



Development of Integrated Thematic Educational Teaching Materials Based on Contextual Teaching Learning to Increase Self Efficacy

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Keywords:	Abstract
Integrated Thematic	Background: Contextual-based teaching materials are able to bring the real world into the classroom and encourage students to make connections between the knowledge they have and its application in real life. Method: This research is research and development because it produces a product in the form of contextual-based thematic teaching materials. The development model used is Borg & Gall (1983). According to Borg & Gall, research and development is a process to develop and validate the developed product. Result: The results of this study showed that the material expert validated once, this was due to the average score of the material validation results showing a value of 3.61 which is included in the good category so that the interactive learning media has met the standards for testing. The media expert validated twice. This was due to the average score of the media expert validation results in stage I still showing a value of 3.35 which is included in the sufficient category so that it has not met the standards for testing. Validation by the media expert in stage II showed an average score of 3.7 which is included in the good category. Based on these results, the media is suitable for testing. The material expert validated once the average score was 3.61 with the "good" category. The average final score from the material expert validation was 3.61. The results of the first stage of media expert validation an average score of 3.35 with the "sufficient" category. The second stage of media expert validation showed an average score of 3.7 with the "good" category. Implication: This teaching material product has been proven to be suitable, practical, and effective for use in the teaching and learning process, meeting the criteria of validity, practicality, and effectiveness. Novelty: The present study revealed the teaching material about thematic for elementary teacher education.
Contextual based teaching	
Self Efficacy	
Teaching Material Modul	

INTRODUCTION

Teaching materials are crucial for both teachers and students in the learning process (Setiawati, Wijayanti, Rianto, & Sukasih, 2023). Without them, teachers will struggle to improve the effectiveness of their learning. Likewise, students will struggle to adapt to learning without them, especially if the teacher is teaching material they don't fully understand (Magdalena, Sundari, Nurkamilah, Ayu Amalia, & Muhammadiyah Tangerang, 2020). Teaching materials are a component of learning resources, defined as anything containing a specific or general learning message that can be utilized for learning purposes (Wulantina & Maskar, 2019).

The implementation of thematic learning in elementary schools requires the availability of adequate teaching materials that can be used to meet the needs of integrated learning across subjects, even within students' daily lives (Magdalena, Prabandani, Rini, Fitriani, & Putri, 2020). These teaching materials must be based on themes inherent in students' lives and their environment. Teaching materials that are closely related to students' environments are based on contextual learning theory. Contextual learning is a system that can stimulate the brain to construct patterns that embody meaning (Santosa, Lustiyantie, & Iskandar, 2022).

Contextual learning is a learning system that generates meaning by connecting academic content to the context of students' everyday lives (Santosa et al., 2022). Furthermore, to ensure textbooks are communicative to students, the language used should be less formal and more semi-verbal.

Contextually based teaching materials are able to bring the real world into the classroom and encourage students to make connections between the knowledge they have and its application in their real lives as members of a family and community (Nendi et al., 2023). Contextual learning / CTL (*Contextual Teaching and Learning*) is a holistic learning process and aims to motivate students to understand the meaning of the material they are studying by relating the material to students' daily lives so that students have flexible knowledge or skills that can be applied from one problem to another (Yudha, Sufianto, Damara, Taqwan, & Haji, 2019).

One alternative learning approach that can be used is CTL. CTL is a learning concept where teachers present real-world situations in the classroom and encourage students to make connections between their existing knowledge and its application in their lives as family members and members of society (Jannah & Aziz, 2022). Therefore, by using the CTL approach, it is hoped that students will be able to develop their problem-solving skills. One solution that can be implemented in learning is the use of learning media.

The teaching and learning process of the presence of media has a significant meaning, because in these activities the unclear material delivered can be helped by presenting media as an intermediary (Astuti & Febrian, 2019). The use of media in learning activities is very important, considering the many uses of media in learning activities, including clarifying the presentation of messages so that they are not too verbalistic, overcoming limitations of space, time and sensory power, overcoming the passive attitude of students and providing the same stimulus, experience and perception (Kasa, Areaya, & Woldemichael, 2024).

Multimedia learning systems that combine elements of video, sound, text, and graphics have the potential to capture students' attention. Interactive teaching can motivate students to pay more attention to the information presented. The use of information technology in multimedia will benefit students (Tufan, 2021).

The learning process is necessary to improve understanding of the material being studied (Setiawati et al., 2023). The learning process naturally influences mental development, including cognitive development, and the concepts used in learning.

Description *social self efficacy*, *self disclosure* and friendship status has the result that students with low self-confidence, with reinforcement and help from those around students, such as teachers, parents and friends, build confidence in themselves (*self efficacy*) increases which has an impact on learning behavior (Subaidi, 2016).

Self Efficacy greatly influences a student's success, because students who have Self Efficacy have the belief that I can do this accompanied by high enthusiasm in carrying out every learning task so that in every activity that is carried out, it is successful, on the other hand for students who do not have Self Efficacy or have Self Efficacy low, the student has the belief that I can't, this is indicated by avoiding doing many tasks, so that every activity carried out by this student will experience failure. Students with low self-efficacy self efficacy high will always display more active behavior in learning compared to students who have self efficacy which is lower so that this can affect students' learning achievements at school. Self Efficacy This needs to be developed or cultivated by each student, because this will influence students in their readiness to receive lessons, whether they are lessons that students understand or lessons that are difficult for students to understand, so that students will not easily give up when they encounter obstacles in their learning process. With this self efficacy With high academic performance, students can achieve their educational goals to the maximum, thereby improving their academic achievement. This is expected to prevent students from having negative perceptions about their learning abilities.

The formulation of the problem in this research is how to develop integrated thematic education teaching materials based on contextual teaching learning to increase self efficacy PGSD students. The research objective in this internal research is to determine the development of integrated thematic education teaching materials based on contextual teaching learning to increase self efficacy PGSD students.

Systematic Literature Review with a total of 27 journals identified based on the Sage database search, 14 journals from Springer, 34 journals from Science Direct and 22 journals from Sinta 2 with a total of 97 journals, it was concluded that *Self Efficacy* plays a very important role in learning activities, a person will be able to use his potential optimally if *self efficacy* support (Sahin et al., 2024). Population growth and rising living standards naturally impact the world of education. This is indicated by increasing aspirations for educational improvement, both in terms of expanding learning opportunities and demands for quality education (Ernest et al., 2016). To meet these demands, education at the elementary school level, as the initial milestone in children's educational processes, must be further improved. Studies on the objectives of elementary school education today must always be linked to basic education because elementary schools are part of the (subordinated) basic education system. Basic education is an integrated part of the national education system as stipulated, namely basic education is organized to develop attitudes and abilities and provide basic knowledge and skills necessary for living in society and prepare students who meet the requirements to attend secondary education. The CTL approach focuses more on student activeness. Teachers are not the only source of information. This approach leads to effective learning starting from a student-centered environment, from the teacher acting in front of the class while students watch, to students acting and creating while the teacher directs. *Self efficacy* is self-assessment, whether one can carry out actions that are good or bad, right or wrong, can or cannot do what is required (Mamolo, 2022). *Self efficacy* This is different from aspirations (ideals), because ideals describe something ideal that should be

(can be achieved), while efficacy describes an assessment of one's own abilities (Clemente et al., 2024). Baron and Byrne defines *self efficacy* as a person's evaluation of their ability or competence to perform a task, achieve a goal, and overcome obstacles (Sibarani, Anggreani, Artasya, & Harahap, 2024). Self-efficacy indicators are obtained by looking at the dimensions of self-efficacy, namely *magnitude* (difficulty level), *strenght* (strength level), and *generality* (level of breadth) (Bandura, 1997).

Based on the explanation, it can be concluded the present study revealed the teaching material about thematic for elementary teacher education still needed for student. The teaching material based on CTL and can increase self efficacy.

METHOD

Type and Design

This research is research and development because this research produces a development product in the form of contextual-based thematic teaching materials. The development model used is Borg & Gall (1983) (Yudha et al., 2019). According to Borg & Gall, research and development is a process to develop and validate the developed product. Therefore, in addition to developing the product, this research also aims to test the developed product in terms of validity, practicality, and effectiveness. In this development research, it was carried out up to the tenth stage according to the Borg & Gall stages, but in the tenth stage, the dissemination was carried out through the publication of the research results. So, the development procedure in the research used in this development research uses ten stages, including (1) preliminary study; (2) planning; (3) development of the initial draft of the product; (4) expert validation test; (5) revision of the results of the expert validation test; (6) limited trial; (7) refinement of the results of the limited trial; (8) field trial; (9) final refinement; (10) dissemination and implementation. Development activities begin with conducting a preliminary study. Based on the preliminary study results, researchers developed a product development plan. An initial product draft was then developed based on the planning results. The developed initial product draft was then validated by two experts: a material expert and a design expert. The validation results included a validity score for the developed product and suggestions for future product improvements. The validated product was then revised based on input from the experts.

The flow of this development research can be seen in the figure 1:

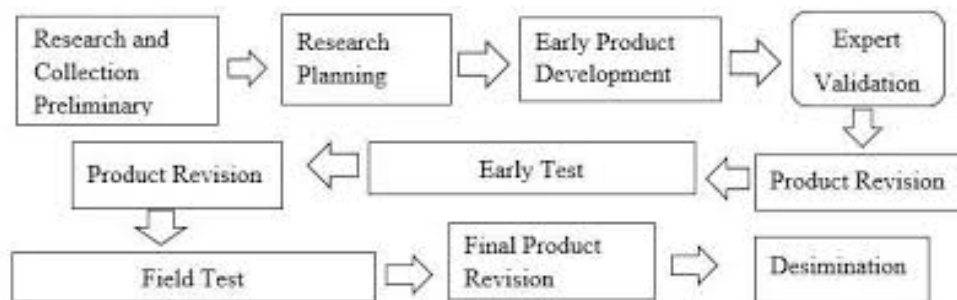


Figure 1. Steps of Development Research

Data and Data Sources

The subjects of this study were 68 students in their fourth semester of the Elementary School Teacher Training Program at STKIP Muhammadiyah Blora. The class divisions are as follows:

Table 1. Division of Control Class and Experimental Class

Class	Number of Students	Information
4A	35	Experimental group
4B	33	Control group

Data collection technique

The data collection techniques used to obtain the data needed in the research, the techniques that will be used in this research are as follows:

Observation

Participant observation is the ability to use one's senses—eyes and ears—and other senses. In this type of observation, the researcher is directly involved in the daily activities of the subject being observed, recording and noting all activities undertaken by the data source.

According to Sugiyono (2017)(Sumartini, 2020), using participant observation will result in more comprehensive, sharper data, and will allow for a deeper understanding of the meaning of each observed behavior. The observation used in this study was unstructured participant observation, where this unstructured observation was not systematically prepared or conducted in relation to the observed. This was because the researcher did not know for certain what would be observed. When conducting the observations, the researcher did not use standardized instruments, but rather observation guidelines.

Interview

An interview is a data collection technique that involves conversation aimed at seeking information, either from a source or informant. A semi-structured interview consists of a series of questions and is deepened by using semi-open questions. This semi-structured interview will be more flexible for researchers and will obtain more in-depth information. Meanwhile, according to Stainback states that an interview is a meeting between two people to exchange information and ideas through questions and answers. This cannot be found in observation activities that allow researchers to know more in-depth things about participants in interpreting situations and phenomena that occur. In collecting data using this interview, the researcher intended to explore data in the form of the learning process of the Integrated Thematic Education course. However, the researcher prepared before the interview by creating an interview guide that contained important questions to be asked to the source. However, during the process, the questions asked at any time can be developed according to the situation and conditions that occur.

Document Analysis

Documents are records of past events. Documents can be in the form of pictures, writings or monumental works of a person. According to Mc. Millan and Schumacher states that documents can be in the form of records of past events that are printed or written, can be in the form of anecdotal notes, diaries, letters and documents.

Questionnaire

A questionnaire is a data collection technique that involves respondents answering or responding to a series of written questions or statements. A questionnaire is a research

instrument in the form of a list of written questions or statements that must be answered or filled out by respondents according to the instructions.

It can be said that a questionnaire is a set of statement or question instruments filled in by informants, in filling them in according to the available instructions.

Data analysis

Product Feasibility Test

The suitability of this teaching material in student learning outcomes. Analysis of the validation sheet in which to determine the suitability and to see the validity using a scale *Liked*, the validator was given an assessment questionnaire to see the quality of the material and media that had been developed with 5 answer choices according to the question content. The answer choices consisted of: very feasible (SL) with a score of 5, Feasible (L) with a score of 4, quite feasible (C) with a score of 3, less feasible (K) with a score of 2, and very less feasible (SK) with a score of 1. The feasibility assessment was carried out on two assessment aspects, namely material and media, the calculation of the feasibility presentation was carried out using the following formula.

The feasibility assessment is carried out on two assessment aspects, namely material and media. The feasibility presentation calculation is carried out using the following formula:

$$x_l = \frac{\sum S}{S_{max}} \times 100\%$$

Product Practicality Test

The product practicality test was obtained from student response questionnaire data. Student response data regarding supporting factors and obstacles found during the use of teaching materials were obtained by a questionnaire with criteria measured by very practical (SP) with a score of 5, Practical (P) with a score of 4, quite practical (C) with a score of 3, less practical (K) with a score of 2, and very less practical (SK) with a score of 1. The analysis of student responses to each question item was calculated using the following formula:

$$P = \frac{f}{n} \times 100\%$$

Product Effectiveness Test

The effectiveness test in this study used a design *true experimental design*. This research involved two groups (experimental and control), the technique used to test the effectiveness of this teaching material was the technique *one group pretest-posttest*. The experimental design can be seen in the following image:

0 ₁	X ₁	0 ₂
0 ₃	X ₂	0 ₄

Figure 2. Experimental Research Design

Normality Test

The normality test is a test to determine whether variables have a normal distribution or at least are close to normal. In this study, the data normality test uses *Kolmogorov Smirnov*, by using *software PASW 18 Statistic* then the results of the normality test can be obtained. The hypothesis used is as follows:

H_0 : Normally distributed data

H_a : Data is not normally distributed

Homogeneity Test

The homogeneity test is carried out to determine whether the research samples taken are in the same condition or homogeneous. The homogeneity test uses the test *The lichen* with the help of the PASW 18 program.

Test Independent T-Test

After testing for normality and homogeneity and finding that the data were normal and homogeneous, the next step was to test the differences in the experimental and control classes. The difference in averages was tested using the independent two-sample T-test (*independent sample test*) two parties with the help of the PASW 18 program.

RESULT

Result

This research and development aims to produce integrated thematic educational teaching materials based on CTL to improve *self efficacy* PGSD students. The developed teaching materials were declared suitable for use based on validation by material experts, validation by media experts, and trial results.

This development research refers to the development model and Borg & Gall, which is limited to several stages. These stages include: a) information gathering; b) planning; c) product development; and d) validation and testing. The following is an explanation of each stage carried out in this research and development:

Information gathering stage

This stage begins with a review of the content standards. This review is conducted by mapping the syllabus and lesson plan. Once the material to be developed has been determined, the next step is to conduct a literature review to gather material for this teaching material.

Planning stage

This second stage consists of creating a research instrument outline that will serve as the criteria for evaluating interactive learning media. The completed outline will then be developed into a research instrument. The research instruments to be used are a validation sheet, an observation sheet, and an interview guide. The validation sheet is used to determine the suitability of the teaching materials. Based on assessments by material experts and media experts. Material experts provided assessments based on material, learning, and language aspects, while media experts provided assessments based on programming and display aspects. Observation sheets and interview guidelines were used to determine students' responses and feedback regarding the use of teaching materials. Instrument validation was conducted by experts.

Development stage

At this stage, product manufacturing is carried out. teaching materials. Steps taken namely; Curriculum Analysis, which aims to determine the material needed in teaching materials and examine the competencies to be achieved by the curriculum. In determining

the material, the analysis steps are carried out by examining the main material to be taught, students' learning experiences, and the competencies that students must possess.

- 1) **Determining the Title of Teaching Materials:** When determining the title of teaching materials, it must refer to the core competencies or core materials contained in the curriculum. If one core competency can be divided into four core materials, then a single title can be created. However, if the core competency is too broad or can be divided into four or more core materials, the title needs to be reconsidered.
- 2) **Providing Teaching Material Codes,** in the form of numbers that are given meaning with the aim of making it easier to manage teaching materials.
- 3) **Writing Teaching Materials.** There are five things that need to be used as references in writing teaching materials, namely:
 - **Formulation of Basic Competencies (KD)** that must be studied
The formulation of Core Competencies (KD) is a specification of the qualities that students should possess after using teaching materials. The KD contained in teaching materials are based on the Independent Curriculum guidelines.
 - **Determining Evaluation/Assessment Tools** Evaluation or assessment tools can be prepared after determining the level of basic competency that is to be achieved.
 - **Material Development.** Material development depends on the core competencies to be achieved. Teaching materials are best developed using a variety of sources (e.g., books, the internet, magazines, or research journals) and featuring images or illustrations that support the content.
 - **Learning Sequence.** The learning sequence aims to make it easier for readers to use the learning materials. The learning sequence can be provided in the form of instructions for students and teachers on how to use the learning materials.
 - **Structure of Teaching Materials.** In general, the structure of teaching materials must contain at least eight components: learning instructions (student/teacher instructions), competencies to be achieved, content, supporting information, exercises, work instructions, and evaluation.

Validation and testing stage

The media validation stage is carried out to determine the suitability of the developed teaching materials based on assessments by material experts and media experts. Validation of teaching materials is carried out by: 1) material experts competent in the field of elementary education; and 2) media experts competent in the field of curriculum. The validated teaching materials are then revised according to the experts' suggestions and input during the validation process.

After the teaching materials have been revised, a trial phase is carried out for using the teaching materials in classroom learning, which aims to determine students' responses to the teaching materials. The trial phase was conducted in the Elementary School Teacher Training and Education Study Program at STKIP Muhammadiyah Blora. The trial was conducted by using teaching materials in classroom learning by lecturers.

During the use of the teaching materials, researchers observed their use. After using the teaching materials, lecturers were interviewed to solicit their responses, suggestions, and comments regarding the developed teaching materials. In addition to lecturers, students were also interviewed to solicit their responses and comments regarding the interactive learning media developed.

The teaching materials, which have been tested in the classroom, were then revised based on suggestions and input from lecturers and students. The final result of this research

and development is a product of integrated thematic educational teaching materials based on CTL to improve *self efficacy* PGSD students.

Validation Results

Material Expert Validation Results

Before conducting the trial, the teaching materials The developed materials were first validated by material experts. Material validation was carried out by lecturers in Social Studies Education, Elementary School Teacher Training Program, STKIP Muhammadiyah Blora, who had backgrounds relevant to the materials being developed. Validation by material experts aimed to obtain information, criticism, and suggestions so that the teaching materials could be developed effectively. which is developed into a quality product in terms of material, learning and language aspects. The maximum score for each statement item in the validation sheet is 5 while the minimum score is 1.

The results of the validation by material experts showed a total score of 83 with a percentage of 72%, and an average score of 3.61 with the "good" category.

Media Expert Validation Results

Prior to the trial, the developed teaching materials were also validated by media experts. Media validation was carried out by lecturers in the Learning Innovation Department of the Elementary School Teacher Training Program at STKIP Muhammadiyah Blora, who have backgrounds relevant to the media being developed. Validation by media experts aims to obtain information, criticism, and suggestions for the teaching materials. which is developed into a quality product in terms of programming and display aspects. The maximum score for each statement item in the validation sheet is 5, while the minimum score is 1.

The results of the first stage of media expert validation showed a total score of 67 with a percentage of 67%, and an average score of 3.35, categorized as "sufficient." The second stage of media expert validation showed a total score of 74 with a percentage of 74%, and an average score of 3.7, categorized as "good." Based on these validation results, it can be concluded that the teaching materials The developed programs experienced good quality development. This can be proven by the increasing average score.

Trial Results

The trial was conducted to determine the suitability of the teaching materials based on student feedback and responses. The trial was conducted at STKIP Muhammadiyah Blora. The trial assessment covered aspects of media, materials, and learning. Data collection was carried out by means of observation during the use of teaching materials in learning and interviews after using the media.

Product Revision Results

Teaching media The developed learning media underwent a validation phase by media and material experts before being tested. Based on the validation results by the media and material experts, several parts of the learning media required improvement. In addition to improvements based on the assessments of the media and material experts, the learning media was also improved based on the trial. The following explains the improvement process:

Phase I revision

The first revision was carried out referring to suggestions, comments, and validation results from material experts and media experts.

Phase II Revision

Stage II revisions were carried out based on suggestions, comments, and observation results during product trials and user interviews.

DISCUSSION

Product Development Results

This research is a type of research and development. The results of this research and development are teaching materials. integrated thematic education.

This research and development was conducted based on the research and development stages according to Borg & Gall. Borg & Gall (1983: 775) outlined ten stages in research and development, but in this research and development, these ten steps were simplified into four. The factors underlying this simplification are:

Time constraints

If this research and development were conducted in ten stages, it would require a relatively long and time-consuming process. Therefore, by simplifying it to four stages, this research and development can be completed in a shorter time while remaining efficient and effective in both process and results.

Cost limitations

A relatively large cost would be required if this research were conducted in ten stages. Therefore, by simplifying the stages, this research can be completed at a relatively affordable cost.

Similarity of stages

Based on the ten stages of research and development in Borg & Gall's model, several stages share similar objectives. These similarities are evident in several stages, such as the initial field trial stage (*preliminary field testing*), field trial stage (*main field testing*), and the field implementation trial stage (*operational field testing*). The similarities in several stages of the trial led the researcher to simplify it into one trial stage, namely after the revision stage I. The similarity of objectives was also seen in the product revision stage, so the researcher simplified it into two stages of product revision, namely after the product was validated and after the product trial.

The four stages of research and development include: a. information gathering stage; b. planning stage; c. development stage; and

Validation and trial stage.

The information gathering stage involves a review of content standards, including Competency Standards (SK) and Core Competencies (KI), as well as a literature study.

After the information gathering phase is complete, the next step is the planning phase. This phase involves creating a research instrument outline and constructing the research instruments. The research instrument outline is based on Walker and Hess's criteria for evaluating learning media.

Walker and Hess' media assessment criteria served as a guideline for creating instrument outlines, validation sheets, observation sheets, and interview guidelines. The completed instrument outlines then served as a guideline for developing research instruments.

The initial interactive learning media product was then validated by material experts and media experts. The material experts validated it once, this was due to the average score of the material validation results showing a value of 3.61 which is included in the good category so that the interactive learning media has met the standards for testing. The media experts validated it twice. This was due to the average score of the media expert validation results in stage I still showing a value of 3.35 which is included in the sufficient category so that it has not met the standards for testing. The interactive learning media was then revised according to the suggestions and comments of the material experts and media experts. The revised interactive learning media was revalidated by media experts.

Validation by media experts in stage II showed an average score of 3.7 which is included in the good category. Based on these results, the media is suitable for testing.

Based on student interviews, the teaching materials were further revised. The results of the second phase of revisions resulted in the final product being integrated thematic education teaching materials.

Validation Results

The calculation of the average score of the data obtained aims to determine the teaching materials.

Material Expert Validation Results

There are 23 statements in the material expert validation sheet. The material expert validated the statements once. Based on the data, the total score obtained was 83, representing 72%, with an average score of 3.61, categorized as "good." The ideal average is 69 and the ideal standard deviation is 15.33. Based on these calculations, the material expert validation score conversion can be made as follows:

Table 2. Conversion of Material Expert Validation Scores

Score Range	Average Score	Category
$X > 96,59$	$X > 4,2$	Very good
$78,20 < X \leq 96,59$	$3,4 < X \leq 4,2$	Good
$59,80 < X \leq 78,20$	$2,6 < X \leq 3,4$	Enough
$41,40 < X \leq 59,80$	$1,8 < X \leq 2,6$	Not enough
$X \leq 41,40$	$X \leq 1,8$	Very less

Source: Processed Primary Data

Media validation by material experts is carried out once. Validation by material experts aims to ensure that the teaching material product is which is developed into a quality product in terms of material, learning and language aspects.

Table 3. Results of Validation by Material Experts for Each Aspect

No	Rated aspect	Score Obtained
1.	Material	33
2.	Learning	30
3.	Linguistics	20
Amount		83
Score Range		$78,20 < X \leq 96,54$
Average Score		3,61
Category Shoes		Good

Source: Processed Primary Data

The average final score from the material expert validation was 3.61, which is in the range of $M_i + 0.6 S_{bi} < X \leq M_i + 1.8 S_{bi}$ with an average of $3.4 < X \leq 4.2$ or the "good" category. Based on these results, it can be seen that the teaching material media The developed product is suitable for use in terms of learning and language aspects. The product

assessment by material experts is based on the average score, presented in the following diagram:

Media Expert Validation Results

There are 20 statements in the media expert validation sheet. Based on the data, it can be seen that the results of the media expert validation stage I showed a total score of 67 with a percentage of 67%, and an average score of 3.35 with the category "sufficient". In the media expert validation stage II showed a total score of 74 with a percentage of 74%, and an average score of 3.7 with the category "good". and the ideal average is 60 and the ideal standard deviation is 13.33. Based on these calculations, the media expert validation score conversion can be made as follows:

Table 4. Conversion of Material Expert Validation Scores

Score Range	Category	Category
$X > 83,99$	$X > 4,2$	Very good
$67,98 < X \leq 83,99$	$3,4 < X \leq 4,2$	Good
$52,02 < X \leq 67,98$	$2,6 < X \leq 3,4$	Enough
$36,06 < X \leq 52,02$	$1,8 < X \leq 2,6$	Not enough
$X \leq 36,06$	$X \leq 1,8$	Very less

Source: Processed Primary Data

Media validation by media experts was carried out twice. Validation by media experts aims to ensure that the teaching material product is which is developed into a quality product.

Table 5. Media Expert Validation Results for Each Aspect

No	Rated aspect	Score Obtained	
		Level I	Level II
1.	Programming	9	12
2.	Appearance	58	62
	Amount	67	74
	Score Range	$52,02 < X \leq 67,98$	$67,98 < X \leq 83,94$
	Average Score	3,35	3,7
	Category Shoes	Enough	Good

Source: Processed Primary Data

The average final score from the media expert validation was 3.7, which is in the range of $M_i + 0.6 S_{bi} < X \leq M_i + 1.8 S_{bi}$ with an average of $3.4 < X \leq 4.2$ or the "good" category. Based on these results, it can be seen that the teaching materials The developed product is suitable for use in terms of appearance.

CONCLUSION

Based on the results of research and development, it can be concluded that integrated thematic education teaching materials based on CTL can improve self-efficacy. Students have been successfully developed. Validation by material experts showed the category 'Good' (3.61), and media experts also 'Good' (3.7). This teaching material product has been proven to be suitable, practical, and effective for use in the teaching and learning process, meeting the criteria of validity, practicality, and effectiveness.

The present study revealed the teaching material about thematic for elementary teacher education. The present study has several limitations. At first, it is related to the diversity of informants. Informants only student of STKIP Muhammadiyah Blora in 4th semester. At second, this integrated thematic teaching materials based on CTL and to increase Self Efficacy. This study have suggestions for the lecturer elementary school teacher education in Indonesia can use this teaching materials

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