



Mind-Mapping Plus Model In Developing Value-based Thematic Teaching Material for Primary School Students

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Abstract

This research aimed to develop thematic teaching material based on the first value for primary school students by using valid, practical, and effective Mind-Mapping Plus model. The research design was research and development with the work procedures: (1) information collection, (2) planning, (3) development, (4) assessment, (5) product revision, and (6) dissemination and implementation. Teaching material product valued was thematic teaching material concept based on value using Mind-Mapping Plus model, guide book, and students' worksheet. The resulted product assessment was done through 3 steps that were validation assessment, practicality, and effectiveness. This research was held in 3 years. The subjects of field trials were the first grade teachers and students of 3 primary schools in Bone regency: SD Inpres 6/80 Kawerang (A accreditation), SDN 28 Usa (B accreditation); and SD 5/81 Macope (C accreditation). The data collection was done using questioner of teaching material validation, questioner of teacher and students' response, interview guide, and test of learning outcomes. The data in this research consisted of qualitative and quantitative data. The data analysis was done through validation, practicality, and effectiveness analyzes using descriptive analysis. The result of the research showed that the three products had met the criteria which were valid, practical, and effective to be disseminated and implemented in teaching and learning process.

Keywords: Mind-Mapping Plus, thematic teaching material, value education.

1. Introduction

Learners who are in I - III grades of primary school are the first grade classified as early age. In this ages, all aspects of children intellectual development grow and develop significantly. In general, the level of development is to perceive everything holistically and able to comprehend the correlation among concepts in simple way. Learning process really depends on concrete objects and direct experiences. Therefore, learning process in the first grade requires more sufficient comprehension by the teachers, not only on professional competence aspect related to basic competence, but also psychology aspect of children development.

Implementation of concrete concepts in the first grade is very important as it affects the brilliance of learners' future. The learner's experience when they are in the first grade becomes the basics of their comprehension development in science. The teachers in these recent eras must be able to provide teaching service professionally so the learners can grow and develop based on the competence they have. When the students encounter difficulties in learning which are caused by the teacher's teaching service that is not appropriate, it may become obstacles for the learners to compete with other learners. This confusion in implementing concepts in the first grade will lead to negative impacts for the learners' achievement.