SDN Ketawanggede dari :

a. Guru Pewagai Negeri Sipil (PNS), terdiri dari :

- Kepala Sekolah : 1 orang
- Guru Umum : 15 orang
- Guru Penjasorkes : - orang
- Penjaga Sekolah : 1 orang
- Guru Agama Islam : 1 orang

Jumlah 18 orang

b. GTT dan PTT (Pegawai Tidak Tetap)

- Guru Bahasa Inggris : - orang
- Guru Penjasorkes : 1 orang
- Guru Agama Islam : 1 orang
- Guru Pembimbing Khusus (GPK) : 1 orang
- Tata Usaha : 1 orang
- Pustakawan : 1 orang
- Penjaga Sekolah : 1 orang

Jumlah 6 orang

c. Guru Ekstra Kurikuler

- Pelatih Ekstra Drum band : 2 orang
- Pelatih Ekstra tari : 2 orang
- Pembina Pramuka : 4 orang
- Pembina Ekstra Tapak Suci : 2 orang
- Pembina Hadrah : 1 orang
- Qiro'ati : 1 orang

Jumlah 12 orang

- Laporan kepegawaian dilaporkan tiap bulan sekali kepada :
- Kepala UPT Pendidikan Kecamatan Lowokwaru
- Kepala Dinas Pendidikan Kota Malang

Data laporan tersebut digunakan untuk mendukung tertib administrasi kepegawaian sedangkan isi laporan menginformasikan tentang perubahan, misalnya perubahan jumlah pegawai/guru karena pemindahan/mutasi, karena meninggal, pensiun, kenaikan pangkat, dll.

Sehubungan dengan urusan kepegawaian SDN Ketawanggede memprogramkan / mengusulkan kebutuhan :

1. Pustakawan
2. Guru Pendamping Khusus

Besar harapan dengan pengangkatan tenaga honorer tersebut dapat memenuhi rencana pengembangan sekolah, cakap mengelola informasi dan media edukasi serta adminstrasi.

5. Program Bimbingan Belajar

Program ini dilaksanakan secara optimal sesuai dengan kebutuhan siswa. Bagi siswa yang berkebutuhan khusus akan dibimbing oleh guru pembimbing khusus di luar jam pelajaran. Sedangkan untuk peningkatan UN dilakukan tambahan pelajaran pada jam ke nol (pukul 05.45 – 06.45).

6. Kegiatan Ektrakurikuler

Program ekskul diefektifkan dan berjalan dengan baik sampai sekarang yaitu :

No	Nama Kegiatan	Sasaran	Waktu	Pembina
1.	Pramuka Gudep 04611-04612	Kls 1-5	Jum'at 09.00-10.45	Jayora Riza Esa Rifka
2.	Seni Tari	Kls 1-5	Sabtu, 09.00-11.00	Rifka Tisa
3.	Drum Band	Kls 1-5	Sabtu,	Piyus

			08.00-11.00	Supri
4.	Hadrah	Kls 1-5	Sabtu, 09.00-11.00	M. Ahsan Bahron
5.	Qiro'ati	Kls 1-5	Sabtu, 09.00-11.00	Ima
5	Tapak Suci	Kls 1-5	Sabtu, 09.00-11.00	Khoirul Anam Henny

Selain untuk menunjang kegiatan intrakurikuler, kegiatan ekstrakurikuler bertujuan untuk menampung dan mengembangkan bakat dan minat siswa, sehingga siswa tersebut tidak hanya memperoleh pengetahuan akademik tetapi juga non akademik. Hasil kegiatan ekstrakurikuler diharapkan tidak mengecewakan karena dalam setiap mengikuti even lomba baik Pramuka, Seni Tari dan hadrah diharapkan mendapatkan hasil yang gemilang yaitu menjadi pemenang baik di tingkat kepengawasan, kecamatan, kota, maupun propinsi.

7. Bidang Keuangan

Pada bidang keuangan ini SDN Ketawanggede menjelaskan dasar/azas dan pengertian administrasi dalam pengelolaan keuangan di sekolah. Di dalamnya tentang :

2.8.1. Azas pemisahan tugas (otorisator, ordonator dan bendaharawaan)

2.8.2. Perencanaan Anggaran Rencana Kegiatan dan Anggaran Sekolah (RKAS) per tahun

2.8.3. Ketatausahaan keuangan sekolah meliputi :

- Dasar hukum
- Pembukuan setiap transaksi
- Pertanggungjawaban
- Pelaporan dan pendapatan

2.8.4. Pengawasan

2.8.5. Jadwal kegiatan pelaksanaan administrasi keuangan sekolah

8. Bidang Sarana Prasarana

Sebaik apapun program dalam pengembangan/inovasi sekolah tanpa dilengkapi dengan 'Sarpras' yang memadai tidak akan dapat terwujud. Oleh karena itu Sapras di SDN Ketawanggede menguraikan tentang perencanaan, pengadaan, penyimpanan dan pemeliharaan tentang semua perlengkapan / barang yang ada di SDN Ketawanggede . Juga menjelaskan tentang ketentuan dan persyaratan mengenal barang inventaris, barang yang dimutasi dan syarat-syarat penghapusan semua perlengkapan /barang di sekolah.

Dalam hal ini untuk menambah sarana dan prasarana SDN Ketawanggede memanfaatkan 20% dari dana BOS untuk belanja modal antara lain pengadaan kursi, alat drumband, hadrah, dll.

Untuk kepentingan pengembangan sekolah SDN Ketawanggede juga selalu pro aktif untuk mengajukan dana baik DAK maupun APBD untuk perbaikan – perbaikan antara lain :

- Ruang kelas
- Meja – kursi siswa
- Pengadaan buku referensi
- Pengadaan buku non fiksi
- Pengadaan buku fisik
- Pengadaan mebelair perpustakaan
- Pengadaan Laboratorium ; IPA, Bahasa.
- Perbaikan kamar mandi siswa
- Perbaikan rumah dinas
- Pengadaan alat peraga : IPA, Matematika.
- Pengadaan Media Pembelajaran : LCD Proyektor, Komputer, Laptop dll.

9. Permasalahan dan hambatan

Permasalahan dan hambatan yang dialami SDN Ketawanggede :

a. Fasilitas Sekolah
   - Keadaan bangunan Laboratorium 3 lokal rusak berat
   - WC perlu di rehab ulang, karena sanitasinya tidak tepat 6 Ruang

b. Bidang Pengajaran
   - Perlu disiapkan media pembelajaran yang berbasis IT

c. Bidang Ketenagaan
   - Penjaga sekolah, Tata Usaha masih honorer sehingga pembiayaan untuk tenaga GTT maupun PTT dan tenaga ekstra sangat besar

d. Bidang Kesiswaan
   - Minat baca siswa belum maksimal
   - Minat belajar siswa belum maksimal
   - Kesadaran siswa untuk berperilaku Hidup bersih dan sehat belum maksimal

e. Bidang Keuangan
   - Dalam hal keuangan murni dibiayai BOSNAS, BOSDA dan BSM.

PRIORITAS PROGRAM

Berdasarkan analisa tentang kelemahan dan kekuatan yang dimiliki SDN Ketawanggede juga berdasarkan hasil diskusi antara Kepala Sekolah, Dewan Guru, Komite Sekolah maupun Penguyuban Orang Tua Siswa, maka disusunlah program dalam rangka pengembangan SDN Ketawanggede tahun 2014/2015dengan skala prioritas sebagai berikut :

1. **Fasilitas Sekolah**
   a. Membuat Kawasan Suci
   b. Perbaikan Ruang Kelas
   c. Perbaikan Kerusakan Ringan
   d. Pengadaan Lcd Proyektor

2. **Bidang Pengajaran**
   a. Melaksanakan kurikulum 2013
   b. Meningkatkan kualitas pembelajaran dengan melaksanakan KBM menggunakan berbagai media pembelajaran, terutama berbasis IT.
   c. Pengadaan buku-buku berdasarkan kurikulum KTSP dan 2013
   d. Menambah jumlah koleksi buku sebagai reverensi dan bahan ajar
   e. Menambah koleksi media pembelajaran baik berupa CD Pembelajaran Interaktif, dll.

3. **Bidang Ketenagaan**
   a. Mengefektifkan tenaga yang ada
   b. Meningkatkan kemampuan guru dengan cara mengikutkan penataran, workshop**,** melakukan supervisi kelas**,** melaksanakan KKG mini di sekolah maupun di lingkungan kepengawasan, dan melakukan penelitian Tindakan Kelas (PTK)
   c. Mengusulkan tenaga honorer baik GTT maupun PTT bisa diangkat menjadi PNS

4. Bidang kesiwaan

a. Melaksanan kegiatan Penerimaan Siswa baru (PSB)
b. Pendataan siswa
c. Melaksanakan pembinaan siswa baik secara fisik maupun non fisik
d. Melaksanakan berbagai kegiatan ekstrakurikuler berkaitan dengan kemampuan dan Minat bakat siswa.

5. Bidang Administrasi

a. Memperbaiki adminitrasi yang ada
b. Menambah kekurangan yang ada
c. Menertibkan administrasi sekolah

Appendix 3. Profile Of School

PEMERINTAH KOTA MALANG

DINAS PENDIDIKAN

SD NEGERI KETAWANGGEDE

KECAMATAN LOWOKWARU

Jl. Kerto Leksono 93 Malang Telp. (0341) 551615

DATA KEADAAN MURID

TAHUN 2014 / 2015

NO	KELAS	L	P	JUMLAH	KET
1.	1	41	28	69	3 Rombel
2.	2	38	32	70	3 Rombel
3.	3	35	31	66	2 Rombel
4.	4	31	26	57	2 Rombel
5.	5	32	31	63	2 Rombel
6.	6	41	35	76	3 Rombel
	TOTAL	**208**	**193**	**401**	**15 rombel**

Appendix 3. Profile Of School

PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
SD NEGERI KETAWANGGEDE
KECAMATAN LOWOKWARU
Jl. Kerto Leksono 93 Malang Telp. (0341) 551615

DATA GURU
TAHUN 2014 / 2015

No.	Nama Tempat dan Tgl. Lahir NIP.	L/P	Agama	Jabatan	Status Kepeg	Pangkat Golongan	Catatan
1	Bambang Suryadi, S.Pd Jombang, 21 Juli 1969 19690721 199703 1 006	P	Islam	Kepala Sekolah	PNS	Penata III C	Jl. Raya Sumberpasir No. 143 Pakis - Malang Hp. 085731223199
2	Rosita, S.Pd. Malang, 11 September 1955 19550911 197703 2 005	P	Islam	Guru Kls 3A	PNS	Pembina IV/A	Jl. Gajayana IC/74 1E Telp. 580 014 Hp. 08125202922
3	Sri Sumiati, A.Ma Blitar, 06.02.1956 19560206 197601 2 001	P	Islam	Guru Kls. 1B	PNS Inpres	Pembina IV/A	Jl. Gajayana Gg. V 609 E Malang Telp. 562975

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4	Dra. Fransisca Sri Astuti Boyolali, 02.08.1958 19580802 197907 2 001	P	Kristen	Guru Kelas 5B	PNS Inpres	Pembina IV/A	Jl. Batu Permata 79A Malang Telp. 562101 Hp. 081252329994
5	Sunarti, S.Pd T. Agung, 11.03.1960 19600311 197907 2 007	P	Islam	Guru Kls. 1B	PNS Inpres	Pembina IV/A	Jl. Joyoutomo V/504 Malang Telp. 581245 Hp. 081252168289
6	Kustinah Sri Rahayu, S.Pd. Malang, 03 Desember 1960 19601203 198112 2 001	P	Islam	Guru Kls. 5B	PNS	Pembina IV/A	Perum Joyo Grand Hp. 08563569803
7	Lilis Sri Indah P. S.Pd. Malang, 16 Agustus 1963 19630816 198303 2 014	P	Islam	Guru Kls. 4B	PNS	Pembina IV/A	Perum Dinas Sekolah Jl. Kertoleksono 93D Hp. 081937794242
8	Sri Indayatik, S.Pd Malang, 10 April 1967 19670410 1998803 2 010	P	Islam	Guru Kls 3B	PNS	Pembina IV/A	Jl. Brigjen Slamet Riadi 7/23 Malang Hp. 081931853325

9	Musiyah, S.Pd. Malang, 16 April 1963 19630416 198803 2 006	P	Islam	Guru Kls. 1A	PNS	Penata III/C	Jl. Sumbersari V/462 Telp. 571 878 Hp. 081233507596
10	Sati'ah, S.Pd Malang, 09.09.1976 19760909 199912 2 001	P	Islam	Guru Kls 6A	PNS	Penata Muda Tk.I III/C	Jl. Joyo Raharjo Gg. 9 IB/16 Malang Telp. 7032667
11	Rojikin, S.Pd. Trenggalek, 02 Mei 1970 19700502 199605 1 003	L	Islam	Guru Kls. 6C	PNS	Penata Muda Tk.I III/B	Perum Griya Sejahtera Jl. Joko Kendil 5 Hp. 081333341574
12	Supriyatin, S.Pd Malang, 21.09.1968 19680921 200801 2 018	P	Islam	Guru Kls 6B	PNS	Penata Muda Tk.I III/B GTT 20 PNS 05/02	Jl. Melati RT. 09 RW. 04 Sekarpuro Hp. 08125251295
13	Dian Hapriani, S.Pd. 19800411 201407	P	Islam	Guru Kls. 5A	PNS	Penata Muda III/a	Jl. Watu Gilang I/6 Malang

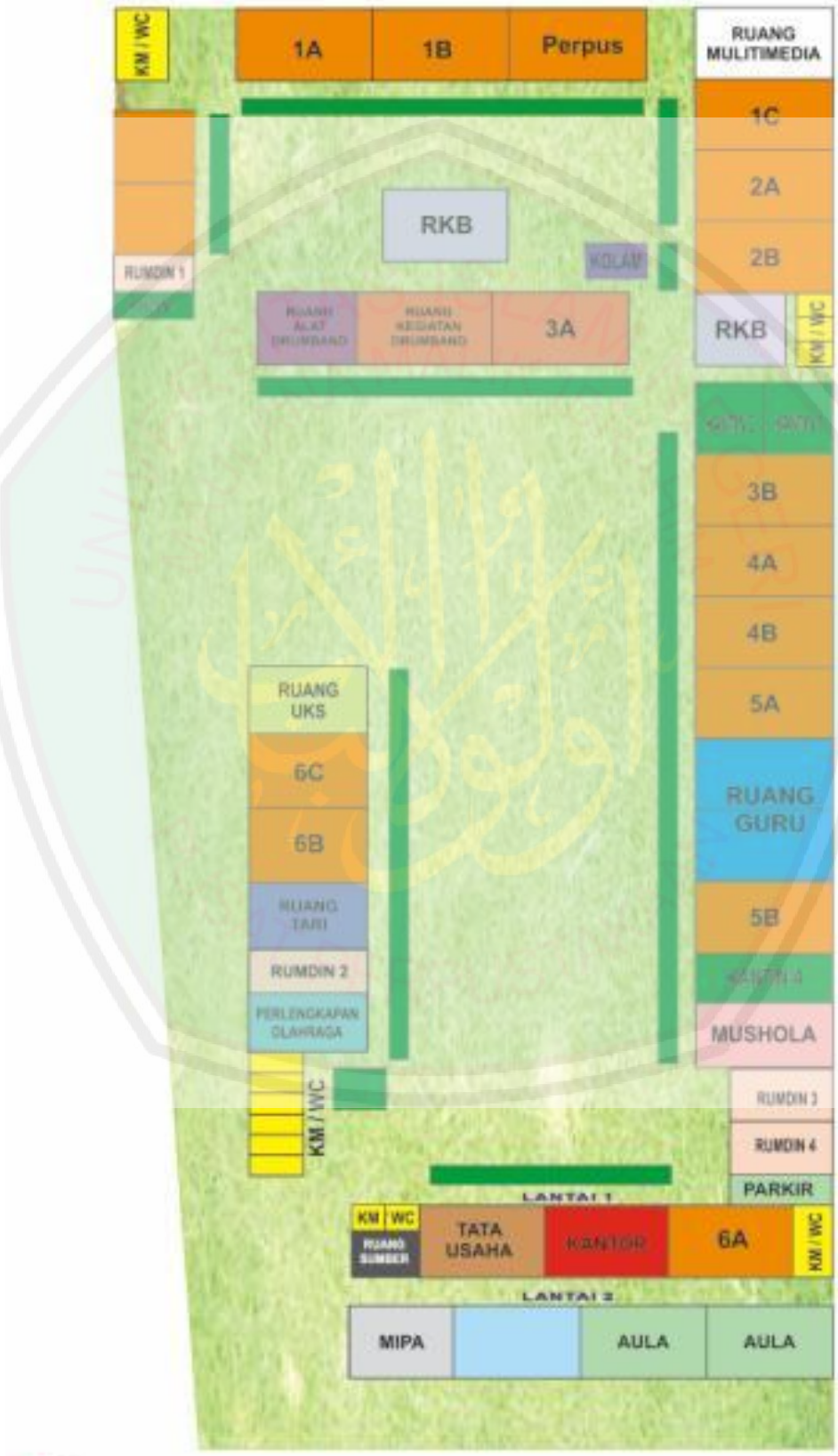
	2 002 Malang, 11 April 1980						Hp. 085649942972
14	Pujiati Malang, 09.08.1983 19830809 200903 2 003	P	Islam	Guru Kls 4A	PNS	Penata Muda III/a	Jl. Simbar Menjangan No. 24 RT. 05 RW, 03 Mlg Hp. 085755649146
15	Sufiatun, S.Pd.I Pamekasan, 25 Juli 1986 19860725 201101 2 003	P	Islam	Guru PAI Kls 1-3	PNS	Penata Muda III/A	Perum Dinas Sekolah Jl. Kertoleksono 93 Telp. 551 615
16	Pandu Mayang Seto, A.Ma Malang, 23 Juli 1984 1984072 3200604 1 007	L	Islam	Guru Kls. 5B	PNS	Pengatur II/C	Jl. Dorowati Gg. 1 RT 02 RW 05 Desa Sisir Telp.
17	Binti Hafidloh, S.Pd Malang, 13.08.1977 19770813 201001 2 010	P	Islam	Guru Kls. 1 C	PNS	Pengatur Muda II/b	Jl. Mardirejo RT. 06 RW. 03 Pujon – Malang 085259237708
18	Badik Ul - Ulum	L	Islam		PNS	Peng. Muda Tk. 1	Perum Dinas Sekolah

	Blitar, 10 Oktober 1973 19731010 200010 1 001			Penjaga Sek.		II/B	Jl. Kertoleksono 93 Hp. 03419922150
19	Nurul Hendra Wahyudi, A.Ma 9347 7666 6720 0013 Situbondo, 15 Oktober 1988	L	Islam	Tata Usaha SBK	GTT	-	Perum Citra Mas Raya Tidar - Malang Hp. 085655526111
20	Muhammad Ahsan Bakhron 1536 7586 6420 0003 Malang, 04.12.1980	L	Islam	Penjaga Sekolah	PTT	-	Jl. Kerto Sariro 66 Malang Telp. 575921
21	Achmad Afandy, S.Pd, S.Or Probolinggo, 24 Oktober 1985	L	Islam	Gr Kls 4 - 6	GTT	-	Jl. Gajayana Gg. V Malang Hp. 085649149299
22	Dewi Martia Ningsih, S.Psi Tulungaggung, 21 Maret 1991	P	Islam	GPK	GTT	-	Jl. Sunan Kalijaga Dalam No. 9A Hp. 085736337157
23	Muchammad Iqbal, S.Pd.i Malang, 29 Oktober 1991	L	Islam	Guru PAI	GTT	-	Jl. Cempaka Malang Suko Hp. 085791258029
24	Titi Setiani, SE	P	Islam	GPK	GTT		JL. Watu Mujur I No 9

	Banyumas, 17 Januari 1982						Hp 081381738662

Appendix 3. Profile Of School

DENAH SDN KETAWANGGEDE



Taman

Appendix 3. Profile Of School

Appendix 4. Syllabus

SILABUS

Mata Pelajaran dan Kompetensi Dasar	Indikator	Kegiatan Pembelajaran dan Penilaian	Alokasi Waktu	Sumber Belajar
PPKn Menunjukkan keteladanan tokoh proklamator kemerdekaan RI dalam kehidupan sehari-hari di lingkungan setempat (KI 2)	Membiasakan berperilaku meneladani para tokoh proklamator dalam kehidupan sehari-hari di rumah, di sekolah dan di lingkungan masyarakat dengan rasa percaya diri dan kreatif	• Bermain peran (role playing) tentang sikap teladan para tokoh proklamator (seperti cinta tanah air, mementingkan kepentingan umum, bertanggung jawab, dan sederhana) • Membahas penampilan role playing dengan menggunakan format penilaian yang telah disiapkan • Menyimpulkan hasil diskusi kelompok dengan rasa tanggungjawab **Penilaian** Unjuk kerja: proses pada saat peserta didik memerankan tokoh proklamator dengan memperhatikan aspek-aspek : keterampilan dalam memerankan tokoh, bahasa, kesopanan/sikap.	6 jp	Buku Tematik Kelas IV
Bahasa Indonesia • Membaca cerita rakyat dan menjelaskan isinya (tokoh, tempat, amanat)	• Mengidentifikasi tokoh-tokoh dalam cerita rakyat • Mengidentifikasi hal-hal penting dalam cerita rakyat • Menceritakan kembali isi cerita rakyat (tokoh, tempat, amanat) dengan kalimat yang runtut	• Menyimak pembacaan cerita rakyat yang bertema kepahlawanan • Mengidentifikasi tokoh-tokoh yang ada dalam cerita rakyat yang didengar • Mengidentifikasi tempat-tempat yang ada dalam cerita rakyat yang didengar • Mengidentifikasi amanat dari cerita yang didengar • Menjelaskan kembali tokoh, tempat, dan amant cerita rakyat **Penilaian:** Unjuk kerja: Menceritakan kembali cerita rakyat di depan kelas. Kriteria penilaian menggunakan skala	6 jp	Buku Tematik Kelas IV

Appendix 4. Syllabus

Mata Pelajaran dan Kompetensi Dasar	Indikator	Kegiatan Pembelajaran dan Penilaian	Alokasi Waktu	Sumber Belajar
		Likert: (3) runtut, (2) kurang runtut, (1) tidak runtut		
• Melengkapi bagian cerita rumpang dengan kalimat yang tepat	• Melengkapi bagian cerita yang hilang dengan kalimat pada awal paragraf. • Melengkapi bagian cerita yang hilang pada akhir paragraf.	• Membaca cerita yang rumpang pada bagian awal • Mendiskusikan kata/kalimat yang tepat untuk mengisi bagian cerita yang hilang. • Melengkapi bagian cerita yang hilang dengan kata/kalimat pada awal paragraf. • Membacakan cerita yang telah dilengkapi dan mendiskusikan ketepatan isinya **Penilaian:** Tes Tertulis: Melengkapi cerita rumpang menjadi lengkap berdasarkan hasil diskusi dengan menggunakan EYD yang tepat	4 jp	Buku Tematik Kelas IV
Matematika Melakukan operasi hitung campuran dengan menggunakan prosedur/aturan yang benar (k2)	• Menulis model/kalimat matematika dari kegiatan/kejadian sehari-hari yang berkaitan dengan operasi hitung campuran • Menghitung hasil operasi hitung campuran sesuai dengan level atau tingkat operasi hitungnya, yaitu: operasi dalam kurung selalu dilaksanakan lebih dulu, perkalian dan pembagian adalah setara, perkalian atau pembagian dilaksanakan lebih dulu dari penjumlahan atau pengurangan, serta penjumlahan dan pengurangan adalah setara • Menentukan operasi hitung campuran dengan hasil terbesar	▪ Mendiskusikan model/kalimat matematika dari kegiatan/kejadian sehari-hari yang berkaitan dengan operasi hitung campuran ▪ Melakukan penghitungan hasil operasi hitung campuran sesuai dengan level atau tingkat operasi hitungnya, yaitu: operasi dalam kurung selalu dilaksanakan lebih dulu, perkalian dan pembagian adalah setara, perkalian atau pembagian dilaksanakan lebih dulu dari penjumlahan atau pengurangan, serta penjumlahan dan pengurangan adalah setara ▪ Melakukan operasi hitung campuran dengan hasil terbesar atau terkecil dari angka-angka dan simbol operasi yang diberikan ▪ Menentukan penyelesaian dari masalah yang berkaitan dengan operasi hitung **Penilaian** ▪ Unjuk Kerja : menemukan urutan operasi hitung	6 jp	Buku Tematik Kelas IV

Appendix 4. Syllabus

Mata Pelajaran dan Kompetensi Dasar	Indikator	Kegiatan Pembelajaran dan Penilaian	Alokasi Waktu	Sumber Belajar
	atau terkecil dari angka-angka dan simbol operasi yang diberikan • Menentukan unsur/apa yang diketahui dari masalah yang berkaitan dengan operasi hitung campuran • Menentukan penyelesaian dari masalah yang berkaitan dengan operasi hitung campuran	campuran yang sesuai prosedur menggunakan lembar kerja yang dikerjakan dalam diskusi kelompok ▪ Tes Tertulis: melakukan operasi hitung campuran		

LEMBAR KERJA PENDEKATAN SAINTIFIK

1. Mengamati

Kegiatan belajar : Membaca, mendengar, menyimak, melihat.

Kompetensi yang dikembangkan : Melatih kesungguhan, ketelitian, mencari informasi.

Pada kegiatan ini peserta didik akan membaca teks Pesan Rahasia dan mencari informasi langkah apa yang selanjutnya akan mereka lakukan.

Pesan Rahasia

Hari ini, Zahra, Nabilla dan Akbar berkumpul di rumah Akbar. Mereka berencana ingin bermain bersama. Tetapi mereka bingung, apa yang akan mereka mainkan.

"Kita akan bermain apa ya teman-teman?", tanya Nabilla pada teman-temannya.

"Bermain petak umpet saja.", seru Akbar.

Terlihat diskusi yang sangat menarik dari Nabilla dan Akbar.

"Ah itu sudah terlalu sering kita lakukan Akbar.", Nabilla menolak.

Zahra hanya diam. Nampak dari raut mukanya, Zahra sedang memikirkan sesuatu. Tiba-tiba Zahra memberikan usul pada teman-temannya.

"Bagaimana kalau kita bermain detektif-detektifan?", cetus Zahra beride.

Disaat mereka bingung menetukan permainan apa yang akan mereka mainkan, tiba-tiba Pak Eko, ayah Akbar, juga mengusulkan permainan yang sama seperti uang diusulkan Zahra.

"Bagus itu, usulan Zahra bermain detektif-detektifan. Kalian akan menemukan pengetahuan baru di sekitar lingkungan rumah ini.", setuju Pak Eko.

"Pengetahuan baru apa, Paman?", tanya Zahra.

Sama seperti Zahra, Nabilla dan Akbar juga nampak bingung dengan permainan tersebut.

"Paman akan memberikan sebuah kotak. Namanya kotak detektif. Didalamnya ada beberapa alat dan bahan agar kalian bisa menemukan pengetahuan baru itu. Akan tetapi, permainan ini bukan sekedar permainan biasa. Permainan ini sangat seru, karena kalian harus mengikuti perintah yang Paman berikan melalui pesan rahasia berbentuk sandi. Kalian harus memecahkan sandi tersebut agar bisa menuju ke langkah berikutnya. Paman telah menuliskan angka di setiap kartu di dalam kotak detektif. Kalian harus memecahkannya secara urut mulai dari angka I sampai 13.", terang Pak Eko.

Kemudian mereka semua setuju dengan permainan yang mereka nilai sangat menarik tersebut.

"Kalian sudah siap?", tanya Pak Eko.

"Siap!", serentak mereka menjawab.

Mereka terlihat begitu bersemangat. Karena melalui permainan ini mereka akan mendapatkan pengetahuan baru.

Susi Susanti, Legenda Bulu Tangkis Indonesia

Susi Susanti adalah salah satu pemain bulu tangkis putri terbaik yang pernah dimiliki Indonesia. Ia bersekolah di sekolah atlet. Ia berlatih mulai pukul 07.00 sampai pukul 11.00 kemudian dilanjutkan pukul 15.00 sampai pukul 19.00

Pada awal kariernya di tahun 1989, Susi sudah berhasil menjadi juara di Indonesia Open. Ia mulai merajai kompetisi bulu tangkis wanita dunia dengan menjuarai All England sebanyak empat kali (1990, 1991, 1993, 1994) dan menjadi juara dunia pada tahun 1993.

Puncak karier Susi terjadi pada tahun 1992 ketika ia menjadi juara tunggal putri cabang bulu tangkis di Olimpiade Barcelona. Ia memberikan medali emas untuk Indonesia.

Susi dikenal sebagai pemain bulu tangkis yang tenang dan tanpa emosi ketika bertanding meskipun ia telah tertinggal jauh dari lawannya. Semangat Susi yang pantang menyerah juga selalu berhasil membuat para pendukungnya yakin bahwa Susi pasti akan berhasil. Berkat perjuangannya, Susi Susanti mengharumkan nama Indonesia di dunia Internasional.

Rudy Hartono, Legenda Bulu Tangkis Indonesia

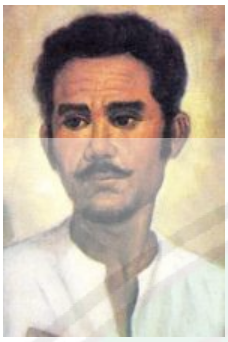
Pria kelahiran 1949 ini baru saja dinobatkan oleh majalah *Time Anniversary Issue* pada 13 November 2006, sebagai salah satu dari 60 pahlawan di Asia. Beliau termasuk pahlawan dalam kategori *Athletes & Explores.* Nama beliau disejajarkan dengan orang ternama lain seperti Moh. Hatta, Gandhi, Bruce Lee, Mother Theresa, Li Ka Shing (Raja Properti Hongkong), Jerry Yang (pendiri Yahoo), Muhammad Yunus (pemenang Nobel), dan lain-lain.

Rudy Hartono berhak menerima penghargaan ini berkat sikap kepahlawanannya di bidang olahraga bulu tangkis. Hasil jerih payahnya membawa nama harum bagi Indonesia dan Asia di tahun 1968-1976. Pada usia 19 tahun, Hartono telah mengalahkan Tan Aik Huang dari Malaysia dan membawa kembali piala All England untuk Indonesia. Rekor yang diperoleh Hartono, yaitu 8 kali juara All England serta berbagai gelar juara internasional lainnya. Pada masa delapan tahun itu, kejayaan Indonesia di bidang bulu tangkis sangat disegani negara-negara lainnya.

Ronny Pattinasarany

Ronny Pattinasarany adalah pemain sekaligus pelatih sepak bola legendaris yang dimiliki Indonesia. Pria berdarah Ambon ini memiliki nama lengkap Ronald Hermanus Pattinasarany yang lahir di Makassar, Sulawesi Selatan pada tanggal 9 Februari 1949.

Perjalanan karir Ronny dimulai sebagai pemain sepak bola di PSM junior (1966). Karirnya terus menanjak hingga pada tahun 1978-1982, ia berhasil menjadi kapten timnas pada masa itu. Julukan "Si Kurus" sangat melekat pada Ronny ketika bermain di lapangan sepak bola. Beliau juga terkenal tegas dan berani dalam menghadapi masalah di lapangan. Hasil perjuangan Ronny berhasil melambungkan tim merah putih pada dunia sepak bola di era 1970-an hingga 1980-an. Penghargaan yang berhasil diperolehnya antara lain Pemain All Star Asia (1982), Olahragawan Terbaik Nasional (1976 dan 1981), Pemain Terbaik Galatama (1979 dan 1980), dan Medali Perak SEA Games (1979 dan 1981).



Thomas Matulessy

Thomas Matulessy atau Pattimura lahir pada tanggal 8 Juni 1783 di Maluku. Maluku merupakan wilayah yang kaya dengan rempah-rempah. Belanda melakukan monopoli harga rempah-rempah yang merugikan rakyat Maluku. Karena kesewenang-wenangan tersebut, rakyat Maluku melakukan perlawanan di bawah kepemimpinan Pattimura. Atas kegigihannya melawan Belanda, Pattimura dikukuhkan sebagai pahlawan oleh Pemerintah Republik Indonesia.

Jenderal Sudirman

Jenderal Sudirman lahir di Purbalingga, Jawa Tengah pada tanggal 24 Januari 1916. Beliau dikenal sebagai pahlawan yang tidak kenal menyerah. Ketika terjadi Angresi Militer II, ibukota Republik Indonesia dipindahkan ke Yogyakarta. Soedirman memimpin pasukannya untuk membela Yogyakarta dari serangan. Dalam perlawanan tersebut, Soedirman dalam keadaan sangat lemah karena penyakit tuberkulosis yang dideritanya sejak lama. Namun, beliau tetap bersemangat terjun ke medan perang dalam keadaan ditandu. Soedirman dan pasukannya bergerilya masuk hutan dan mendaki gunung selama tuuh bulan. Soedirman memimpin strategi perang untuk memaksa Belanda mengakui kedaulatan dan kemerdekaan Indonesia.

Kalian telah mengetahui tentang tokoh yang disebut pahlawan. Untuk menjadi seorang pahlawan, mereka melaksanakan banyak kewajiban agar tercipta kehidupan bernegara yang aman dan tenteram.

Begitu pula dengan kalian. Semua warga negara memiliki kewajiban yang sama.

Salah satu kewajiban kita sebagai warga negara adalah mematuhi tata tertib atau peraturan.

Yuk kita lanjutkan ke kartu nomor 7 !

Coba baca cerita berikut !

Suatu hari, Citra pergi ke rumah sakit untuk menengok neneknya yang sedang sakit. Ketika melewati klinik, Citra menemukan peraturan "Harap mengantri dengan tenang". Citra juga menemukan peraturan yang berbunyi "Dilarang merokok" ketika sampai di lantai 2 rumah sakit. Ia akan menengok neneknya yang berada 2 lantai di atas lantainya sekarang. Setelah sampai di ruangan neneknya dirawat, ia turun 3 lantai untuk membelikan neneknya sepotong kue. Di lantai berapa Citra membeli kue?

Ayo coba temukan jawabannya.

2. **Menanya**

Kegiatan belajar : Mengajukan pertanyaan tentang informasi yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik).

Kompetensi yang dikembangkan : Mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.

Pada kegiatan ini peserta didik akan *memecahkan Pesan Rahasia,* ***dengan*** *begitu peserta didik akan berlatih mengajukan pertanyaan tentang informasi yang tidak dipahami dan bisa mengembangkan rasa ingin tahunya.*

Selamat datang di Kotak Detektif ☺
Perhatikan perintah
dan kerjakan dengan hati-hati ☺

Pecahkan sandi ini agar kamu bisa menuju langkah berikutnya.
*eTumkan **teks tentang Seorang Tokoh** id
ladam **Kotak Detektif** iin. muKeandi cabalah*
Jangan lupa menempel teks pada lembar jawaban.

3. **Mengumpulkan informasi**

Kegiatan belajar : melakukan eksperimen, membaca sumber lain selain buku teks, mengamati objek/kejadian/aktivitas, wawancara dengan nara sumber

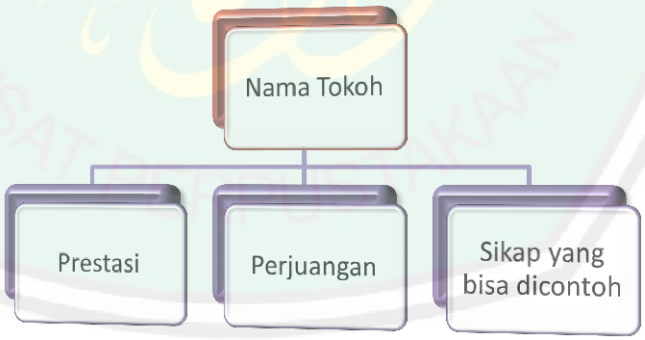
Kompetensi yang dikembangkan : Mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

Pada kegiatan ini peserta didik akan mengamati objek gambar yang telah ditemukan, kemudian peserta didik akan mengumpulkan informasi berdasarkan gambar tersebut.

Apa yang kamu temukan dari teks tersebut?

3

Zahra mengajak kalian untuk membuat peta pikiran dari teks bacaan tersebut.
Untuk memudahkan kalian, Pak Eko telah memberikan contohnya. Gambar lagi peta pikiran di bawah ini di lembar jawaban. Isilah masing-masing kotak sesuai dengan teks yang kalian dapatkan di kotak detektif.



Apa yang kamu ketahui tentang gambar ini?

Gambar A	Gambar B
	

	Gambar A	Gambar B
Hal-hal yang kamu temukan		
Dampak		
Pendapat kelompokmu		

Apa yang kamu ketahui tentang gambar ini? 7

Gambar A	Gambar B
	

	Gambar A	Gambar B
Hal-hal yang kamu temukan		
Dampak		
Pendapat kelompokmu		

Apa yang kamu ketahui tentang gambar ini? 7

Gambar A	Gambar B
	

	Gambar A	Gambar B
Hal-hal yang kamu temukan		
Dampak		
Pendapat kelompokmu		

4. Mengasosiasi

Kegiatan belajar : mengolah informasi yang sudah dikumpulkan baik terbatas dari hasil kegiatan mengumpulkan/eksperimen mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi.

Pengolahan informasi yang dikumpulkan dari yang bersifat menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan.

Kompetensi Yang dikembangkan : Mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam menyimpulkan.

Pada kegiatan ini peserta didik mengolah informasi yang sudah dikumpulkan baik terbatas dari hasil kegiatan mengumpulkan/eksperimen mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi serta kemudian menyimpulkan.

Pecahkan sandi ini agar kamu bisa menuju langkah berikutnya.

waJabhal erpnyataan id wahab iin

Menurutmu, apakah tokoh tersebut bisa disebut sebagai seorang pahlawan?
Jelaskan alasanmu ! Diskusikan dengan teman kelompokmu.

Membuat Tata Tertib Tertulis

1. Pilihlah satu tempat yang pernah kalian kunjungi. Misalnya sekolah, rumah sakit, kebun binatang, perpustakaan, pasar, stasiun, dan lain-lain.
2. Buatlah satu peraturan atau tata tertib yang menurut kalian harus dipatuhi ketika berada di tempat tersebut.
3. Sertakan alasan kalian mengapa kalian harus mentaati peraturan atau tata tertib tersebut.
4. Tuliskan hasilnya dibawah ini.

Dengan cara yang sama seperti kartu sebelumnya, temukan jawaban untuk soal berikut !

Ibu ingin membuat kue. Ia mengambil 250 ml santan. Santan tersebut digunakan sebanyak 160 ml untuk membuat adonan. Kemudian, ibu mengambil lagi 85 ml untuk membuat adonan lainnya. Ternyata, ibu masih memerlukan 25 ml lagi sampai adonan tersebut cukup untuk dibentuk. Jika kedua bilangan dijumlahkan, berapakah hasilnya?

5. Mengkomunikasikan

Kegiatan belajar : Menyampaikan hasil pengamatan, kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya.

Kompetensi yang dikembangkan : Mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan singkat dan jelas, dan mengembangkan kemampuan berbahasa yang baik dan benar.

Tokoh yang baru saja kalian pelajari bisa disebut sebagai seorang pahlawan.
Karena yang disebut sebagai seorang pahlawan adalah orang yang melakukan hal yang berguna untuk bangsanya.
Pahlawan adalah orang yang pernah mengharumkan nama bangsa dan mempunyai sikap yang bisa diteladani.
Contohnya atlet, veteran, pahlawan nasional, atau guru.

Melalui teks ulasan tersebut, kalian bisa menemukan informasi penting tentang pahlawan tersebut. Dan memasukkannya ke dalam peta pikiran.

Menarik bukan pengetahuan barunya?
Yuk kita lanjutkan permainan detektif ini.

Dari kartu nomor 7, kalian bisa mengambil kesimpulan bukan?
Bahwa kita harus tertib ketika menonton sebuah pertandingan. Mengapa demikian?
Karena menonton sebuah pertandingan dengan tertib adalah kewajiban penonton.
Kalian tentu ingat bahwa salah satu kewajiban kita sebagai warga negara adalah mematuhi tata tertib atau peraturan.

Kalian baru saja belajar menyelesaikan permasalahan yang berkaitan dengan bilangan bulat.
Apakah kalian mempunyai cara yang lebih mudah untuk menyelesaikan permasalahan tersebut?
Coba diskusikan dengan Ibu/Bapak Gurumu.

Selamat kalian telah berhasil menyelesaikan tantangan yang ada di permainan ini.

Laporkan hasil kerjamu beserta kelompokmu kepada Ibu/Bapak Gurumu. Menarik bukan pengetahuan barunya? Selamat berjumpa kembali di permainan Kotak Detektif berikutnya ☺ Terimakasih telah bekerja sama dengan baik dan mentaati peraturan yang ada.

Tgl/Hari : **Kelompok :**
Kelas : **Nama Anggota :**

-Lembar Jawaban Pendekatan Saintifik-

Tempelkan masing-masing kartu urut sesuai dengan nomor yang ada di kartu. Pantang menyerah dan saling membantu orang lain menjadi kunci sukses permainan ini. Taatilah peraturan yang telah dijelaskan oleh Ibu/Bapak Gurumu. Tanyakan pada Ibu/Bapak Guru ketika kalian memerlukan bantuan. Semoga berhasil ☺

Nama :
Kelas :
Hari/tgl :

-Lembar Jawaban Pre Test-

Tgl/Hari :

Nama :

Kelas :

Lembar Refleksi

Tuliskan apa saja yang telah kamu pelajari dari kegiatan hari ini.

1.

2.

3.

Apa manfaat yang kamu peroleh?

Sikap apa yang akan kamu lakukan selanjutnya?

Syair lagu untuk penentuan kelompok

Ibu kita Kartini Putri sejati

Putri Indonesia Harum namanya

Ibu kita Kartini Pendekar bangsa

Pendekar kaumnya Untuk merdeka

Wahai ibu kita Kartini Putri yang mulia

Sungguh besar cita-citanya Bagi Indonesia

Garuda pancasila Akulah pendukungmu

Patriot proklamasi Sedia berkorban untukmu

Pancasila dasar negara

Rakyat adil makmur sentosa

Pribadi bangsaku

Ayo maju maju Ayo maju maju Ayo maju maju

Satu nusa Satu bangsa Satu bahasa kita

Tanah air Pasti jaya Untuk Slama-lamanya

Indonesia pusaka

Indonesia tercinta

Nusa bangsa Dan Bahasa

Kita bela bersama

Berdera merah putih

Bendera tanah airku

Gagah dan jernih tampak warnamu

Berkibarlah di langit yang biru

Bendera merah putih

Bendera bangsaku

Dari Sabang sampai Merauke

Berjajar pulau-pulau

Sambung menyambung menjadi satu

Itulah Indonesia

Indonesia tanah airku Aku berjanji padamu
Menjunjung tanah airku Tanah airku Indonesia

Lembar Test

Kerjakan soal-soal berikut.

1. Contoh sikap kepahlawanan yang dimiliki oleh Susi Susanti adalah ...
   a. Semangat dan pantang menyerah
   b. Jujur dalam bersikap
   c. Tegas dan pemberani
   d. Sangat mencintai dunia seni

2. Seorang dapat disebut pahlawan saat dia memiliki sifat ...
   a. Pamrih ketika menolong orang lain
   b. Tidak peduli ketika ada teman yang butuh pertolongan
   c. Menolong teman yang membolos
   d. Rela berkorban untuk membantu orang yang membutuhkan

3. Tokoh pebulu tangkis Indonesia yang pernah mengharumkan nama Indonesia di dunia internasional dengan delapan kali menjuarai kompetisi *All England* adalah ...

4. Berikut ini adalah sikap yang mencerminkan semangat cinta tanah air adalah ...
   a. Mengikuti upacara dengan tertib
   b. Merusak fasilitas tempat umum
   c. Tidak mau bekerja sama dengan teman berbeda suku
   d. Lebih suka menggunakan barang-barang impor

5. Tuliskan tiga macam profesi yang mencerminkan sikap kepahlawanan. Tuliskan alasanmu memilih profesi tersebut.

6. Identifikasi gambar berikut. Berilah keterangan gambar yang menunjukkan sikap tertib dan tidak tertib. Kemudian, berilah saranmu untuk sikap yang tidak tertib.

Gambar A	Gambar B
	

7. Tuliskan apa saja kewajiban kita sebagai warga negara. Minimal 5.

8. Berikut adalah hal yang harus dilakukan sebelum membuat ulasan dari sebuah bacaan...
   a. Menemukan informasi penting dalam bacaan
   b. Mencari kosakata sulit dari bacaan
   c. Meringkas bacaan
   d. Menghafalkan isi bacaan

9. Hal-hal berikut yang tidak harus ada dalam ulasan suatu bacaan, adalah ...
   a. Judul bacaan
   b. Hal yang menarik pada bacaan
   c. Pendapat tentang bacaan
   d. Daftar kata kunci dalam bacaan

10. Berikut ini yaitu manfaat membuat ulasan bacaan adalah ...
    a. Memudahkan memahami suatu bacaan
    b. Agar orang tertarik untuk membaca
    c. Melengkapi bacaan
    d. Menghilangkan makna asli bacaan

11. Urutan bilangan dari yang terkecil yang benar adalah ...
    a. -8, -7, 0, 5
    b. 8, 7, 0, 5
    c. -8, 7, 0, 5
    d. 8, -7, 0, 5

12. Bilangan yang lebih kecil dari -5 adalah ... , ... , ...

13. -7 - (-10) = ...

14. Dayu berada di lantai 6 sebuah gedung. Ia turun 3 lantai, lalu naik lagi 2 lantai. Di lantai berapa Dayu sekarang?

15. Suhu di dalam sebuah kulkas adalah $-6^{0}C$. Sedangkan suhu di luar kulkas $11^{0}C$. Berapa deraat perbedaan suhu di dalam dan di luar kulkas?

16. Tujuan sebuah informasi penting disajikan dalam bentuk peta pikiran adalah ...

17. Tuliskan dua tata tertib atau peraturan yang harus kamu patuhi ketika berada di rumah sakit!

18. Tuliskan dua akibat ketika kamu tidak mematuhi peraturan saat berlalu lintas!

19. Menurut kalian, seseorang yang bagaimanakah sehingga bisa disebut sebagai seorang pahlawan?

20. Citra sedang berada di lantai 4 sebuah pusat perbelanjaan. Ia ingin membeli buku di toko buku yang berada 2 lantai di atas lantainya sekarang. Setelah membeli buku ia turun 4 lantai untuk membeli makanan. Di lantai berapa Citra membeli makanan?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SDN Ketawanggede Malang
Tema : Pahlawanku / Tema 5
Sub Tema : Sikap Kepahlawanan / Sub Tema 3
Pembelajaran Ke : 4
Kelas/Semester : IV/1
Alokasi Waktu : 6x35 menit

A. Kompetensi Inti

KI 1	:	Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya
KI 2	:	Memiliki perilaku jujur, disiplin, tanggungjawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangganya.
KI 3	:	Memahami pengetahuan actual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu secara kritis tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah dan tempat bermain.
KI 4	:	Menyajikan pengetahuan actual dalam bahasa yang jelas, sistematis, dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

B. Kompetensi Dasar dan Indikator

No.	Mapel	KD	Indikator
1.	BI	3.5 Menggali informasi dari teks ulasan buku tentang nilai peninggalan sejarah dan perkembangan Hindu-Budha di Indonesia dengan bantuan guru dan teman dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku	- Siswa mampu menuliskan hal-hal yang dilakukan oleh Susi Susanti, Ronny Pattinasarany, Pattimura, Rudy Hartono, Jenderal Sudirman dan dampaknya - Siswa mampu memberikan pendapat atau ulasan dari teks yang diberikan

		4.5 Mengolah dan menyajikan teks ulasan buku tentang nilai peninggalan sejarah dan perkembangan Hindu-Budha di Indonesia secara mandiri dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku	
2.	PPKn	3.2 Memahami hak dan kewajiban sebagai warga negara dalam kehidupan sehari-hari di rumah, sekolah, dan masyarakat 4.2 Memahami hak dan kewajiban sebagai warga negara dalam kehidupan sehari-hari di rumah, sekolah dan masyarakat	- Menjelaskan dampak dari perilaku supporter yang tidak baik, mengendarai motor tanpa menggunakan helm, dan berbuat gaduh di kelas - Menjelaskan kewajiban sebagai penonton, kewajiban sebagai pengendara motor, dan kewajiban sebagai siswa di dalam kelas.
3.	Matematika	3.8 Memahami pola penjumlahan dan pengurangan bilangan bulat dengan menggunakan hal-hal yang konkrit dan garis bilangan 4.1 Mengemukakan kembali dengan kalimat sendiri, menyatakan kalimat matematika dan memecahkan masalah dengan efektif permasalahan yang berkaitan dengan KPK dan FPB,	- Menyelesaikan masalah yang terkait dengan bilangan bulat - Menjelaskan jawaban dari soal yang diselesaikan

		satuan kuantitas, desimal, dan persen terkait dengan aktivitas sehari-hari di rumah, sekolah, atau tempat bermain serta memeriksa kebenarannya.	

C. Tujuan pembelajaran

- Setelah membaca teks, siswa mampu menjelaskan perjuangan dan dampak dari perjuangan Susi Susanti, Ronny Pattinasarany, Pattimura, Rudy Hartono, Jenderal Sudirman dengan rinci.
- Setelah membaca teks, siswa mampu memberikan pendapat mengenai Susi Susanti, Ronny Pattinasarany, Pattimura, Rudy Hartono, Jenderal Sudirman dengan benar.
- Setelah mengamati gambar, siswa mampu menjelaskan kewajiban yang harus ditunjukkan pada saat menonton pertandingan dengan benar, kewajiban yang harus ditunjukkan ketika berkendara, dan kewajiban yang harus ditunjukkan ketika berada di dalam kelas.
- Setelah mengamati gambar, siswa mampu menjelaskan dampak dari kewajiban saat menonton pertandingan, mengendarai motor, dan berada di dalam kelas.
- Setelah bereksplorasi, siswa mampu menyelesaikan soal-soal yang terkait dengan bilang bulat.
- Setelah menyelesaikan masalah, siswa mampu menjelaskan jawabannya dengan benar.

D. Materi Pembelajaran

- BI : Membuat Ulasan dari Teks Bacaan
- PPKn : Kewajiban sebagai Warga Negara dalam Kehidupan Sehari-hari
- MM : Bilangan Bulat dalam Kehidupan Sehari-hari

E. Pendekatan dan Model Pembelajaran

- Pendekatan Saintifik
- Model Pembelajaran Detektif Saintifik

F. Media/Alat Bantu dan Sumber Belajar :

- Kotak Detektif
- Pahlawan yang dapat diteladani (gambar dan teks)
- Kewajiban Sebagai Warga Negara (gambar dan teks)
- Buku siswa kelas 4 tema Pahlawanku (Kemendikbud)
- Buku guru kelas 4 tema Pahlawanku (Kemendikbud)
- Bupena Erlangga kelas 4 tema Pahlawanku

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan/ Kegiatan Awal	• Peserta didik memulai kegiatan dengan berdoa • Bertanya jawab untuk menyiapkan kondisi peserta didik dalam menerima pelajaran (menanyakan kabar dengan bersemangat dan mengecek kehadiran peserta didik) • Guru membagi peserta didik menjadi beberapa kelompok dengan menggunakan potongan-potongan syair lagu • Setelah masing-masing peserta didik menemukan kelompoknya, guru menyuruh mereka untuk demonstrasi bernyanyi • Guru menyampaikan materi yang akan dipelajari serta tujuan pembelajaran • Guru memberikan pretest • Guru menjelaskan model belajar yang akan digunakan dalam proses pembelajaran	15 menit
Kegiatan Inti	• Peserta didik bersama anggota kelompok menempati tempat yang telah ditentukan oleh guru. • Peserta didik bersama anggota kelompok menerima	150 menit

	lembar kerja detektif saintifik. • Peserta didik bersama anggota kelompok memahami langkah-langkah kegiatan yang telah dituliskan pada lembar kerja. • Peserta didik mulai berdiskusi menyelesaikan lembar kerja yang telah diberikan. • Guru mendampingi dan memandu peserta didik selama proses pembelajaran berlangsung. • Guru berkeliling memeriksa pekerjaan peserta didik beserta kelompok sekaligus menilai sikap • Secara bergilir, perwakilan setiap kelompok mempresentasikan hasil diskusi tentang materi pada tema 5 subtema 3 pembelajaran 4. • Guru dan peserta didik menyimpulkan bersama.	
Kegiatan Penutup	• Peserta didik mengerjakan post test sebagai bahan evaluasi sesuai materi yang telah mereka peroleh. • Peserta didik menuliskan refleksi dari kegiatan hari itu secara individu. • Peserta didik mendapat tugas (ada di buku siswa) yang akan dikerjakan di rumah. • Guru memberikan penguatan berdasarkan hasil refleksi peserta didik. • Guru menyampaikan materi untuk pertemuan selanjutnya. • Guru memotivasi siswa agar belajar giat dan patuh terhadap perintah orangtua. • Guru menutup pelajaran, kemudian berdoa bersama.	45 menit

H. Penilaian

1. Rubrik Penilaian Diskusi

Kriteria	Bagus Sekali	Cukup Bagus	Perlu Berlatih Lagi
Mendengarkan	Selalu mendengarkan teman yang sedang berbicara. (3)	Mendengarkan teman yang berbicara namun sesekali masih perlu diingatkan. (2)	Masih perlu diingatkan untuk mendnegarkan teman yang sedang berbicara. (1)
Komunikasi nonverbal (kontak mata, bahasa tubuh, postur, ekspresi wajah, suara)	Merespons dan menerapkan komunikasi nonverbal dengan tepat. (3)	Merespons dengan tepat terhadap komunikasi nonverbal yang ditunjukkan teman. (2)	Membutuhkan bantuan dalam memahami bentuk komunikasi nonverbal yang ditunjukkan teman. (1)
Partisipasi (menyampaikan ide, perasaan, pikiran)	Isi pembicaraan menginspirasi teman. Selalu mendukung dan memimpin lainnya saat diskusi. (3)	Berbicara dan menerangkan secara rinci, merespons sesuai dengan topik. (2)	Jarang berbicara selama proses diskusi berlangsung. (1)
Keruntutan berbicara	Menyampaikan pendapatnya secara runtut dari awal hingga akhir. (3)	Menyampaikan pendapatnya secara runtut, tetapi belum konsisten. (2)	Masih perlu berlatih untuk berbicara secara runtut. (1)

*Centang (√) pada bagian yang memenuhi kriteria

*Penilaian = $\frac{total\ nilai \times 10}{12}$ =

2. Peta Pikiran dari Teks Ulasan (BI)

No.	Kriteria	Ya	Tidak
1.	Menuliskan hal-hal yang dilakukan oleh Susi		

	Susanti, Ronny Pattinasarany, Pattimura, Rudy Hartono, Jenderal Sudirman dengan benar.		
2.	Menuliskan dampak dari hal-hal yang dilakukan oleh Susi Susanti, Ronny Pattinasarany, Pattimura, Rudy Hartono, Jenderal Sudirman dengan tepat.		
3.	Menuliskan pendapat tentang Susi Susanti, Ronny Pattinasarany, Pattimura, Rudy Hartono, Jenderal Sudirman dengan lengkap.		

*Centang (√) pada bagian yang memenuhi kriteria

3. Kewajiban sebagai Warga Negara

No.	Kriteria	Ya	Tidak
1.	Menuliskan fakta dari gambar yang diamati dengan benar.		
2.	Menuliskan dampak dari hal-hal yang dilakukan dengan benar.		
3.	Menuliskan pendapat tentang gambar dengan detail.		
4.	Menuliskan sikap-sikap yang harus dilakukan pada saat di tempat tersebut dengan benar.		

4. Operasi Hitung Bilangan Bulat (Matematika)

Dinilai dengan menggunakan angka.

5. Rubrik Penilaian Pengetahuan (Pre Test Individu)

Muatan	KD	Kolom Soal (√/×)					Jawaban Benar	Skor
BI	3.5 dan 4.5						... / 5	
PPKn	3.2 dan 4.2						... / 5	
Matematika	3.8 dan 4.1						... / 5	

* Keterangan : Pada bagian kolom soal, beri tanda √ untuk jawaban benar dan × untuk jawaban salah.

* Rumus Skor = Jumlah Soal Benar X 10

6. Rubrik Penilaian Pengetahuan (Post Test Individu)

Muatan	KD	Kolom Soal (√/×)					Jawaban Benar	Skor
BI	3.5 dan 4.5						... / 5	
PPKn	3.2 dan 4.2						... / 5	
Matematika	3.8 dan 4.1						... / 5	

* Keterangan : Pada bagian kolom soal, beri tanda √ untuk jawaban benar dan × untuk jawaban salah.

* Rumus Skor = Jumlah Soal Benar X 10

7. Rubrik Penilaian Sikap

No.	Sikap	Belum Terlihat	Mulai Terlihat	Mulai Berkembang	Sudah Terlihat	Ket
1.	Pantang Menyerah					
2.	Membantu Orang Lain					

Malang, 26 November 2014,

Guru Kelas

1. Kisi-Kisi Tes Butir Soal

Mata Pelajaran	Indikator	Nomor Butir	Jumlah Butir
1. PPKn	- Siswa dapat menjelaskan akibat dari tindakan supporter yang tidak baik. - Siswa dapat menjelaskan kewajiban sebagai seorang supporter.	1, 2, 4, 6, 7, 27, 18, 19	8
2. Matematika	- Siswa dapat menyelesaikan permasalahan yang berkaitan dengan bilangan bulat. - Siswa dapat menjelaskan jawaban dari pertanyaan yang diselesaikan.	11, 12, 13, 14, 15, 20	6
3. Bahasa Indonesia	- Siswa dapat menulis sesuatu yang berkaitan dengan Susi Susanti dan dampaknya. - Siswa dapat memberi sebuah pendapat atau sebuah ringkasan dari sebuah teks yang diberikan.	3, 5, 8, 9, 10, 16	6

2. Kisi-kisi Angket Respon Siswa

No.	Aspek	Indikator	Sebaran Butir
1.	Pembelajaran dan pemahaman materi	a. Siswa merasa senang terhadap cara yang diterapkan guru dalam pembelajaran tematik dengan menggunakan model Detektif Saintifik b. Siswa mudah mengerti terhadap langkah-langkah model pembelajaran c. Siswa lebih aktif, sering bekerja sama, peduli terhadap teman, dan percaya diri dalam pembelajaran tematik dengan model Detektif Saintifik d. Memahami konsep materi tematik pada tema dan subtema yang dimaksud dengan menggunakan model Detektif Saintifik e. Siswa termotivasi untuk belajar tematik f. Siswa merespon model pembelajaran yang dilakukan selama pembelajaran untuk memecahkan masalah.	1, 3, 4, 5, 6, 7, 2

2.	Model Pembelajaran	a. Membantu siswa dalam belajar dan memahami materi pada tema dan subtema yang dimaksud. b. Siswa menyetujui penggunaan model pembelajaran Detektif Saintifik dalam pembelajaran tematik.	8, 9, 11,
3.	Evaluasi	a. Siswa bisa menemukan pengetahuan sendiri dan menyelesaikan masalah dengan diskusi kelompok b. Siswa mampu mengerjakan soal post test dengan kemampuan sendiri.	10, 12

3. PEDOMAN INTERVIEW

a. Kisi-kisi Pedoman Interview untuk Guru

No.	Indikator
1.	Karakteristik peserta didik SDN Ketawanggede kelas 4 secara umum
2.	Perkembangan Aspek Kognitif peserta didik SDN Ketawanggede kelas 4
3.	Perkembangan Aspek Afektif peserta didik SDN Ketawanggede kelas 4
4.	Perkembangan Aspek Psikomotorik peserta didik SDN Ketawanggede kelas 4
5.	Kesulitan yang sering terjadi ketika proses pembelajaran
6.	Kompetensi yang sulit dicapai oleh peserta didik
7.	Model pembelajaran yang sering digunakan dalam pembelajaran

8.	Pendapat mengenai model detektif saintifik

b. Kisi-kisi Pedoman Interview untuk Siswa

No.	Indikator
1.	Pendapat tentang pembelajaran yang digunakan oleh guru mereka biasanya
2.	Pendapat tentang pembelajaran dengan model detektif saintifik

DATA NILAI *PRETEST – POSTTEST* SISWA
KELAS EKSPERIMEN DAN KELAS KONTROL

No.	Kelompok			
	Eksperimen		Kontrol	
	Nilai Pre Test	Nilai Post Test	Nilai Pre Test	Nilai Post Test
1.	35	75	45	75
2.	55	85	50	75
3.	20	80	55	80
4.	40	80	40	60
5.	45	80	45	65
6.	35	75	35	65
7.	45	80	55	50
8.	50	75	45	60
9.	40	70	40	65
10.	45	90	45	60
11.	25	90	35	75
12.	30	70	30	65
13.	50	85	50	70
14.	35	70	35	65
15.	60	75	60	65
16.	75	80	70	65
17.	40	50	45	70
18.	50	80	75	90
19.	40	80	40	65
20.	75	90	75	70
21.	25	70	30	65
22.	25	75	25	55
23.	30	70	30	70
24.	60	80	60	65
25.	55	85	55	65
26.	-	-	45	55
27.	25	80	35	60
28.	50	75		
29.	65	85		

UJI VALIDITAS INSTRUMEN

Pengujian validitas instrumen dilakukan dengan mencari daya beda skor item dari kelompok yang memberikan jawaban tinggi dan jawaban rendah. Jumlah kelompok tinggi diambil 27% dan kelompok rendah diambil 27% dari sampel uji coba. Pengujian analisis daya beda menggunakan t-test. Bila t hitung lebih besar dari t tabel, maka perbedaan signifikan sehingga instrumen dinyatakan valid. Berikut ini adalah data nilai posttest kelas kontrol :

40 45 45 50 55 55 55 55 55 55
60 60 60 60 65 65 65 65 70 70
70 75 75 75

1. Jumlah kelompok tinggi 27% x 24 = 6,48 ≈ 6
2. Jumlah kelompok rendah 27% x 24 = 6,48 ≈ 6
3. Tabel penolong

Tabel penolong pengujian validitas instrumen

No.	Kelompok Tertinggi			Kelompok Rendah		
	Nilai	Simpangan $(x_i - x_1)$	Simpangan Kuadrat $(x_i - x_1)^2$	Nilai	Simpangan $(x_i - x_2)$	Simpangan Kuadrat $(x_i - x_2)^2$
1	75	2,5	6,25	40	-8,3	68,89
2	75	2,5	6,25	45	-3,3	10,89
3	75	2,5	6,25	45	-3,3	10,89
4	70	-2,5	6,25	50	1,7	2,89
5	70	-2,5	6,25	55	6,7	44,89
6	70	-2,5	6,25	55	6,7	44,89
Jumlah	435	0	37,5	290	0,2	0,04
Rata-rata	$\bar{x}_1$ = 72,5	-	-	$\bar{x}_2$ = 48,3	-	-
Varians	-	-	s_1^2 = 37,5	-	-	s_2^2 = 0,04
Simpangan Baku	-	-	s_1 = 6,12			s_2 = 0,2

4. Simpangan baku gabungan (s_{gab})

$$S_{gab} = \sqrt{\frac{(n_1 - 1)s_{1^2} + (n_2 - 1)s_{2^2}}{(n_1 + n_2) - 2}}$$

$$S_{gab} = \sqrt{\frac{(6 - 1)\,37{,}5 + (6 - 1)\,0{,}04}{(6 + 6) - 2}}$$

$$S_{gab} = \sqrt{\frac{(5)\,37{,}5 + (5)\,0{,}04}{(12) - 2}}$$

$$S_{gab} = \sqrt{\frac{187{,}5 + 0{,}2}{10}}$$

$$S_{gab} = \sqrt{\frac{187{,}7}{10}}$$

$$S_{gab} = 4{,}33$$

5. Harga t hitung

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_{gab}\sqrt{(\frac{1}{n1} + \frac{1}{n2})}}$$

$$t = \frac{72{,}5 - 48{,}3}{4{,}33\sqrt{(\frac{1}{6} + \frac{1}{6})}}$$

$$t = \frac{24{,}2}{2{,}51}$$

$$t = 9{,}64$$

6. Harga t tabel

dk = $n_1 + n_2 - 2 = 6 + 6 - 2 = 10$

berdasarkan tabel t dengan dk = 10 dan taraf signifikan 5%, maka diketahui harga t tabel = 2,228

7. Kesimpulan

   Harga t hitung lebih besar dari harga t tabel ($t_h = 9{,}64 > t_t = 2{,}228$), maka instrumen dinyatakan valid.

UJI RELIABILITAS INSTRUMEN

Pengujian reliabilitas instrumen penelitian ini dilakukan dengan teknik belah dua (*split half)* yang dianalisis dengan rumus korelasi product moment dan rumus Spearman Brown. Teknik belah dua dilakukan dengan membelah butir-butir instrumen menjadi dua kelompok, yaitu kelompok instrumen ganjil dan genap. Reliabilitas diukur dari koefisien korelasi antara skor kedua kelompok tersebut. Bila koefisien korelasi positif dan signifikan, maka instrumen reliabel.

1. Harga r hitung

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_{i^2} - (x_i)^2\}\{n \sum y_{i^2} - (y_i)^2\}}}$$

$$r_{xy} = \frac{(24 \,.\, 3515) - (273 \,.\, 303)}{\sqrt{\{24 \,.\, 3193 - (273)^2\}\{24 \,.\, 3905 - (303)^2\}}}$$

$$r_{xy} = \frac{84360 - 82719}{\sqrt{(76632 - 74529)(93720 - 91809)}}$$

$r_{xy} = 0{,}81$

Kemudian dimasukkan ke dalam rumus Spearman Brown,

$$r_{i} = \frac{2r_b}{1 + r_b}$$

$$r_{i} = \frac{2 \,.\, 0{,}81}{1 + 0{,}81}$$

$r_{i = 0{,}89}$

Jadi harga r hitung = 0,8

2. Harga r tabel

Berdasarkan table r product momen dengan n = 24, dan tarag signifikan 5%, maka diketahui harga r tabel = 0,404

3. Kesimpulan

Harga r hitung lebih besar dari harga r tabel ($r_h = 0,89 > r_t = 0,404$), maka dapat disimpulkan instrumen tersebut reliabel.

1. Perhitungan Distribusi Data Nilai *Pretest* dan *Posttest* Kelas Kontrol

   Berikut ini adalah data nilai pretest dan posttest kelas kontrol :

No.	Nilai Pretest	Nilai Posttest
1.	45	75
2.	50	75
3.	55	80
4.	40	60
5.	45	75
6.	35	65
7.	55	50
8.	45	60
9.	40	70
10.	45	80
11.	35	75
12.	30	65
13.	50	70
14.	35	65

No.	Nilai Pretest	Nilai Posttest
15.	60	65
16.	70	65
17.	45	70
18.	75	90
19.	40	80
20.	75	70
21.	30	65
22.	25	55
23.	30	70
24.	60	80
25.	55	85
26.	45	80
27.	35	75

a. Tabel distribusi frekuensi data nilai *pretest* kelas kontrol :

Data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	3.7	3.7	3.7
	30	3	11.1	11.1	14.8
	35	4	14.8	14.8	29.6
	40	3	11.1	11.1	40.7
	45	6	22.2	22.2	63.0
	50	2	7.4	7.4	70.4
	55	3	11.1	11.1	81.5
	60	2	7.4	7.4	88.9
	70	1	3.7	3.7	92.6
	75	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Statistics

Data

N	Valid	27
	Missing	0
Mean		46.30
Median		45.00
Mode		45

1.) Nilai tertinggi dan nilai terendah :
   - Nilai tertinggi : 75
   - Nilai terendah : 25

2.) Modus : 45

3.) Median : 45

4.) Mean : 46,30

b. Tabel distribusi frekuensi data nilai *posttest* kelas kontrol :

Data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.7	3.7	3.7
	55	1	3.7	3.7	7.4
	60	2	7.4	7.4	14.8
	65	6	22.2	22.2	37.0
	70	5	18.5	18.5	55.6
	75	5	18.5	18.5	74.1
	80	5	18.5	18.5	92.6
	85	1	3.7	3.7	96.3
	90	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Statistics

data

N	Valid	27
	Missing	0
Mean		70.93
Median		70.00
Mode		65

1.) Nilai tertinggi dan nilai terendah :
   - Nilai tertinggi : 90
   - Nilai terendah : 50

2.) Modus : 65

3.) Median : 70

4.) Mean : 70,93

2. Perhitungan Distribusi Data Nilai *Pretest* dan *Posttest* Kelas Eksperimen

Berikut ini adalah data nilai pretest dan posttes kelas Eksperimen :

No.	Nilai Pre Test	Nilai Post Test
1.	35	75
2.	55	85
3.	20	80
4.	40	80
5.	45	80
6.	35	65
7.	45	50
8.	50	60
9.	40	70
10.	45	90
11.	25	90
12.	30	60
13.	50	85
14.	35	70
15.	60	65
16.	75	80
17.	40	40
18.	50	55

No.	Nilai Pre Test	Nilai Post Test
19.	40	80
20.	75	90
21.	25	70
22.	25	45
23.	30	70
24.	60	80
25.	55	85
26.	-	-
27.	25	80
28.	50	75
29.	65	85

a. Tabel distribusi frekuensi data nilai *pretest* kelas eksperimen :

data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	3.4	3.6	3.6
	25	4	13.8	14.3	17.9
	30	2	6.9	7.1	25.0
	35	3	10.3	10.7	35.7
	40	4	13.8	14.3	50.0
	45	3	10.3	10.7	60.7
	50	4	13.8	14.3	75.0
	55	2	6.9	7.1	82.1
	60	2	6.9	7.1	89.3
	65	1	3.4	3.6	92.9
	75	2	6.9	7.1	100.0
	Total	28	96.6	100.0	
Missing	System	1	3.4		
Total		29	100.0		

Statistics

data

N	Valid	28
	Missing	1
Mean		43.75
Median		42.50
Mode		25[a]

a. Multiple modes exist. The smallest value is shown

1.) Nilai tertinggi dan nilai terendah :

- Nilai tertinggi : 75
- Nilai terendah : 20

2.) Modus : 25

3.) Median : 42,50

4.) Mean : 43,75

b. Tabel distribusi frekuensi data nilai *posttest* kelas eksperimen :

data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.4	3.6	3.6
	70	5	17.2	17.9	21.4
	75	6	20.7	21.4	42.9
	80	9	31.0	32.1	75.0
	85	4	13.8	14.3	89.3
	90	3	10.3	10.7	100.0
	Total	28	96.6	100.0	
Missing	System	1	3.4		
Total		29	100.0		

Statistics

data

N	Valid	28
	Missing	1
Mean		77.86
Median		80.00
Mode		80

1.) Nilai tertinggi dan nilai terendah :

- Nilai tertinggi : 90
- Nilai terendah : 50

2.) Modus : 80

3.) Median : 80,00

4.) Mean : 77,86

Uji Homogenitas

Test of Homogeneity of Variances

hasil belajar

Levene Statistic	df1	df2	Sig.
.795	1	53	.377

Dari hasil uji homogenitas pada tabel diatas, didapatkan bahwa signifikansi data 0,377 > 0,05. Artinya, bahwa data tersebut mempunyai varians yang sama.

Uji Normalitas Kelas Kontrol

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	7.60941117
Most Extreme Differences	Absolute	.117
	Positive	.092
	Negative	-.117
Kolmogorov-Smirnov Z		.606
Asymp. Sig. (2-tailed)		.856

a. Test distribution is Normal.

Berdasarkan output diatas, diketahui bahwa nilai signifikansi sebesar 0,856 lebih besar dari 0,05. Sehingga dapat disimpulkan bahwa data yang telah diuji berdistribusi normal.

Uji Normalitas Kelas Eksperimen

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		28
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	7.72161427
Most Extreme Differences	Absolute	.141
	Positive	.125
	Negative	-.141
Kolmogorov-Smirnov Z		.749
Asymp. Sig. (2-tailed)		.630

a. Test distribution is Normal.

Berdasarkan output diatas, diketahui bahwa nilai signifikansi sebesar 0,630 lebih besar dari 0,05. Sehingga dapat disimpulkan bahwa data yang telah diuji berdistribusi normal.

Pengujian Hipotesis Pretest Kelas Kontrol dan Eksperimen

1. Hipotesis alternative (Ha) dan Hipotesis nol (Ho)
   a. Ha : Ada perbedaan signifikan dari hasil eksperimentasi pembelajaran tematik dengan pendekatan saintifik pada tema Pahlawanku Kelas IV SDN Ketawanggede Malang.

   b. Ho : Tidak ada perbedaan signifikan dari hasil eksperimentasi pembelajaran tematik dengan pendekatan saintifik pada tema Pahlawanku Kelas IV SDN Ketawanggede Malang.

2. Hasil Output Independent Sample T-Test dengan menggunkan SPSS 16

Group Statistics

	metode	N	Mean	Std. Deviation	Std. Error Mean
Nilai	1	27	46.30	13.487	2.596
	2	28	43.75	14.884	2.813

Dari hasil output tersebut diatas terlihat bahwa rata-rata nilai pretest pada model pembelajaran *direct instruction* adalah 46,30 dengan standar deviasi 13,487, sedangkan pada pendekatan saintifik adalah 43,75 dengan standar deviasi 14,884.

Appendix 14. Hypothesis Testing

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	.408	.526	.664	53	.510	2.546	3.834	-5.144	10.237
	Equal variances not assumed			.665	52.802	.509	2.546	3.827	-5.131	10.224

Pada tabel output diatas, dapat dilihat bahwa nilai Sig 0,526 > 0,05, maka dapat disimpulkan bahwa kedua kelompok memiliki varian yang sama. Kemudian, terlihat bahwa t hitung = 0,664 dengan dk = 53 sehingga Ha diterima.

Pengujian Hipotesis Posttest Kelas Kontrol dan Eksperimen

1. Hipotesis alternative (Ha) dan Hipotesis nol (Ho)
   a. Ha : Ada perbedaan signifikan dari hasil eksperimentasi pembelajaran tematik dengan pendekatan saintifik pada tema Pahlawanku Kelas IV SDN Ketawanggede Malang.

   b. Ho : Tidak ada perbedaan signifikan dari hasil eksperimentasi pembelajaran tematik dengan pendekatan saintifik pada tema Pahlawanku Kelas IV SDN Ketawanggede Malang.

2. Hasil Output Independent Sample T-Test dengan menggunkan SPSS 16

Group Statistics

	metode	N	Mean	Std. Deviation	Std. Error Mean
Nilai	1	27	66.30	8.156	1.570
	2	28	77.86	8.213	1.552

Dari hasil output tersebut diatas terlihat bahwa rata-rata nilai posttest pada model pembelajaran konvensional adalah 66,30 dengan standar deviasi 8,156, sedangkan pada model detektif saintifik adalah 77,86 dengan standar deviasi 8,213.

Appendix 14. Hypothesis Testing

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai	Equal variances assumed	.021	.885	-5.236	53	.000	-11.561	2.208	-15.989	-7.133
	Equal variances not assumed			-5.237	52.952	.000	-11.561	2.208	-15.989	-7.133

Pada tabel output diatas, dapat dilihat bahwa nilai Sig 0,885 > 0,05, maka dapat disimpulkan bahwa kedua kelompok memiliki varian yang sama. Kemudian, terlihat bahwa t hitung = -5,236 dengan dk = 53 sehingga Ha diterima.

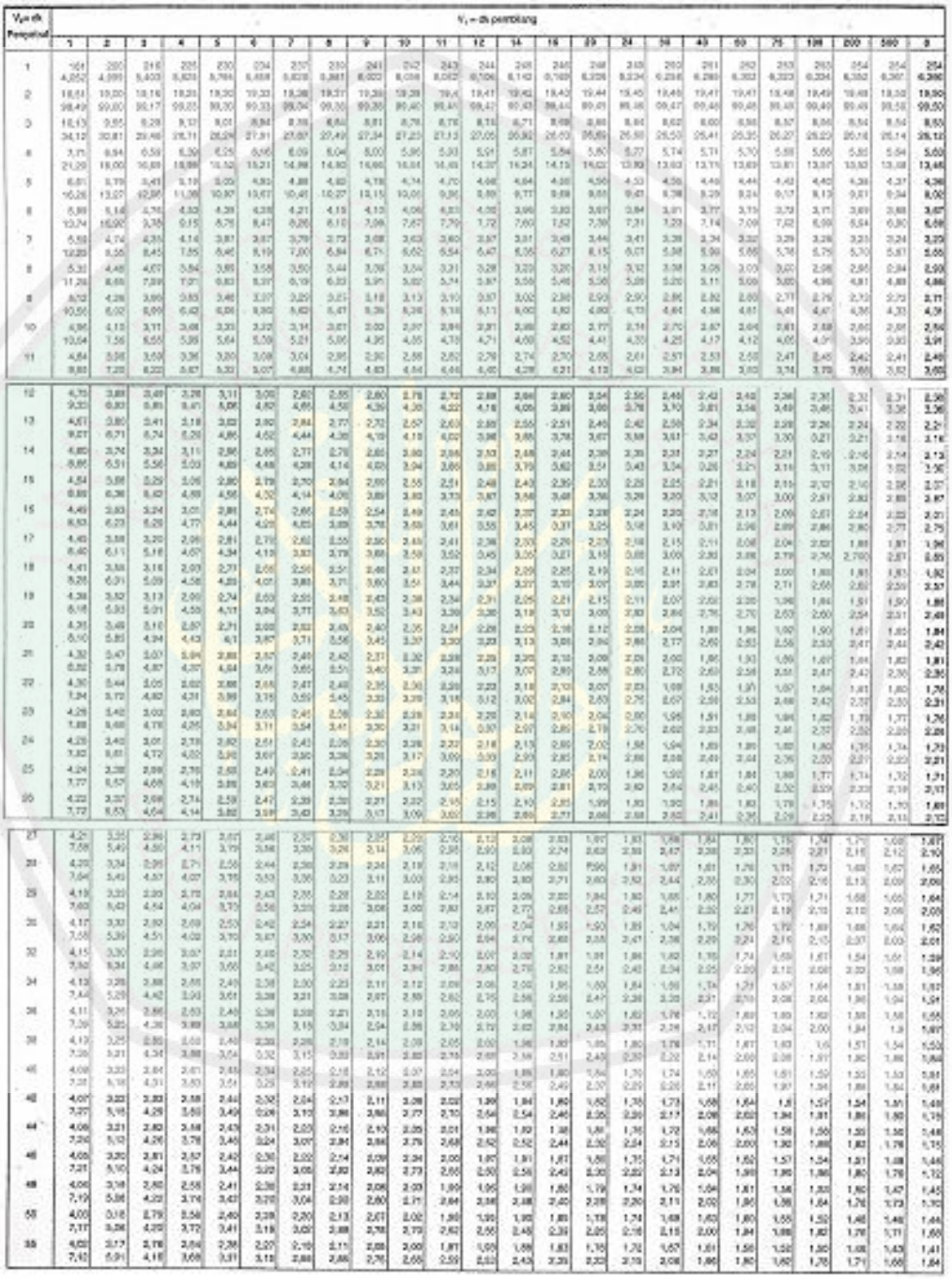
Appendix 15. Table of Values

DISTRIBUSI NILAI r_{tabel} SIGNIFIKANSI 5% Dan 1%					
N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Appendix 15. Table of Values

Tabel Nilai-Nilai Distribusi F

Baris atas untuk 5%
Baris bawah untuk 1%



Appendix 16. Result of Pretest, Posttest, and Discussion Group

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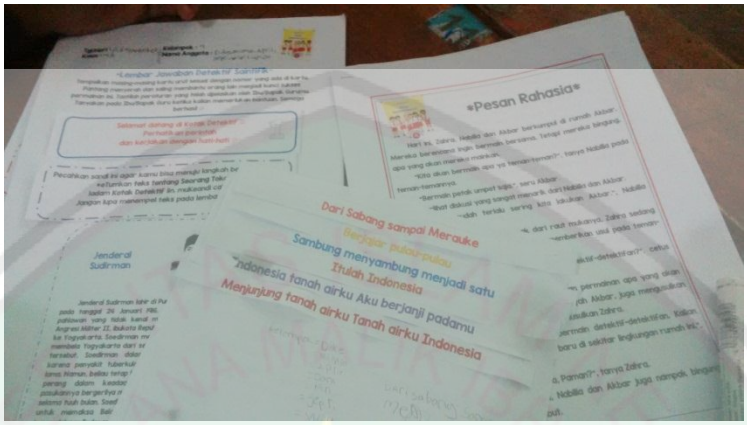
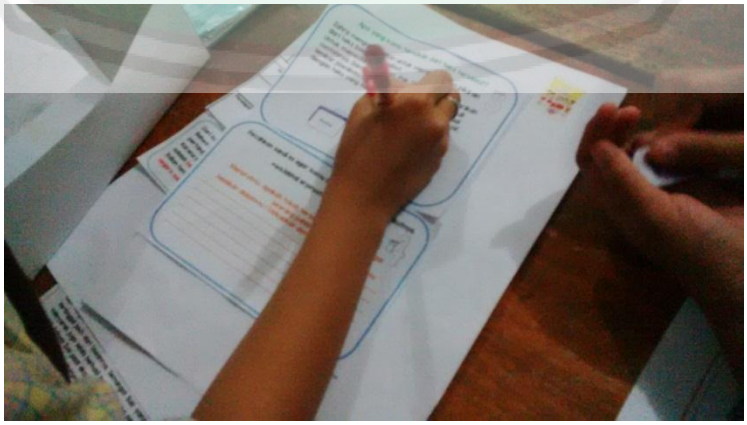
DOKUMENTASI PENELITIAN



Lembar Kerja Detektif Saintifik

Kotak Detektif Saintifik



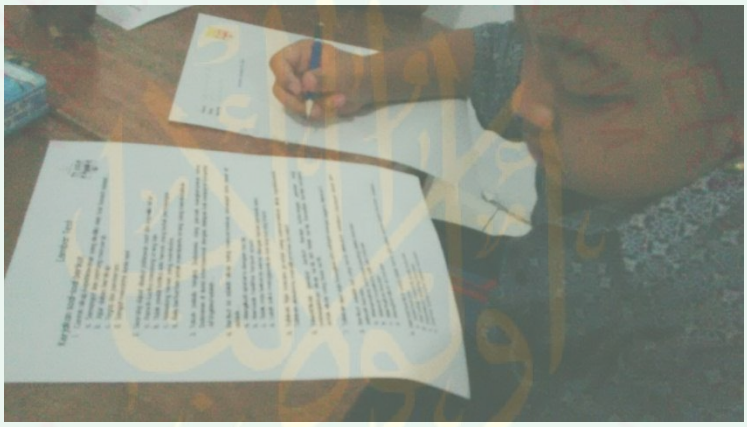
Siswa Sedang Mengerjakan Lembar Kerja Bersama Teman Kelompok

Siswa Sedang Mengerjakan Lembar Kerja Bersama Teman Kelompok

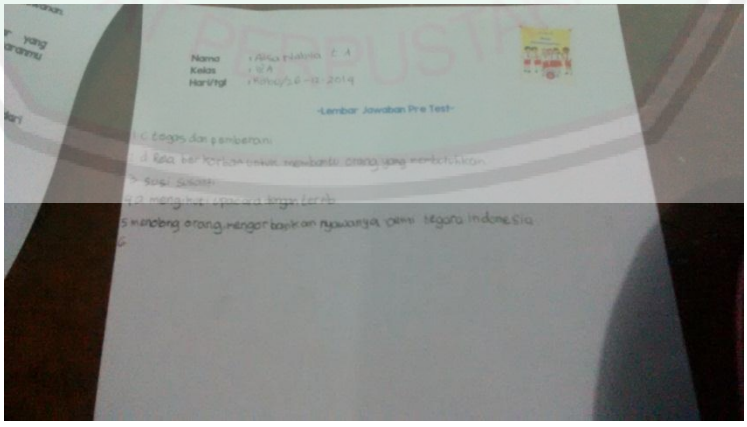
Siswa Sedang Mengerjakan Lembar Kerja Bersama Teman Kelompok

Saat Siswa Sedang Bertanya Disela-sela Pengerjaan Lembar Kerja

Suasana Kelas Saat Pembelajaran Model Detektif Saintifik



Siswa Sedang Mengerjakan Soal Pretest



Lembar Jawaban Siswa Ketika Pre-Test

Biography of Researcher

Name : Shellya Khabib Dirgantari

Gender : Female

Place, Date of Birth : Kediri, 12 of May 1993

Address : RT/RW 005/007 Bungkul-Kapas-Kunjang-Kediri

College : State Islamic University of Malang

Study Program : Teacher Education of Islamic Elementary School

Student Id Number : 11140020

Email Address : salsabila.shirazi@gmail.com