
**VALIDITY OF LESSON PLAN (RPP) THEMATIC LEARNING MODEL BASED ON
GENDER AND DIVERSITY (KEBHINEKAAN)**

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ABSTRACT: *This study aims to determine the validity of the lesson plan on the thematic learning model based on gender and diversity values for grade IV students in Primary Schools in Aceh Barat District, Aceh. This research embraces research and development with stages 1) preliminary study, 2) design and development stage 3) testing phase. Validity test data obtained from the validation results by experts using a questionnaire instrument. The data obtained were analyzed using a Likert scale. The results obtained from this validity test showed a validity value of 90% with a very valid category.*

KEYWORDS: Gender, Diversity, Lesson Plan, Validity

INTRODUCTION

Refreshing learning at the elementary school level continues to be pursued, of the many solutions offered to create meaningful learning is to design appropriate and effective learning models (Mardhatillah, 2017a). Choosing the right learning model influences the effectiveness of learning. In the context of creating effective learning, teachers are expected to be more careful and skilled (Laili, Sudarmin, & Pukan, 2013). Thematic learning is learning that is recommended in the 2013 curriculum. Thematic learning is learning that uses themes as subjects of study and allows students to actively explore, search for and discover scientific concepts holistically, meaningfully and authentically.

Thematic learning has long been echoed by the government, but not directly can be applied by teachers properly. In general, elementary school learning in Aceh is still conventional, especially in primary schools in rural areas, teachers teach using old learning patterns (Mardhatillah, 2017b). Some fundamental issues in this study include: (1) the teacher's lack of skill in managing thematic learning; (2) there has never been a thematic learning model based on gender and diversity before; (3) student understanding is very lacking about gender equality and diversity, indicated by the low tolerance of students associating with friends of different ethnic groups and the lack of respect for friends of different types.

Researchers are trying to find solutions to the above problems by creating positive breakthroughs to improve the quality of education by helping teachers implement new thematic learning paradigms. Teachers and students need a thematic learning model based on gender equality to

produce effective learning. This research is considered important because it has never been studied and is believed to be the solution to students' character problems.

LITERATURE/THEORETICAL UNDERPINNING

Thematic Learning

Thematic learning is learning that is designed based on certain themes. The theme is reviewed from various subject matter. The connection of material content from various subjects is combined into a theme (Aini & Relmasira, 2018). Thematic learning is learning that is integrated with the use of themes to encompass the interconnectedness of various fields of study, these themes must be fertile meaning that the theme invites many concepts from various fields of study Fogarty (Laksana, Kurniawan, & Niftalia, 2016). This thematic model is implemented in low classes, namely first class, second class, and third grade in elementary school, because in the low class the learning patterns and mindset of elementary school age children in general are still based on everything that is concrete in using everything which is still holistic (R. Arend, 2004).

Thematic learning is one integrated learning model which is a learning system that enables students, both individually and in groups to actively explore and discover scientific concepts and principles holistically, meaningfully and authentically (Abdul Majid, 2014).

The application of thematic learning in elementary schools can be called an effort to improve the quality of education, especially in order to offset the cramming symptoms of curriculum content that often occurs in the learning process carried out in schools. It is feared that the cramming of curriculum contents will disrupt children's development, because it requires too many children to do activities or tasks that exceed their capacity and needs. Sensory experiences that form the basis of students' abstract learning abilities are left untouched, even though they are the main characteristics of children's development at primary school age. This is where the thematic learning is considered as an important new approach to be developed in elementary schools (Hernawan, 2015).

The Value of Gender in Learning

Gender relations are social relations between men and women that are mutually helping or vice versa, and have many differences and inequalities. Gender relations differ from time to time, and between one community and another, due to differences in ethnicity, religion, social status and the values of traditions and norms adopted (MZ, 2013). Gender is a social construction of the characteristics and roles of men and women. As a social construction, gender is relatively in line with the development of the community. Gender, which contains traits inherent in men and women socially and culturally constructed, express social expectations for men and women. Along with social dynamics, even gender values can change at different times and spaces (Probosiwi, 2015). Education in a gender perspective is education organized for all societies not distinguishing gender, ethnicity and nation. Education is not discriminatory but will prioritize both education for men and women which will ultimately facilitate the occurrence of gender equality in relations between men and women (Tune, 2015).

Thematic Learning Based on Gender Equality and Diversity Values

Innovation in education is often associated with renewal that comes from the results of creative thinking, findings and modifications that contain ideas and methods used to overcome an educational problem. Thematic learning model based on gender equality and diversity values embraces learning theories and learning that embraces constructivism especially social

constructivist theory, top-down learning students begin by solving complex problems by solving simpler parts of problems and finding basic skills necessary so that the whole problem is solved.

METHODOLOGY

This research uses research and development methodology. The product produced in this research is a lesson plan for thematic learning models based on gender and diversity values. This research procedure has stages: 1) preliminary study, 2) design and development stage 3) testing phase. The learning design model used is ADDIE model, which is a learning design model that has the basic stages of learning system design that is easy to understand and simple. The stages are: Analysis, Design, Development, Implementation and Evaluation. Research locations include elementary schools in West Aceh Regency. Data Collection and Analysis Techniques in this study are data obtained from quantitative data obtained from the results of the assessment in a questionnaire containing the standard assessment of BSNP teaching materials which include the results of interactive teaching materials based on local wisdom and the evaluation results of teaching materials that have been developed. The data analysis technique used is descriptive statistics. Descriptive statistics are statistics used to analyze data by describing or describing data that has been collected as it is without intending to make generally accepted conclusions and generalizations.

RESULTS/FINDINGS

In developing lesson plan based on gender and diversity values, the researcher gave questionnaire sheets to three expert learning model validators, to get corrections from the developed lesson plans and as a benchmark for the feasibility of the developed lesson plans. After the validation process, the following data are obtained:

Table 1. Expert Learning Model Validation Results

No	Indicator	Score		
		X1	X2	X3
1	The lesson plan contains all learning components	3	2	3
2	Each component in the lesson plan is interrelated with one another and contains the values of gender and diversity	3	2	3
3	Learning indicators and objectives are clearly formulated	3	3	3
4	The material presented in the lesson plan is complete and contains gender and diversity values	3	3	3
5	The sequence of learning steps is clear	2	3	3
6	Learning scenarios presented coherently	3	3	2
7	Interaction strategies chosen so as to enrich student learning experiences	3	2	3
8	Appropriate tools, media, learning resources based on gender and diversity	2	2	2
9	Allocation of learning time is made accordingly	3	1	3
10	The assessment instrument is according to the indicator	3	3	3
	Total	28	24	28
	Total Score	80		
	Average	27		

From the above data, the average score given by the validator is 26.7 with a total number of 80, this shows the learning design model expert, the learning model developed is worth testing after being repaired according to input from three validators. By using a score range of 1 to 3, the learning design assessment scores for aspects are assessed using the formula:

$$AP = \frac{\text{Current score}}{\text{Ideal Score}} \times 100\%$$

$$AP = \frac{27}{31} \times 100\%$$

31

$$AP = 90\%$$

After entering into the formula above, the scores obtained from the results of the expert learning model validator are categorized as "Very high" with intervals of between 81% and 100%. The developed lesson plan based on gender and diversity show that the categories are suitable to be used with some improvements by the first, second and third validators.

Some of the suggested improvements from the validator are:

1. more emphasizes in the elements of gender and diversity,
2. the steps of learning should refer more to the syntax of thematic learning,
3. pay attention to the use of time allocation, adjust and optimize as best as possible at each stage of learning starting from the initial, core and closing activities.

After making improvements according to the suggestions of the validator, the next stage is a limited field trial.

DISCUSSION

This research starts from the problem of the low quality of the process and learning outcomes in elementary schools, especially the problem of students' understanding of gender and the value of diversity in Indonesia. This problem is increasingly gaining attention in line with future demands and shifts in old patterns of learning towards a new paradigm of thematic learning in elementary schools today. Facts on the field show that class teachers in primary schools in the province of Aceh, especially in West Aceh as education practitioners, carry out learning in the classroom by applying learning models that are less relevant to the characteristics and objectives of learning. The conditions of the implementation of learning that exist or are currently running in schools have not yet implemented constructivist-based learning, and have not paid attention to aspects of gender and diversity values in the learning process.

Efforts are made to overcome these problems is to develop a thematic learning model based on gender and diversity values in elementary schools. In the initial stages, the lesson plan is developed. Based on the results of the validation data analysis from the experts, it was concluded that the developed lesson plan was valid with several revisions. In principle, the developed lesson plans must refer to the components of the learning model. This means that learning tools and research instruments are built or constructed on a theoretical foundation and a learning model construction. Due to the process and implementation of learning model development activities (including validating activities) are carried out simultaneously or in conjunction with the validation of learning activities and related research instruments, changes and revisions made to the learning model are followed simultaneously making changes and revisions to learning devices and related instruments.

IMPLICATION TO RESEARCH AND PRACTICE

The lesson plan that is developed in thematic learning in primary school, teachers are expected to be able to teach using the results of RPP development on thematic learning models based on gender and diversity in order to create learning that is more meaningful and can foster a spirit of student unity.

CONCLUSION

After going through the development process, a valid gender lesson plan based on gender and diversity is obtained. Thus, the conclusions of this study are the resulting lesson plans for learning models based on gender and diversity that are feasible to be used by teachers based on the results of validation from learning model experts.

FUTURE RESEARCH

As a suggestion, the resulting lesson plans have only reached the development stage, not yet widely implemented in schools. To find out the effectiveness of this lesson plan in various subject areas for other suitable learning, it is recommended that teachers and researchers implement this lesson plan in a wider scope in other elementary schools. So that the results of research related to lesson plan from this learning model can be used as a reference to develop other learning models with a single spirit of diversity.

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