

## **IMPLEMENTATION OF THEMATIC LEARNING IN CLASS V AT STATE IBTIDAIYAH MADRASAH (MIN) 1, KUBU RAYA DISTRICT**

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### **abstract**

This study aims to determine; 1) planning thematic learning, 2) implementing thematic learning, 3) inhibiting and supporting factors in thematic learning. This study used a qualitative method with a descriptive qualitative approach, using data analysis techniques, observation, interviews and documentation. The results of the research show that the planning carried out by the Thematic teachers in Class V chose a learning design, which was included in the making of the Lesson Implementation Plan (RPP) also used methods, media and strategies, in the learning process, learning according to the indicators to be achieved. Implementation of teacher learning uses learning methods, namely, lecture methods, discussions, question and answer, and assignments, also the strategies used vary according to the characteristics of the subjects or sub-themes of thematic learning also use learning media in accordance with the sub t such as media pictures, power point, blackboard and bicycle. Internal and external factors, internal factors in learning come from the students themselves who do not understand the material or themes conveyed by the teacher towards thematic learning. External inhibiting factors are seen from the environment where students live which cannot provide motivation and enthusiasm to students, so that students go to school without motivation to learn. While the supporting factors in the learning process are strongly influenced by a comfortable and pleasant classroom climate, there are also learning media available in the classroom so that the teacher can explain easily.

Keywords: planning, implementation and supporting factors, barriers to thematic learning

### **Introduction**

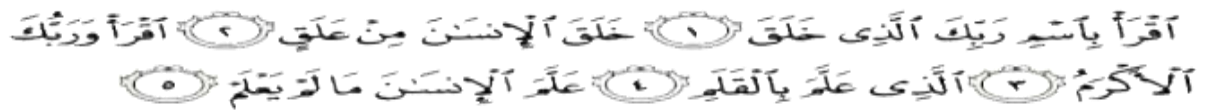
Education is a conscious effort that belongs to humans and is planned to develop human potential and the skills needed by themselves, society, nation and state (Dwi Siswoyo, 2007:19). Education has a very strategic role in improving the quality of human resources, as stated in the National Education System Law no. 20 of 2003 Chapter 2 Article 3.

Somantri in Sapriya (2008: 9) states that learning is a simplification or discipline of social humanities sciences as well as basic human activities that are organized and presented scientifically and pedagogically or psychologically for educational purposes. Social science is an uncertain science or in other words it follows the changing times. These changes are influenced by the rapid changes in society as a result of globalization which has both positive and negative impacts on life. With the existence of challenges, the challenges that are urgent and that need to be answered are related to improving the quality or quality of education.

Improving the quality of education, especially in elementary schools, can be seen from the learning outcomes achieved by students and or the quality and quantity of the school itself in providing services to the community and producing output that is able to compete and face challenges from changing times. The above opinion is supported by Ara Hidayat and Imam Machali (2012: 33-34) argued that the vision of national education contained in Law No. 20 of 2003 concerning the national education system, the Ministry of National Education is obliged to achieve the vision of National Education is the realization of an education system as a strong social institution and authoritative to empower all Indonesian citizens to develop into quality human beings so that they are able and positive to respond to the challenges of the ever-changing times.

Elementary school education is basically an educational institution that organizes a six-year education program for children aged 6-12 years. Elementary school education is intended to provide students with basic abilities in the form of knowledge, skills and attitudes that are beneficial to them according to their level of development.

Realizing this, only through proper education can our nation free itself from the shackles of a prolonged crisis, poverty and adversity. Through education too, this nation can develop human resources who have the confidence to compete with other nations. This has been explained by God in his word Surah Al Alaq, Verses 1-5



It means "Read in the Name of your Lord (1) He has created man from a clot of blood (2) Read, and your God is the Most High (3) Who teaches (man) with a pen (4) He teaches man what he does not know (5)" (Ministry of Religion RI. 2018)

According to (Nurul Zuriah & Hari Sunaryo, 2008: 1-5) that learning democracy is a form of effort to make schools the center of democratic life through a democratic learning process. In short, democratic learning is a learning process that is based on democratic values, namely respect for abilities, upholding justice, applying equal opportunities, being able to respect other people's ideas, willing to live together in diversity, and paying attention to the diversity of students. In practice, educators should position students as human beings whose abilities must be valued and given the opportunity to develop their potential.

According to former Minister of National Education Wardiman Djoyonegoro in his interview with Indonesian Education Television on August 16 2004, he revealed that there are at least three main requirements that must be considered in order to contribute to improving human resources, namely: (1) building facilities, (2) books that quality, (3) teachers and professional education staff.

In addition, teachers must also use appropriate and interesting learning methods and media as an effort to improve the quality of learning. The selection of various learning methods and media, of course, must be considered before being used, for example by paying attention to several aspects such as the material to be delivered, learning objectives, available time and matters relating to the learning process (Zamroni, 2000: 61).

The teacher also realized that students still did not respond to instructions given by the teacher regarding the teaching materials that had been delivered, especially in thematic lessons. Teachers still have to appoint students, not of their own volition.

Some of the conditions described above, it can be explained that students in class V MIN 1 Kubu Raya have low abilities and learning outcomes. Therefore, related to the not yet optimal concentration and student learning outcomes in the thematic learning of class V MIN 1 Kubu Raya. In the implementation of Thematic learning patterns of thinking for fifth grade students and interviews with fifth grade teachers at MIN 1 Kubu Raya. In thematic learning, it shows that the learning process is still teacher center because the methods used are not varied, so students do not get the opportunity to actively think, express opinions, interact with classmates, and students feel bored in class so teachers need learning methods.

In this case, learning must be in accordance with the indicators to be achieved by thematic subject teachers, judging by the number of students, there are several students, there are 15 male students and 19 female students, so there are a total of 34 students, from the number of students above it is necessary the implementation of effective learning so that the learning process will be in accordance with the indicators to be achieved, in this case it is necessary to have methods, strategies as well as media in the learning process. In its implementation, effective methods, media, strategies are needed to activate students in class V MIN 1 Kubu Raya.

## Methods

The research approach is an attempt to achieve research objectives. The research approach used by researchers is a type of qualitative approach with descriptive methods, namely research that seeks to collect data and information that already exists or occurs in the field. According to Bogdon and Taylor (in Meleong 2012: 44) Stating that Qualitative is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

Data collection is the methods used to collect, search, and obtain predetermined data and information. (Sugiyono, 2011: 20) Observation technique is a way to collect data that is carried out through observation of research objects that are implemented directly at the scene using guidelines and data recording in the form of handycams, photo cameras, and MP3 tools. (Margono, 2014). Then pay attention to the relevant data, classify according to the phenomenon regarding the implementation of thematic learning in thematic subjects in Class V MIS Darul Ulum Kubu Raya. Interviews can be interpreted as events that are used to obtain information from respondents by asking directly face to face or by utilizing other means of communication. Documents according to Suharsimi Arikunto (2009) are records of various past events, both in the form of print and written media such as letters, diaries in the form of minutes, and other documents.

## **Findings and Discussion**

Implementation of Thematic Learning in Class V MIN 1 Kubu Raya Regency. Thematic Learning Planning must first provide learning guides such as Learning Implementation Plans (RPP), Syllabus, Prosem and Prose so that learning can run well, planning carried out by the teacher in designing thematic learning. well, because the teacher prepares learning tools, be it lesson plans, learning media, as well as conducive classes so that the teaching and learning process is comfortable and enjoyable.

Muslich Mansur, (2020: 164) as a learning in elementary school, thematic learning has the following characteristics: a) Student-centered thematic learning (student centere) this is in accordance with the modern learning approach which places students more as learning subjects , while the teacher acts more as a facilitator, namely providing convenience to students to carry out learning activities. b) Thematic learning can provide direct experience to students (direct experiences). With this direct experience, students are exposed to something real (concrete) as a basis for understanding more abstract things. c) Learning thematic separation between subjects becomes not so clear. The focus of learning is directed to the discussion of themes that are most closely related to the lives of students. d) Thematic learning presents concepts from various subjects in a learning process. Thus, students are able to understand these concepts as a whole. This is necessary to assist students in solving problems encountered in everyday life. e) Thematic learning is flexible where the teacher can link teaching materials from one subject to other subjects, even relate it to the lives of students and the environmental conditions in which the school and students are located. f) Learning Outcomes According to the Interests and Needs of Students where Students are given the opportunity to optimize their potential according to their interests and needs.

Based on some of the points above regarding the characteristics of thematic learning, it illustrates that there are seven keywords, namely that the teacher acts as a facilitator, who can provide direct experience by directing learning and is able to understand concepts flexibly so that they can optimize learning according to the goals to be achieved.

The implementation of teacher learning uses learning methods and media so that learning is carried out properly and the desired indicators can be achieved properly. In the implementation of learning there are obstacles where students pay less attention to the explanations conveyed by the teacher during the implementation of learning so that there is a need for an approach with students so that the implementation of learning can be carried out properly and achieve the desired indicators

learning and learning are two activities that cannot be separated from one another. the linkage of learning is certainly related to the teacher's learning plan designed, so that the implementation of learning can run well, besides that the learning process is influenced by the environment during the learning process so that the implementation of learning can run well in accordance with the indicators to be achieved (Kokom Komalasari. 2013: 2)

Implementation of learning if there is a lack of media and strategies, then what is achieved is not good, then there needs to be improvement in this case. In this case the teacher's response in implementing learning with learning methods for student activity. Even though there are obstacles but they don't really affect them, environmental factors and a conducive student learning climate make learning using mind mapping work well.

However, there are inhibiting factors in the implementation of mind mapping learning. There are several steps in its implementation.

By implementing thematic learning, students and teachers get many benefits. Among these benefits according to the Ministry of National Education 2006 in Mohammad Muklis (2012: 69) are: 1) Learning is able to increase students' conceptual understanding of reality according to their level of intellectual development. 2) Thematic learning allows students to be able to explore knowledge through a series of processes of learning activities. 3) Thematic learning is able to increase the closeness of the relationship between students. 4) Thematic learning helps teachers improve their professionalism. 5) Fun because it departs from the interests and needs of children. 6) Learning outcomes will last longer because they are memorable and meaningful. 7) Develop children's thinking skills according to the problems they face.

There are inhibiting factors that influence learning, including internal and external factors in learning. External inhibiting factors in the implementation of learning are the lack of teaching media, and the lack of thematic books that students should have their own books, but have to copy them, sometimes the pictures from the book are not bright and the material is less visible, so students tend to be monotonous in the teacher's explanation, and the book those that are not read because the writing is not clear. Not only that there is a lack of students understanding the content of learning media

There are inhibiting factors, the teacher must be more creative in the learning process, the media is arranged as attractive as possible so that the implementation and indicators are achieved.

In using the mind mapping learning method is to make an outline of the material to be conveyed in the learning process, not only that the teacher has prepared the material to be taught to students, so that in practice the teacher only has to tell what is being carried out by the teacher. In this case, learning uses the learning method using mind mapping in MIN 1 class V. The teacher's response to the implementation of learning uses mind mapping where the teacher provides an evaluation in the implementation of learning, so that learning outcomes can be known from learning indicators, so that the implementation of learning uses the mind mapping method can be seen from the percentage of students and student activity, so that the class is conducive to learning, students ask and answer their questions.

Learning (instruction) according to Diaz Carlos in According to Mohammad Syarif Sumantri (2015; 2) is an accumulation of the concept of teaching (teaching) and the concept of learning (leaning). The emphasis lies on the combination of the two, namely on the growth of the activities of male and female students. The concept is as a system, so that in this learning system there are components which include: Students, goals, materials to achieve goals, facilities and procedures, as well as media tools that must be prepared. In other words, learning as a system with a purpose needs to be planned by the teacher based on the applicable curriculum.

Supporting factors in the implementation of learning, there is a conducive learning climate, and a comfortable and pleasant classroom situation, and the existing media really supports the learning process. in the classroom so that the teacher can explain easily.

In implementing thematic learning there are supporting factors in the learning process, the existence of media and a conducive learning climate in the learning process. The learning outcomes that can be seen are the activeness of students in the learning process where students can understand what is explained by the teacher. Learning outcomes when implementing social studies thematic learning are seen from the process. from several assessment results of interviews said. In the results of implementing student thematic learning, it can be seen from two aspects, one of which is seen from behavior and from the value obtained during learning and is assessed from the activeness of students during learning in terms of the need for collective assessment.

The procedures and instruments for assessing the process of learning outcomes are adjusted to indicators of achieving competence and referring to assessment standards in 1) Learning Resources is the determination of learning resources based on competency standards and basic competencies, as well as teaching materials, learning activities, and indicators of achieving competence. These eleven RPP components must at least always be included in every RPP preparation. Although in essence RPP may be prepared based on the authority of the

school which still refers to the guidelines set by the government, in this case the Minister of National Education of the Republic of Indonesia

According to Rusman, (2014: 134) learning is essentially a process of interaction between teachers and students, both direct interactions such as face-to-face activities and indirectly, namely using several learning media. Based on the differences in these interactions, learning activities can be carried out using various learning patterns

The principles of implementing the RPP are based on the Regulation of the Minister of National Education of the Republic of Indonesia No.41 of 2007 (a) and the explanation 1) Taking into account the individual differences of students RPP is prepared by taking into account differences in gender, initial ability, intellectual level, interest, learning motivation, talent, potential, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and/or student environment. Encouraging active student participation. The learning process is designed to be student-centered to encourage motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm for learning. 3) Developing a reading and writing culture The learning process is designed to develop a love of reading, understanding various readings, and expression in various forms of writing. 4) Provide feedback and follow up. The RPP contains a program design for giving positive feedback, reinforcement, enrichment, and remedial. 5) Linkage and Integration. RPP is prepared by taking into account the linkages and integration between SK, KD, learning materials, learning activities, competency achievement indicators, assessments, and learning resources in one whole learning experience. RPP is prepared by accommodating thematic learning, integration across subjects, across aspects of learning, and cultural diversity. 6) Implement information and communication technology

RPP is prepared by taking into account the application of information and communication technology in an integrated, systematic and effective manner according to the situation and conditions. These principles for preparing lesson plans will later make it easier for teachers to prepare lesson plans. In addition, teachers will find it easier to develop learning processes that are in accordance with the guidelines that have been proposed by the government.

## Conclusion

Implementation of Thematic Learning in Class V where the teacher uses learning methods, media and strategies, in the learning process, the teacher has planned in making lesson plans so that learning follows what is desired or according to the indicators to be achieved, the teacher prepares devices that will be used in the process learning.

Obstacles in learning are internal and external factors, internal inhibiting factors in learning come from the students themselves who do not understand the material or themes conveyed by the teacher towards thematic learning. External inhibiting factors are seen from the environment where students live which cannot provide motivation and enthusiasm to students, so that students go to school there is no motivation to learn. While the supporting factors in the learning process are strongly influenced by the existence of a comfortable and pleasant classroom climate, there are also learning media available in the classroom so that the teacher can explain easily.

In the implementation of learning there are two assessment instruments, from the process during thematic learning, the teacher looks at student understanding regarding the subject being delivered, there is also an assessment of results, seen when school exams or grade increases can or not answer the questions given by the teacher.

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