

CHAPTER I

INTRODUCTION

A. The Background of Study

The government implements the latest curriculum, namely curriculum 2013. Implementation of curriculum 2013 based on various challenges related to education refers to 8 national standards of education includes content standards, process standards, competency standards, educators and educational standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards.¹

A great challenge is how to make human resources that have a productive age can be transformed into human resources who have the competencies and skills through education. Fasli Jalal also mentions that education has a very strategic role in public life.²

The solution for the challenge in the future is the curriculum 2013. Curriculum 2013 was developed with the improvement mindset as follows: 1) student-centered learning 2) interactive learning (interactive teacher-student-society-environment nature, source/other media); 3) learning network; 4) active learning; 5) study group; 6) multimedia-based learning; 7) the development specific potential of every learner; 8) multi disciplines; and 9) critical learning.³

¹ *Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 67 Tahun 2013 Tentang Kerangka Dasar Dan Struktur Kurikulum Sekolah Dasar/Madrasah Ibtidaiyah*

² Fasli Jalal, *Reformasi Pendidikan Dalam Konteks Otonomi Daerah*, (Yogyakarta:adicit, 2001), hlm 6.

³ Ibid

The above reflects the mindset of the character of a curriculum stressing the thematic learning approach that emphasizes student involvement in learning. Students actively involved in the process of learning and in solving problems. Thus, it is developing the creativity and potential of the students. Because each child is different from one another.⁴

Thematic learning makes the activity become relevant and full of meaning for students, either formal or informal activities such as empowering knowledge and experience to help students understand and perceive the world of life. It will be very influential for student's experience of meaningfulness and makes the learning process more effective and interesting.⁵

Thematic learning has several advantages which are 1) learning materials closer to the students' lives; 2) students easily connect the subject matter with other subjects. So that the value of contextual and life-skills that are in the process of thematic learning is more real; 3) the working group, students can develop the skills learned in cognitive, affective, and psychomotor domain; 4) thematic learning accommodated various types of intelligences of students; 5) make it easy for teachers to use active student learning as a learning method.⁶

The Government needs to pay attention to the application of thematic learning in the field since there must be sustainable and continuously evaluated. In practice, thematic learning should always be encouraged as a learning tool for

⁴ Mamat SB, *Pedoman Pelaksanaan Pembelajaran Tematik* (Jakarta : Direktorat jenderal kelembagaan agama islam, 2005) hlm 4-5.

⁵ Trianto, *Desain Pengembangan Pembelajaran Tematik* (Jakarta: Kencana Prenada Media Group) hlm 152 – 153

⁶ Mamat SB, *loc. Cit.*

change and find a better learning and empowering, both for teachers, learners, even society.⁷

However, condition in the field, it is not based on theory. Based on interview with teacher class in fourth grade in Islamic Global School about learning,⁸ Ms. Enis said that many students are not understood about themes energy saving sub theme 2 learning 4. That is because a concept in the textbook not deep and it takes a long time to teach it. Moreover, there are three subjects combined which is math, Indonesian, and art in learning. From three subjects, mathematics is the most dominant because the material emphasis on least common multiple. Students have difficulty to understand the concept about least common multiple. It is proven from test scores done by the teacher. From 23 students in fourth grade, almost 50% of students get score under the criteria. It is because they are still difficult to use formulas of least common multiple and had memorized multiplication and division. In addition, the teacher only uses a method of old that is given. The teacher is not using media. The material still abstract. So students understanding about the concept about least common multiple are still lacking. Many students do not pay attention to the teacher's explanation. In addition, the teacher has seen develop group activities or discussions in class. When the teacher gives the questions to students, they did not understand. Students seem less interested and passive in the class. So the learning is becoming less interesting and fun.

⁷ Mamat SB, op. Cit., hlm 6

⁸ Based on interviews with teacher's class, Enis Syfaati, S.Pd, in fourth grade in Islamic Global School at 09.00 am on Monday August 19th, 2014

Teacher in fourth grade had difficulty when creating thematic media. It can be solve by using of the facilities at schools such as LCD and a computer lab. But the facility has not been used full potential because there is no software for thematic learning.

The use of learning media in the process of teaching and learning can generate new interest and desire, motivation and stimulation of learning activities, and psychological influences on students.⁹ One of the characteristics of the learning media is the media carry a message or information to students. Most media can process and respond to students. So the media often called interactive media. Designing and developing interactive learning is needed to help students learn effectively in order to ensure the achievement of learning objectives.¹⁰ Therefore, researcher wants to help student in fourth grade to resolve the problem on the themes energy saving sub theme 2 learning 4 materials. Actually, not only students on Islamic Global School so hard to understand the material, but also almost all schools complained about the same thing. This is because the material includes some aspects of the operations of multiplication and reserved stories in everyday life.

The development of interactive media is a solution to help students and teachers in the learning process to improve students understanding on the themes energy saving sub theme 2 learning 4 because little learning interactive media on thematic learning. Based on the issues, the researcher wants to develop interactive media on the theme energy saving to help students. Interactive Media is urgently

⁹ Azhar Arsyad, *Media Pembelajaran* (Jakarta : Rajawali Press, 2010), hlm 15

¹⁰ Ibid

needed by the students as it can motivate students in learning optimally at school or at home. This Media can also be studied wherever and whenever.

The researcher conducted observations in the Islamic Global School because since last year elementary schools in Malang were already carrying out curriculum 2013. In addition, there are facilities for the success of the process of teaching and learning. It makes easier for researcher to make and execute the interactive media.

Therefore, the researcher took the title about “The Development of Interactive Media on Theme Energy Saving at Fourth Grade Student in Islamic Global School Malang”.

B. The Problem of Study

Based on the background of the issue which has been discussed above, this research focuses on the development of interactive media theme energy saving at fourth grade student in Islamic Global School. These things in more detail can be expressed as follows:

How to develop interactive media on theme energy saving at the Fourth Grade in Islamic Global School Malang that valid, practical, and effective?

C. The Objectives of Study

Based on the problem of study above, this research aims to develop interactive media on theme energy saving at fourth grade students in Islamic Global School Malang that valid, practical, and effective.

D. The Benefit of Study

The benefits of the development, there are two uses of the usefulness of the theoretical and practical as follows:

1. Theoretically, this development is useful to develop teacher pedagogy, where the teacher must be able to develop IT based interactive media that will be used in the learning process.
2. In practice, this development is useful for producing interactive media on theme energy saving at fourth grade students in Islamic Global School Malang.

E. The Limitation of Study

Research and development is limited to the material on theme energy saving sub theme 2 learning 4. Interactive Media contains thematic learning which applicate in IT media in the form of an interactive CD and Android application that can be used by students.

F. The Significances of Study

In order to have the same understanding of each variable or terms in the title of the development of interactive media on theme energy saving at fourth grade students in Islamic Global School limits is required, as follows:

1. Interactive Media

Interactive media refers to present information in a form that is fun, interesting, easy to understand, and clearly. Information or material will be easy to understand because many senses, especially the ear and the eye, used to absorb the information.

2. Thematic learning

Learning that emphasizes student involvement in learning. Students play an active role in the process of learning and empowerment in solving problems. It is developing the creativity and potential of the students. Because of each child is different from one another.

G. Product Specifications

Product produced in the development of interactive media on theme energy saving at Fourth Grade students in Islamic Global School Malang with the following specs:

1. In order to support student success in getting knowledge about the theme energy saving sub theme 2 learning 4, researcher makes this media with media standards that comply with the curriculum 2013. There is opening slide to greet the student. And then the student is invited to pray before the study. It aims to make student always pray in everything that, will they do. Afterthat, teacher will guide student to learn the material.
2. The physical form of interactive media is an interactive CD that can be used by teachers and students in the learning process. Students can download the application on the mobile phone. So it can be used as learning materials at home.
3. Interactive media layout is arranged as best as possible to attract interest in student learning, such as the layout of the images, font (using comic sans MS font, with 12-14), the choice of color, the shape of the table and columns with a wide variety of forms, and attractive concepts.