

TEACHER CREATIVITY ON THEMATIC LEARNING FOR INCREASING  
STUDENTS ACTIVENESS AT CLASS VA AND VB IN ISLAMIYAH  
ISLAMIC ELEMENTARY SCHOOL SUKOPURO JABUNG MALANG

THESIS

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

JUNE, 2018

TEACHER CREATIVITY ON THEMATIC LEARNING FOR INCREASING  
STUDENTS ACTIVENESS AT CLASS V A AND V B IN ISLAMIYAH  
ISLAMIC ELEMENTARY SCHOOL SUKOPURO JABUNG MALANG

THESIS

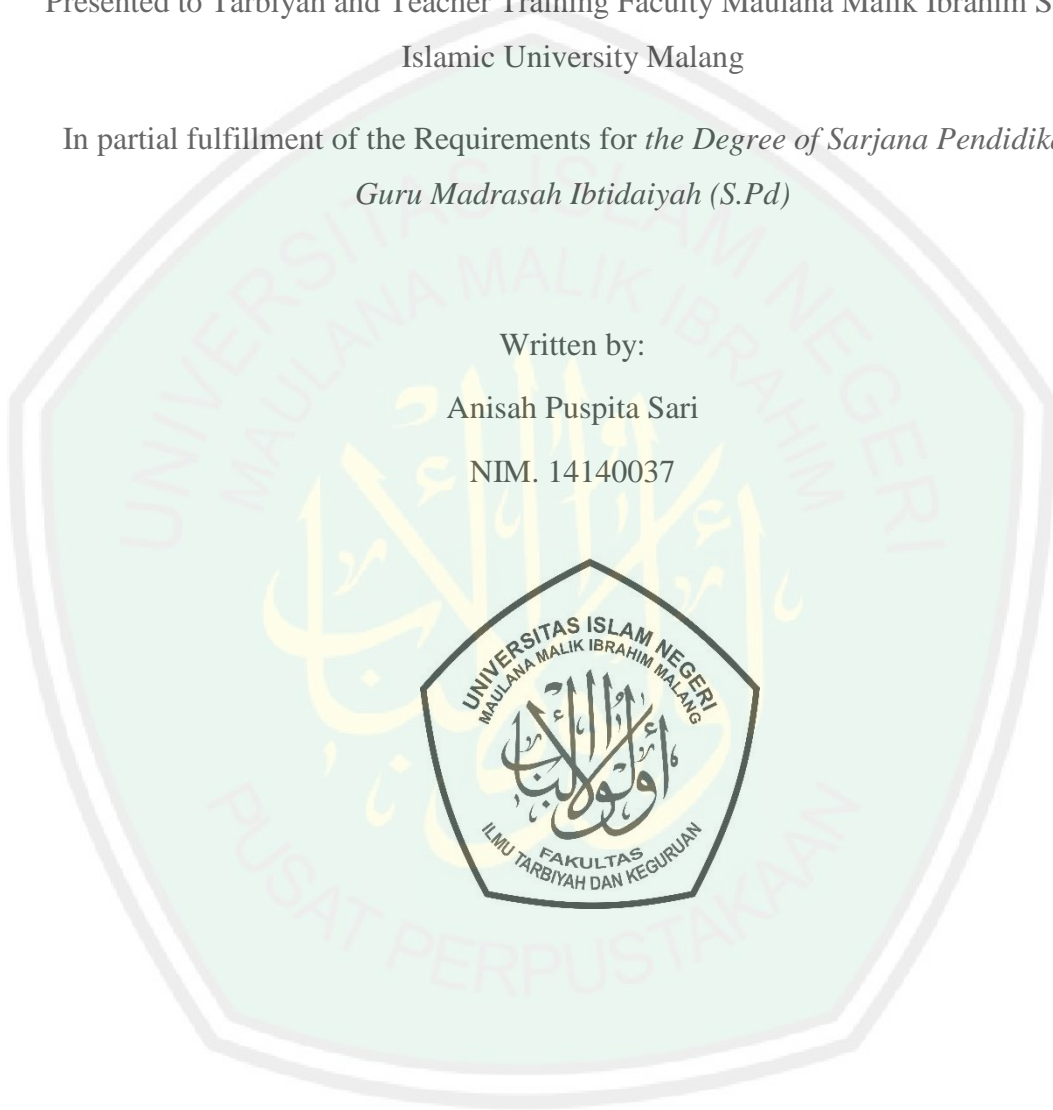
Presented to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State  
Islamic University Malang

In partial fulfillment of the Requirements for *the Degree of Sarjana Pendidikan*  
*Guru Madrasah Ibtidaiyah (S.Pd)*

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JUNE, 2018

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**TEACHER CREATIVITY ON THEMATIC LEARNING FOR  
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ISLAMİYAH ISLAMIC ELEMENTARY SCHOOL SUKOPURO JABUNG  
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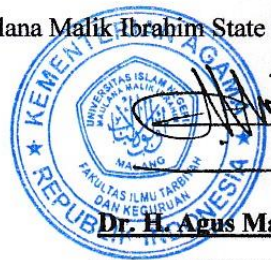
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## DEDICATION

This Thesis Is Dedicated To

Allah SWT, for give me a chance to live with the sweetness of education, because only the permission of Allah and the gift from Allah the writer can did this thesis and complete it.

My parents, Sarmuji and Indah Juni Hayati, who always pray for me, who never let me hurt and always give me strength, thanks for everything you have done for me, I forever thank you.

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All of Bani Yatimah families member, because all of you I know how warm family is.

My best friends, Sulistiawati, Emalina Chalishah Rahmawati, Lathifah Abdiah, Aftina, Maziyatuzzahra Munasib and Fajriya Rizqy Rahmawati, the best friends who has been with me through 8 semester, thank you for all laugh and sad you have been giving.

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My friends the big family of PGMI E, who give me chance to learn anything more and more, who give me beautiful memories through 8 semester, I know how strunggle life is because all of you. And for Siti Nur Halimah who accompany me during research, thank you for anything.

## MOTTO

إِنَّمَا نُطْعِمُكُمْ لِوَجْهِ اللَّهِ لَا نُرِيدُ مِنْكُمْ جَزَاءً وَلَا شُكُورًا

The Meaning: Sesungguhnya kami memberi makanan kepadamu hanyalah untuk mengharapkan keridhaan Allah, kami tidak menghendaki balasan dari kamu dan tidak pula (ucapan) terima kasih. (Al-Insan: 9)



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*Assalamu'alaikum Wr. Wb.*

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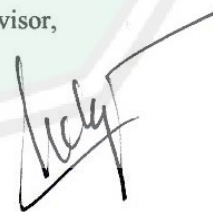
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Title of Skripsi : Teacher Creativity On Thematic Learning For Increasing Students Activeness At Class V A And V B In Islamiyah Islamic Elementary School Sukopuro Jabung Malang

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## CERTIFICATE OF SKRIPSI AUTHORSIP

I hereby declare that this skripsi originally written by Anisah Puspita Sari, student of Islamic Elementary Education Department (PGMI) as the requirement for degree of Sarjana Pendidikan Guru Madrasah Ibtidaiyah (S.Pd), Faculty of Tarbiyah and Teaching Trining at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written of published by other parties to achieve the other Sarjana status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 30<sup>th</sup>, 2018

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## PREFACE

Bismillahirrahmanirrahim

All praises to be Allah the most gracious and the most merciful, the lord in this universe. Thanks to Allah because all blessing and guidance, so writer can finish this thesis entitled “Teacher Creativity On Thematic Learning For Increasing Students Activeness At V A And V B In Islamiyah Islamic Elementary School Jabung Malang” as the final instruction activities in Maulana Malik Ibrahim State Islamic University Malang.

Shalawat and salam always be presented to our prophet Muhammad Saw who has guidance us from the darkness to the lightness n this world and who can give the blessing for us in the hereafter. This thesis is written to submitted as a partof requirement for obtaining bachelor degree in Islamic Elementary Education Department, Tarbiyah and Teacher Training Faculty at Maulana Malik Ibrahim State Islmaic University Malang would not have been completed without the contributions and support from many people.

Thus, I want express my deepest gratitude to my advisor Dr. H. Mulyono, MA who has given me this valuable guidance, inspiration and patience, which finally lead me to finish the process of this research. And I also want to express my sincerely thanks to:

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7. All of my friends who always support me

Hopefully this thesis could benefit all readers, especially for me personally.

Here the author as an ordinary people who never escape from sin and wrong, realise that this thesis is still far from perfection. Therefore, the author strongly expect criticism and suggestions from all parties for the sake of perfection this thesis. Finally researcher hopes this thesis will be useful.

Malang, May 25 2018

Writer

## ARABIC transliteration GUIDANCE

Penulisan transliterasi Arab-latin dalam skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI no.158 tahun 1987 dan no. 0543/U/1987 yang secara garis besar dapat diuraikan sebagai berikut:

### A. Huruf

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

### B. Vocal Panjang

Vokal (a) panjang = a

Vokal (i) panjang = î

Vokal (u) panjang = û

### C. Vokal Diftong

أو = aw

أى = ay

وا = û

يا = î

**TABLE LIST**

1.1 Previous of Research .....	8
2.1 Research Roadmap .....	57
3.1 Data Analysis Component .....	65
4.1 Structure Organization .....	73
5.1 Thematic Learning Process .....	107
5.2 Students Activeness .....	111
5.3 Teacher Creativity .....	125
5.4 Teacher Creativity For Increase Students Activeness .....	126

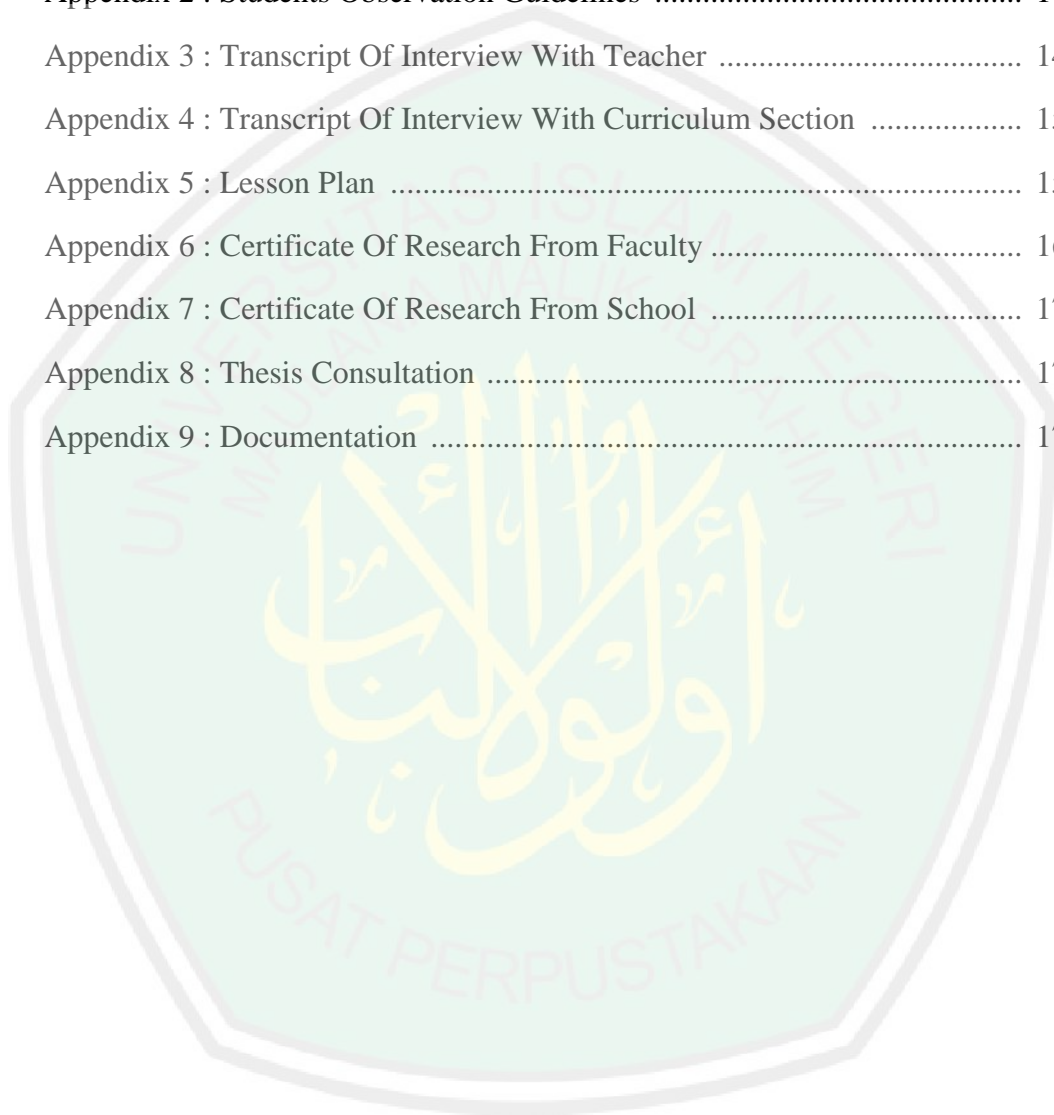
## TABLE OF PICTURE

2.1 Teacher Creativity Using Method .....	18
4.1 Thematic Learning Process At Fifth Grade Of A .....	89
4.2 Students Activeness At Fifth Grade Of A .....	94
4.3 Implementation of Teacher Creativity At Fifth Grade Of B .....	99



## TABLE OF APPENDIX

Appendix 1 : Teacher Observation Guidelines .....	136
Appendix 2 : Students Observation Guidelines .....	144
Appendix 3 : Transcript Of Interview With Teacher .....	148
Appendix 4 : Transcript Of Interview With Curriculum Section .....	154
Appendix 5 : Lesson Plan .....	155
Appendix 6 : Certificate Of Research From Faculty .....	169
Appendix 7 : Certificate Of Research From School .....	170
Appendix 8 : Thesis Consultation .....	171
Appendix 9 : Documentation .....	172



## TABLE OF CONTENTS

Research Cover .....	i
Inside Research Cover .....	ii
Approval Sheet .....	iii
Legitimation Sheet .....	iv
Dedication Sheet .....	v
Motto .....	vi
Advisor Official Note .....	vii
Certificate Of Skripsi Authorship .....	viii
Preface .....	x
Arabic Transliteration Guidance .....	xi
Table List .....	xii
Table Of Picture .....	xiii
Table Of Appendix .....	xvi
Table Of Content .....	xvii
Abstract .....	xviii
 <b>CHAPTER I PRELIMINARY</b>	
A. Background of The Research .....	1
B. Focus of The Research .....	5
C. Objectives of The Research .....	6
D. Benefit of Research .....	6
E. Previous Research .....	7
F. Definition of Key Term .....	10
G. Compositions of Research Findings .....	12
 <b>CHAPTER II LITERATURE REVIEW</b>	
A. Theoretical Framework .....	14
1. Teacher Creativity .....	14

2. Learning Strategies .....	19
3. Learning Method .....	28
4. Thematic Learning .....	39
5. Students Learning Activeness .....	49
B. Research Roadmap .....	57

### CHAPTER III RESEARCH METHOD

A. Approach and Research Design .....	58
B. Attendance of The Researches .....	58
C. Setting of The Research .....	60
D. Data and Data Sources .....	61
E. Data Collection Technique .....	62
F. Data Analysis .....	64
G. Procedures Research .....	68

### CHAPTER IV EXPOSURE DATA AND RESEARCH FINDING

A. General describe of research object .....	68
B. Exposure and research finding .....	84
1. Thematic Learning Process In Class V A and V B Islamiyah Islamic Elementary School Sukopuro Jabung Malang .....	86
2. Students Activeness in V A and V B Class of Islamiyah Islamic Elementary School Sukopuro Jabung Malang .....	91
3. The Implementation Of Teacher Creativity For Increase Students Activeness On Thematic Learning At Fifth Grade of A and B Islamiyah Islamic Elementary School Jabung Malang .....	94

### CHAPTER V DISCUSSIONS

A. Thematic Learning Process In Class V A and V B Islamiyah Islamic Elementary School Sukopuro Jabung Malang .....	101
B. Students Activeness in V A and V B Class of Islamiyah Islamic Elementary School Sukopuro Jabung Malang .....	108

C. The Implementation Of Teacher Creativity For Increase Students Activeness On Thematic Learning At Fifth Grade of A and B Islamiyah Islamic Elementary School Jabung Malang .....	112
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**CHAPTER VI CLOSING**

A. Conclusions .....	128
B. Suggestion .....	130
Bibliography .....	131
Appendik .....	134
Student Biodata .....	178



## ABSTRAK

Sari, Anisah Puspita. 2018. *Kreativitas Guru Pada Pembelajaran Tematik Dalam Menumbuhkan Keaktifan Belajar Siswa Kelas VA Dan VB Di MI Islamiyah Jabung Malang*. Skripsi. Jurusan Pendidikan Guru Madrasah Ibtidaiyah. Fakultas Ilmu Tarbiyah Dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang Pembimbing Skripsi: Dr. H. Mulyono. MA.

Kreativitas guru memiliki peran yang sangat signifikan dalam kegiatan pembelajaran. Guru tidak hanya dituntut untuk menyampaikan materi pelajaran saja akan tetapi, guru dituntut agar kreatif dalam menyampaikan pembelajaran, untuk menunjang kreativitas guru maka diimplementasikan dalam penggunaan strategi dan metode yang tepat pada pembelajaran tematik. Tujuan menumbuhkan keaktifan belajar siswa yaitu agar siswa aktif selama pembelajaran. Maka guru diharapkan mampu menggunakan strategi dan metode yang sesuai dengan karakteristik siswa, maka siswa dapat memahami dan mengaplikasikan pembelajaran tematik pada kehidupan peserta didik karena guru mengimplementasikan kreativitasnya.

Tujuan penelitian ini adalah untuk (1) mendeskripsikan proses pembelajaran tematik di kelas VA dan VB MI Islamiyah Sukopuro Jabung Malang, (2) mendeskripsikan keaktifan belajar siswa kelas VA dan VB MI Islamiyah Sukopuro Jabung Malang, (3) mendeskripsikan pelaksanaan kreativitas guru dalam menumbuhkan keaktifan belajar tematik di kelas VA dan VB MI Islamiyah Sukopuro Jabung Malang.

Untuk mencapai tujuan diatas, digunakan pendekatan peneliti deskriptif kualitatif yang berisi penjelasan-penjelasan mengenai data yang diperoleh dari lapangan. Instrumen kunci adalah peneliti sendiri, dan teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi. Dan analisis data dengan cara mereduksi data yang tidak relevan, memaparkan data dan menarik kesimpulan.

Hasil penelitian menunjukkan strategi dan metode yang digunakan oleh guru dalam menumbuhkan keaktifan siswa pada pembelajaran tematik adalah: (1) Proses pembelajaran tematik di kelas VA dan VB dilaksanakan dalam satu tema, tema tersebut mengaitkan antara mata pelajaran satu dengan lainnya. Inovasi guru dalam memberikan game tebak kata dan tebak gambar membuat siswa antusias dalam mengikuti pembelajaran sehingga peserta didik aktif selama kegiatan pembelajaran. (2) Keaktifan siswa dapat berkembang yaitu sering bertanya mengenai materi pelajaran, peserta didik selalu memperhatikan guru ketika menjelaskan materi pelajaran, dan peserta didik berani mengemukakan pendapat di depan kelas. (3) Pelaksanaan kreativitas guru kelas VA dengan menggunakan strategi ARCS, metode ceramah sebagai metode andalan dan menggabungkan dengan metode lain sebagai variasi pembelajaran (4) Pelaksanaan kreativitas guru kelas V B dengan menggunakan strategi active learning dan berbagai metode. Metode yang sering digunakan oleh guru kelas V B adalah metode peta konsep, guru juga menggunakan metode kooperatif jigsaw, metode ceramah dan metode tanya jawab sebagai variasi metode yang pernah digunakan oleh guru.

**Kata Kunci:** Kreativitas Guru, Pembelajaran Tematik, Keaktifan Belajar Siswa

## ABSTRACT

Sari, Anisah Puspita. 2018. Teacher Creativity On Thematic Learning For Increasing Students Activeness At V A And V B In Islamiyah Islamic Elementary School Sukopuro Jabung Malang. Thesis. Islamic Elementary Education Department. Tarbiyah and Teaching Training Faculty. Maulana Malik Ibrahim State Islamic University Malang. Advisor of Thesis: Dr. H. Mulyono. MA.

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The creativity of educators have a very significant role in the learning activities. Teachers are not only required to convey the subject matter just yet, the teacher is required in order to be creative in delivering learning, to support the creativity of teachers then implemented in the use of appropriate methods and strategies on thematic learning. The goal of fostering students' learning activeness, namely so that students are active during learning. Then the teachers are expected to use the strategies and methods that correspond to the characteristics of the students, so students can understand and apply thematic learning on the students activeness of the students because the teacher implement his creativity.

The purpose of this study is to (1) describe the process of thematic learning in class 5 A and 5 B Madrasah Ibtidaiyah Jabung Malang Sukopuro Islamiyah, (2) describe the students learning activeness grade 5 students A and 5 B MI Sukopuro Islamiyah Jabung Malang (3) describe the implementation of teacher creativity for increase students activeness on thematic learning in class 5 A and 5 B MI Sukopuro Islamiyah Jabung Malang.

To achieve the objectives above, used a descriptive qualitative approach to penelitin that contain explanations of the data obtained from the field. A key instrument is the researchers themselves, and data collection techniques used are interviews, observation, and documentation. And data analysis by means of the reduction of the data that is not relevan, exposing the data and draw conclusions.

The results showed the strategies and methods used by teachers for increasing students' learning activeness Thematic Strategy are: (1) thematic learning in class 5 A and 5 B are implemented in one theme, the theme hooked between subjects with each other. Innovation of teachers in delivering the game guess the words and guess the image makes the students enthusiastic in following learning so that learners are active during learning activities. (2) the student can develop their activeness like often asked about the subject matter, the students always pay attention to the teachers when explaining the subject matter, and the students dare to give suggestion in front of the class. (3) the implementation of teacher creativity at fifth grade A by using ARCS strategies and combine with other methods of learning as a variation (4) implementation of teacher creativity fifth grade B by using active learning strategies and a variety of methods. A method often used by master class 5 B is a method of concept maps, but teachers also use the jigsaw cooperative methods, methods of lecture and learning methods start with question as variations of the methods that have been used by teachers.

Key Word: Teacher Creativity, Thematic Learning, Students Activeness

## مستخلص البحث

سارى, أنسة بوسفية.2018. إبداع المعلمين في مجال التعلم المواضيعي في رعاية نشطه تعلم الصف 5 الف و 5 بي المدرسة الابتدائية الاسلاميه جابيونغ مالانغ. اطروحه. التربية المعلمين لمدرسة لإبتدائية. كليه التربية وتدريب المعلمين. جامعه الإسلام الحكيمه مولانا مالك إبراهيم مالانغ. المشرف: د. الحاج مليونو. الماجستير.

الإبداع جورو له دور هام جدا في أنشطه التعلم. وليس مطلوبا من المدرسين فقط ان ينقلوا الموضوع حتى الآن ، فالمعلم مطلوب لكي يكون مبدعا في توفير التعلم ، ولدعم إبداع المعلمين الذين ينفذون بعد ذلك في استخدام الأساليب والاستراتيجيات المناسبة بشأن التعلم المواضيعي. هدف تعزيز نشاط تعلم الطلاب ، اي بحيث يكون الطلاب نشطين اثناء التعلم. ثم من المتوقع ان المعلمين لاستخدام الاستراتيجيات والأساليب التي تتوافق مع خصائص الطلاب، لذلك يمكن للطلاب فهم وتطبيق التعلم تماثك علي حياه الطلاب لان المعلم تنفيذ إبداعه.

الهدف من هذا البحث هو (1) وصف عملية التعلم المواضيعي في الفصل 5 الف و 5 بي م المدرسة الابتدائية الاسلاميه جابيونغ مالانغ. (2) لوصف نشاط طلاب الصف 5 أ و 5 ب م المدرسة الابتدائية إسلاميا سوكونبورو جابونج مالانج ، (3) لوصف تنفيذ الإبداع المعلمون في تنمية نشاط التعلم المواضيعي في الفصل 5 أ و 5 بء المدرسة الابتدائية إسلاميا سوكونبورو جابونج مالانج.

ولتحقيق الأهداف المذكورة أعلاه ، استخدم نهجا نوعيا وصفيا للبنين يتضمن تفسيرات للبيانات التي تم الحصول عليها من الميدان. وهناك أداه رئيسيه هي الباحثين أنفسهم، وتقنيات جمع البيانات المستخدمة هي المقابلات والملاحظة والوثائق. وتحليل البيانات عن طريق الحد من البيانات التي غير المناسبة، وشرحها وتلخيصها.

وأظهرت النتائج الاستراتيجيات والأساليب التي يستخدمها المدرسون في تعزيز التعليم الموضوعي للطلبة هو: (1) التعلم المواضيعي في الفئتين 5 الف و 5 (ب) يتم تنفيذه في موضوع واحد ، موضوع المشارك بين العينين الدرس الأول مع الآخر. ابتكار المعلمين في تقديم اللعبة تخمين الكلمات وتخمين الصورة يجعل الطلاب متحمسين في التعلم التالية بحيث المتعلمين نشطه خلال أنشطه التعلم. (2) يمكن تطوير الطلاب النشطين في الصفين الخامس الف و 5 بء الذين غالبا ما يسألون عن الموضوع، والطلاب دائما الاهتمام للمعلمين عند شرح هذا الموضوع ، والطلاب تجرا اقترح امام الطبة. (3) تنفيذ المعلم الصف 5 الإبداع من خلال استخدام استراتيجيات الأقواس ، كما الأسلوب الأساسي المحاضرات الأسلوب والجمع بين الأساليب الأخرى للتعلم باعتبارها الاختلاف (4) تنفيذ المعلم الإبداع الصف الخامس بء باستخدام الاستراتيجيات التعلم النشط ومجموعه متنوعه من الطريقة. الطريقة يستخدم بي المعلمين 5 بء هو أسلوب من الخرائط مفهوم، ولكن المعلمين أيضا استخدام أساليب التعاونية بانوراما ، وأساليب المحاضرات وأساليب التعلم تبدا مع السؤال والاختلافات من الأساليب التي استخدمت من قبل المعلمين.

الكلمات المفتاحية: إبداع المعلم ، التعلم المواضيعي ، نشاط تعلم الطلاب

# CHAPTER I

## PRELIMINARY

### A. Background Of Research

Education is needed by everyone because education is a human effort to cultivate and develop the vast potentialities in accordance with physical and spiritual values that exist in the community.<sup>1</sup> National Education serves to develop the ability to form character and the civilization of the peoples dignity in the framework of the intellectual life of the nation.<sup>2</sup> This aims to develop the potential of students in order to become a man of faith and piety to God Almighty, precious, healthy, have learned, accomplished, creative, independent, and become citizens of a democratic and accountable. The school is education. Then the school is one of the places of students demanding science and is one of the institutions which contained one of the role of the teacher who aims to develop talent or intelligence, ability, skill, owned by students.<sup>3</sup>

Curriculum 2013 is a set of learning that emphasizes to the core competencies and competency base thematic in nature involving multiple subjects to provide a meaningful experience in students. Thematic learning very demanding teacher creativity in selecting and developing learning materials, not only that any student should be able to follow a scientific approach to learning (observe, ask yourself, collect information, try, and

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<sup>1</sup> Ihsan Fuad, *Dasar-Dasar Kependidikan*, (Jakarta: Rineka Cipta, 2005), pg. 1.

<sup>2</sup> Undang-undang No. 20 Tahun 2003 tentang *Sistem Pendidikan Nasional*.

<sup>3</sup> Rusmaini, *Ilmu Pendidikan*, (Yogyakarta: Pustaka Felicia, 2013), pg. 6.

communicate). Its development is not only characterized by the existence of a collection of facts, but by the presence of the scientific method and scientific attitude. It also results in learning curriculum 2013 is often considered difficult and boring for some students at the school.

Curriculum 2013 a challenge for teachers how to associate learning with a reality that is in the learner environment. If a teacher has a strong spirit in order to improve the quality of personal and social success in carrying out his duties then in teaching will be faster to accomplished. Being able to give birth to the students who have pekertiyang luhur, budi has social and professional character as a fundamental purpose so where that of education.<sup>4</sup>

Creativity in learning is very important to cultivate the potential of which is owned by the student. Creativity will be harder educational model developed in the sentralistis. A teacher must possess creative traits in order to be able to develop and manage the learning material diampu creatively, then a teacher does not merely follow the formal curriculum is merely a reference without removing the creativity that teachers have and also follow the development of the emerging educational world in modern times.

School is a place for students to develop skills and dig into the knowledge, so students should be active in learning activities, while 7 out of 10 teachers not sharpening the ability and skills as well as creativity in carrying out learning, which resulted in students being passive and lazy to

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<sup>4</sup> Nganinum Naim, *Menjadi Guru Inspiratif, memberdayakan dan mengubah jalan hidup siswa*, (Jakarta: Pustaka Pelajar. 2009), pg. 6.

learn. Professional teachers is who generally should have some competence, namely pedagogic competence, personal competencies, professional competence, and social competence.

Permendiknas No. 16 in the year of 2007 on standard academic qualification and competence of teachers expose that to standar the competency of teachers of subjects in SD/MI, SMP/MTs, SMA/MA, and SMK/MAK then professional competence must be owned by a teacher i.e. one should be able to develop learning materials diampunya creative, able to choose while managing learning materials suitably diampunya level of development of the students.

Research conducted by Sitoresmi Arineng Tiyas aims to improve the learning outcomes of students in creativity that glasses have been used by teachers and to find out what factors can shape the creativity of teachers in improve student learning outcomes in this thematic learning.<sup>5</sup> Teacher should be able to choose a method that is simple but attractive with the creativity of teachers then would pass on lessons in easy to understand by learners in the learning process in order to follow the boy did not feel bored. Creative teachers teach the material to learners by using appropriate methods and strategies, so that the learners are active in learning. The phenomenon that is currently happening is that many teachers are still not optimally in teaching because of the flurry of private teachers, resulting in the learning process of students tend to get bored and sleepy.

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<sup>5</sup> Sitoresmi Arineng Tiyas, *Kreativitas Guru dalam Peningkatan Hasil Belajar Siswa Pada Pembelajaran Tematik Kelas 1 Di Madrasah Ibtidaiyah Negeri Kauman Utara Jombang*, Skripsi. Malang: Pendidikan Guru Madrasah Ibtidaiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2015.

In the process of thematic learning teachers are required to have a high creativity. By having high creativity guru would easily hang the learners in the learning process. This is the thematic learning integrated learning that uses the theme to associate multiple subjects so as to provide experience to the learners.

Based on the results of interview research with teacher, grade V MI Islamiyah Sukopuro Jabung Malang is still low in terms of interest in learning because of external factors, namely no support from parents, so when the teacher gives homework often not done by some students. Students often forgot about their homework, so teacher give them punishment and ask to the student the reason why they forgot or did not do their homework.

Based on observations in the school obtained a summary of that until now, the students are still very passive in the thematic learning therefore in delivery required a proper method and can be received by students. When students are bored with the series of readings then they become indifferent in lessons. Student also even sleepy in the class when the teacher only use one method, as we know that children need something new or interesting because they like to play a lot.

Many methods can be used in thematic learning in primary school that can be used as alternative to increase the liveliness of student learning. As a teacher should be able to identify the strengths and weaknesses of these learning methods, capable of selecting them appropriately, and be able to

develop it in the learning process, thereby learning effectiveness held will be able to increase the student learning activeness.

Creativity will still be an abstract concept if not applied with procedures in class. It has to be earthed in a learning context. The teacher had the idea of original, new work, and appropriate that utilized in the study.

Based on observation in learning activity, teacher conduct that they use strategy and many method at the activity of explaining thematic learning. Teacher often start the teaching learning activity by game, example: game guessting word or guessting picture, this game related with their lesson, by this game students having new knowledge. Teacher had been improve their creativity by these activity in learning process.

From the facts the researcher keen to raise the issue about the “TEACHER CREATIVITY ON THEMATIC LEARNING FOR INCREASING STUDENTS ACTIVENESS AT CLASS V A AND B IN ISLAMIYAH ISLAMIC ELEMENTARY SCHOOL SUKOPURO JABUNG MALANG” with creativity in teaching can increase the student learning activeness and curiosity in thematic learning in order not to cause saturation while studying.

## **B. Focus of The Research**

1. How does the thematic learning in fifth grade A and B in MI Islamiyah Jabung Malang?
2. How does the student learning activeness in fifth grade MI Islamiyah Jabung Malang?

3. How dose the implementation of teacher creativity in thematic learning for increase the student learning activeness in class V A and B MI Islamiyah Jabung Malang?

### **C. Objectives of The Research**

1. To find out how the thematic learning process in class V A and B in MI Islamiyah Jabung Malang
2. To find out the extent of student activeness in the fifth grade on thematic learning process in MI Islamiyah Jabung Malang
3. To know the implementation of teacher creativity in thematic learning for increase the student learning activeness in class V A and B MI Islamiyah Jabung Malang.

### **D. Benefit Of Research**

The results of this research are expected to benefit both theoretical as well as practical. As for the benefits of both are as follows:

#### **1. Theoretical Benefits**

- a. Enrich the vocabulary of science and knowledge in the learning process are arranged creatively to be able to increase the student learning activeness.
- b. To expand insight for authors and practitioners of science education in particular.
- c. To know the importance of thematic learning and creativity of teachers in enhancing an effective learning process.
- d. Additional information and knowledge as a teacher creativity in thematic learning in improving student learning activity.

## 2. Practical Benefits

- a. Provide an overview of the creativity of teachers in the learning process
- b. Provide a picture of how teachers in increasing student learning through the liveliness of his creativity in teaching.
- c. Provide an overview of the creativity of teachers with the use of appropriate methods and strategies in the process of learning to support the thematic learning
- d. Provide an overview of the extent to which teachers ' creativity in thematic learning to increase the student learning activeness grade V A and B

## E. Previous Of Research

Based on searches that has the author done to research existing studies, the authors have not found the presence of research specifically related to teacher creativity on thematic learning for increasing students activeness at fifth grade of A and B In Islamiyah Islamic Elementary School Sukopuro Jabung Malang. Nevertheless, there are at least some research or writing that is generally related to the author's research that will describe, there are:

First, the research conducted by Winda Erwin Pratiwi, student education elementary school teacher about *Increase The Student Learning Activeness In Social Science Fourth Degree By Using Media Images In Primary chools Banyuraden Gamping*. This research aims to improve the

student learning activeness in sosial science through the use of media images, this type of research is action class research.<sup>6</sup>

Research conducted by Arifatul Nur Aini on *The Influence Of Teacher's Creativity In The Thematic Learning Towards An Understanding Of Student Learning In The Elementary School Alam Al-Ghifari Blitar*.

From research conducted by student from State Islamic University of Maulana Malik Ibrahim Malang. The teacher creativity have an influence in thematic learning towards an understanding of student learning, there is a significant relation, the teacher already have a creativity so there was an effect on student understanding.<sup>7</sup>

The last, Sitoresmi Arineng Tiyas student from State Islamic University of Maulana Malik Ibrahim Malang, in islamic elementary education department the research about *Creativity Of Teachers In Increasing Student Learning Results On Thematic learning In State Elementary School in 1<sup>st</sup> Grade Kauman Utara Jombang*. This research aims to improve the learning outcomes of students in creativity that glasses have been used by teachers and to find out what factors can shape the creativity of teachers in increasing student learning outcomes in thematic learning.<sup>8</sup>

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<sup>6</sup> Winda Erwin Pratiwi, *Meningkatkan Keaktifan Belajar Siswa dalam Pembelajaran IPS Kelas IV Menggunakan Media Gambar Di SD Negeri Banyuraden Gamping*, Skripsi, Yogyakarta: Pendidikan Guru Madrasah Ibtidaiyah, Universitas Negeri Yogyakarta, 2013.

<sup>7</sup> Arifatul Nur Aini, *Pengaruh Kreativitas Guru Dalam Pembelajaran Tematik Terhadap Pemahaman Belajar Siswa Di Sekolah Dasar Al-Ghifari Blitar*. Skripsi. Malang : Pendidikan Guru Madrasah Ibtidaiyah, Universitas Islam N Maulana Malik Ibrahim. 2014.

<sup>8</sup> Sitoresmi Arineng Tiyas, *Kreativitas Guru dalam Peningkatan Hasil Belajar Siswa Pada Pembelajaran Tematik Kelas 1 Di Madrasah Ibtidaiyah Negeri Kauman Utara Jombang*, Skripsi. Malang: Pendidikan Guru Madrasah Ibtidaiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2015.

Tabel 1.1 Previous of Research

No	The name of the researcher, titles, form (Thesis/theses/journal), Publisher, and year of research	Similiarity	Difference	Originality Of Research
1.	Winda Erwin Pratiwi. <i>Increase The Student Learning Activeness In Social Science Fourth Degree By Using Media Images In Primary chools Banyuraden Gamping.</i> Thesis. Yogyakarta: Islamic Elementary Education Department. State University Of Yogyakarta. 2013	<ul style="list-style-type: none"> <li>• Fourth degree of elementar y school</li> <li>• Increased students learning activeness</li> </ul>	<ul style="list-style-type: none"> <li>• Types of research is the Research Action Class</li> <li>• The research on the Social Science study</li> <li>• Focus research on the use of Media images</li> </ul>	The Goal of the research was the use of media images to enhance the learning of students in learning the liveliness of social sciences.
2.	Arifatul Nur Aini. <i>The Influence Of Teacher's Creativity In The Thematic Learning Towards An Understanding Of Student Learning In</i>	<ul style="list-style-type: none"> <li>• Level of elementar y school</li> <li>• Examine the teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Types of quantitati ve research</li> <li>• Influence students ' learning</li> </ul>	The Goal of the research was the influence of the creativity of teachers with an

	<i>The Elementary School Alam Al-Ghifari Blitar</i> . Thesis. Malang: Islamic Elementary Education Department, State Islamic University of Maulana Malik Ibrahim. 2014	about creativity • Research on thematic learning	with understanding	understanding of student learning in the thematic learning.
3.	Sitoresmi Arineng Tiyas, <i>Creativity Of Teachers In Increasing Student Learning Results On Thematic learning In State Elementary School in 1<sup>st</sup> Grade Kauman Utara Jombang</i> . Thesis. Malang: Islamic Elementary Education Department, State Islamic University of Maulana Malik Ibrahim. 2015	• Examine the teachers about creativity • Thematic Learning • Level of education elementary school	• The types of descriptive quantitative research objectives to improve student learning outcomes	The Goal of the research was the influence of the creativity of teachers with the learning outcomes of students in thematic learning.

## F. Definition of Key Term

### 1. Teacher Creativity

Kreativitas Creativity is a unique thing which created the teacher in the learning process, in this case the creativity of teachers in using the method of teaching and learning strategies that are appropriate in the

learning activities, so that the learners are not easily bored and become active.

For a teacher, have a good creativity is a must. However, to be a teacher who has a good creativity is not easy, need for the learning process and the will. Creativity will still be an abstract concept if not applied with procedures in class. It has to be earthed in a learning context. The teacher had the idea of original, new work, and appropriate that utilized in the study.

## **2. Thematic Learning**

Curriculum 2013<sup>th</sup> composing thematic learning to create advanced education. Thematic is a intergrasi between the themes associated with the lives of the learners. Thematic learning to focus learning on the learner that is claimed to be more active in the learning process so that the learners are able to learn knowledge and develop various competencies basic intercultural subjects into themes that same day, the pesera educates can also understand the subject matter is more profound and memorable because of learning can be developed by hooking up with personal experience of learners, so learners can benefit and the meaning of the study because the material is presented in the context of a clear theme.

## **3. Students Learning Activeness**

Active learning is learning that involves the active participation of students in learning activities, students are required to actively pay attention, listening, asking questions and so on.

Active learning is very important for students to be able to receive lessons in the learning process, active learning can also train your brain and pikran became the focus for learning activities. Active learning can make students expressing knowledge through activities which build cooperation among groups and dare to convey opinions.

### **G. Compositions of Research Findings**

The composition of this research are divided into 6 (six) chapters where each chapter elaborates on different issues, namely: Chapter 1 is preliminary contains about introduction discusses several sub chapters: (1) the background Problem, (2) Research Focus (3) Research objectives, (4) Research benefits, (5) Originality of research, (6) the definition of the term and, (7) Systematics of discussion.

Chapter 2 contains a literature review, which discusses (1) Theoretical framework that contain about teacher creativity, learning strategy, learning method, thematic learning and students learning activeness, and (2) Research roadmap

Chapter 3 contains a research method that addresses several sub chapters: (1) Approach and the types of research (2) The subject and object of research (3) The presence of the researcher (4) Location of research (5) Data and Data source (6) Data collection Techniques (7) Data analysis (8) The validity of the Data (9) Procedures research and Temporary Library.

Chapter 4 present the description consists of a general overview of background research, exposure to research data and research findings which are the things related to teacher creativity on thematic learning for increase

students activeness at VA and VB in islamiyah islamic elementary school Jabung Malang.

Chapter 5 present the discusiion of research findings which include analysis of the object of research from the data which alredy contained in chapter 4. And the last chapter 6 present (1) the conclusions and, (2) suggestion.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Farmwork

##### 1. Teacher Creativity

Menurut Yeni Rahmawati According to Yeni Rahmawati and Euis Kurniati which cites the opinion of James j. Gallagher argued that "Creativity is a mental process which an individual kv creates new ideas or products, or existing ideas and recombines product, in a fashion that is novel to hin, or her."<sup>9</sup> It means that creativity is a mental process undertaken of individuals in the form of an idea or a new product or combine between them that will eventually be attached to him.

Creativity is the ability to create or generate a new, results, or new ideas that previously unknown by the author or by others, the ability of the imaginative activities inimerupakan the result is the creation of the combination of information obtained from previous experiences, it became a new and useful things.<sup>10</sup>

Legislation of the national education system (law Sisdiknas) No. 20 year 2003 has established competence that should be possessed by the teachers. The competency in question include the pedagogic competency, competencies, personality, social competence, and

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<sup>9</sup> Yeni Rahmawati dan Euis Kurniati, *Strategi Pengembangan Kreativitas pada Anak*, (Jakarta: Kencana Prenada Media Group, 2010), pg. 13.

<sup>10</sup> Fuad Nashary dan Rahmy Diana Muchram, *Mengembangkan Kreativitas Dalam Prespektif Islam*, (Yogyakarta: Menara Kudus, 2003), pg. 23.

professional competence.<sup>11</sup> This is true for teachers at every level of education, started early childhood education until secondary school (HIGH SCHOOL), the difference is the formulation of competence on each skill ranks.

Refers to the ACT of Sisdiknas Law above, teachers are required to have the skill and master the art of effective teaching, including creativity in teaching. As a profession, teachers are required to have the ability and creativity in the teaching learning process, so that students can receive messages and meanings contained in the material delivered materials teachers effectively and efficiently. Individual creative abilities are different. Very creative people tend to be more original than people who are less creative. Creative people also tend to be more flexible. They can and want to switch from one approach to another approach when dealing with a problem. They prefer things that are complex rather than simple thing and tend to be more independent than people who are less creative.

For a teacher, have a good creativity is a must. However, to be a teacher who has a good creativity is not easy, need for the learning process and the will. Creativity will still be an abstract concept if not applied with procedures in class. It has to be earthed in a learning context. The teacher had the idea of original, new work, and appropriate that utilized in the study.

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<sup>11</sup> Undang-undang Sisdiknas no 20 tahun 2003

Learning is a complex aspect of human activities, which can be interpreted as a continuous interaction between product development and life experience.<sup>12</sup> There are more complex meanings, a conscious effort is all about learning from a teacher to membelajarkan their students in order to achieve the expected goals.<sup>13</sup>

Learning is not confined to the classroom, but learning can be done in the open, or any other place that can be utilized as a means of learning. Then, the teacher is faced with the question of how teachers treat their students or teaching styles worn by teachers so students stay motivated in the following learning, active and creative.

Mosston argued about the spectrum of styles of teaching where this is a theoretical conception and design of operational alternatives or possibilities style of teaching. Every style of teaching has a certain structure that describes the role of teacher, students and identify the goals that can be achieved if the style of teaching is done so as to allow teachers reach more students and meet many of the goals.<sup>14</sup>

Creative teachers is one of the factors that affect the quality of education, the pundits proclaim how good a curriculum (official), the result will depend largely on what teachers do in the classroom and outside the (actual).

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<sup>12</sup> Trianto, M.Pd. *Mendesain Model Pembelajaran Inovatif-Progresif*, (Jakarta: Kharisma Putra utama, 2011, cet.,4), pg. 17.

<sup>13</sup> *Ibid*, pg. 18.

<sup>14</sup> Muska Mosston, *Teaching Physical Education*, (Columbus: Merrill Publishing, 1986), pg. 54.

Worldview education a teacher should have creativity, but to be creative teachers that includes professional, has a personality and social relationships.<sup>15</sup>

- a. Professionals include: already experience in teaching, mastered several techniques and models of teaching and learning, thoughtful and active in the search for sense or manner, have the ability to manage learning activities individually and groups, mengutamakan standar high achievement in the opportunity, mastering techniques scoring, had a penchant for reading.
- b. Have the courage among others: being open to new things, sensitive to the child's development, has a broad and deep consideration, full of understanding, tolerance, has had a high creativity, be curious.
- c. Social relationships among other things: like and are good at getting along with children gifted with all the keresahannya and understand the child, can adjust, easy to get along and understand quickly the behaviour of a person.

Some scholars of education have tried to provide a limitation or definition to formulate the notion of teachers. This definition is formulated from the etymological sense or according to the common view. According to Poerwadarminta a teacher is a person who works to teach. By this definition, teachers are given the same meaning is congruent with teachers.<sup>16</sup> Thus, understanding these teachers only

<sup>15</sup> Utami Munandar, *Mengembangkan Bakat Dan Kreativitas Anak Sekolah*. (Jakarta: PT Grasindo, 1992), pg. 61.

<sup>16</sup> Poerwadarminta, *Kamus Umum Bahasa Indonesia*, (Jakarta: PT Balai Pustaka, 1996), pg. 335.

mention one side as a lecturer, not including the understanding of teachers as educators and trainers. Whereas Zakariya Daradjat States that teachers are professional educators, as teachers had been received and bearing the burden of parents.<sup>17</sup>

From the above definitions it is clear that the teacher is an important element which could not be separated from the world of education. Because of the lack of a teacher, World Education will not run as we feel at this time.

Refers to the circular letter (SE) the Minister and the head of BAKN Number 57686/MPK/1989 stated more specifically that, "the teacher is the civil servant (PNS) that was given the task, authority, and responsibility by officials of authority to nmelaksanakan education in the school. In the SE explained that a teacher has the task, authority, responsibilities, and rights inherent therein to carry out education in schools.<sup>18</sup>

Form of creativity of teachers in this study according to the strategies and methods used during teacher learning, namely the appropriateness of strategies and methods in learning the theme of my hero.

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<sup>17</sup> Suparlan, *Guru Sebagai Profesi*, (Yogyakarta: Hikayat Publishing, 2006), pg. 11.

<sup>18</sup> *Ibid*, pg. 13.



Picture 2.1 Teacher Creativity using method

## 2. Learning Strategies

### a. Understanding Strategy

The strategy of Greece it which means General or Commander, so that the strategy is defined as the science of kejendralan or the science of kepanglima-an. In terms of military strategy means using the entire military force to achieve the goal of the war. Where the purpose of the war itself is not determined by the military but by politics. If politics had already set a goal then the task of the military is to win it. Nowadays, besides the strategy as art is also something that can be learned so that strategy as well as a science (Gulo, 2002:1).<sup>19</sup>

The term of the next strategy used in education particularly in the teaching-learning process or learning process and to achieve

<sup>19</sup> Deni Kurniawan, *Pembelajaran Terpadu Tematik (Teori, Praktik, dan Penilaian)*, (Bandung: Alfabeta, 2014), pg. 37.

optimal results. In a general sense of strategy in the field of education/learning is as an art and science to bring teaching in the class such that the goals that have been set out in the curriculum can be achieved effectively and efficiently.

The strategy is not the same as the method. The strategy is a plan of activities to achieve something (a plan of operation achieving something), while the method is the way to achieve something (a way in achieving something). So to implement something strategies require method. In other words in the strategy there is method, and possibly one or more of the methods used.

Based on the results of studies Galo (2002) over a number of strategies based on the origin of the word, the beginning of its use, as well as the sense of learning strategies of some experts, concluded that:<sup>20</sup>

- 1) Teaching and Learning Strategy is the plan and ways of bringing the teaching so that all the basic principles concluded and all the teaching goals can be achieved effectively.
- 2) Ways of bringing the teaching that is the pattern and sequence of teacher-student public deed in the embodiment of teaching-learning activities.
- 3) Pattern and sequence teacher-student public deeds that constitute a common framework of teaching-learning activities

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<sup>20</sup> Deni Kurniawan, *Pembelajaran Terpadu Tematik (Teori, Praktik, dan Penilaian)*, (Bandung: Alfabeta, 2014), pg. 38.

are arranged in a series of stages towards the goals that have been planned.

The strategy made before the activity is carried out, this means that when the teacher will organize learning then ever before had to strategize in advance. After the new execute his strategy is composed of learning.

From the explanation above, that learning strategies it has two dimensions, namely simensi and plan dimensions of the practice. In the subsequent discussion will be discussed strategies in practice, this means that the dimensions will describe how the learning process occurs. Strategies in the dimensions of the practice of at least mengandung four components namely the procedures, methods, media, and time.

#### **b. Components of the learning strategies**

Dick and Carey (1978) mentions that there are 5 components of a learning strategy,<sup>21</sup> namely (1) preliminary learning activities. (2) delivery of information, (3) participation of learners, (4) tests, and (5) follow-up activities.

In the following section will set forth an explanation of each component carries a sample its application in learning process.

##### **1) Preliminary learning activities**

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<sup>21</sup> Hamzah B. Uno, *Model Pembelajaran: Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*, (Jakarta: Bumi Aksara, 2009), pg. 3.

Preliminary activities as part of an overall learning systems play an important role. In this section the teacher expected to interest learners over subject matter that will be delivered.

Introduction activities delivered with interest will be able to increase the motivation of learning to learners. As an ad that reads "the first impression is so tempting, then it's up to you". How the teacher introduces the subject matter through examples of illustration of everyday life or how to convince the teacher what the benefits of studying a particular subject matter will greatly affect the learning motivation of learners who are immature, While the intrinsic motivation is very important for learners who are more mature because the group is more aware of the importance of the obligation of learning as well as its benefits for them.

Specifically, the learning activities introduction can be done through the following techniques.

- a) Describe the expected specific learning objectives can be achieved by all students at the end of the learning activity.

Thus, students will be aware of the knowledge, skills, and the benefits to be gained after studying the subject. Similarly, it should be understood by the teacher that in conveying the purpose, should use words and language that is easily understood by the learners. In General, the explanation is done using a case illustration often experienced by learners

in everyday life. as for the more adult students can be read in corresponding formula of TPK specified earlier.

- b) Do apperception, in the form of activity that is the bridge between the old knowledge with new knowledge that will be studied. Show learners about the eratnya relationship between the knowledge they already have with the knowledge that will be studied. These activities can give rise to a sense of capable and confident so that they avoid the anxiety and fear of encountering difficulties and failures.

## 2) Delivery Information

Submission of information is often considered one of the most important activities in the learning process, but this section is only one component of the learning strategy. That is, in the absence of a compelling introduction or activities can motivate learners in learning then the delivery activity of this information is meaningless. Teachers who are able to convey information, but do not undertake activities introduction with smooth will face obstacles in learning activities.

In this activity, the teacher must also understand well the situation and conditions facing it. As such, the information presented can be absorbed with good learners. Some things to note in the submission of information is the order of the scope and type of material.

a) Sequences of delivery

The order of the delivery of the subject matter should be using the right pattern. The order of the material provided on the stage of thinking of things that are concrete into things which are abstract or from things that are simple or easy to do to things more complicated or difficult to do. In addition, it should be also noted whether a material should be delivered sequentially or can skipping or well-thumbed, for example from the theory to the practice or from practice to theory. The order of submission of information collection will facilitate learners quickly understand what delivered by his teacher.

b) Scope of the material delivered

The scope of the material is heavily dependent on the characteristics of learners and the type of material studied. Generally the scope of material already envisaged at the time of the determination of learning objectives.

It should be noted by teachers in estimating his little big matter is the application of Gestalt theory. The theory States that the small parts is one unified meaning when studied as a whole, and the whole does not mean without small parts. On the basis of the theory is to consider the following points.

- Is the material will be delivered in the form of small parts such as in learning hard-wired (programmed instruction).
- Is the material to be delivered globally/overall new first goto the parts. The entire contents of the discussion explained through the book, then the parts are explained through the order of every chapter.

c) Material Presented

The subject matter is generally a combination of the type of material in the form of knowledge (facts and detailed information), skills (steps, procedures, conditions, and particular terms), and attitude (contains the opinions, ideas, suggestions, or responses) (Kemp, 1977). Merrill distinguish the content into 4 types: facts, concepts, procedures, and principles. This content is visible in each type of lesson will surely require different delivery strategies. Therefore, in determining the strategies of learning, teachers must first understand the kind of learning material to be delivered so that appropriate learning strategies acquired.

3) Student participation

Based on the principle of student centered, learners is the Centre of a learning activity. This is known as the CBSA (the way of student learning active) translated from SAL (active student training), the meaning is that the learning process will leebih succeed when learners actively doing exercises directly

and relavan with pembelajaran a predefined goal (Dick and Carey, 1978). There are some important things that relate to the participation of learners, i.e. as follows.

a) Exercise and practice

Exercise and practice should be done after the students are given information about the knowledge, attitudes, or specific skills. In order for the material really internalized (relatively steady and termantapkan in them) then the next activity is to let the learners are given the opportunity to practice or practising knowledge or skills, and attitudes.

b) Feedback

As soon as the students behave as a result of his studies, then the teacher gives feedback (feedback) against the results of the study. Through the feedback given by the teacher, students will immediately know whether the answer is an activity that has them laukan true/false, right/not right, or is there something fixed. Feedback can be positive and negative reinforcement reinforcement. Through positive penguata (good, good, perfect and so on), the behavior of the digharapkan will continue to be kept or exhibited by the learners. On the contrary, through the reinforcement of negative (less right, wrong, need to be enhanced, and so on), the expected behavior would be eliminated or the learners will do similar error.

#### 4) Test

A set of common test used by the teacher to know (a) whether specific learning objectives are achieved or not, and (b) whether a knowledge attitude and skill has really owned by learners or not

The implementation of the test is usually done at the end of the learning activity after the learner through a variety of learning process, submission of information form the subject matter of the implementation of the test was also done after the students do exercises or practices .

- a) At the end of each learning activity learners can mention 4 of 5 heroes who is credited for Indonesia. The standard of success is when learners can mention at least 3 of the 5 heroes or the level of mastery of the range 80% to 85%.
- b) Objective test question with four choices consist of 20 numbers, learners are considered over matter when he can work on 80% to 85% of the problem correctly.

#### 5) Follow-up Activities

Follow-up activities are known as term follow up of the results of the activities that have been done are often not implemented properly by the teacher. In fact, every time after the test is done, there is always the successful learner with good or above average, (a) only controlled much or tend to be in the average of the expected level of mastery may be achieved, (b)

participants students should receive follow-up differ as a consequence of the results of the study varies.

Learning (teaching and learning) is one of the educational activity due to learning activities undertaken is directed to achieve a particular goal that had been formulated before the teaching begins, with the conscious planning of activities systematically teaching by making use of everything to the interest of teaching. Abdul Rachman Saleh, argues that in the determination of the strategy of the teaching and learning activities are very influential, particularly on:<sup>22</sup>

- Organizing teaching materials, either in the form of text, diagrams, examples and more.
- Organizing students, whether in small or large groups, individuals.
- The settings of the task for the students and the use of study time.
- The use of the study room.
- The use of tools and learning resources.

### 3. Learning Method

The method is derived from the latin "meta" meaning through, and "hodos" which means road or way. In Arabic the method called "tarigh"

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<sup>22</sup> Abdul Rahman Saleh, *Pendidikan Agama dan Keagamaan*. (Jakarta: PT. Gemawindu Pancaperkasa, 2000), pg. 47.

meaning the way, way or system. So the method is a path or way that traversed to reach an objective.<sup>23</sup>

The method is the "way that is used to implement the plans already drawn up in real activities so that the goals that have been compiled optimally achieved. This means the method used to effect a predetermined strategy".<sup>24</sup> The method is one of the "sub-system" in the system of learning, which could not be released. The method is the method or procedure used by facilitators in the learning interactions by observing the whole system to achieve the goal.<sup>25</sup> Similar to the above sense according to Fathurrahman Canto in the Hamruni States: Method literally means way. In common usage, refers to a method of method as a means or procedure used to achieve a particular goal.<sup>26</sup> In relation to learning, a method is defined as a means of presenting learning materials on learners to achieve the goals that have been set. Thus, one of the skills that should be possessed by a teacher in showing the teaching to suit the situation and conditions, so that the achievement of the objectives of teaching retrieved optimally.

The method is an attempt to implement the plans already drawn up in real activities so that the goals that have been compiled optimally achieved. The method used to effect a predetermined strategy. The strategy refers to a planning to achieve something, while the method is

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<sup>23</sup> Nur Uhyati, *Ilmu Pendidikan Islam*, (Bandung: Pustaka Setia, 1997), pg. 123.

<sup>24</sup> Wina sanjaya, *Strategi Pembelajaran Berorientasi Proses*, (Jakarta: Kencana Prenada Medi, 2006), pg. 147.

<sup>25</sup> Triyo Supriyatno et. all, *Strategi Pembelajaran Partisipatori di Perguruan Tinggi*, (Malang: UIN Malang Press, 2006), pg. 118.

<sup>26</sup> Hamruni, *Strategi Pembelajaran*, (Yogyakarta: Insan Madani, 2011), pg. 7.

the method that can be used to implement strategy (Directorate of produce educators, 2008:3)

Thus, the method holds a very important role in the learning process, due to the success of a process of learning depends very much on how teachers in using learning methods. He has chosen some particular method of learning in an aim to give the best possible ways for the implementation of operational success and learning. Creativity of teachers in the use of learning methods very large once will it affect the success of a learning process, because it will create an atmosphere of fun learning so that students do not feel bored when receiving lesson.

The following is a variety of methods in learning that is most widely used, namely:<sup>27</sup>

a. Methode of Lecture

The lecture that is the utterance discussion/subject matter orally by a teacher to a group of students. The lecture will be effective if prepared are ripe, done in a systematic and using the tools or specific media.

Lecture method is a method which can be the traditional method, because this method has historically used as an oral communication tool between teachers with students in the process of teaching and learning, lecture method is a way of presenting the lessons

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<sup>27</sup> Deni Kurniawan, *Pembelajaran Terpadu Tematik (Teori, Praktik, dan Penilaian)*, (Bandung: Alfabeta, 2014), pg. 42.

conducted interviews with teachers or oral explanation directly against students.<sup>28</sup>

The method used when the lecture will give a blurb of information or explanation about something. Something that can mean information, description, procedure or learning material. In this method the teacher explains the messages that had previously been processed alone, in order students receive a lot material or education.

Lecture method is used when:

- The number of students was quite a lot.
- Source of lessons is very limited in number, let alone one that is only used by the teacher.
- Other Media does not exist, except for book sources that are used by the teacher and the Board.
- Time available for very little compared with subject matter that is relatively more goals to be achieved are more knowledge.

When the learning method as it was forced to do, it is recommended:

- Teachers should meguasai the subject matter completely.
- Break up with q & a, so that students are more active.
- Give tasks that must be done at the time students or outside the hours of instruction.

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<sup>28</sup> Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar*, (Bandung: Rineka Cipta, 2002), pg. 109-110.

- Give back towards the work of students who have been corrected.
- Give the opportunity to students, who face adversity, to consult outside lessons.
- Had to realize that teaching and learning strategy as it is more suitable for low level cognitive aspects.

b. Method of question and answer

The method of question and answer is a form of two-way communication that enables the dialogue between teachers and students. The teacher asked the students to answer, or the students ask the teacher replied. The method of questioning is the oldest and widely used method in the process of education, both in the family environment, the community and at school.<sup>29</sup>

This method is generally used to hold a dialogue especially things related to the lesson. Apart from that, the method of questioning can be used among others for (1) diagnose the development of students, (2) determine the level of cognitive ability of students, (3) sets out additional studies, and (4) enrich the subject matter. According to Donald c. Orlich<sup>30</sup> all questions can be classified into three basic categories, namely (1) a convergent, divergent, (2) and (3) evaluative. On the question of focused to convergent objectives that are more limited or more generally to a

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<sup>29</sup> Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar*, (Bandung: Rineka Cipta, 2002), pg. 107.

<sup>30</sup> Deni Kurniawan, *Pembelajaran Terpadu Tematik (Teori, Praktik, dan Penilaian)*, (Bandung: Alfabeta, 2014), pg. 43.

specific answer. The pattern of questions more convergent, students' ability level to low cognitive directional, i.e. aspects of memory or understanding. Convergent questions used, among others, at a time when teachers start lessons as an expression of the ability of the students or the disclosure of apersepsi, at the time of concluding the various facts or description, at the time of formulating the concept, or with mean more students involved gave an answer.

Some examples for convergent questions:

- Try to mention a series of plant monokotil please.
- Try to explain how the occurrence of blood circulation please.

The directional pattern of divergent questions to varying student response to questions the teacher every student can respond differently than others. In this case it allows the once much opinions can be considered correct. With divergent activities students can develop into the discussion. Teachers do not need too much limiting student response. Students are given the freedom to respond in accordance with his opinion. The pattern of questions divergent ability students more directional to a high level of cognitive, i.e. the implementation, analysis, and synthesis. Example of a divergent question is:

- The impact of what will happen in life in society, when democracy terpasung.
- What will happen in schools that do not have rules to behave?

Patterns of evaluative question is a divergent question is coupled with an evaluation based on the criteria. If students responded to a question that response was followed by arguments or reasons based on the criteria, then this question belongs on the evaluative questions. Examples of evaluative questions. Why are divergent and evaluative questions better than convergent questions to increase positive attitudes in students?

Such methods can make a teacher when teaching can see feedback from students that will make it easier for him to evaluate and determine the next course of action. Second, for students, in addition to being active and bold fruit of his thinking suggests, they are also getting creative.

c. Methode of Discussion

The discussion is the exchange of information, opinions, and elements of the experience on a regular basis with a view to a common sense gets clearer and more thorough about something or to prepare and complete the decisions together.<sup>31</sup> The discussion is not a debut, when the debate was Buffalo, Buffalo understand and arguing with the goal to win his opinion of his own. While the discussion was brainstorm as a joint effort to find a way out of a problem.

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<sup>31</sup> Deni Kurniawan, *Pembelajaran Terpadu Tematik (Teori, Praktik, dan Penilaian)*, (Bandung: Alfabeta, 2014), pg. 44.

The discussion method is a way of presenting the lesson, in which students are exposed to a problem that could be either a statement or question that is problematical to discussed and at the break together.<sup>32</sup>

Discussion technique is one of the techniques of teaching and learning which is done by a teacher at the school. In this discussion teaching and learning going on, where the interaction between two or more individuals involved, exchange of experience, information, solve problems, can occur also everything off, there is nothing passive as a listener only.<sup>33</sup>

Each participant of the discussion is expected to contribute his thoughts so that at the end of the discussion of each Member of the discussion would gain an understanding built together. Through discussion groups expected to be ahead of the other thoughts, step by step so as to eventually arrive at a final decision.

From the explanation above it appears that the purpose of the discussion is to find alternative answers or solutions a particular of the possibilities that exist. In the study, the method of discussion could be used to develop students ' ability in working to solve problems together, in order to realize the ability of how to live together in harmony (how to live together) in addition to gain an understanding of material along the discussion itself.

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<sup>32</sup> Nana Sadjana, *Dasar-dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru Algesindo, 1996) pg.76.

<sup>33</sup> *Ibid*, pg. 77.

The success of the method of the discussion itself, depends on several factors including the following:

- Versatility and agility-led discussions
- Obviously not the problem and the objectives to be achieved
- The participation of the members of the group
- The situation that stimulates the course discussion
- Pursuit of the issue so that is pretty problematic and stimulate students to think. Usually the problem is formulated in the form of questions to mind.

d. Method of exercise (Drill)

In General, the method used to form exercises skill or dexterity over what has been learned. Exercise can be used to form the motor skills: writing, game, making, mental prowess, the count using the formula, and the skills to use a certain tool.<sup>34</sup>

There are several principles the use of methods of exercise, namely:

- Students should be given an understanding prior to exercise
- The first exercises are diagnosis: initially less successful, then held until the repairs worked well.
- Exercises need not be long but often
- Adapted to the standard of students ' ability
- Giving priority to the exercise of the essential things that are useful.

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<sup>34</sup> Deni Kurniawan, *Pembelajaran Terpadu Tematik (Teori, Praktik, dan Penilaian)*, (Bandung: Alfabeta, 2014), pg. 45.

e. Method of Demonstration and Experimentation

Demonstration and experimentation are two different things but have in common. Sameness is to acquire a deep understanding of the occurrence or how things work. The difference is in the subject, if a demonstration conducted by teachers, students to pay attention. While the students try to do experiments with supervised by teachers.<sup>35</sup>

Both methods can be used sequentially, the first demonstration by teachers further student experiment. The fact that this method is used to understand a specific process. Various processes that may be how the process of set up, the process of making, the process works, the process uses, and to find out which are the most excellent way based on experience.

f. Method of Granting

In a general sense refers to a task with homework or PR. Actual task is more than just a homework assignment due to include three phases: teacher provides tasks, students work on assignments, and students account for its work to educators. According to Surakhmad (1984) the main tasks given to test proficiency. Although the actual tasks can also be addressed as the process forming proficiency itself.

The task can be given individually or groups. The type of the task itself varies, for example tasks for cognitive skills such as

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<sup>35</sup> Deni Kurniawan, *Pembelajaran Terpadu Tematik (Teori, Praktik, dan Penilaian)*, (Bandung: Alfabeta, 2014), pg. 46.

researching, compiling reports, motor tasks, and tasks in the laboratory.

The main principle of granting is the purpose of the instructions are clear. So that students can work on the tasks correctly and optimally.<sup>36</sup>

g. Method of field trip (Field trip)

Field trip as a method of learning that means inviting students out of class in order to learn. Discharge of students from class not for entertainment, but is bound to the primary purpose.<sup>37</sup>

No need for a field trip to distant places, can be implemented into places around the school environment e.g. to the Office of the village, to the fields or to the place of industry around the seekolah and so on. Field trip made during hours of instruction only. Field trip undertaken to distant places and the old name study tour.

The principle of holding a field trip in order to make effective and efficient use of methods, among which are:

- Deduce concrete plans: aim, object and time, as well as the equipment to be provided.
- Deduce the tasks that must be done during the field trip students
- Specify the plan follow-up of field trip: written or oral reports of the problem have been studied.

<sup>36</sup> Deni Kurniawan, *Pembelajaran Terpadu Tematik (Teori, Praktik, dan Penilaian)*, (Bandung: Alfabeta, 2014), pg. 46.

<sup>37</sup> *Ibid*, pg. 47.

With this method, students will gain first-hand information, will also hold the students with the life environment around the school.

#### h. Method of group work

In the use of the methods of work of the Group looked at the students in one class as one group, or divided into groups that are much smaller. Groups can be created by means of defined according to specific categories such as based on interest, type of work, region, gender and so forth. Can also be made by means of random.

In terms of time, the group could be created for the long term could also be made for the short term.<sup>38</sup> The existence of a clear division of labor, the motivation to work well on any member of the group, the situation of the group, and the existence of an element of competition between groups will usually increase the effectiveness of the methods of work of the group.

In the practice of learning some of the above methods will be used in combination. However the method is a method which lectures will always exist in any combination of the use of the method. In addition to lectures, other methods will be most widely used in the early phase of introduction or learning process. In this phase of the presentation can be used an alternative to other methods deemed suitable by the achievement of the desired goals.

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<sup>38</sup> Deni Kurniawan, *Pembelajaran Terpadu Tematik (Teori, Praktik, dan Penilaian)*, (Bandung: Alfabeta, 2014), pg. 47.

#### 4. Thematic Learning

##### a. Understanding About Thematic Learning

Thematic learning is a learning program that departs from one particular theme or topic and then dielaborasikan from various aspects or reviewed from a variety of perspectives to the regular subjects taught in schools. Essentially thematic learning implemented in the initial class (class 1 to class 3) elementary schools or madrasah ibtdaiyah. Such implementation refers to the consideration that the thematic learning more in line with the child's physical and psychological development.

Thematic learning is one integrated learning model (integrated instruction) which is a system of learning that allows students, both individually and group actively dug and found the concept and the principles academic holistically, meaningful, and authentic.

Thematic approach in learning assignment in class low by national standards of education (BNSP) of the development will be the concept of an integrated approach in Indonesia, on the current model of learning that is studied and developed integrated learning model was expressed by Fogarty (1990).<sup>39</sup> Integrated learning model advanced by Fogarty originated from the concept of interdisciplinary approach developed by Jacob (1989).

Thematic learning concept is the thought of your two character education namely Jacob year 1989 with the concept of

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<sup>39</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), pg. 80.

interdisciplinary learning and fogarty in 1991 with the concept of integrated learning. Thematic learning is an instructional approach in which deliberately some aspects of mengaitka well in intramata subjects as well as between-subjects. With a design that learners will gain knowledge and skills intact so that learning is so meaningful for learners.

Meaningful thematic learning means that the learners will be able to understand the concepts they learn through hands-on experience and real linking between concept in intra as well as inter-subjects. When compared to conventional approaches, thematic learning seemed to put more emphasis on the involvement of learners actively engaged in the learning process so that learners actively engaged in the learning process for the manufacture of decision.

BNSP (2006:35)<sup>40</sup> stated that the learning experience of students occupy an important position in an attempt to improve the quality of graduates. For that reason, educators sued must be capable of designing and implementing a learning experience exactly. Every learner requires the provision of knowledge and skills in order to be able to live in the community, and the provision is expected to be obtained through the experience of studying in the school. Therefore, the experience of learning in school as far as possible

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<sup>40</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), pg. 85.

provide the learners in attaining skills to work. This skill is called the life skills that are broader in scope than just skills.

Primary school or elementary school using curriculum 2013 in thematic approach to integrative learning from grade 1 up to grade VI. A thematic approach is integrative learning learning that integrates the various competencies of the various subjects into various themes.

Theme word derived from the word tithenai Greece which means "put" or "put down" and then said that experience progression so that Word tithenai turned into themes. According to the meaning of the saying, the theme means "something that has been describe" or "something that has been placed" (Gorys Keraf, 2001)<sup>41</sup>

Broadly, the theme of understanding is the appliance or container to introduce various concepts to students as a whole. In the study, the theme is given with the intention of bringing together the content of the curriculum in one unified whole, enriches the language pembendaharaan protege and make learning more meaningful. Penggunaan theme intended to children being able to know the various concepts easily and clearly. Thematic learning is a learning strategy involving multiple subjects to provide a meaningful experience to students. Alignment of learning can be seen from the aspect of the process or time, aspects of the curriculum, and the teaching-learning aspects. So tematik is learning

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<sup>41</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), pg. 86.

integrated learning that uses the theme as a unifying material in several subjects at once in a single meeting.

Thematic learning sense can be explained as follows.<sup>42</sup>

- 1) Learning that departing from a specific theme as a center that is used to understand the symptoms, and concepts, both originating from the specified field of study as well as other areas of study.
- 2) An approach to learning that connects the various field of study that reflects surrounding real unia and range in ability and development of the child.
- 3) A way to develop the knowledge and skills of children simultaneously.
- 4) Incorporates a concept in several different fields of study with the hope that the child will learn better and meaningful.

Based on the above description, it is understood that the thematic learning is learning that is designed based on specific themes. In his discussion of the various subjects. For example, the theme of "water" can be reviewed from the subjects of physics, chemistry, biology, and mathematics. More broadly, a theme that can be reviewed from the fields of art, such as social science, language, religion, and art. Thematic learning provides the breadth and depth of the curriculum implementation, offers an opportunity that is very much on the

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<sup>42</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), pg. 86.

learners to bring up the dynamics in the process of learning. Thematic unit is the epitome of the whole language learning which facilitates learners to productively respond to questions that presented themselves and satisfy their curiosity with penghayatan naturally about the world around them.

b. Purpose of Thematic Learning

In the national curriculum (KURNAS) 2016 year thematic learning has a purpose so that learners have the ability as follows:

- 1) Easy to focus attention on a particular theme or topic.
- 2) Learn the knowledge and develop a wide range of subjects within the competence of the same theme.
- 3) Has an understanding of the subject matter is more profound and memorable.
- 4) Develop better language competence with a range of other subjects linked with personal experience of learners.
- 5) Make more passionate about learning because they can communicate in situations
- 6) Real, such as story-telling, asking, wrote and studied other subjects.
- 7) More feel the benefits and significance of learning because of the material that is presented in the context of a clear theme.
- 8) Teachers can save time, because the subjects are presented in the integrated can be prepared at one time and is given in 2 or 3 meetings even more and or enrichment.

- 9) Manners and morals learners can develop by lifting a number of character values in accordance with the situation and conditions.

Integrated thematic learning developed in addition to achieve the learning objectives set out, it is expected students can also:

- 1) Develop skills to find, process, and utilize the information.
  - 2) Increase understanding of the concepts he had learned in more meaningful.
  - 3) Develop positive attitudes, good habits, and great value are needed in life.
  - 4) Develop social skills such as cooperation, tolerance, communication, as well as appreciate the opinions of others.
  - 5) Increase interest in learning.
  - 6) Choose activities that suit your interests and needs.
- c. Principles of Thematic Learning

Some principles with regard to the thematic study integrative as follows:<sup>43</sup>

- 1) Thematic integrative learning have one theme that is close to the actual world and students there are in everyday life. This theme is a unifying tool menjai diverse material from multiple subjects.
- 2) Thematic integrative learning need to choose subjects that some material may be intertwined. Thus, selected materials can mengungkapkkan themes are meaningful. May occur, there is

<sup>43</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), pg. 89.

material in the form of enrichment horizontal example applications that are not included in the standard content. But remember, the presentation material enrichment as it needs to be delimited with reference to the learning objectives.

- 3) Integrative thematic learning should not be contrary to the purpose of the curriculum is applicable but rather thematic integrative learning should support the achievement of the objectives of the learning activities of the whole that is included in the curriculum.
- 4) Learning Materials can be combined in a single theme always consider student characteristics such as interests, abilities, needs, and knowledge of beginning.
- 5) Subject matter combined not too forced. This means that the material is not possible combined do not need to be combined.

#### d. Characteristic of Thematic Learning

As a model of learning in primary schools, thematic learning have characteristics the following characteristics:<sup>44</sup>

##### 1) Student as a Learning Center

Students is the main principals of education. All the direction and purpose of education should be adapted to the needs of students, while the teacher only as facilitators who facilitate needed protégé in developing himself fit the interest and motivation. Teachers must provide amenity to the Protege to

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<sup>44</sup> Abd. Kadir dan Hanun Asrohah, *Pembelajaran Tematik*, (Bandung: PT RajaGrafindo Persada, 2014), pg. 22-24.

conduct learning activities. Approach to learning, constructivism progressivism as well as humanism as mentioned above more putting the Protege as a subject of study, so that the process of learning based on student (student centered education).

2) Provides direct experience (direct experiences)

Student should experience the process of preparation of the lesson, the process to its products. Such event occurs only when the student is exposed to a real situation which is none other than his own protégé environment.

3) Eliminates the boundaries of the separator between subjects

In accordance with the integrated thematic learning characters, then the separation between various subjects being unclear. Subjects are presented in a single unit or theme, and in a single unit or theme it contains many subjects, in the sense that one unit or theme is reviewed from a variety of perspectives of subjects.

4) Flexible (flexible)

Thematic learning is done with the knowledge sought between one with the knowledge of the other, or connecting one experience with the experience of others, even sought between the knowledge that one with experience and vice versa. The more strongly emphasized the need to be connected whenever it is the knowledge and experience that is already owned by the student with something new and need to be owned by students. For the purposes of this teacher has spacious grounds to

improvise in presenting the subject matter and very freely in selecting the strategies and methods of learning.

- 5) Learning outcomes in accordance with the interests and needs of the student

Customize with thematic learning characteristics that must be adapted to the needs of the child, then the thematic study will certainly give a boost to the onset of the interest and motivation of learning students and students can get the chance much to optimize the potential that had belonged to him in accordance with the interests and needs.

- 6) Using the principle of the PAKEM (active learning, creative, effective and fun)

Thematic learning departs from learning principle that it must involve protégés actively in developing students creativity but also achieve the target. All these principles have to be laid out in an atmosphere of fun so keep menggarikan child and not boring. Such learning will eventually give rise to boost interest and motivation of the student.

- 7) Holistic

That thematic learning are integrated, and one theme is seen from a different perspective. A symptom that became the center of attention in the integrated learning observed and examined from several fields of study at once, not from a kotak-kotak point of view, thus enabling students to understand a

symptom/phenomenon of all side. This as a very good capital to be more wise in addressing each incident that he face/natural.

#### 8) Means

Enhance the meaningfulness (meaningfull) learning. That learning will be more meaningful when giving usability for learners. Meaningfulness of learning will be increased in accordance with the needs of the student. At least the meaningfulness of learning it was shown with the formation of an interwoven between interconnected concept between knowledge and experience as mentioned above.

### 5. Student Learning Activeness

#### a. Understanding Student Learning Activeness

According to Dimiyati Students is being active.<sup>45</sup> Students have the urge to do something, have the will and the desire. Study on the active substance is the process whereby a person undertake activities to change behaviors, occurring activities respond to any learning process.<sup>46</sup> Students who study can not be delegated to others, learning will only occur if a student actively experiencing it myself. John dewey declared that "learning is concerned what to do for the

<sup>45</sup> Dimiyati dan Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: PT Rineka Cipta, 2006), pg. 43.

<sup>46</sup> *Ibid*, pg. 44.

students themselves, then the initiative should come from the students themselves." In the learning process of students should be active yourself and the teacher is merely a guide and directs.

Dimiyati declared active learning is a fun learning step.<sup>47</sup> In the learning activities of students is required for is always active in processing and processing of their learning gains. To be able to process and manipulate the results of their learning effectively, students are required to actively physically, intellectually, and emotionally. Marno & Idris States that active learning can help students to animate and train students to working memory and develop optimally.<sup>48</sup>

According to Pet Hollingsworth actively learning occurs when students are engaged continuously, both mentally as well as physically. Active learning occurs when students are eager and ready mentally.<sup>49</sup> Students who are active in the lesson that will gain knowledge that will always be remembered by the students, because basically the knowledge gained from experience experienced directly by the students themselves.

Sten stated that the role of a teacher will provide reassurance to every student to acquire knowledge and skills in the learning process.<sup>50</sup>

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<sup>47</sup> Dimiyati dan Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: PT Rineka Cipta, 2006), pg. 51.

<sup>48</sup> Marno dan M. Idris, *Strategi dan Metode Pengajaran*, (Jogjakarta: Ar-Ruzz Media, 2009), pg. 150.

<sup>49</sup> Pet Hollingsworth dan Gina Lewis, *Pembelajaran Aktif*, (Jakarta: Indeks, 2008), pg. 5.

<sup>50</sup> Dimiyati dan Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: PT Rineka Cipta, 2006), pg. 62.

Activities provided by the teacher should be able to demand the students to always actively seeking, acquiring, and can manipulate what has been obtained from the results of his studies. Efforts in order to give rise to the liveliness of the self study on the student, then teacher can do behavior-the behavior as follows: a. the Use of learning methods and media b. Giving individual and group tasks c. Form groups small and gives the opportunity to students to carry out experiments or experiments d. Give the task of studying/reading materials in the textbooks, or sent students to note down things that are less obvious e. held a q & a and the discussion. From some of the opinions above it can be concluded that the activity of students means a learning activity that involves physical or mental student in response to lessons learned during the learning process takes place. The knowledge gained on the basis of the experience that students will not be easily forgotten. To be able to enable students in the current study, learning methods and strategies can help students to play an active role in thematic learning.

Learning with teacher required students to enable them to have independence, confidence, morale and co-operation between students. Independence of learning so that they can solve the problem on its own. Get an overview understanding the lesson carefully so that the knowledge they gained was valuable knowledge

that they can get results from sweat and be the internalization of themselves.<sup>51</sup>

The students are said to be active in learning activities if students do most of the work to be done. They use their brains learn ideas, solve problems, and apply what they learn.<sup>52</sup>

Efforts in order to learn to be active, the students should work on myriad tasks. They should use the brain, examines the ideas, solve problems, and apply what they learn. Active learning must be nimble, fun, bersemangan and passionate. To be able to learn something well, we need to hear it, see it, asking questions about it, and discuss it with others. Not only that the student needs to do i.e. describing something in his own way, showed, for example, try to practice skills, and working on a task that demands the knowledge they've got.<sup>53</sup>

Techniques in applying active way of learning is divided into three parts, there are:<sup>54</sup>

- Making Students Active since the beginning of this section contains the opening conversation and another opening for activity as a form of learning. The techniques is designed to work on one or more from the follows:

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<sup>51</sup> Mel Silberman, *Active Learning 101 Strategi Pembelajaran Aktif*. Penerjemah Sarjuli, (Yogyakarta: Pustaka Insan Madani, 2002), pg. 17-18.

<sup>52</sup> *Ibid*, pg. 21.

<sup>53</sup> Melvin L. Silberman, *Active Learning, 101 Cara Belajar Siswa Aktif*, (Bandung: Nusamedia, 2006), pg. 9.

<sup>54</sup> *Ibid*, pg. 10.

- 1) Formation team: help students know one another or create a spirit of cooperation and interdependence.
  - 2) Concurrent Assessment: Learn about the attitudes, knowledge, and experience of the students.
  - 3) Learning directly: early-stage interest in creating lessons.
- Help students gain the knowledge, skills, and attitude are actively.

#### **b. Indicator of Student Learning Activeness**

Activities that can be performed by the students at the school is very diverse. The activity of the students not only listened and took notes as customarily found in traditional schools. According to Sudjana (2010:61), Active Learning students can be seen from:

- Active participation in carrying out the duties of their learning
- Involved in problem solving
- Ask another student/teacher to when does not understand the problems facing
- Trying to find a variety of information for troubleshooting
- Carry out discussion group
- Judge himself and getting results
- Train yourself in solving a problem or issue, i.e. students can be working on a problem or a problem with working on the student worksheet
- The opportunity to use/apply what he has in completing tasks/problems that it faces.

According to Paul d. Deirich indicators of student learning activeness based on the type of activity in the learning process, there are:<sup>55</sup>

- 1) Visual Activities, there are: read, pay attention to the pictures, observe demonstrations, or observing the work of others.
- 2) Oral Activity, there are: speak up, formulate, discussions, ask questions or interruptions.
- 3) Listening Activities, there are: listening to the presentation materials, discussion or hear the conversation.
- 4) Writing Activities, there are: write stories, working on the problem, draw up reports or fill out the question form.
- 5) Drawing Activities, there are: painting, drawing graphs, patterns or images.
- 6) Emotional Activity, there are. interest, have the pleasure or brave.
- 7) Motor Activity, there are: experimenting, have tools or modeling.
- 8) Mental Activity, example: given, solve problems, analyze, view relationships or make a decision.

Students active vary greatly, a role gurulah to ensure every student to acquire knowledge and skills in the existing conditions. Teachers also have to always provide an opportunity for students to

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<sup>55</sup> Oemar Hamalik, *Proses Belajar Mengajar*. (Jakarta: Bumi Aksara, 2007), pg. 29.

be actively seeking, acquiring, and processing the results of his studies.

### c. Factors of Active Learning

Active learning students in the learning process can be stimulating and developing talent, the students can also practice to think critically, and be able to solve problems in daily life. In addition, teachers can also reverse engineer the learning system systematically, thus stimulating the activity of students in the learning process.

Shah (2012:146) stated that the factors that influence student learning activity can be classified into three kinds, namely internal factors (factor in students), external factors (factors from outside the students), and a learning approach (approach to learning). Simply the factors that affect the students' learning activeness can be outlined as follows:

- 1) Internal factors of the students, a factor that comes from within it's own students, which include:
  - a) Physiological Aspects, namely, the General conditions and physical tone (muscle tension) that marks the level of fitness of body organs and her joints, can be affect the intensity and spirit of the student in following lessons.
  - b) Psychological aspects of learning, in fact is the psychological process. Therefore, all the circumstances and psychological functions of course learning affect

someone. As for the psychological factors affecting students' learning activeness is the following:

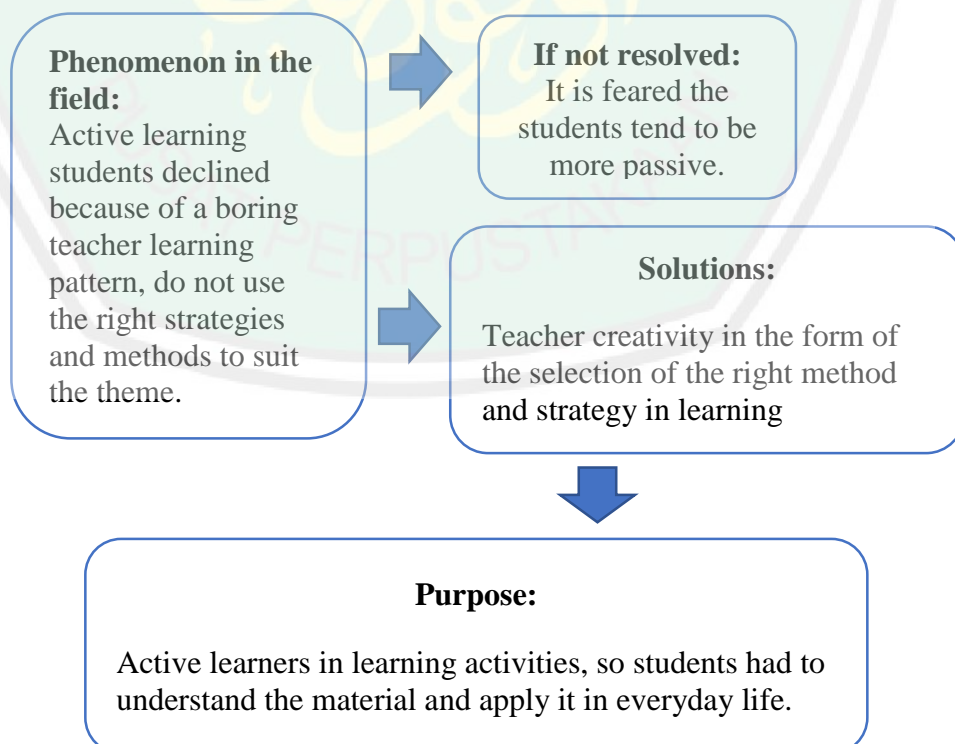
- Intelligence, level of intelligence or intelligence (IQ) students can not doubt in determining the liveliness and the success of student learning. This means that the higher the level of inteligensinya then the greater the chances for success, so did the opposite;
- Attitude, is symptomatic of the internal affective prolific form of mereaksi or tendency to respond in a way that is relatively fixed against the object people, goods, etc., either in positive or negative;
- Talent, potential or basic skills is carried from birth is useful to achieve the feat until to a certain level in accordance with the capacity of each;
- Interests, is a tendency or a high excitement or desire toward something; and
- The motivation, is the psychological conditions that encourage someone to do something. So learning motivation is the psychological conditions that encourage a person to learn.

2) External factors of the students, a factor of external students i.e. environmental conditions around students. As for the included ekstrenal factors of which are:

- a) The social environment, which includes: teachers, administrative staff, and classmates; as well as
- b) Non social environment, which include: school building and its location, family dwelling house students and its location, the tools of learning, the State of the weather and the time used learning students.
- c) Factor approach to Learning, are all ways or strategies used to support students in the effectiveness and efficiency of the learning process certain material.

## B. Research Roadmap

Thematic learning teachers teaching with creativity, creativity teacher here in the form of the selection of the right strategies and methods in order to enhance students ' learning activeness.



**Bagan 2. 1 Research Roadmap**

## CHAPTER III

### METHOD OF THE RESEARCH

#### **A. Approach And Research Design**

This type of research is the research field (field research) which are qualitative, i.e. research methods based on the philosophy of postpositifisme, is used to examine the condition of natural objects, (as his opponent is an experiment) where the researcher as a key instrument, the method of data collection is done in trigulasi (combined).

According to Bogdan and Taylor in the journal of qualitative methodology that Moleong refers to a procedure that produces research descriptive data in the form of the written word or spoken of people and behavior that can be observed and directed at the background and the individual as a whole. The purpose of qualitative research is to seek and obtain in-depth information compared to the area or abundance of information.<sup>56</sup> This type of research is qualitative descriptive.

This research is both art (not patterned). Because the data is more pleased with the results of the research inspiration against the data found in the field.

#### **B. Attendance Of The Researcher**

In qualitative research researchers are obliged to be present on the field because the researcher is the main research instrument (the instrument

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<sup>56</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 1996), pg. 23.

of choice in naturalistic inquiry is the human)<sup>57</sup> who did have to come themselves directly on the spot research for collect the data. At the time of entering the field of researchers must be careful, especially with key informants in order to created an atmosphere that can support the success of researchers in the process of data collection. However, when researchers began to enter the field must also build good communication to all the communities that exist in school, such as school principals, teachers and learners. Because of the good relationship between researchers with communities of place research (MI Islamiyah) can give birth to trust and mutual understanding, so as to help smooth the process of research and the desired data can be obtained by easy and complete.

### **C. Setting Of The Research**

The location used as the research is located in MI Islamiyah, Sukopuro, Jabung, Malang, East Java. As for the class that is used in data retrieval is class V A and b. site selection research some of the reasons are as follows. First, the location of research has never been used for research in particular research on the teacher creativity on thematic learning in class V. Second, the research location in the village where students are still passive in the implementation of learning when in the presence of the curriculum 2013 aims to form a learning centered on students.

Qualitative research requires researchers as a key instrument, psychological consequences for researchers to tap into the background have

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<sup>57</sup> Yvonna S Lincoln and Egon G. Guba, *Naturalistic Inquiry*, (Beverly Hills, California: Sage Publication, 1985), pg. 236.

norms, values, rules and culture that must be understood and studied by researchers. Interaction of researchers with subjects for research, have the chance of onset of interest and conflict of interest which is not expected before, to avoid the things you don't want, then researchers should pay attention to the ethics of the research.<sup>58</sup>

#### D. Data dan Data Sources

The type of data in this study can be differentiated into two primary data and secondary data. Primary data obtained in the form of words or verbal greeting (verbal) and the behavior of the subject (the informant) with regard to the thematic learning in class V A and b. secondary data Are from documents, photographs, and objects that can be used as a complement to primary data. The characteristics of secondary data that is in the form of writings, recordings, pictures or photos in thematic learning activities.

The research source that used in this research is the interview, observation and to the validity of the data the researchers used the educational journal of V grade on thematic learning in MI Islamiyah Sukopuro Jabung Malang. To know the increasing students activeness, researcher use formula

$$\text{Aktivitas siswa} = \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100\%$$

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

<sup>58</sup> James P. Spradley, *The Ethnographic Interview*, (New York: Holt, Rinehart and Winston, 1979), pg. 34-35.

In determining the criteria for the assessment of active students, then this quantitative data is converted into the qualitative data by grouping the top 4 criteria that is very high, high, medium, and low, it refers to the opinion of the Suharsimi arikunto, as for the percentage of criteria, namely:

- 1) Percentages of between 76%-100% is said to be very high;
- 2) Percentage of between 56%-75% are said to be high;
- 3) Percentage between 40%-55% said being;
- 4) Percentage between 0 – 40% are said to be low.

#### **E. Data Collection**

Data collection is one of the very important stages in the research. The correct data collection techniques will produce data that has high credibility, and vice versa. Therefore, this point should not be wrong and should be done with careful consideration of appropriate procedures and characteristics of qualitative research. For errors or imperfections in the method of data collection would be fatal, namely in the form of data that is not policy, so that the results of his research could not be accounted for. The results of such research is very dangerous, if used as the basis for consideration of public policy to take.

##### **1. Observations**

Observations are observations made with the deliberate, systematic about the phenomenon of social and psychic symptoms to then do the recording, two methods of observation is the most important thing is the process of observation and memory retention.

The techniques of observation, qualitative observations in research clarified according to three ways. First, the observer is able to act as participant or non participants. Secondly, the observation can be done openly or masquerade. The third observation concerns the background research and in this study used techniques of observation the first where observers act as participants. The results of the observations in this research note in the Notes field is a very important tool in qualitative research. The researchers used two ways. First, the observer is able to act as participant or non participants. The second observation concerns the background research and in this study used techniques of observation the first where observers act as participants.

## 2. Interviews

This technique is used to know deeply about information relating to people and issues that are being examined. As for the answer from the results of the interviews is then stored in the form of writing.

Steps interview in this study are: (1) specify to whom the interview was conducted; (2) setting up the fine points of the problems that will be the talk; (3) initiate or open up the flow of the interview; (4) make the flow of the interview; (5) confirm results of interviews; (6) write the results of the interviews into the Notes field; and (7) identify follow-up interviews.

### 3. Documentating

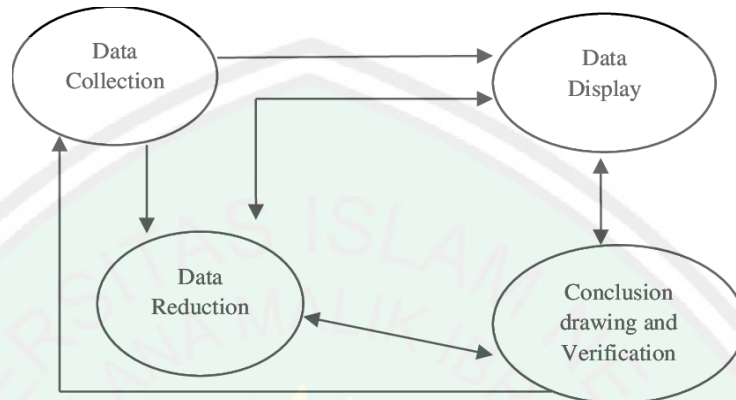
Qualitative research obtained from humans through observation and interviews, but because this research is a study of the character, then the data from the source to the non human, such as documents, photographs and statistics need to get attention appropriately. Documents, letters, photos and more can be viewed as a "speaker" who may be required to answer questions posed by investigators.

The documentation in this study was used to collect the data that support to understand and analyze the creativity of teachers on theme 5 subtema 1 to increase the liveliness belajar students. As a means of collecting data is the pendrive, digital camera and a sheet of notes field.

#### **F. Data Analysis**

Data analysis is the process of finding and organizing systematically the transcript of the interview, notes field, and other data that has been obtained by the researcher during the research. Analysis of the activities carried out by examining the data, organize, divide into units that can be managed, synthesize, looking for patterns, discover what it means, and what is researched and reported systematically. The data consists of a detailed description-description of the situation, event, person, interaction, and behavior. In other words, the data is the description of the person's statements about the perspective, experience, or something, attitudes,

beliefs, and his mind as well as the passages of the contents of documents relating to a program.<sup>59</sup>



**Bagan 3.1 Data analysis components**

In this study the author using qualitative research conducted since before entering the field, over the field, and after the completion of the field.

The data analysis process will be explained in the following:

1. Analysis of the situation before the analysis is performed against the data preliminary study results, or secondary data, which will be used to determine the focus of the research, it still is temporary, and will be developed after the author of the entry and for the situation, in this case the author raised the problems faced was the Teacher creativity on thematic learning to improve students ' Learning Activeness Class V MI Islamiyah Sukopuro Jabung Malang.

<sup>59</sup> Bogdan dan Biklen, *Qualitative Research*, pg. 97 – 102.

2. Field analysis of data is is analysis data from interview and observating in MI Islamiyah, and after the completion of data collection in the periode. There are three steps in analysing, especially:
  - a. Data Reduction is an attempt to select researchers, focusing, and transforming data scattered from the Notes field. Researchers are constantly doing research during the data reduction takes place, at the moment on the field for sorting and mensistematiskan data. Reduction of data as part of the activities of the analysis, the researchers then perform analysis at once choose which encodes data, where necessary and where the data is discarded. So the choice is the choice of analysis associated with focus. That is why the reduction is to classify activities, directing, discarding unnecessary data, and organizing the data in such a way to be able to take the conclusion. The final stage of data reduction, that is where researchers made the coding against the Notes field that is based on focus of research. A form of summary is very necessary for researchers to describe initial findings, which are characterized by certain codes in accordance with the categories of coverage of the researcher.
  - b. Presentation of Data is an effort of researchers to present the data as any information that allows for the deduction. Here researchers working to build a narrative text is supported by the data as a set of points and simple information in the form of Unity (gestalt). The presentation of data on each case based on the focus of the research

that led to the taking of provisional conclusions, which later became the research findings. In addition to the presentation of data through narrative text, will also use matrix or chart that will facilitate researchers to build relationships between the existing text. By using this, researchers will be facilitated in designing and incorporating the information arrayed in the shape of a solid and easy to understand, so that researchers can conduct a simplification and facilitate the withdrawal of the conclusions from the data found. Restrictions on the set of information arranged in which the possibility of withdrawal of conclusions and taking action. In this presentation the author uses the representation in the form of data analysis for diskriptif results of interview and observation.

- c. Conclusion and verify the Withdrawal meant researchers looking for the meaning as a whole (holistic meaning) of various prepositions are found about the focus of the research. The withdrawal of the conclusion is a stage of searching for the meaning of objects, noting the regularity, the patterns of prepositions. While the verification phase is to test the correctness, robustness and suitability. Overall meaning as a conclusion requires verification in the Notes field or discussions with colleagues in the interest of harmonious agreement inter subjective. Similarly, qualitative research design designed multi case will conduct the analysis in each case through two approaches, namely the analysis of individual cases and analysis of traffic cases.

## G. Research Procedure

This research starts from the special events happening at MI Islamiyah Jabung Malang where there is uniqueness since there has been no research on the creativity of teachers in the school, thus giving me a thought to do research in the area.

This research started by detecting problems that are important in the learning process that occurs at that location, the case contained in that location can be drawn from inductive to deductive, with an understanding on specific events and then drawn on a public event. When the context of the research has been found then the next focus of the research is that there are two questions, namely teoritik and empirical, to answer teoritik are present in chapter two and the empirical found in chapter four.

The next stage of the research teoritik focus on answering chapter two and determine how the frame problem solving are explained in structured. Then the search data is continued in chapter three done data collection technique, after all data collected and continued with the analysis of data obtained by researchers from the field of research.

## CHAPTER IV

### EXPOSURE DATA AND RESEARCH FINDING

#### A. General describe of research object

##### 1. History of Building Islamiyah Islamic Elementary School of Jabung Malang

In around 1947, one of the Islamic character of the village Sukopuro named Mr. Abdul Mukti Thohir initiative teaches Islamic education to the children of school age. This idea is embodied by establishing the madrasa simple occupies mushallah (constrained) which is now being Babussalam Jami ' mosque. The Maadrasah he named "Madrasah Awwaliyah". With sincere and full race responsibilities he foster care students-the student to walk one and a half years. Because after that the madrasa Awwaliyah forced to scatter because of their more gripping due to the manner of the Netherlands came back to Indonesia to colonize and mengusainya.

Whatever happens, all is not terlepas from the destiny of God Almighty, as well as travel Sukopuro, in the village of Madrasa walaupun had broken up some time, but God Almighty still requires the presence of a Madrasa in the village of Sukopuro. With effort and a high fighting spirit, padad years 1949 Madrasah Awwaliyah in learning activities started back after some time held deliberations. While many different at the time of his studies was first established. At that time Mr. h. Abdul Ghafar mewakafkan a build place to learn at

once although very elegant namely bamboo-walled (the wall) but adequate enough.

Madrasah Awwaliyah endure for approximately 24 years because since the year 1963 madrasah is experiencing changes behind the name, subjects as well as their learning time. It was renamed Madrasah Nahdlotul Level Scholars (MINU) under Education Ma'arif NU. The eyes of the instruction being taught include religious subjects and general subjects prosentasenya in accordance with the applicable curricula to this day. While the time his studies initially implemented in the afternoon turned into early morning hours i.e. from 07.00 PM until 12.00 PM GMT.

In 1972 in the village of Sukopuro of natural disasters i.e. storms and heavy rain which resulted in many houses collapsed in shambles, don't miss the bangunn Madrasah Ibtidaiyah Nahdlotul Ulama also collapsed, kemuin by Mr. h. Mubaraq (grandson of Mr. h. Abdul Ghfar) developed a new madrasah building of again.

Concurrently with the completion of the new building, hence the name Madrasah Ibtidaiyah Nahdlotul Ulama (MINU) was also renamed Madrasah Ibtidaiyah Islmiyah, such changes occur after much consideration the character of the religious, educational, and community leaders, and a Madrasah Ibtidaiyah Islamiyah which runs until now.

The establishment of the MI Islamiyah in 1949, which at first was a madrasah diniyah. New in the year 1963 Madrasah Ibtidaiyah barubah became until now.

At that time many children of school age are tidaak quite understand that mmaahami ntang Islamic education, it underlies a 1959, Islam in the village sukopuro named abdul Mukti Thohir to establish a madrasa sederhana by occupying the Musholla (Mosque) which is now a Masjid Jami ' Babussalam.

MI Islamiyah established with purposes as follows:

- a. Build a quality Institution and based on the religion of Islam to enhance public education surrounding sukapurodan
- b. Accommodate and give the opportunity of community Sukopuro and surrounding areas who are unable to complete the program of the Government with implementing the compulsory 9-year Education.

## **2. School Identity Islamiyah Islamic Elementary School Jabung Malang**

Name of school	: MI ISLAMIYAH
NSM	: 111235070088
NIS/NSB	: 15205181102
Status of the Madrasah	: Private
Accreditation Status	: A
Decree	: Mm., at 05/16/pp. 00.3/1310/SK/2000
Address	: JL. Brawijaya Madrasah, no. 37 Sukopuro
Village	: Sukopuro
Sub	: Jabung

City/District	: Malang
Province	: Jawa Timur
Phone/Fax	: (0341) 788973
Study time	: Morning
Year established	: 1949
Years of operation	: 1949
Year of change	: 1963

### 3. Vision of Islamiyah Islamic Elementary School Sukopuro Jabung Malang

*“Terbentuknya Siswa yang Berilmu, Bertaqwa, Berketerampilan dan Berakhlakul Karimah”.*

"The formation of the students learned, Pious, Berketerampilan and Berakhlakul Karimah".

#### Indicators Of The Vision

- a. Excels in the derivation of the average value of the national standard of the School final examination (LEGALIZED UASBN) and final examination Madrasah (UAM)
- b. Excelled in religious aktivits daily
- c. Excelled in feats of the race, both subjects, sports or the arts
- d. Excels in social activities in the community

### 4. Misi MI Islamiyah Sukopuro Malang

- a. Construction of Continuously against the teachers of subjects.

- b. Meet the infrastructure and facilities required.
- c. Terbentunya a reliable sports teams
- d. Fostering cooperation among teachers, Administrators and community
- e. Familiarize practices Ahlussunnah Wal Jamaa'ah.

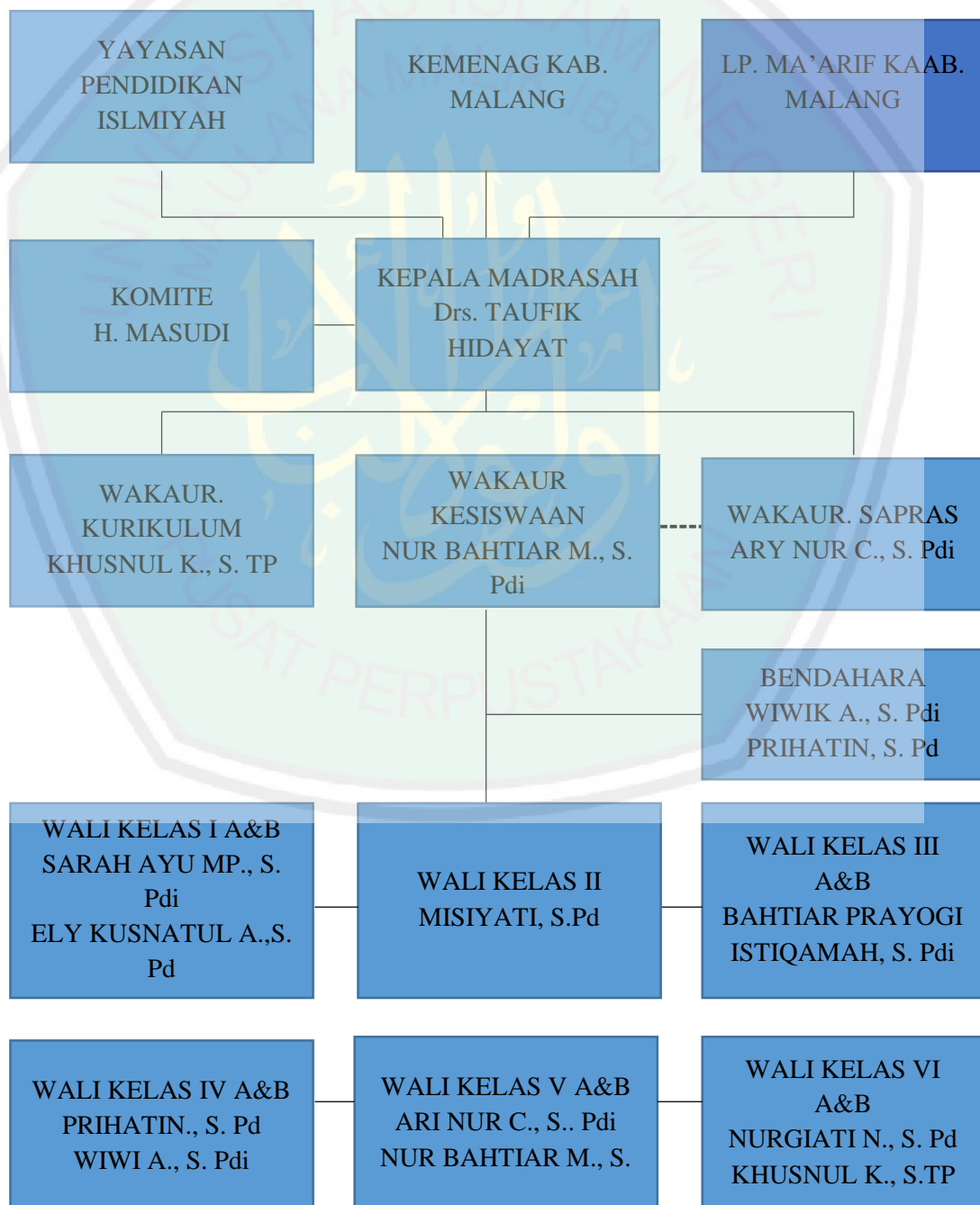
5. Purpose

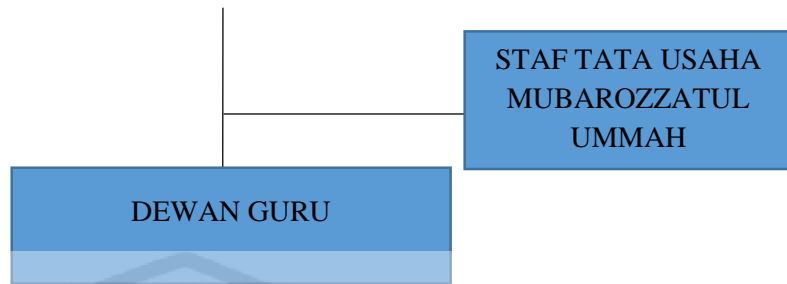
- a. Provide the basics of the faith, devotion, and akhlakul karimah, so students are able to apply in everyday life
- b. Give the basics of science optimally, so students are able to solve problems and mempunyai densities, social
- c. Improving activities that can develop a culture of menumbuh read write
- d. Carry out active learning, creative, inovati, effective, and fun (PAKIEM), so siswwa was able to achieve academic and non academic optimally.
- e. Optimize implementation of program improvements and enrichment, so that students are able to increase the average value of Nasionaal-standard School final exam (LEGALIZED UASBN) and Ujiian the end of Madrasa (UAM) and capable of berkompetensi at the national level
- f. Enhancing the completeness of facilities and infrastructure as supporting the learning process so that students are welcome in surroundings madrasah.

- g. Implement controller management muu madrasa so it can increase new student animo, transparent, and accountability.

## 6. Structure Organization of Islamiyah Islamic Elementary School Sukopuro Jabung Malang

### STRUCTURE ORGANIZATION MI. ISLAMIYAH SUKOPURO





**Bagan 4.1 Struktur Organisasi**

## 7. Curriculum

The curriculum is a set of plans and arrangement of subjects includes the objectives, contents, materials and how to use it. These are used as a guide in teaching. Indonesia has some of the curriculum being used in quite some time.

According to the definition of Kerr, j. f. (1968) the curriculum is all learning that is designed and implemented individually or in groups, both in and outside the school. Understanding the curriculum by definition Inlow (1966), expressed his opinion that a thorough understanding of the curriculum is specially designed by the school in order to guide the students to obtain the results of the learning that has already determined. According to the definition of Neagley and Evans (1967), understanding of the curriculum is all the experience that has been designed by the school. The curriculum including:

- a. Curriculum called Rentjana or 1947 1947 Lesson
- b. 1952, Rentjana Curriculum Lesson breaks down 1952
- c. 1964 Curriculum, Rentjana Education 1964
- d. Curriculum of 1968
- e. Curriculum of 1975

- f. Curriculum of 1984
- g. Curriculum of 1994 and Curriculum Supplements 1999
- h. Curriculum of 2004, KBK (competency-based Curriculum)
- i. Curriculum of 2006, KTSP Curriculum (Curriculum unit level education)
- j. Curriculum of 2013

MI Sukopuro Islamiyah Jabung is one of the schools that have already implemented a curriculum of 2013. The implementation of the duties and responsibilities of the field kurikulum is run by Bu Khuusl as waka kurikulum. As expressed above, the curriculum is se-tool plans that serve as guidelines in education. See this, this field coordinator on duty to manage the whole thing relating to plans, processes, and outcomes of the curriculum. This is of course to increase student achievement in academic fields.

Curriculum management done by managing the curriculum generally cooperative, comprehensive and systematic ketercapaian to refer to the curriculum goals already formulated. Facilities in this Sukopuro Islamiyah MI is already adequate for the implementation of the learning curriculum by 2013. The school has a library, the field, as well as a comfortable study spaces children create such facilities to support the attainment of the educational curriculum in an attractive and efficient aims to improve student achievement in the field of academic. Madrasah Ibtidaiyah due based nahdlatul ulama then not only

implement curriculum 2013 but also implemented a curriculum of nahdlatul ulama.

Study on curriculum of nahdlatul ulama is each class taught about kenahdlatul ulamaan and also the Arabic language. Kenahdlatul ulamaan or commonly called NU this is learning about the ins and outs of nahdlatul ulama to establishment aims to increase and strengthen the knowledge of students about the nahdlatul ulama which proclaimed as the Islamic movement they believe.

Curriculum management done by managing the curriculum generally cooperative, comprehensive, systemic, systematic and ketercapaian to refer to the purpose of the curriculum is already formulated. As for the program of work for this field are:

- 1) Making of new curriculum
- 2) Special mathematics curriculum Compilation)
- 3) Preparation conditioning reading and writing curriculum
- 4) Printing (Print Out) guide the KKM
- 5) Preparation of thematic syllabus by teacher lesson
- 6) Preparation of RPP all thematic by teacher
- 7) Preparation of education calendar 2018/2019
- 8) Preparation of a schedule of learning in the classroom (maple, pray, recite, etc.)
- 9) Exposure program grade
- 10) Preparation of learning outside the classroom Schedule

- 11) Schedule for the preparation of UTS, UAS, Remidi, and enrichment
- 12) Preparation of the schedule of the preparation of the US and the UN and its implementation Preparation SOP Learning
- 13) Placement students
- 14) Innovative teaching skills Refresher for teachers
- 15) Training and refresher
- 16) Character-based learning) training development learning
- 17) Administrating learning activities into the journal
- 18) Increased Read student interest
- 19) \Determination of textbooks for all levels class
- 20) Improved the skills of teachers in the development and utilization of instructional media
- 21) Preparation of SOPS and conduct assessment
- 22) Training techniques in the assessment of learning results
- 23) Analysis Activity
- 24) Preparation of a matter of Documenting results assessment
- 25) Ketercapaian standard of competence of each students 8.00
- 26) Determination of KKM every lesson
- 27) Implementation of remidi and enrichment
- 28) Learning achievements Increase child
- 29) The preparation of the work programme searching an graduate student
- 30) Implementation and documentation Search alumni activities

- 31) Improving the implementation of the read and write learning Qur'an
- 32) Improve the discipline of daily prayer and memorizing the short letter
- 33) Improved order and discipline
- 34) Implementation of mandatory Prayers and sunnah
- 35) Improve akhlaqul karimah on students
- 36) Improve the coaching relationship silaturrohmi and harmony between families as well as a supply teacher of the faith.

## 8. Sarana Prasarana

### a. Jenis-jenis Sarana Prasarana Pendidikan

Education is all the equipment, materials, and furnishings that are directly used in the educational process in schools. As for the infrastructure, education is the basis of completeness of all devices indirectly support the implementation of the implementation of the education process in MI Jabung Sukopuro Islamiyah. Means of education classified into three kinds, namely:

#### 1) Reviewed from Depleted or not Used

Seen from depleted or not used, there are two kinds of education, that means education that wears out and the means of education.

##### a) Means education that wears out

Means of education that wears out is any ingredient or tool that when used can be exhausted in a relatively short time.

Such as: markers, some chemicals for practice teachers and students, etc. In addition, there are means of changing forms of education, such as wood, iron, cardboard and paper are often used by teachers in teaching. Example: light bulbs, printer ink and paper.

b) Means long-lasting Education

Means of education overall is durable materials or tools that can be used continuously and in a relatively long time. In MI Sukopuro Islamiyah Wretched we can look like; school benches, computer, printer, atlas, globe, and some sports equipment.

2) In terms of whether or not Moving at the time of Use

In terms of whether or not moving at the time of use, there are two kinds of education, namely, sarana moving education and means of education does not move.

a) Means Moving Education

Means the moving education is a means of education that can be driven or transported in accordance with the needs of the wearer, such as cupboards, benches of school school archives, etc.

b) Means of education that does not move

Means of education that are not moving is all means of education that can not or relative very difficult to move, like

a channel of Local drinking water (TAPS), the State electricity company (PLN).

3) In terms of its relation to the process of teaching and learning

Means of Education distinguished into three kinds when are reviewed with the teaching and learning process, namely: instrument lessons, props, and instructional media.

a) Tools lesson

Instrument lessons is a tool that is used directly in the process of teaching and learning, for example books, props, stationery, tools and practices.

b) Props

Props is a helper tool for education and teaching, can be either acts or objects that are easy to give sense to the student in a row from the abstract up to the concrete.

c) Teaching Media

Teaching media is a means of education that are used as intermediaries in the process of teaching and learning, to further enhancing the effectiveness and efficiency in achieving the goal of education. There are three types of media, namely, audio media, media, visual, and audio visual media.

As for the infrastructure of education in schools can be classified into two kinds, namely:

- The education Infrastructure is directly used for teaching and learning, such as the theory of space, space library, practice skills, and space laboratory.
- The infrastructure of the school whose existence is not used for teaching and learning, but very directly support the teaching and learning process of occurrence, for example Office space, the school cafeteria, the land and the road to the school, small room, business room health schools, teachers room, a school principal, and the parking of the vehicle.

b. The purpose of the administration of the Infrastructure

The purpose of the administration of infrastructure MI Sukopuro Islamiyah Jabung is generally provide services professionally in the field of educational facilities and infrastructure repair in this educational process in order to effectively and efficiently. As for the purpose specifically is as follows.

- To devise procurement and infrastructure of education through a system of planning and procurement are carefully and thoroughly.
- To seek school infrastructure appropriately and efficiently, so that keberadaannya is always in a ready to use condition.

There are 6 principle in i.e: infrastructure

1) Principle of Management infrastructure

To support the achievement of the goals of the administration infrastructure MI.

2) The principle of goal achievement

Administration of school infrastructure is said to be successful in school facilities is always ready to use.

3) Principle of Efficiency

The use of all the facilities of the school should be done carefully, so as to reduce waste. To that end, school supplies should be equipped with the technical instructions of use and maintenance.

4) Principle of Administration

All equipment manager education in that school should always pay close attention to laws, regulations, instructions and guidelines that have been put in place by the Government.

5) The principle of Clarity of responsibilities

Duties and responsibilities of all members of the Organization against the management of the school's facilities and infrastructure should be described clearly.

6) The principle of Kekohesifan

School infrastructure management should be realized in the form of an extremely compact work process. For that, between one another in the Organization should work fine.

c. Management Advice Infrastructure

Process management administration infrastructure in MI Sukopuro

Islamiyah Jabung includes 5 things, namely:

- 1) The determination of needs.
- 2) Procurement
- 3) Usage
- 4) Organize and texting
- 5) Responsibility

**9. Ekstrakurikuler Program Islamiyah Islamic Elementary School Jabung Malang**

There are 2 extracurricular activities at MI Sukopuro Islamiyah i.e. Scouts and Shield Themselves (PD). The Scout had a hood, extra cane, rope, flag, whistle, tamdu, and a first aid box containing the drugs- obatani. Extra Shield Themselves have swords, sticks, fan, penti pet, a belt, and a special uniform shield themselves are white.

a. Scout

The location for scout activities are outside the class precisely located in Sukopuro Islamiyah MI field, if the Scout activities with material then held in Office space located on the first floor front room of teachers and The space next to it.

Held every Friday the Scout activities in fact required by the school. The Scout activities in follow by students who are interested in Scouting, including students, class III, IV, V and VI

b. Self-Shield

Location of practice Shield Themselves are outside the class field in the MI Sukopuro Islamiyah.

Extracurricular activities self shield is very useful for development of hobbies, interests and talents of students in certain things. The implementation of these activities is a form of Islamic attention on students to perform activities that are more positive. Held on Wednesday this activity is not a competitor of the fence but rather complement of nusa Tenggara motivic elements of pencak silat. Shield yourself belong to recently but devotees are increasing. Preceded by a warm-up before the core movement is carried out, as a function of warming to stretch the muscles so as to avoid the risk of injury.

**B. Exposure Data And Research Finding**

Based on the research that has been done on MI researchers Islamiyah, to know the extent to which teachers ' creativity in fostering students ' learning activeness in the Thematic learning then the researchers observed the activities of the Thematic learning class V A and B in MI Islamiyah and conduct interviews with teachers and curriculum section. This is to to find out the extent to which the level of liveliness in the Thematic learning especially by students. Researchers conducting the

observation in the classroom when the learning process takes place, as for the data that is retrieved as follows:

At the beginning of learning, in the open with pray then say vision MI Islamiyah continued with singing the song Kingdom and Indonesia national and compulsory after that new teachers give the welcome, and continued with the classroom management contrary to every week, such as seating, preparing the students to calm down and ready to follow the learning, after that continued with the awarding of the motivation or advice so that students are motivated, and when the teacher delivering core activities by using the motode efficiency of mapping or mind map concept, but before that, teachers get started with learning methods start with question while reviewing the lesson.

Seen from the Thematic learning that at this stage of the learning activities of teachers applying scientific approaches which contained menannya, observing, collecting information, associate, and communicating. In addition researchers observing the learning process in the classroom researchers also observed activity or environment that exists outside of the classroom that affect students ' learning activeness. As for the data obtained from the results of observation and interviews later examined the extent to which the creativity of teachers on thematic learning in fostering active learning students.

## **1. Thematic Learning Process In Class V A and V B Islamiyah Islamic Elementary School Sukopuro Jabung Malang**

Education is never separated from the learning process, because the process of learning is at the core of education. The curriculum has scored 2013 thematic learning i.e. learning associate 1 theme with another theme. Thematic learning is one of the world's education efforts and methods in the learning process. thematic learning is integrated or integrated learning that involves some of the subjects in the belt in particular themes.

Many countries are implementing the thematic-based learning system integrated to the SD class VI as Finland, England, Germany, Scotland, France and other developed countries. This became the basis of thought integrated thematic learning application of urgency in the Elementary School Curriculum that is intended in 2013. In addition, many alternative schools that showed encouraging results since implementing the system of integrative learning-based themes. But in fact, the implementation of thematic learning in many areas during the votes still have not been effective, because of the prevailing thematic learning in this country is the thematic learning still mixed stir which means the difference is still visible.

Based on the data that has been retrieved from the interview, curriculum applicable to the grade 5 curriculum 2013 in revision 2017 or latest revision, the latest revision on the subjects of mathematics and jasamani and health education has been split from the thematic.

Researchers conduct interviews with fifth grade of A teacher Mr. Ary Nur.

"Thematic Learning is learning that not every subject but made into themes that include learning various subjects, so its implementation every semester there are 4 themes, each a month given 1 theme, every week delivered per subtema, in subtema there are 6 learning."<sup>60</sup>

*Pembelajaran tematik itu kalo yang sekarang bukan per-mapel lagi tapi dijadikan tema-tema yang didalamnya sudah ada pembelajaran bermacam-macam, jadi pelaksanaannya itu setiap semester, setiap semester itu ada 4 tema dan setiap 1 bulan diberikan 1 tema, tiap minggunya disampaikan per-subtema, di sub tema tadi tiap minggunya ada 6 pembelajaran..*

The statement also reaffirmed with fifth grade class of B Mr. Nur

Bahtiar Musafirin

"Thematic Learning implemented any theme, not per subject. As the Government considers the thinking of children still holistic meaning still become one."<sup>61</sup>

*Pembelajaran tematik itu dilaksanakan secara pertema mbak, jadi bukan lagi per mata pelajaran. Karena pemerintah menganggap pemikiran anak-anak masih holistik atau masih menjadi satu.*

The statement also confirmed by fifth grade teacher of A class Mr.

Ary Nur Cahyanto

"Thematic Learning it learning that already separate ya, not associated but more focus to the theme which can facilitate the understanding of students to his thinking, so students are given examples of concrete, not abstract."<sup>62</sup>

*Sebenarnya nggak dikaitkan tapi terpisah, cuman lebih ke temanya jadi untuk pelajaran itu tidak terkait langsung tapi tema itu mempermudah siswa agar berpikirnya tadi padu itu loh mbak,*

<sup>60</sup> Wawancara dengan Bapak Ary Nur Cahyanto, S. PdI, Guru Kelas 5A MI Islamiyah Sukopuro, 12 April 2018

<sup>61</sup> Wawancara dengan Bapak Nur Bahtiar Musafirin, S. PdI, Guru Kelas 5B MI Islamiyah Sukopuro, 11 April 2018

<sup>62</sup> Wawancara dengan Bapak Ary Nur Cahyanto, S. PdI, Guru Kelas 5A MI Islamiyah Sukopuro, 12 April 2018

*biasanya kan anak kan ke suatu ke konkrit ke abstrak kalo yang tematik itu langsung dikasih contoh konkrit lewat materi-materinya itu.*

In this case the researchers are also doing an interview to Mr. Nur Bahtiar Musafirin, fifth grade of B class about thematic learning that have imperfection, as follows:

“For the barriers are aplenty, the first issue of the book, a book that the Government has not up to now was the kids buy a book of its own. Then for the children of their own they are familiar with the subjects. So they still assume that the thematic still trouble because the test subjects also per still not as comprehensive exam the exam at the University did not reply any theme but each subject that most major barriers.”<sup>63</sup>

*Untuk kendalanya banyak sekali, yang pertama masalah buku, buku yang dari pemerintah belum sampai sekarang kemudian terpaksa anak-anak membeli buku sendiri. Kemudian untuk dari anak-anak sendiri mereka terbiasa dengan mapel. Jadi mereka masih menganggap bahwa tematik masih kesulitan karena ujiannya masih per mapel jugatidak seperti ujian kompre kalo di kampus ujiannya tidak pertema tapi per-mapel itu kendala paling utama.*

Researcher also conduct observations in the classroom, in the early learning teachers often give you an idea of the material with the existing circumstances around learners, teachers explain the material based on the benefits that will be gained in daily life After studying the material. Teacher start the learning by explaining lesson but before teacher explain, he gave instruction that the time for natural science lesson, indonesian language, or social science lesson and the other. Thematic learning in Indonesia did not blend well but the theme will alligned every lesson.

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<sup>63</sup> Wawancara dengan Bapak Nur Bahtiar Musafirin, S. PdI, Guru Kelas 5B MI Islamiyah Sukopuro, 11 April 2018

In the subtheme like “sifat-sifat benda” is the matery of natural science, there are many matery that alligned each other for natural science, but in thematic learning this matery scattered in every theme or subtheme. Teacher explain all the matery of natural science if the matery is alligned in every week to make students easy understanding the lesson well.



**Picture 4.1** Thematic Learning Process at 5A

Thematic learning is indeed very nice applied on elementary school children but there are some constraints in the learning process, here are the results of the interviews to the teacher's class 5A and 5B

"This is a very nice thematic Learning to apply to the lives of children, because the theme was made very close to the lives of learners, but there is some material that is too high or the material is suitable for middle school students the first. For example on the theme of heat transfer and heat there are some chemical material more suitable for junior high students. In addition to chemical material, there is also the matter of biology that take examples such as the structure of the organs of a cow, in fact such material not

suitable for children of elementary school age, because they are better suited to understand the structure of organs in humans."<sup>64</sup>

*Pembelajaran tematik ini sangat bagus untuk diterapkan pada kehidupan anak-anak, karena tema yang diangkat sangat dekat dengan kehidupan peserta didik, namun terdapat beberapa materi yang terlalu tinggi mbak atau materi tersebut cocok untuk siswa sekolah menengah pertama. Contohnya pada tema perpindahan panas dan kalor ada beberapa materi kimia yang lebih cocok untuk siswa menengah pertama. Selain materi kimia, terdapat juga materi biologi yang mengambil contoh seperti struktur organ sapi, sebenarnya materi tersebut tidak cocok untuk anak usia sekolah dasar, karena mereka lebih cocok untuk memahami struktur organ dalam manusia*

In this case the researchers are also doing an interview to Mr. Nur Bahtiar Musafirin, fifth grade of B class about thematic learning that have many benefit but have lack too, as follows:

"Thematic Learning indeed good because more focus on the development of children, but currently there are thematic in Indonesia is still very becampur stir ya, there is some material that is not allied but likened. "<sup>65</sup>

*Pembelajaran tematik memang bagus karena lebih fokus pada perkembangan anak-anak, namun tematik yang saat ini ada di Indonesia ini masih sangat becampur aduk mbak, terdapat beberapa materi yang tidak serumpun namun diserumpun-serumpukan.*

In this case we know that thematic learning very meaningful to the lives of learners, but there are several obstacles that can be minimised with the innovations made by teachers.

<sup>64</sup> Wawancara dengan Bapak Ary Nur Cahyanto, S. PdI, Guru Kelas 5A MI Islamiyah Sukopuro, 13 April 2018

<sup>65</sup> Wawancara dengan Bapak Nur Bahtiar Musafirin, S. PdI, Guru Kelas 5B MI Islamiyah Sukopuro, 11 April 2018

## 2. Student Activeness in V A and V B Class of Islamiyah Islamic Elementary School Sukopuro Jabung Malang

2013 curriculum has been designing active learning for students, with a student-centered learning, the teacher who will make it easier for active students in each learning, well in this case every teacher should be able to develop his creativity in the learning process.

Elementary school age children have always loved something new and interesting and also they are easily bored on such a thing. Sometimes when they are not interested in such a thing, then they will be working on other things, or tend to not pay attention to the teacher, this often happens when the learning took place they tend to play alone or even interfere with his friends.

Based on the data that has been obtained from the results of interviews with fifth grade teacher of A class, Mr. Ary Nur as follows:

"Thematic Learning it learning that focus on the learner, so here the role of the children became the center for the learning process that can make kids more active."<sup>66</sup>

*Pembelajaran tematik itu pembelajaran yang fokus pada peserta didik mbak, jadi di sini peran anak-anak menjadi center selama proses pembelajaran yang dapat menjadikan anak-anak lebih aktif*

Researchers also conduct interviews to fifth grade teacher of B class, as follows:

"Globally, the learners to be more active, even during this inactivity became active, this is a plus for the current thematic learning. For in detail, depending on the creativity of teachers in cultivate learning, if I prefer to appoint a child's passive."<sup>67</sup>

<sup>66</sup> Wawancara dengan Bapak Ary Nur Cahyanto, S. PdI, Guru Kelas 5A MI Islamiyah Sukopuro, 12 April 2018

<sup>67</sup> Wawancara dengan Bapak Nur Bahtiar Musafirin, S. PdI, Guru Kelas 5B MI Islamiyah Sukopuro, 11 April 2018

*Kalo menurut saya kalo secara global itu siswa-siswi menjadi aktif bahkan yang, ini nilai plusnya dari K13 bahkan yang selama ini terlihat diam atau tidak aktif/minder jadi ikut serta dalam pembelajaran. Kemudian kalau secara detail itu tergantung dengan guru masing-masing.*

Researchers also conduct observation in the classroom, during the learning learners often ask a teacher if there are any that are not understood, in addition they also often respond to the teacher's statement. In this case their very broad question and even to get out of the limits of the material presented, because at the stage of concrete operations pre age learners begin with a curious things. In discussion smart learners who moves his friend for discussion, by dividing the material that will be explained in front of other groups. This activity is used by the teacher so that all learners are able to put forward their opinions in the discussion group, and also they dare explain materials discussion or presentation in front of the class, even though their votes loud yet.

In practical activities, researchers conduct interviews to Mr. Ary Nur as a teacher of fifth grade A, Following the results of the interview:

“If in practical activities, I usually sent kids to bring supplies from her home each, because the materials for practical easy to be found at home, I am just providing the there is no surrounding their home, because the practical of Primary School is still mild, not like a Junior High School student.”

*Kalau dalam kegiatan praktikum, biasanya saya nyuruh anak-anak buat bawa perlengkapan dari rumahnya masing-masing mbak, karena bahan-bahan untuk praktikum mudah dijumpai dirumahnya, saya hanya menyediakan yang kira-kira tidak ada disekitar rumah mereka, karena praktikumnya anak MI masih ringan, bukan yang kayak anak SMP mbak.*



**Picture 4.2** Student Activeness of 5A

At the time of observation, the researchers found that the fifth grade of A class is indeed very active and healthy, then researchers conduct interviews to the fifth grade teacher of A class, as follows:

"At the beginning of the semester I've been doing a deal with the kids, as do agreements. For example if children do one mistake then there is a certain penalty, and if they already did a lot of mistakes then I will call their parents."<sup>68</sup>

*Pada awal semester saya sudah melakukan persetujuan dengan anak-anak mbak, seperti melakukan perjanjian. Misalnya jika anak-anak melakukan satu kesalahan maka ada hukuman tertentu, dan jika sudah melakukan banyak kesalahan maka orang tuanya saya panggil, menghadap saya di kantor.*

Researchers also conduct observations in class VB. Student Activeness in class VB is dominated by learners who are smart, but teacher class VB is not just pointing to the learners who were smart enough, the students also often designated to answer questions from

<sup>68</sup> Wawancara dengan Bapak Ary Nur Cahyanto, S. PdI, Guru Kelas 5A MI Islamiyah Sukopuro, 12 April 2018

teachers. Teacher always ask to the calm student, not only the active one in order the calm students dare to ask any question to teacher and brave to ask anything about lesson that they did not understand. As we should know that an educator not only give more attention on students who are clever, but the attention of educators towards learners must be thorough.

From the observations and interviews can be known that student activeness for learning is as follows: 1) learners always pay attention when the teacher explains the subject matter; 2) students often ask about the material being discussed; 3) learners also participated actively experiment or practical implementation of preparing equipment for practical work; 4) students often respond to statements from teachers, learners and; 5) daring posited his opinion in a discussion.

### **3. The Implementation Of Teacher Creativity For Increase Students Activeness On Thematic Learning At Fifth Grade of A and B Islamiyah Islamic Elementary School Sukopuro Jabung Malang**

Every teacher has the ability to develop his creativity during the learning process, because the teacher does not have to be glued to the book guru. The State of the learners in the villages and in the cities are very different, from this teacher could customize learning with State of the learner and according to the characteristics of the learners, teacher innovation so needed here to cultivate the learning *sekreatif* possible, in order to be active learners when learning takes place and is not easily bored with one method.

Thematic learning was selected as one of the methods of the learning process that is expected to open a space for students to experience a learning experience more meaningful, memorable and fun. In addition, the study opens up opportunities for teachers (educators) to develop a range of strategies and methodologies are most appropriate.

Based on the data which have been obtained from interviews and observations in class V A and B as follows.

The teacher started the learning in a unique way, i.e. with a game of guess the word, the word that is in the game related to the objects around the learners and also relates to the material ever studied, learners are able to guess the word correctly earn points. After that continue into the core of teacher learning.

About learning resources used by teachers VA, Mr. Ary Nur interview results as follows.

"Learning resource that I use is the teacher, the student book, and student worksheets, but for deepening the material I read another reference, because right now I need to know that the material in the books the students very little, so teacher had to be active looking for the matery"<sup>69</sup>

*Sumber belajar yang saya gunakan adalah buku guru, buku siswa, dan Lks mbak, kan tematik temanya gak dibahas secara runtut, jadi kadang guru cari sumber lain. Materi di buku siswa kan cuma sepintas trus di lks juga cuma sedikit, kalo nyari materi lain ya akhirnya gurunya yang harus aktif juga.*

Researchers conducting interviews surrounding the creativity of teachers in the learning process of VA

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<sup>69</sup> Wawancara dengan Bapak Ary Nur Cahyanto, S. PdI, Guru Kelas 5A MI Islamiyah Sukopuro, 11 April 2018

"The strategy that I usually use is ARCS this strategy close to the events in the neighborhood children, which means Attention namely associate material everyday, invite students to use the factual events of interest, such as lessons on nature i.e. event landslide in coban then goes into Relevant i.e. associated if for Confidence that the confidence of students, such as questions and answers from students, the last Satisfaction satisfaction study, so every week questioned about the last lesson, which is still not understood. "<sup>70</sup>

*Strategi yang biasanya saya gunakan adalah ARCS strategi ini dekat dengan peristiwa di lingkungan anak-anak mbak, yang berarti Attention yaitu mengaitkan materi sehari-hari, mengajak siswa pakek peristiwa faktual yang menarik, misalnya pelajaran tentang alam yaitu peristiwa longsor di coban jahe baru masuk ke Relevan yaitu dikaitkan kalau untuk Confidence itu kepercayaan diri siswa, seperti pertanyaan dan jawaban dari tugas siswa, yang terakhir Satisfaction kepuasan belajar, jadi tiap minggu ditanyai tentang pelajaran terakhir kemarin apa, yang masih belum bisa apa.*

Researchers ask about methods used by fifth grade of A class, the answer is as follows:

"I usually use a method of speaking engagements, because I think the method is best suited for learners at the grade five is a method of speaking engagements, so that children can understand the lessons well."<sup>71</sup>

*Saya biasanya menggunakan metode ceramah mbak, karena menurut saya metode paling cocok untuk peserta didik pada kelas 5 adalah metode ceramah, biar anak-anak dapat memahami pelajaran dengan baik.*

Different with fifth class of A, fifth grade teacher of B start learning by reviewing the learning that has already delivered yesterday, with throw questions to the learners. Learners who can answer the question correctly gets the reward of teachers.

<sup>70</sup> Wawancara dengan Bapak Ary Nur Cahyanto, S. PdI, Guru Kelas 5A MI Islamiyah Sukopuro, 11 April 2018

<sup>71</sup> Wawancara dengan Bapak Ary Nur Cahyanto, S. PdI, Guru Kelas 5A MI Islamiyah Sukopuro, 12 April 2018

Please note that in the book the teachers and students as well as categorized there is no comprehensive material about the learning learners, here the role of the teacher is very influential on the delivery of the material. Thus, the opinion of Mr. Nur Bahtiar fifth grade teacher of class VB as follows:

"A learning resource from the Government there is a book the teacher, the student book and worksheets students, but to broaden understanding, I'm usually looking for references on the internet, now on the internet are many, we are actively looking for living."<sup>72</sup>

*Sumber belajar yang dari pemerintah ada buku guru, buku siswa dan lks, namun untuk memperluas pemahaman, saya biasanya mencari referensi di internet, sekarang di internet sudah banyak mbak, tinggal kita aktif mencari saja.*

Teacher of fifth grade B repeat his explanation about his references in learning process, here the explanation:

"Certainly, the teaching was to be out of the book extra knowledge that must be added not mulu mulu-there is a book the teacher like that, so the easiest right now it's google that's easy to access the internet, so we can read the literature books reliably from there."<sup>73</sup>

*Pastinya, mengajar itu harus out of the book pengetahuan tambahan itu harus ditambah tidak mulu-mulu ada di buku guru seperti itu, jadi yang paling mudah sekarang ini kan google itu mudah mengakses internet, jadi kita bisa membaca buku-buku literatur yang terpercaya dari situ.*

Researchers conducting the observation in class VB, at that time the learning theme 7 IPS material about resistance to colonial rule in Indonesia. The group is divided into 2 large groups i.e. groups for men and women separately, each group there is a Chair that divides the

<sup>72</sup> Wawancara dengan Bapak Nur Bahtiar Musafirin, S. PdI, Guru Kelas 5B MI Islamiyah Sukopuro, 13 April 2018

<sup>73</sup> Wawancara dengan Bapak Nur Bahtiar Musafirin, S. PdI, Guru Kelas 5B MI Islamiyah Sukopuro, 13 April 2018

material to be learned. After that each group representation there are that describe material that has been discussed in front of the class in turn. After the presentation of each group then the next step is each group alternately provide a question and answer group opponents. A group that can answer questions correctly are entitled to a star or points.



**Picture 4.3** Implementation of teacher creativity in 5B

After the study is completed, researchers conduct interviews to Mr. Nur Bahtiar Musafirin as teacher class VB, as follows:

"The strategy that I use is active learning, to trigger the liveliness of children during the learning process."<sup>74</sup>

*Strategi yang saya gunakan adalah active learning mbak, untuk memicu keaktifan anak-anak selama proses pembelajaran.*

He also insists on a method that is often used during the learning process.

"My mainstay Method was a method of mind map, so I create children of concept map that connects with all aspects will be

<sup>74</sup> Wawancara dengan Bapak Nur Bahtiar Musafirin, S. PdI, Guru Kelas 5B MI Islamiyah Sukopuro, 13 April 2018

studied, this is to make it easier for them to understand the chain of learning or learning that are related."<sup>75</sup>

*Metode andalan saya itu metode mind map, jadi anak-anak saya buat peta konsep yang menghubungkan dengan semua aspek yang akan dipelajari, hal ini untuk memudahkan mereka memahami rantai pembelajaran atau pembelajaran yang saling berhubungan.*

There are many factors supporting the improvement of teacher's creativity in fostering active students, including investigators conduct interviews to the teacher of class VA and VB

"Constituents in thematic study on improving teachers ' creativity very much ya, such as workshops and training-training that was held by the Government."<sup>76</sup>

*Faktor pendukung dalam pembelajaran tematik pada peningkatan kreativitas guru sangat banyak mbak, diantaranya adalah workshop dan pelatihan-pelatihan yang diadakan oleh pemerintah.*

However, there are factors barrier in the implementation of thematic learning. Following are the results of the interview with Mr. Ary Nur and Nur Bahtiar Musafirin.

"Although the thematic learning is already good but there is a barrier in the implementation factors one of which is the teachers less thematic material master too high a ya, like when implementing practical-ya, means less infrastructure adequate "<sup>77</sup>

*Meskipun pembelajaran tematik sudah bagus namun terdapat faktor penghambat dalam pelaksanaannya salah satunya adalah para guru kurang menguasai materi tematik yang terlalu tinggi mbak, seperti saat pelaksanaan praktikum mbak, sarana prasarananya kurang memadai.*

<sup>75</sup> Wawancara dengan Bapak Nur Bahtiar Musafirin, S. PdI, Guru Kelas 5B MI Islamiyah Sukopuro, 13 April 2018

<sup>76</sup> Wawancara dengan Bapak Nur Bahtiar Musafirin, S. PdI, dan Bapak Ary Nur Cahyanto, S. PdI Guru Kelas 5 MI Islamiyah Sukopuro, 13 April 2018

<sup>77</sup> Wawancara dengan Bapak Nur Bahtiar Musafirin, S. PdI, dan Bapak Ary Nur Cahyanto, S. PdI Guru Kelas 5 MI Islamiyah Sukopuro, 13 April 2018

Based on observation that research done. Teacher creativity in fifth grade of A using lecture method but usually teacher using another method too, because students in fifth grade of A very active and like playing with their friends, they often bored if teacher only use one method, so teacher use the game to make students carious in learning activity, there are many games also implementated by teacher fifth grade of A.

Different with students in fifth grade of A. Students of fifth grade of B very calm when teacher explain the lesson. Because teacherdevelop their creativity too, teacher use mind map method in explaining the new matery so continue another method like qustion and answer method, discusiion mthod and demonstrating method.

From the observations and interviews on top can be known that; 1) teachers have been working to innovate during the learning process; 2) teachers using strategies that can develop liveliness students; 3) teachers have either using the methods varied according to the material and the characteristics of the learners; 4) teacher using many game to broke up students bored and to make learning joyfull and interesting; 5) teachers have been using their creativity in designing a very interesting learning so that learners are active when the learning takes place and not get bored during teacher delivered the material.

## **CHAPTER V**

### **DISCUSSIONS**

After the researchers collect data from the research results obtained from observation, interview and documentation will then analyze the data to explain more of the research.

Data analysis techniques selected by researchers i.e. researchers using qualitative data analysis descriptive analyses the data researchers gather from observations, interviews and documentation for researchers with research the schools. Data that has been retrieved and presented by researchers will be analyzed by researchers in accordance with the results of research that refers to some formulation of the problem. Below is the result of analysis of researchers on Teacher Creativity On Thematic Learning For Increasing Student Activeness At VA And VB In Islamiyah Islamic Elementary School Jabung Malang.

#### **A. Thematic Learning Process In Class V A and V B Islamiyah Islamic Elementary School Sukopuro Jabung Malang**

Learning Curriculum recommended by 2013 thematic learning is integrative. Thematic learning integrative learning is bringing together a variety of lessons into one theme of discussion, such as our companions, environmental themes in the theme consists of several lessons for example: natural sciences, Sciences Indonesian Language, social sciences and so on. The Act curriculum in class V MI Islamiyah K13 curriculum

revision is 2017, on this latest revision, there is a separation of subjects, Mathematics and physical education.

Based on second chapter in this study know that Thematic approach in learning assignment in class low by national standards of education (BNSP) of the development will be the concept of an integrated approach in Indonesia, on the current model of learning that is studied and developed integrated learning model was expressed by Fogarty (1990).<sup>78</sup> Integrated learning model advanced by Fogarty originated from the concept of interdisciplinary approach developed by Jacob (1989). Meaningful thematic learning means that the learners will be able to understand the concepts they learn through hands-on experience and real linking between concept in intra as well as inter-subjects. When compared to conventional approaches, thematic learning seemed to put more emphasis on the involvement of learners actively engaged in the learning process so that learners actively engaged in the learning process for the manufacture of decision.

According to Mulyanto the integration is done in two ways, namely the integration of attitudes, skills and knowledge in the learning process and the integration of the various basic concepts pertaining to.<sup>79</sup> The theme of the various meanings of the basic concept of knitting so that learners do not learn the basic concept of partially. The lesson thus giving the meaning intact to learners as reflected on a variety of themes available. Thematic learning is one of the forms or models of integrated learning, namely, model

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<sup>78</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), pg. 80.

<sup>79</sup> Mulyanto, *Strategi Pembelajaran Di Era Kurikulum 2013*, (Jakarta: PT Prestasi Pustakaraya, 2013), pg. 118

terjalla. Thematic learning in essence emphasizes patterns of organizing the material integrated combined by a theme. The theme is taken up and developed from outside subjects, but in line with the basic competencies and topics (content standards) of subjects.<sup>80</sup>

Orientation Curriculum 2013 is increased and the balance between competence attitude (attitude), skill (skill) and knowledge (knowledge). This is in line with the mandate of law No. 20 Year 2003 as expressed in Article 35, that is, the competence of graduates is the kualifikasi ability of graduates that includes attitudes, knowledge, and skills in accordance with national standards which have been agreed upon. This is in line with the development of competency-based curricula that had been initiated in 2004 by including competencies, attitudes, knowledge, and skills are integrated.<sup>81</sup>

Themes evolved in accordance with the level of development of the learners and the development of the times. For grade 5 students on semester 2 there are the following themes: heat and its relocation, the events in the life of Our Friend, the environment, and the objects around us, this theme is different to the thematic theme on revision 2016. Thematic learning in class V still separate, for example on the theme of the life, before learning begins the teacher explains that will study the Social Science subjects, and if changed on further learning , teachers tell that will learn the language of Indonesia or natural sciences. Thematic learning indeed forms a theme of unity in pe aplicate it however there is still a distinction between learning

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<sup>80</sup> Deni Kurniawan, *Pembelajaran Terpadu Tematik (Teori, Praktik, dan Penilaian)*, (Bandung: Alfabeta, 2014), pg. 95

<sup>81</sup> Abdul Majid, *Pembelajaran Tematik*, (Bandung: Remaja Rosdakarya, 2014), pg. 28

the lesson Indonesian Language, natural science, social sciences and others. Thematic learning existing in Indonesia is still mixed up stir, because it is not easy to align 1 theme with all the learning of various subjects.

Thematic learning-integrated SD/MI with the level of development of the learners in the learning process is fully directed at the development of the third realm: attitudes, skills, knowledge as a whole/holistic, meaning the domain development one can not be separated by other domains. Thus the learning process as a whole bore personal qualities that reflect wholeness mastery of attitudes, knowledge, and skills.

In the process of learning, thematic, A fifth grade teacher started learning by using parables that exist around environmental learners. For example material about natural disasters, then a teacher gives an example of a landslide that occurred in coban coban ginger ginger, because tourism is located near the village of sukopuro, so that learners can imagine circumstances surrounding, for example due to from a landslide in coban “jahe”, water sources in the local population can not flow.

Based on theory in delivering learning, fifth grade teacher B usually associate learning with the benefits that will be gained in daily life after learning of such content. This makes learners increasingly interested in learning, with stunning examples exist in the learner environment.

In applying and implementing thematic integrative learning, there are some basic principles that need to be observed:<sup>82</sup>

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<sup>82</sup> Iif Khoiru Ahmadi dan Sofan Amri, *Pengembangan dan Model Pembelajaran Tematik Integratif*, (Jakarta: PT Prestasi Pustakaraya, 2014), pg. 192

1. Contextual or integrated with the environment. Learning undertaken needs to be packaged in a format of the Association, that is to say discussion of a topic is associated with the jondisi encountered students or when students find problems and solve the problems faced by students in the life of a day-o linked to the topics discussed.
2. The form must be designed so that students learn to work in earnest to find real learning themes while applying it. In conducting thematic learning integrative students are encouraged to be able to find a theme that is completely in accordance with the conditions of the students, even experienced students.
3. Efficient use. Thematic learning has value integrative efficiently between in terms of time, material, method, load the use of authentic learning resources so as to achieve the competency ketuntasan appropriately.

With an understanding of how learning occurs in children, then this must be the cornerstone for teachers in implementing an effective learning process. Because after all, the goal of the process is to make the learning of learning on learners. Effective learning, i.e. learning to successfully reach the level of achievement of the learning objectives.<sup>83</sup> The student's mastery over the charge indicators will subject matter that is usually indicated with the ability to answer a question, solve a problem relevan with learning, and the ability of the completion of the tasks properly and on time.

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<sup>83</sup> Deni Kurniawan, *Pembelajaran Terpadu Tematik (Teori, Praktik, dan Penilaian)*, (Bandung: Alfabeta, 2014), pg. 89.

According to Deni Kurniawan the learning process that is said to be effective has the following characteristics:<sup>84</sup>

1. Student learning time Presentation high poured out against learning activities
2. The average behavior of a high duty workmanship among the students
3. The accuracy between the content of the subject matter with the ability of the students (studying success orientation) take precedence
4. Develop an intimate learning atmosphere and positive, develop a supportive classroom structures.

Characteristics of effective learning processes or activities above explained to us, that in an effective learning will be terjadi when during the learning process, the allocation of available time percentage usage is more for activities learning, not non instructional activities. Like mounting the lcd which is time consuming.

Thematic learning merupakan learning based on student. Learning activities in five classes A and B done in a theme connected with other subjects, for example the material about the change of form objects then don't just learn about Science, but there are also relation to the subject matter of Indonesian Language phrase or sentence the main staple in the readings. In learning the material changes form objects, teachers also conduct experiments together learners, so activities can be centred on learners, because the ingredients are prepared to experiment not only prepared by

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<sup>84</sup> *Ibid*, pg. 89.

teacher, but participants students also take it, this proves that berpartisi students active in the experiment.

Based on theory thematic learning integrative have characteristics or traits as follows:<sup>85</sup>

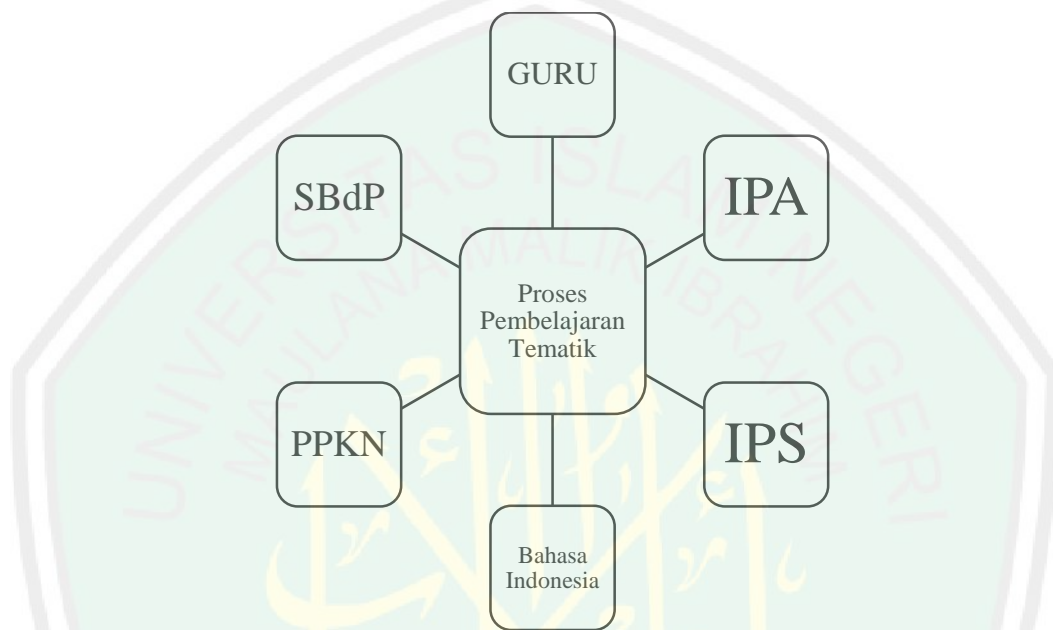
1. Centered on students. The learning process is done by placing the student as the center of activity and should be able to enrich the learning experience. The learning experience is poured in a learning activity that explores and develops the natural phenomena around students.
2. Provide hands-on experience to students. In order to make learning more meaningful then students need to learn firsthand and experience it yourself. On this basis then teachers need to create conditions that are conducive and facilitate the growth of a meaningful experience.
3. Separation between lessons are not so clear. Remember the theme is examined from a variety of subjects and interconnectedness then limit the subjects became not so clear.
4. Present the concept of the various subjects in a learning process.
5. Is flexible. The implementation of thematic learning integratif not strictly scheduled between subjects
6. Learning outcomes may develop in accordance with their interests, and needs of the students.

From the explanation above can be understood that the thematic integrated learning in elementary is a learning approach that integrates the

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<sup>85</sup> Iif Khoiru Ahmadi dan Sofan Amri, *Pengembangan dan Model Pembelajaran Tematik Integratif*, (Jakarta: PT Prestasi Pustakaraya, 2014), pg. 192

various competencies of various subjects, except physical education and mathematics, into various themes with using four approaches, namely the disciplinary intra-, inter-disciplinary, multi-disciplinary, trans-disciplinary and so was able to give the meaning intact to learners.



**Bagan 5. 1 Thematic Learning Process**

### **B. Students Activeness in V A and V B Class of Islamiyah Islamic Elementary School Sukopuro Jabung Malang**

Learning is a very vital to human activities and continuously will be done during the human life. Learning is a process that is internal (a purely internal event) that cannot be seen with the real. It happened to someone who is going through a learning process.

Based on theory the intellectual development of elementary school students are at the concrete operational stage (7-11), which is characterized by the ability to think concretely and insightful, able to mengklasifikasi and control its perception. At this stage, the development of students ' thinking

ability have been steadily asimilasinya schemes, the ability of already higher in doing a consistent coordination between schemes.<sup>86</sup>

Learners in the age class V A and B on MI Islamiyah has different characteristics with older kids who was younger. They love to play, love to move, love to work in a group and are happy to feel or do something directly. Therefore, the teacher should guide the students to learn in groups, as well as provide the opportunity to engage directly in learning.

According to Abdul Majid, thinking ability possessed by elementary school students that will affect the entire learning activities organized teachers. Therefore, science education learning activities, Indonesian Language, and Manners, as well as other subjects directed at the approach of "meaningful learning" which is based on the development of thinking ability with customized biopsikologis students who should be used as benchmarks of teachers, both in the development of content, teaching strategies, approaches, media, as well as in conducting student assessment.<sup>87</sup>

Learning as concept gain knowledge in practice many embraced. Teachers act as teachers try to give sebanyak-sebanyaknya and science learners actively collect or accept it. The process of teaching and learning is alot dominated with students so that students can signify liveliness of success in learning.

The student learning activeness to determine understanding of students in learning. as well as the actualization of liveliness belajar fifth

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<sup>86</sup> Abdul Majid, *Pembelajaran Tematik*, (Bandung: Remaja Rosdakarya, 2014), pg. 8

<sup>87</sup> *Ibid*, pg. 8

grader A and B MI Islamiyah in thematic pembelajaran, although there are still some students who are less confident in performance when a presentation in front of the class, but the majority of the student class has been very active in learning, always pay attention to the explanations from the teacher, often ask and respond to questions from teachers and is also active in the discussion. And based on data that the researcher has found through observation, interviews, and documentation, then researchers will analyze the existing findings in the field and then modify existing theories as well as explain the implications of the results of the research.

Active learning is characterized not only by the students activeness studying physical, but also mental activity. Active learning is a human effort to build knowledge in itself. In the process of learning changes and improvement of the quality of ability, knowledge, and skills of the students, both in the realm of cognitive, psychomotor, and affective.

Active student learning effect on the understanding of the subject matter, this also determines when the learners suggested, the familiar against the material the more smoothly in the presentation. Educators need to train the ability of participants to his protégé appear confident when speaking in public. Educators can shape learning activities that can cultivate the liveliness of students, such as presentation in front of the class, provide questions, and allow learners to respond to statements from teachers or friends. Such activities can train students to always confident when dealing with others and also the learners increasingly understand the subject matter because it actively participate in learning activities.

According to Hamzah B Uno, to create active learning, the child learns from his experience, other than a child should learn to solve problems that he's getting, kids can learn from their experiences.<sup>88</sup> Active involvement with objects or experiences they can push their mental activity, to think, to analyze, to conclude, and discover a new understanding and integrating with the concepts they already know before.

According to Sanjaya example of students activeness include:<sup>89</sup> listening activities, discussions, role playing, doing observation, experiment, make something, compiling reports, solve problems, and the practice of doing things. Thus an indicator of activeness of students in this study was keterliban students in the teaching and learning process that includes: 1) varied; noted, pay attention, listen to the explanation of the matter or the instruction of teachers; 2) cooperate in the Group; 3) ask the teacher or a friend if have not yet understand the material; 4) seek information from various sources to learn to solve problems; 5) applying the steps how to work or instruction from a teacher; 6) train yourself solving a problem or working on the problem in the student Worksheet; 7) are able to communicate the results of the group discussions.

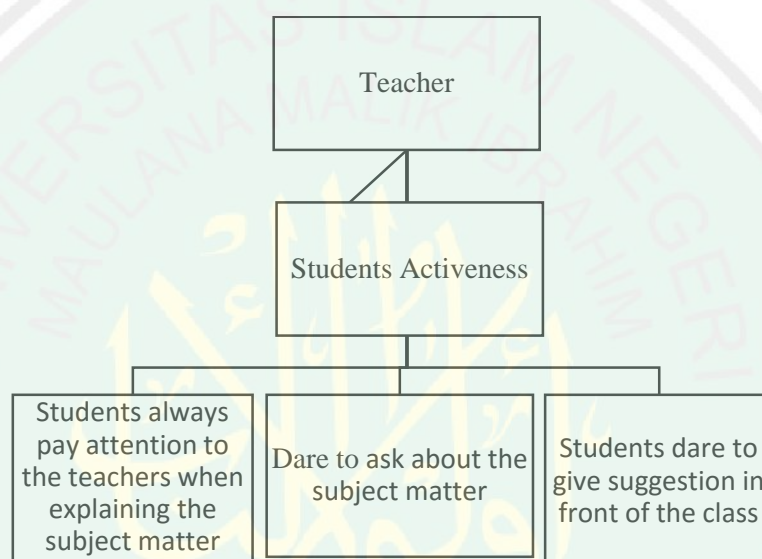
From the opinion of some experts in the above can be inferred the liveliness of learning is the human effort to acquire knowledge in himself by doing activities such as taking notes, asking questions, suggested, find information, work together and communicate the results of the discussion.

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<sup>88</sup> Hamzah B. Uno, *Belajar dengan Pendekatan PAIKEM*. (Jakarta: Paragonatama, 2012), pg. 76

<sup>89</sup> Rusman, *Model-model Pembelajaran*, (Jakarta: PT Grafindo Persada, 2013), pg. 395.

The shape of the liveliness of the existing student learning in classes V A and B MI Islamiyah Jabung include: learners are always paying attention to the teacher, the students often ask a teacher, as well as responding to the statement of the teacher, the learners listen to explanation of peers, students also brave in a fringe opinion, and learners actively participate in learning activities, such as in doing the experiment.



**Bagan 5.2 Students Activeness**

**C. The Implementation Of Teacher Creativity For Increase Students Activeness On Thematic Learning At Fifth Grade of A and B Islamiyah Islamic Elementary School Sukopuro Jabung Malang**

Thematic learning in teachers ' creativity is very important in improving the quality of learning and much needed by learners, as an interesting learning will make them enjoy learning and curiosity more. To trigger the attraction they in learning teachers need to develop his creativity during learning. teacher activities conducted in the framework of guiding, teaching, and the transfer of knowledge to do the teachers have high diserta

business with the ability and keprofesionalan. Teacher creativity applied in using a variety of strategies and methods vary according to the characteristics of the material and the characteristics of learners, teachers desperately needed innovation in designing interesting learning.

Based on theory thematic learning in much needed creative teachers. Creative subtema-subtema find actual, material integrates creative subjects into it, creative find media from creative environment, and displays the message in the moral instruction.<sup>90</sup>

Besides, the key in determining the success of the implementation of the curriculum of teacher creativity is 2013, because teacher is an important factor of great influence, even very successful-determine whether the learners in learning. 2013 will be difficult curriculum implemented in different regions because most teachers are not ready. Unpreparedness of teachers is not only related to the Affairs of the competencies, but deals with issues of creativity, which is also caused by a slow curriculum formulation socialized by the Government. In this case, teachers who served in the region and in the Interior will be hard to follow the smell of things in a short time, let alone with the thematic approach to integrative medicine which require time to understand it.<sup>91</sup>

Based on theory 2013 curriculum build character and competence, among others, would like to change the pattern of education orientation towards results and material to education as a process. Therefore, the

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<sup>90</sup> Mulyanto, *Strategi Pembelajaran Di Era Kurikulum 2013*, (Jakarta: PT Prestasi Pustakaraya, 2013), pg. 120.

<sup>91</sup> Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT Remaja Rosdakarya, 2015), pg. 41.

learning should involve learners as much as possible, so that they are able to explore to establish competency by digging a wide potential, and scientific truth. This is the important in terms of the creativity of teachers, so that they are able to become facilitators, partners and learning for learners. Duties of teachers not only convey information to learners, but should give the creative services and ease of learning (facilitate learning) to all learners, so they can learn in a fun atmosphere, full of joy, passion, not anxious, and boldly suggested publicly is the capital base for the learners to grow up and become a man who berkembang ready to adapt, face a wide range of possibilities, and entered the era of globalization that is full a variety of challenges.<sup>92</sup>

Learning in the fifth grade A begins with a prayer and then pronounce vision MI Islamiyah continued with singing the song Kingdom and Indonesia national and compulsory after that new teachers give the welcome, and prepare learners to learn. Early learning activities began with delivers game guess the words to learners, first teacher of writing lines on the chalkboard, the instructions given on the letter early or late and can be supported with pictures. Students who can answer the game will get the point. Then in the core learning, teachers use lectures because pesera student membutuhksn a deep understanding, in addition to the lecture method teachers also use other methods such as posters comment and others. Study

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<sup>92</sup> Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT Remaja Rosdakarya, 2015), pg. 42.

concludes with games count passes made by learners, groups are formed based on the seat. The defeated group get punishment from teachers.

Learning in the fifth grade B was opened with a prayer and then pronounce vision MI Islamiyah continued with singing the song Kingdom and Indonesia national and compulsory after that new teachers give the welcome, and continued with the classroom management that scrambled each week, such as seating, preparing the students to calm down and ready to follow the learning, after that continued with the awarding of the motivation or advice so that students are motivated. Learning starts with providing the questions about the learning that has been done in days ago, granting of questions designed with creativity guru, can throw the ball with little to learners or with games that are designed by the teacher. When entered on the core activity of teachers convey material by using the motode efficiency of mapping or mind map concept, and describes the material by describing on the Board, in explaining the process of the water cycle, teachers not only berpatok with one example only, the teacher gives a variety of examples so that learners can identify the material, while the teacher finished explaining the material, learners can ask if there are any that are not well understood, but the teacher did not directly answer the question, the teacher first ask students who can answer a question from a friend of his, if anyone can answer then teachers fixed also corroborate the answers from students to students who asked and all learners can understand the material well.

Based on theory the quality of learning itself is inseparable from the role of a teacher who is also effective. Whether an effective learning relies heavily on effective whether or not teachers. Effective teachers have at least three behaviors shown during carrying out the process of learning, namely:

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1. Be consistent in achieving goals

Consistent in goal achievement. An effective teacher is the teacher who has the clarity or what you want to accomplish from the lesson that poses. Roshensine and Frost identifies five variable process of teachers that is consistent with the achievement of objectives, namely:

- a. Clear in presentation
- b. Passion in teaching (learning)
- c. Using a variety of activities.
- d. Give odds on students to demonstrate proficiency.
- e. Understanding the substance of the material as well as the scope and depth of the material to be learned students.
- f. Checked regularly to know the achievement and learning difficulties of students.

2. Creative in finding and using methods

Creative in finding ways and always tried to let his protégé kid involved appropriately and optimally in the learning process, good time

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<sup>93</sup> Deni Kurniawan, *Pembelajaran Terpadu Tematik (Teori, Praktik, dan Penilaian)*, (Bandung: Alfabeta, 2014), pg. 91.

management with allocation more on learning activities. In other words, the effective and efficient use of time.

### 3. Humanist in the teacher-student relationship.

Effective teachers are the ones who can be a sympathetic relationship with the students. Creating a classroom environment that is nurturing, caring, has a love for learning, can motivate students to work achievement and being a loving Member of the community.

Learning resources used by teachers fifth grade A and B is the teacher, the student, and the book is categorized as, in addition to the book, the teacher of the class V A and B also read other references before passing on material to learners, because the content of material contained on the teacher's book student book and only partially alone, while an educator should be able to master the whole material. in this modern age, educators can supplement their knowledge by looking for it on the internet. In developing the creativity of teachers, in addition to learning resources, educators also provide facilities that support learning, like Lcd that can display video in support of learning and library as a place for learners to read.

According to Mulyasa, the facilities and learning resources that need to be developed dalam mendukung the success of the implementation of the curriculum, among others, laboraturium, learning resource centre and library, as well as personnel manager and improved ability to manage them. Facilities and learning resources that need to be harnessed seoptimal possible, preserved, and stored carefully. In this case, the creativity of

teachers and learners need to be continually enhanced to create and develop learning tools as well as other useful props for the improvement of the quality of learning. Creativity is necessary, not solely because of lack of facilities and funds from the Government, but it is a duty that must be attached to each teacher to be creative, innovative, proactive and improvise.<sup>94</sup>

In increasing students' learning activeness, forms of creativity of teachers in learning reference based on the strategies and methods used during teacher learning, namely:

1. The use of appropriate Strategies in the Learning Activities
  - a. Learning activities in fifth grade of A

Learning Activities in the classroom using A strategy five ARCS which means Attention namely associate material everyday, teachers invite students wear interesting factual events, for example a lesson about nature IE event landslide in coban ginger then went into the event hooking IE Relevant to Confidence is confidence such students can answer the questions from the students, the last Satisfaction satisfaction study, each week students given the questions about the last lesson, if any, that is still not understood by the learners so the teacher will review the subject matter in question.

Based on theory learning strategies ARCS contain four components that constitute a unity is required in learning activities,

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<sup>94</sup> Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT Remaja Rosdakarya, 2015), pg. 49.

that evokes and pays attention to the attention of the students during the learning (Attention), using the existing subject matter relevance to student life (Relevance), instilling a sense of assured and confident pupils (Confidence), and fostering complacency in students towards learning (Satisfaction).<sup>95</sup> Learning activities by implementing the strategy of ARCS beginning with foster care and the motivation of students, by way of digging the understanding of students use learning media interest and according to the characteristics of the subject matter, as well as actively engaging students by providing opportunities for students to ask. Next adjust the material between the learning that is served with the learning experience of students. Based on the Association or the suitability of this so as to cultivate the motivation of learning in students because students feel that the subject matter is presented have direct benefits in private in the lives of students. Then stir up a strong awareness in the learning process by referring students to solve problems so that later was able to regenerate the confidence and satisfaction of students. As a form of recognition of student work done, then the students given reinforcement in the form of reinforcement.

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<sup>95</sup> Stefany Evy Maya, *Pengaruh Strategi ARCS (Attention, Relevance, Confidence And Satisfaction) Terhadap Motivasi Dan Hasil Belajar TIK Siswa Kelas VIII Di SMP Negeri 4 Negara*, Jurnal Teknologi Pembelajaran, 2014, Vol. 1, pg. 5.

b. Learning activities in fifth grade of B

Learning activities in the classroom five B using active learning strategy i.e. strategy that can enable the learners during the process of learning, active learning strategies can also arouse enthusiastic learners in learning, creating learners are not easily bored because of the extremely variable active learning strategies. Master class VB using active learning strategies in order that learners can upstanding active during learning takes place.

According to Melvin I. Silberman active learning is a learning that is attempting to learn the students become active, many tasks, maximize brain, study the ideas, solve problems and apply what is learned. Students are agile, fun, vibrant and full of passion.<sup>96</sup>

Based on theory, active learning (pembelajaran aktif) is a process of learning with a view to empowering learners in order to learn the various ways/strategy actively. Active learning (active learning) intended to optimize the use of all potentials owned by protege, so that all students can achieve a satisfactory learning results in accordance with the personal characteristics they have. In addition the active learning (active learning) is also intended to keep the attention of pupils/students to stay fixed on the learning process.

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<sup>96</sup> Melvin L. Silberman, *Active Learning 101 Cara Belajar Siswa Aktif*, (Bandung: Nusamedia, 2006), pg. 24.

## 2. The Use Of Method In Learning Activities of fifth grade of A and B

### a. Learning Activities in fifth grade of A

Activities with using methods that are commonly used by fifth grade teacher A lecture method, because the students are still in need of a deep understanding in understanding the material, with the method the lecture the students can understand the teacher's explanation. The material contained in the thematic learning informative or theoretical. For learning teachers write the material in advance at the whiteboard with followed by learners that records in the notebook, having finished writing, the teacher explains material and membumbuhi with the aim of explaining the matter pertanyaan then associate the material with the daily life of learners. In addition to lecturing method, A fifth grade teacher is also using the poster comment and learning methods start with question.

According to Melvin lecturing is one of the longest teaching methods used. Because it is too often used, method of lecturing will not carry on learning, but there are times when this way can be effective, the teacher must first generate interest, maximize the comprehension and memory retention, involving students during penceramahan, and re-emphasize what has been presented. Here are a number of options for doing just that.<sup>97</sup>

#### 1) Generate Interest

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<sup>97</sup> Melvin L. Silberman, *Active Learning 101 Cara Belajar Siswa Aktif*, (Bandung: Nusamedia, 2006), pg. 46.

- a) Describe the story or interesting impressions: serve a relevant anecdote, fiction, cartoons, graphics or images that could attract the attention of students against what will be taught.
  - b) Ask a question of the story: ask a question that would later become ingredients in dishes lecture teaching.
  - c) Question testers: ask questions to students (even if they have little knowledge about the subjects) so that they are motivated to listen to lectures in order to get the answer.
- 2) Maximize the comprehension and memory retention
- a) **Headline/kepala berita:** Sususnlah kembali pin-poin utama dalam ceramah menjadi kata-kata kunci yang berfungsi sebagai subjudul verbal atau bantuan mengingat.
  - b) **Headline News:** Sususnlah head/back pin-points the main lectures become key words that serve as a subtitle or verbal assistance given.
  - c) **Examples and analogies:** give an overview about the ideas in real penceramahan and if possible, make a comparison between the material with the knowledge and experience that students have.
  - d) **Visual Backup:** use the folding charts, complete, Handbook and a demonstration that lets students see and hear what the teacher is saying.
- 3) Involving students during penceramahan

- a) Small Challenges: Do interrupt the lecture at regular intervals and tantanglah students to provide examples of concepts that have been presented during this or to answer any questions the quiz lightly.
  - b) During the clarify the exercise presents the material selingilah with activities that clarify things to be delivered.
- 4) Reinforces what has been delivered
- a) Application task: ask a question of a problem or question to be solved by the students based on the information submitted during teaching.
  - b) Overview students: student Command to review the contents of the delivery of lessons to fellow students, or give their self-assessment tests.

Based on observation, the result of increasing students activeness in fifth grade of A is good the result is 65% the percentage of between 56%-75% is high. It means that teacher can increase students activeness during thematic learning by applying right strategies and method, teacher also apply any games in learning process.

**b. Learning Activities in fifth grade of B**

Learning activities in fifth grade of B using many method using mind map or concept maps, but the teachers are either not only mind but also the folder method using the dampingan method as a method of speaking engagements, in addition to the lecture method, teachers

also use the jigsaw method never applied to the study of theme 7 IPS material about resistance to colonial rule in Indonesia. The group is divided into 2 large groups i.e. groups for men and women separately, each group there is a Chair that divides the material to be learned. After that each group representation there are that describe material that has been discussed in front of the class in turn. After the presentation of each group then the next step is each group alternately provide a question and answer group opponents. A group that can answer questions correctly are entitled to a star or point.

According to the Isjoni cooperative learning comes from the cooperative which means working on something together by mutual help each other as a group or a team. Cooperative learning is a learning strategies through a small group of students to cooperate in maximizing learning conditions to achieve learning objectives.<sup>98</sup>

Based on studiees theory, cooperative learning, jigsaw is one type of cooperative learning encourages students active and mutual help in mastering the subject matter to achieve maximum achievement.<sup>99</sup> Cooperative learning, jigsaw type will be optimal if heterogeneous group membership, both in terms of ability as well as other characteristics. Each group consists of four to six members. The material is divided into several subtopik. Members of the team from another group in charge of studying the same subtopik met in

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<sup>98</sup> Isjoni, *Cooperative Learning Meningkatkan Kecerdasan Komunikasi Antar Peserta Didik*, (Bandung : Pustaka Pelajar, 2009), pg. 15.

<sup>99</sup> Isjoni, *Pembelajaran Kooperatif*, (Yogyakarta: Pustaka Pelajar, 2010), pg. 77.

the "group of experts" (expert group) to discuss subtopik them. Furthermore, after careful discussion in the Group of experts, the students returned to the original group to teach or convey subtopik to members of the group themselves. Expert in subtopik other also act similar, so that all learners can master the whole material assigned. On the next step students were given tests/quizzes, it is to find out whether students can already understand a material. In general the Organization of study model of jigsaw in the process of teaching and learning can foster responsibility so students directly involved actively in understanding a question and solve them in groups.<sup>100</sup>

Based on observation, the result of increasing students activeness in fifth grade of B is good the result is 67% the percentage of between 56%-75% high. It means that teacher can increase students activeness during thematic learning by applying right strategies with various method.

3. Supporting and Restricting Factors in carrying out the creativity of teachers
  - a. Supporting Factors
    - 1) Existence of a workshop or training. This workshop is done so that teachers could bring the creative learning process that can grow the liveliness of the student learning.

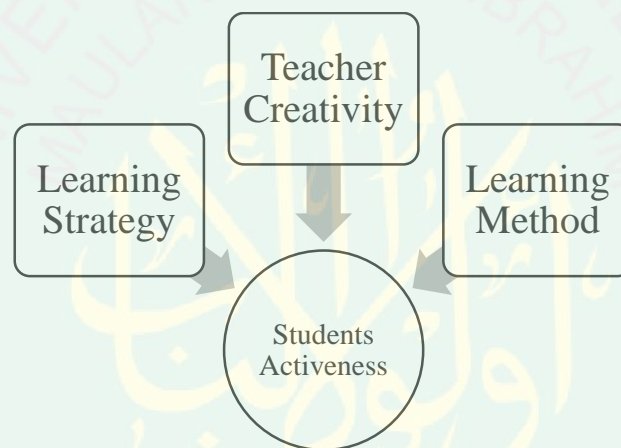
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<sup>100</sup> Isjoni, *Pembelajaran Kooperatif*, (Yogyakarta: Pustaka Pelajar, 2010), pg. 81.

- 2) Teacher innovation toward learning process in understanding students characteristic

b. Restricting Factors

- 1) Infrastructure is lacking support. Limited facilities and infrastructure could hinder teachers in developing his creativity in performing learning
- 2) Teachers who have not mastered the learning thematic material completely because of too high.

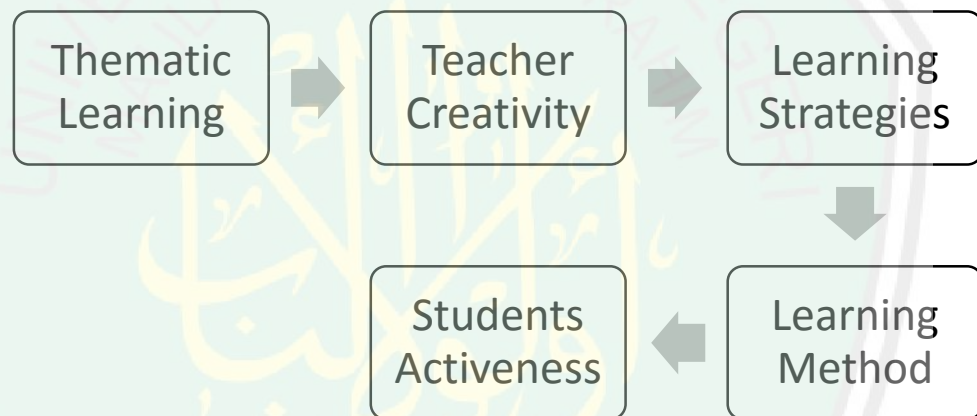


**Bagan 5.3 Teacher Creativity**

Teacher use ARCS strategies and Active learning strategies in thematic learning, and use many method, specifically: Lecture method, Mind map method, jigsaw method and Qustion and answer method or learning Start with question method. Teacher also develop learning innovation with game of guess the words and guess the image, so students activeness increase in every learning process.

The form of execution of the creativity of teachers is done by choosing the right strategies and methods that vary so as to cultivate the liveliness of students, students who are active in the learning material can

understand so well that teachers can achieve goals in educating, additionally students can apply the knowledge gained at school into their life in society. From the results of the above we know that the creativity of teachers in thematic learning for increase students ' activeness can be said either. can be explained as follows: 1) teachers are capable of combining their creative ability in selecting strategies and learning methods that enable students. 2) students more actively in learning.



**Bagan 5.4 Teacher Creativity For Increase Students Activeness On Thematic Learning**

Thematic learning need a teacher creativity, so the teacher had to selective in using any strategies and use the right method during learning activities, so that student could be active and understand the lesson well and practice the lesson in their society life or their environment.

## CHAPTER VI

### CLOSING

#### A. Conclusions

Based on the research that has researchers describe in the previous discussion, packed researchers can conclude as follows:

1. Thematic Learning Process In Class V A and V B Islamiyah Islamic Elementary School Sukopuro Jabung Malang is thematic Learning in class VA and VB are implemented in one theme but the difference between the subjects one with other subjects are still visible, but the theme is still aligning learning.
2. Students Activeness in V A and V B Class of Islamiyah Islamic Elementary School Sukopuro Jabung Malang, There are: form of student activeness of existing student learning in classes V A and B MI Islamiyah Jabung include: 1) Learners are always paying attention to the teacher; 2) The students often ask to the teacher, as well as responding to the statement of the teacher; 3) The students listened to the explanation of peers, and the other In this case the learners active during learning activity, and the other.
3. The Implementation Of Teacher Creativity For Increase Students Activeness On Thematic Learning At Fifth Grade of A and B Islamiyah Islamic Elementary School Sukopuro Jabung Malang, namely:
  - a. Implementation of the creativity of fifth grade teacher of A class by using strategies of ARCS, as lectures mainstay method method

and combine with other methods of learning as a variation, moreover teachers also developed learning innovation with game guess words and guess the image.

- a. Implementation of fifth grade teacher on teacher creativity by using active learning strategies and a variety of methods. A method often used by fifth grade teacher of B class is a method of concept maps, but teachers also use the jigsaw cooperative methods, methods of lecture and learning methods start with question as variations of the methods that have been used by teacher.

## **B. Suggestions**

As for a few suggestions that can be used as consideration in the creativity of teachers on thematic learning in fostering active learning students can tell the author is:

1. For teachers

Develop the creativity of teachers in each learning so that students can understand the learning well and not easily bored when learning takes place because students need teachers who can make it active during learning. The teacher should guide the students to dare ask and suggested in front of his friends. Teachers should also always do innovation in learning so that students are not passive in the classroom, so that it can understand the learning well, teachers should also pay attention to the students who are still lags behind in the lesson.

## 2. For School

Always support the effort against teachers in exercising his creativity in the thematic learning, by providing adequate infrastructure and facilities to support the learning process. Since the implementation of this thematic learning make teachers not only as educators or pebelajar but also make the teacher as a facilitator and mediator.



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## APPENDIX

### APPENDIX 1

#### LEMBAR OBSERVASI

#### PROSES PEMBELAJARAN SISWA KELAS VA

1. Nama Guru Kelas : Ary Nur Cahyanto, S. Pd I
2. Sekolah : MI Islamiyah Sukopuro Jabung Malang
3. Kelas/Semester : VA/II
4. Hari/tanggal/bulan/tahun : Rabu, 25 April 2018

No.	Aspek yang diamati	Deskripsi Hasil Temuan
1	Mempersiapkan siswa untuk belajar	Guru memberikan waktu pada siswa yang masih bermain untuk bersiap-siap memulai pelajaran
2	Melakukan kegiatan apersepsi	Guru melakukan apersepsi pada pembelajaran di jam pelajaran pertama
3	Menguasai materi pembelajaran	Guru membaca referensi dari berbagai buku.
4	Mengaitkan materi dengan pengetahuan lain yang relevan	Guru mengaitkan materi pelajaran 1 dengan mata pelajaran lain
5	Menyampaikan materi dengan jelas, sesuai dengan karakteristik siswa	Guru sering menggunakan metode ceramah
6	Mengaitkan materi dengan realitas kehidupan	Guru mengaitkan materi pelajaran dengan pengetahuan yang ada di sekitar siswa
7	Melaksanakan pembelajaran sesuai dengan kompetensi(tujuan) yang akan dicapai dan karakteristik siswa	Guru melaksanakan pembelajaran sesuai dengan tujuan pembelajaran dan juga memberi pengetahuan tambahan

8	Menggunakan media secara efektif dan efisien	Guru menggunakan media yang ada di sekitar lingkungan siswa
9	Memusatkan perhatian siswa	Guru menyampaikan materi dengan menarik sehingga siswa antusias
9	Menghasilkan pesan yang menarik	Pesan yang disampaikan oleh guru mengenai manfaat dalam kehidupan siswa
10	Melibatkan siswa dalam pemanfaatan media	Guru memberikan pengarahan kepada siswa untuk membawa peralatan dalam pembuatan media, misalnya dalam praktikum IPA
11	Menumbuhkan partisipasi aktif siswa dalam pembelajaran	Guru memberikan pertanyaan-pertanyaan agar siswa aktif dalam menjawab
12	Menunjukkan sikap terbuka terhadap respon siswa	Guru memberikan kesempatan bagi siswa yang ingin bertanya atau menanggapi materi yang disampaikan oleh guru
13	Menumbuhkan keceriaan dan antusiasme siswa dalam belajar	Guru menggunakan cara yang menarik yaitu permainan tebak kata dan gambar
14	Memantau kemajuan belajar selama proses	Pada saat guru menyampaikan materi, guru juga memberikan pertanyaan-pertanyaan singkat
15	Menggunakan bahasa lisan dan tulisan secara jelas, baik dan benar	Menggunakan bahasa yang dapat dimengerti oleh siswa
16	Menyampaikan pesan dengan gaya yang sesuai	Menyampaikan pesan dengan memberikan contoh dalam kehidupan sehari-hari
17	Menyampaikan pesan-pesan moral	Pada kegiatan konfirmasi

18	Menjelaskan sambil bertanya dan menanggapi	Ketika guru menjelaskan materi, guru juga memberikan waktu kepada siswa yang mau bertanya dan menanggapi
19	Memberikan reward pada siswa yang dapat menjawab pertanyaan	Reward yang diberikan berupa poin
20	Melakukan refleksi atau membuat rangkuman dengan melibatkan siswa	Pada saat 10 menit sebelum pembelajaran selesai
Catatan: Guru mampu mengatasi siswa yang ramai dalam pembelajaran dengan menginovasi pembelajaran, memberi game tebak gambar dan tebak kata mengenai pembelajaran tematik.		

No	Kriteria Guru Kreatif	Keterlaksanaan	
		Ya	Tidak
1.	Guru menyiapkan RPP setiap pembelajaran	✓	
2.	Guru menggunakan strategi yang tepat	✓	
3.	Guru menggunakan metode yang tepat dan berbeda-beda setiap pembelajaran	✓	
4.	Guru melakukan inovasi dalam pembelajaran	✓	
5.	Guru mengalokasikan waktu dengan baik		✓

6.	Guru mampu berinteraksi dengan siswa	✓	
7.	Guru menciptakan suasana pembelajaran yang kondusif		✓
8.	Guru memberikan kesempatan kepada siswa untuk bertanya dan memberi tanggapan	✓	
9.	Guru memberikan kesempatan kepada siswa untuk berdiskusi dengan kelompoknya	✓	
10.	Guru mampu meningkatkan keaktifan siswa dalam pembelajaran	✓	

**LEMBAR OBSERVASI**  
**PROSES PEMBELAJARAN SISWA KELAS VB**

1. Nama Guru Kelas : Nur Bahtiar Musafirin, S. Pd I
2. Sekolah : MI Islamiyah Sukopuro Jabung Malang
3. Kelas/Semester : VB/II
4. Hari/tanggal/bulan/tahun : Selasa, 10 April 2018

No.	Aspek yang diamati	Deskripsi Hasil Temuan
1	Mempersiapkan siswa untuk belajar	Memulai pembelajaran dengan mereview pembelajaran pada hari lalu melalui game tebak-tebakan
2	Melakukan kegiatan apersepsi	Melakukan pemanasan dengan lagu-lagu tentang materi pelajaran yang diciptakan oleh guru
3	Menguasai materi pembelajaran	Menjabarkan materi dengan luas, dengan membaca banyak referensi saat akan mengajar.
4	Mengaitkan materi dengan pengetahuan lain yang relevan	Terkadang guru mengaitkan pembelajaran dengan Al-Qur'an
5	Menyampaikan materi dengan jelas, sesuai dengan karakteristik siswa	Menjelaskan materi sesuai dengan karakteristik peserta didik, jika ada peserta didik yang belum paham, maka guru akan mengulang penjelasan.
6	Mengaitkan materi dengan realitas kehidupan	Mengaitkan materi dengan lingkungan sekitar peserta didik
7	Melaksanakan pembelajaran sesuai dengan kompetensi(tujuan) yang akan dicapai dan karakteristik siswa	Guru juga memberikan pengetahuan tambahan, bukan hanya berdasarkan pada kompetensi inti saja.

8	Menggunakan media secara efektif dan efisien	Memanfaatkan bahan yang sudah tidak dipakai.
9	Memusatkan perhatian siswa	Dengan menyampaikan materi secara menarik.
9	Menghasilkan pesan yang menarik	Dapat menghasilkan pesan yang menarik sehingga siswa takjub.
10	Melibatkan siswa dalam pemanfaatan media	Memberikan perintah kepada siswa untuk membawa media yang akan digunakan selama pembelajaran
11	Menumbuhkan partisipasi aktif siswa dalam pembelajaran	Menumbuhkan keaktifan siswa dengan kerap memberikan pertanyaan-pertanyaan
12	Menunjukkan sikap terbuka terhadap respon siswa	Menanggapi respon siswa yang ingin bertanya dan menanggapi
13	Menumbuhkan keceriaan dan antusiasme siswa dalam belajar	Menumbuhkan keceriaan dengan menarik perhatian peserta didik selama pembelajaran
14	Memantau kemajuan belajar selama proses	Memberikan perhatian lebih pada siswa yang masih kesulitan.
15	Menggunakan bahasa lisan dan tulisan secara jelas, baik dan benar	Pembelajaran bahasa Indonesia masuk dalam pembelajaran tematik, jadi guru selalu menggunakan bahasa baku, namun terkadang diimbui dengan bahasa jawa.
16	Menyampaikan pesan dengan gaya yang sesuai	Dengan gaya atau cara yang sering digunakan oleh peserta didik dalam bermain.
17	Menyampaikan pesan-pesan moral	Menyampaikan pesan moral dalam setiap pembelajaran yang berkaitan di kehidupan peserta didik.
18	Menjelaskan sambil bertanya dan menanggapi	Learning start with question, guru selalu bertanya terlebih dahulu

		kemudian memberikan waktu kepada siswa untuk menjawab dan menanggapi.
19	Memberikan reward pada siswa yang dapat menjawab pertanyaan	Memberikan reward berupa jajan atau snack kepada siswa yang dapat menjawab pertanyaan dengan benar
20	Melakukan refleksi atau membuat rangkuman dengan melibatkan siswa	Melibatkan siswa dalam membuat rangkuman pada kegiatan konfirmasi
Catatan: Guru melakukan pembelajaran dengan menggunakan strategi dan metode yang tepat sehingga pembelajaran tematik berlangsung dengan aktif		

No	Kriteria Guru Kreatif	Keterlaksanaan	
		Ya	Tidak
1.	Guru menyiapkan RPP setiap pembelajaran	✓	
2.	Guru menggunakan strategi yang tepat	✓	
3.	Guru menggunakan metode yang tepat dan berbeda-beda setiap pembelajaran	✓	
4.	Guru melakukan inovasi dalam pembelajaran	✓	
5.	Guru mengalokasikan waktu dengan baik		✓

6.	Guru mampu berinteraksi dengan siswa	✓	
7.	Guru menciptakan suasana pembelajaran yang kondusif	✓	
8.	Guru memberikan kesempatan kepada siswa untuk bertanya dan memberi tanggapan	✓	
9.	Guru memberikan kesempatan kepada siswa untuk berdiskusi dengan kelompoknya	✓	
10.	Guru mampu meningkatkan keaktifan siswa dalam pembelajaran	✓	

## APPENDIX 2

**LEMBAR OBSERVASI KEAKTIFAN BELAJAR SISWA  
DALAM PROSES PEMBELAJARAN KELAS VA**

5. Nama Guru Kelas : Ary Nur Cahyanto, S. Pd I  
 6. Sekolah : MI Islamiyah Sukopuro Jabung Malang  
 7. Kelas/Semester : VA/II  
 8. Hari/tanggal/bulan/tahun : Rabu, 25 April 2018  
 9. Pokok Bahasan : Pembelajaran Tematik Tema 8

No.	Aspek yang diamati	Deskripsi
1.	Peserta didik selalu memperhatikan ketika guru menjelaskan di depan	Peserta didik mendengarkan penjelasan guru namun ada beberapa peserta didik yang masih berbicara dengan temannya
2.	Peserta didik sering bertanya kepada guru	Peserta didik bertanya kepada guru jika ada penjelasan guru yang kurang dimengerti
3.	Peserta didik bisa menjawab pertanyaan guru	Peserta didik menjawab pertanyaan yang diberikan oleh guru, namun kegiatan ini jarang dilakukan oleh guru
4.	Peserta didik menanggapi pernyataan guru	Peserta didik sering menanggapi pernyataan guru yang membahas suatu contoh yang ada di sekitarnya
5.	Peserta didik pernah mengantuk selama pembelajaran berlangsung	Peserta didik tidak mengantuk selama pembelajaran berlangsung, namun terkadang mengganggu temannya ketika bosan

6.	Peserta didik menggunakan alat dan bahan sesuai dengan percobaan	Guru memberikan arahan kepada peserta didik untuk membawa peralatan untuk percobaan yang aja dilakukan
7.	Peserta didik ikut bekerjasama dalam kelompok diskusi	Peserta didik ikut bekerjasama dalam diskusi namun ada beberapa peserta didik yang tidak sungguh-sungguh
8.	Peserta didik berani menjelaskan atau membaca sebuah materi di depan kelas	Peserta didik yang berani menjelaskan atau membaca sebuah materi di depan kelas karena ditunjuk langsung oleh guru bukan karena kemauan mereka sendiri
9.	Peserta didik mendengarkan penjelasan teman tentang pelajaran di depan kelas	Peserta didik lebih sering rame sehingga penjelasan temannya tidak terdengar
10.	Peserta didik sering mengemukakan pendapat pada sebuah diskusi	Peserta didik dapat mengemukakan pendapat setelah guru memberikan stimulus.

**LEMBAR OBSERVASI KEAKTIFAN BELAJAR SISWA  
DALAM PROSES PEMBELAJARAN KELAS VB**

1. Nama Guru            Kelas            : Nur Bahtiar Musafirin, S. Pd I
2. Sekolah                                : MI Islamiyah Sukopuro Jabung Malang
3. Kelas/Semester                        : VB/II
4. Hari/tanggal/bulan/tahun : Selasa, 10 April 2018
5. Pokok Bahasan                        : Pembelajaran Tematik Tema 7

No.	Aspek yang diamati	Deskripsi
1.	Peserta didik selalu memperhatikan ketika guru menjelaskan di depan	Peserta didik mendengarkan penjelasan guru karena guru mengemas pembelajaran dengan menarik
2.	Peserta didik sering bertanya kepada guru	Peserta didik bertanya kepada guru jika di sela-sela guru menerangkan materi
3.	Peserta didik bisa menjawab pertanyaan guru	Peserta didik dapat menjawab pertanyaan guru, biasanya guru memberi pertanyaan mudah kepada siswa yang kesulitan memahami materi. Lalu memberikan soal sulit kepada siswa yang pintar
4.	Peserta didik menanggapi pernyataan guru	Peserta didik sering menanggapi pernyataan guru yang membahas suatu contoh yang menarik
5.	Peserta didik pernah mengantuk selama pembelajaran berlangsung	Peserta didik tidak mengantuk selama pembelajaran berlangsung, karena guru akan memberikan suatu game yang

		memnghilangkan kebosanan peserta didik
6.	Peserta didik menggunakan alat dan bahan sesuai dengan percobaan	Guru memberikan arahan kepada peserta didik untuk membawa peralatan untuk percobaan yang akan dilakukan
7.	Peserta didik ikut bekerjasama dalam kelompok diskusi	Peserta didik ikut bekerjasama dalam diskusi namun ada beberapa peserta didik yang tidak sungguh-sungguh
8.	Peserta didik berani menjelaskan atau membaca sebuah materi di depan kelas	Peserta didik yang berani menjelaskan atau membaca sebuah materi di depan kelas setelah ditunjuk langsung oleh guru bukan karena kemauan mereka sendiri
9.	Peserta didik mendengarkan penjelasan teman tentang pelajaran di depan kelas	Peserta didik sulit untuk mendengarkan penjelasan teman karena suara teman yang menjelaskan kurang keras
10.	Peserta didik sering mengemukakan pendapat pada sebuah diskusi	Peserta didik dapat mengemukakan pendapat setelah guru memberikan stimulus.

**APPENDIX 3****Lembar Wawancara****A. Identitas Responden**

Informan : Guru kelas VA

Nama : Nur Ary Cahyanto, S. Pd I

Jabatan : Guru Kelas

**B. Pertanyaan**

1. Sejak kapan bapak mengajar?

Jawab : Mulai mengajar semenjak tahun 2013, setelah saya lulus langsung melamar kerja disini, saya lulusan PGMI

2. Kurikulum apa yang saat ini digunakan dalam pembelajaran?

Jawab : Untuk sekarang menggunakan kurikulum K13 yang sudah revisi 2017

3. Bagaimana proses pelaksanaan pembelajaran tematik?

Jawab : Untuk pembelajaran tematik itu kalo yang sekarang bukan per-mapel lagi tapi dijadikan tema-tema yang didalamnya sudah ada pembelajaran bermacam-macam, jadi pelaksanaannya itu setiap semester, setiap semester itu ada 4 tema dan setiap 1 bulan diberikan 1 tema, tiap minggunya disampaikan per-subtema, di sub tema tadi tiap minggunya ada 6 pembelajaran.

4. Apa kendala yang dialami oleh guru dalam pembelajaran tematik?

Jawab : Sebenarnya nggak dikaitkan tapi terpisah, cuman lebih ke temanya jadi untuk pelajaran itu tidak terkait langsung tapi tema itu mempermudah siswa agar berpikirnya tadi padu itu loh mbak, biasanya kan anak kan ke suatu ke konkrit ke abstrak kalo yang tematik itu langsung dikasih contoh konkrit lewat materi-materinya itu.

5. Bagaimana kondisi peserta didik saat pembelajaran berlangsung?

Apakah aktif atau pasif?

Jawab : Aktif jelasnya mbak, karena pembelajaran berdasarkan kehidupan sehari-hari mbak

6. Bagaimana cara guru mengatasi siswa yang pasif?

Jawab : Biasanya saya tunjuk mbak, saya kasih pertanyaan.

7. Bagaimana cara mengatasi siswa yang rame saat pembelajaran?

Jawab : Saya sudah melakukan perjanjian pada awal semester, bagi siswa yang melanggar ada hukuman tertentu, bagi yang melanggar sudah banyak maka saya panggil orang tuanya.

8. Bagaimana kesiapan bapak sebelum melaksanakan? Seperti RPP!

Jawab : Kalo RPP sementara masih ikut buku guru jadi yang RPP harian itu cuma pelaksanaan yang bisa saja karena beda sama keadaan di lapangan ada yang bisa 100% dilaksanakan ada yang cuma berapa persen saja.

9. Apakah bapak membaca beberapa referensi untuk menambah pengetahuan dalam pembelajaran?

Jawab : Kan tematik temanya gak dibahas secara runtut, jadi kadang guru cari sumber lain. Materi di buku siswa kan cuma sepintas trus di lks juga cuma sedikit, kalo nyari materi lain ya akhirnya gurunya yang harus aktif juga

10. Strategi apa yang sering bapak gunakan dalam pembelajaran?

Jawab : Yang sering saya gunakan strategi ARCS, itu kayak tahapan RPP saya ARCS strategi ini dekat dengan peristiwa di lingkungan anak-anak mbak, yang berarti Attention yaitu mengaitkan materi sehari-hari, mengajak siswa pakek peristiwa faktual yang menarik, misalnya pelajaran tentang alam yaitu peristiwa longsor di coban jahe baru masuk ke Relevan yaitu dikaitkan kalau untuk Confidence itu kepercayaan diri siswa, seperti pertanyaan dan jawaban dari tugas siswa, yang terakhir Satisfaction kepuasan belajar, jadi tiap minggu ditanyai tentang pelajaran terakhir kemarin apa, yang masih belum bisa apa.

11. Metode apa yang sering dan efektif digunakan?

Jawab : Selama ini saya menggunakan metode ceramah, kalo masih kecil masih belum bisa menerangkan, karena anak-anak membutuhkan banyak pengetahuan

12. Sumber belajar apa yang digunakan dalam pelaksanaan pembelajaran?

Jawab : Guru harus aktif cari referensi mbak, biar tidak hanya menggunakan buku guru, buku siswa dan lks saja.

13. Apakah penting melakukan praktikum? Jika iya, siapa yang membawa perlengkapan untuk praktikum?

Jawab : Praktikum itu penting mbak, saat ini dibuku siswa juga banyak percobaan-percobaan mengenai mata pelajaran IPA. Biasanya anak-anak saya suruh bawa peralatan dari rumahnya, saya hanya membawa peralatan yang sekiranya sulit ditemukan di lingkungan anak-anak, kalo di lab mungkin waktu Mts. Biasanya sebelumnya dibagi tugas untuk membawa peralatan tertentu.

14. Apakah penting memperlihatkan video saat pembelajaran?

Jawab : Kalo video sangat penting mbak, biasanya dipilah peristiwa pentingnya, dicrop sebagian diambil yang penting kalo ditayangkan semua kendalanya itu tadi habis-habisin waktu.

15. Apa faktor pendukung dan penghambat dalam mengembangkan kreativitas guru pada pembelajaran tematik?

Jawab: Faktor pendukungnya itu workshop yang diberikan knn biasanya tapi workhop itu jarang.

Untuk faktor penghambatnya buku guru terlalu menuntun, jadi biasanya saya kembangkan sendiri proses pembelajarannya.

## Lembar Wawancara

### C. Identitas Responden

Informan : Guru kelas VB  
Nama : Nur Bahtiar Musafirin, S. Pd. I  
Jabatan : Guru Kelas

### D. Pertanyaan

16. Sejak kapan bapak mengajar?

Jawab : Saya mengajar sudah lama mbak, sejak tahun 2009/2010 tetapi SK saya sudah turun pada tahun 2007

17. Kurikulum apa yang saat ini digunakan dalam pembelajaran?

Jawab : Kurikulum yang saat ini digunakan K13 mbak, mengikuti perkembangan pendidikan di Indonesia

18. Bagaimana proses pelaksanaan pembelajaran tematik?

Jawab : Pembelajaran dilakukan secara pertema bukan per mata pelajaran kemudian dilaksanakan pertema karena pemerintah menganggap pemikiran anak-anak masih holistik atau menjadi satu.

19. Apa kendala yang dialami oleh guru dalam pembelajaran tematik?

Jawab : Untuk kendalanya banyak sekali, yang pertama masalah buku, buku yang dari pemerintah belum sampai sekarang kemudian terpaksa anak-anak membeli buku sendiri. Kemudian untuk dari anak-anak sendiri mereka terbiasa dengan mapel. Jadi mereka masih menganggap bahwa tematik masih kesulitan karena ujiannya masih per mapel jugatidak seperti ujian kompre kalo di kampus ujiannya tidak pertema tapi per-mapel itu kendala paling utama. Kelemahan tematik juga yang tidak serumpun disambung-sambungkan jadi kita ini tematiknya masih es campur

20. Bagaimana kondisi peserta didik saat pembelajaran berlangsung?

Apakah aktif atau pasif?

Jawab : Kalo menurut saya kalo secara global itu siswa-siswi menjadi aktif bahkan yang, ini nilai plusnya dari K13 bahkan yang selama ini terlihat diam atau tidak aktif/minder jadi ikut serta dalam pembelajaran.

Kemudian kalau secara detail itu tergantung dengan guru masing-masing.

21. Bagaimana cara guru mengatasi siswa yang pasif?

Jawab : Kalau saya biasanya saya kasih pertanyaan mbak, seperti agung itu butuh penjelasan lebih dari teman-temannya.

22. Bagaimana cara mengatasi siswa yang rame saat pembelajaran?

Jawab : Kalau anak-anak di kelas itu takut sama saya mbak, jadi tidak pernah rame waktu pelajaran.

23. Bagaimana kesiapan bapak sebelum melaksanakan? Seperti RPP

Jawab: Yang tematik dulu ketika saya ikut pelatihan ketika di edisi belum revisi ini semua perangkat pembelajaran berasal dari pemerintah bahkan RPPnya juga setelah direvisi, kan revisinya berkali-kali yang terakhir ini dulunya kan matematika masuk tematik sekarang matematika sendiri mungkin ada kelemahan-kelemahan tertentu oleh pemerintah akhirnya sama pemerintah dipisah, nah untuk kalo saya pribadi membuat RPP satu semester nanti diambil ketika pembelajaran diedit membetulkan metode apa yang sesuai dengan pembelajaran.

24. Apakah bapak membaca beberapa referensi untuk menambah pengetahuan dalam pembelajaran?

Jawab : Pastinya, mengajar itu harus out of the book pengetahuan tambahan itu harus ditambah tidak mulu-mulu ada di buku guru seperti itu, jadi yang paling mudah sekarang ini kan google itu mudah mengakses internet, jadi kita bisa membaca buku-buku literatur yang terpercaya dari situ.

25. Strategi apa yang sering bapak gunakan dalam pembelajaran?

Jawab : Strategi yang biasanya saya gunakan itu active learning

26. Metode apa yang sering dan efektif digunakan?

Jawab : Metode andalan saya ya peta konsep mbak, biar seluruh pengetahuan dapat terstruktur, selain itu saya pernah pakek metode jigsaw juga mbak, pas njenengan di kelas itu, tapi metode jigsaw itu jarang saya gunakan.

27. Sumber belajar apa yang digunakan dalam pelaksanaan pembelajaran?

Jawab : Karena materi dari buku guru, buku siswa dan lks tidak cukup. Saya mencari referensi lain. Tapi sekarang kan sudah banyak materi di internet mbak, tinggal kita aktif mencari saja.

28. Apakah penting melakukan praktikum? Jika iya, siapa yang membawa perlengkapan untuk praktikum?

Jawab : Ya penting mbak, biasanya anak-anak yang membawa peralatannya, karena kan percobaan-percobaan untuk anak MI masih ringan, jadi mereka bisa membawa peralatan sendiri.

29. Apakah penting memperlihatkan video saat pembelajaran?

Jawab : Penting mbak, tapi kadang-kadang saya hanya menunjukkan sedikit saja, karena akan memakan waktu pembelajaran mbak.

30. Apa faktor pendukung dan penghambat dalam mengembangkan kreativitas guru pada pembelajaran tematik?

Jawab : Faktor pendukungnya itu ada workshop atau pelatihan-pelatihan. Kalo faktor penghambatnya kayak praktikum tadi itu kurangnya sarana-prasarana di dekolah serta medianya juga, SDM anak-anak kurang mumpuni juga mbak, kan sekarang pembelajaran tematik ini materinya sangat tinggi jadi guru juga kurang menguasai.

**APPENDIX 4****Lembar Wawancara****A. Identitas Responden**

Informan : Waka Kurikulum  
Nama : Khusnul Khotimah, S. TP  
Jabatan : Waka Kurikulum MI Islamiyah

**B. Pertanyaan**

1. Bagaimana sejarah berdirinya MI Islamiyah Sukopuro Jabung Malang?
2. Bagaimana Perkembangan MI Islamiyah Sukopuro Jabung Malang?
3. Apa Visi dan Misi MI Islamiyah Sukopuro Jabung Malang?
4. Apa kurikulum yang saat ini digunakan atau diterapkan?
5. Bagaimana sistem atau program pembelajaran di MI Islamiyah?

**APPENDIX 5****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : MI Islamiyah Sukopuro

Kelas/Semester : V A / II (genap)

Tema 8 : Lingkungan Sahabat Kita

Subtema 1 : Manusia dan Lingkungan

Pembelajaran Ke : 1

Alokasi Waktu : 3 x 35 menit

**A. KOMPETENSI INTI**

1. Memahami pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat dasar dengan cara mengamati, menanya, dan mencoba berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, serta benda-benda yang dijumpainya di rumah, di sekolah, dan tempat bermain.
2. Menunjukkan keterampilan berpikir dan bertindak kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif. Dalam bahasa yang jelas, sistematis, logis dan kritis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan tindakan yang mencerminkan perilaku anak sesuai dengan tahap perkembangannya.

**B. TUJUAN PEMBELAJARAN**

1. Melalui kegiatan mengamati dan berdiskusi, siswa mampu menyebutkan peristiwa-peristiwa atau tindakan pada teks nonfiksi dengan benar.

2. Melalui kegiatan melakukan pengamatan, siswa mampu mengidentifikasi manfaat air bagi manusia, hewan, dan tanaman dengan baik.
3. Melalui kegiatan berdiskusi, siswa mampu membuat peta pikiran mengenai manfaat air bagi manusia, hewan, dan tanaman dengan benar.

### C. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

#### BAHASA INDONESIA

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Menguraikan urutan peristiwa atau tindakan yang terdapat pada teks nonfiksi	3.8.1 Mengklasifikasikan urutan peristiwa atau tindakan yang terdapat pada teks nonfiksi
4.8 Menyajikan kembali peristiwa atau tindakan dengan memperhatikan latar cerita yang terdapat pada teks fiksi	4.8.1 Menyajikan kembali peristiwa atau tindakan dengan memperhatikan latar cerita yang terdapat pada teks fiksi

#### IPA

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Menganalisis siklus air dan dampaknya pada peristiwa di bumi serta kelangsungan makhluk hidup	3.7.1 Menguraikan siklus air dan dampaknya pada peristiwa di bumi serta kelangsungan makhluk hidup
4.8 Membuat karya tentang skema siklus air berdasarkan informasi dari berbagai sumber	4.7 Merekonstruksi karya tentang skema siklus air berdasarkan informasi dari berbagai sumber

### D. METODE PEMBELAJARAN

1. Poster comment
2. Reading Guide

3. Ceramah
4. Diskusi
5. Demonstrasi

#### E. MATERI PEMBELAJARAN

1. Membuat peta pikiran dari suatu bacaan
2. Lingkungan hidup
3. Manfaat Air bagi Makhluk Hidup

#### F. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru mengucapkan salam</li> <li>• Guru mengajak siswa untuk mengulas kembali materi yang sudah dipelajari minggu lalu</li> <li>• Guru memberikan stimulus tentang materi yang akan dipelajari dengan mengaitkan dengan kehidupan sehari-hari</li> <li>• Guru memaparkan tujuan pembelajaran dari materi yang akan dipelajari</li> </ul>	<b>3 menit</b>
<b>Inti</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mengamati gambar yang telah disediakan oleh guru</li> <li>• Dengan bimbingan guru, siswa mengidentifikasi berbagai kondisi lingkungan pada gambar. Guru mengaitkan kegiatan ini</li> </ul>	<b>10 menit</b>

	dengan judul tema Lingkungan Sahabat Kita serta judul subtema Manusia dan Lingkungan.	
	<p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Siswa mengajukan pertanyaan jika ada yang tidak dipahami.</li> <li>• Guru dapat memberikan beberapa pertanyaan untuk menstimulus ketertarikan siswa tentang topik Manusia dan Lingkungan.</li> </ul>	<b>5 menit</b>
	<p><b>Mencoba</b></p> <ul style="list-style-type: none"> <li>• Secara mandiri siswa mengerjakan tugas berdasarkan gambar yang diberikan oleh guru</li> </ul>	<b>5 menit</b>
	<p><b>Mencipta</b></p> <ul style="list-style-type: none"> <li>• Siswa dapat mengemukakan pendapatnya mengenai hubungan manusia dengan lingkungan.</li> </ul>	<b>10 menit</b>
	<ul style="list-style-type: none"> <li>• Siswa mendengarkan penjelasan dari guru mengenai peta pikiran tentang “Demi Air Bersih, Warga Waborobo Rela Berjalan Sejauh 15 Kilometer”</li> </ul>	
	<p><b>Mengasosiasikan/ Mengolah Informasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca pengantar mengenai air sebagai salah satu unsur penting dalam lingkungan.</li> </ul>	<b>7 menit</b>

	Air sangat diperlukan bagi kehidupan di bumi.	
	<p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>Siswa diajak bertanya jawab mengenai manfaat air.</li> </ul>	<b>3 menit</b>
	<ul style="list-style-type: none"> <li>Siswa membaca teks berjudul “Operasi polisi berburu mata air untuk ratusan korban kekeringan” pada buku siswa. Kegiatan membaca dapat dilakukan secara bergantian. Salah seorang siswa membaca satu paragraf, siswa lain mendengarkan. Paragraf selanjutnya dibaca oleh siswa yang berbeda.</li> </ul>	<b>5 menit</b>
	<ul style="list-style-type: none"> <li>Siswa menuliskan peristiwa-peristiwa yang terdapat pada teks dalam bentuk peta pikiran. Kemudian, secara bergantian siswa menunjukkan peta pikiran yang telah dibuatnya.</li> </ul>	<b>12 menit</b>
	<ul style="list-style-type: none"> <li>Guru mengondisikan siswa untuk melakukan kegiatan diskusi, dengan membuat kelompok-kelompok terdiri atas 4 – 5 siswa. Setiap kelompok menjawab pertanyaan-pertanyaan berikut. <ol style="list-style-type: none"> <li>Apa fungsi air bagi manusia?</li> <li>Apa fungsi air bagi hewan?</li> </ol> </li> </ul>	<b>5 menit</b>

	3. Apa fungsi air bagi tumbuhan?	
	<p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyajikan hasil diskusinya dalam bentuk peta pikiran. Selanjutnya siswa menyajikan hasil diskusi kelompok</li> </ul>	<b>15 menit</b>
	<ul style="list-style-type: none"> <li>Siswa mengidentifikasi kegiatan-kegiatan yang menggunakan air dalam keluarga masing-masing. Kegiatan-kegiatan tersebut yang dituliskan dapat dituliskan berdasarkan urutan peristiwa, misalnya dari bangun tidur sampai saat akan tidur lagi.</li> </ul>	<b>15 menit</b>
	<ul style="list-style-type: none"> <li>Guru memberikan kesempatan kepada siswa untuk bertanya ataupun memberikan tanggapan.</li> </ul>	<b>10 menit</b>
<b>Penutup</b>	<ul style="list-style-type: none"> <li>Guru memberikan konfirmasi tentang pembelajaran pada hari ini</li> <li>Guru mereview kembali pembelajaran yang sudah dipelajari</li> <li>Guru menjelaskan manfaat pembelajaran</li> <li>Guru mengingatkan pembelajaran yang akan dipelajari minggu depan</li> </ul>	<b>5 menit</b>

	<ul style="list-style-type: none"> <li>• Guru mengajak siswa untuk berdoa bersama-sama</li> <li>• Guru menutup pembelajaran dengan salam</li> </ul>	
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## G. PENILAIAN

### 1. Prosedur Penilaian

#### a. Penilaian Proses

Menggunakan format pengamatan dilakukan dalam kegiatan pembelajaran sejak dari kegiatan awal sampai dengan kegiatan akhir

#### b. Mengidentifikasi dan menuliskan peristiwa-peristiwa pada teks

Bentuk penilaian: Penugasan Instrumen Penilaian: Rubrik KD Bahasa Indonesia 3.8 dan 4.8 Tujuan Kegiatan Penilaian: Mengukur pengetahuan dan keterampilan siswa dalam mengidentifikasi dan menuliskan peristiwa-peristiwa pada bacaan.

Aspek	Sangat Baik 4	Baik 3	Cukup 2	Perlu Pendampingan 1
Pengetahuan tentang mengidentifikasi peristiwa pada bacaan	Menyebutkan dengan benar semua peristiwa pada bacaan.	Menyebutkan 3 peristiwa pada bacaan dengan benar.	Menyebutkan 2 peristiwa pada bacaan dengan benar.	Hanya dapat menyebutkan 1 peristiwa pada bacaan.
Keterampilan	Menuliskan semua	Menuliskan 3 peristiwa	Menuliskan dengan	Menuliskan dengan

menuliskan peristiwa pada bacaan	peristiwa pada bacaan dengan benar dan runtut.	pada bacaan dengan bahasa yang runtut.	benar 2 peristiwa pada bacaan dengan bahasa kurang runtut.	benar 1 peristiwa pada bacaan dengan bahasa kurang runtut.
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- c. Berdiskusi tentang fungsi air bagi kehidupan di bumi Bentuk

Penilaian: Kinerja Instrumen Penilaian: Rubrik KD IPA 3.8 dan 4.8

Aspek	Sangat Baik 4	Baik 3	Cukup 2	Perlu Pendampingan 1
Pengetahuan tentang fungsi air bagi kehidupan di bumi	Dapat mengidentifikasi setidaknya 5 fungsi air bagi manusia, hewan, dan tanaman dengan benar.	Dapat mengidentifikasi 4 fungsi air bagi manusia, hewan, dan tanaman dengan benar.	Dapat mengidentifikasi 3 fungsi air bagi manusia, hewan, dan tanaman dengan benar.	Dapat mengidentifikasi hanya 2 fungsi air bagi manusia, hewan, dan tanaman dengan benar.
Keterampilan berbicara saat berdiskusi	Pengucapan kata-kata secara keseluruhan jelas, tidak menggumam dan dapat dimengerti.	Pengucapan kata-kata di beberapa bagian jelas dan dapat dimengerti.	Pengucapan kata-kata tidak begitu jelas tapi masih dapat dipahami maksudnya oleh pendengar.	Pengucapan kata-kata secara keseluruhan tidak jelas, menggumam dan tidak dapat dimengerti.

## H. SUMBER DAN MEDIA/BAHAN PEMBELAJARAN

- Buku Pedoman Guru Tema: Lingkungan Sahabat Kita Kelas 5 (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017).
- Buku Siswa Tema: Lingkungan Sahabat Kita Kelas 5 (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017).
- Gambar lingkungan hidup

Sukopuro, 01 Maret 2018

Mengetahui,

Kepala Sekolah

Guru Kelas

Drs. Taufik Hidayat

Ary Nur Cahyanto, S. Pd. I

**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : MI Islamiyah Sukopuro

Kelas/Semester : V B / II (genap)

Tema 7 : Peristiwa dalam Kehidupan

Subtema 2 : Peristiwa Kebangsaan Seputar Proklamasi Kemerdekaan

Pembelajaran Ke : 5

Alokasi Waktu : 3 x 35 menit

**I. KOMPETENSI INTI**

3. Memahami pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat dasar dengan cara mengamati, menanya, dan mencoba berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, serta benda-benda yang dijumpainya di rumah, di sekolah, dan tempat bermain.
4. Menunjukkan keterampilan berpikir dan bertindak kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif. Dalam bahasa yang jelas, sistematis, logis dan kritis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan tindakan yang mencerminkan perilaku anak sesuai dengan tahap perkembangannya.

**J. TUJUAN PEMBELAJARAN**

4. Dengan membaca, siswa dapat mengidentifikasi peran pelajar dalam mengisi kemerdekaan dengan penuh tanggung jawab.

5. Dengan mencari tahu, siswa dapat memahami peristiwa pengkristalan dengan penuh kepedulian.
6. Dengan melakukan percobaan, siswa dapat menganalisis peristiwa pengkristalan dengan penuh tanggung jawab.
7. Dengan membaca, siswa dapat mengidentifikasi ragam seni rupa daerah dengan penuh kepedulian.

#### **K. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI**

##### **SBdP**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.4 Memahami karya seni rupa daerah	3.3.1 Mengklasifikasikan pola lantai dalam tari kreasi daerah
4.4 Membuat karya seni rupa daerah	4.3.1 Mengkombinasikan pola lantai pada gerak tari kreasi daerah

##### **BAHASA INDONESIA**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.9 Mencermati penggunaan kalimat efektif dan ejaan dalam surat undangan (ulang tahun, kegiatan sekolah, kenaikan kelas, dll.)	3.5.1 Menginterpretasikan informasi penting dari teks narasi sejarah yang disajikan secara lisan dan tulis menggunakan aspek: apa, di mana, kapan, siapa, mengapa, dan bagaimana.
4.9 Membuat surat undangan (ulang tahun, kegiatan sekolah, kenaikan kelas, dll.) dengan kalimat efektif dan memperhatikan penggunaan ejaan	4.5.1 Menyimpulkan informasi penting dari teks narasi sejarah menggunakan aspek: apa, di mana, kapan, siapa, mengapa, dan bagaimana serta kosakata baku dan kalimat efektif

**IPA**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.7 Menganalisis pengaruh kalor terhadap perubahan suhu dan wujud benda dalam kehidupan sehari-hari	3.7.1 Mendemonstrasikan pengaruh kalor terhadap perubahan suhu dan wujud benda dalam kehidupan sehari-hari 3.7.2 Memahami perubahan wujud benda melalui peristiwa penguapan
4.7 Melaporkan hasil percobaan pengaruh kalor pada benda	4.7 Menelaah hasil percobaan pengaruh kalor pada benda

**L. METODE PEMBELAJARAN**

1. Reading Guide
2. Ceramah
3. Diskusi
4. Demonstrasi

**M. MATERI PEMBELAJARAN**

5. Bacaan tentang peran pelajar dalam mengisi kemerdekaan.
6. Bacaan tentang peristiwa pengkristalan.
7. Bacaan tentang ragam seni rupa daerah, alat dan bahan percobaan.

**N. LANGKAH-LANGKAH PEMBELAJARAN**

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru mengucapkan salam</li> <li>• Guru mengajak siswa untuk mengulas kembali materi yang sudah dipelajari minggu lalu</li> </ul>	<b>3 menit</b>

	<ul style="list-style-type: none"> <li>• Guru memberikan stimulus tentang materi yang akan dipelajari dengan mengaitkan dengan kehidupan sehari-hari</li> <li>• Guru memaparkan tujuan pembelajaran dari materi yang akan dipelajari</li> </ul>	
<b>Inti</b>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>• Siswa membaca bacaan “Peran Pelajar dalam Mengisi Kemerdekaan”.</li> <li>• Siswa membaca secara mandiri dan saksama untuk memahami isi bacaan.</li> </ul>	<b>5 menit</b>
	<b>Menanya</b> <ul style="list-style-type: none"> <li>• Siswa mengajukan pertanyaan jika ada yang tidak dipahami.</li> </ul>	<b>3 menit</b>
	<b>Mencoba</b> <ul style="list-style-type: none"> <li>• Secara mandiri siswa membuat kesimpulan.</li> <li>• Cara membuat kesimpulan dengan mencatat dan memperhatikan kalimat-kalimat utama atau ide-ide pokok dari setiap paragraf pada bacaan.</li> </ul>	<b>5 menit</b>
	<b>Mengasosiasikan/ Mengolah Informasi</b> <ul style="list-style-type: none"> <li>• Siswa menceritakan kembali isi bacaan yang berjudul “Peran Pelajar dalam Mengisi Kemerdekaan” sesuai dengan bahasa dan pemahamannya sendiri.</li> </ul>	<b>5 menit</b>
	<b>Mencipta Mengomunikasikan</b> <ul style="list-style-type: none"> <li>• Siswa membuat cerita</li> </ul>	<b>12 menit</b>

	<ul style="list-style-type: none"> <li>Siswa saling menukarkan cerita hasil kerja siswa dan dibacakan secara bergantian di depan kelas. Siswa lain memberikan tanggapan dan masukan kepada setiap cerita yang dibacakan.</li> </ul>	
	<ul style="list-style-type: none"> <li>Siswa mengerjakan tugas pada buku siswa berkaitan dengan peran pelajar dalam mengisi kemerdekaan.</li> </ul>	<b>5 menit</b>
	<ul style="list-style-type: none"> <li>Siswa membuat tabel catatan tentang kegiatannya sehari-hari.</li> </ul>	<b>7 menit</b>
	<ul style="list-style-type: none"> <li>Guru menjelaskan peristiwa pengkristalan sebagai salah satu bentuk atau jenis perubahan wujud benda.</li> </ul>	<b>8 menit</b>
	<ul style="list-style-type: none"> <li>Guru memberikan kesempatan kepada siswa untuk bertanya ataupun memberikan tanggapan.</li> </ul>	<b>5 menit</b>
	<ul style="list-style-type: none"> <li>Siswa membaca dan diarahkan untuk benar-benar memahami isi bacaan dengan menentukan bacaan di setiap paragraf.</li> </ul>	<b>10 menit</b>
	<ul style="list-style-type: none"> <li>Guru meminta siswa secara berkelompok untuk melengkapi tabel yang berisi ciri seni rupa daerah yang ada di daerah sekitar.</li> </ul>	<b>15 menit</b>
	<ul style="list-style-type: none"> <li>Setiap kelompok yang mendemonstrasikan hasil diskusi diberikan pertanyaan mengenai hasil bacaan</li> </ul>	<b>15 menit</b>
	<ul style="list-style-type: none"> <li>Guru menunjuk beberapa siswa secara acak untuk membacakan jawabannya.</li> <li>Guru memberikan konfirmasi pada setiap jawaban siswa.</li> </ul>	<b>10 menit</b>

<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru mereview kembali pembelajaran yang sudah dipelajari</li> <li>• Guru menjelaskan manfaat pembelajaran</li> <li>• Guru mengingatkan pembelajaran yang akan dipelajari minggu depan</li> <li>• Guru mengajak siswa untuk berdoa bersama-sama</li> <li>• Guru menutup pembelajaran dengan salam</li> </ul>	<b>3 menit</b>
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## O. PENILAIAN

### Prosedur Penilaian

#### a. Penilaian Proses

Menggunakan format pengamatan dilakukan dalam kegiatan pembelajaran sejak dari kegiatan awal sampai dengan kegiatan akhir

#### b. Penilaian Unjuk Kerja

- 1) Portofolio
- 2) Tertulis

## P. SUMBER DAN MEDIA/BAHAN PEMBELAJARAN

- Buku Pedoman Guru Tema: Peistiwa dalam kehidupan Kelas 5 (Buku Tematik Tepadu Kurikulum 2013, Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017).
- Buku Siswa Tema: Peristiwa dalam kehidupan Kelas 5 (Buku Tematik Tepadu Kurikulum 2013, Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017).

- Bacaan tentang peran pelajar dalam mengisi kemerdekaan,
- Bacaan tentang peristiwa pengkristalan,
- Gambar beragam seni rupa daerah.

Sukopuro, 23 Februari 2018

Mengetahui,

Kepala Sekolah

Guru Kelas V

Drs. Taufik Hidayat

Nur Bahtiar Musafirin, S. PdI



## APPENDIX 6



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id> email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

Nomor : 871/Un.03.1/TL.00.1/04/2018  
 Sifat : Penting  
 Lampiran : -  
 Hal : Izin Penelitian

02 April 2018

Kepada  
 Yth. Kepala MI Islamiyah Sukopuro Malang  
 di  
 Malang

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Anisah Puspita Sari  
 NIM : 14140037  
 Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)  
 Semester - Tahun Akademik : Genap - 2017/2018  
 Judul Skripsi : **Teacher Creativity in Thematic Learning to Improve Students Learning Activeness of Class V in Islamic Elementary Islamiyah Sukopuro Malang**  
 Lama Penelitian : **April 2018** sampai dengan **Juni 2018**  
 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**

Dekan

Dr. H. Agus Maimun, M.Pd.  
 NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip

## APPENDIX 7



Lembaga Pendidikan Ma'arif NU  
**MI. ISLAMİYAH SUKOPURO**  
**STATUS TERAKREDITASI "A"**  
**NSM : 111235070088**

Jl. Brawijaya No. 37 Sukopuro Jabung, Telp. (0341) 788973

---

**SURAT KETERANGAN**

Nomor:

Yang bertandatangan dibawah ini,

Nama : Drs. Taufik Hidayat  
 Jabatan : Kepala MI Islamiyah Jabung – Malang

Menerangkan bahwa mahasiswa dibawah ini:

Name : Anisah Puspita Sari  
 NIM : 14140037  
 Fakultas : Ilmu Tarbiyah dan Keguruan  
 Jurusan : Pendidikan Guru Madrasah Ibtidaiyah  
 Judul Skripsi : TEACHER CREATIVITY ON THEMATIC LEARNING FOR  
 INCREASE STUDENTS ACTIVENESS AT CLASS V A AND V  
 B IN ISLAMİYAH ISLAMIC ELEMENTARY SCHOOL  
 JABUNG MALANG

Telah melakukan penelitian untuk skripsi dan hasil penelitiannya telah diperiksa oleh Kepala Madrasah Ibtidaiyah Islamiyah dan telah disetujui untuk diterbitkan sebagai hasil temuan skripsi.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 21 Mei 2018

Kepala MI Islamiyah Jabung

**Drs. Taufik Hidayat**

## APPENDIX 8



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
 JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
 http:// fitk.uin-malang.ac.id/ email :fitk@uin-malang.ac.id

**BUKTI KONSULTASI SKRIPSI**  
**JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH**

Nama : Anisah Puspita Sari  
 NIM : 14140037  
 Judul : Teacher Creativity On Thematic Learning for Increase  
 students Activeness At Class VA And VB In Islamiyah  
 Islamic Boarding School Sukopuro Jabung Malang.  
 Dosen Pembimbing : Dr. Mulyono, MA

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	27 April 2018	chapter I, II and III Consultation	
2.	03 May 2018	chapter IV Consultation	
3.	09 May 2018	chapter IV revision	
4.	19 May 2018	chapter V Consultation	
5.	18 May 2018	Chapter IV, V and VI revision	
6.	21 May 2018	Abstract and chapter IV, V, VI	
7.	28 May 2018	Collecting all chapters	
8.	30 May 2018	Accepting Thesis	
9.			
10.			
11.			
12.			

Malang, 30 Mei 2018.  
 Mengetahui  
 Ketua Jurusan PGMI,

H. Ahmad Sholeh, M.Ag  
 NIP. 197608032006041001



Certificate No. ID08/1219

## APPENDIX 9

## DOCUMENTATION



Saat Guru menyampaikan materi dan siswa mendengarkan penjelasan



Siswa sangat antusias untuk menjawab pertanyaan



Peneliti memasuki kelas yang diteliti



Peneliti mengamati guru saat pembelajaran berlangsung



Siswa tengah berkelompok untuk cerdas cermat dengan metode jigsaw



Guru memberikan penjelasan terkait cerdas cermat dengan menggunakan metode jigsaw



Siswa melakukan diskusi untuk memecahkan masalah



Siswa mengerjakan tugas secara berkelompok



Peneliti melakukan wawancara dengan guru kelas 5A



Peneliti melakukan wawancara dengan waka kurikulum

**STUDENT BIODATA**

Name : Anisah Puspita Sari  
NIM : 14140037  
Date and Place of Birth : Lamongan, 29 July 1996  
Fac./Study Program : FITK/PGMI  
Enterence Year : 2014  
Address : Godog Laren Lamongan  
Contact : 085749298668  
Email : [puspitaanisah@gmail.com](mailto:puspitaanisah@gmail.com)

Malang, 25 Mei 2018

Mahasiswa,

Anisah Puspita Sari

NIM. 14140037