

between experiment class and control class. Based on the explanation above, it can be concluded that experiment class has better result compared to the control class for theme "Lingkungan Sahabat Kita".

CONCLUSION

The steps in developing this learning material combine between development steps proposed by Gall and Sukmadinata. The development steps proposed by Borg and Gall defined as developing steps which consists of ten steps, namely: 1) research and prior information collection; 2) planning; 3) developing product's prototype; 4) prior tryout; 5) product's revision; 6) field tryout; 7) product's revision; 8) field tryout; 9) final product; 10) dissemination and implementation. Meanwhile, the developing steps proposed by Sukmadinata (2012: 57) are 1) prior study, analyzing the theories and examining the recent product; 2) conducting product' development or new program activity; 3) testing or validating the product or new program activity.

The combination form of developing steps in this research is managed with researcher's ability. Meanwhile, the developing steps is divided into three parts, namely: (1) prior study (literature study and field study); (2) development study which consists of a) designing the prior product (prototype) considering the needs of both teacher and students; b) designing validation (experts' judgment) based on produces prototype; c) product's revision; d) limited tryout; e) product's revision based on experts' judgment; f) broad tryout; g) product's revision (experts' judgment) and conducting revision until the product is ready to be experimented for effectiveness test; 3) product's effectiveness test, by conducting experimental test in the form of comparing between pretest and posttest score of the controlled class (using old learning material) and experimental class (using new learning material).

The process of developing learning material is based on observation about the weaknesses of the old learning material. The aspects being examined of the old learning material are 1) the appropriateness of material and basic competence; 2) the appropriateness of students' age; 3) material completion with the students' needs; 4) the appropriateness of the material and sub theme. In addition, in the interview process with the teacher and students, the researcher finds that: 1) the material has been appropriate with the students; 2) the completion of the material in the students' books is still less complete, 3) the material has been appropriate with the sub theme.

From those four aspects above, it can be found that there is lack of material completion. The students' book provided by Kemendikbud becomes the only one source in Curriculum 2013 learning process. Unfortunately, the material in the students' books is not enough. Learning material becomes the important need a learning process. According to Abidin (2016: 263) material has functions as teacher's guidance in learning direction, students' guidance in the learning process. Considering the importance of learning material's role above, a developing new learning material based on integrative theme based being conducted. Thus, the learning material can be used as learning supplement since the weaknesses of the theme based book provided by the government.

This study produced products in the form of integrative thematic-based textbooks for the fifth grade elementary school entitled theme "Lingkungan Sahabat Kita". Based on the results of the study concluded that the textbook developed in this study is valid and beneficial in learning in elementary schools. This can be seen from the result of the language experts showed the score percentage of 87,5% and it belonged to the category "Very Good", based on the validation of the material experts, the score percentage was 77,5% and belonged to the category of "Good" and from the media parts, it got score percentage of 89,35% with the category of "Very Good".

Based on the research above, it can be concluded that the result of the experiment test showed that learning material which is implementing thematic integrative based improved students' achievements. Thematic integrative based learning material increased students' achievement proved by the pre-test score from 70,74 into 77,14. From this point on, the comparison of post-test score between control class and experiment class proved that the learning in which implementing thematic integrative based learning material is more effective to be used as additional material for the students.

Based on the conclusion above, the researcher proposes suggestions which can be used as inputs for the next researchers to develop sources related to elementary school learning material. It showed that there are many more things to be develop in Curriculum 2013. The other research and developments can be the solution in educational worlds especially for elementary school which is gradually getting the revision from

the government. The development of course needed to be completed with the prior studies in schools in order it can be more rigid in finding out the weaknesses, thus it can develop in the maximum state.

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