

## **THE DEVELOPMENT OF AN INTEGRATED THEMATIC MODEL THROUGH SCIENTIFIC APPROACH BASED VALUE OF INQUIRY IN BLITAR, EAST JAVA**

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### **ABSTRACT**

*The long-term aim of this research is to obtain a learning model that can promote the integrated thematic learning competence through scientific approach to the students at the primary school age. This research used a model development by Borg and Gall. The results showed that; (1) the integrated thematic model through scientific approach based value of inquiry was an alternative model learning which can help the students in learning not only by memorizing but also by doing, experiencing, proving, and dialoging; (2) from the students' activities it was found that there was any improvements in solving problems in group; (3) the students' creativities indicated the improvements in learning style in which at the beginning, the students' learning style were coming, sitting, writing, and memorizing, then it changed into observing, identifying, analyzing, comparing, and proving; (4) it built an enjoyable community. Moreover, the result of the study showed the excellent highest percentage (85%-100%). This study was in the form of CD which contains integrated thematic learning strategy through scientific approach based value of inquiry.*

**Keywords:** *integrated thematic learning, scientific approach*

### **INTRODUCTION**

The implementation of 2013 curriculum which emphasizes on scientific approach has changed significantly. All subjects are combined in certain theme that does not recognize the competence standard anymore, but it emphasized on Core Competence (*Kompetensi Inti/ KI*) and Basic Competence (*Kompetensi Dasar/KD*). The learning activities are designed to three things namely attitude, knowledge, and skills (Sani, 2014).

Guidelines and principles for the developing of 2013 curriculum point at *Pasal 36 Undang-Undang No. 20 Tahun 2003*, which states as follows.

*"Curriculum development must pay attention to the upgrading of faith and piety; enhancement of eminent character; the improvement of ability, intelligence, and interests of learners; diversity and environmental potential of the region; the demands of regional and national development; the demands of the world of work;*

*development of science, technology, and art; religion; the global development dynamics; and the national norms and values"* (Ridwan, 2014)

The development of 2013 curriculum is a part of strategy to enhance the education achievement. The orientation of 2013 curriculum is the improvement and balance among attitude, knowledge, and skill. There are three factors why 2013 curriculum is developed. First, it is because of the future challenges; such as globalization stream, environmental concerns, the rapid of technology and information, science and technology convergence, and knowledge based economy. Second factor is because of future competencies; including the ability to communicate, the ability to think critically, the ability to consider moral aspect of problems, the ability to become effective citizens, and the ability to understand and tolerant of different views. Third reasons of 2013 curriculum development is because of social phenomenon that arises such as fight among students, drugs, corruption, plagiarism, cheating in exams, and social fluctuation.

Based on the facts which is found at the field of study and as a follow up study from the results of Widayati's research in 2011 entitled "Development of Instructional Model Civic education of elementary school in Blitar", the researcher needs to hold further developmental research entitled "The Development of an Integrated Thematic Learning Model through Scientific Approach based Value of Inquiry".

The focus of this research problem was the development of an integrated thematic learning model through a scientific approach by arranging a learning model in the form of lesson plan (RPP). Then, it followed by implementing the lesson plan to the integrated thematic learning in elementary school. To assess the performance, the researcher used an instrument as an appropriate model assessment for validation purposes. From here forward, the researcher described the effect of learning to be developed based on the assessment and suggestion from the learning implementation.

Based on the data from *Dinas Pendidikan Kabupaten Blitar* (The department of education Blitar) the researcher defined a class of fourth grade to analyze. It was based on the consideration that in the academic year 2013-2015, class IV has been implementing a new curriculum, 2013. It was expected that teachers already had an experience in implementing the curriculum.

## METHODS

The research design used in this study was descriptive presentative design. While the research model development used was a model from Borg and Gall (modified by Sukmadinata). The research and development covers four stages; (1) Preliminary Study, (2) field studies; (3) Model Development, (4) field testing model. (Sukmadinata, 2009).

The first stage was the initial stage of preliminary studies or preparation for development. This stage consisted of three steps: first was study of literature, second was field surveys and thirth was the preparation of the initial product or draft model. Field survey was conducted to collect data related to the planning and implementation of learning.

Based on the data obtained in the field study and on the basis of theory or concept that was inferred from the results of a literature study, the researcher team drafted the initial models of the products developed.

The subject of this study was primary school teachers Class IV of the pathfinder of 2013 curriculum target in Blitar, East Java. The researcher used simple random sampling technique by selecting the Elementary School which has been implementing 2013 curriculum for four (4) semesters. From the data in Department of Education designated subject area, there are 14 elementary schools pathfinder of 2013 curriculum target in Blitar East Java

The instruments used in this study were interview guide, questionnaire, and documentation as well as direct observation when the teachers were teaching. Interview guide used to collect data about the views of the difficulties or obstacles in the implementation of 2013 Curriculum.

The data analysis technique used in this research was descriptive presentative analysis technique. By using this technique, the collected data was analyzed by describing narratively

## RESULTS

The researcher stipulated 4 Elementary schools of 2013 Curriculum pathfinder as the subject of study and then developed it by adding 10 elementary schools of 2013 Curriculum pathfinder based on the data from the Department of Education in Blitar area. Therefore, the subject of this study was 14 elementary schools of 2013 Curriculum pathfinder.

From the results of survey obtained from 14 elementary schools as the sample of study, the researcher found different findings, but however there were several things that could be said similar.

The findings of the survey research results on preliminary observations and teachers' interviews on thematic teaching at fourth grade of elementary school indicated that the subject of 4 elementary schools assigned elementary school were represented as follows; SDN Tangkil 1, SD Nglegok 1, SD Kalipang 1 and SD Resapombo. Then it developed extensively represented by 10 elementary schools as follows; (1) SDN Kanigoro 03; (2) SDN Sumberingin 04; (3) SDN Srengat 01; (4) SDN Candirejo 03; (5) SDN Kendalrejo 02; (06) SDN Kademangan 01; (7) SDN Kedung Bull; (8) SDN Beru 01; (9) SDN Sumber Agung 01; (10) SDN Wonodadi 01. Totally, there were 14 elementary schools of 2013 curriculum pathfinder..

The data presentation on "The Development of Integrated Thematic Learning Model through Scientific Approach", detailed as follows.

**Table 01.** *The Development of Integrated Thematic Learning Model through Scientific Approach based value of inquiry*

No	Activities	Level of capability							
		Excellent		Good		Fair		Less	
		f	%	f	%	f	%	F	%
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
1	Applying the function of the development of integrated	5	35,71	8	57,14	-	-	1	7,14

	thematic learning model through scientific approach based value of inquiry								
2	Applying the purpose of the development of integrated thematic learning model through scientific approach based value of inquiry	3	21,42	11	78,57	-	-	-	
3	Developing scientific approach in each learning theme/subtheme	6	42,85	8	57,14	-	-	-	
	<b>Total</b>	14	99,98	27	192,85			2	7,14
	<b>Mean</b>	4,66	33,32	9	64,28			0,66	2,38

Based on the data from table 01, the observation results from 14 respondents showed (a) in the activity of applying the function of the development of integrated thematic learning model through scientific approach based value of inquiry, 5 respondents were in excellent category (35.71%), 8 respondents were in good category ( 57,14), one respondent was in less category (7.14); (b) in the activities of applying the purpose of the development of integrated thematic learning model through scientific approach based value of inquiry, 3 respondents were in excellent category (21.42%), 11 respondents were in good category (78.57%); (c) in the activities of developing scientific approach in each learning theme/subtheme, 6 respondents were in excellent category (42.85%), 11 respondents were in good category (57.14%).

**Table 02.** The Development of Integrated Thematic Learning Model through Scientific Approach based value of inquiry

No	Activities	Level of Capability								
		Excellent		Good		Fair		Less		
		F	%	f	%	F	%	f	%	
1	2	3	4	5	6	7	8	9	10	
1	Applying scientific approach in the teaching and learning through observing ( <i>Observing</i> )	9	64,28	5	35,71					
2	Applying questioning approach in the teaching and learning ( <i>Questioning</i> )	3	21,42	11	78,57					
3	Applying experimenting in the teaching and learning ( <i>Experimenting</i> )	3	21,42	10	71,42	-	-	1	7,14	
4	Applying associating/processing/reasoning approach in the teaching and learning ( <i>Associating</i> )	5	35,71	8	57,14			1	7,14	
5	Applying networking in the teaching and learning. ( <i>Networking</i> )	5	35,71	8	57,14	1	7,14			
	<b>Total</b>	25	157,12	42	335,69	1	7,14	2	14,28	
	<b>Mean</b>	5	31,42	8,4	67,13	0,2	1,42		2,85	

Based on the survey, the data showed: (a) in the activity of Applying scientific approach in the teaching and learning through observing (*Observing*), 9 respondents were in excellent category (64.28%), 5 respondents were in good category (35.71%); (b) in the activities applying scientific approaches to learning through questioning approach (*Questioning*), 3 respondents were in excellent

category (21.42%), 11 respondents were in good category (78.57%); (c) in the activities applying Applying experimenting in the teaching and learning (*Exsperimenting*), 5 respondents were in excellent category (35.71%), 8 respondents were in good category (57.14%), 1 respondent was in less category (7.14%); (d) in the activities of applying associating/processing/reasoning approach in the teaching and learning (*Associating*), 5 respondents were in excellent category (35.71%), 8 respondents were in good category (57.14%), 1 respondent was in fair category (7.14%); (e) in the activities applying networking in the teaching and learning (*Networking*), 5 respondents were in excellent category (35.71%), 8 respondents were in good category (57.14%), and 1 respondent was in fair category (7.14%).

**Table 03. Developing Lesson Plan**

No	Activities	Level of Capability							
		Excellent		Good		Fair		Less	
		f	%	f	%	f	%	F	%
1	2	3	4	5	6	7	8	9	10
1	Formulating basic competence (KD) in learning: formulating achievement indicators (KI 1, KI 2, KI 3, KI 4)	11	78,57	3	21,42	-	-	-	-
2	Developing and organizing materials, media, and learning resources	7	50	7	50	-	-	-	-
3	Developing the learning strategies: methods, strategies, learning model	4	28,57	10	71,42	-	-	-	-
4	Planing the learning scenarios: specifying the type of learning activities, arranging learning steps, determining the allocation of time, motivating the students, preparing questions	6	42,85	8	57,14	-	-	-	-
5	Designing classroom management	7	50	6	42,85	-	-	1	7,14
6	Planning and preparing assessment procedures	3	21,42	10	71,42	-	-	1	7,14
7	Viewing the document of lesson plan	2	14,28	12	85,71	-	-	-	-
<b>Total</b>		40	285,69	56	471,38	-	-	2	14,28
<b>Mean</b>		5,71	40,81	8	67,34	-	-	0,28	2,04

From the data processing on the table 03 on "Developing Lesson Plan (RPP)", it indicated that: (a) in the activities of formulating basic competence (KD) in learning: formulating achievement indicators (KI 1, KI 2, KI 3, KI 4), 11 respondents were in excellent category (78.57%), 3 respondents were in good category (21.42%); (b) in the activities of developing materials, media, and learning resources, 7 respondents categorized as excellent (50%), 7 respondents categorized as good of respondents (50%); (c) in the activities to develop learning strategies 4 respondents categorized as excellent (28.57%), 10 respondents were in good category (71.42%); (d) in the activities of planing the learning scenarios, 6 respondents were in excellent category (42.85%), 8 respondents were in good

category (57.14%); (e) The activities of designing classroom management, 7 respondents categorized as excellent (50%), 6 respondents categorized as good (42.85%), 1 respondent categorized as less (7.14%); (f) The activity of planning and preparing assessment procedures, 3 respondents were in excellent category (21.42%), 10 respondents were in good category (71.42%), 1 respondent was in less category (7.14%); (g) in the activity of displaying lesson plan documents, 2 respondents were in excellent category (14.28%), 12 respondents were in good category (85.71%)

**Table 04.** Development Steps of Integrated Thematic Learning Models through Scientific Approach Based Inquiry Value

No	Activities	Tingkat Kemampuan								
		Excellent		Good		Fair		Less		
		f	%	F	%	f	%	F	%	
1	2	3	4	5	6	7	8	9	10	
1	In the integrated thematic learning process, the teachers always direct, foster, and invite the students: understand the value that would become the issue, develop the attitude of students to take a decision.	5	35,71	7	50	-	-	2	14,28	
2	In the process of integrated thematic learning, the teachers motivate and reward the students in terms of: determining the value of the relevant behavior.	4	28,57	9	64,28	-	-	1	7,14	
3	In the Integrated Thematic learning, the teachers motivate students to name the values indicated by the behavior: - Teacher students identify problems, students describe and create a temporary answer	4	28,57	7	50	1	7,14	2	14,28	
4	In the process of integrated thematic learning students locate and determine the conflicting value.	4	28,57	8	57,14	-	-	2	14,28	
5	In the process of integrated thematic learning, the teachers motivate and reward students in making hypotheses / forecasts: search for data to support a temporary answer.	8	32,65	3	21,42	-	-	3	21,42	
6	In the process of an integrated thematic learning the teachers invite the students in finding alternative proof / truth / error hypothesis.	4	28,57	8	32,65	-	-	2	14,28	
Continuation of table 04										
7	In the process of an integrated thematic learning, the teachers foster the students to determine that the most appropriate value would be true.	4	28,57	6	42,85	1	7,14	3	21,42	

8	In the Integrated Thematic learning, the teachers engage students in a set of reasons, the sources and consequences that may arise from the values of choice: students formulate a temporarily answer, estimate and prove.	5	35,71	7	50	-	-	2	14,28
<b>Total</b>		10	250	21	525	-	-	1	25
<b>Mean</b>		1,25	31,25	2,62	65,62			0,125	3,12

The data obtained from the table 04 on "Development Steps of Integrated Thematic Learning Models through Scientific Approach Based Inquiry Value", are as follows; (a) the activities of an integrated thematic learning process in which the teachers always direct, foster, and invite the students: understand the value that would become the issue, develop the attitude of students to take a decision (Retrieving), 7 respondents were in good category (50%), 5 respondents were in excellent category (35.71%), 2 respondents were in less category (14, 28%); (b) the activities of an integrated thematic learning process in which the teachers motivate and appreciate the activity in terms of: determining the value of the relevant behavior. (Finding Information / Retrieving), 4 respondents were in excellent category (28.57%), 9 respondents were in good category (64.28%), and 1 respondent was in less category (7, 14%); (c) the activities of an integrated thematic learning process in which the teacher motivate students to name the values indicated by the behavior of the student-teacher, identify problems (Rework / Proccesing), 4 respondents categorized as excellent (28.57%), 7 respondents categorized good ( 50%), 1 respondent categorized as fair (7.14%), and 2 respondents categorized as less (14.28%); d) in the activities of an integrated thematic learning process in which the students locate and determine the conflicting value (creative / Creating), 4 respondents were in excellent category (28.57%), 8 respondents were in good category (57,14%), 2 respondents were in less category ( 14.28%); (e) in the activities of an integrated thematic learning process in which the teachers motivate students, appreciate the students in making hypotheses / forecasts: search for data to support a temporary answer, 8 respondents categorized as excellent (32,65%); 3 respondents categorized as good (21,42%), 3 respondent categorized as less category (21, 42%); (f) in the activities of an integrated thematic learning process in which the teachers invite the students in finding alternative proof / truth / error hypothesis (Evaluate / Evaluating), 4 respondents were in excellent category (28.57%), 8 respondents were in good category (32,65%), 2 respondents were in less category (14.28%); (g) the activities in the process of fostering an integrated thematic learning, in which the teachers foster the students to determine that the most appropriate value would be true, 4 respondents categorized as excellent (28.57%), 6 respondents were in good category (42.85%), 1 respondent was in fair category (7.14%), 3 respondents were in less category (21.42); (h) in the activities of an integrated thematic learning process in which the teachers lead students in setting the reason, sources and consequences that may arise from the values of choice, 5

respondents were in excellent category (35.71%), 7 respondents were in good categories (50%), and 2 respondents were in less category (14.28%).

**Table 05.** *The Perceptions of Elementary School Teachers as the 2013 Curriculum Target towards the Learning Model through Scientific Approach Based Value of Inquiry*

No	Teachers' perceptions	Level of Capability							
		Excellent		Good		Fair		Less	
		f	%	f	%	f	%	F	%
1	2	3	4	5	6	7	8	9	10
1	Obstacles / difficulties in developing a model of integrated thematic learning through inquiry-based scientific approach Value: understanding the model, the development of learning steps.	1	7,14	12	85,71	-	-	1	7,14
2	In the integrated thematic learning, the teachers always use models in learning steps	-	-	7	50	3	21,42	4	28,57
3	In the learning process, the teachers have integrated thematic understanding of Inquiry Value models.	-	-	8	57,14	2	14,28	4	28,57
4	In the learning process, the teachers need to develop models of integrated thematic inquiry Value.	4	28,57	8	57,14	-	-	2	14,28
	Contintion of table 05 In the integrated thematic learning, the teachers need	3	21,42	8	57,14	-	-	3	21,42
5	teacher guidebook / socialization model of Inquiry Value?								
<b>Total</b>		8	64,27	35	77	5	35,71	13	99,98
<b>Mean</b>		1,6	12,85	7	15,4	0,2	7,14	2,6	19,99

Based on data processing on "Perceptions of Teachers Elementary School Goal Curriculum 2013 for Learning Approach Scientific-Based Inquiry Value", the data is successfully captured show that (a) constraints / difficulties in developing learning models thematic integrated approach scientifically-based Inquiry Value: understanding the model, development of learning steps 1 respondent excellent category (7.14%), 12 respondents either category (85.71%), 1 respondent less category (7.14%); (b) the use of learning activities using the model of learning steps, 7 both categories of respondents (50%), 3 respondents category enough (21.42%), 4 respondent categories less; (c) An understanding of the model Inquiry Value, 8 respondents either category (57.14%), 2 respondents category enough (14.28%), 4 respondent less category (28.57); (d) the need to develop models of Inquiry Value, 4 excellent category of respondents (28.57%), 8 respondents either category (57.14%), 2 less category (14, 28%); (e) Keep guidebook teacher / need socialization model of Inquiry Value, 3 respondents category of very good (21.42%) and 8 respondents either category (57.14%), 3 respondents less category (21.42%).



## DISCUSSION

The discussion of the study results about integrated thematic learning survey on "Development of Integrated Thematic Learning Model-Based Inquiry Value" for elementary school students was described into five parts according to the variables generated within the scope of the research.

### **The Discussion on the Development an Integrated Thematic Learning Model through Scientific Approach Based Value of Inquiry was as follow**

(a) The discussion of the research findings, in terms of the feasibility of elementary school teachers' activities in implementing the function of the development of an integrated thematic learning model through scientific approach based value of inquiry, obtained the highest percentage on excellent category (57,14%), then on good category (35,71%), and on less category (7,14%) ; (b) the accomplishment of teachers' activities in implementing the goals of the development of integrated thematic learning model through scientific approach based value of inquiry obtained the highest percentage on good category (78,57%) then on excellent categories (24,42%); (c) The activities of elementary school teachers in developing the scientific approach within each theme / sub-theme of learning obtained the highest percentage on good category (57,14%) then on excellent category (42,85%).

These findings indicated that the accomplishment of elementary school teachers' capability in developing scientific approach within each theme / sub-theme of learning in the 2013 curriculum was considered as good because it positioned between the highest percentage of excellent category (78.57%) and the good category (57.14%). However this still needs improvement because the teachers' mastery level should at least reach 85% -100% (Suparno, 2009).

### **Discussion on the Development of Thematic Scientific Learning model was as follows.**

(a) the teachers' activities accomplishment in applying scientific approaches to learning through observation showed the highest percentage on excellent category (64,28%) and on good category (35,71%); (b) the teachers' activities accomplishment in applying scientific approaches to learning through the questioning approach (questioning) obtained the highest percentage on good category (78,57%) and on excellent category (21,42%); (c) the accomplishment of elementary school teachers' activities in applying scientific approaches to learning through the approach of trying (experimenting) obtained the highest percentage on good category (71,42%) and on excellent category (21,42%); (d) the accomplishment of elementary school teachers' activities in applying scientific approaches in learning through associate approach/process/reasoning (associating) obtained the highest percentage on good category (57,14%), on excellent category (42,85%), and on less category (7,14%); (e) In terms of the feasibility activities of primary school teachers in applying scientific approaches in the form of learning through networking approach to learning (Networking), it showed the highest percentage on good category (57,14%), on excellent category (35,71%), and on fair category (7,14%).

These findings pointed out that the teachers' activities accomplishment in developing the approach of *observing, questioning, experimenting, associating, and networking* in the 2013 curriculum, was considered good because it is positioned between the excellent category (78.57%) and good category (57, 14%). It still needed improvement because it was still under the standard 85% -100% (Suparno, 2009)

### **The Discussion on Lesson Plan Development**

(a) The teachers' activities accomplishment in formulating basic competence in learning through a scientific approach showed the highest category on excellent level (78,57%) and on good level (21,42); (b) the accomplishment of teachers' activities in developing and organizing the learning materials, media, learning sources through scientific approach in learning got the highest percentage on excellent category (50%) and on good category; (c) the accomplishment of teachers' activities in developing learning strategies through a scientific approach got the highest percentage on good category (71,42%), and on excellent category (28,57%); (d) the accomplishment of teachers' activities in planning learning activities scenario through scientific approach showed the highest percentage on excellent category (42,85%), and on good category (57,14%); (e) the accomplishment of teachers' activities in designing classroom management through scientific approach to learning was on excellent category (50%), on good category (42,85%), and on less category (7,14); (f) the accomplishment of teachers' activities in terms of planning procedures, type and prepare assessment through a scientific approach to learning was on good category (71,42%), excellent category (21,42%), and less category (7,14%); (g) the accomplishment of teachers' activities in terms of displaying lesson plan documents through a scientific approach in the learning activities, got the highest percentage on excellent category (14, 28%) and on good category (85,71%).

The findings indicated that the accomplishment of elementary school teachers' ability in organizing lesson plan in the 2013 curriculum was very good because it positioned between the highest percentage on excellent category (85,71%) and on good category (78,57%). In this case, it still needs improvement because the boundary level of teachers' ability is still under standard 85%-100% (Suparno, 2009).

### **The Discussion on the Development of Learning Steps through the Integrated Thematic Learning based Value of Inquiry to the Elementary School Students, as follows.**

(a) The accomplishment of elementary school teachers in the teaching and learning process was always directing, fostering, and eliciting responses through a scientific approach. The highest percentage reached good category (50%), excellent category (35,71%), and less category (14,28%); (b) the accomplishment of elementary school teachers in the teaching and learning process was always motivating and rewarding students through the activities of the scientific approach to learning. The highest percentage reached good category (64,28%), excellent category (28,57%), and less category (7,14%); (c) the accomplishment of elementary school teachers in the teaching and learning process was always is always searching and determining the conflictive values (processing) through a

scientific approach behaviour in learning. The highest percentage reached good category (50%), excellent category (28,57%), and less category (14,28%);

(d) the accomplishment of elementary school teachers in the teaching and learning process was always motivating the students to create a hypothesis / forecasts: searching for data to support a temporary answer (creative / creating) through a scientific approach behaviour to learning; The highest percentage reached excellent category (32,65%), good category (21,42%), and less category (21, 42%); (e) The accomplishment of elementary school teachers in the teaching and learning process was always inviting the students in finding alternative validation / error hypothesis (Share / Sharing) through a scientific approach behaviour to learning. The highest percentage reached good category (42,85%), excellent category (28,57%), and less category (21, 42%); (f) The accomplishment of elementary school teachers in the teaching and learning process was always motivating the students to create a hypothesis / forecasts: searching for data to support a temporary answer (creative / Creating) through a scientific approach behaviour to learning; The highest percentage reached excellent category (32,65%), good category (21,42%), and less category (21, 42%); (g) The accomplishment of elementary school teachers in the teaching and learning process was always provoking the students in finding alternative validation / error hypothesis (Share / Sharing) through a scientific approach behaviour to learning (Sani, 2014). The highest percentage reached good category (32,65%), excellent category (28,57%), and less category (14, 28%); (h) The accomplishment of elementary school teachers in the teaching and learning process was always provoking students in finding alternative validation / error hypothesis (Evaluate / Evaluating) through a scientific approach behaviour to learning. The highest percentage reached good category (50%), excellent category (35,71%), and less category (14, 28%).

These findings suggested that the accomplishment to the ability of primary school teachers in the learning process of developing learning steps in 2013 curriculum was very good because it positioned between the highest percentage of excellent category (64.28%) and the good category (35.71%). In this case, the development of learning steps needed to be improved, since it is located far from the level of the teachers' mastery ability, 85% -100%. (Suparno, 2009).

#### **The Discussion on the Teachers' Perceptions against the Integrated Thematic Learning Model through Scientific Approach based Value of Inquiry was as follows.**

(a) The accomplishment of elementary school teachers about problems / difficulties in implementing inquiry-value model development through scientific approaches was in good category (85,71%), excellent category (7,14%), and less category (7,14); (b) In terms of activities feasibility about the elementary schools teachers' perception in integrated thematic teaching and learning, the teachers was always using the model in the teaching and learning steps. The highest percentage reached good category (50%), fair category (14,28%), and less category (28,57) (c) From the accomplishment of elementary school teachers' perceptions in integrated thematic teaching learning, they always understood about the inquiry model values The highest percentage reached good category (57,14%), fair category

(14,28%), and less category (28,57); (d) from the activities accomplishment of elementary school teachers' perceptions in the teaching of integrated thematic learning, inquiry-value model development was needed; The highest percentage reached good category (57,14%), and less category (14,28%); (e) from the activities accomplishment of elementary school teachers' perceptions in the integrated thematic learning, in which the teachers need teacher guidebook / socialization model of Inquiry Value, it reached the highest percentage on good category (57, 14%), excellent category (21,42%), and less category (21,42%).

These findings suggest that the teachers' perceptions about the difficulties / problems in understanding the inquiry model value through scientific approaches are in a very high category (85.71%). In this case, it needed an improvement in socializing about scientific approach and inquiry model. It could be seen from the data and interview result in which almost all elementary school teachers of 2013 curriculum pathfinder (14 elementary schools based on the data from the Department of Education Blitar) required socialization and teachers guide-books on inquiry value models.

### **CONCLUSION**

From the statement of problems, significances and the results of study, generally it could be concluded that the product of this study was the worthy and valid lesson plan containing integrated thematic learning based value of inquiry in which could be implemented theoretically and effectively to reach learning achievements.

Specifically, the product of this study was a CD of learning and teacher's guide book, which generated the implementation of integrated thematic learning strategy that is oriented to the theme / sub-theme of inquiry-based learning with emphasis on the value of superior clarity in improving integrated thematic learning.

This development research also produced learning strategy models which oriented to the scientific approach (Observing; asking; Attempting; reasoning; networking) and oriented to the inquiry values model strategies such as planning, retrieving, processing, creating, sharing, and evaluating.

Those models of learning strategies had been tested in the development of integrated thematic learning method in accordance with the theme / sub-theme of learning, particularly in fourth grade elementary school in particular and had yielded results in the form of CD feasibility study.

### **SUGGESTION**

The results of this research showed that all learning strategy models which are developed in elementary school are theoretically adequate, can be implemented practically in the teaching and learning process, and is effective to reach the learning achievements. Therefore, it is suggested that elementary school teachers can implement the models of integrated thematic strategy as the result of this research at schools especially in the integrated thematic learning.

Moreover, The Department of Education both at provincial and regional level (district/city), hopefully can socialize the learning strategy models developed in this study to the teachers in various regions.

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