

**THE EVALUATION ON THEMATIC LEARNING AT FOURTH GRADE  
KHADIJAH ISLAMIC BOARDING SCHOOL MALANG**

**THESIS**

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG  
JANUARI, 2019**

**THE EVALUATION ON THEMATIC LEARNING AT FOURTH GRADE  
KHADIJAH ISLAMIC BOARDING SCHOOL MALANG  
THESIS**

Presented to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State  
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In partial fulfillment of the Requirements for *the Degree of Sarjana Guruan Guru  
Madrasah Ibtidaiyah (S.Pd)*

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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, Alm. Buang Supriyanto and Puji Rahayu, 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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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.

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

The meaning : (5) Karena Sesungguhnya sesudah kesulitan itu ada kemudahan, (6) Sesungguhnya sesudah kesulitan itu ada kemudahan.

(Q.S Al-Insyirah: 5 – 6)





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**CERTIFICATE OF THESIS AUTHORSIP**

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Malang November 28<sup>th</sup>, 2018

Author,



Yulia Ayu Pramitasari



## 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 “The Evaluation On Thematic Learning At Fourth Grade Khadijah Islamic Boarding School 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 and this world and who can give the blessing for us in the hereafter. This thesis is written to submitted as a part of requirement for obtaining bachelor degree in Islamic Elementary Education Department, Tarbiyah and Teacher Training Faculty at Maulana Malik Ibrahim State Islamic 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. Nur Ali, M.Pd 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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4. Dr. H. Nur Ali, M.Pd as my thesis advisor
5. All of my lecturers in islamic elementary education department
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, realize 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 November 28<sup>th</sup>, 2018

Writer

## ARABIC transliteration GUIDANCE

Penulisan transliterasi Arab-Latin dalam skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Guruan dan Kebudayaan RI No. 158 Tahun 1987 dan No. 0543 b/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 = c	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = di	ن = n
ح = <u>h</u>	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. Vokal Panjang

Vokal (a) panjang	=â
Vokal (i) panjang	=î
Vokal (u) panjang	=û

### C. Vokal Diftong

أَوْ	=	aw
أَيَّ	=	ay
أُو	=	û
يَا	=	î

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## ABSTRAK

Pramitasari, Yulia Ayu. 2018. Evaluasi Pada Pembelajaran Tematik Kelas IV di MI Khadijah Malang. Skripsi, Jurusan Guru Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. H. Nur Ali, M.Pd

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### **Kata Kunci: Evaluasi, Pembelajaran tematik**

Keberhasilan pembelajaran ditandai dengan perubahan perilaku siswa. Untuk mengetahui perubahan sikap siswa maka harus dilakukan evaluasi. Pada kurikulum 2013 isi materi menggunakan pembelajaran tematik integratif, merupakan pendekatan pembelajaran yang mengintegrasikan berbagai mata pelajaran dengan kehidupan siswa. Pada evaluasi kurikulum 2013 merupakan pengembangan dari kurikulum sebelumnya, evaluasi K-13 mencakup segala aspek yang meliputi sikap, pengetahuan, dan keterampilan. Selain itu, pada kurikulum 2013 penekanannya tidak pada hasil. Namun, melalui proses sejak pelaksanaan pembelajaran hingga pada hasil akhir yang nantinya akan dijelaskan didalam laporan.

Tujuan penelitian ini adalah untuk: (1) menganalisis perencanaan evaluasi pada pembelajaran tematik kelas IV di MI Khadijah Malang, (2) mendeskripsikan pelaksanaan evaluasi pada pembelajaran tematik kelas IV di MI Khadijah Malang, (3) menganalisis dampak evaluasi pada pembelajaran tematik kelas IV di MI Khadijah Malang.

Penelitian ini dilaksanakan di MI Khadijah Malang, dengan subjek penelitian yaitu siswa kelas IVA yang berjumlah 32 siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Instrumen kunci adalah peneliti sendiri, dan teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Data dianalisis dengan cara mereduksi data yang tidak relevan, memaparkan data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa, (1) proses perencanaan evaluasi pada pembelajaran tematik kelas IV di MI Khadijah Malang dilakukan oleh guru sebelum proses pembelajaran tematik, seperti pembuatan Prota, Promes, dan pembuatan indikator evaluasi, (2) proses perencanaan evaluasi pada pembelajaran tematik kelas IV di MI Khadijah Malang dilaksanakan setiap hari untuk aspek sikap sosial dan spiritual, sedangkan aspek kognitif dan keterampilan dilaksanakan ketika adanya PH, PTS dan PAS, (3) Dampak evaluasi di MI Khadijah Malang memiliki dampak positif dan dampak negatif. Dampak positif adalah adanya kepercayaan diri siswa. Dampak negatif adalah adanya kekurangan guru dalam memahami evaluasi K-13 dan adanya keterlambatan buku yang dapat menimbulkan keterlambatan proses pembelajaran tematik di kelas.



## ABSTRACT

Pramitasari, Yulia Ayu. 2018. The Evaluation on Thematic Learning at Fourth Grade Khadijah Islamic Boarding School Malang. Undergraduate Thesis, Department of Education for Madrasah Ibtidaiyah Teachers, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Dr. H. Nur Ali, M.Pd

**Keywords: Evaluation, Thematic Learning**

Learning success is characterized by changes in students behaviour. To know the changes in students behaviour then must be evaluated. In the 2013 curriculum the contents of the material using integrative thematic learning, is a learning approach that integrates various subjects with student life. Unlike the material, it is different from evaluation. In 2013 the curriculum was a development of the previous curriculum, its evaluation included aspects that includes attitudes, knowledge, and skills. In addition, in the 2013 curriculum the emphasis was not on result. However, through the process from the implementation of learning to the final results which will be reported.

The purpose of this study is to: (1) analyze evaluation planning on fourth grade thematic learning at MI Khadijah Malang, (2) describe the implementation of evaluation on fourth grade thematic learning at MI Khadijah Malang, (3) analyze the impact of evaluation on fourth grade thematic learning at MI Khadijah Malang.

This research was carried out at MI Khadijah Malang, with the subject of the research were 32 fourth grade students. This study uses a descriptive qualitative approach. The key instrument is the researcher and the data collection techniques used are observation, interviews, and documentation. The data were analyzed by reducing irrelevant data, describing data and drawing conclusions.

The results showed that, (1) the evaluation planning process in fourth grade thematic learning at MI Khadijah Malang was carried out by the teacher before the thematic learning process, such as making *Prota*, *Promes*, Mapping Basic Competencies, Lesson Plan, establishing Minimum Criteria of Success, and making assessment indicators (2) the evaluation planning process in fourth grade thematic learning at MI Khadijah Malang is carried out every day for aspects of social and spiritual attitudes, while cognitive and skills aspects are carried out when there is a Daily Assessment (PH), Middle Semester Assessment (PTS), and Final Semester Assessment (PAS), (3) Process evaluation on fourth grade thematic learning at MI Khadijah Malang had a positive and negative impact. The positive impact of evaluation is the existence of student confidence. The negative impact of the evaluation is the lack of teachers in understanding the evaluation on K-13 and the delay in books that can cause delays in the thematic learning process in the cla

## ملخص

فرايمتا، يوليا، ايو. 2018. التقويم في الدراسة الموضوعي في الفصل الرابعة المدرسة لإبتدائية الكادجة مالانق. البحث الجامعي. قسم المدرسة الإبتدائية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانق. المشرف: الدكتور الحاج نور علي الماجستير.

### كلمة الرئيسية: التقويم، الدراسة الموضوعي

النجاح الدراسة يتصف بتغيير السلوك الطلاب. ليعرف التغيير السلوك الطلاب لابد على المدرس ليفعل التقويم. في المنهج 2013 المادة يستعمل الدراسة الموضوعي التكامل، يعني مقارنة الدراسة التي يوحد متنوعة المادة الدراسية و الحياة الطلاب. متفرق بالمادة، هذا متفرق بالتقويم ايضا. التقويم في المنهج 2013 الذي له تنمية من المنهج قبله، التقويمه يتضمن من كل الناحية يعني الرحانية والمعرفة والمهارة. ليس هذا فقط، في المنهج 2013 التأكيد ليس في النتيجة ولكن في العملية منذ أداء الدراسة حتي النتيجة الأخر التي مكتوب في الكتاب النتيجة.

وأهداف هذا البحث هي: (1) ليحلل التخطيط التقويم في الدراسة الموضوعي في الفصل الرابعة المدرسة الإبتدائية الكادجة مالانق. (2) لتصوير الأداء التقويم في الدراسة الموضوعي في الفصل الرابعة المدرسة الإبتدائية الكادجة مالانق. (3) ليحلل التأثير التقويم في الدراسة الموضوعي في الفصل الرابعة المدرسة الإبتدائية الكادجة مالانق.

هذا البحث متعمد في المدرسة الإبتدائية الكادجة مالانق. والفاعل من هذا البحث هو التلميذ في الفصل الرابعة ولهم يتعدد 32 التلميذ. لوصول تلك الهدف، تستعمل مقارنة البحث الكيفي الوصفي من البيانات التي تنال من الميدان. وتقنيات جمع البيانات من خلال المقابلة والملاحظة والتوثيق.

نتائج هذا البحث هي: (1) عملية التخطيط التقويم في الدراسة الموضوعي في الفصل الرابعة المدرسة الابتدائية الكادجة مالانق مفتعل بالأستاذ قبل عملية الدراسة الموضوعي كالخطط البرنامج السنوي، البرنامج الدراسة، تقسيم الكفاءة الأساس، تخطيط الدراسة، تحديد درجة ويخطط مؤشر التقويم. (2) عملية التخطيط التقويم في الدراسة الموضوعي في الفصل الرابعة المدرسة الابتدائية الكادجة مالانق متعمد في كل يوم لناحية الاشتراكي وناحية الروحانية. ولناحية المعرفة وناحية الماهرة متعمد إذا كان التقويم اليومية والتقويم الأوسط الدراسة والتقويم الآخر الدراسة. التقويم في الكفاءة 1 والكفاءة 2 يستعمل المنشئ الذي قد يوجد. والتقويم في الكفاءة 3 هي التقويم في الشكل الإمتحان الكتابة والإمتحان اللسان والمسئولية. وللتقويم الكفاءة 4 التقويم في الشكل التطبيق والحصيل والخطة. (3) عملية التقويم في الدراسة الموضوعي في الفصل الرابعة المدرسة الابتدائية الكادجة مالانق له الأثر الإيجابي والأثر السلبي. الأثر الإيجابي من التقويم هو يوجد الثقة النفس في التلميذ. والأثر السلبي من التقويم هو يوجد النقصان من الأساتيد ليفهم التقويم في هذا المنهج ويوجد تأخر الكتاب الذي يسبب تأخر في عملية الدراسة الموضوعي في الفصل.

## CHAPTER I

### PREFACE

#### A. Background of the Research

The 2013 curriculum is the part of a strategy to improve educational outcomes and is an enhanced curriculum of the former curriculum. The 2013 curriculum orientation is the achievement of a balanced competency between attitudes, skills, and knowledge, in addition to the holistic and fun way of learning.<sup>1</sup>

The 2013 curriculum allocated SMA/MA, SMP/MTS, and SD/MI at SD/MI students using thematic learning approach to integrative from first grade to sixth grade. A thematic approach is integrative learning that integrates a wide range of subjects in one lesson. Thematic learning learners are expected to play an active role because the learning associated with the daily life of learners. Study conducted in thematic, integrated with the goal of keeping learners able to develop themselves and competencies are holistic, meaningful, and come with observe, ask yourself, think, try, and communicate.

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<sup>1</sup>Jurnal Retno Wahyuningsih, *A Learning Process Evaluation Model the Integrated Islamic Elementary School*, Journal Tarbiyah, IAIN Surakarta, No. 23(3), 2016



Implementation and Development of 2013 curricula have a various demands faced Indonesia. Kunandar said that,

Pendidikan di Indonesia harus mengacu pada 8 standar pendidikan nasional, yaitu Standar Kompetensi Lulusan (SKL), standar isi, standar proses, standar pendidik dan tenaga kependidikan, standar sarana dan prasarana, standar pembiayaan pendidikan, standar penilaian pendidikan.<sup>2</sup>

Assessment is the process of collecting and processing information to measure achievement of the learning results of learners.<sup>3</sup>

Evaluation is a process rather than an outcome of the product. The results obtained from the evaluation activities is the quality of something, fine that concerns about the value or meaning, while activity to arrive at the giving of value and meaning that is the evaluation.<sup>4</sup>

One of Education standards was changed is assessment standard. Curricula before, just assess knowledge aspect, but 2013 curricula according regulation ministry of education and culture number 23 in 2016 unit of education must be assess 3 aspect namely attitude, knowledge, and skill. It is the mechanisms are criteria, procedures and instruments achievement's students. Kunandar said that assessments include are,

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<sup>2</sup>Kunandar, *Authentic Assessment*, (Jakarta: Rajagrafindo Persada, 2014), p. 16

<sup>3</sup>Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian (<http://kemendikbud.go.id>, accessed on 21 Maret 2018 at 02.30 pm)

<sup>4</sup>Zainal Arifin, op.cit, hlm 3



1. Perencanaan penilaian siswa sesuai dengan kompetensi yang akan diacapai dan berdasarkan prinsip-prinsip penilaian.
2. Pelaksanaan penilaian siswa secara professional, terbuka, edukatif, efektif, efisien, dan sesuai dengan konteks sosial budaya
3. Pengelolaan atau pelaporan hasil penilaian siswa secara objektif, akuntabel dan informative. Standar penilaian pendidikan ini disusun sebagai acuan penilaian bagi pendidik, satuan pendidikan, dan pemerintah pada satuan pendidikan untuk jenjang pendidikan dasar dan menengah.<sup>5</sup>

Curriculum K-13 have some components in it, which give priority to the process rather than the value. In the process, K-13 pass judgement not only on knowledge but on the spiritual aspects, social aspects, and skills. Potential learners not only on knowledge only, so the educators also has a responsibility in the grow the ability of students in other fields. So the evaluation of learning is very important to know the potential of learners during the process in the graderoom. Educators are not able to follow when the evaluation study as already understood, but educators still carry out evaluations on students in accordance with their ability and was responsible for developing the ability of students in the spiritual aspects, social aspects, aspects of knowledge, and skills.

K-13 assessment is a difficult thing for teachers, especially teachers at elementary SD/MI. teacher on the level of SD/MI many who complained about the detail and complexity of the K-13 assessment. As it has been presented by Prof. Ani Rusilowati MPd professor faculty of mathematics and

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<sup>5</sup>Ibid, p. 49

natural science (FMIPA) University Negeri Semarang (Unes), down the mountain to socialize 2013 curriculum in that school, Saturday (14/12) in the laboratory the first secondary school 21. He says that based on shared, "the now 87% (20 of 23 teachers) have difficulty in understanding how assessment, 70% (16 of 23 teachers) the difficulty in making the observation instruments, 66% (15 of 23 teachers) difficulty in understanding models learning, and 79% (18 of 23 teachers) are having trouble making the assessment instrument. This means that teachers at the school, this is indeed in dire need of mentoring.<sup>6</sup>

Background this study was, that the assessment of K-13 is a very important component in the world of education. In addition to the teacher must master all subjects, teachers also have to master the assessment K-13. Researchers use MI Khadija for research because, MI Khadija including MI was in Malang, managed by a foundation. MI Khadija was a school that had been using kurkikulum since the beginning of 2013 2017. At the beginning of the year 2017 MI Khadija had used curriculum 2013 along with its components such as thematic learning and assessment K-13. MI Khadija implement K-13 not at all grades. In the first year the MI Khadija applying it on a class I to class IV. In the following years, all classes have used the

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<sup>6</sup>Journal Kurikulum 2013, *87 Persen Guru Kesulitan Cara Penilaian*, Universitas Negeri Semarang (<https://www.cnnindonesia.com/nasional/20141209095632-20-16858/penilaian-kurikulum-2013-bikin-pusing>)

curriculum of 2013. Teachers already carry out assessment K-13 in accordance with the manual assessment K-13 and based on the book the teacher. K-13 assessment that starts from planning, implementation, and the value of the processing is in compliance with the specified standards.<sup>7</sup>

Since in 2013/2014, MI Khadijah Malang enact Curriculum 2013 which is are finement of the curriculum in 2006. Result of the study indicate that the 2013 Curriculum's implementation one difficulty educators in the planning, implementation, processing, utilization and reporting of the assessment. On the planning of the assessment, the teachers formulating difficulty indicators, assessment instruments to determine appropriate assessment techniques in accordance with the basic competencies that are taught, to develop the details of the assessment, educators assess the attitude of the difficulties with the various techniques of assessment in a limited time. Educators also have difficulty in processing and describes achievement includes attitude, knowledge, and skill.

Poor already using curriculum K-13, but educators still don't understand is related to the thematic evaluation on learning in the curriculum for K-13. Teachers are already studying from books that have been distributed, teachers also have followed the training on the curriculum for K-13, however, in practice less educators understand and difficult to put into

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<sup>7</sup>Interview with MR. Yono Pra Research and Headmaster about on 12 Juni 2018

practice the evaluation of curriculum K-13. At first the educator follow components in the implementation of the evaluation of learning, but in time educators feel difficulties in its implementation. Educators do not have enough time in the execution of the evaluation in detail, but educators still follow in the process of evaluating students.<sup>8</sup>

### **B. Focus of the Research**

1. How does the teacher evaluation planning on thematic instruction for fourth grade in MI Khadijah Malang?
2. How does the teacher implementation on thematic instruction for fourth grade in MI Khadijah Malang?
3. What is the impact of evaluation on thematic instruction for fourth grade in MI Khadijah Malang?

### **C. Objectives of the Research**

Problem formulation based on the above, the objectives of this research are:

1. Analyze the teacher evaluation planning on thematic instruction for fourth grade in MI Khadijah Malang
2. Describe the teacher implementation on thematic instruction for fourth grade in MI Khadijah Malang

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<sup>8</sup>Interview with MR. Yono Pra Research, Lecture of Evaluation Learning at once as a teacher fourth grade MI Khadijah Malang On 12 Juni 2018

3. Describe the impact of evaluation on thematic instruction for fourth grade in MI Khadijah Malang.

#### **D. Benefit of the Research**

This research is expected to deliver benefits of theoretically and practically, to increase knowledge of the planning, implementation and evaluation of processing on thematic learning for fourth grade in MI Khadijah Malang. As for details of the benefits of this research are:

##### **1. Theoretically**

This research is expected to provide an explanation of various information about the planning, implementation and impact of evaluation on thematic learning for fourth grade in MI Khadijah Malang.

This study hopefully can contribute to academic references facts and data that can be used in the field, to be a reference in carrying out planning, implementation and impact of evaluation on thematic learning for fourth grade in MI Khadijah Malang

##### **2. Practically**

###### **a. For educational institutions**

The results of this research are expected to input and inform sources to find advantages and disadvantages regarding planning, implementation and impact of evaluation on thematic learning for fourth grade in MI Khadijah Malang.



b. For UIN Maulana Malik Ibrahim Malang

This research is expected to be material to develop further scientific study about evaluation of instruction especially at the Department of Education Maulana Malik Ibrahim PGMI UIN Malang. That's way PGMI majors can develop the scientific works with the same title for the better again.

**E. Previous of Research**

Evaluation is vital for educators, especially thematic learning evaluation in SD/MI, because evaluation is assessing all students from the beginning to the end. The results of the assessment provided by the educator will provide information of the success rate and a shortage of every student in the grade.

No	Identity Research	Equation	Difference	Originality Research
1	Evaluasi Pelaksanaan Program Remedial dengan Menggunakan Model Formatif-Sumatif Pada Pelajaran Matematika Kelas V	Level SD/MI Using implementation evaluation on a program	Level SD/MI Grade V Learning Mathematics The Remedial Program	In this study, the authors evaluate the entire learning activities  In this study, the evaluation is the
2	Evaluasi Pelaksanaan Autentik Kurikulum 2013 Studi Kasus di Madrasa Ibtidaiyah	Using implementation evaluation on a program	Evaluation of the implementation of the authentic	evaluation of the study of Thematic Fourth

	Negeri Tempel Sleman Yogyakarta			gradeSD/MI
3	Aplikasi Konsep Evaluasi Dalam Pembelajaran PAI di Sekolah Dasar	Level SD/MI Evaluating learning programs present SD/MI	Subjects is PAI	
4	Implementation Assessment on Thematic Scientific at Fifth Grade MIN 2 Kota Malang	Level SD/MI Assessment or evaluation on Thematic Learning	Assessment on Thematic Scientific	

Table 1.1 Previous Of Research

First, journal Mariska Sianipar Mahasiswa Jambi “ *Evaluasi Pelaksanaan Program Remedial Dengan Menggunakan Model Formatif-Sumatif Pada Pelajaran Matematika Kelas V*” in 2013. This study aims to evaluate the remedial program administered by the school. The remedial program aims to improve the lack of students in learning activities. Such activity is an activity that has been programmed and compiled systematically. Such activity is an activity that has been programmed and compiled systematically. Teachers implementing the program of remedial exams once monthly and formative remedial summative exam after a semester. The remedial program was implemented after coming home from school which consists of administering tasks, discussions, q & a, group work, peer tutor and teaching methods of the individual. This remedial program apart from the school, parents of students also participate in the implementation of the remedial.

Second, journal Ummu Aiman “*Evaluasi Pelaksanaan Penilaian Autentik Kurikulum 2013 Studi Kasus Di Madrasa Ibtidaiyah Negeri Tempel Sleman Yogyakarta*” in 2013. This research aims at describing the implementation assessment authentic curriculum 2013 at MIN Tempel, and factor inhibitor as well as supporting the implementation assessment authentic curriculum 2013.

Third, journal Drs. Zainal Arifin, M.Pd “*Aplikasi Konsep Evaluasi Dalam Pembelajaran PAI Di Sekolah Dasar*” in 2014. This research aims at describing the implementation assessment authentic curriculum 2013 at MIN Tempel, and factor inhibitor as well as supporting the implementation assessment authentic. This research aims to explain the evaluation process carried out by PAI teachers in elementary school. The evaluation was carried out, namely, 1) planning of Evaluation a summative evaluation of the PAI, make grating and formative evaluation does not use the grating, because it refers to the RPP, 2) Implementation evaluation of the PAI that is used is a form of matter/tasks undertaken at home (PR), daily and final exams, 3) the use of the results of the evaluation, is a report that will be given to students, parents, and Principals to make curriculum learning 2013.

Fourth, Skripsi Chusila Ammaliya Azizah “*Implementation Assessment on Thematic Scientific at Fifth Grade MIN Malang 2*” in 2017. This research aims to know the authentic assessment process on learning

scientific (scientific) consisting of 1) Planning assessment, 2) Implementation assessment, 3) Management Assessment through to spiritual attitudes, aspects, soasial, knowledge and skills.

#### **F. Definition of Key Terms**

1. Evaluation : Evaluation is the process of planning, implementing, and impact of evaluation processing from the beginning students learning value up to the end of the study, to find out the extent of the level of understanding and success of each student.
2. Thematic learning : Thematic learning is a learning model that applied by the government by integrating between the subject matter of one and the other and connecting the material with real-life according to the theme presented by the teacher.

#### **G. Composition of Research Findings**

On the discussion of the thesis is divided into five chapters. With regard to facilitate discussion and understanding in the preparation of this thesis, then researchers will be systematic discussion suggests the following:

## CHAPTER I : INRODUCTION

Contains a general overview that covers the background to the problem, the focus of the research, research objectives, the benefits of research, originality of the research, the definition of the term and systematic discussion. This thesis examines about planning, implementation and impact of evaluationon thematic learning fourth grade in MI Khadijah Malang.

## CHAPTER II : LITERATURE REVIEW

The author outlines a general overview about the evaluation of learning, and thematic learning. On the evaluation of learning, there are some explanations submitted following the evaluation, understanding, the purpose of the evaluation, the evaluation function, the types of evaluation, and the principles of evaluation. While the thematic learning there are some explanations in the following Thematic Learning, understanding, Thematic learning objectives, Thematic Learning Function the learning Characteristics, Thematic, and Thematic Learning principles. As well as the existence of an explanation of the planning, implementation and impact of evaluationon thematic learning fourth grade in MI Khadijah Malang.

## CHAPTER III : METHOD OF THE RESERACH

Describes the approach and the type of research used by the researcher during the research process. Sets forth the location that is used to get the data and sources of data, techniques conducted by researchers in collecting data.



Procedure for research or the stages in conducting research, ranging from the preparation, processing then up to the validity of the data.

#### CHAPTER IV : EXPOSURE DATA AND RESULET OF RESEARCH

Describing the results of research in the form of the presentation of the data obtained by the researchers. Includes planning, implementation and impact of evaluationon thematic learning fourth grade in MI Khadijah Malang.

#### CHAPTER V : DISCUSSION

This chapter presents the researchers thought about theories that researchers understand the result with data obtained in the field, that's way the obtained difference and gap between theory with reality that is happening in the field.

#### CHAPTER VI : CLOSING

This chapter presents the conclusions derived from the study and some suggestion activities for the enhancement of research objects that need to be beloved.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Evaluation

##### 1. Understanding of Evaluation

Assessment is the process of collecting and processing information to measure achievement of the learning results of learners.<sup>9</sup>

Evaluation is a process rather than an outcome of the product. The results obtained from the evaluation activities is the quality of object, whether about the value or meaning, while the activity to arrive at the value and meaning is evaluation.<sup>10</sup>

Evaluation is a process assessment, measurement and comparison of the results of the work accomplished by the results that should be achieved.<sup>11</sup>

Evaluation is the process of collecting, analyzing and interpreting information learners systematically during the learning process from beginning to end. Information used for determine learners in learning, to determine the ability of the learners in the learning process.

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<sup>9</sup>Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian (<http://kemendikbud.go.id>, accessed on 21 Maret 2018 at 02.30 pm)

<sup>10</sup>Op.cit, p. 3

<sup>11</sup>Pusat Bahasa Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka 2008), p.

## 2. The Purpose of the Evaluation

The purpose of the learning evaluation is to collect the data used as the basis for knowing the level of progress, the level of development, or the level of achievement of student learning activities.

The purpose of the assessment according to Permendibud:

- a. Learning by appraisal educator aims to monitor and evaluate the process, progress, and improved learning outcomes learning learners on an ongoing basis
- b. Learning by appraisal education unit aims to assess the attainment of the standards of competence of graduates for all subjects.
- c. The learning outcomes assessment by the Government aims to evaluate the competence of graduates nationwide on certain subjects.<sup>12</sup>

The purpose of the evaluation is to evaluate the learning process, learners and learning outcomes in the graderoom in order to find out the level of achievement of the learners. that teachers can determine the learning process, strategies, as well as the media in the process of learning the next. The assessment by the Government in order to achieve a good standard of competence of graduates.

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<sup>12</sup> *Peraturan Kementrian Pendidikan dna Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemendikbud.go.id>, accessed on 21 Maret 2018 at 02.30 pm)

### 3. Types of Evaluation

#### a. Formative Assessment

Formative assessment is the teacher's assessment of the students who guide the daily learning. Formative assessment is usually based on informal assessment procedures and uses various sources of assessment. Formative assessment is an ongoing assessment during learning, which reviews and observes the learning process.<sup>13</sup>

Formative assessment results are useful for teachers and learners.

- 1) Benefits for teachers, among others: (a) teachers will know the extent which is the lesson material mastered by learners in mastering the subject matter needs to be repeated or not. If it must be repeated, the teacher should be consider how the learning strategy will be taken, whether group or graderoom learning, individual or both, (b) teachers can predict summative assessment results. Formative assessment is an assessment of learning outcomes from small units of subject matter, while summative assessment is an assessment of the learning outcomes of the overall material that has been submitted. Some

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<sup>13</sup>Ismet Basuki dan Hariyanto, *Assessment of Learning* (Bandung: PT REMAJA ROSDAKARYA, 2014),p. 161

formative assessment results can be used as materials to estimate summative assessment.

- 2) Benefits for learners, among others: (a) in continuous learning, learners must know the level of the composition of the lesson materials. Formative assessment is intended so that learners can know whether they already know the composition of the level of learning materials or not, (b) through formative assessment of learners will know which items have been completely mastered and the items which have not been mastered. This is a feedback that is very useful for learners, so it can be known which parts to be re-studied individually.<sup>14</sup>

Formative assessment is assessment carried out by the teacher on a daily learning activities include social aspects, aspects of spiritual, cognitive aspects, aspects and skills. Formative assessment is useful for teachers to evaluate learning every day, to determine the actions that are performed by the teacher on the next learning and teachers can find out that learners need guidance or not. There are students who need guidance, teachers could provide additional hours so that students can follow the learning process in

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<sup>14</sup>Suharsimi Arikunto, *Basic Education Evaluation* (Jakarta: PT Bumi Aksara, 2012), p. 52



the graderoom. Teachers reported the results in the form of a note, linked to the significance of learners in the graderoom.

b. A summative Assessment

The term "summative" comes from the word "sum" which means "the total obtained by adding together items, numbers or amounts". Summative assessment means an assessment which is done if the units of a learning experience or the whole subject matter is considered to have completed.<sup>15</sup>

Summative assessment is assessment carried out teachers to make conclusions about the extent to which students have mastered the teaching goals according to the curriculum. Summative assessment is both formal and conducted at the end of the semester or year end. Summative assessment is used to evaluate the effectiveness of specific programs of teaching and educational services at the end of a semester or the end of the academic year. Summative assessment is used to determine mastery learners towards specific competencies and identify learning materials that need additional attention.<sup>16</sup>

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<sup>15</sup>Ibid, p. 53

<sup>16</sup>Ismet Basuki dan Hariyanto, *Assessment of Learning* (Bandung: PT REMAJA ROSDAKARYA, 2014), p. 161

Summative assessment is an assessment that is conducted at the end of formal effective learning (the end of the semester or year end). Its implementation was carried out based on the schedule already determined by the Government. Summative assessment is a sign that the learners have been following the entire program and the value it brings to determine the increase in grade or graduation. Summative assessment in the form of a test carried out by learners to the schedule already determined by the Government. Summative assessment is more cognitive aspect.

#### 4. The Principles of Evaluation

The Principle of Assessment is serve as a basis assessment in learning. Base on Ministiry of Education and Culture the principle of assessment covering, “*Shahih, objektif, adil, terpadu, terbuka, menyeluruh dan berkesinambungan, sistematis, beracuan kriteria, dan akuntabel.*”

- a. *Sahih*, it means that the assessment is based on data that reflect to the skills that are measured.
- b. *Objektif*, means of assessment is based on clear criteria and procedures, unaffected assessor subjectivity.
- c. *Adil*, assessment means unfavorable or detrimental to learners as well as the specific differences in need because of the religious

background, tribe, culture, customs, economy, social status and gender.

- d. *Terpadu*, meaning it is one of the components of an integral part of the learning activities.
- e. *Terbuka*, meaning the assessment procedure, the assessment criteria, and the basis of decision-making can be known by the parties concerned.
- f. *Menyeluruh dan berkesinambungan*, thorough and meaningful assessment of competence covers all aspects of using a variety of assessment techniques as appropriate, to monitor and assess the development of the ability of the learners.
- g. *Sistematis*, assessment planed and gradually following steps.
- h. *Beracuan kriteria*, means of assessment based on the size of the achievement of defined competencies.
- i. *Akuntabel*, responsive assessment means, both in terms of mechanisms, procedures, techniques, and results.<sup>17</sup>

The above principles are the principles written in the regulations of the education and culture ministry (Permendikbud), used in general by the agency, as the embodiment for all good learners who are capable, or need guidance.

<sup>17</sup>Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian (<http://kemendikbud.go.id>, accessed on 21 Maret 2018 at 02.30 pm)

## B. Thematic Learning

### 1. Understanding of Thematic Learning

Thematic learning model is the integrated learning model using a thematic approach involving multiple subjects to provide meaningful experiences to students. Learning is meaningful because in thematic learning, students will understand concepts that they learn through direct experience and relate it to other concepts that have been understood. The focus of attention in the thematic learning lies in the process that reached by the students when you try to understand the content of learning.<sup>18</sup>

Thematic learning is integrated learning that uses the theme to associate some subjects can provide meaningful experiences to learners. Themes are the subject of thought or idea which became a staple of talk.<sup>19</sup>

Thematic learning is very useful when applied to learners in elementary/MI. at the age of SD/MI. Students are require a real and meaningful learning rather than abstract. Thematic learning experience directly and connect between the concepts of learning that one with the concept of learning to another. Learners can learn a wide range of knowledge in one learning.

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<sup>18</sup>Rusman, *Learning Models* (Jakarta: PT RAJA GRAFINDO, 2012), p. 254

<sup>19</sup>Abdul Majid, *Integrated Thematic Learning*, (PT REMAJA ROSDKARYA, 2014), p. 80

## 2. Purpose of Thematic Learning.

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

- a. Easy to focus on a particular theme or topic.
- b. Learn the knowledge and develop a wide range of subjects within the competence of the same theme.
- c. Have an understanding of the subject matter is more profound and memorable.
- d. Develop language competencies are better with various other subjects linked with personal experience of learners.
- e. More passionate learning because they are able to communicate in a real situation, such as story-telling, asking, wrote and studied other subjects.
- f. More benefit and the meaning of learning because of the material that is presented in the context of a clear theme.
- g. 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.
- h. Manners and morals learners can develop by lifting a number of character values in accordance with the situation and conditions.



### 3. Characteristic of Thematic Learning

As a model of learning in elementary schools, thematic learning have characteristics the following characteristics: (Depdiknas, 2006)

#### a. Centered on Students

Thematic learning based on student (student centered). This is in accordance with the modern learning approach that puts more students as a subject of study, while more teachers serve as facilitators, that provide amenity in students to conduct learning activities.

#### b. Provides Direct Experience

Thematic learning can provide hands-on experience in students (direct experiences). With this hands-on experience, students are faced with something real (concrete) as a basis for understanding the things that are more abstract.

#### c. Separation of subjects is not so clear

Thematic learning separating subjects became not so clear. Learning focus is directed on discussion of the themes most closely related to the lives of students.

#### d. Presents the concept of various subjects

Thematic learning presents the concepts of various subjects in a learning process. Thus, students are able to understand these concepts

as a whole. This is necessary to help students in solving the problems faced in daily life.

e. Flexible

Thematic learning are flexible (flexible) that the teacher may associate materials from one subjects with other subjects, even connect it with student life and the State of the environment in which the school and the students are.

f. Learning outcomes in accordance with the interests and needs of the students

Students are given the opportunity to optimize the potential of the assets in accordance with the interests and needs.

g. Using the principle of learning while playing<sup>20</sup>

The 2013 curriculum approach used is the thematic learning. This learning process, in contrast to the previous curriculum learning. Characteristics on thematic learning is, every learning associated with themes in daily life, on one theme themes included a variety of subjects, thematic learning students play an active role in the graderoom and teachers as mediators and facilitators, and assessments that are given are not cognitive aspects, but there are other aspects.

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<sup>20</sup>Opcit, p. 258

#### 4. Principle of Thematic Learning

Thematic learning principles integrative as follows.

- a. Thematic integrative Learning have one theme that the world is close to actual students and in their daily life. The theme became a tool to unite the diverse material from multiple subjects.
- b. Thematic learning integrative use of material from several interrelated subjects. Thus, selected materials can be reveal themes significantly in their daily life. However, the presentation of the material is limited by reference to the enrichment learning objectives.
- c. Thematic learning integrative should not be contrary to the purpose of the curriculum is applicable but thematic integrative learning should support the achievement of the object of learning activity that is contained the curriculum.
- d. Learning materials can be combined in a single theme that consider student characteristics such as interests, abilities, needs, and knowledge of beginning.
- e. Subject matter combined not forced. This means that the material is not possible combined aren't expected to be combined.<sup>21</sup>

Principles on thematic Learning adapts to the characteristics of the age of the learners. At the age of SD/MI students haven't been able to

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<sup>21</sup>Abdul Majid, *Integrated Thematic Learning*, (PT REMAJA ROSDKARYA, 2014), p. 81

accept such a broad learning material. However, the teacher have to provide in-depth material, according to the characteristics of the students at each school. Because every school characteristics depends on different learners.

### C. Evaluation in the Perspective of Islam

God in Quran tells us that job evaluation of human learners is a fundamental task in the task of education implemented by educators. There are three purposes of pedagogical evaluation system of human deeds against God, namely:<sup>22</sup>

1. To test the power of the human capabilities of faith against thr life problems that had befallen him.
2. To know where the educational results of revelation that have been applied to the Prophet against his people.
3. To determine the gradeification or level-the level of Islamic human life, so that the noble man known on the side of God that is the most cautious of him, people who are in faith and religious and renounce the teachings of Islam.

To know the extent of one's faith is strong, Almighty God. Sometimes God evaluate through various trials. Allah swt. said:

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<sup>22</sup> Syahril, *The Concept of Educational Evaluation in the Perspective of the Quran*, Jurnal Hunafa, STAIN Datokarama Palu, Vol 4, No.4 Desember 2010p.5

أَحْسِبَ النَّاسُ أَنْ يُتْرَكُوا أَنْ يَقُولُوا آمَنَّا وَهُمْ لَا يُفْتَنُونَ، وَلَقَدْ فَتَنَّا الَّذِينَ مِنْ قَبْلِهِمْ فَلَيَعْلَمَنَّ اللَّهُ الَّذِينَ صَدَقُوا وَلَيَعْلَمَنَّ الْكَاذِبِينَ

*Do men think that they will be left alone on saying: "we believe", they will not be tested (evaluated) again? And indeed we have tested those before them, then surely, Allah knows the right people, and surely he knows people who lie (QS. Al-Ankabut (29): 2-3).*

Evaluation system to find out that someone is thankful or kufur against

God, as his word in the Qur'an Al-Naml (27): 40:

الَّذِي عِنْدَهُ عِلْمٌ قَالِ مِنَ الْكِتَابِ أَنَا آتِيكَ بِهِ قَبْلَ أَنْ يَرْتَدَّ إِلَيْكَ طَرْفُكَ فَلَمَّا رآهُ مُسْتَقِرًّا عِنْدَهُ قَالَ هَذَا مِنْ فَضْلِي رَبِّي لِيَبْلُوَنِي أَأَشْكُرُ أَمْ أَكْفُرُ وَمَنْ شَكَرَ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ وَمَنْ كَفَرَ فَإِنَّ رَبِّي غَنِيٌّ كَرِيمٌ

*"... .. He said (people learned of Al-Kitab): it is the gift of my Lord to try me whether I am grateful or deny (his will favors). And anyone who was grateful then surely he's thankful for (the good of) himself and he who disbelieve, then verily Rich again Most Noble".*

Prophet Sulaiman never evaluate the honesty of a bird hud-hud that tells about the existence of a Kingdom ruled by a beautiful woman, recounted in the Qur'an as follows:

قَالَ سَتَنظُرُ أَصَدَقْتَ أَمْ كُنْتَ مِنَ الْكَاذِبِينَ

*Sulaiman said: "we will see (evaluation) whether you were right or are you including people who lie. (Al-Naml (27): 27).*

As an example of a test weight to the Prophet Abraham, God commanded him to slaughter his son named Ishmael who was very loved. The goal, to find out the level of faith and devotion and obedience to God, as his friman:



فَلَمَّا أَسْلَمَا وَتَلَّهُ لِلْجَبِينِ..... إِنَّ هَذَا لَهُوَ الْبَلَاءُ الْمُبِينُ، وَفَدَيْنَاهُ بِذَبْحٍ

*When both have surrender myself and Ibrahim pelipipsnya, the top her son lay (nyatalah patience both) ... Verily, this is really a test of the real; and we made good the boy with a doomed the besa. (Al-Shaffaat (37): 103, 106, 107).*

#### D. Evaluation on Thematic Learning

##### 1. Assessment of the Attitude

Assessment of the attitude of every learner has all kinds of behavior in everyday life. The behavior of students who stand out (very good or need guidance) was written in the journal that contains the related records of learners. If in the journal no records then owned the learners behavior is categorized in the behavior is very good.

Assessment attitude is very necessary for teachers and parents. The assessment provides the development attitude that needs to be fixed and needs to be strengthened. At all teachers and parents are required to be cooperative in improving the attitude of a child.

##### a. Planning Attitude Assessment

Assessment planning attitudes based on KI-1 and KI-2. Educators plan and establish attitudes be assessed both in the learning process and outside the learning process. Educator assessment criteria giving attitude that will accrue to the students as well as the teacher

determines the minimum value of the attitude that will accrue to the learners.

Assessment planning measures attitudes as follows:

- 1) Determine the attitude that will be observed and assessed at the school that refers to the KI-1 and KI-2.
- 2) Determine the indicators of attitudes.
- 3) Devised the format of the assessment of the attitude<sup>23</sup>

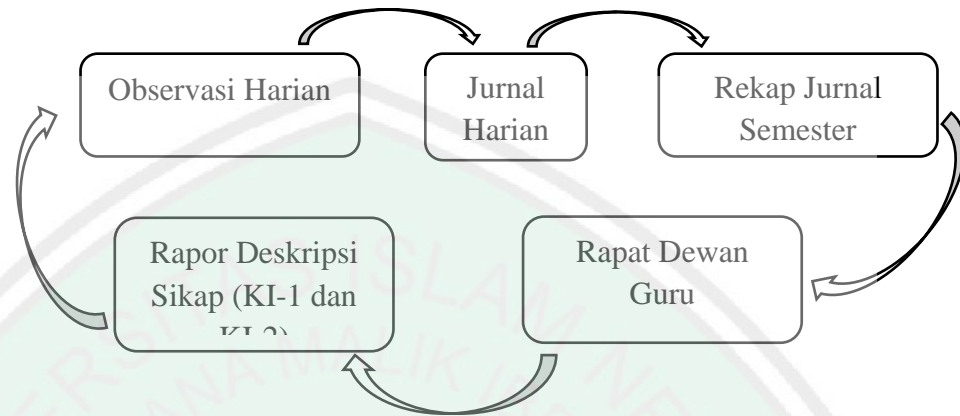
b. The Implementation Assessment of the Attitude

Implementation of the assessment at the time of learning and learning outside. Implementation of the teachers assess students by way of observing one by one the students in learning everyday. Master grade also coordinate with teachers of religious subjects to determine the value of the attitude of each individual in the graderoom.<sup>24</sup>

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<sup>23</sup>Kementerian Pendidikan dan Kebudayaan, *Assessment Guide for Elementary School (SD)*(Jakarta: Direktorat Pembinaan Sekolah Dasar, Direktorat Jenderal Pendidikan Dasar dan Menengah, 2015),p.2

<sup>24</sup>Ibid



Picture 2.1 The Implementation Flow, Processing, and Reporting Assessment of Attitude

- 1) The procedure of attitude the following:
  - a) Observe the behavior of the students at the time of learning and learning outside.
  - b) Take note of the attitude and behavior of students, excellent, good, sufficient, and need guidance. to ease implementation, the teacher was allowed to record the attitudes and behaviors that stand out (very good or need guidance) by using the observation sheet. At least in the middle and the end of the semester, teachers of subjects and extracurricular Patrons submit the development of spiritual and social attitude every learner to the teacher's grade to be processed further.

c) Follow up observations

KI-1 and KI-2 was implemented by the educators of the observations. Educators may discuss and report at least twice in one semester to follow up. Educators follow up learners need rewards and learners who need coaching or motivation.<sup>25</sup>

Implementation of attitude assessment carried out by the teacher during the learning process. Teachers observing students learning from the beginning until the end of the study. After that the results of teacher observations are written in the journal and the results of the journal are reported to parents. Teachers and parents can work together in shaping the attitude of the child in school and in his / her neighborhood. Teachers can not provide attitude knowledge to children without the help of parents in the implementation.

c. Processing of Attitude Assessment

The result of the assessment of the attitude and KI-1 and KI-2 in the recapitulation by educators at least twice in one semester. The results of the recap will be reported by educators in the form of

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<sup>25</sup>Ibid

a description of the values that will be assigned when the division report every semesters.

Steps to make the description value attitude during a semester:

- 1) graderoom teacher and teachers of subjects grouped or marks records the attitudes of learners written in the journal, whether spiritual or social attitude.
- 2) graderoom teacher makes a recapitulation of attitude within one semester (adjustable time period appropriate consideration of educational units).
- 3) Graderoom teacher collect records of the attitude in the form of a short description of the subjects (PJOK and religion) and schools (extracurricular teacher, clerk, janitor and library school).
- 4) Graderoom teacher concluded and formulate a description of the spiritual and social attitudes close to each learner.<sup>26</sup>

The following signs formula description value attitude during a semester:

- 1) Description of the attitude of using sentences that are motivated by the choice of words/phrases that positively worded.

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<sup>26</sup>Ibid



- 2) Description of the attitudes mentioned the development of the learner's attitude is excellent, good, sufficient, or need guidance.
- 3) If the learners do not have any entry in the journal, the attitude and the behavior of the learner is assumed to be good.
- 4) Because of the attitudes and behaviors developed for one semester, the description of the value of the attitude of the learners are formulated at the end of the semester. Therefore, teachers of subjects and graderoom teacher should check the journal in its entirety until the end of the semester to analyze records that show the development of attitudes and behaviours learners.
- 5) Determination of the final description of the attitude of the learners is done through the meeting of the board of teachers at the last semester.<sup>27</sup>

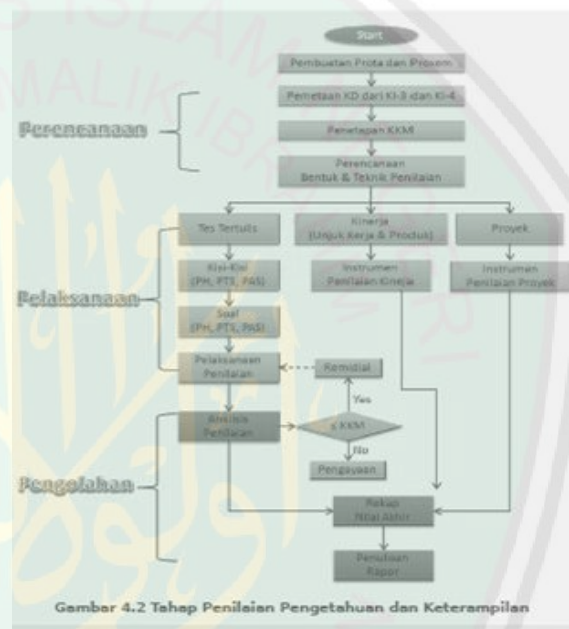
Processing evaluation attitude is given by teachers of all subjects and is described through a meeting of the Board of teachers at the end of the semester. Description of the attitudes mentioned the development of the learner's attitude is excellent, good, sufficient, or need guidance.

## 2. Assessment of Knowledge

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<sup>27</sup>Ibid

Assessment of knowledge and skills can be performed separately or integrated. Basically, at the time of assessment of skills is done, by direct assessment of knowledge can do. Assessment of knowledge and skills should refer to the mapping of competence from KI and KI-3-4 in the period. This is a stage in doing the assessment of knowledge and skills.<sup>28</sup>



Picture 2.2 Steps of knowledge and skills

a. Planning Knowledge and Skill Assessment

1) Annual Program (Prota)

The annual program is the implementation of learning plans public charges within one year of learning. Annual program prepared and developed before the year lessons because the Annual

<sup>28</sup>Ibid

Program is a guide for the development of subsequent program, it like the Program Semester, Syllabus, and the RPP.

The annual program drawn up by the school before learning effective starts. An annual program organized by theme, time allocation, and effective in one year.

The steps of planning the annual Program:

- a) reviewing the number of themes and subtheme in a grade.
- b) marking the holidays, the first year of lessons, effective week on academic calendar.
- c) calculate the number of Weeks of Effective Learning (MBE) in one year
- d) distribute the allocation time Effective Learning Week (MBE) into the subtheme.<sup>29</sup>

## 2) Semester Program (Promes)

Semester program is the elaboration of annual program so that the program could not be arranged before the annual programs are clustered. Program semester aims in planning the theme/subtheme every semester, and Planning Division of the subtheme every week. So that in the preparation of the RPP can facilitate classroom teacher.

The steps the design program of the semester:

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<sup>29</sup>Ibid, p. 36

- a) Examines the education calendar and characteristic unit of education based on the needs of unit level education.
- b) Marking holidays, origin nating the year lessons, learning effective Sunday, and time effective pembelajarn (perminggu).
- c) Calculate the number of days of effective learning (HBE) and hours of effective learning (JBE) every month and semester in one year

JP Tematik = beban belajar dalam satu minggu – beban belajar

muatan pelajaran pendidikan Agama dan Rndi

- ♦ Let's say on the structure of the curriculum, the grade I learned loads in one week as many as 30 JP, JP Thematic can be calculated as follows:

$$\begin{aligned}\text{JP Tematik Kelas I} &= 30 \text{ JP} - 4 \text{ JP} \\ &= 26 \text{ JP}\end{aligned}$$

- d) Distribute their allocation of time provided for a subtema as well as consider the time for assessment and review material.<sup>30</sup>

### 3) Mapping *Kompetensi Dasar* (KD) in every Lessons

<sup>30</sup>Ibid

Mapping KD or basic competence is used as the basis design assessment activities every theme and sub theme, and every sub theme and learning.

The Basic Competency mapping is used for KD on KI-KI-3 and 4 on each subject contained on each theme, referring to the syllabus. The Basic Competency mapping allows teachers in the planning and process of assessment of learners.<sup>31</sup>

a) Determination *Kriteria Ketuntasan Minimal* (KKM)

Here is an example of a procedure for the determination of KKM.

- (1) Count the KD for each subjects every grade
- (2) Specify the components including aspects of complexity, intake, educators and resource support.

(a) Aspect of Complexity

If KD is more complex or difficult made the score lower, and if KD is easy made the score higher

(b) Aspect of support resource

If the support resource is more higher made the score high.

(c) Aspect of intake

If intake of students is more high made the score is high.

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<sup>31</sup> Ibid



Grade, the accreditation of schools and school infrastructure.

(d) Specify score each aspect with the formula:

$$\text{Skor komponen} = \frac{\text{skor yang diperoleh}}{100} \times \text{skor maximum}$$

(e) Determine the value of the KKM every KD with the formula:

$$\text{KKM per KD} = \frac{\text{jumlah total setiap aspek}}{\text{jumlah total aspek}}$$

(f) Specify any KKM charge lessons with the formula:

$$\text{KKM per KD} = \frac{\text{jumlah total KKM per KD}}{\text{jumlah total KD}}$$

Examples of Scale of assessment criteria and the determination of the KKM

To facilitate the analysis of every KD, need to be made of the scale of assessment which was agreed by educators. For example, a school establishes criteria and the assessment scale's determination of KKM as in the following table.<sup>32</sup>

(g) Specify the Educational units of the KKM

After each charge/KKM subjects specified, KKM unit education can be set by selecting the KKM is the lowest of the entire KKM charge/subjects. For

<sup>32</sup>Ibid,p. 36

example, a school based on the results of the analysis to determine a KKM for all 60 subjects.

The range predicate can use one of the same size in one school. For example, KKM 60 education unit, means the predicate Simply started from the value 60. The range of subjects for all predicate using the following formula:

$$\text{Predicates Range} = \frac{\text{nilai maksimum}}{3} = \frac{100-60}{3} = 13.33$$

So the length of the interval for each predicate 13 or 14

Because the range predicate value is 13 or 14, then for the subjects of math, range predicate as follows.

Determination of the KKM in subjects as well as in units of education not to forget the characteristics of learners. Because every school has different characteristics, it cannot be equated to one school with other schools.<sup>33</sup>

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<sup>33</sup> Ibid

#### 4) Designing Techniques and Assessment Instruments

The assessment is designed base on the results KD mapping that is has done. Every assessment need different instruments. If the test assessment use question instruments. for the non written assessment is use checklist or rubric instrument.

Assessment instrument that is used to assess the competence of students, the instrument chosen according to type assessment.<sup>34</sup>

##### b. Implementation of the Knowledge Assessment

The assessment of the written test was done with knowledge, oral tests, and assignments. The assessment of the written test was done through daily assessment, assessment of midterm, and final assessment.<sup>35</sup>

Assessment of knowledge can be done by the teacher on daily assessment, semester assessment and semester final assessment. Assessment of knowledge determines the ability of learners in the field of knowledge, it makes learners must master the subject matter well in order to get good value.

##### 1) Daily Assessment (PH)

Daily assessment done in KD one joint charge of lessons or KD-KD in the form of a written test, oral or assignment. Before you

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<sup>34</sup> Ibid

<sup>35</sup> Ibid, p. 35

create a question, firstly the teacher make the lattice problem. Assessment for improvement on the process of learning and the ingredients for the filling value ratings. The value of daily assessment of knowledge has value range 0-100.

## 2) Assessment of Middle Semester (PTS)

Midterm assessment was carried out when the students had completed a portion of the theme or after 8-9 week learning effectively. PTS-shaped test and works for the improvement of instruction for half a semester and the ingredients for the filling value ratings. Reserved PTS arranged by charge.

## 3) Assessment on The Last Semester (PAS)

The final semester (PAS) and end of year Assessment (PAT) was carried out after the completion of the entire study themes for learning effectively. PAS and PAT test-shaped and serve to measure the achievement of learning outcomes during a semester and the ingredients for the filling value ratings. The question of the NPAS and NPAT arranged by charge KD integrated lessons. The value of the knowledge of the final assessment of the semester or final year assessment has a range of values.

c. Processing the results of the assessment of Knowledge

The results of the assessment of knowledge was prepared quantitatively using digits (integer scale 0-100), the title and description. Description of the form of the sentence related positive close to the ability of the learners in each lesson that charge refers to any KD

- 1) Assessment of knowledge Processing
- 2) Determines the value of the end

Calculation of NA per KD can be done with the activities performed. Counting NA KD 3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.10 is based at NPH, NPTS, and NPAS. If the  $(2 * NPH) : NPTS : NPAS$ , then the calculation using the formula NA KD as follows:

$$NA\ KD = \frac{(2*NPH)+NPTS+NPAS}{4}$$

$$NA\ KD\ 3.1 = \frac{2(80)+75+70}{4} = 76$$

Calculation of NA per KD can be done with the activities performed. Counting NA KD 3.6, 3.7, 3.9 and based on NPH and NPAS. This is because the KD is present on the third theme 3 and/or 4 activities of analytical study conducted after the INSTITUTION. If the  $(2 * NPH) : NPAS$ , using the formula NA KD as follows:

$$NA\ KD = \frac{(2*NPH)+NPAS}{3}$$

$$NA\ KD\ 3.7 = \frac{2(80)+80}{3} = 80$$



The counting NA *Muatan Pelajaran* can be using the formula:

NA Mupel = Rata-rata NA KD

$$\text{NA Bahasa Indonesia} = \frac{(76+83+73+84+91+80+87+85+80+75)}{10} = 81$$

### 3) Specify Predicate Values and descriptions

An example of processing the value and description of the Aurora school report card has 70 education unit of the KKM, then the range predicate based on the formula previously retrieved data as follows.

Based on the chart above, it appears that the highest value product on a KD 3.5 = 91 (very good), while close to the lowest value on the KD = 73 3.3 (enough). Thus the following report description.

"Ananda Aurora so well in getting to know the vocabulary about how to maintain health through short text, enough in expounding the epitome of sound vocal and consonant".<sup>36</sup>

### 3. Assessment Skills

#### a. The Implementation of Assessment Skills

Assessment of skills is done with practice, products, techniques and projects.

#### 1) Practice

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<sup>36</sup>Ibid, p. 56

Assessment of skills using the technique practice of giving priority to the assessment process which is done by observing the activities of the students. This assessment is used to assess the competency of demanding learners perform specific tasks, such as: singing, worship practices, sports practices, presentations, role playing, playing music, and reading. Example implementation of assessment skills with engineering practice as follows.

Example of assessment of practice-1 (using average)

Grade : IV

Theme/Subtheme : 1/1

Study : 6

Charge Lessons : PJOK

KD 4.1 Basic motion variation of locomotor practice, non-locomotor and manipulative, in accordance with the concept of body, space, effort, and connectedness in a big ball game simple and traditional.

Material:

1. Basic motion Variations Street
2. Variations of basic motion run

Indicator Practices:

Through the game stronghold, learners can practice basic motion variation and variation of the basic motion paths run.

Example of calculating the value of the practice:

$$\text{Nilai} = \frac{\text{skor perolehan}}{\text{skor maksimum}} \times 100$$

For example:

$$\text{Score 3 runs tally the value of material running} = \frac{3}{4} \times 100 = 75$$

$$\text{Score tally ran 2 and the value of the matter runs} = \frac{2}{4} \times 100 = 50$$

The value of KD is the average score of 4.1 acquisition of walking and running because the material is different, though similar KD.

$$\text{Thus, the value of KD 4.1} = \frac{75+50}{2} = 62,5 \text{ rounded be } 63$$

## 2) Products

Product assessment includes an assessment of the ability of learners in generating products, technology, and the arts.

### Product Assessment Example

Grade : IV/2

Theme/Subtema : 6/4

Learning : 1

Lesson : Charge SBDP

#### KD 4.4 Making paper from natural materials

Material: made of corn

Indicators Of The Product:

By paying attention to how to make a stuffed corn skin which is practiced by teachers, learners can make an ornament in the form of a pencil stuffed corn

#### Example skin Assessment Products

Grade : IV/2

Theme/Subtema : 6/4

Learning : 1

Lesson : Charge SBDP

KD 4.4 Making paper from natural materials

Material: leather work Blindly corn

Indicators Of The Product:

By paying attention to how to make a stuffed corn skin which is practiced by teachers, learners can make an ornament in the form of a pencil stuffed corn skin.

#### 3) Project

Project assessment is assessment activities must be done by certain period. That activities are from planning, collecting data, organizing, processing, display data, and report data. There are 4

things to consider project assessment : processing ability, relevance, original, innovation with creativity

#### Example Assessment Project

Grade : IV

Indonesian Language:

KD 4.4 presents the ability the use of tools in the form of text and visual vocabulary uses raw and effective sentences

Indicators Project:

Students can use raw vocabulary and sentences are effective in reporting the observations

IPA :

KD 4.5 presents a report on the results of observation and search information about the various forms of energy changes

Indicators Project:

Students are able to plan, execute, and report, in writing, of the results of observation and search information about the various forms of energy changes

Project: make a report the observations and information retrieval about 5 forms of energy Changes

Title : change of form of energy in the environment<sup>37</sup>

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<sup>37</sup>Ibid, p.60



Skill assessment is used to determine the ability of the learners. Learners who have cognitive deficiencies can develop skills in the field of skills. Aspects of skills provide opportunities for learners to know their talents. Because the real people who succeed are not just people who are good in the field of cognitive skills but there are people who are successful in the field of skills.

b. Processing of Assessment Skills

The value of processed in quantitative skills by using an integer on a scale of 0 to 100 and is created with description close to the ability of the learners. The description of the form of the sentence related positive close to the ability of the learners in each lesson that charge refers to any charge KD on the lesson.

Assessment of skills can be presented in the form of average value and/or the optimum value, while the value of the final assessment of the skills of the average value of all KD. Optimum value put in place when the assessment is done more than once.<sup>38</sup>

Processing skills assessment is the result of the teachers recap obtained from the values of PH, PTS, and PAS. Then the assessment

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<sup>38</sup>Ibid, p. 70

was described in a positive sentence that demonstrates achievement of learners.

### **E. Impact of Evaluation on Thematic Learning**

Learning activities should optimize the function of each learning component and the objectives that are expected to be sought through learning activities. Educators in the process must know the results of the learning process that they do. So that educators can find out how far the learning process is carried out in developing the potential of students.

Evaluation of learning is the way to know success in the learning process. Learning evaluation is expected to provide information about the level of success that has been achieved so that it can be known factor deficiencies and remedial measures can be taken.

In the world of education, in particular the world of schooling, assessment of the significance of the various establishments.

#### **1. The meaning for students**

The existence of a judgement, then the students can know the extent to which it has managed to follow the lessons given by teachers. The results obtained from the student employment rate this there are two possibilities:

##### **a. Satisfying**

If the student obtained satisfactory results and it was fun, sure satisfaction that he would like more time on another occasion. As a

result, students will have considerable motivation to study more actively, so that next time it gets results more satisfying anymore. State the opposite can occur, students already feel satisfied with the results that have been obtained and his less adamantly for next time.

b. Unsatisfactory

If the student is not satisfied with the results obtained, he will strive so that the next time a State it does not reoccur. Then he'll learn more enterprising. Nevertheless, the State of the reverse can occur. There are some students who are weak in ability, will be desperate with a less satisfying results has been received.

2. The meaning for teachers

- a. The results obtained, the teacher will be able to tell which students could continue his studies because it already successfully mastered the material. Instructions from the teacher can focus his attention to students who have not been successful. When teachers know the cause, he will give the attention focused and provide more thorough treatment so that subsequent success can be expected.
- b. Teachers will determine whether the material is being taught the right for students so as to provide instruction in the future do not need changes.

- c. Teachers will know the method used is just right or not. When most of the students acquire a value judgment held on the ugly, maybe this is caused by the approach or method that is less precise. Then the teacher should be introspective and try to find other methods in teaching.

### 3. Meaning for Schools

- a. When teachers staged assessment and learning how the results had been known, it can be known whether conditions created by the school is in compliance with the expectations or not. The results of the study is the mirror of the quality of a school.
- b. Information from teachers about whether proper curriculum for the school can be a material planning consideration for the school for the future.
- c. Assessment results information obtained from year to year, it can be used as a guide for the school. Schools already meet the standards or not. The fulfillment of the standards which will be seen from the figures obtained by students.<sup>39</sup>

## F. The Characteristics of Students

Children who are in grades early elementary school are the children who are at an early age. This early childhood period was short, but it is a very

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<sup>39</sup>Suharsimi Arikunto, *Basic Education Evaluation* (Jakarta: PT Bumi Aksara, 2012), p. 14

important time for one's life. Therefore, at this time the whole potential of children need to be encouraged so that it will develop optimally.

Growth and development are the two things that are very important. Human growth and development, permanent, lasting as long as humans live and ends along with the end of mankind. Every individual in nature have a difference in growth and development. The theory relates to the development of psychology and intellectual students in primary schools was elaborated by Piaget.<sup>40</sup>

Piaget said that

Proses belajar dapat berlangsung jika terjadi proses pengolahan data yang aktif di pihak pembelajar. Pengolahan data yang aktif merupakan aktivitas lanjutan dari kegiatan mencari informasi dan dilanjutkan dengan kegiatan penemuan.

Pre operational phase (2-7), the stage of conceptual thinking pre (2-4 years) characterised by adaptation to the start symbol, language, behavior, and activities of the imitation game. Stage of intuitive thinking (4-7) marked beripikir pralogis between concrete opeasional with prakonseptual. Development of elementary school students are at the concrete operational stage (7-11), which is characterized by the maturity of the process of thinking students..<sup>41</sup>

<sup>40</sup>Abdul Majid, 2014, *Integrated Thematic Learning*, (PT REMAJA ROSDKARYA), p. 6

<sup>41</sup> Anisah Mutmainah, *Role Playing Method to Improve Learning Outcomes IPS SDN I NGERANGAN* (Yogyakarta : Jurnal FIP UNY, 2013) p.2



In General at the age of primary school (7-12), the child is already mereaksi and intellectual stimulation, or carry out tasks demanding the learning ability of intellectual or cognitive abilities such as writing, reading, counting. At this stage of cognitive development, elementary school children should be fed a certain ability experiences to add to the sense of imparting behavior with new patterns so they can use it effectively.<sup>42</sup>

Since the age of 10 to 11 years old, children:

1. Develop a reason special, namely the ability to understand and draw conclusions, using signs that convey information or directions.
2. Begin to understand the motive behind one's actions
3. Be able to concentrate for longer in doing something
4. Start designing memory strategy
5. Likely to arise the curiosity towards drugs, alcohol, and smoking
6. Will develop specific talents. Showed particular skill in writing, math, music or art.<sup>43</sup>

Primary school age is the age of the children who entered the stage of concrete thinking, so that developments are needed in order to support the development of education and his brain increasingly well developed. During this period students need experience directly within the scope of both at

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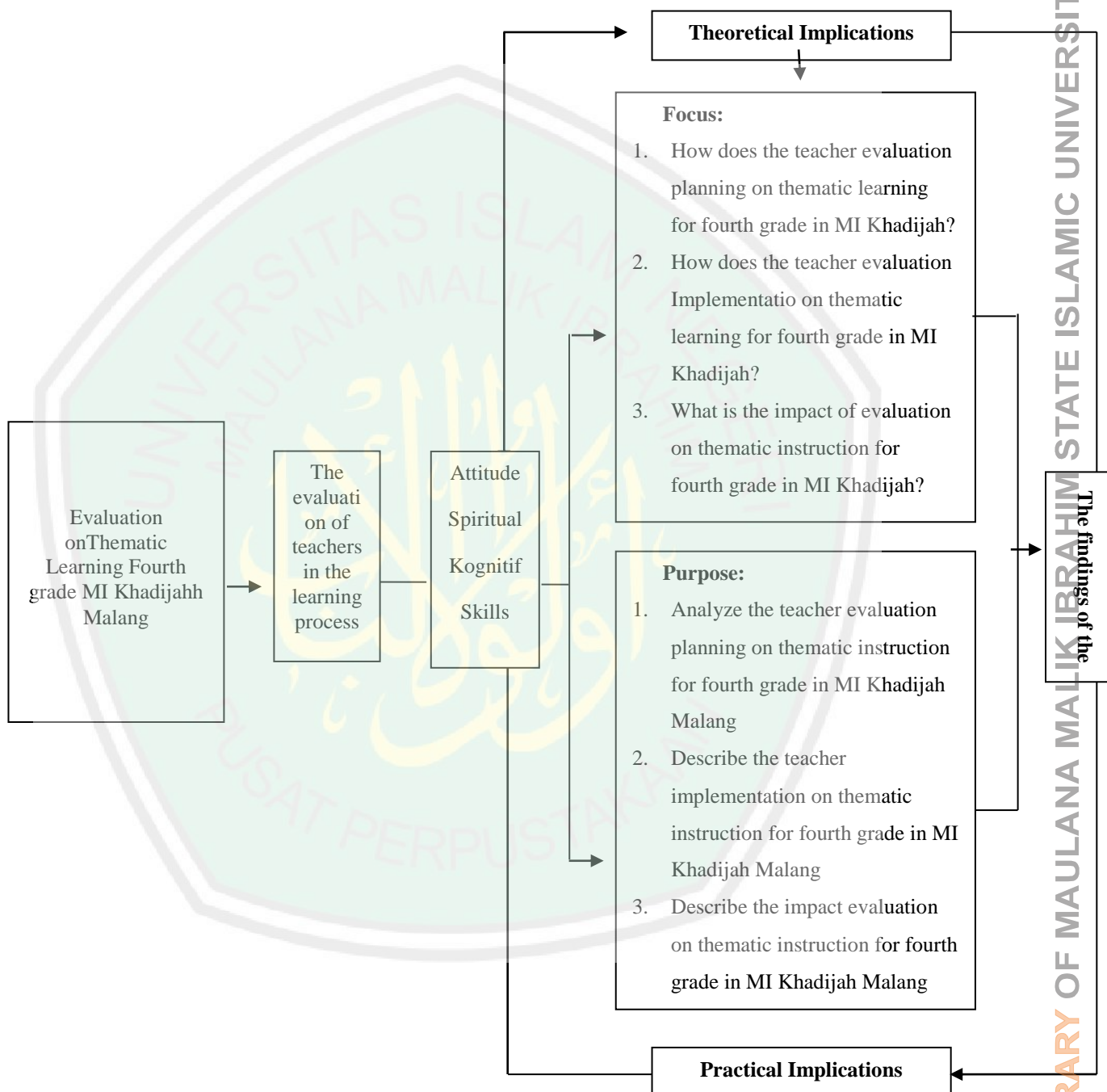
<sup>42</sup>Carolyn Meggit, *Understanding Child Development* (Jakarta: PT Indeks Puri Media, 2013), p. 164

<sup>43</sup>Ibid

school and at home. The teacher together with parents in order to provide the best education for their development.



## G. Framework of Thinking



Picture 2.1 Framework Of Thinking

### CHAPTER III

#### METHOD OF THE RESEARCH

##### A. Approach and the types of Research

This type of research is the research field (field research) which are qualitative, research methods based on the philosophy of postpositifisme, is used to examine the condition of natural objects, (as his opponent is an experiment) where researchers as a key instrument, the dwarf data collection done in triangulation (combined).<sup>44</sup>

This type of research is qualitative, descriptive, i.e. a method in researching the status of a group of humans, an object, a set of conditions, a system of thought, or a current events grade. Descriptive research has the purpose to make the description, picture or painting in a systematic, factual and accurate on the facts, the nature of the antarfenomena relationship and investigated.<sup>45</sup>

A descriptive qualitative better explain about the problem together with normative issues of status and simultaneously make a comparison-a comparison between phenomena.

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<sup>44</sup>Sugiyono, *Research Methods*, (Bandung: Alfabeta, 2015), p.9

<sup>45</sup>

## B. The Presence of Researchers

This qualitative research, researchers acted is very important as an instrument key (*key instrument*) which act as planners, implementers, collecting, and processing of data, as well as the reporting of research results. The presence of researchers in this study is to find out more about the Evaluation on Thematic Learning at fifth grade MI Khadijah Malang.

The role of the researcher in this study, among others, as: 1) research planners, in this stage the researcher devised a plan of research that include; research proposals, determine the location of research, observation and research, meet with informants (head and Fourth grade MI Khadijah Malang), 2) data collectors, in this stage the researcher using the methods and techniques of collection data is already determined, dig up the data from the data source, 3) Analyzer data, after the data is collected, then the researcher is the reduction and perform analysis to answer a research focus, and 4) filers research, analysis results then interpreted and combination with theories that are used, the results are then compiled in a research report.

This research was carried out in MI Khadijah, Klojen, Malang, East Java. As for the grade that is used in data fourth grade. Some of the reasons the selection of the location of the research are as follows. First, the location of the hapless, Khadijah MI research is one of the schools that have Accredited A.



### **C. The Location of Research**

This research was carried out in MI Klojen, Khadijah, Malang, East Java. As for the grade that is used in data retrieval is fourth grade. Some of the reasons the selection of the location of the research are as follows. First, the location of the research school is a newly implemented learning thematic or K-13 earlier in the year 2017 based on information obtained from the master fourth grade in MI Khadijah Malang. So some teachers experience the confusion associated with the implementation of thematic evaluations as well as with learning on thematic learning. Second, the location of the research there has never been any research related to the Thematic Study on evaluation of Learning. So the great expectation in order for this study can be useful for teachers in Poor and Khadijah MI for would-be teachers to hang Thematic Evaluation on Learning about Learning.

### **D. Data and Data Sources**

As for the data collected in this research is the data corresponding to the focus of the research, which is about the evaluation on Thematic Learning in fourth grade MI Khadijah Malang.

The data are divided into two, namely primary and secondary data. Primary data in this study is the result of observations against the Thematic Evaluation on Learning in fourth grade MI Khadijah Malang, interviews with

informants (graderoom teacher, and head of the madrasa/school). Whereas, secondary data in this research in the form of documents related to the assessment of students (tasks, assessment sheets, sheets, documents related to the study of Thematic Evaluations on fourth grade MI Khadijah Unfortunate) that can support the results of the research.

The main data sources in qualitative research is the words and actions, the rest is additional data, such as documents and others. The data source can be an informant, documents, or photos. As for the source of the data in this study include:

1. Informant

Informants in this study differentiated into two, namely key informant (key informant) and non-key informants (non-key informants). Key informants in this study is the teacher of fourth grade MI Khadijah Malang. As for the non-key informant from this research is the head of the school, staff, and students from the two institutions.

2. The activities or actions

Activity or action in question here are all forms of activities, actions, and behaviors related to the evaluation of the informant on Thematic Learning in fourth grade MI Khadijah Malang.

### 3. Document

The data source document can be a document that was owned by the graderoom teacher (soft or hard files files) related to the Thematic Evaluation on Learning in fourth grade MI Khadijah Malang.

## **E. Data Collection Techniques**

Data collection is a very important stage in the research. Collect the data will get the data that has high credibility. Therefore, it may not be wrong and should be done with careful consideration of appropriate procedures and characteristics of qualitative research. If there are errors or imperfections in the method of data collection would be not good, namely in the form of data that is not policy, so that the results of his research could not be accounted for. In order to obtain valid data and has a high, then in this study used some of the techniques of data collection as follows:

### 1. Observation

Observation is the technique of data collection has specific characteristics when compared to other techniques, namely interviews and questionnaires. Interviews and questionnaires are always communicating with the person, then the observation is not limited to people, but also the natural objects to another. The technique of data collection by observation

is used in research regarding human behavior, work process, symptoms and natural responses are observed is not too large.<sup>46</sup>

As for things that are observed in this study are 1) planning the evaluation on Thematic Learning in fourth grade MI Khadijah Malang, 2) implementation of evaluation on Thematic learning in fourth grade MI Khadijah Malang, and 3) impact of evaluation on Thematic learning in fourth grade MI Khadijah Malang.

## 2. Interview

There are several types of interviews that can be used in a qualitative research study, but in this type of interview is an interview unstructured interview. This type of interview is included in the category in-depth interview, in practice more freely when compared to the structured interview. The purpose of this interview is to find the problem openly, in which parties were invited to an interview requested opinions, and his ideas in digging up information relating to: (1) planning the evaluation on Thematic Learning in fourth grade MI Khadijah Malang, (2) implementation of evaluation on Thematic learning in fourth grade MI Khadijah Malang, and (3) impact of evaluation on Thematic learning in fourth grade MI Khadijah Malang.

## 3. Documentation

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<sup>46</sup>Ibid, p.145

The documentation for the method of data collection in the research to obtain data that shape notes, books, newspapers, magazines, documents, regulations, agenda etc.<sup>47</sup>

The researchers used a method of documentation because the documentation required in gathering data to reinforce the information that has been obtained on site research. Documentation that researchers gather among other photographic documentation is in the process of teaching and learning, the document in the form of worksheets students or student work, and document a file either a recap assessment teachers against participants of his protégé. Student worksheet teacher assessment as evidence against the students on the skills. A plain document is important in the evaluation of data on student learning in MI Khadijah unfortunate, because that document is evidence of teacher assessment against students during the learning process during one semester or even for a year.

Some of the reasons why this technique is used, among others; First, the data source is always available so easily accessible. Second, the data source documentation is a stable source of data its accuracy in describing the data of the past and present. In addition, the data obtained can easily check their validity.

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<sup>47</sup>Suharsimi Arikunto, *A Practical Educational Research Procedure* (Jakarta: Bumi Aksara, 2013), p 126



## F. Data Analysis

According to Miles and Huberman, qualitative data analysis is done interactively, repetitive and lasted continuously until it has been completed, so the data is already saturated. The activity data used in this study i.e., data reduction, data display and verification.<sup>48</sup>

The following analysis steps:

### 1. Data Reduction

Data reduction is an activity, choose summarize things, focus on the things that are important, look for themes and pattern as well as dispose of unneeded data.<sup>49</sup> During the collection of data, data that have been collected are chosen in accordance with their respective categories in order to be more easily processed. After that, researchers perform data reduction by taking a staple and important data in accordance with the research objectives, as well as throwing away data that is not considered necessary (not in accordance with the research objectives). Thus, the existence of the data reduction will give you a clear overview and make it easier for researchers to gather data.

### 2. Data display

After the reduction of the data, the next step is presenting. In qualitative research, data can be presented in the form of tables, charts,

<sup>48</sup> Iskandar, *Metode Penelitian Pendidikan dan Social*, (Jakarta: Gaung Persada Press, 2009), Page. 217.

<sup>49</sup> *Ibid.*, Page. 247.

flowchart and the like. Through the presentation of the data, then the data are organized, arranged in a pattern related so it will be easier to understand.<sup>50</sup>

### 3. Conclusion Verification

Qualitative research in the conclusion is expected new findings like never before. These findings can be either a description or picture of an object that was previously still dim or clear yet become clear once researched, can be either interactive or causal relationships, and the hypothesis/theory.<sup>51</sup>

In qualitative research, withdrawing the conclusion can be adjusted with the outline of the problem or even develop appropriate data that has been retrieved and analyzed. Thus, the data already presented important selected only, then made a specific category. Table 3.1.

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<sup>50</sup> Sugiyono, *Metode Penelitian*, (Bandung: Alfabeta, 2016) Cet. Ke-23, Page. 249.

<sup>51</sup> *Ibid.*, Page. 252.

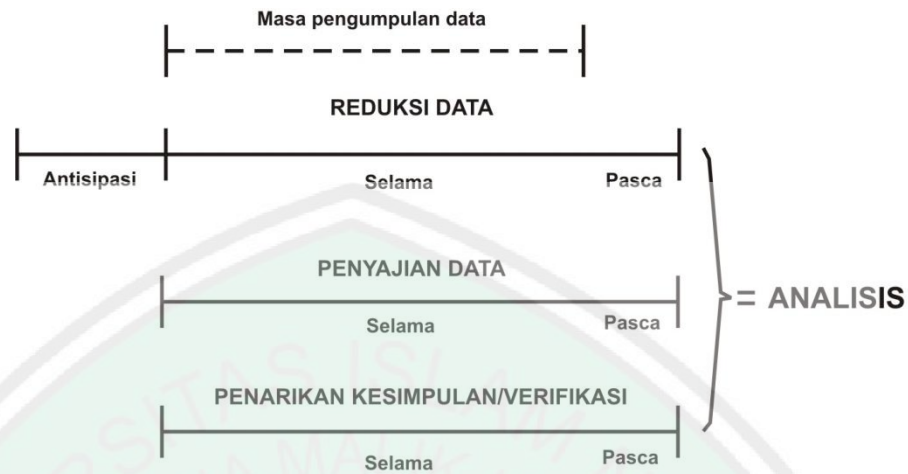


Table 3.1 Data Analysis Miles and Huberman

### G. Procedures Research

Research procedures used in this study the researchers adapted from measures developed by Miles and Huberman. Given the limited time and the cost of belonging to a researcher, outline the steps of the research that has been expressed previously, simplified according to the needs of researchers. Taking major steps, Miles and Huberman, a research procedure is divided into 4 steps, namely:

1. Preparation/pre-field
  - a. Drafting Research

The research will be carried out within the scope of the problem departing from events that are ongoing and could be observed and verified for real at the time of the research. The events are observed in this context is an event or activity that took place in an

environment of people or the surrounding communities, and going on right now.

b. Choose the field

In accordance with the issues raised in the study, then selected the location of the research surrounding communities experienced the diversity of the problems raised by the researcher. The location was used as a place of research and data sources by researchers.

c. Data Collection

The techniques used in the form of data collection activities:

1) Observation

This observation is done to collect the data by doing a direct observation of the subject against which their daily are normal and do activities. The utilization of information technology is spearheading the observation activities undertaken, such as the utilization of Tape recorders and a Handy Camera.

2) Interview

Interview is to obtain a rational meaning, then the observation needs to be corroborated by interviews. Researchers conducting a direct dialogue with the data source, where respondent get freedom and the opportunity to take out the thoughts, views and feelings are natural. Researchers in conducting

the interview, prepare some questions in the form of the instrument being put to the subject of research.

## 2. Field

### 1) Understand and Enter the field

Researchers observed directly, understand the customs, habits, ordinances and cultural background research. Connecting researchers with all the citizens of the/department School of education, and familiarity with the subject.

### 2) Active in activities (data collection)

This qualitative approach puts researchers as an instrument in the excavation and processing of the acquired data. Qualitative research or often referred to with the naturalistic method, i.e. researchers take data directly from a natural setting.

### 3) Data Processing

#### a) Data Reduction

Data obtained by the researchers are written in the form of a report or the detailed data. The report was compiled based on data obtained is reduced, summarized, selected staple things, as well as focused on the things that are important.

#### b) Display data



The data obtained are categorized according to the principal problems and made in the form of matrices making it easier for researchers to see the patterns of relationships one data with other data.

c) Deduction

The next step is concluded and verified over the data that was already processed into forms that fit the pattern solution of problems that do.

#### **H. Checking of the validity of the data**

Checking of the validity of the data obtained in order for location research has credibility and can be justified scientifically, then investigators checked the validity of the data. As for the steps taken are (1) the extension of participation (2) data sources and triangulation triangulation of data collection techniques, (3) checking of members, and (4) a discussion of the associate.

Researchers determine participation in the extension of the collection of data on the location of research, and not just done in a short time, but it takes the extension of participation in the research setting.<sup>52</sup>

Researchers with the extension of participation will be able to learn the culture that was in MI Khadijah Malang. Test the untruth information was

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<sup>52</sup>M. Djunaidi Ghony dan Fauzan Almashur, *Metodologi Penelitian Kualitatif*, (Jogjakarta: AR RUZZ MEDIA), p.320

introduced, the good that comes from self-researcher and from informant so that the information obtained can truly be accounted for righteousness.

Triangulation of data sources is performed by comparing the information obtained from interviews, observation, and documentation. For example, researchers compared the results of interviews with key informants (master fourth grade MI Khadijah Malang) and non-key informants such as principals, staff employees, and vice versa. Whereas, for the triangulation of methods researchers i.e. compare between observation results with the results of an interview or with documentation.

Another technique that is used to check the validity of the data in this study is checking a member (*the member check*). Member checking done by researchers came to every informant and shows the results of the interview and observation data including the results of the interpretations of researchers. The informant asked to re-read, comment, add or subtract when deemed necessary.

In addition to checking and triangulation techniques members, researchers also use techniques to examine the validity of peer discussions of data. This technique is performed either by people who have experience in qualitative research, as well as with fellow student Madrasa Ibtidaiyah teacher education Maulana Malik Ibrahim UIN Malang. The steps taken are: researchers presenting data which is already interpretation and analyzed to

colleagues. Researchers then asked for feedback regarding the data already presented. This discussion is intended to find out the level of coverage data, are too narrow or too broad, if data is already relevant to the focus of the research or not.



## CHAPTER IV

### EXPOSURE DATA AND RESULT OF RESEARCH

#### A. Exposure Data

##### 1. Profile of MI Khadijah Malang

MI Khadijah was a private school owned by a foundation in the city of Malang, was at Jln. Arjuno No. 19 A, 3, Kauman Klojen Malang East Java. MI Khadija level accreditation A. Infrastructure owned by MI Khadija is as follows, has 11 rooms, 19 teachers, 6 employees, and 408 students.

MI Khadijah Khadijah Mosque Foundation was established by the commission for the community to establish basic institutions on the foundation which was originally hired by mora for the hapless MIN 2.

Initially, until in the year 1986, the land which is located at Jl. Arjuno No. 19 is hired by Hapless MIN 2. Then at the request of the community, on a farm was established in the year 1986 MI Khadijah. First establishment of the MI Khadijah led by Prof. Dr. h. Thohir Lut that successfully passing 13 students for the first time in 1992. In 1993-2000 leadership MI Khadijah was replaced by Dra. Hj. Bir'ah Masyhoedi who is a former headmaster of the hapless MIN 1. Succession took place back in 2000-2006. In this year the leadership held by Drs. H. Fatah Ibrahim.

Until in the end Drs. H. Khusnul Fathoni, M.Ag became leader of school year 2006 Khadijah MI-now.

As for the note progression and achievement between leaders is as follows:

1986-1993	: Prof. Dr. H. Tohir Luth.
	First 13 students graduated in the year 1992.
1993-2000	: Dra. Hj. Bir'ah Masyhoedi
	Improved and increased human resources
	MI started wearing a building specifically
2000-2006	: Drs. H. Fatah Ibrahim
	Restructure the management of madrasa
	The addition of educators
	The computer lab was established
2006-now	: Drs. H. Khusnul Fathoni, M.Ag
	Revamping the building
	Start activities of the FAM and Gema Dzulhijjah
	The addition of extracurricular
	Cooperation with the PT and its stakeholders



## 2. Vision, Mision, and Objective MI Khadijah Malang

### a. Vision

Graduated students qualified and accomplished based on the Qur'an and Hadith

### b. Mission

- 1) Educate a generation that saleh and shalehah
- 2) Develop potentials as capital to form his personality optimally
- 3) Equip with faith, science, and akhlaq to ready to face global competition

### c. Motto

- 1) Ready to compete in the achievement
- 2) Put forward the quality above quantity
- 3) Returns a function as an Islamic Madrasa Education Center

### d. Objective

- 1) Islamic system of education attainment of a comprehensive, holistic, and perspective.
- 2) Implementation of the contents of the standard system construction of the creed, worship, jurisprudence, and akhlaq
- 3) Complishing the consciousness of students in worship
- 4) Equip students compete academically to proceed to higher education level

- 5) Develop co-curricular activities that match the talent and interests of students
- 6) Developed an innovative learning model and its applicative

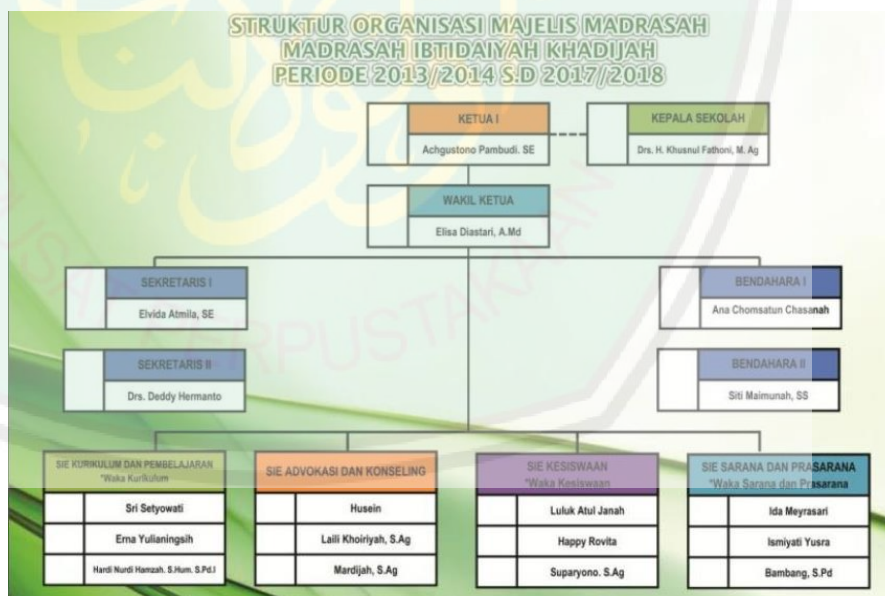
Based on the General purpose, goal MI Khadijah is:

- 1) Implementation of the conditioning of the faith, devotion, morals and manners of the sublime
- 2) Implementation of innovative learning and markedly
- 3) The implementation of the basic tasks of teachers
- 4) Achievement of business graduates with an average score of at least 75
- 5) 80% graduates can enter the JSS Favorites
- 6) Meant that the average value of UAS at least 75
- 7) Participation of the race-a race of subjects at least can get city level
- 8) Created by discipline and order in the areas of attendance, uniform and administration
- 9) The availability of adequate infrastructure/facility
- 10) Created the environment safe, clean, healthy and beautiful
- 11) Give learning opportunities to students in need of special

### 3. The Structure of the Foundation and Madrsasa



Picture 4.1 The Structure of the Foundation)<sup>53</sup>



Picture 4.2 Structure of the Madrasa)<sup>54</sup>

<sup>53</sup>Result from documentation about structure, 20Oktober 2018 at 07.30 am

#### 4. Educators

Educators are owned by MI Khadija at least has an undergraduate degree in education. MI Khadija has 17 teachers keep foundations, 1 teacher DPK Ministry of religious affairs, and 1 head of MI, 16 teachers have bore the teacher professional, administrative, and 4 2 labor hygiene. All Bachelor's degree minimum power.

#### 5. Achievements

MI Khadija had achievements in academic and non academic field. The invitation was won the national level include, province, and city. The accomplishments that have been achieved at the national level is the champion of the 1st race of the cluster. The accomplishments that have been achieved at the provincial level is champion 2 Educational Props, Race of Champions Race 1 Tartil Ummi, champion Hajj Java se, etc. The achievements have been achieved at the level of the city is the winner of the race Speech SD/MI at UM, champion Race Course PAI, Porseni Poetry champion, champion Ping-pong Daughter Porseni, etc.

#### 6. Curriculum Area

##### a. Curriculum in MI Khadijah

The process of teaching and learning in MI Khadijah goes well. Under law No. 2 the year 2003 on the national education system, article 36 paragraph (2) it needs to be developed a curriculum unit

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<sup>54</sup> Ibid

level education (KTSP), KTSP MI Khadijah Poor created by the TEAM Making KTSP MI Khadijah Malang, consisting of committees, supervisor of the madrasa and the madrasa. Curriculum applied in public lessons for MI Khadijah curriculum unit level education (KTSP). As for the religious subjects using Permenag (2008).

In the previous year MI Khadijah has implemented a curriculum of 2013. The curriculum is applied to start the grade 1-4. At this time the poor re-use Khadijah MI kurikulum 2006 and 2008 after the minister of culture and education of primary and secondary Anies Baswedan announced to return to the previous curriculum. To establish curriculum 2013 yesterday, most teachers follow training competence of teachers (PKG) which followed the teacher competency training should give reasoning about the science curriculum of 2013. Sometimes the teacher competency training in Jember, namely EDM. So the teachers are ready to implement the curriculum in July 2013 year 2014.

Curriculum 2006 consists of general lessons as Indonesian Language, Math, Social Science Knowledge, etc. Whereas in 2008 the curriculum comprises subjects like Moral Creed, Hadith, Fiqh, Quran etc. At a time when teachers use KTSP 2006, teachers have no trouble because the teachers have been doing training in the years before.



Ministry of religious affairs are implementing subjects learning Arabic begins from grade 3. Now the Ministry of religious affairs are implementing subjects learning the Arabic language starting from the 1-3 grade, but the material taught is still like to sort the letters Alif and write the letter Alif.

Local charge in MI Khadijah comprises Arabic, United Kingdom, and the local charge kindergarten, it taught starting grade 1. Java language including core subjects, because the Java language applied to city of Malang (Malang throughout the city) so the SK and KD-its the same.

Curriculum development in MI Khadijah performed with conditioning morals share, greet your fellow friends, give greetings to the teacher. Extracurricular in MI Khadijah was a scout. In addition there are also extracurricular scout drum band, music, dance, vocal, reading the Qur'an, swimming, etc. Extracurricular taught every Saturday starting at 10.00 until completion.

Have 2 years of local charge made at MI Khadijah Malang. On ICT subjects already started from grade 1, grade 1 taught about type with 10 fingers. While the top grade are expected to use the internet and its benefits.

#### b. Teaching and Learning Activities

Activities at MI Khadija held every Monday-Thursday for the learning process and Friday for extracurricular activities. On Monday-Thursday starting at learning, at 06-13.00 is teaching and learning activities (KBM), 13.00-13.30 the prayer, and 14.00-15.30 tartil. On Friday the learning process starts at at 06-11.30 teaching and learning activities (KBM), 11.30-13.00 prayers Friday and 13.00-15.30 extracurricular. Monday – Thursday

#### c. Extracurricular Activities

MI Khadijah memiliki 14 macam kegiatan ekstrakurikuler antara lain Scout, Drumband, Music art, Marrawis, Vocal/sound Art, Dance, The Art of Reading the Quran, IT (Web blog), Sacred Footpoint, Robotics, Table tennis, Badminton, Swimming pool, and Paint.

### B. Result of Research

The curriculum used by the MI curriculum is Khadijah 2013, due in 2013 in the curriculum is part of a strategy of increasing product education and refinement of the curriculum is the curriculum before. The orientation of the curriculum is competency achieved 2013 balanced between the attitudes, skills and knowledge, besides the lesson that way a holistic and enjoyable.

The curriculum used by 2013 MI Khadijah beginning in 2017, in practice not all gradees using the curriculum of 2013. As well as grade 1 and grade 6 are not yet using the K-13 earlier in the year 2017.

# 1. Attitude Evaluation

## a. Planning Attitude Evaluation on Thematic Learning at Fourth Grade Khadijah Islamic School Malang

- 1) Teachers preparing books and teacher assessment handbook for melaksanakan planning on aspects of attitude<sup>55</sup>
- 2) Determine attitude will be analysis based on spiritual and sosial aspects.

Attitude assessment consist of the spiritual and social competencies. Educators plan and establish an attitude that will be assessed in the process of learning in the graderoom. On the assessment of the attitude outside the learning educator observing the attitude that appears naturally.

The attitude that will be assessed at MI Khadijah Malang consist of 6 aspect there are obedience of whorship, thanksgiving, the habit of praying to behave learn, convinced of the greatness of God's grace, tolerance/worship and social attitude consist of 6

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<sup>55</sup>Result interview with teacher about attitude and social assessment in MI Khadijah Malang, 20 Oktober 2018 at 09.00 am

aspect i.e honest, discipline, responbility, caring with other people, polite, confident.<sup>56</sup>

“Pedoman saya dalam merencanakan penilaian siswa dari buku guru dan dari buku pedoman penilaian yang saya dapatkan. Buku guru sudah lengkap sekali perihal perintah terkait aspek yang akan kita nilai. Disana sudah diarahkan, sehingga kita bisa langsung ngikutin aja perintahnya apa”<sup>57</sup>

This spiritual attitude according to the below.

#### NILAI SOSIAL (KI-2)

SISWA KELAS 4 MI WAHID HASYIM  
SEMESTER GANJIL TAHUN PELAJARAN 2016/2017  
MASUKKAN PADA CELLS BERWARNA PUTIH

Jujur	disiplin	tanggung jawab	peduli	pantun	percaya diri
Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	Aspek 6

Picture 4.3 (aspect will be assessed in spiritual and social attitude)<sup>58</sup>

After determining the attitude on the spiritual aspects and social aspects. The next step is determine indicator attitude will be developed. This attitude indicator enable that teachers easier in observing the attitude of students both inside and outside learning. However, at MI Khadijah poor does not use attitude indicators because the teacher does not determine the attitude of students through indicator but through direct observation in each

<sup>56</sup> Result observation about planning assessment attitude in MI Khadijah Malang, 20 Oktober 2018 at 07.30 am

<sup>57</sup> Result interview with teacher about attitude and social assessment in MI Khadijah Malang, 20 Oktober 2018 at 09.00 am

<sup>58</sup> Result from documentation about aspect of attitude assessment, 20 Oktober 2018 at 01.00 pm

study. Educators also use teacher books as a guide for assessing students attitudes

### 3) Arrange Attitudes Form

Educators prepare the format evaluation attitude is used to record the results of observations. This attitude assessment format made to facilitate teachers in assessing students attitude of every learning process.

The format of the assessment of this attitude in the form of a journal, self learners, assessment and assessment between friends. The format has the kind of attitude assessment much, generally if it is in a journal format with the date of observation, the name of the learner, record behavior, attitude, grain and follow-up. However different if in the judgment of yourself and your friends about some of the statements that were later filled in by ticking the answer "Yes" or "no".

Fourth grade MI Khadijah Malang using the observ format to assess the attitude. The first step of the educator observing the student in advance, after it was noted in the journal or notes master, and use observation format is a format contains the name of student, kind of attitude, and score in the form of excellent,



good, sufficient, and needs to be fixed.<sup>59</sup> The results of interview with researchers master grade IV that says:

“Saya menilai aspek KI-1 dan KI-2 melalui pengamatan pada saat pembelajaran di dalam atau di luar kelas setiap harinya. Penilaian pada aspek KI-1 saya mengamati anak-anak ketika berdoa dan aspek KI-2 saya menilai dari kemampuan berbicara atau berinteraksi belajar ketika berkelompok. Nah itu penilaian diri atau penilaian antar teman saya juga pernah melakukannya mbak. Tapi yang paling sering ya mengamati dan mencatat di jurnal.”<sup>60</sup>

Assessment for the KI-1 and KI-2 was carried out by master grade IVA by way of observing student behavior inside and outside the school each day. After that, it was written in the journal of the teacher or book assessment available in grade IVA.

b. Implementation AttitudeEvaluationon Thematic Learning at Fourth Grade Khadijah Islamic School Malang

1) Observe the behavior of the students at the time of learning and learning outside

On the assessment of the KI-1, teachers observe directly the learners from beginning to end of learning. Teachers observe and assess learners based on assessment indicator KI-1 was already determined. On the KI-1 teacher observes students one by

<sup>59</sup>Result observation about arrange attitudes form in MI Khadijah Malang, 20 Oktober 2018 at 07.30 am

<sup>60</sup>Result interview with teacher about attitude and social assessment in MI Khadijah Malang, 20 Oktober 2018 at 09.00 am

one at the time of prayer, prayer in congregation, and on our daily spiritual rest each day.

“Saya menilai KI-1 nya anak-anak ya setiap hari. Kalau sudah kenal anaknya, mudah kok mbak mengamati dan menilai sikap spiritual mereka”<sup>61</sup>

“Pernah kak, penilain diri pernah penilaian antar teman juga pernah. Biasanya bapaknya ngasih pertanyaan sekitar 20-30 pertanyaan. Tapi saya lupa itu penilaian antar teman atau penialain diri. Yang pasti kami pernah ada penilaian tersebut. Kalau penilaian antar teman, satu orang menilai satu orang.”<sup>62</sup>

Table 4.1 Example of a Journal Format<sup>63</sup>

No	Tanggal	Nama Peserta Didik	Catatan Perilaku	Butir Sikap	Tindak Lanjut
1.					
2.					

Tabel 4.2 Example of a students self assessment sheet<sup>64</sup>

No	Pernyataan	Ya	Tidak
1.	Saya selalu berdoa sebelum melakukan aktivitas		
2.	Saya tidak mengganggu teman yang beragama lain ketika berdoa sesuai agamanya		
3.	Saya berani mengakuui kesalahan saya		

<sup>61</sup>Result interview with teacher about attitude and social assessment in MI Khadijah Malang, 20 Oktober 2018 at 09.00 am

<sup>62</sup>Ibid

<sup>63</sup>Result from documentation about aspect of attitude assessment, 21Oktober 2018 at 01.00 pm

<sup>64</sup>Ibid

4.	Saya mengembalikan barang yang saya pinjam		
5.	Saya memint maaf jika saya melakukan kesalahan		
6.	Saya datang ke sekolah tepat waktu		
7.	Saya mencium tangan orang tua sebelum berangkat sekolah		
...	...		

On the assessment of the KI-2, teachers observed social attitudes on the learning process in the graderoom every day. The process of observation and assessment of the KI-2 learners based on assessment indicator KI-2 which is already determined, then the teacher will write in her book journal of a teacher.

“Saya menilai KI-2 nya anak-anak ketika pembelajaran berkelompok, karena dari situ sikap sosialnya mereka kelihatan semua mbak, dari tanggungjawabnya, adil, jujur, dll.”<sup>65</sup>

“iya, biasanya keliling-keliling gitu kalau di kelas, kasih semangat, tanya-tanya terkait hasil kerjanya”<sup>66</sup>

On the first observation, teacher observe the attitude at the time of learning of thematic material of the religious diversity in Indonesia, teachers observing students one by one in the group that had been distributed. After that the teacher give problems complies

<sup>65</sup>Result interview with teacher about attitude and social assessment in MI Khadijah Malang, 20 Oktober 2018 at 09.00 am

<sup>66</sup> Ibid

with the themes of religious diversity in Indonesia to be discussed by the group members.

On the second observation, teacher observe the attitude by providing opportunities to each group to select the group chairman. The Chairman of the group is obliged to divide the tasks within his group there that is doing the presentation, some answered questions from other groups, and some were summed up the results of the discussions from several groups.

On the third observation, teacher observe the attitude of the process discussion by representatives of the group. There are students who are tasked with presenting the results of its discussions, while another group provides questions to the group in charge. After that, the group in charge of providing answers to the question of other groups. After that, group members there are on duty to conclude all the material that has been presented.<sup>67</sup>

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<sup>67</sup>Result observation the researcher in MI Khadijah Malang, 20 Oktober 2018 at 07.30 am



Picture 4.4 (Teacher observe about students attitude)<sup>68</sup>

The documentation shows the teacher explains material on religious diversity in Indonesia, after the teacher gives a question related to the teacher's explanation given. Students who dare to give the question of how to make conclusion asked to lift his hand and pass on what he knows. The activities carried out to bring up the inquisitive students.

- 2) Take note of the attitude and behavior of students, excellent, good, sufficient, and need guidance

Take note of the attitude and behavior of students, excellent, good, sufficient, and need guidance. However, for ease of implementation, teachers are allowed to take note of the attitudes and behaviors that stand out (very good or need guidance)

<sup>68</sup>Result from documentation about aspect of attitude assessment, 20Oktober 2018 at 07.30 am



by using the observation sheet. At least in the middle and the end of the semester, teachers of subjects and extracurricular patrons submit the development of spiritual and social attitude attitude every learner to the teacher's grade to be processed further. The results of the assessment to a point through the board of the teacher to determine ratings description on learners.<sup>69</sup>

“Saya mencatat KI-1 dan KI-2 dalam jurnal penilaian saya mbak, setiap hari saya nilai saya tulis disitu nanti saya pindahkan ke format penilaian di excel”<sup>70</sup>

The teacher records the attitude and behavior of students in a graderoom teacher assessment journal. Teachers assess students each day in the learning process, each student does not have the ability in all indicator assessment, nothing more and nothing less in each charge indicators will. After the teacher write on her personal journal, teachers put it in the format of the assessment are provided already by the school.

### 3) Follow up observations

The results of observations of the attitudes and behavior of the students discussed by educators unless there is a spiritual attitude or found that will be prioritized. Educators may discuss and report at least twice in one semester to follow up. As a follow-

<sup>69</sup>Result observation about follow up observation in MI Khadijah Malang, 20 Oktober 2018 at 07.30 am

<sup>70</sup>Result interview with teacher about attitude and social assessment in MI Khadijah Malang, 20 Oktober 2018 at 09.00 am

up, the learners who experience improvement in attitude and behavior, was awarded a (verbal or non-verbal), while learners who experience a decrease in attitude and behavior are given mentoring programme or motivation.<sup>71</sup>

“Menilai sikap siswa ini saya laksanakan setiap harinya, dalam satu tema, subtema ataupun dalam pembelajaran yang lain diluar tematik. Misalnya spiritual ya saya nilai dari sikap berdoanya, kalau sikap sosial saya nilai dari cara berinteraksi dengan temannya. Penilaiannya ada 4,3,2,1. Kalau 4 sangat baik, 3 sudah baik, 2 cukup, 1 perlu bimbingan. Sejauh ini siswa kelas IVA baik semua mbak, tidak ada yang diluar batas normal. Jadi nilai sikapnya mereka saya kasih B, karena tidak yang kurang ataupun menonjol di dalam kelas. Selama masih bisa dikasih tau ya kasih tau kalau mereka melakukan kesalahan, tetapi kalau ada yang berantem ya dipanggil orangtuanya. Tapi alhamdulillah mereka tidak pernah yang dipanggil orangtuanya mbak.”<sup>72</sup>

		<h1>NILAI SPIRITUAL (KI-1)</h1> <h2>SISWA KELAS 4 MI PERCOBAAN 1</h2> <h3>SEMESTER GANJIL TAHUN PELAJARAN 2017/2018</h3> <h4>MASUKKAN PADA CELLS BERWARNA PUTIH</h4>					<p>Cara mengisi nilai KI :</p> <ol style="list-style-type: none"><li>1. Edit/ isilah Aspek Penilaian KI-1 pada Kurikulum.</li><li>2. isilah Kolom Nilai dengan option: SB, B, PB</li><li>3. Penilaian Sikap Spiritual ini diambil dari Guru PAI</li></ol>		
Aspek yang dinilai		ketatan beribadah	perilaku beribadah	kebiasaan berdoa belajar	meyakini keberadaan Allah	toleransi beribadah	kebiasaan mengucap salam	Deskripsi Kemajuan Peserta Didik	
NO	NAMA SISWA	Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	Aspek 6		
1	Ay Syifa Ima Nur Fariha	B	SB	B	B	B	B	Anda AI SANGAT BAK dalam perilaku beribadah, BAK dalam ketatan beribadah, kebiasaan berdoa belajar, meyakini keberadaan Allah, toleransi beribadah, kebiasaan mengucap salam.	
2	Abdillah Razan Nabli	SB	B	B	B	B	B	Anda Elong SANGAT BAK dalam ketatan beribadah, BAK dalam perilaku beribadah, kebiasaan berdoa belajar, meyakini keberadaan Allah, toleransi beribadah, kebiasaan mengucap salam.	
3	Abdullah	B	B	B	B	B	B	Anda Pasha BAK dalam ketatan beribadah, perilaku beribadah, kebiasaan berdoa belajar, meyakini keberadaan Allah, toleransi beribadah, kebiasaan mengucap salam.	
4	Aditya Hutama Putra Amaja	B	B	B	B	B	B	Anda Abu BAK dalam ketatan beribadah, perilaku beribadah, kebiasaan berdoa belajar, meyakini keberadaan Allah, toleransi beribadah, kebiasaan mengucap salam.	

<sup>71</sup>Result observation about follow up observation in MI Khadijah Malang, 20-23 Oktober 2018 at 07.30 am

<sup>72</sup>Result interview with teacher about attitude and social assessment in MI Khadijah Malang, 20 Oktober 2018 at 01.00 pm

Aspek yang dinilai		Jujur	disiplin	tanggung jawab	peduli	pantun	percaya diri	Deskripsi Kemajuan Peserta Didik
NO	NAMA SISWA	Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	Aspek 6	
1	Aby Syifa Ilma Nur Faizah	SB	B	B	B	SB	B	Anda AI SANGAT BAK dalam jujur, pantun, BAK dalam disiplin, tanggung jawab, peduli, percaya diri.
2	Abdillah Razan Nabili	B	B	SB	B	SB	B	Anda BIKING SANGAT BAK dalam tanggung jawab, pantun, BAK dalam jujur, disiplin, peduli, percaya diri.
3	Abdullah	B	B	B	B	B	B	Anda Pasha BAK dalam jujur, disiplin, tanggung jawab, peduli, pantun, percaya diri.
4	Aditya Hutama Putra Atmaja	B	SB	B	B	B	SB	UN di berikut : am disiplin, percaya diri, BAK dalam jujur, tanggung

Picture 4.5 (Recapitulation consist of score and description

attitude assessment)<sup>73</sup>

Assessment of KI-1 and KI-2 was carried out by the teacher every day during the learning process inside or outside the graderoom. Master grade surveyed the attitudes of spiritual or social stance after it was written in the journal entry that's been provided. In grade IV does not have an outstanding record, then the teacher gives the value of "good" to all of their students.

c. Processing Attitude Evaluationon Thematic Learning at Fourth Grade Khadijah Islamic School Malang

The results of the assessment of attitude recapitulation by educators at least twice in one semester. The results of the assessment of this attitude will be discussed and reported in the form of the description of the value of the attitude of the learners.

<sup>73</sup>Result from documentation about aspect of attitude assessment, 20 Oktober 2018 at 01.00 pm

Master grade teachers and subject grouping or marks records the attitudes of learners written in the journal, whether spiritual or social attitude. Master grade makes a recapitulation of attitude within one semester. Master grade collect records of the attitude in the form of a short description of the subjects (sport, religion, and local content). Master grade concluded and formulate a description of the spiritual and social attitudes close to each learner.<sup>74</sup>

“Deskripsi sikap menggunakan kalimat yang bersifat memotivasi dengan pilihan kata/frasa yang bernada positif. Deskripsi sikap menyebutkan perkembangan sikap peserta didik yang sangat baik, baik, cukup baik dan perlu bimbingan. Apabila peserta didik tidak memiliki catatan dalam jurnal, sikap dan perilaku peserta didik diasumsikan baik, semua siswa selama saya mengajar di kelas IVA semuanya baik mbak, alhamdulillah gak ada yang diluar batas normal”<sup>75</sup>

Attitude assessment processing master grade discussions with teachers and local subjects content provide value to students. The result of the discussion, the teacher of the grade described in recapitulation of the assessment that is reported each semester.

<sup>74</sup>Result observation about processing attitude assessment in MI Khadijah Malang, 20 Oktober 2018 at 07.30 am

<sup>75</sup>Result interview with teacher about processing attitude assessment in MI Khadijah Malang, 20 Oktober 2018 at 01.00 pm

## 2. Evaluation of Knowledge and Skills

### a. Planning Evaluation of Knowledge and Skills Evaluationon Thematic Learning at Fourth Grade Khadijah Islamic School Malang

#### 1) Make Annual and Semester Program

The annual programme is the implementation of learning plans public charges within one year of learning. Suppose the school set the number of days in one year effective learning lesson little 200 days and most 245 days.

Annual program prepared and developed before the year lessons because the Annual Programme is a guide for the development of subsequent programmes, it seems like the Program Semester, Syllabus, and the plan of implementation of the learning.<sup>76</sup>There are suitable with result interview researcher with teacher fourth grade.

“program tahunan kita buat sendiri mbak, kita membuatnya diawal semester satu, saya biasanya buatnya pas liburan. Tapi sebelum membuatnya kita harus tahu hari efektif dari kalender akademik selama satu tahun, setelah mengetahui hari efektif ada berapa jadi kita langsung bagi temanya dan subtemanya juga”<sup>77</sup>

Semester program is the elaboration of annual program so that the program could not be arranged before the annual programs

<sup>76</sup>Result observation about make annual program in MI Khadijah Malang, 21 Oktober 2018 at 01.00 pm

<sup>77</sup>Result interview with teacher about make annual program in MI Khadijah Malang, 21 Oktober 2018 at 09.00 am



are clustered.<sup>78</sup> There are suitable with result interview researcher with teacher fourth grade.

“nah kalau prosem ini penjabaran dari prota mbak, prosem ini lebih rinci setiap satu semester, dalam prosem terdiri kolom nomor, tema dan subtema, bulan serta ada berapa minggu dalam satu bulan.”<sup>79</sup>  
(annual and semester program in appendix).

## 2) Mapping Basic Competence of Knowledge and Skill

The basic competency mapping is used as the basis for the design of a good assessment activities are daily, per theme, or per semester. Mapping the basic knowledge and skills competency should be done by teacher prior to carrying out the learning process.<sup>80</sup>

“pemetaan kompetensi dasar digunakan sebagai dasar perancangan kegiatan penilaian baik bersifat harian, per tema, maupun per semester. Pemetaan KD KI-3 dan KI-4 harus dilakukan oleh guru sebelum melaksanakan proses pembelajaran yang berpedoman pada buku guru dalam mengerjakannya”<sup>81</sup>

(documentation of competency mapping the basic knowledge and skills contained in the appendix)

<sup>78</sup>Result observation about make semester program in MI Khadijah Malang, 21 Oktober 2018 at 01.00 pm

<sup>79</sup>Result interview with teacher about make semester program in MI Khadijah Malang, 21 Oktober 2018 at 09.00 am

<sup>80</sup>Result observation about make mapping KD in MI Khadijah Malang, 21 Oktober 2018 at 01.00 pm

<sup>81</sup>Result interview with teacher about make semester program in MI Khadijah Malang, 21 Oktober 2018 at 09.00 am

### 3) Determine of Kriteria Minimal (KKM)

Determining the KKM is completeness criteria are determined by the learning unit of education graduation competency refers to the standard, taking into account the characteristics of the learners, lesson, charge characteristics and Educational Units conditions. Determination of the KKM should consider at least 3 aspects, namely the characteristics of the learners (intake), characteristics of charge/subjects (complexity), and condition of the unit education (educators resources support).<sup>82</sup>

“menentukan nilai KKM saya melihat dari kelas sebelumnya, bagaimana kemampuan dari kelas sebelumnya dan KKM juga disamakan satu sekolah. Meskipun nilai KKM sudah ditetapkan akan tetapi setiap guru kelas harus mengetahui kemampuan setiap anak didiknya. Sehingga guru kelas juga bisa memberikan nilai KKM berdasarkan tiga aspek: kompleksitas, daya dukung, dan intake. Kompleksitas yang dimaksud adalah semakin sukar KD maka semakin rendah nilai KKMnya, sebaliknya semakin mudah KD semakin tinggi nilai KKMnya. Sedangkan daya dukung adalah sarana dan prasarana yang ada di sekolah. Semakin lengkap sarana dan prasarana untuk menunjang KD, maka semakin tinggi nilai KKMnya, sebaliknya semakin rendah sarana dan prasarana akan semakin rendah nilai KKMnya. Sedangkan intake ada dua, apabila dibaca dengan bahasa inggris maka dapat diartikan kemampuan, apabila diartikan dalam bahasa Indonesia maka diartikan indeks rata-rata kemampuan siswa di suatu kelas, maka akan semakin tinggi nilai KKM muatan pelajaran dalam kelas tersebut. Sebaliknya, jika rata-rata kemampuan siswa

<sup>82</sup>Result observation about determining minimal score every lesson, 22 Oktober 2018 at 09.00 am

di suatu kelas rendah, maka rendah pula nilai KKM muatan pelajaran kelas tersebut.<sup>83</sup>

b. Implementation Evaluation of Knowledge and Skills Evaluation on Thematic Learning at Fourth Grade Khadijah Islamic School Malang

1) Implementation of the Knowledge Assessment

Implementation of the knowledge assessment conducted by a written test, oral tests, and assignments. The assessment of the written test was done through daily assessment, assessment of midterm, and final assessment. Based on the results of the daily assessment observation undertaken by teachers when the material sub themes has been completed. Assessment of midterm and final assessment carried out jointly by all the students of grades I-VI at that school.

Sumber	Jawaban
Assyifa	Ya dikasih tau dulu kak, biar kita bisa belajar dulu
Azarine	Iya dikasih tau, biasanya hari senin karena hari sabtu gak ada tema
Tama	Iya dikasih tau
Razan	Iya dikasih tau,
Ozza	Iya kak, setiap akhir subtema biasanya dikasih tau kalau ada ulangan di hari selanjutnya

Table 4.3 Interview with student<sup>84</sup>

<sup>83</sup>Result interview with teacher about make semester program in MI Khadijah Malang, 22 Oktober 2018 at 09.00 am

#### a) Written Test

The written test is a test question and answer in writing, among others in the form of multiple choice, stuffing, true-false, betrothed, and descriptions.

“PH dilakukan setiap subtema, jika subtema sudah selesai dipelajari maka PH saya laksanakan. Soal dari PH saya membuat sendiri dari materi yang sudah diajarkan. Biasanya PH saya laksanakan di hari sabtu, tapi sekarang saya lakukan di hari senin karena di hari sabtu diisi dengan ekstrakurikuler. Sedangkan PTS dilaksanakan setelah 2-3 tema selesai, dan untuk jadwalnya mengikuti dengan sekolah begitu juga dengan soalnya saya bekerjasama dengan guru kelas IV yang lain begitu juga dengan PAS seperti PTS pelaksanaannya.”<sup>85</sup>

The execution of the written test held on daily assessment, assessment of midterm and final assessment of the semester. On the assessment of midterm and end of semester, teachers make a lattice which contained the numbering problem solved, indicator, the form of the question, and the scope of the cognitive (L1, L2, L3).

#### b) Speech Test

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<sup>84</sup>Result interview with students about knowledge assessment in MI Khadijah Malang, 22 Oktober 2018 at 01.00 pm

<sup>85</sup>Result interview with teacher about witten test in MI Khadijah Malang, 22 Oktober 2018 at 01.00 pm

The oral test in the form of questions, commands, quizzes are given verbally and educator learners respond to questions verbally. The oral test aims to check for mastery, knowledge and improvement of learning.<sup>86</sup>

“Tes lisan ini biasanya saya lakukan sebagai pengayaan biar mereka lebih memahami materi yang sudah dipelajari. Ketika tes lisan, biasanya saya membagi menjadi dua orang dan siswa secara bergantian bertanya terkait soal yang saya berikan serta siswa satunya menjawab soal yang sudah ditanyakan. Tes tersebut lebih efisien tetapi kita juga berusaha keras untuk membuat soal. Sehingga skor masing-masing siswa berbeda sesuai dengan kemampaun dan semangat dalam belajar.”<sup>87</sup>

The oral test is conducted when the implementation assessment, teachers put into practice daily to find out students' knowledge in depth. The oral tests are sometimes scheduled, sometimes just a rehash of material already taught.

#### c) Assignment

The assignment is granting to the learners to gauge knowledge and facilitate learners acquire or increase knowledge. These tasks can be undertaken in school, at home, or outside of school.<sup>88</sup>

“Penugasan setiap hari saya berikan, sesuai dengan keinginan di buku siswanya. Terkadang juga tugas

<sup>86</sup>Result about speech test in MI Khadijah Malang, 22 Oktober 2018 at 07.30 am

<sup>87</sup>Result interview with teacher about witten test in MI Khadijah Malang, 22 Oktober 2018 at 01.00 pm

<sup>88</sup>Result observation about assignment MI Khadijah Malang, 22 Oktober 2018 at 07.30 am



tersebut saya buat berkelompok dan dibuat menjadi sebuah keterampilan. Sehingga saya bisa menilai KI-3 dan KI-4 sekaligus.”<sup>89</sup>



Picture 4.6 (Example Assignment of students)<sup>90</sup>

In the picture above shows the activities of thematic learning in grade IVA. Learning themes 4 Subtema theme 1 learning 1. Learning theme 4 discusses about various jobs. Teachers divide students in groups, students are then asked to write a comparison of the two types of jobs that have been discussed and poured it in the Venn diagram. The diagram must contain two types of jobs, their area of work, whatever he does, the results obtained, the impact of their work for society and for workers.<sup>91</sup>

<sup>89</sup>Result interview with teacher about assignment MI Khadijah Malang, 22 Oktober 2018 at 01.00 pm

<sup>90</sup>Result from documentation about assignment, 22 Oktober 2018 at 07.30 am

<sup>91</sup> Result from observation about assignment MI Khadijah Malang, 26 Oktober 2018 at 09.00 am up to 10.30 am

## 2) The Implementation of the Skill Assessment

K13 is curriculum changes that not only assess the students ability in regards to the previous curriculum, such as cognitive appraisal on the K13 judge four aspects, namely, spiritual, social, and cognitive skills. Assessment skills on the K13 is assessment practices, assessment of the product, and the assessment of the project. On assessment skills, teachers in grade IVA MI Khadijah bound with a rubric is already provided in the teachers ' book. So that in the process, teachers assess students in accordance with the capabilities of the students have only from rubric.<sup>92</sup>

### a) Practice

Assessment of skills using the technique practice of giving priority to the assessment process which is done by observing the activities of the students in doing something. Assessment practices for example, sing, worship, sports, acting, reading poetry, playing music, etc.<sup>93</sup>

“saya menilai praktiknya anak-anak ketika ada materi membaca puisi, nah ketika membaca puisi itu saya masukkan ke nilai praktik mbak dan penilaian praktik yang lainnya. Nah untuk penilaian puisi biasanya ada rubric penilaiannya disetiap subtema. Penilaian praktik

<sup>92</sup>Result observation about implementing skill assessment MI Khadijah Malang, 20 Juni 2018 at 07.30 am

<sup>93</sup>Result observation about practice aspect MI Khadijah Malang, 20 Juni 2018 at 07.30 am

yang kedua, saya menilai dari kegiatan olahraga, misalnya basket, lari, badminton, dll.”<sup>94</sup>

Aspek	Baik Sekali	Baik	Cukup	Perlu Bimbingan
	4	3	2	1
Isi dan Pengetahuan Informasi yang termuat dalam tulisan. Tokoh-tokoh dalam cerita fiksi. Pengertian cerita fiksi. Ciri-ciri cerita fiksi.	Berisi informasi tentang tokoh-tokoh, pengertian, dan ciri-ciri cerita fiksi yang ditulis secara lengkap, jelas, dan rinci.	Berisi informasi tentang tokoh-tokoh, pengertian, dan ciri-ciri cerita fiksi yang ditulis lengkap, jelas, namun kurang rinci.	Hanya berisi informasi tentang tokoh-tokoh, pengertian cerita fiksi saja atau ciri-ciri cerita fiksi saja yang ditulis secara lengkap, jelas, dan rinci.	Berisi informasi tentang tokoh-tokoh, pengertian, dan ciri-ciri cerita fiksi yang ditulis tidak lengkap, tidak jelas, dan tidak rinci.

Picture 4.7 (rubric practice aspect)<sup>95</sup>

#### b) Product

The implementation of product assessment was carried out to assess the ability of the learners in the produce.

“saya menilai produknya anak-anak dari tugas keterampilan mbak, misal didalam pembelajaran tema itu ada materi membuat kolase, mozaik nah itu yang saya masukkan. Penilaiannya sendiri saya berpedoman sama rubric yang sudah disediakan di buku tematiknya anak-anak.”<sup>96</sup>

#### c) Project

Project assessment is an assessment of the activities of a task which must be carried out within a specified time. The task in the form of a series of activities start planning, data collection, data processing, and reporting.

<sup>94</sup>Result interview with teacher about practice aspect in MI Khadijah Malang, 22 Oktober 2018 at 01.00 pm

<sup>95</sup>Result from documentation about practice aspect, 22 Oktober 2018 at 01.00 pm

<sup>96</sup>Result interview with teacher about product aspects in MI Khadijah Malang, 22 Oktober 2018 at 01.00 pm

“Saya melaksanakan penilaian proyek ketika ada pembelajaran IPA yang membutuhkan pengamatan, dan pelaporan hasil. Pada awalnya saya membagi kelompok, tapi untuk penugasan pelaporannya saya berikan kepada setiap siswa. Agar saya dapat menilai cara berpikir siswa, karena setiap siswa memiliki kemampuan berpikir yang berbeda-beda.”<sup>97</sup>

Aspek	Baik Sekali 4	Baik 3	Cukup 2	Perlu Bimbingan 1
Isi dan Pengetahuan Gaya Gerak	Menjelaskan pengaruh gaya terhadap gerak benda berdasarkan hasil percobaan dengan benar.	Menjelaskan sebagian besar pengaruh gaya terhadap gerak benda berdasarkan hasil percobaan dengan benar.	Menjelaskan sebagian kecil pengaruh gaya terhadap gerak benda berdasarkan hasil percobaan dengan benar.	Belum dapat menjelaskan pengaruh gaya terhadap gerak benda.
Keterampilan Laporan hasil percobaan tentang pengaruh gaya terhadap gerak benda.	Menyajikan laporan hasil percobaan dengan menjawab pertanyaan-pertanyaan secara tertulis berdasarkan hasil percobaan dengan sistematis. Bahasa Indonesia yang baik dan benar digunakan dengan efisien dan menarik dalam keseluruhan penulisan.	Menyajikan laporan hasil percobaan dengan menjawab pertanyaan-pertanyaan secara tertulis berdasarkan hasil percobaan dengan cukup sistematis.	Menyajikan laporan hasil percobaan dengan menjawab pertanyaan-pertanyaan secara tertulis berdasarkan hasil percobaan dengan kurang sistematis.	Belum dapat menyajikan laporan hasil percobaan dengan menjawab pertanyaan-pertanyaan secara tertulis berdasarkan hasil percobaan dengan sistematis.

Picture 4.8 (rubric project aspect)<sup>98</sup>

### c. Processing Evaluation of Knowledge and Skills Evaluationon

#### Thematic Learning at Fourth Grade Khadijah Islamic School Malang

##### 1) Assessment Analysis

Knowledge assessment analysis conducted each day each end of the theme, while the assessment of midterm and semester final assessment carried out in accordance with the conditions set out by the school. Whereas assessment skill analysis done on the recap of the project results, performance, and portfolio.<sup>99</sup>

<sup>97</sup> Ibid

<sup>98</sup>Result from documentation about project aspect, 22 Oktober 2018 at 01.00 pm

<sup>99</sup>Result observation about assessment analysis in MI Khadijah Malang, 22 Oktober 2018 at 08.30 am



For example daily assessment analysis in picture below.

Picture 4.9 (analysis of daily Picture 4.9 assessment)<sup>101</sup>

<sup>101</sup>Result from documentation about assessment analysis, 22 Oktober 2018 at 01.30 pm



abundance of matter is determined by many indicators of basic competence in one of the sub themes. This is in accordance with results of interviews with teachers who said that:

“setiap sub tema biasanya gak setiap sub tema, sebelum membuat soal terlebih dahulu membuat spesifikasi soal dan kisi-kisi soal yang akhirnya terbentuklah soal penilaian harian yang sesuai dengan kompetensi dasar yang diajarkan”<sup>102</sup>

Score every question entered into macro Microsoft excel, with the formula provided, then it would appear to the average score every lesson in thematic learning according to basic competencies lesson.

NILAI HARIAN SISWA KELAS IVB SEMESTER 2																						
TEMA 8 SUB TEMA 2																						
NO	NAMA	PPKN (KU 3.3)				B (KU 3.6)				IPA (KU 3.2)				IPS (3.1)				IBDP (KU 3.4)				KET
		PS	PR	UH	RT2	PS	PR	UH	RT2	PS	PR	UH	RT2	PS	PR	UH	RT2	PS	PR	UH	RT2	
1	AST-STIFA ILMA NUR FAUZITAH	95	90	90	88	84	80	100	88	80	100	87	80	80	100	87	95	100	98			
2	ABDILLAH RAZAN NABIL	80	80	90	83	90	90	90	90	100	90	75	88	80	90	75	82	75	100	88		
3	ABDULLAH	95	80	100	92	92	80	80	84	100	80	100	93	95	80	75	83	80	90	85		
4	ADITYA HUTAMA PUTRA ATHAJA	80	90	90	87	80	82	90	84	81	100	90	90	100	75	100	92	80	75	78		
5	AIDA SHOFITRITA	80	75	100	85	80	90	90	87	88	80	90	88	75	80	100	85	90	100	95		
6	AJENG KIRAHIM BARARA	90	88	75	84	80	90	75	82	75	93	80	83	84	82	75	80	90	90	90		
7	ALFIO FARIL ALIKSY	80	75	80	78	80	75	75	77	80	75	90	82	80	75	75	77	78	75	77		
8	ALKAUTSAR MAULANA FIRDAYS	75	75	90	80	78	85	75	80	75	80	75	77	75	80	75	77	78	75	77		
9	ASSYIFA' SOFIE NUR ISLAMI	80	90	90	83	80	75	100	85	75	75	90	80	90	75	75	80	100	90			
10	AZARINE RAKHA SALMA	80	80	90	83	80	75	80	78	80	80	100	87	80	80	75	78	78	75	77		
11	CALYA ZELDA ELYSIA	88	100	100	96	92	80	90	87	95	100	90	95	85	80	100	88	95	90	93		
12	DANAR IBRAHIMHIDATULLOH	75	75	90	80	75	75	75	75	75	75	100	83	75	75	75	75	75	75	75		
13	EL FARO HONRA AZZAWAJALA	100	100	90	97	100	100	100	100	90	90	93	95	100	80	92	100	100	100	100		
14	FAIRUZ EKA RAMADHANI	75	75	100	83	75	75	80	77	75	75	90	80	75	75	75	75	75	75	75		
15	FAIRUZ AHMAD IGBAL	100	75	100	92	92	90	75	88	90	80	90	87	85	90	75	83	85	75	80		
16	HSAN ZULGARNATH	88	88	90	89	92	80	80	84	100	90	75	88	90	85	75	83	95	90	93		
17	KATLA NUR AZIZI EL FAUZI	80	80	100	87	80	80	100	87	80	80	100	87	80	80	100	87	78	75	77		
18	KEISTA RAJWA AZZAHRA	100	88	90	93	88	100	90	93	100	80	90	90	90	80	85	100	80	90			
19	KRISHA MAULANA	80	88	90	86	90	75	75	80	100	75	90	88	75	90	80	82	80	75	78		
20	KUSUMA DESTITA YIRHANDA	88	88	100	92	84	100	100	95	100	90	90	93	95	100	100	98	100	100	100		
21	MUHAMMAD HILMAN RISQI	75	88	90	84	75	80	75	77	80	75	75	77	75	80	75	77	80	75	78		
22	MUHAMMAD EZHAR FAHREZI	88	100	100	96	96	90	100	95	100	90	100	87	82	100	100	94	90	100	95		
23	MUHAMMAD RAFI NUR HIDAYAT	75	75	75	75	77	75	76	75	75	75	75	75	80	80	78	75	100	88			
24	MUHAMMAD ZIKKY TAGIAMSTAN	95	80	100	92	90	80	90	87	100	80	90	90	75	78	80	78	80	100	90		
25	MUTIARA RISKI PRASTO	80	100	100	93	90	75	75	90	100	100	80	93	80	80	75	78	90	75	83		
26	NETA AHMA KHAISHA URA MAHARANI	80	100	100	93	80	90	75	82	95	90	85	80	100	100	93	95	100	98			
27	NOUHA NANUNA HANZAM	75	88	90	84	75	75	75	75	88	80	100	89	75	75	75	80	75	78			
28	SARAH TALIB	80	80	100	87	80	80	100	87	80	75	100	85	80	75	100	85	75	75			
29	SATRIA ARYATAMA YERI ANGGARA	100	88	75	88	90	75	90	85	75	75	75	88	75	75	79	80	75	78			
30	SHARA LIEMODH KENAR KATANA	80	88	90	86	88	100	100	96	100	75	80	85	100	100	80	98	100	100	100		
31	TIARA YASTIFA NAILAN	88	100	100	96	96	90	90	92	75	90	100	88	85	90	75	83	95	100	98		

Picture 4.10 (score knowledge one theme)<sup>103</sup>

Baed on the results of observation, analysis skill assessment is done with a recap of the results projects, as well as

<sup>102</sup>Result interview with teacher about analysis daily assessment in MI Khadijah Malang, 23 Oktober 2018 at 01.00 pm

<sup>103</sup>Result from documentation about analysis daily assessment, 23 Oktober 2018 at 01.00 pm

portofolio performance of the students. Aspects of the skills assessed based on existing basic competence in every sub theme and then take the average score to be the score every theme.<sup>104</sup>

This is also confirmation with the interview with the teacher who said that :

“Analisis penilaian pada penilaian keterampilan dilakukan dengan rekap dari hasil proyek, kinerja maupun portofolio dari siswa. Aspek keterampilan dinilai berdasarkan kompetensi dasar yang ada pada tiap sub tema yang nanti akan diambil nilai rata-rata nya untuk menjadi nilai keterampilan tiap tema.”<sup>105</sup>

KELAS : IV A		LEGER TEMA 7 NILAI KI-3 SMT 2 TAPEL 2017/2018																																								
		NILAI SUB TEMA 1						NILAI SUB TEMA 2						NILAI SUB TEMA 3																												
NO	NAMA	PKN	BI	IPA	IPS	SBDR	NR	NO	PKN	BI	IPA	IPS	SBDR	NR	NO	PKN	BI	IPA	IPS	SBDR	NR	NO	PKN	BI	IPA	IPS	SBDR	NR	NO	PKN	BI	IPA	IPS	SBDR	NR							
1	ASY-SYIFA ILMA NUR FAUZIYAH	97	92	100	95	100		1	97	90	93	93	100		1	100	98	93	93	100		1	100	98	93	93	100		1	100	98	93	93	100								
2	ABDILLAH RAZAN NABIL	97	81	90	88	90		2	92	88	91	87	100		2	93	100	88	93	82	78		2	93	100	88	93	82	78		2	93	100	88	93	82	78					
3	ABDULLAH	97	88	92	80	95		3	90	90	83	97	98		3	100	88	93	93	88		3	100	88	93	93	88		3	100	88	93	93	88		3	100	88	93	93	88	
4	ADITYA HUTAMA PUTRA ATMAJA	93	85	100	86	85		4	88	100	97	85	80		4	93	97	93	97	100		4	93	97	93	97	100		4	93	97	93	97	100		4	93	97	93	97	100	
5	AIDA SHOFIE	85	74	99	88	87		5	85	88	82	83	83		5	93	87	87	77	90		5	93	87	87	77	90		5	93	87	87	77	90		5	93	87	87	77	90	
6	AJENG KIRAMIM BARARA	85	74	77	86	93		6	82	78	92	80	80		6	80	80	77	83	90		6	80	80	77	83	90		6	80	80	77	83	90		6	80	80	77	83	90	
7	ALFIO FAREL ALRISKY	86	82	86	86	81		7	90	82	82	86	85		7	92	87	83	80	95		7	92	87	83	80	95		7	92	87	83	80	95		7	92	87	83	80	95	
8	ALINE NATHANIA CHERYL	83	78	77	77	77		8	85	82	85	82	77		8	85	82	85	82	77		8	85	82	85	82	77		8	85	82	85	82	77		8	85	82	85	82	77	
9	ALKAUTSAR MAULANA FIRDAUS	88	77	85	79	78		9	83	78	82	76	78		9	85	77	76	85	78		9	85	77	76	85	78		9	85	77	76	85	78		9	85	77	76	85	78	
10	ASSYIFA' SOFIE NUR ISLAMI	88	83	84	90	96		10	93	85	90	82	85		10	80	82	83	88	94		10	80	82	83	88	94		10	80	82	83	88	94		10	80	82	83	88	94	
11	AZARINE RAKHA SALMA	87	87	76	83	77		11	78	77	78	77	77		11	87	78	78	87	77		11	87	78	78	87	77		11	87	78	78	87	77		11	87	78	78	87	77	
12	CALYA ZELDA ELYSIA	92	82	88	87	95		12	87	87	80	78	83		12	80	92	83	83	90		12	80	92	83	83	90		12	80	92	83	83	90		12	80	92	83	83	90	
13	DAMAR IBRAHIMHIDAYATULLOH	93	90	82	88	83		13	77	76	80	77	83		13	87	80	83	88	78		13	87	80	83	88	78		13	87	80	83	88	78		13	87	80	83	88	78	
14	ELVARO MORENA AZZAWAJALA	100	93	100	90	98		14	100	93	100	97	98		14	97	97	90	100	100		14	97	97	90	100	100		14	97	97	90	100	100		14	97	97	90	100	100	
15	FAIRUS EKA RAMADHANI	85	77	82	77	83		15	90	82	89	87	90		15	87	90	81	83	90		15	87	90	81	83	90		15	87	90	81	83	90		15	87	90	81	83	90	
16	FAIRUZZ AHMAD IQBAL	94	88	80	90	88		16	83	93	92	83	77		16	87	96	79	86	88		16	87	96	79	86	88		16	87	96	79	86	88		16	87	96	79	86	88	
17	IHSAN ZULQARNAYN	100	93	93	86	98		17	93	87	95	92	88		17	97	87	88	90	90		17	97	87	88	90	90		17	97	87	88	90	90		17	97	87	88	90	90	
18	KAYLA NUR AZIZI EL FAUZI	78	76	85	85	77		18	77	77	82	78	77		18	78	87	87	78	75		18	78	87	87	78	75		18	78	87	87	78	75		18	78	87	87	78	75	
19	KEISYA NAJIWA AZAHRA	93	90	86	87	93		19	90	80	96	85	85		19	96	82	82	80	88		19	96	82	82	80	88		19	96	82	82	80	88		19	96	82	82	80	88	
20	KRISNA MAULANA	90	78	90	75	88		20	78	78	77	79	77		20	82	81	78	87	78		20	82	81	78	87	78		20	82	81	78	87	78		20	82	81	78	87	78	
21	KUSUMA DESVITA VIRNANDA	92	91	90	88	85		21	88	83	97	83	85		21	92	80	77	78	88		21	92	80	77	78	88		21	92	80	77	78	88		21	92	80	77	78	88	

Picture 4.11 (score knowledge one theme)<sup>106</sup>

## 2) Determine Final Score and Description

Achievements students could be made when the final score, predicate, description for every basic competence in lesson already

<sup>104</sup>Result observation about analysis of skill assessment in MI Khadijah Malang, 23 Oktober 2018 at 09.30 am

<sup>105</sup>Result interview with teacher about analysis of skill assessment in MI Khadijah Malang, 23 Oktober 2018 at 01.00 pm

<sup>106</sup>Result from documentation about analysis of skill assessment, 23 Oktober 2018 at 01.00 pm

fulfilled. Based on observation of the researcher, thematic teacher using application for processing score of students. Before the report were printed, the teacher can check the score of the students at the bottom checks the score, it will appear attitude score, knowledge score and skill score. If the score is not displayed, so need to check the return input score and description basic competence. Teacher also explained through interviews that:

“jika tidak muncul nilai maka perlu cek kembali input nilai dan input deskripsi KD. Bisa jadi terjadi kesalahan pada saat input nilai, misal nilai 89 bisa ditulis 890, kan bisa saja. Jika itu terjadi maka jelas akan mempengaruhi hasil nilai pada raport karena rentang nilai 0-100”<sup>107</sup>

Counting of final score every basic competence can be carried out in accordance with the assessment activities undertaken and the weighting. For calculating final score every basic competency based on score daily assessment (Penilaian Harian called PH), score of assessment on middle semester (Penilaian Tengah Semester called PTS), and score of assessment on the last semester (Penilaian Akhir Semester called PAS).<sup>108</sup> Then counting final score with formula:

$$NA\ KD = \frac{(2 * NPH) + NPAS}{3}$$

$$NA\ KD\ 3.7 = \frac{2(80) + 80}{3} = 80$$

<sup>107</sup>Result interview with teacher about calculating final score in MI Khadijah Malang, 23 Oktober 2018 at 01.00 pm

<sup>108</sup>Result observation calculating final score in MI Khadijah Malang, 23 Oktober 2018 at 07.30 am

### 3. Impact of Evaluation on Thematic Learning at fourth grade in MI Khadijah Malang

The process of teaching and learning is in need of an assessment to find out the effectiveness of the learning that has been done. Assessment in the learning process aimed at determining the various issues related to the development and reciprocity, so expect a learning oriented on the development of quality assessment of learning at school. The assessment can be used to enhance teacher learning activities. In this case, the assessment should be viewed as important things that can provide ideas for teachers to further learning implementation.

Evaluation of learning is the way to know success in the learning process. Learning evaluation is expected to provide information about the level of success that has been achieved so that it can be known factor deficiencies and remedial measures can be taken.

#### a. Positive Impact

##### 1) Teacher

The 2013 curriculum into new curriculum in Indonesia.

The curriculum is implemented learning themes that actual and contextual in everyday life. That is, the concept of learning that use contextual themes some of the subject matter.



Thematic learning expected to be applied by the learners in everyday life, because of the theme that is used is the theme of daily activities. Application of KI-13 demanding educator to teach professional scera, i.e. demanding creativity and liveliness of educators in creating and developing learning with a variety of activities in accordance with the plan that added. Different in different analytical study, then with his judgement.

K-13 assessment, learners are assessed based on the process and the results which include aspects of attitudes, cognitive, and psychomotor. The assessment of learners is a descriptive assessment that includes a number of evidences that demonstrate achievement of the learning results of learners. Presentation of the results of the study are not just a number. Thus, the explanation are descriptive are expected to provide information related to the development of the learners to the madrasa/parent clearly.

Application of evaluation of K-13 many criticised both from among teachers and caregivers, many teachers who complain about how his judgment because of the very different to the



previous curriculum. Most teachers considered difficult in applying the assessment K-13.<sup>109</sup>

“penilaian K-13 ini merupakan penilaian yang sangat detail dan akurat sekali. Saya mengakuinya karena saya harus detail dalam menilai siswa disetiap harinya. Penilaian K-13 ini tidak hanya fokus pada aspek pengetahuan saja, akan tetapi pada aspek sikap dan keterampilan juga. Dan hasil positif dari penilaian ini, anak lebih mempunyai kepercayaan diri lebih. Itu adalah hasil yang nyata yang saya amati selama proses penilaian dan pelaksanaan kurikulum 2013 atau yang disebut K-13. Anak-anak juga sudah enjoi dengan pembelajaran tematik. Karena memang mudah dipahami, karena dikaitkan dengan kehidupan sehari-hari.”<sup>110</sup>

The 2013 curriculum or K-13 is an improvement from the previous curriculum, good improvement in his education or an improvement in his judgement. In the lesson, K-13 apply a thematic learning. While in his judgement to apply authentic assessment or assessment on three aspects, namely the assessment on an aspect of cognitive, affective, and psychomotor.

Based on the book, observation, and interviews with the teacher of the grade IV, the assessment would certainly have a positive impact and negative. The impact assessment is positive, if want to run smoothly then power should be adequate school infrastructure support. K-13 assessment not only emphasise the

<sup>109</sup>Result observation about positive impact of evaluation in MI Khadijah Malang, 24 Oktober 2018 at 08.30 am

<sup>110</sup>Result interview with teacher about positive impact of evaluation in MI Khadijah Malang, 24 Oktober 2018 at 01.00 pm

aspects of knowledge, but also attitudes and aspects of her skills assessed. So that students have the ability to grow deeper in his talent, and teachers can also find out the child's talents. So in reporting to parents, teachers can convey the ability of students, and parents can support her child in developing his ability.

Other advantages of the K-13 assessment is assessment, K-13 very accurate and detail in the implementation, because the teacher has a duty to assess the third aspect of the students every day. The result of an accurate assessment of the merit of the student is confident in his/her life. Confidence in speaking in front of the grade, confident in talking with strangers, confident in an appearance.

Other positive impacts for teachers is, with the assessment of teachers can learn more about the advantages and disadvantages of methods of learning, learning strategies, and the ability of students. Because of the existence of the assessment will be known to students ' ability, so teachers can find out an understanding of the material and make improvements in the learning process in the future.



Picture 4.12 (Performance Art Creation)<sup>111</sup>

Appearance grade IV is continually practice on thematic learning theme 7 Wonderful Diversity mine own country. On the theme of the students asked to know, master, and was able to practice with regard to the customs of each region in Indonesia. Students get tasks to display traditional music and traditional dance in a group in front of the grade.<sup>112</sup>

## 2) Students

If the student obtained satisfactory results and it was fun, sure satisfaction that he would like more time on another occasion.

As a result, students will have considerable motivation to study

<sup>111</sup>Result from documentation about positive impact of evaluation performance test, 24 Juni 2018 at 08.00 am

<sup>112</sup> Result observation about positive impact of evaluation in MI Khadjah Malang, 22 Mei 2018 at 08.30 am up to 11.30 am

more actively, so that next time it gets results more satisfying anymore. State the opposite can occur, i.e. students already feel satisfied with the results that have been obtained and his less adamantly for next time.<sup>113</sup>

“menurut saya, dengan adanya penilaian K-13 ini kita dapat tahu bakat kita dimana. Misalkan dalam tema KI-4 kan ada penilaian praktek, nah dari praktek itu kita dapat praktek benyayi, bermain peran, membaca puisi dan tidak malu-malu dalam mempraktekannya. Mungkin sekali dua kali malu, tapi kalau sering diambil nilai prakteknya kita jadi terbiasa tampil di depan kak. Dari situ kita tahu kak, kalau saya bisa melakukannya berarti saya mempunyai keahlian dibidang itu. Terus, di KI-4 juga ada penilaian produk, nah didalam penilaian produk itu, sama seperti penilaian praktek juga, kalau kita senang mengerjakannya kita akan mendapatkan nilai yang baik dan kita kan mencoba membuatnya lagi.”<sup>114</sup>

#### b. Negative Impact

##### 1) Teacher

Assessment of K-13 in addition to having a positive impact also has a negative impact on the assessment of the curriculum such as before. The existence of a master teacher in the assessment of incapacity is one important factor that impedes the course of assessment K-13. Because if the teacher isn't mastered the assessment process then the assessment process will not run with

<sup>113</sup>Result observation about positive impact of evaluation in MI Khadijah Malang, 24 Oktober 2018 at 08.30 am

<sup>114</sup>Result interview with students about positive impact of evaluation in MI Khadijah Malang, 24 Oktober 2018 at 09.00 am



the maximum. In addition to the factor of the teachers there was also a factor in the government's less quickly in giving the book a theme so that it undermines teachers in making learning devices.<sup>115</sup>

“dampak negatifnya pasti ada mbak, penilaian K-13 ini sangat detail dan rumit, sehingga mempersulit guru dalam melaksanakannya. Buku yang seharusnya datang di awal semester, terkadang ada juga yang datangnya telat sampai satu bulan sudah berjalan. Dan disitukan mempersulit guru dalam proses pembelajarannya dan penilaiannya. Kita kalau mau mengacu buku sebelumnya juga takut salah, biasanya kan ada perubahan isi. Sehingga menghambat pembuatan perangkat pembelajaran dan berdampak juga pada penilaiannya anak-anak.”<sup>116</sup>

K-13 assessment or authentic assessment of the negative impact of having external and internal government i.e. namely teachers. At issue is a book often have resulted in difficulties in setting up teacher learning device, in carrying out the learning process, so is impacting on the assessment. Since learning of each theme are allocated in one month, if the book learning late then the learning process not running in one month with maximum. The internal factor, the teachers less understand assessment K-13 also results in the assessment process did not go well. So that the development of these three aspects of Shiva could not be known thoroughly.

<sup>115</sup>Result observation about negative impact of evaluation in MI Khadijah Malang, 24 Oktober 2018 at 08.30 am

<sup>116</sup>Result interview with teacher about negative impact of evaluation in MI Khadijah Malang, 24 Oktober 2018 at 01.00 pm



## 2) Students

If the student is not satisfied with the results obtained, he will strive so that the next time a State it does not reoccur. Then he'll learn more enterprising. Nevertheless, the state of the reverse can occur. There are some students who are weak in ability, will be desperate with a less satisfying results has been received.

“banyak yang dinilai, setiap hari ada tugas. Setiap hari ada praktek, setiap hari ada keterampilan, kan banyak banget tuh kak jadinya kita terkadang merasa capek kak.”<sup>117</sup>

K-13 assessment process is indeed complex and a great many that should be assessed. Making students feel tired because every day there's a new hasru assessed. Assessment of potential negative impact also to students, when teachers assess students on a field, and students do not have the ability in a field that then students won't try again because it was not able to do it.

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<sup>117</sup>Result interview with students about negative impact of evaluation in MI Khadijah Malang, 24 Oktober 2018 at 09.00 am

## CHAPTER V

### DISCUSSION

The 2013 curriculum is the refinement of the previous curriculum curriculum i.e. 2006. The 2013 curriculum or better known as the K-13 is a curriculum of learning and assessment process. At K-13 this learning process using thematic i.e. learning associated with the daily lives of students. Whereas, in this assessment, the specs are given good if given to students. Because the judgment on the K-13 not only assess the cognitive aspect, but also in other aspects. This assessment aims to foster the ability of students beyond the capabilities of kogitif, because the students not only have the cognitive ability in the field, but they also have the ability in the arts, religion, sports, etc.

The scope of the assessment at K-13 is the aspects of attitudes (social and spiritual), cognitive aspects, aspects and skills. Educators assess aspects of the attitude of observation directly when the learning process in accordance with the indicator that was made or if there is no indicator of educators assesses aspects of the holding of attitude assessment aspects of attitudes, and educators record in journal assessment already provided. On the assessment of knowledge and skills, the educator must prepare annual programs related to planning, program semester, KD, KKM, etc. On the process of the assessment of the knowledge held every end of subtema or called with a daily assessment or assessment or PH, midterm and at the end of the semester. On the assessment of the skills of educators does

not carry out daily or every end subtema, but the assessment is carried out when there is KD aspects relating to skills. Assessment of the results of the study on the K-13 by educators covers aspects of attitudes, aspects of knowledge, and skills, while learning outcomes assessment by educational units cover the knowledge and skills of course.

#### **A. Planning Evaluationon Thematic Learning at Fourth Grade Khadijah Islamic School Malang**

##### **1. Attitude Assessment**

In the process of planning an assessment of attitude, things to be prepared is the indicator relating to the KI-1 i.e. the spiritual aspects and KI-2 that is the social aspect, with the indicator makes it easy for educators in the process of assessing students in the grade. As for indicator assessment on the KI-1 or spiritual aspect is worship, obedience behaviors pray habit thankful, before the study, believes the greatness of God's grace, tolerance/worship, the habit of pronouncing salutation. Indicator assessment on KI-2 or the social aspect is, honest, discipline, responsibility, caring, polite and confident.<sup>118</sup>

American assessment not only of the indicator, but educators also set up self assessment or assessment between friends. On the self-assessment contains questions to state attitude and behavior of the positive and negative of him. An instrument that is used in the form of sheets of

<sup>118</sup>Result triangulation technique was done teacher, 20 Oktober 2018 at 08.10 am

self-assessment. Self-assessment was conducted as a means of confirmation.

On the assessment of self assessment between friends is a form of assessment that asks learners to mutually assess the attitude and behaviour of the everyday life of his friend. The assessment between friends serve as a confirmation tool against the assessment done by the educator. The assessment between friends is best done at the time the learners do the activities of the group. Assessment instruments between friends can be either sheet assessment between friends "gain positive attitude expected question" with column "Yes" or "no" to the scale of tau linkert (TS = Disagree, KS = less agree, S = SS = strongly agree Agree ).<sup>119</sup>

## 2. Knowledge and Skill Assessment

### a. Preparation of the annual program and the semester program

The design of a strategy assessment by educators conducted at the time of the preparation of the plan of implementation of the learning (RPP) based on the syllabus. Before drawing up the syllabus and the RPP, first we must draw up an annual programme (Prota) and semester programs (Promes).

Annual program is a general plan implementation cargo learning lesson plan contains among other things the allocations within one year of learning. While semester program is in elaboration of the

<sup>119</sup> Ibid

annual program so that the annual program can not be compiled prior to the annual program arranged.<sup>120</sup>

Preparation of the annual program consist of gradees the school year, the theme, sub theme, time, and description. Thus is in accordance with the components in preparing the annual program which identity (among others chargea lessons, grade, school year) and format fields (among other themes, subthemes, and time allocation).<sup>121</sup>

Making the semester program consist of themes, sub themes, as well as the charge KD learning lessons each for one semester. Allocation used is each week. This is in accordance with the stuffing format in compiling the semester programs namely theme, sub themes, learning to time allocation, and detailed month per week, and the information required when implementing the learning takes place).<sup>122</sup>

b. Mapping of basic knowledge and skills competency

This basic competency mapping used as the basic for designing a good assessment activities that are daily, per theme, or per semester. Mapping KD KI-3 dan KD KI-4 must be carried out by teachers before implementing the learning process.<sup>123</sup> This is in accordance with the guidelines on the assessment of basic competency mapping

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<sup>120</sup> Ibid

<sup>121</sup> Result triangulation technique was done teacher, 21 Oktober 2018 at 08.30 am

<sup>122</sup> Ibid

<sup>123</sup> Ibid



states that “Mapping KD or basic competence is used as a basic design assessment activities every theme and sub theme, and every sub theme and learning.”<sup>124</sup>

c. Determination of minimum completeness criteria

Determination of minimum completeness criteria (KKM) is used to assess the ability of the students as determined by the unit of education graduation competency refers to the standard, taking into account the characteristics of the learners, lesson, charge characteristics and Educational Units conditions. Determination of the KKM should consider three spec, namely the characteristics of the learners (intake), characteristics of charge/subjects (complexity), an educational units conditions (educators and resource support).<sup>125</sup>

KKM that each and each charge different gradees, can be grade A and grade B KKM its score not the same, it all depends on three aspects complexity, carrying capacity, and intake.<sup>126</sup>

Score for every aspect/ components, adjust to the abilities of every aspect. Three are aspect of complexsity (if KD is more complex or difficult, so the score is low, and if KD is easy so the score high), the aspect of support resourch (if the support resourch is more

<sup>124</sup>Peraturan Kementrianb Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian ([http: kemendikbud.go.id](http://kemendikbud.go.id) accessed on 21 Juni 2018 at 02.00 pm).

<sup>125</sup> Result triangulation technique was done teacher, 22 Oktober 2018 at 01.00 pm

<sup>126</sup> Ibid

higherso the score high), and the aspect of the intake (if intake of students is more high so the score is high).<sup>127</sup>

## **B. Implementing Evaluationon Thematic Learning at Fourth Grade Khadijah Islamic School Malang**

### **1. Attitude Assessment**

It is known that teachers are always observing and recording all of the students attitudes during the learning for which has been made before. It was also in accordance with the assessment guidelines say that a prominent. Students who demonstrate positive and negative attitude will be recorded in the journal by teachers at the on period. Claas teachers use a form for one grade attitude be reviews their responsible, while lessons teachers use a one attitude that teach a grade on the form. Coach extracurricular give the result of the assessment at least on the mid and the end of the semester. The assessment process will be through in the council of teachers to determine reporet on the students.<sup>128</sup>

Before the attitude of students, teachers first create the form of observation attitude. Teachers prepared assessment form., the indicators was formulated used as a guide teachers in making sheets attitude

<sup>127</sup>Peraturan Kementrianb Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian ([http: kemendikbud.go.id](http://kemendikbud.go.id) accessed on 21 Juni 2018 at 02.00 pm).

<sup>128</sup> Peraturan Kementrianb Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian ([http: kemendikbud.go.id](http://kemendikbud.go.id) accessed on 21 Juni 2018 at 01.00 pm)

assessment. The form are: journaling, self assessment, and assessment between friends.<sup>129</sup>

However, teachers simply using observation or journal in the attitude of students. It was permissible, because the self assessment and assessment between friends only limited reinforcement only. However, the implementation assessment of the attitude in MI Khadijah using journals, observations, self-assessment and assessment also antarteman. Self-assessment and assessment between friends provided educators with questions prepared by educators.

Teachers always observe the attitude of the students throughout the learning process from the beginning rated way of praying, learning rated attitude that appears in this lesson, and the end rated pray and how students in the concluding passage or material that has been taught and pray course.

Categories attitude assessment has very good range, good, fair, and need to be assisted. However, the assessment of the attitude used in MI Khadijah Malang still using three categories excellent, good, and necessary assistance (without category enough). This is because the score of processing applications still use the guidelines on the assessment in

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<sup>129</sup> Ibid

2015. While the 2016 assessment guidelines there are four categories: “excellent, good, fair, and need assistance”<sup>130</sup>

After recording the attitude of the students during the learning process, the teacher made the grade if students categorized as excellent, good, adequate, or need guidance. If students are very prominent in the aspect of a certain attitude it will be rated very good and when students are assessed negative action, it will be rated sufficient or even necessary assistance. Meanwhile, if the student was no record of it is assumed that either.

### 3. Knowledge and Skill Assessment

The knowledge is not just from writing test, but it can also by speech test, and task. The test are conducted as adaily, mid trem, and the end of the semester.

#### a. Daily Assessment

Daily assessment is done every subthemes, so if subthemes already completed study will be held daily assessment or commonly called PH. PH usual Saturday or Monday depending on the day the right time to carry out the daily assessment. While the PTS conducted during the midterm or if one semester three are 4 themes, then after the second theme is finished, it will be carried out midterm assessment or

<sup>130</sup> Peraturan Kementrianb Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian ([http: kemendikbud.go.id](http://kemendikbud.go.id) accessed on 21 Juni 2018 at 01.00 pm).

what we call the PTS. If in one semester there are five themes, then after 3 themes are finished, it can be implemented PTS. While PAS is conducted during the final semester.

On the daily valuation, specification of the problem given to students is not binding like a midterm assessment as well as the end of the semester. There is a daily free teacher assessment submitted a question in the form of the writing test, as well as the oral test. But in the final assessment of the semester and the end of the semester the teacher should make a matter relating to, stuffing and multiple choice descriptions. So before you load the teacher assessment should make the specification and grating about it first.<sup>131</sup>

This is in accordance with the guidelines on the assessment of the implementation of assessment as saying that “conduct analysis KD, devise lattice reserved in accordance with KD, compose the lattice based on KD, writing question based on the lattice and the rule writing questions, devise guidelines for scoring”.<sup>132</sup>

#### b. Speech Test

Speech test was used to assess students on the material that could or should use the speech test. Speech test in the form questions,

<sup>131</sup> Result triangulation technique was done teacher, 22 Oktober 2018 at 09.00 am

<sup>132</sup>Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian ([http: kemendikbud.go.id](http://kemendikbud.go.id) accessed on 21 Juni2018 at 02.00 pm).



commands, quizzes and there are given verbally respond to questions verbally.

The speech test was aimed at fostering bold for say opinion, check out their mastery of knowledge for improvement or learning, confidence, and ability to communication effectly. The use of speech tests conducted by the teacher are in accordance with the steps in accordance with the guidelines for assessment. This oral test, typically used for enrichment. So that students get a better understanding of the existence of the oral tests, oral tests because students will learn more enterprising in the implementation.<sup>133</sup>

c. Assignment

The assignment is granting to the learners to gauge knowledge and facilitate learners acquire or increase knowledge. The task can be done individually and the group in accordance with the characteristic task. These tasks can be done at school and at home. The task given by teachers based on students book on exercise.

Teacher use a technique assignment to assess the competence of the students knowledge. If the task has not been completed at the students school, the task is completed at home with their parents, this assignment can be done with a group, but ratings remain individual.<sup>134</sup>

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<sup>133</sup>Result triangulation technique was done teacher, 22 Oktober 2018 at 09.00 am

<sup>134</sup>Ibid

This is accordance with the assessment guidelines which states that “The assignment can be done by an individual or group according the characteristic of the assignmnet. Reviews these assignment can be undertaken in the school, home, or outside of school.”<sup>135</sup>

d. Practice

Thematic learning has a KD in developing capability in the KI-4 especially on assessment practices. Assessment of the practice of teachers do in the graderoom and outside the graderoom. Graderoom assessment refers to a student's book, as well as an assessment on a poetry reading, playing music, singing, etc. While outside the graderoom teachers in collaboration with the sports teacher in assessment practices of students. Assessment taken appropriate learning exercise in accordance with the respective grade material.

Practice assessment provides an opportunity to the students in exploring the capabilities and talents. The teacher is in charge of directing, guiding students, and follow up. So if there are students who excelled in the aspect of the KI-4 on an assessment of the practice of teachers could report it to the school, and served as a poetry, singing, acting, etc.

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<sup>135</sup> Peraturan Kementrian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian ([http: kemendikbud.go.id](http://kemendikbud.go.id) accessed on 21 Juni2018 at 02.00 pm).

e. Product

Product assessment is the assessment of the ability of learners in generating products, technology, or 3-dimensional art work. The teacher in charge of observing the product assessment and follow up on students' ability in carrying out its work.

Thematic learning processes, teacher collaboration allowed KI-3 and KI-4, for example on thematic learning the existence of assignments related to summarize. The teacher gave the task of summarizing in a mind map with decorated and crafted by creative students who would later give an exciting experience in learning, and in the process learning thematic not boring if done so.<sup>136</sup>

f. Project

Assessment of the project is a series of activities ranging from planning, data collection, data processing and reporting. The assessment of a project is usually given by the teacher in the form of the duty to make a report on the experiment in learning the IPA. Because in making the report, students in need of planning up to reporting. Such reporting will be presented in front of the grade in accordance with their respective group. The higher the grade, the more tasks related to reporting.

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<sup>136</sup>Result triangulation technique was done teacher, 22 Oktober 2018 at 01.10 pm

Project assessment of critical thinking students can grow, and can provide interesting experiences to the students in the process of his education. So interesting learning can be effective and can hang students indirectly. The assessment of the project may also cultivate an attitude of responsibility in the process of machining task.<sup>137</sup>

### **C. Impact of Evaluation on Thematic Learning at Fourth Grade in MI Khadijah Malang**

#### **1. Positive Impact**

Positive impact for teachers are teachers able to develop students abilities or expertise of the existence of a judgment on the KI-1 KI-2, and KI-3 KI-4. So that teachers can easily in directing students who have talents in particular areas of the producers of the results of the assessment of students. If his judgement is good on the field, there is a possibility that students able or gifted in that field. So the teacher along with the school and parents can work together in developing the students ability.

Positive impact for students, students have the opportunity to develop his ability. As time goes by, the students who have the ability to be visible and more confident in prove it.

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<sup>137</sup> Ibid

a. Negative Impact

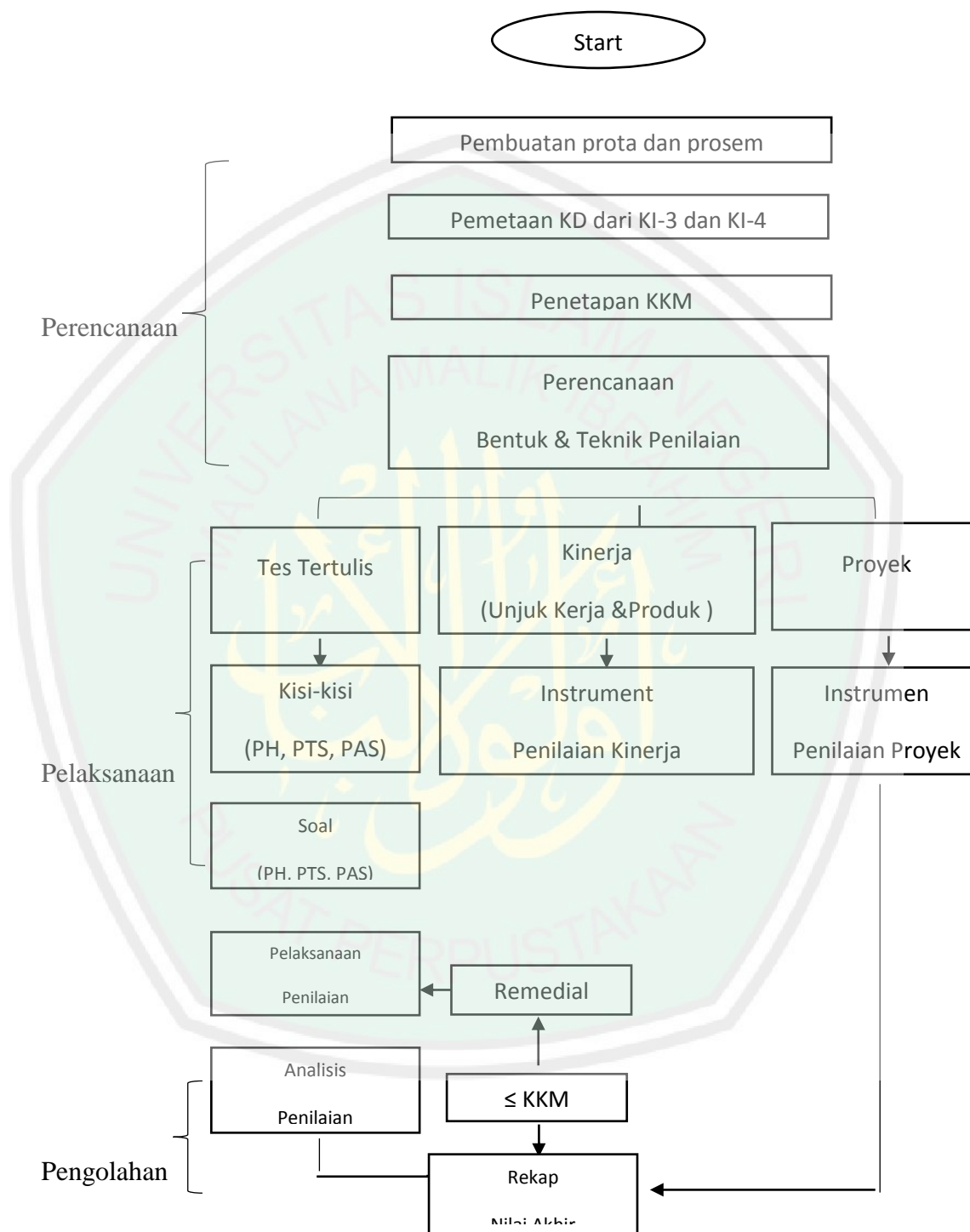
Negative impact on thematic learning closely related to delay learning devices as well as thematic books at the beginning of the semester. So the making of prota, promes, and the other device are experiencing a delay in working on it. Learning themes that do not experience the effectiveness of one month since the book and learning device that his arrival experienced delays. So teachers have difficulty in learning process of assessment and also thematic. So teachers have difficulty in working on planning penialain for KI-1, KI-2, KI-3, and also KI-4. Because in the planning and KI-1 KI-2 the teacher needs a student book and teacher's books to determine the indicator assessment of student attitudes, while at KI-3 and KI-4 teachers require book teachers and book of students to work on planning the form of Prota, Promes, and the RPP. Lack of understanding of the teacher toward procedures or ordinance assess students in 2013 or K13 curriculum. The assessment considered complicated, so in their implementation and the work was not the maximum.

The potential negative impact against the students are students who have less ability in a certain field do not want to develop skills in areas that are less so. So students won't try again, or will not be



attempted because it already has a belief that the less students in learning or KI.





Picture 5.1 Planning, Implementation, Processing

## CHAPTER VI

### CLOSING

#### A. Conclusion

From research conducted by researcher at fourth grade MI Khadijah Malang with the title “Evaluation on Thematic Learning at Fourth Grade Khadijah Islamic Boarding School Malang” with the data obtained, the researcher concludes:

##### 1. Planning Evaluation on Thematic Learning at Fourth Grade MI Khadijah Malang

Assessment on thematic learning consists of attitude, knowledge and skill. Planning attitude assessment is to determine attitude to be developed at school referring to spiritual and social aspects, determine indicators from attitude aspect, arrange attitude forms like journal, observation, self assessment and assessment between friends. MI Khadijah Malang uses observation, journal, self assessment and assessment between friends.

##### 2. Implementing and Processing Evaluation on Thematic Learning at Fourth Grade MI Khadijah Malang

Assessment on thematic learning consists of attitude, knowledge and skill. Implementing attitude assessment consists of teacher observing attitude students at the time and outside learning, record attitude students use attitude form, and follow up observations.

Implementing knowledge assessment consist of daily assessment, assessment on middle semester and the last semester. Teacher must be arrange lattice before do it. After it is done teacher can be analysis in form already. Implementing skill assessment consist of performance, product and project. Teacher can assess student by rubric already before.

Processing on thematic learning consist of thematic teacher make a group with subject teacher for ask note good or bad students attitude, recapitulate result of record attitude, arrange description maximum and minimum score attitude every students. Processing knowledge and skill assessment consist of assessment analysis, determine final score and description. Knowledge and skill assessment can be process in application processing assessment.

### 3. Impact of Evaluation on Thematic Learning at Fourth Grade MI Khadijah Malang

Impact evaluation on learning there were two impacts positive and negative impacts. Positive impact for teachers are teachers expected to be people who are creative, innovative and so the teacher can develop students ' ability, teachers can improve processes as well as the methods and strategies in learning. Positive impact for students, students become confident, outgoing, and easily develop abilities or talents with the guidance of a teacher.

The potential negative impact for teachers are working on a device, the difficulty of learning and assessment indicators in a book experiencing the delays of the Government. So the book's delay can be bad for the learning process even up to the assessment process which can be detrimental to all walks of life at the school. The potential negative impact for students, if there are students who cannot afford in a field that is assessed or get bad grades at a learning, he will steer clear of the field because the students did not feel capable.

#### **B. Suggestion**

Based on the conclusion that have been stated above, the researcher delivered the following suggestion.

1. For the teacher hope can be doing procedure of planning, implementing, and process thematic learning based on guidance of assessment number 23 in 2016. Teacher hope complementing assessment form to assess attitude, knowledge and skill students in order for the assess students.
2. For principal hope can be knowing about procedure of planning, implementing, and processing thematic learning based on on guidance of assessment number 23 in 2016 and principal hope accompany teachers to doing it.
3. For education department hope upgrade continuesly about guidance of assessment consist of planning, implementing and processing thematic



learning based on guidance of assessment number 23 in 2016. Especially to determine minimal score every lesson



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## Appendix 1 Documentation in MI Khadijah Malang



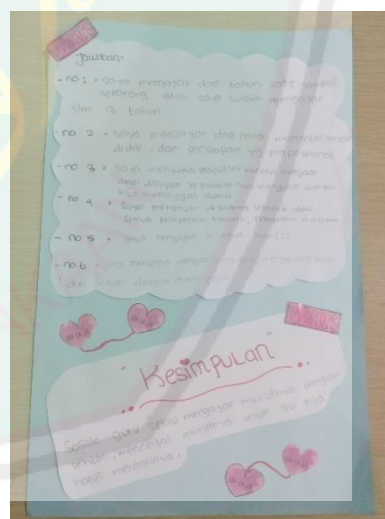
Interview with students and teacher







Observation in the grade about skill aspects



Result skill assessment





Observation spiritual aspects

## Appendix 2 Instrument Interview, Observation, and Documentation

No.	Fokus Penelitian	Observasi	Interview	Pertanyaan	Dokumentasi
1.	Perencanaan Evaluasi pada Pembelajaran Tematik kelas IV	1. Perencanaan Evaluasi pada Pembelajaran Tematik di dalam kelas IV <ul style="list-style-type: none"> <li>Kurikulum yang digunakan di MI Khadijah Malang adalah kurikulum K-13</li> <li>Melaksanakan kurikulum K-13 di kelas IV</li> <li>Guru menguasai pembuatan prota dan prosem</li> <li>Guru menguasai pembuatan RPP</li> <li>Melaksanakan proses pembelajaran sesuai dengan RPP yang telah dibuat oleh guru</li> <li>Guru menguasai perencanaan dan teknik penilaian</li> </ul>	1. Kepala sekolah	Profil sekolah	1. Kurikulum 2. Prota 3. Prosem 4. RPP
			2. Waka Kurikulum	1. Apakah kurikulum yang digunakan oleh MI Khadijah Malang? 2. Kapan kurikulum itu mulai dilaksanakan?	
			3. Wali kelas IV 4. Siswa	1. Siapakah yang menyusun Prota? 2. Siapakah yang menyusun Prosem? 3. Siapakah yang menyusun RPP? 4. Bagaimana pelaksanaan RPP di kelas IV ? 5. Bagaimana Perencanaan Evaluasi pada KI-1 dan KI-2? 6. Bagaimana Perencanaan Evaluasi pada KI-3? 7. Bagaimana Perencanaan Evaluasi pada KI-4?	
2.	Pelaksanaan Evaluasi pada Pembelajaran Tematik kelas IV	2. Pelaksanaan Evaluasi pada Pembelajaran Tematik di dalam	1. Wali kelas IV 2. Siswa	1. Bagaimana Pelaksanaan Evaluasi pada KI-1 dan KI-2? 2. Bagaimana cara mengamati	1. Dokumentasi foto proses evaluasi guru di kelas IV 2. Dokumentasi foto


		<p>kelas IV</p> <ul style="list-style-type: none"> <li>Guru melaksanakan evaluasi KI-1 dan KI-2 melalui pengamatan siswa di kelas</li> <li>Guru melaksanakan evaluasi KI-3 siswa dengan tulis dan lisan melalui PH, PTS, dan PAS</li> <li>Guru melaksanakan evaluasi KI-4 siswa melalui praktek, produk, dan proyek</li> </ul>		<p>perilaku siswa di dalam dan di luar kelas?</p> <ol style="list-style-type: none"> <li>Bagaimana Pelaksanaan Evaluasi pada KI-3?</li> <li>Bagaimana Pelaksanaan Evaluasi pada KI-4?</li> </ol>	lembar kerja siswa
3.	Dampak Evaluasi pada Pembelajaran Tematik kelas IV		<ol style="list-style-type: none"> <li>Wali kelas IV</li> <li>Siswa</li> </ol>	<ol style="list-style-type: none"> <li>Bagaimana dampak positif evaluasi pembelajaran tematik terhadap siswa kelas IV MI Khadijah?</li> <li>Bagaimana dampak positif evaluasi pembelajaran tematik terhadap guru kelas IV MI Khadijah?</li> <li>Bagaimana dampak negatif evaluasi pembelajaran tematik terhadap siswa kelas IV MI Khadijah?</li> <li>Bagaimana dampak negatif evaluasi pembelajaran</li> </ol>	

				tematik terhadap guru kelas IV MI Khadijah?	
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## Appendix 3 Score Spiritual and Social Attitude

		<h1>NILAI SPIRITUAL (KI-1)</h1> <h2>SISWA KELAS 4 MI PERCOBAAN 1</h2> <h3>SEMESTER GANJIL TAHUN PELAJARAN 2017/2018</h3> <h4>MASUKKAN PADA CELLS BERWARNA PUTIH</h4>						<p><b>Cara mengisi nilai KI1 :</b></p> <ol style="list-style-type: none"><li>1. Edit/ isilah Aspek Penilaian KI-1 pada kurikulum.</li><li>2. Isilah Kolom Nilai dengan option SB, B, PB.</li><li>3. Penilaian Sikap Spiritual ini diambil dari Guru PAI</li></ol>
Aspek yang dinilai		ketaatan beribadah	perilaku bersyukur	kebiasaan berdoa belajar	meyakini keberadaan /anugrah Allah	toleransi beribadah	kebiasaan mengucapkan salam	Deskripsi Kemajuan Peserta Didik
NO	NAMA SISWA	Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	Aspek 6	
1	Azy Syifa Ilma Nur Faizah	B	SB	B	B	B	B	Ananda AI SANGAT BAIK dalam perilaku bersyukur, BAIK dalam ketaatan beribadah, kebiasaan berdoa belajar, meyakini keberadaan /anugrah Allah, toleransi beribadah, kebiasaan mengucapkan salam.
2	Abdillah Razan Nabili	SB	B	B	B	B	B	Ananda Bintang SANGAT BAIK dalam ketaatan beribadah, BAIK dalam perilaku bersyukur, kebiasaan berdoa belajar, meyakini keberadaan /anugrah Allah, toleransi beribadah, kebiasaan mengucapkan salam.
3	Abdullah	B	B	B	B	B	B	Ananda Pasha BAIK dalam ketaatan beribadah, perilaku bersyukur, kebiasaan berdoa belajar, meyakini keberadaan /anugrah Allah, toleransi beribadah, kebiasaan mengucapkan salam.
4	Aditya Hutama Putra Atmaja	B	B	B	B	B	B	Ananda Abi BAIK dalam ketaatan beribadah, perilaku bersyukur, kebiasaan berdoa belajar, meyakini keberadaan /anugrah Allah, toleransi beribadah, kebiasaan mengucapkan salam.

		<h1>NILAI SOSIAL (KI-2)</h1> <p>SISWA KELAS 4 MI PERCOBAAN 1 SEMESTER GANJIL TAHUN PELAJARAN 2017/2018 MASUKKAN PADA CELLS BERWARNA PUTIH</p>						<h2>Cara mengisi nilai KI2:</h2> <ol style="list-style-type: none"><li>1. Edit/ isilah Aspek Penilaian KI-2 pada Kurikulum.</li><li>2. isilah Kolom Nilai dengan option SB, B, PB.</li><li>3. Penilaian Sikap Sosial ini diambil dari Guru PKn/ Tematik</li></ol>							
Aspek yang dinilai		Jujur	disiplin	tanggung jawab	peduli	pantun	percaya diri	Deskripsi Kemajuan Peserta Didik							
NO	NAMA SISWA	Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	Aspek 6								
1	Azy Syifa Ilma Nur Faizah	SB	B	B	B	SB	B	Ananda AI SANGAT BAIK dalam jujur, pantun, BAIK dalam disiplin, tanggung jawab, peduli, percaya diri.							
2	Abdillah Razan Nabili	B	B	SB	B	SB	B	Ananda Bintang SANGAT BAIK dalam tanggung jawab, pantun, BAIK dalam jujur, disiplin, peduli, percaya diri.							
3	Abdullah	B	B	B	B	B	B	Ananda Pasha BAIK dalam jujur, disiplin, tanggung jawab, peduli, pantun, percaya diri.							
4	Aditya Hutama Putra Atmaja	B	SB	B	B	B	SB	<table><tr><td>IN</td><td>si berikut :</td><td>am disiplin, percaya diri, BAIK dalam jujur, tanggung</td></tr><tr><td></td><td>: Baik.</td><td></td></tr></table>		IN	si berikut :	am disiplin, percaya diri, BAIK dalam jujur, tanggung		: Baik.	
IN	si berikut :	am disiplin, percaya diri, BAIK dalam jujur, tanggung													
	: Baik.														



## Apendix 4 Annual Program

PROGRAM TAHUNAN  
TAHUN PELAJARAN 2018/2019  
MI KHADIJAH  
KELAS : IV

No.	Semester	Tema	Sub Tema	Alokasi Waktu
1	I	1. Indahnya Kebersamaan	1. Keberagaman Budaya Bangsa	1
			2. Kebersamaan dalam Keberagaman	1
			3. Bersyukur atas Keberagaman	1
			4. Kegiatan Berbasis Proyek	1
		2. Selalu Berhemat Energi	1. Macam-Macam Sumber Energi	1
			2. Pemanfaatan Energi	1
			3. Gaya dan Gerak	1
			4. Kegiatan Berbasis Proyek	1
		3. Peduli terhadap Lingkungan Hidup	1. Hewan dan Tumbuhan di Lingkungan Rumahku	1
			2. Keberagaman Makhluk Hidup di Lingkunganku	1
			3. Ayo, Cintai Lingkungan	1
			4. Kegiatan Berbasis Proyek	1
		4. Berbagai Pekerjaan	1. Jenis-Jenis Pekerjaan	1
			2. Barang dan Jasa	1
			3. Pekerjaan Orangtuaku	1
			4. Kegiatan Berbasis Proyek	1
		5. Pahlawanku	1. Perjuangan Para Pahlawan	1
			2. Pahlawanku Kebanggaanku	1
			3. Sikap Kepahlawanan	1
			4. Kegiatan Berbasis Proyek	1

2	II	6. Indahnya Negeriku	1. Keanekaragaman Hewan dan Tumbuhan 2. Keindahan Alam Negeriku 3. Indahnya Peninggalan Sejarah 4. Kegiatan Berbasis Proyek	1 1 1 1
		7. Cita-citaku	1. Aku dan Cita-citaku 2. Hebatnya Cita-citaku 3. Giat Berusaha Meraih Cita-cita 4. Kegiatan Berbasis Proyek	1 1 1 1
		8. Tempat Tinggalku	1. Lingkungan Tempat Tinggalku 2. Keunikan Daerah Tempat Tinggalku 3. Aku Bangga dengan Daerah Tempat Tinggalku 4. Kegiatan Berbasis Proyek	1 1 1 1
		9. Makananku Sehat dan Bergizi	1. Makananku Sehat dan Bergizi 2. Manfaat Makanan Sehat dan Bergizi 3. Kebiasaan Makanku 4. Kegiatan Berbasis Proyek	1 1 1 1
		<b>Jumlah</b>		<b>36 ME</b>

Mengetahui,  
Kepala MI Khadijah,

Malang, 18 Juli 2018

Guru Kelas

Drs. H. Khusnul Fathoni, M.Ag

Suparyono, S.Ag

## Appendix 5 Semester Program

PROGRAM SEMESTER 1  
TAHUN PEMBELAJARAN 2018/2019

Satuan Pendidikan : MI KHADIJAH MALANG

Kelas : IV (Empat)

No	Tema / Sub Tema	BULAN																								
		Juli					Agustus					September					Oktober					November				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	Tema 1: Indahnya Kebersamaan																									
	Sub Tema :																									
	a. Keragaman Budaya	√																								
	b. Kebersamaan dalam Keberagaman		√																							
	c. Bersyukur atas kebersamaan			√	√																					
2	Tema 2 : Selalu Berhemat Energi																									
	Sub Tema :																									
	a. Macam-macam sumber energi						√																			
	b. Pemanfaatan energi							√																		
	c. Gaya dan gerak								√	√																
3	Tema 3 : Peduli terhadap makhluk hidup																									
	Sub Tema :																									
	a. Hewan dan tumbuhan di												√													

[illegible]

**PROGRAM SEMESTER 2**  
**TAHUN PEMBELAJARAN 2018/2019**

Satuan Pendidikan : MI KHADIJAH MALANG

Kelas : IV (Empat)

No	Tema / Sub Tema	BULAN																													
		Januari					Februari					Maret					April					Mei					Juni				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	Tema 6 : Cita-Citaku																														
	Sub Tema :																														
	d. Aku dan Cita-Citaku	√																													
	e. Hebatnya Cita-Citaku		√																												
	f. Giat Berusaha Meraih Cita-Cita			√	√																										
												UTS																			



No	Tema / Sub Tema	BULAN																								
		Januari					Februari					Maret					April					Mei				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2	Tema 7 : Indahnya Keragaman di Negeriku																									
	Sub Tema :																									
	d. Keragaman Suku Bangsa dan Agama di Negeriku						√																			
	e. Indahnya Keragaman Budaya Negeriku						√																			
	f. Indahnya Persatuan dan Kesatuan Negeriku							√	√																	
3	Tema 8 : Daerah Tempat Tinggalku																									
	Sub Tema :																									

[illegible]

No	Tema / Sub Tema	BULAN																								
		Januari					Februari					Maret					April					Mei				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	g. Pelestarian Kekayaan Sumber Daya Alam di Indonesia																		√	√						
	g. Indahnya Keragaman Budaya Negeriku																									

Mengetahui,  
Kepala MI Khadijah,

Malang, 18 Juli 2018  
Guru Kelas

Drs. H. Khusnul Fathoni, M.Ag

Suparyono, S.Ag

[illegible]

Tahun Pelajaran : 2018/2019

[illegible]

[illegible]



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)  
TEMATIK TERPADU

Sekolah : MI KHADIJAH MALANG  
Kelas/Semester : IV/II (Dua)  
Tema : 6 Cita-Citaku  
Subtema : 3 Giat Berusaha Meraih Cita-Cita  
Pembelajaran : 4  
Alokasi Waktu : 1x35 menit (1 kali pertemuan)

A. Kompetensi Inti (KI)

- 1. Menerima dan menjalankan agama yang dianutnya
- 2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga.
- 3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
- 4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi  
PPKn

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.3 Mensyukuri keberagaman umat beragama di masyarakat sebagai anugerah Tuhan Yang Maha Esa dalam konteks Bhineka Tunggal Ika	<ul style="list-style-type: none"><li>Menjelaskan macam-macam keberagaman umat beragama di Indonesia</li></ul>
2.3 Bersikap toleran dalam keberagaman umat beragama di masyarakat dalam konteks Bhineka Tunggal Ika	<ul style="list-style-type: none"><li>Menuliskan sikap toleransi terhadap umat Bergama di keluarga, masyarakat, sekolah</li></ul>
3.3 Menjelaskan manfaat keberagaman karakteristik individu dalam kehidupan sehari-hari	<ul style="list-style-type: none"><li>Menuliskan manfaat keberagaman yang ada di dalam kehidupan sehari-hari</li></ul>
4.3 Mengemukakan manfaat keberagaman karakteristik individu dalam kehidupan sehari-hari	<ul style="list-style-type: none"><li>Menjelaskan manfaat keberagaman yang ada di dalam kehidupan sehari-hari</li></ul>

Bahasa Indonesia

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.6 Menggali isi dan amanat puisi yang disajikan secara lisan dan tulis dengan tujuan untuk kesenangan	<ul style="list-style-type: none"><li>Menuliskan puisi serta makna yang terkandung di dalamnya</li></ul>
4.6 Melisankan puisi hasil karya pribadi dengan lafal, intonasi, dan ekspresi yang tepat sebagai bentuk ungkapan diri.	<ul style="list-style-type: none"><li>Membacakan puisi hasil pribadi dengan baik</li></ul>

IPS

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Mengidentifikasi karakteristik ruang dan pemanfaatan sumber daya alam untuk	<ul style="list-style-type: none"><li>Mengetahui makna dari sumber daya</li></ul>

kesejahteraan masyarakat dari tingkat kota/kabupaten sampai tingkat provinsi	alam
4.1 Menyajikan hasil identifikasi karakteristik ruang dan pemanfaatan sumber daya alam untuk kesejahteraan masyarakat dari tingkat kota/kabupaten sampai tingkat provinsi	<ul style="list-style-type: none"><li>• Menuliskan manfaat sumber daya alam</li></ul>

C. Tujuan Pembelajaran

1. Melalui kegiatan mengamati siswa mampu menuliskan makna sebuah puisi dengan benar.
2. Melalui kegiatan mengamati siswa mampu mengidentifikasi sumber daya alam yang terdapat di daerahnya dengan rinci.
3. Melalui kegiatan mengamati peta, siswa mampu mengidentifikasi barang-barang tambang yang terdapat di wilayah Indonesia dengan rinci.
4. Melalui kegiatan mengamati, siswa mampu menuliskan satu perayaan keagamaan yang paling diketahuinya yang dilakukan masyarakat di daerah tempat tinggalnya dengan tepat.

D. Materi Pembelajaran

1. Menulis makna puisi.
2. Barang-barang tambang.
3. Perayaan keagamaan.

E. Media/Alat, Bahan dan Sumber Belajar

1. Buku Pedoman Guru Tema 6 Kelas 4 dan Buku Siswa Tema 6 Kelas 4 (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017).
2. Buku Sekolahnya Manusia, Munif Chatib.
3. Video/slide.
4. Gambar peta dan Sumber Daya Alam

F. Metode Pembelajaran

1. Information Search
2. Ceramah
3. Tanya Jawab

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"><li>1. Gurumemberikan salam dan mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing.</li><li>2. Guru mengecek kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapihan pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran.</li><li>3. Menginformasikan tema yang akan dibelajarkan yaitutentang "Giat Berusaha Meraih Cita-Cita".</li><li>4. Guru menyampaikan tahapan kegiatan yang meliputi kegiatan mengamati, menanya, mengeksplorasi, mengomunikasikan dan menyimpulkan.</li><li>5. Guru menyampaikan tujuan pembelajaran</li></ol>	5 menit
Inti	<ol style="list-style-type: none"><li>1. Dengan bimbingan guru, siswa mengamati peta daerah persebaran sumber daya bahan tambang. Berdasarkan peta sumber daya alam barang tambang tersebut, siswa mengamati</li></ol>	25 menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p>berbagai barang tambang yang tersebar di seluruh wilayah Indonesia. Barang-barang tambang yang terdapat di wilayah Indonesia antara lain berupa minyak bumi, batubara, tembaga, besi, timah, kapur, yodium, asbestos, marmer, dan belerang.</p> <p>2. Setelah itu siswa membuat peta konsep di bukunya yang berisikan Sumber Daya Alam Yang Dapat diperbaharui dan Sumber Daya Alam Yang Tidak Dapat diperbaharui</p> <p>3. Kemudian berdasarkan peta konsep dan peta sumber daya alam tersebut, siswa menjawab beberapa pertanyaan berikut ini.</p> <ul style="list-style-type: none"><li>• Barang tambang apa saja yang terdapat di provinsi tempat kamu tinggal?</li><li>• Barang tambang apa saja yang tidak dimiliki oleh daerah provinsi tempat kamu tinggal?</li><li>• Digunakan untuk apa sajakah barang tambang yang ada di daerahmu?</li></ul>	
Penutup	<p>1. Bersama-sama siswa membuat kesimpulan / rangkuman hasil belajar selama sehari</p> <p>2. Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi)</p> <p>3. Melakukan penilaian hasil belajar</p> <p>4. Mengajak semua siswa berdoa menurut agama dan keyakinan masing-masing (untuk mengakhiri kegiatan pembelajaran)</p>	5 menit

H. Penilaian  
a. Sikap

No.	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap	Tindak Lanjut
1.					
2.					

b. Pengetahuan

Melengkapi Peta Konsep Tentang SDA

Bentuk penilaian: Penugasan

Instrumen Penilaian: Rubrik

KD IPS 3.1 dan 4.1

Tujuan Kegiatan Penilaian:


- Mengukur kemampuan siswa dalam mengidentifikasi barang tambang apa saja yang terdapat di provinsi tempat tinggalnya.
- Mengukur pemahaman siswa tentang manfaat barang tambang yang ada di daerahnya.

Aspek	Sangat Baik	Baik	Cukup	Perlu Pendampingan
	4	3	2	1
Pengetahuan tentang jenis-jenis barang tambang yang terdapat di daerah tempat tinggal siswa	Siswa mampu mengisi seluruh tabel dengan informasi yang lengkap, jelas, dan rinci	Siswa mampu mengisi hampir seluruh tabel dengan informasi yang lengkap, cukup jelas, dan cukup rinci	Siswa mampu mengisi hanya sebagian tabel dengan informasi yang kurang lengkap, kurang jelas, dan kurang rinci	Siswa perlu berlatih lagi untuk dapat mengisi tabel dengan lengkap, jelas, dan rinci.
Ketrampilan menuliskan manfaat sumber daya alam yang terdapat di daerahnya	Siswa menuliskan manfaat sumber daya alam yang terdapat di daerahnya dengan sangat jelas.	Siswa menuliskan manfaat sumber daya alam yang terdapat di daerahnya dengan jelas.	Siswa menuliskan manfaat sumber daya alam yang terdapat di daerahnya dengan cukup jelas.	Siswa kurang jelas dalam menuliskan manfaat sumber daya alam yang terdapat di daerahnya.





Appendix 8 Minimal Score Every Lesson in Fourth Grade Learning



Kelas: 4 Tahun Pelajaran 2017/2018

MASUKKAN DATA PADA CELL BERWARNA PUTIH

STRUKTUR KURIKULUM		KKM	
MUATAN MATA PELAJARAN			
MUATAN PENDIDIKAN AGAMA ISLAM DAN BAHASA ARAB		Singkatan	
1	Al-Qur'an Hadis	QH	
2	Akidah Akhlaq	AA	71
3	Fikih	F	72
4	Bahasa Arab	BA	73
5	Sejarah Kebudayaan Islam	SKI	74
MUATAN TEMATIK/ UMUM		Singkatan	KKM
1	Pendidikan Pancasila dan Kewarganegaraan	PKn	70
2	Bahasa Indonesia	BI	71
3	Matematika	MTK	72
4	Ilmu Pengetahuan Alam	IPA	73
5	Ilmu Pengetahuan Sosial	IPS	74
6	Seni Budaya dan Prakarya	SBDP	75
7	Pendidikan Jasmani, Olahraga, dan Kesehatan	PJOK	76
MUATAN LOKAL			
No	MULOK A (PENILAIAN BERBASIS KD)	Singkatan	KKM
1	Bahasa Jawa	BJ	70
2	Bahasa Inggris	Bingg	71
3	TIK	TIK	72
No	MULOK B (PENILAIAN BERBASIS MAPEL)	Singkatan	KKM
1		Plh	70



## SOAL ULANGAN HARIAN SEMESTER 2 TAHUN PELAJARAN 2016/2017



**TEMA 8 : DAERAH TEMPAT TINGGALMU**  
**SUB TEMA 3 : Bangga terhadap Daerah Tempat Tinggalmu**



**Nama / No Absen :**

**Kelas : IV**

**Hari, tanggal : Kamis, 13 April 2018**

- I. Berilah tanda silang (X) pada huruf a,b, c,atau d yang merupakan jawaban paling benar !**
1. Di lingkungan sekolah terdapat keragaman karakteristik setiap individu. Keragaman tersebut meliputi....
    - a. Kegemaran dan fisik
    - b. Kesempatan dan sifat
    - c. sifat dan cita-cita
    - d. Fisik dan dan sikap
  2. Dalam kehidupan sehari-hari kita sering menjumpai tinggi seseorang tidak sama dan warna kulit juga berbeda-beda. Ciri-ciri tersebut menunjukkan adanya keragaman karakteristik seseorang yang berupa....
    - a. Fisik
    - b. Kegemaran
    - c. Watak
    - d. sifat
  3. Sikap yang sebaiknya kita lakukan terhadap keberagaman karakteristik individu di lingkungan kelas yaitu....
    - a. Saling membiarkan
    - b. Saling menghormati
    - c. acuh tak acuh
    - d. Saling menghindari
- II. Isilah Titik-titik di bawah ini dengan benar !**
4. Semboyan bangsa Indonesia yang dapat menyelesaikan perbedaan adalah....
  5. Ikut kerja bakti membersihkan lingkungan merupakan bentuk pengamalan pancasila sila ke....
- III. Isilah Titik-titik di bawah ini dengan benar !**
6. Jelaskan sikapmu apabila ada teman yang suka mengolok-olok teman yang lain !

**Muatan Pelajaran : Bahasa Indonesia(KD 3.9)**

- I. Berilah tanda silang (X) pada huruf a,b, c,atau d yang merupakan jawaban paling benar !  
**Angsa dan Telur Emas Aesop**

Alkisah, ada seorang petani sederhana memiliki seekor angsa. Angsa yang dimiliki petani bukan sekadar angsa biasa, melainkan angsa yang cantik dan istimewa. Keistimewaannya adalah angsa milik petani menghasilkan telur emas. Petani senang memiliki angsa istimewa itu, karena setiap pagi petani bisa mengambil telur emas di kandang. Petani membawa telur emas dari angsa miliknya ke pasar. Petani menjual telur emas dengan harga tinggi. Dalam waktu singkat petani berubah menjadi kaya.

Kekayaan ternyata tidak membuat petani lebih bersyukur dan tetap rendah hati. Sebaliknya, kekayaan membuat petani serakah. Petani menginginkan angsa bisa menghasilkan telur emas lebih banyak lagi dalam waktu singkat. Petani tidak sabar ingin cepat menjadi orang yang kaya raya. Ketidaksabaran petani terhadap Angsa miliknya muncul karena Angsa hanya memberikan sebuah telur setiap hari. Petani merasa dia tidak akan cepat menjadi kaya dengan cara begitu.

Setiap hari sepulang dari pasar, petani menghitung uangnya. Suatu hari, setelah menghitung uangnya, sebuah gagasan muncul di kepala petani. Petani berpikir bahwa ia akan mendapatkan semua telur emas dalam diri Angsa sekaligus dengan cara memotong Angsa. Gagasan petani pun dilaksanakan. Betapa kaget dan sedihnya petani ketika tidak menemukan satu telur pun dalam perut angsa. Angsa istimewawanya terlanjur mati dipotong. Hanya penyesalan yang bisa petani rasakan saat ini. Keinginan petani menjadi kaya raya semakin jauh dari angan-angannya.

Sumber: <http://www.ceritakecil.com/cerito-dan-dongeng/Angsa-dan-Telur-Emas-54>

Berdasarkan bacaan cerita diatas, jawablah pertanyaan-pertanyaan di bawah ini !

- Berdasarkan sebuah cerita diatas, jawaban pertanyaan-pertanyaan di bawah ini:
7. Tokoh utamanya adalah....
    - a. Angsa
    - b. Telur Emas
    - c. Pak Tani
    - d. Pak Aesop
  8. Sikap yang dimiliki tokoh utama adalah....
    - a. Rendah hati
    - b. Serakah
    - c. Pemarah
    - d. Dermawan
  9. Sikap yang seharusnya dilakukan tokoh utama atas nikmat yang sudah diperolehnya adalah....
    - a. Serakah
    - c. Tamak

- b. Bersyukur                      d. Suka memaafkan

**II. Isilah Titik-titik di bawah ini dengan benar !**

10. Setiap bacaan cerita terdapat unsur-unsur intrinsik. Jalannya cerita dari awal hingga akhir disebut....
11. Pelaku yang berfungsi menentang pelaku protagonis adalah....

**III. Isilah Titik-titik di bawah ini dengan benar !**

12. Tuliskan 3 jenis percakapan dan penjelasannya !

**Muatan Pelajaran : IPA (KD 3.4)**

I. Berilah tanda silang (X) pada huruf a,b, c,atau d yang merupakan jawaban paling benar !

1. Mendorong mobil
2. Mengerem sepeda
3. Memanah
4. Membuka buku

13. Berdasarkan tabel di atas yang menunjukkan adanya bentuk gaya yang berupa tarikan adalah nomor....

- a. 1 dan 3  
b. 2 dan 4  
c. 3 dan 4  
d. 2 dan 3

14. Permukaan ban dibuat beralur dengan tujuan untuk....

- a. Memperbesar gaya gesek      c. Memperberat gerakan  
b. Memperkecil gaya gesek      d. Memperkecil gaya

15. Setiap minggu ayah mengajak aku belajar memanah. Kegiatan tersebut memanfaatkan gaya....

- a. Gesek  
b. Pegas  
c. Gravitasi  
d. Listrik

II. Isilah Titik-titik di bawah ini dengan benar !

16. Benda yang banyak memanfaatkan gaya listrik contohnya....  
17. Kegiatan yang banyak memanfaatkan gaya otot contohnya....

III. Isilah Titik-titik di bawah ini dengan benar !

18. Tuliskan 3 benda yang memanfaatkan gaya pegas !

**Muatan Pelajaran : IPS (KD 3.3)**

I. Berilah tanda silang (X) pada huruf a,b, c,atau d yang merupakan jawaban paling benar !

19. Kegiatan ekonomi terbagi menjadi tiga yaitu produksi, distribusi dan konsumsi. Orang yang melakukan kegiatan menyalurkan barang dari produsen ke konsumen disebut..
- a. Produsen                      c. Konsumen  
b. Distributor                  d. Distribu

# Appendix 10 Daily Assessment

NILAI HARIAN SISWA KELAS IVB SEMESTER 2																										
TEMA 8 SUB TEMA 2																										
NO	NAMA	PPKN (KD 3.3)				BI (KD 3.6)				IPA (KD 3.2)				IPS (3.1)				SBDP (KD 3.2)			KET	PPKN	BI	IPA	IPS	SBDP
		PS	PR	UH	RT2	PS	PR	UH	RT2	PS	PR	UH	RT2	PS	PR	UH	RT2	PS	UH	RT2						
1	ASY-SYIFA ILMA NUR FAUZIYAH	95	100	100	98	100	80	100	93	100	90	100	97	85	80	100	88	100	100	100		98	93	97	88	100
2	ABDILLAH RAZAN NABIL	95	80	90	88	84	80	100	88	80	80	100	87	80	80	100	87	95	100	98		88	88	87	87	98
3	ABDULLAH	80	80	90	83	90	90	90	90	100	90	75	88	80	90	75	82	75	100	88		83	90	88	82	88
4	ADITYA HUTAMA PUTRA ATMAJA	95	80	100	92	92	80	80	84	100	80	100	93	95	80	75	83	80	90	85		92	84	93	83	85
5	AIDA SHOFITRIYA	80	90	90	87	80	82	90	84	81	100	90	90	100	75	100	92	80	75	78		87	84	90	92	78
6	AJENG KIRAMIM BARARA	80	75	100	85	80	90	90	87	88	80	90	86	75	80	100	85	90	100	95		85	87	86	85	95
7	ALIFIO FAREL ALRISKY	90	88	75	84	80	90	75	82	75	93	80	83	84	82	75	80	90	90	90		84	82	83	80	90
8	ALINE NATHANIA CHERYL	80	75	80	78	80	75	75	77	80	75	90	82	80	75	75	77	78	75	77		78	77	82	77	77
9	ALKAUTSAR MAULANA FIRDAUS	75	75	90	80	79	85	75	80	75	80	75	77	75	80	75	77	78	75	77		80	80	77	77	77
10	ASSYIFA' SOFIE NUR ISLAMI	80	80	90	83	80	75	100	85	75	75	90	80	90	75	75	80	80	100	90		83	85	80	80	90
11	AZARINE RAKHA SALMA	80	80	90	83	80	75	80	78	80	80	100	87	80	80	75	78	78	75	77		83	78	87	78	77
12	CALYA ZELDA ELYSIA	88	100	100	96	92	80	90	87	95	100	90	95	85	80	100	88	95	90	93		96	87	95	88	93
13	DAMAR IBRAHIMHIDAYATULLOH	75	75	90	80	75	75	75	75	75	75	100	83	75	75	75	75	75	75	75		80	75	83	75	75
14	ELVARO MORENA AZZAWAJALA	100	100	90	97	100	100	100	100	100	90	90	93	95	100	80	92	100	100	100		97	100	93	92	100
15	FAIRUS EKA RAMADHANI	75	75	100	83	75	75	80	77	75	75	90	80	75	75	75	75	75	75	75		83	77	80	75	75
16	FAIRUZZ AHMAD IQBAL	100	75	100	92	92	90	75	86	90	80	90	87	85	90	75	83	85	75	80		92	86	87	83	80
17	IHSAN ZULQARNAYN	88	88	90	89	92	80	80	84	100	90	75	88	90	85	75	83	95	90	93		89	84	88	83	93
18	KAYLA NUR AZIZI EL FAUZI	80	80	100	87	80	80	100	87	80	80	100	87	80	80	100	87	78	75	77		87	87	87	87	77
19	KEISYA NAJWA AZZAHRA	100	88	90	93	88	100	90	93	100	80	90	90	95	80	80	85	100	80	90		93	93	90	85	90
20	KRISNA MAULANA	80	88	90	86	90	75	75	80	100	75	90	88	75	90	80	82	80	75	78		86	80	88	82	78
21	KUSUMA DESVITA VIRNANDA	88	88	100	92	84	100	100	95	100	90	90	93	95	100	100	98	100	100	100		92	95	93	98	100
22	MOHAMMAD HILMAN RISQI	75	88	90	84	75	80	75	77	80	75	75	77	75	80	75	77	80	75	78		84	77	77	77	78
23	MUHAMMAD EZHAR FAHREZI	88	100	100	96	96	90	100	95	100	90	100	97	82	100	100	94	90	100	95		96	95	97	94	95
24	MUHAMMAD RAFI NUR HIDAYAT	75	75	75	75	75	77	75	76	75	75	75	75	75	80	80	78	75	100	88		75	76	75	78	88
25	MUHAMMAD ZYKKY TAQIANSYAH	95	80	100	92	90	80	90	87	100	80	90	90	75	78	80	78	80	100	90		92	87	90	78	90
26	MUTIARA RISKI PRASTYO	80	100	100	93	90	75	75	80	100	100	80	93	80	80	75	78	90	75	83		93	80	93	78	83
27	NEVA AMIRA KHAISHA URA MAHARANI	80	100	100	93	80	90	75	82	95	80	80	85	80	100	100	93	95	100	98		93	82	85	93	98
28	NOUHA HANUNA HAMZAH	75	88	90	84	75	75	75	75	88	80	100	89	75	75	75	75	80	75	78		84	75	89	75	78
29	SARAH TALIB	80	80	100	87	80	80	100	87	80	75	100	85	80	75	100	85	75	75	75		87	87	85	85	75
30	SATRIA ARYATAMA VERI ANGGARA	100	88	75	88	90	75	90	85	75	75	75	75	88	75	75	79	80	75	78		88	85	75	79	78
31	SHANA LIENDOOR KENAR KAYANA	80	88	90	86	88	100	100	96	100	75	80	85	100	100	80	93	100	100	100		86	96	85	93	100
32	TIARA YASYIFA NAILAH	88	100	100	96	96	90	90	92	75	90	100	88	85	90	75	83	95	100	98		96	92	88	83	98



1	1	1	1	1	1	1	1	0	1	1	0	2	2	2	0	2	2	2	2	2	4	4	4	4	4	85
1	1	1	1	1	1	1	1	0	1	0	0	2	2	2	0	2	0	2	0	2	4	4	4	3	1	69

[illegible]

# Appendix 12 Recapitulation Score Daily, Middle and Last Assessment





**HOME**

**INPUT NILAI PENGETAHUAN (KI-3)  
INPUT NILAI KETRAMPILAN (KI-4)  
SEMESTER GANJIL TAHUN PELAJARAN 2017/2018**

**GANJIL**

INPUT (KI 3) PENGETAHUAN	INPUT (KI 4) KETRAMPILAN	INPUT (KI 3) PENGETAHUAN INPUT (KI 4) KETRAMPILAN	MUATAN LOKAL JENIS A
TEMA 1	TEMA 1	AL-QUR'AN HADIS	BAHASA JAWA BAHASA INGGRIS TIK
TEMA 2	TEMA 2	AKIDAH AKHLAQ	MUATAN LOKAL JENIS B
TEMA 3	TEMA 3	FIKIH	
TEMA 4	TEMA 4	SEJARAH KEBUDAYAAN ISLAM	
TEMA 5	TEMA 5	BAHASA ARAB	MUATAN LOKAL JENIS C MENGAJI AL-QUR'AN

Jika Tema 5 tidak dipakai, maka Hapuslah Nilai Pada Tema 5



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[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : [fitk@uin\\_malang.ac.id](mailto:fitk@uin_malang.ac.id)

Nomor : 2015 /Un.03.1/TL.00.1/08/2018  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

01 Agustus 2018

Kepada  
Yth. Kepala MI Khadijah 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	: Yulia Ayu Pramitasari
NIM	: 14140105
Jurusan	: Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik	: Ganjil - 2018/2019
Judul Skripsi	: <b>The Evaluation on Thematic Learning At Fourth Grade Khadijah Islamic Boarding School Malang</b>
Lama Penelitian	: <b>Agustus 2018</b> sampai dengan <b>Oktober 2018</b> (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



**YAYASAN MASJID KHADIJAH MALANG**  
 (Akte No. 2 Tgl. 25 Oktober 2015)  
**MADRASAH IBTIDAIYAH KHADIJAH**  
 JALAN ARJUNO 19 A MALANG Telp /Fax. (0341) 350177  
 Email : mikhadijahmlg@yahoo.com

**SURAT KETERANGAN**  
**Nomor : 192/MI/3-c/XI/2018**

Yang bertanda tangan di bawah ini :

Nama : Dra, Sa'adah  
 Jabatan : Kepala Madrasah  
 Madrasah : MI Khadijah Malang  
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 Menerangkan dengan sesungguhnya bahwa :  
 Nama : Yulia Ayu Pramitasari  
 NIM. : 14140105  
 Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim Malang  
 Fakultas : Fakultas Program Ilmu Tarbiyah dan Keguruan  
 Judul Penelitian : "The Evaluation on Thematic Learning at Fourth Grade Khadijah Islamic Boarding School Malang"

Yang bersangkutan diatas telah melaksanakan penelitian di MI Khadijah Malang pada Agustus 2018 sampai Oktober 2018 dengan sebaik-baiknya.

Demikian Surat Keterangan ini dibuat dengan sebenar-benarnya untuk digunakan sebagaimana mestinya.

Dikeluarkan Di : Malang  
 Pada Tanggal : 14 November 2018

Kepala MI Khadijah







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

Nama : Tulia Ayu Pramitasari  
 NIM : 14140105  
 Judul : The Evaluation On Thematic Learning At Fourth Grade  
Khadijah Islamic Boarding School Malang  
 Dosen Pembimbing : Dr. H. Nur Ali, M.Pd

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Proposal
1.	2 - 10 - 2018	Instrumen Wawancara	
2.	16 - 10 - 2018	ACC Instrumen Wawancara	
3.	2 - 11 - 2018	Bab I, II, III, IV, V, VI	
4.	9 - 11 - 2018	Revisi Bab I, II, III, IV, V, VI	
5.	13 - 11 - 2018	ACC Bab I, II, III, IV, V, VI	
6.	24 - 11 - 2018	ACC Bab I, II, III, IV, V, VI dan melengkapi keseluruhan skripsi	
7.	27 - 11 - 2018	ACC keseluruhan skripsi	

Malang, 28 November 2018...

Mengetahui

Ketua Program Studi PGMI,

H. Ahmad Sholeh, M.Ag

NIP. 197608032006041001

**STUDENT BIODATA**

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Malang November 28<sup>th</sup>, 2018

Mahasiswa,

Yulia Ayu Pramitasari

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