

Thematic Paper Activities for Young Children

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Abstract: This study aims to develop valid and practical thematic paper activities. Subjects used in this study were two groups in Pembina kindergarten Palembang. The model development is Rowntree and using Tessmer's formative evaluation stages which consist of self-evaluation, expert review, aims to know the level of validity of paper activities, the learning product is concluded valid if developed with adequate theory. All components of the learning product are consistently related to one another called construct validity. One to one evaluation, and small group evaluation aim to see practicality if experts and practitioners claim that the developed product is applicable, easy to administer. Data collection used in this research is interview method, walkthrough and observation. Based on the results of research show that the validity of the content and design obtained average value of 3.77 categories is very valid. For paper activities practicality test from observation at one to one evaluation with 95% average value very practical category. Then for the small group evaluation stage, the average value of 92% of the categories is very. This research concludes that of thematic paper activities is already valid and practical and worthy to be used as paper activities learning for young children.

1 INTRODUCTION

Based on the regulation of the Minister of Education and Culture of the Republic Indonesia Number 137 of 2014 on National Standards at Early Childhood Education chapter VI standard content article 9 paragraph 2 that is, the theme and sub theme as referred to in paragraph (1) prepared in accordance with characteristics, needs, children, and local culture. In line with the above ministerial regulation, there is also a ministerial regulation No. 146 of 2014 on the 2013 curriculum there are basic competencies, recognize the social environment (family, friends, place of residence, place of worship, culture and transportation) and presents various works related to the environment social (family, friends, shelter, places of worship, culture, transportation) in the form of drawing, storytelling, singing and gestures. For that reason, as an early child educator we have to introduce about the social environment, especially the nearest children's environment such as city name, icon, special food, regional dance, traditional games, regional songs, and traditional clothes around the child.

Culture consists in patterned ways of thinking, feeling and reacting, acquired and transmitted

mainly by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values (Kluckhohn, 1951).

After the researcher conducted observation in 3 kindergartens of group B in Palembang such as kindergarten Al-Ikhlas, kindergarten Pertiwi 1 and kindergarten Puri Abadi each observation was done on November 30, 2017 and December 4, 2017. From interview with the classroom teacher at that time for Kindergarten Al-Ikhlas and kindergarten Pertiwi 1, it is generally said that at the time of learning my homeland theme teachers only rely on thematic paper student or what they usually call magazines for children they buy per package in each semester.

For development the theme itself, especially to introduce the city of Palembang as a local culture that must be known by children, teachers have not a special media to introduce the local culture of Palembang, they only print images typical Palembang monuments such as Ampera bridge, Monpera, Agung Mosque and others with invites children to ask questions about the city center of Palembang. Then the obstacles that teachers face are

for the provision of the media itself for example they must print the image first before giving the material to the learners, then the resulting size is not so big even not seen clearly by the whole child because using A4 paper. For thematic paper that used by Al-Ikhlas Kindergarten is a book from publisher of Intan Pariwara which is refers to the 2013 curriculum and each theme are spread in seven different titles.

This book has been referring to the 2013 curriculum, and printed the theme. From some obstacles that researchers have found above it can be said that the lack of teaching materials in this case is thematic paper student associated with the local culture of Palembang, because in general thematic my homeland theme of each thematic paper student used by schools include the culture that exists in Indonesia but the content of the material is sometimes not related to the cultural environment around the child.

Results of interviews with classroom teachers, teachers strongly agree if there is teaching materials or thematic paper student in local culture of Palembang City. Teachers feel very helpful with the sub theme of Palembang city, at least the teacher no longer need to print the media or activity sheet of learners. So it can save time and more practical in its use. For children with thematic paper student existence it can provide knowledge about the local culture of Palembang city which is the city where children grew up. That is why we need to develop paper activity sub theme of Palembang city. Based on the identification of the problem above, the researcher intends to develop Thematic Paper Activities For young children.

2 RESEARCH METHODS

In this research use development research method. Furthermore, This study represents design research. Design research is conducted by a researcher or researchers with experience of and interest in building theory and instructional designs in collaboration with teachers. The teacher is considered a member of the research team with the responsibility for implementing the instructional design (Stephan, 2014). Design research has both pragmatic and theoretical goals by further developing particular forms of learning and specific theories by systematically studying learning and the means of supporting them. The attraction of design research is based on the fact that it is closely connected to practical settings (Stephan, 2014).

Stages of this model are planning, development, and assessment or evaluation. In the evaluation phase, the researcher uses Tessmer's formative evaluation, (Tessmer, 1993) model consisting of self evaluation, expert review, one-to-one evaluation, small group evaluation. This research has been carried out with the planning phase in November-December 2017 and evaluation phase in March 2018 at Pembina 2 state kindergarten Palembang.

2.1 Planning

At this stage of the analysis includes the following three activities: Conduct competence analysis required of the learner at this stage the researchers analyzed the competencies that correspond to the age of the child on government regulation no. 146 of 2014 on the 2013 curriculum in early childhood

Analyze the characteristics of learners about their learning capacity, knowledge, skills, attitudes that students already possess and other related aspects;

Conduct material analysis in accordance with competence demands. At this stage the researcher performs indicator analysis for children aged 5-6 years in accordance with the theme of my homeland which has been described in the previous chapter. Selanjutya collect data used as a supporting reference to develop student work sheet. References can be books, journals, and internet sites in the form of print or soft files.

2.2 Development

The next stage after the planning phase is the stage of topic development, as has been described in the previous chapter that is about the local culture of Palembang city and has been adapted to the basic competencies and learning objectives. After compiling the material then the next step is to produce the prototype. The material that has been compiled is then made into the activity sheet of the learner that has been illustrated into the picture.

2.3 Evaluation

The last stage is the evaluation stage aims to analyze the validity and effectiveness and practicality of thematic paper student that we implement. Formative evaluation is an incorporated process for collecting data on the effectiveness and efficiency of learning materials (including into the media) to achieve established goals. Meanwhile, according to Worthen, Sanders, and Fitzpatrick (1997) formative evaluation focuses attention on ongoing, midstream

assessments that feed information back to intervention implementers, allowing them to make real-time adaptations and refinements to ineffective aspects of an intervention. Formative feedback often leads to decisions about program development (such as whether to modify or revise the intervention), whereas summative feedback often leads to decisions about whether to ultimately continue, expand, or adopt the program.

2.3.1 Self Evaluation

At this stage, thematic paper for student has been produced then the researchers make their own corrections to thematic paper student in theme home land sub theme of Palembang that has been developed. After correction then proceed to the next evaluation stage that is expert review.

2.3.2 Expert Review

At this stage thematic paper student is evaluated by experts. The criteria used in determining the validator in this study based on the assessment that the experts have been experienced in assessing the products to be developed. There are two validators involved at this stage that the material expert is required to test the material feasibility or the accuracy of the contents and questions in accordance with the competencies and learning objectives to be achieved. Media experts are required to assess the look / design and language to be used. The procedures used at this stage with the provided questionnaire. Furthermore, the suggestions provided by the validator are analyzed and then used as revision materials.

2.3.3 One-to-One Evaluation

In this one-to-one evaluation phase, the researcher involves three young children in Pembina 2 state kindergarten Palembang representing students with low, medium and high ability. Then they are asked to do the work on the student work sheet. After thematic paper student has had its practicality in the one-to-one evaluation stage then thematic paper student which has been revised through expert test called prototype 2 continued to small group evaluation stage, Plan the report (s) of the evaluation, Implement the evaluation

2.3.4 Small Group Evaluation

In small group evaluation stage, evaluation is done by testing prototype 2 which has been developed in

the student group consisting of nine student, which is divided into three capabilities, that is with high ability, medium ability and low ability besides with different characteristics such as from family background of tribe and others..

2.4 Data Collection Techniques

The research data was collected by teacher interview technique used for initial data analysis. Then the walkthrough technique is data validation involving several experts to evaluate the product as a basis for revising the initial product. The data collection tool used in the form of validation sheet given to the expert. The validation sheet given to the expert in the likert scale.

Observation

The next data collection technique in this research is observation. Observation is done during the activity which aims to see the practicality of thematic paper student to be developed. The observation was held for 4 days and 2 days of one-to-one and 2 days in small group stage. Observations are measured through learning indicators that have been determined on thematic paper student problems that have been made. Then the acquisition score gets changed to the value.

Questionnaire

The practicality about the use of thematic paper student that will be developed it is necessary to do the questionnaire to the teacher. The Likert scale can be used to obtain data through questionnaires about teacher responses to student work sheet. The collected data can be used as a percentage.

3 RESULTS AND DISCUSSION

3.1 Self Evaluation

At this stage of self-evaluation thematic paper activities that has been produced then the researchers make their own corrections to thematic paper student Theme Home land Sub Theme of Palembang City that has been developed. After correction then proceed to the next evaluation stage that is expert review.

3.2 Expert Review

At this stage thematic paper student is evaluated by experts. The criteria used in determining the validator in this study based on the assessment that the experts have been experienced in assessing the products to be developed. There are two validators involved at this stage that the material expert is required to test the material feasibility or the accuracy of the contents and questions in accordance with the competencies and learning objectives to be achieved. Media experts are required to assess the look/ design and language to be used. The procedures used at this stage with the provided questionnaire. Furthermore, the suggestions provided by the validator are analyzed and then used as revision materials. If there are things that need to be improved then the researcher should revise the student work sheet. If it has been declared valid then thematic paper student that has passed the expert review stage will then be done one-to-one evaluations. Validity test is done to test the level of validity and student work sheet, involving 2 experts namely design experts and materials. The average of the total validation score of experts is 3.77 with very valid category. Both validators allow product testing after revision in accordance with the suggestions that have been made.

3.3 One-to-One Evaluation

In this one-to-one evaluation phase, the researcher involves three students of group B Pembina 2 state kindergarten Palembang representing students with low, medium and high ability (Tessmer, 1993). Then they are asked to do the work on the student work sheet. The selection of research subjects is reviewed from the level of ability. Average score from one-to-one evaluation stage is 95% with very practical category. While small group stage involving 9 students in group B3 with average value of 92% with very practical category. After thematic paper student has had its practicality in the one-to-one evaluation stage then thematic paper student which has been revised through expert test called prototype 2 continued to small group evaluation stage.

Media validation stage consisting of 4 indicators such as 1) clarity of writing on student work sheet, writing not blurred, no errors in writing, thematic paper student writing interesting to read and the type of letters used can be read, with a total score of 22, 2) instructions for use which consists of the language used effectively and efficiently and the clarity of the information provided, with a total score

of 8, 3) clarity of the image on thematic paper student that is not blurred image, strategic image position, there is an explanation, the picture is easy to understand and get the total score 15, 4) display thematic paper student consisting of images in accordance with the theme and sub theme, interesting to see, drawings arranged regularly and there are titles along with other information, the total score obtained 16. Average score obtained in the design evaluation stage of 3.78 with the category very valid. Then it is worth to be tested according to suggestion. Suggestions obtained by the researcher in the form of spelling or writing repaired, the title moved to the top center of the worksheet, the size of the title is enlarged and make the steps of learners. After the suggestion of the validator is fixed then it is feasible to be tested.

The validation of the material/ content of 3.76 with the category is very valid, then for the design validation of 3.78 with the category is very valid. Thus, thematic paper student developed by the researcher can be used in the next test phase. Based on the suggestion of the validator then there are some revisions on prototype 1 as described in the previous step. Furthermore, the validated and revised thematic paper student is then tested at the one to one evaluation stage. Overall the average value of expert validation review results on the theme thematic paper student my homeland sub theme of Palembang city is 3.7 with very valid category. In line with the results of the researcher, Bronwyn H. Hall (2006) Research and Development (R&D) is the term commonly used to describe the activities undertaken by firms and other entities such as individual entrepreneurs in order to create new or improved products and processes. All components of the learning product are consistently related to one another called construct validity. The indicators used to infer the developed learning product are valid, the validity of the content and the validity of the constructs. In line with the expert opinion above according to According to H. E. Garrett (1965) the validity of a test or any measuring instrument depends upon the fidelity with which it measures what it proposes to measure." According to Freeman (1960) an index of validity shows the degree to which a test measures what it purposes to measure when compared with accepted criteria. According to Anastasi (2007) "The validity of a test concerns with what the test measures and how well it does so.

The one to one stage aims to see the practicality of prototype 1 that has been evaluated by the expert. This stage of teachers teach children about the city of Palembang which refers from the theme of my

home land. After the teacher explains the material the child is working on the thematic paper student that has been provided. Researchers observed children at the time of learning that aimed to see their practical value for the prototype 1. The three observational indicators were 1) attraction, consisting of enthusiastic descriptors in working student work sheet, paying attention to thematic paper student carefully, 2) ease of use, consisting of three descriptor that is, understand the thematic paper student instruction, understand the material, answer the problem independently, 3) interest or motivation consists of two descriptor such as discussing or asking with a group of friends about the material in thematic paper student and showing curiosity. The average acquired by 95% category is very practical. The result of prototype 1 was then revised again into prototype 2.

3.4 Small Group Evaluation

In small group evaluation stage, evaluation is done by testing prototype 2 which has been developed in the student group consisting of nine student, which is divided into three capabilities, that is with high ability, medium ability and low ability besides with different characteristics such as from family background of tribe and others. Learners are then asked to return to work on the tasks on the student work sheet. Then after the repair and prototype 2 has a practicality then the product has been completed.

In the activity of attaching pieces of images Monpera and Great mosque children feel confusion because there is no sample image intact so that after the revised researcher adds a complete picture on both worksheet of the learners. For a clearer picture can be seen in the attachment. Each child with an average percentage of 92% with the category very practical so it can be concluded that the small group evaluation stage that aims to see the level of practicality thematic paper student developed by researchers can be said to be very practice.

3.5 Results Angket Practicality

The level of practical thematic paper student that has been developed by the researcher then required a questionnaire given to three teachers in Pembina 2 state kindergarten Palembang. Respondents in this case are teachers who teach in group B2. In the opinion of Centaury (2016) practicality is the level of exposure and implementation prototype of learning devices by teachers and students. Based on the above opinion, researchers review the level of

practicality in terms of the use of thematic paper student in children and teachers. The following is a table of presentation of thematic paper student practicality questionnaire data developed by the researcher. Questionnaire of practicality against thematic paper student that has obtained an average score of 97% with very practical category. So it can be said that thematic paper student has met the criteria of practicality.

The practicality of using thematic paper student was tested prototype 2 on children called small group evaluation. At this stage the researchers used nine children group in Pembina 2 state kindergarten Palembang. This stage of the researchers back into the observer as well as doing the documentation through video and photos. Teachers provide material about the city of Palembang using the media images or print outs that have been provided by researchers who then pasted in carton media and placed on board the classroom. After the teacher convey material about the city of Palembang and then children are guided to work on thematic paper student that has been provided by researchers. The indicator used to see the level of practicality at this stage is the same as the indicator in the previous stage is the one to one evaluation stage. Observation value at small group evaluation stage in thematic paper student with average of 92% so it can be said that the use of thematic paper student theme of Palembang City has practical criteria for children.

Furthermore, to determine the practical level of thematic paper student use in terms of teachers. The number of respondents at this stage of three kindergarten teachers Pembina Negeri 2 Palembang took place in the same kindergarten when researchers conducted research. Respondents taught to group B2 two teachers and one teacher B3. At this stage the researchers gave a questionnaire to respondents with a likert scale. Respondents only provide checkers according to what they feel. At this stage it consists of eight statements including 1) with this thematic paper student can help me teach in class, 2) clarity of indicator so that can be measured, 3) in the presence of assessment table can facilitate me in using student work sheet, 4) make it easier for me to give the value of the work of the child 5) after I use this thematic paper student I no longer have trouble in providing print out for children, 6) after I use this thematic paper student I know more about the material about Palembang city, 7) after use this thematic paper student, the more confident in giving the material, 8) the material contained in thematic paper student is short, solid, clear and interesting. Based on the above eight indicators, the percentage

of teachers with the initials of YM is 96% with very practical category, then the teacher with initials SZ obtained 100% percentage result very practical category and lastly the teacher initialed NR get the percentage result of 96% very practical category so that the results of the questionnaire value of practicality against thematic paper student obtained an average value of 97% category very practical. So it can be said that thematic paper student theme of Palembang City has met the level of practicality.

Practicality is practical and easy in administration, such as easy to implement, corrected or checked and given assessment or scoring equipped with clear instructions. Practicality can be fulfilled if the experts and practitioners state that what is developed can be applied and the reality shows that what is developed can be applied and used easily. Practicality refers to the condition of products developed easy to use by users both teachers and students so that learning can be meaningful, interesting, fun and useful for student life. So it can be said that practicality can be said to be practical if the experts and practitioners claim that the developed product is applicable, easy to administer it as easy to implement, corrected or checked, easy to scratch and equipped with clear instructions and referring to product conditions that can be used by students and teachers that are meaningful, interesting, fun and useful.

3.6 Product Results of Thematic Paper Activity for Young Children

The result of the research entitled the development of activity sheet of learners of my homeland theme sub theme of Palembang city, using Rowntree model through three stages: planning, development and evaluation phase. Tessmer in Gwendolyn J. Ogle (2002) outlines 11 steps that are necessary when planning an evaluation. Although not graphical, the steps are prescriptive in nature and this model constitutes one of only a few formative evaluation models. Determine the goals of the instruction, Determine the resources for and constraints upon the evaluation, obtain a complete task analysis of the instruction, Describe the learning environment, Determine the media characteristics of the instruction, Outline the information sought from the evaluation Choose parts of the instruction for evaluation, Select the stages and subjects for the evaluation, Select the data gathering methods and tools for each stage. For more information, it will be shown in the picture below.



Figure 1. Thematic paper student activity

Based on the picture above, the activities carried out on the worksheet with the theme of the city of Palembang are connecting images of the Palembang monument. The child performs the activities according to the instructions already available on the worksheet after the teacher evaluates the work of the child.



Figure 2. Thematic paper student activity

In the picture above, it can be seen that the child's activity on the worksheet is encircling food which is typical of Palembang then the child circulates on the worksheet and the teacher makes an assessment. The activity on the worksheet uses a

scientific approach. The learning objectives in this activity are children can circle 4 Palembang specialties.

4 CONCLUSION

Based on research conducted on the development of thematic paper student theme Home land Palembang subtema can be concluded thematic paper student developed is stated valid at the expert review stage consisting of material and design experts so that thematic paper studentis feasible to be used as a teaching material for the theme of Home land and Palembang subtema this can be known from the average expert review results of 3.77 categories are very valid.

Test the practicality of thematic paper student can be seen from the observation of children and questionnaire given to three teachers. The results of the one-to-one stage conducted by three students obtained an average score of 92% with a very practical category. Then at the small group evaluation stage given to nine students in group B3 obtained the average value of practicality percentage of 92% with very practical category. Then the last step to see the practical level of thematic paper studentis teacher questionnaire, the result of the questionnaire value of practicality to thematic paper student that has obtained an average value of 97% category very practical. So it can be concluded that the theme thematic paper student sub theme of Palembang city has been eligible valid and practical and feasible to be used in learning the theme of my homeland sub theme of Palembang city in kindergarten.

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