

**THE IMPLEMENTATION OF THEMATIC INSTRUCTION
BASED ON CURRICULUM 2013 FOR 1th GRADE AT
MADRASAH IBTIDAIYAH NEGERI MALANG 1**

*Presented to Faculty of Tarbiyah and Teaching Training of The State Islamic
University of Maulana Malik Ibrahim Malang in partial fulfillment of the
requirement for the degree of Sarjana Pendidikan (S. Pd)*

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MALANG**

2015

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BASED ON CURRICULUM 2013 FOR 1th GRADE AT
MADRASAH IBTIDAIYAH NEGERI MALANG 1

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DEDICATION

Praise to God Almighty for giving everything in my life. This thesis is a great effort in the realization of my aspiration. Shalawat and Salam always bless to our

Prophet Muhammad SAW because of him we get the brilliant religion.

This thesis work is dedicated to my parents, **Mr. Nasikin Lukman** and **Mrs. Sholichah**, who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve. I also dedicate this thesis to My beloved sister is **Rahma Rizania Nasol** and my beloved brother is **Hamdalla Agil Putra Nasol**, and all of my big family, who has been encouragement in my life. Hopefully this thesis could be the motivation to reach your dreams.

MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾ مَا أَنْتَ بِنِعْمَةِ رَبِّكَ بِمَجْنُونٍ ﴿٢﴾ وَإِنَّ لَكَ

لَأَجْرًا غَيْرَ مَمْنُونٍ ﴿٣﴾ وَإِنَّكَ لَعَلَى خُلُقٍ عَظِيمٍ ﴿٤﴾

(1) Nun. By the pen and what they inscribe, (2) You are not, [O Muhammad],
by the favor of your Lord, a madman (3) And indeed, for you is a reward
uninterrupted. (4) And indeed, you are of a great moral character. (QS. Al-
Qolam: 1-4)

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Malang, 25th June, 2015

Appendixes : 4 Exlempars

The Excellency,

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Assalamualaikum Wr. Wb.

After carrying out at several times for guidance, both in terms of content, language and writing techniques, and after reading the following thesis:

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As the advisor, we argue that this thesis has been purposed and tested decent. So, please tolerate presence.

Wassalamualaikum Wr. Wb

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CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis who I wrote to fulfill the requirement for Bachelor Degree of Teacher Education of Elementary School (S. Pd) entitled The Implementation of Thematic Instructional Based on Curriculum 2013 for 1th Grade at Madrasah Ibtidaiyah Negeri Malang 1 is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, 25th June, 2015

Maulida Fikria Nasol

Translation Guidelines of Arab Latin

Translation of Arab Latin in this thesis utilize the translation guidelines based on the agreement and decision together between Ministry of Religion and Ministry of Educational and Culture of Republic of Indonesia No. 158, 1987 and No. 0543b/ U/ 1987. That is could explained as follow:

A. Letter

ا	=	a	ز	=	Z	ق	=	q
ب	=	b	س	=	S	ك	=	k
ت	=	t	ش	=	Sy	ل	=	l
ث	=	ts	ص	=	Sh	م	=	m
ج	=	j	ض	=	Dl	ن	=	n
ح	=	h	ط	=	Th	و	=	w
خ	=	kh	ظ	=	Zh	ه	=	h
د	=	d	ع	=	'	ء	=	,
ذ	=	dz	غ	=	Gh	ي	=	y
ر	=	r	ف	=	F			

B. Vokal panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Diftong

أَوْ = aw

أَيَّ = ay

أُو = û

إِي = î

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Praise and Gratitude to Allah the All Merciful and the Compassionate. Thanks to Allah because of all blessing and guidance, so the writer is be able to finish the arrangement of Qualitative Research “The Implementation of Thematic Instruction Based on Curriculum 2013 for 1st Grade at Madrasah Ibtidaiyah Malang 1” as the final project to get the academician degree at Maulana Malik Ibrahim State Islamic University of Malang. Sholawat and salaam always uninterruptedly extended except only to our Prophet of Muhammad SAW who we are waiting for the intercession in the hereafter later.

The aim of this thesis is the requirement for obtaining bachelor degree of education (S.Pd). The specific purpose of this thesis is as a discourse of education that is still a lot of things from an education that must be developed. I hope that with finish this thesis will give benefits to all of the parties.

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names here, but you are always on my mind. This thesis is only a beginning of my journey.

The writer awared that in the preparation of this report there are still many mistakes for arrange this report, so writer expected critiques and suggestions from all parties to improve the next report. I hope that this thesis provides benefits to all parties. Amin Yaa Rabbal Alamin.

Malang, June 25th, 2015

Writer

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ABSTRACT

Nasol, Maulida Fikria. 2015. *The Implementation of Thematic Instruction Based on Curriculum 2013 For First Grade at Madrasah Ibtidaiyah Negeri 1 Malang*. Thesis, Teacher Education of Islamic Elementary School Program, Faculty of Tarbiyah and Teaching Training, The State Islamic University of Maulana Malik Ibrahim Malang. Advisor, Dr. H. Nur Ali, M.Pd

Key Words: Thematic Instruction, Curriculum 2013

Thematic instruction is an integrated instruction model that uses the theme to relate and integrate the several subjects that can provide meaningful experiences for students. Used thematic integrative instruction based on the tendency of primary school age children are concrete, integrative, and hierarchy. In Curriculum 2013 for each grade apply the thematic instruction starts from first grade until sixth grade. Implementation the Curriculum 2013 is first year academic for MIN Malang 1.

The purposes of study are: (1) to describe the Lesson Plan of Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1. (2) To describe the implementation of Lesson Plan in Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1. (3) To describe the evaluation conducted of Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1.

To achieve the purposes above used qualitative research approach. The key instrument of this research is researcher self, and the techniques of collecting data are observation, interview, and documentation. Conducted the analysis of data according to Miles and Huberman Model are reduction data, data display, and taking the conclusion of data.

The data result of this research is: (1) the design of lesson plan of thematic instruction conducted by teacher based on the rules of Curriculum 2013 by developing the lesson plan from teacher's book. However, the teacher was not maximal to develop it, which consequently caused inexpediency. (2) The implementation of thematic instruction in MIN Malang 1 was suitable with the lesson plan made by teacher. All of the instruction activities were matched with the student's predictable condition and characteristic. Therefore, sometimes there was a little difference between instruction activities and lesson plan, but did not change the learning goal. (3) The evaluation of learning in MIN Malang 1 based on the Curriculum 2013 was conducted with phases. From the measurement, test, and got the evaluation. The assessment of spiritual competence, social competence, knowledge competence, and skill competence. MIN Malang 1 has a team for assessment with the formula that formed own by team of assessment to make easy the teacher conduct the assessing.

ABSTRAK

Nasol, Maulida Fikria. 2015. *Implementasi Pembelajaran Tematik Berdasarkan Kurikulum 2013 pada Kelas 1 di Madrasah Ibtidaiyah Negeri Malang 1*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. H. Nur Ali, M.Pd

Key Words: Pembelajaran Tematik, Kurikulum 2013

Pembelajaran tematik pada dasarnya adalah model pembelajaran terpadu yang menggunakan tema untuk mengaitkan dan mengintegrasikan beberapa mata pelajaran sehingga dapat memberikan pengalaman bermakna kepada siswa. Digunakannya tematik intregatif didasarkan pada kecenderungan belajar anak usia sekolah dasar yang konkrit, intregatif, dan hirarki. Dalam Kurikulum 2013 penggunaan pembelajaran tematik mulai kelas 1 sampai 6 Sekolah Dasar. Implementasi Kurikulum 2013 merupakan penerapan tahun pertama di MIN Malang 1 yang sesuai dengan instruksi Kementrian Agama.

Tujuan penelitian ini adalah untuk: (1) Mendeskripsikan rancangan Rencana Pelaksanaan Pembelajaran berdasarkan Kurikulum 2013 pada kelas 1 MIN Malang 1, (2) mendeskripsikan pelaksanaan RPP dalam pembelajaran Kurikulum pada kelas 1 di MIN Malang 1, (3) mendeskripsikan evaluasi yang dilakukan dalam pembelajaran tematik berdasarkan Kurikulum 2013 pada kelas 1.

Untuk mencapai tujuan diatas, digunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Dimana instrumen kunci adalah peneliti sendiri. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles and Huberman yaitu reduksi data, data display, dan mengambil kesimpulan.

Hasil penelitian menunjukkan bahwa: (1) rancangan RPP dilakukan oleh guru sesuai dengan aturan pembelajaran Kurikulum 2013 dengan mengembangkan RPP dari buku pegangan guru yang telah tersedia. Namun guru kurang maksimal dalam mengembangkannya sehingga terkadang terjadi ketidaksesuaian. (2) pelaksanaan pembelajaran tematik di MIN Malang 1 sesuai dengan RPP yang telah dibuat oleh tim guru. Semua kegiatan disesuaikan dengan kondisi dan karakteristik siswa yang tidak terprediksi. Oleh karena itu, terkadang ada perbedaan kegiatan dengan RPP namun tidak sampai mengubah tujuan pembelajaran. (3) evaluasi pembelajaran di MIN Malang 1 berdasarkan Kurikulum 2013 dilakukan bertahap. Dari pengukuran, test, diperoleh evaluasi. Penilaiannya yaitu kompetensi spiritual, sosial, pengetahuan, dan ketrampilan. Didukung dengan oleh tim penilaian MIN Malang 1 yang telah membuat program rumus penilaian sehingga memudahkan guru dalam melakukan input data nilai siswa.

الملخص

نصل، موليدا فكريا. ٢٠١٥. تنفيذ التعليم الموضوعي على المنهج التعليمي ٢٠١٣ في الصف الأول في المدرسة الابتدائية الحكومية مالانج ١. الرسالة، قسم تربية معلم المدرسة الابتدائية، بكلية علوم التربية والمعلم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج، تحت الإشراف: الدكتور الحاج نور علي الماجستير.

الكلمات المفتاحية: التعليم الموضوعي، المنهج التعليمي ٢٠١٣.

كان التعليم الموضوعي نموذج التعليم المتكامل المستخدم موضوعا لعلاقة و اندماج عدة مواد الدراسة لاعطاء التجربة المفيدة للطلاب. يستخدم اندماج الموضوع لأن كثير الطلاب في مرحلة المدرسة الابتدائية يتعلمون بالملموسة، والاندماج، والتسلسل الهرمي. يتعين في المنهج التعليمي ٢٠١٣ أن التعليم الموضوعي يبدأ من الصف الأول إلى الصف السادس في المدرسة الابتدائية. وتنفيذ التعليم الموضوعي على المنهج التعليمي ٢٠١٣ في المدرسة الابتدائية الحكومية مالانج ١ تطبيق السنة الأولى وفقا لتوفير وزارة الشؤون الدينية.

هذا البحث يهدف لثلاثة أشياء: (١) وصف تصميم خطة تنفيذ التعليم (RPP) على المنهج التعليمي ٢٠١٣ في الصف الأول في المدرسة الابتدائية الحكومية مالانج ١، (٢) وصف تنفيذ خطة تنفيذ التعليم (RPP) في التعليم بالمنهج التعليمي ٢٠١٣ في الصف الأول في المدرسة الابتدائية الحكومية مالانج ١، (٣) وصف التقويم المستخدم في التعليم الموضوعي على المنهج التعليمي ٢٠١٣ في الصف الأول.

لتحقيق تلك الأهداف، يستخدم الباحث النهج النوعي بالبحث الوصفي. حيث الأداة الرئيسية هي الباحث نفسه. وكيفية جمع البيانات المستخدمة في هذا البحث هي الملاحظة، والمقابلات، والوثائق. وتحليل البيانات باستخدام نموذج ميليس و هويرمان وهو حدّ البيانات، والعرض، واستخلاص النتائج.

دلّت نتيجة البحث على : (١) أن مشروع خطة تنفيذ التعليم (RPP) الذي تعقد بالمدرسة مناسب بنظام على المنهج التعليمي ٢٠١٣ بتطوير تنفيذ التعليم (RPP) من كتاب المدرسة المقرر الموجود في تلك المدرسة. بل من الأسف، أن المدرسة لم يجد في تطويره فيقع في حالة غير مناسبة. (٢) أن تنفيذ التعليم الموضوعي في المدرسة الابتدائية الحكومية مالانج ١ بتنفيذ التعليم (RPP) المصنوع من فرقة امدرسة. كل الأنشطة لابد أن تكون مناسبة مجال و شخصية الطالبة. لذلك، هناك تفرق الأنشطة بتنفيذ التعليم (RPP) احيان لكن لا يغير أهداق التعلم (٣) أن تقوم التعليم في المدرسة الابتدائية الحكومية مالانج ١ بنظر إلى المنهج التعليمي ٢٠١٣ تدريجيا. يؤخذ القويم من الإختبار والتقييم. فتنتم من المهارة الدينية وإجتماعية والمعرفة و المهارة. فريق التقييم بمساعدة تصنيف المنهج المصممة في المدرسة الابتدائية الحكومية مالانج ١. دعم الذي نظم تنظيف التقييم لسهولة المدرسة لإدخال بيانات نتيجة الطلاب.

CHAPTER I

INTRODUCTION

A. The Context of Research

Education is one of form the realization of human culture that dynamic and has development. The dynamic of education development will be always changing along with development and progression of science and technology in society. In other hand, curriculum that implemented in the schools so has dynamic characteristic, which it has to always adapt with development of society, science and technology. Because the purpose are improve, enhance, complete, and increase the activity of instructional in the school.

Today the changing of the curriculum is happening not due to a change minister then interpreted the curriculum also change, but the change in this scope is to improve education at all levels as anticipation of the demands of society. As said by Sholeh Hidayat in his book under the title “Pengembangan Kurikulum Baru” that curriculum as a set of educational plans that need to developed dynamically according to the demands and changes that happen in society.¹

The beginning of implementation the Curriculum 2013 conducted in the academic year 2013/2014 for all elementary schools in Indonesia that

¹ Sholeh Hidayat, *Pengembangan Kurikulum Baru*, (Cet. 2; Bandung: PT. Remaja Rosdakarya, 2013), p. 111.

appointed and ready to implementation the curriculum. However, it considered rush by some observers of education and education activists. Different with the elementary school others that undertaken of Ministry of Religion Affairs which is conducting the implementation of Curriculum 2013 on academic year 2014/2015.

Finally, after the turn of the new minister in 2015, Anis Baswedan as the new Ministry of Education and Culture of Republic of Indonesia determined that stop to implementation of Curriculum 2013 for the schools that will begin implementing one semester, since the academic year 2014-2015. These schools asked to return using the curriculum in 2006 began the second semester of the academic year 2014-2015. For the school that have three semesters since on academic year 2013/2014 may to the implementation Curriculum 2013 and make these schools as a pilot project in implementation Curriculum 2013.

The school that feels difficulty to implementation of 2013 with the reason preparedness and development of the students can apply to Ministry of Education and Culture of Republic of Indonesia to be exceptional. For the schools that is ready and able to perform or continue using the Curriculum 2013 permissible to go ahead and implement it. However, for Islamic Elementary School is first year in implementation the Curriculum 2013 on academic year 2014/2015 and MIN Malang 1 will be as pilot project of implementation Curriculum 2013.

In the academic year 2014/2015, the implementation of Curriculum 2013 especially in Islamic Elementary School is still at 1th grade and 4th grade in accordance with the instruction of the Ministry of Religion Affairs. Different from the other primary schools, that is the second year of implementation of the Curriculum 2013. Therefore, MIN Malang 1 is Islamic Elementary School as pilot project in the implementation of Curriculum 2013.

The existence of Curriculum 2013 expected that students can have the attitude of competence, knowledge of competence, and skills of competence that improved and developed in accordance with the level of education that has gone through so it will be able to influence and determine the success in the next life.²

Enforcement of Curriculum 2013 in schools has become a pilot project using an integrative thematic learning. Where in the study emphasizes the aspect of spiritual, social attitudes, knowledge, and skills that have been listed each indicator in the Core Competencies.

The learning intentional designed to be ideal for making learning interactively, inspire, gratify, challenge, and motivate the student to study actively. Along with that, curriculum 2013 uses thematic instruction when learning at class.

It says in the Ministry of National Education that thematic instruction is an integrated instruction model that uses the theme to relate and integrate

² Fadillah, *Implementasi Kurikulum 2013: Dalam Pembelajaran SD/MI, SMP/MTs, & SMA/MA*, (Cet. 1; Yogyakarta: Ar-Ruzz Media, 2014), hal 16-17.

several subjects that can provide meaningful experiences for students.³ In the Curriculum 2013 for primary school is using integrative thematic approach instruction from 1th grade until 4th grade.

This means that the thematic instruction is integrated instruction that is use as a unifying theme material related in some subjects. Thematic instruction is most appropriate in the early grades in school level because the development of primary school age are still holistic so that it will be difficult for students if the learning process is conducted with subjects like that had used separately. Related between lessons with the other lesson for student is an important thing in the study, so what the learned by student will more meaningful, easier to remember, and more to understand, processed and used to solve the problem in life.⁴

Used thematic integrative instruction based on the tendency of primary school age children are concrete, integrative, and hierarchy.⁵ Concrete contains the meaning learning process to move from concrete things. Integrative means looking at something that is learn as a unified and integrated for primary school age children have not been able to sort out the concept of a variety of disciplines. While, the hierarchy is develop gradually begin from simple things to complex things. Accordingly, need to consider the logical

³ Trianto, *Desain Pengembangan Pembelajaran Tematik bagi Anak Usia Dini TK/RA & Anak Usia Kelas Awal SD/MI*, Ed. 1, (Cet. 1; Jakarta: Kencana Prenada Media Group, 2011), p. 147.

⁴ Rusman, *Model-Model pembelajaran: Mengembangkan Profesionalisme Guru*, Ed. 2, (Cet. 5; Jakarta: RajaGrafindo Persada, 2012), p. 253.

⁵ *Ibid.*, p. 251

sequence of the relationship between the subject material and scope of the breadth of the subject material.

Design in thematic instruction should be very well prepared, start from instruction planning, instruction implementation and evaluation of instruction must consider properly for the implementation of the learning process effective and efficient. Planning the instruction process includes the syllabus and lesson plan. Syllabus used as a reference in lesson plan development, which in practice can conducted by the teacher independently or groups in a school.

Lesson Plan elaborated to direct the activities of student learning in effort for achieve the basic competency. Each teacher has a duty to arrange the learning implementation completely and systematically so that takes place in active learning, interactive learning, inspiring learning, and fun. Lesson plan designed by teachers at each meeting adapted to existing schedule in the education unit.

Implementation of instruction is an implementation of the lesson plan that prepared teachers before instruction, which includes initial, core activities, and the activities of the cover. No different from using a curriculum that first, the Curriculum 2013 was conducted like so.

However, there are differences on the scope of the purposes that reach that any efforts to increase hard skills and soft skills of students in a balanced

and sustainable.⁶ Curriculum 2013 more describes holistically that emphasized the attitude, skills, and knowledge of the students, as well as make students more actively participate in learning. Therefore, in the Curriculum 2013 using thematic integrative instruction that can be covered good instruction for early learning.

Evaluation of instruction leads to the assessment based on competency of attitude, skills, and knowledge proportionately. The assessment conducted by the teachers of learning outcomes to measure the level of achievement of the competencies students as well as created to improve the next learning process.

The implementation of Curriculum 2013 in schools under the shade of the Ministry of Religious Affairs, the Directorate General of Islamic Education established in the academic year 2014/2015. Therefore, there is difference in one year with the instruction of the Ministry of Education and Culture. The reason is that Directorate General of Islamic Education does not want to be rush, but was doing some preparation. Accordingly, the school also does implementation of Curriculum 2013 on academic year 2014/2015. In accordance with the statement of Bu Susmiyati as coordinator of teacher 1th grade that “this academic year of two semesters is first year implementation;

⁶ Fadillah, op. cit, hal 26.

the school was preparing the implementation during one year ago and the teachers also prepared one year ago”⁷

The first implementation must meet an obstacle in the implementation of the new curriculum, because it still started pioneering and studied with a variety of trainings that held by unit of education or by the Government. Similarly, with the school’s first year implementing the Curriculum 2013. The school’s first year of implementing the curriculum is one of these is the MIN Malang 1.

Teachers MIN Malang 1 followed much training from held by the government and from unit of educational independently. As said by Mrs. Susmiyati coordinator first grade teacher, that:⁸

“...banyak, tentang K13. Jadi, kita mendatangkan narasumber dari luar juga, terus kita juga workshop, workshop keluar juga, kita mendatangkan dari Widya Swara, dari dosen UM, dosen UIN, terus narasumber yang lainnya juga dari luar. Terus selain itu, diadakan KKG tiap hari Sabtu selama 1 tahun sampai sekarang”

Many efforts made to support the successful implementation of Curriculum 2013 that well so the goal will achieve. Conducive the practitioners or speakers from various campuses or other institutions were conducted by MIN Malang 1 as effort to implement Curriculum 2013. It is not directly be perfect a system implemented at the beginning of the first

⁷ Result of interview with the coordinator teacher of 1th grade, Mrs. Susmiati at MIN Malang 1, 24 March 2015; 12:18 WIB

⁸ *Ibid.*, 12:18 WIB

implementation. That look is the maximum effort of the educational unit in order to achieve such a goal in the curriculum.

So many modifications in the implementation of thematic instruction in order to achieve the main goal of Curriculum 2013, but did not change the originality of the policies set out in the curriculum guidelines that have been established by the government. According to the observation, thematic instruction implemented in order to constant suit with the characteristics student and school environment. Therefore, many modifications happened in that thematic instruction.

From some statements above, about the curriculum 2013 with all of that composition starts from the first planning until evaluation. Therefore, the researcher takes the title **“The Implementation of Thematic Instruction Based on Curriculum 2013 for First Grade at Madrasah Ibtidaiyah Negeri Malang 1”**.

B. The Focus of Research

Based on the background of the problems that mentioned above, obtained formulation of the problem, namely:

1. How is the design of Lesson Plan of Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1?

2. How is the implementation of Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1?
3. How is the evaluation conduct of Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1?

C. The Objectives of Research

Based on the formulation problems above, this research has purposes to:

1. Describe the Lesson Plan of Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1.
2. Describe the implementation of Lesson Plan in Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1.
3. Describe the evaluation conducted of Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1.

D. The Significances of Research

In this study, the researchers hope that the results of this study provide the usefulness and benefits of the various parties, they are:

1. For Developer of Education

Generally, this research hoped to give the contribution for the research with the kind is thematic instruction especially to be a

consideration in conduct the research that related with thematic instruction based on Curriculum 2013.

2. For Institution

- a. This research could be giving much information for the other educators as basic the efforts to development the concept about the thematic instruction.
- b. As reference in the effort to optimal the education especially thematic instruction.
- c. This research could be an input when do planning and do evaluating the thematic instruction.

3. For Researcher

This research can provide the benefits of science to students about thematic instruction has been applied directly in the field, so that students can understand at once aware of the thematic instruction in the educational unit before going down directly in schools. The researcher gets much informations about thematic instruction that can be reference in teaching in the school later. As a researcher candidate can use as inspiration in researching further in the next opportunity and at other locations.

E. The Limitation of Study

The research on Implementation of Thematic Instruction based on Curriculum 2013 conducted only for first grade at MIN Malang 1. Cause the

first grade in MIN Malang 1 already reputed that exactly capable in implementation of thematic instruction based on Curriculum 2013. Researcher took the subject of research only in class from first grade to more focus in conduct the research about thematic instruction. This research conducted in MIN Malang 1 that was one of the favorite Islamic schools in Malang City. That school was one of the schools from Ministry Religion as pilot project from implementation of Curriculum 2013.

F. The Term of Study

That the discussion in this research leads to the same sense and avoid the different perception, it is necessary to an explanation of the terms in this research. It is very necessary to prevent the occurrence of similarity interpretation. The following terms should understand, namely:

Implementation	: Application of a learning
Instruction	: The conscious effort of teachers or tutors to help students
Thematic	: Some subjects that presented in an integrated manner as a unifying theme

G. The Previous of Research

As far as researcher, that research on thematic learning still some conducted by previous researchers because is still relatively new in the world

of education. Researchers found some previous researches related to the thematic learning, namely:

1. *Thematic Learning in State Islamic Elementary School of Malang 2 at I-B*

This research was written by Uswatun Hasanah, a graduate student major PGMI in State Islamic University Maulana Malik Ibrahim Malang. This research uses qualitative and a case study as kind of research on thematic learning conducted in MIN Malang 2. The research completed in 2014 yesterday by generating patterns of thematic development, thematic learning process, and the impact of the implementation of thematic learning at MIN Malang 2.

Based on research on the thematic learning, it can be concluded that the research was written by Uswatun Hasanah and this research, both doing qualitative research that discusses the thematic learning. The difference is in the student's research UIN graduated in 2014, using a case study and research location is MIN Malang 2, while this research took place at MIN Malang 1. In the Uswatun Hasanah's research uses, an interactive analysis model is a model that presented Miles and Huberman.

2. *Problems Implementation of Thematic Learning Low Grade at MIN Gedok Blitar*

This research was written by Maulida Arum Fitriana, a graduate student major PGMI in State Islamic University Maulana Malik Ibrahim Malang. In this research has the objective to investigate the

implementation of thematic learning, the problems faced in thematic learning, and efforts to handle the problem by the school. Data obtained that learning at MIN Gedok Blitar not using thematic overall but still using subjects.

The difference in this research is the object of research by Maulida Fitriana Arum not focused on one particular class but at a low grade is class 1, 2, and 3. The qualitative research led to differences in the research that will studied by researcher is taken as the research object class 1 at MIN Malang 1.

3. *Pelaksanaan Pembelajaran Tematik Kelas 1 Semester 2 (Studi Kasus Di SD Anak Saleh Kota Malang)*

This research was written by Fika Santi Pratiwi, a graduate student major PGSD in State University of Malang. That research used a qualitative research. This research showed about the planning, the implementation, the assessment, the constraints were faced of the teacher, and the effort to solve the constraints.

The results of that research are (1) the agreement reached between teacher in the Lesson Plan is not maximal. (2) The implementation of thematic is variously each class. (3) The assessment was conducted by teacher are test, portfolio, product, and assignment. (4) The constraint of the problem in communication other teacher to make an agreement reached. (5) the solution and effort from the school used the indicator on

the theme, there is meeting between teacher other school, and the school held the trainings.

The different with this research was finding the constraint in the thematic learning and the solution to face the problem. There is effort to create the good learning about thematic at Elementary School of Anak Saleh Malang.

4. *Studi Kasus Pelaksanaan Pembelajaran Tematik Terpadu kelas IVB di SDN Bareng 1 Kota Malang*

This research was written by Yuris Indria Persana, a graduate student major PGSD in State University of Malang. This research has the purpose of research to describe the planning, implementation, and teacher at Elementary School of Anak Saleh conducted assessment. The result of research are (1) in the planning session, over all of syllabus is not according to the components from the development of syllabus and teacher have problem in formulate the Basic Competence into the indicator and indicator into the purpose of the study. (2) The material that delivered by teacher not appropriate yet on the Basic Competence and teacher has unableness to gives the motivation at class. (3) Teacher still confuses on making the guideline of scoring and the criteria of assessment are not clear. The difference in this research is the object of research by Yuris Indria Persana focused on the class fourth grade not in the low grade as the researcher conducted.

The research of “Implementation of Thematic Instruction Based on Curriculum 2013 for First Grade at Madrasah Ibtidaiyah Malang 1” focuses on the teacher makes lesson plan, teacher implement the lesson plan is appropriate or not, and teacher conducted the evaluation. And the main point is the researcher conducted the research at the islamic primary school that implement the Curriculum 2013 firstly and still the first year implementation.

To make it easier to understand the originality of the study, researchers showed differences tables, equations, and originality of research in the table below:

Table 1.1 Originality of Research

Title of research	Equations	Differences	Originality of research
<i>Thematic Learning in State Islamic Elementary School of Malang 2 at I-B</i>	Using qualitative research and the subject is a thematic learning	That research used a case study, the object of research at MIN Malang 2. This research led to the development pattern of thematic, thematic learning process, and the impact of the	This study discusses the thematic instruction (design planning from the teacher, implementation by teacher at class, and

		implementation of thematic learning at MIN Malang 2.	evaluation is conducted by teacher) based curriculum 2013.
<i>Problems Implementation Of Thematic Learning Low Grade At MIN Gedok Blitar</i>	<p>This research uses a qualitative research.</p> <p>Principal discussion is study about problems of thematic learning at MIN Gedok Blitar.</p>	<p>Those object of research in primary schools and especially of the low class (1th-3th grade).</p>	<p>The researcher conducted the research at the Islamic primary school that implement the Curriculum 2013 firstly and still the first year implementation.</p>
<i>Pelaksanaan Pembelajaran Tematik Kelas 1 Semester 2 (Studi Kasus Di SD Anak Saleh Kota Malang)</i>	<p>Using qualitative research and research about thematic in primary school</p>	<p>That object of research is Elementary School of Anak Saleh Malang City. This research showed about planning, implementation,</p>	

		assessment, the constraints were faced of the teacher, and the effort to solve the constraints.	
<i>Studi Kasus Pelaksanaan Pembelajaran Tematik Terpadu kelas IVB di SDN Bareng 1 Kota Malang</i>	Using the qualitative research, the research about thematic based on the Curriculum 2013 in primary school	That research used a case study. This research showed about planning, implementation, and teacher conducted the assessment.	

H. Systematic Discussion

A framework in the research will help to clarify the discussion. Therefore, the systematical of discussion made for giving recommendations in the thought systematically. In this research, will explain the systematical of discussion, they are:

CHAPTER I : INTRODUCTION. In this chapter will be discussed generally about the context of research, the focus of

research, the purpose of research, the benefit of research, operational definition, the previously of research, and the systematical of research.

CHAPTER II : STUDY LITERATURE. In this chapter explains about discuss the theories conceptually.

CHAPTER III : RESEARCH METHOD. Chapter III discuss about the approach and kind of research, the presence of research, the location of research, the data and sources data of research, the instrument of collecting data, the technique of data analysis, and validity of data.

CHAPTER IV : EXPOSURE DATA AND DATA FINDING. In this section will be explained the data of research conducted by researcher.

CHAPTER V : ANALYSIS. This chapter discussed about the result of research data has by researcher. After that, related with the theories existence, so that the discussion of data be more trustworthy.

CHAPTER VI : CLOSING. The final of this research provide conclusion, suggestion, and critical about this research.

CHAPTER II

STUDY OF LITERATURES

A. Thematic Instruction

1. The Concept of Instruction

The term of instruction derived from the basic word learn is an activity or a process to acquire knowledge, improve skills, improve the behavior, attitude, personality and confirmed.⁹ It means that the instruction here more directed toward individual changes, either related to science or related to attitudes and behavior in everyday life.

In accordance with the opinion, Witherington said in the book by Rusman that learning is a change in personality manifested as new patterns of response formed of skills, attitudes, habits, knowledge, and proficiency.¹⁰ That means that behavior like skills, attitudes, habits, knowledge, and skills are very necessary to instilled in the students. Than in the latest curriculum is much emphasize on the aspects that will form the noble character students. Learning is not just occurred a change and find something, but there will be arise a skill that provide benefits for life.

In the Law Number 20 of 2003 about National Education System Article 1, Section 20 mentions that instruction is a process of interaction of learners with educators and learning resources in an

⁹ *Ibid.*, p. 172

¹⁰ Rusman, dkk, *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi: Mengembangkan Profesionalitas Guru*, Ed. 1, (Cet. 2; Jakarta: Rajawali Pers, 2012), p. 7.

instruction environment.¹¹ Through the process expected that students are able to get a variety of information that adds to and support the instruction process experienced further.

Essentially, instruction is a conscious effort of teachers or tutors to help students, so that they can learn according to their needs and interests. In other words, instruction is conscious efforts to manipulate the learning resources for a process of inside instruction.¹²

Instruction in the Curriculum 2013 is not much different from the previous curriculum. Because the target changes to a new curriculum is the development of the old curriculum. Therefore, that creates complete and improve the curriculum of the various sides of the objectives of that curriculum changed. However, in 2013 curriculum has a different pressure point that instruction and scope of the materials provided to students. More inclined to combine the ability attitudes, knowledge, and skills.

In realizing the learning achievement, the principles that needed to be attention in carrying out the learning process, as follows:¹³

- a. Of the students given out to the students, and find out.
- b. Of the teacher as the only source of learning to be studied based on a variety of learning resources.

¹¹ Fadillah, op. cit, hal 173.

¹² Cecep Kustandi dan Bambang Sutjipto, *Media Pembelajaran Manual dan Digital* (Cet. 1; Bogor: Ghalia Indonesia, 2011), h. 5

¹³ Fadillah, op. cit, p. 174-175

- c. From textual approach, concern a process as reinforcement to use the scientific approach.
- d. Of the learning based content toward learning based competency.
- e. From the partial learning, concern an integrated learning.
- f. Of the learning that emphasizes a single answer to the truth of learning to answer multidimensional.
- g. From the verbal learning, concern a skill applicable.
- h. The increase and the balance between hard skills and soft skills
- i. Instruction applies acculturation and empowerment of students as lifelong learners.
- j. Instruction applies the values to provide exemplary, build willingness, and develop the creativity of students in the learning process.
- k. Learning that takes place in the home, school, and in society.
- l. Instruction to apply the principles of who is a teacher, who is a student, and in the community
- m. Utilization the information technology and communication for improve the efficiency and effectiveness of instruction.
- n. Recognition of individual differences and cultural the background of the students.

Instruction activities are educational process provides the opportunity for students to develop their potential into skills progressively increasing in attitudes, knowledge, and skills necessary for life and for the community, nation, and contribute to the welfare of humankind. Therefore, instruction activities directed to empower all students to be expected competencies.¹⁴

2. Direct Instruction and Indirect Instruction

Curriculum 2013 developed two-instruction processes are direct instruction and indirect instruction.¹⁵ Direct instruction is a learning process in which students develop the knowledge, thinking skills, and skills through direct interaction with learning resources that have compiled in the syllabus and lesson plans. Direct instruction with regard to learning involving basic competence developed from KI-3 and KI-4. In direct instruction, student-learning activities observing, questioning, experimenting, associating, communicating what has found.

Indirect instructional is a process of education that occurs during the learning process directly, but do not designed in a particular activity. Indirect instructional related to the development of values and attitudes. Development of attitudes as a process of moral development and behavior performed by all subjects and in every activity that occurs in the classroom, school, and community. Indirectly instruction related

¹⁴ *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 81a Tahun 2013 Tentang Implementasi Kurikulum Pedoman Umum Pembelajaran*, p. 3.

¹⁵ *Ibid.*, hal 34.

to learning involving basic competence developed from KI-1 and KI-2. Both of direct and indirect instruction occurs in an integrated and inseparable.

3. The Definition of Thematic Instruction

Thematic instruction is one of the models in an integrated instruction is an instruction system that enables students, either individually or groups, actively to explore and discover concepts and principles of holistic science, meaningful, and authentic.¹⁶

Based on that statement show the essentially instruction is the implementation of the school curriculum to deliver the content or subject matter specific to students with all efforts, so that students can demonstrate learning activities.

Implementation of thematic instruction can provide connectivity between the subjects with other subjects in order to improve and enhance the quality of student learning. The content that not based on the relationship concept will lead to understanding difficult and not fundamental. Therefore, the implementation of thematic instruction will help students build the meaningfulness of the concepts and principles of a new and more powerful.

¹⁶ Rusman, *Model-Model pembelajaran: Mengembangkan Profesionalisme Guru*, Ed. 2, (Cet. 5; Jakarta: RajaGrafindo Persada, 2012), p. 254.

a. Definition of thematic

The word derived from the Greek word meaning *tithenai* “put” and then that word happen developed so that the word *tithenai* turned into a theme. The theme is the main idea that becomes a main point.

Understanding broadly, that theme is a tool to introduce variety of concepts to students as a whole. The using of the theme meant for children to be able to recognize the various concepts easily and clearly. Thematic instruction is a teaching strategy that involves multiple subjects to provide a meaningful experience to the students.¹⁷

Integration learning can see from the aspect of the process and time, curriculum, and other aspects of learning and teaching. Therefore, that thematic instruction is instruction integrated that uses the theme as unifying materials in several subjects at once in one meeting.

Thematic integrative in instruction using themes and relating some of materials taught so that can give meaningful experience. Actually integrative thematic in the curriculum of 2013 is not something new to elementary schools, because learning in 1st grade, 2nd grade, and 3rd grade had applied the thematic instruction.

¹⁷ Artikel Mohammad Zuhdi “*Pembelajaran Tematik*”, 2013.

Thematic instruction covers a variety of subjects presented in an integrated manner as a unifying theme. To unify the various core competencies of various subjects, need to study or in-depth study with reference to the competency standards. Thematic instruction has presented in a flexible, not imposed, but rather run off its integration, complementary, mutually linked and inseparable.

In the curriculum 2013, thematic integrative do not use Standard Competency but changed with the Core Competencies that include spiritual, attitude, knowledge, and skills which are divided into 4 points, namely:

- (1) Receive and perform the teachings of the religion.
- (2) Having honest behavior, discipline, responsibility, polite, care, and confident in interacted with family, friends, and teachers.
- (3) Understand the factual knowledge by observing (hear, see, read) and inquire based on curiosity about himself, God's creatures and activities, and the objects who encountered at home and at school.
- (4) Providing the factual knowledge in clear language and logical, in the aesthetic work, in the motion that reflecting a healthy child, and in the actions that reflecting the behavior of the faithful and noble.

b. The Essence of Thematic Integrative Instruction

The essence of learning is any process or work done consciously, intentionally, actively, systematically and integrative to make changes in her life moving towards perfection.

In the curriculum of 2013 adheres to: (1) learning by teacher (taught curriculum) in the form of a process developed in the form of learning activities in the school, classroom, and community; (2) direct learning experiences the students (learned-curriculum) in accordance with the background, characteristics, and capabilities of early students. Direct learning experiences of individual student to be learning outcomes for themselves, while learning outcome all of students to be the curriculum outcomes.¹⁸

4. The Characteristics of Thematic Instruction

Thematic instruction has some characteristics that make different with other instructions, they are (1) student centered, (2) Giving Direct Experience, (3) Separation of subjects is not so clear, (4) Present the concept of a variety of subjects in an instruction, (5) Flexible, (6) Learning outcomes according to the interests and needs of students, (7) Using the principle of learning while playing and fun.¹⁹

¹⁸ *Permendikbud Republik Indonesia Nomor 67 Tahun 2013 Tentang Kerangka Dasar Dan Struktur Kurikulum.*

¹⁹ *Ibid.*, p. 258-259

a) Student centered

Thematic instruction more using instruction student centered, this is in accordance with modern learning approach that puts more students as a subject of study while teachers more as facilitators that provide easiness to students for learning activities.

The process of instruction that conducted have to give position for students as center of activities and have to be able to get more experience of learning. That experience of learning show up in the learning activities that develop the natural phenomenon in the student environment. For the example is the student explain the material to the other student with presentation and learn through friends. Do not depend on teacher fully.

b) Giving direct experiences

Thematic instruction can give direct experience for students. With this direct experience, students will face to something concrete as a basis for understanding things more abstract.

For the example is when learn Indonesian language with the material of speech, student asked to practice directly in front of the class. In addition, maybe in the other subject like science

subject student asked to observe directly the development of plant in the currently time.

c) Separation of subjects is not so clear

In the thematic instruction, separation each subjects made not so clear. Focus of instruction directed to the discussion of the themes most closely related to the live of student.

Considering the themes that examined from a variety of subjects and the interconnectedness then limits the subjects to be not so clearly. With one theme could develop into several subjects. Example: theme of Natural events sub theme Dry Season, we can teach subjects Indonesian Language, Mathematics, and Art and Culture. Students make the characteristics of objects are widely used in the dry season or tell the series of images about dry season (Indonesian), create a fan with a decorative pattern of two-dimensional figure (Art and Culture and Mathematics)

d) Present the concept of a variety of subjects in an instruction.

Thematic instruction presents the concepts of various subjects in a learning process. Therefore, the students are able to understand these concepts as a whole. It is necessary to help the students for solving problems encountered in everyday life.

An example is the theme of the family with sub-theme a extended family can load various subjects (Indonesian, Mathematics, PJOK etc.) are presented in the instruction.

e) Flexible

Thematic instruction is flexible, where the teachers can associate teaching materials from one subject to the other subjects, even relate to student's life and environment in which the school and the students are.

Flexible in the learning is implementation of activity learning be able to change according to the condition and the development of the students.²⁰ An example is Implementation of thematic instruction is unscheduled strictly between subjects, for example in teaching mathematics and Indonesian in one sub-theme with each two hours of instruction, but because of Mathematics takes a long time and has not finished in the instruction could take a while hours of Indonesian subject and replaced at a later time enable.

f) Learning outcomes according to the interests and needs of students

Students have given the opportunity to optimize their potential in accordance with the interests and needs.

²⁰ Fadillah, *Implementasi Kurikulum 2013: Dalam Pembelajaran SD/MI, SMP/MTs, & SMA/MA*, (Cet. 1; Yogyakarta: Ar-Ruzz Media, 2014), p. 138.

g) Using the principle of learning while playing and fun

Learning will be effective if the atmosphere and his condition was fun for the learners so comfortable when learning takes place. Fun in the sense that can make students interested, so challenged in the instruction planned by the teacher. For example in the instruction to use, the appropriate method interspersed with educational games that guide students in instruction.

5. The steps of Thematic Instruction

The Curriculum 2013 for elementary school level is using integrated thematic learning model. This learning model departs from a thematic approach as a basic reference for instruction activities. Theme created can bind the instruction activities, both in specific subjects or between other subjects

a) Planning

Planning of instruction conducted to coordinate the components of instruction including basic competence, materials, standards, indicators as well the method used in the instruction process. Planning of instruction had used by teachers as a guide and direction of activities to achieve the intended purpose. Planning of instruction has benefits for both teachers and students. For teachers, a teaching planning a work guideline to implement his duties as a

teacher and for students that planning in teaching is a study guide that can be used as a guide for students in instruction.

Make planning of instruction requires a teacher should study and understand the entire school curriculum education, which has been implemented. The next outlined in the annual program and the semester program and syllabus, to be implemented in the learning process, it made in the form of Lesson Plan. The preparation contains teaching purposes, subject taught, teaching methods, teaching materials, props, and observation techniques that used. The steps are as follows:

1. Select and determine the theme
2. Conduct the analysis of SKL, KI, KD and create indicators
3. Mapping Core Competency, subjects, Basic Competence, and indicators with a theme
4. Create a network of Basic Competence
5. Arrange the syllabus of thematic instruction
6. Arrange the Lesson Plan of thematic instruction.

b) Implementation

Implementation the instruction of Curriculum 2013 had divided into three activities, namely the early activities, core activities, and closing activities. These three activities arranged

together in a learning activity and could not to separate from one another.²¹

a) Early Activity

An early activity is a preliminary activity before entering the core activities. In the early activity is flexible. This means that teachers can adapt to the conditions faced by the class. Usually it was using about 15 minutes. In the introduction to the most important is the motivation to learn and communicate learning goals and provide stimulus on the material that will be learn. It aims to know that the students ready to follow the learning process.

b) Core activity

Core activity is the most important activities in the learning process. In this activity, materials will have given to the students. To achieve success in this activity, students should be ensured prepared and actively participate in learning.

Core activity is a learning process to achieve the goal, which conducted interactively, inspiring, fun, challenging, motivating learners to actively looking for the information, and provide enough space for innovation, creativity, and independence in accordance with talent,

²¹ *Ibid.*, p. 182

interest and physical development and psychological student.²²

In each activity the teacher should pay attention to the competencies associated with attitudes like honest, conscientious, cooperation, tolerance, discipline, obey the rules; respect the opinions of others who listed in the syllabus and lesson plans. The way to collect the data conducted to relevant to the type of data that is explored, for example in the laboratory, studio, courts, libraries, museums, and others.

c) Final Activity

In closing activities, teacher together with students make a summary/conclusion of the lesson. Then, make an assessment and reflection of the activities that have carried out consistently and programmed. Provide the feedback on the process and outcomes of learning, planning follow-up activities in the form of remedial learning, enrichment programs, counseling services and or providing both task assignments individually or in groups according to the learning outcomes of students, and deliver the lesson plans at the next meeting.²³

²² Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 81a Tahun 2013 Tentang Implementasi Kurikulum, hal 42-43

²³ Ibid., hal 44.

c) Evaluation

Evaluation of thematic instruction focused on the evaluation process and results. Evaluation process directed at the level of involvement, interest and enthusiasm the students in the instruction process, while the evaluation of results is more focused on the students level of understanding and attitude towards material substance and benefits for everyday student life.

The instrument can be used for student understanding of the subject material can be used achievement test. In addition, to determine the level of ability of students to do certain tasks can be either actions or skills tests and to determine the attitudes of students toward the material can be in the form of interviews, or informal dialogue.

B. Curriculum

1. The Definition of Curriculum

The law Number 20 on 2003 about National Education System states that the curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used to guide the implementation of instruction activities to achieve specific educational goals.²⁴

²⁴ *Ibid.*, hal 1

Based on that definition, there are two dimensions of the curriculum; the first is a plan and setting the objectives, content, and material, while the second is the means used for learning activities. In the book with the title “Pengembangan Kurikulum Baru” statement from George A. Beauchamp that:²⁵

“A curriculum is a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrollment in given school.”

That is mean the curriculum as a written document and it is load the purpose, material, substance, activity, tools, and time. All that is components will be associated in the one instruction.

2. The Characteristics of Curriculum 2013

Curriculum 2013 has designed with the following characteristics, namely:²⁶

- a. Developing a balance between the spiritual development and social conducted of attitudes, curiosity, and creativity, cooperation with intellectual and psychomotor abilities.
- b. School is part of a community that provides a planned learning experience in which students apply what learned in school to the community and benefit the community as a learning resource.

²⁵ Sholeh Hidayat, *Pengembangan Kurikulum Baru*, (Cet. 2; PT. Remaja Rosdakarya: Bandung, 2013), p. 21

²⁶ *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 67 Tahun 2013 Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Dasar/Madrasah Ibtidaiyah*, hal 3.

- c. Developing the attitudes, knowledge, and skills then apply them in various situations in the school and community.
- d. Provide the free time to develop the attitudes, knowledge, and skills.
- e. Competence expressed in terms of core competencies that specified in basic competencies lesson.
- f. Core competencies become the organizing elements of basic competence, where all the basic competencies and instruction processes developed to achieve the competency that stated in core competencies.
- g. Basic competence developed based on the accumulative principle, mutually reinforcing and enriched between lessons and education level (horizontal and vertical organization).

3. The Purpose of Curriculum 2013

Curriculum 2013 has the objective to prepare the Indonesian people that have the ability to live as individuals and citizens who believe, productive, creative, innovative, and affective and able to contribute to society, nation, state, and world civilization.²⁷

In the “Implementasi Kurikulum 2013” book written by Fadilah said that the purpose of the curriculum in 2013 are (1) improve the quality of education by balancing the hard skills and soft skills through

²⁷ *Ibid*, p. 4.

the attitudes ability, skills ability, and knowledge ability to face the global challenges are growing. (2) Establish and improve human resources productive, creative, and innovative as the building of nation and state of Indonesia. (3) Ease for teachers in present the material and prepare the teaching administration, because the government has prepared all the components of the curriculum with textbooks used in learning. (4) Increase the role of central government, local government and citizens equally in determining and controlling the quality of the implementation of the curriculum at the unit level. (5) Increase healthy competition between the education units about the quality of education achieved.²⁸

4. The Base of Curriculum Development

In arrange the curriculum 2013 based on some aspects as follows.²⁹

a) Philosophical aspect

Philosophical is base arranging of curriculum that based on framework thinks and really education essence. In this context, philosophical based on curriculums 2013, which is:

- Education based on the glorious values, academic point, student requirement, and society.
- Curriculum has orientation on development of competency.

²⁸ Fadillah, *Implementasi Kurikulum 2013: Dalam Pembelajaran SD/MI, SMP/MTs, & SMA/MA*, (Cet. 1; Yogyakarta: Ar-Ruzz Media, 2014), hal 25.

²⁹ *Ibid.*, hal 29-30

b) Judicial aspect

Judicial aspect is a base used as shade of law in arranging and development of curriculum. In arranging of curriculum 2013, the base of judicial used is:

- The Law Number 20 on year of 2003 about National Education System.
- RPJMN 2010-2014, Education sectors about the change of learning methodology and structuring of curriculum.
- Presidential instruction No. 1 year 2010 about velocity of Performing Priorities National Developments; curriculum completion and Active Learning Methodology bases Nation Culture Values for forming Competitiveness of Nation Character.

c) Conceptual aspect

Conceptual aspect is a base building on idea that abstracted of reality scene. In arranging of curriculum 2013, conceptual basic used is:

- Relevance principle
- Model of curriculum based on competency
- Curriculum more than simply document
- Process of instruction that covers: learned activity, output of studies, and outcome of studies.

- Conformity of the techniques assessment with competency and assessment level.

5. Structure of Curriculum 2013 for Elementary School

Structure of Curriculum is organizing the core competence, basic competence, learning content, subject, and studying charges on each education unit and education program. According to Education and Culture Ministry that structure curriculum, describe conceptualization of content curriculum in shaped subject, content position or subject in curriculum, content distribution or subject in semester or year, studying charges for subject and studying charges each week for each students.³⁰

Structure of Curriculum is also image about implementation the curriculum principle related the position of students in solves the learning at education unit or education level.

In the structure of curriculum, describe idea of curriculum about studying position of students which is they have to solve all subject that exist in structure or curriculum give chance to students to determine a variety option. Structure of Curriculum 2013 for Elementary School is like below:³¹

³⁰ *Kompetensi Dasar Sekolah Dasar (SD)/ Madrasah Ibtidaiyah (MI) Kementerian Pendidikan dan Kebudayaan 2013*, p. 2. (<http://pendidikan-diy.go.id/file/mendiknas/kurikulum-2013-kompetensi-dasar-sd-ver-3-3-2013.pdf>)

³¹ *Salinan Lampiran Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 67 Tahun 2013 Tentang Kerangka Dasar Dan Struktur Kurikulum Sekolah Dasar/Madrasah Ibtidaiyah*, 2013, p. 9.

Table 2.1 Structure of curriculum of SD/MI

No	Components	I	II	III	IV	V	VI
	Group	Thematic					
1	Islamic Education and Ethic Kindness	4	4	4	4	4	4
2.	Education of Pancasila & Civics	5	5	6	4	4	4
3.	Indonesian Language	8	9	10	7	7	7
4.	Mathematics	5	6	6	6	6	6
5.	Natural sciences	-	-	-	3	3	3
6.	Social science	-	-	-	3	3	3
	Group B	Thematic					
1.	Cultural Art and Handicraft	4	4	4	5	5	5
2.	Physical Education, Sport and Health	4	4	4	4	4	4
Total		30	32	34	36	36	36

Subjects of Group A are a group of subjects whose content developed by the center. Subjects of Group B composed of Culture Art and craft subject and Physical Education, Sports, and Health subject who is the content developed by the center and equipped with local content developed by local governments. Education units can add hours of lessons each week in accordance with the needs of students in the educational unit.

Study load stated in hours of study each week for a period of study for semester. Study load in elementary school for 1st grade, 2st grade, and 3rd grade is 30, 32, 34 hour of study, while for 4th grade, 5th grade, and 6th grade is 36 hours each week. Hour of study for elementary school is 35 minutes.

C. Instruction Design of Curriculum 2013

Instruction plan designed in the form of Syllabus and Lesson Plan that refers to the Content Standard. Instruction plan includes the preparation of lesson plan, preparation of media, learning resources, learning assessment tools, and learning scenarios. Arranging the syllabus and lesson plans adapted to learning approach that used.

1. The Syllabus Development of Curriculum 2013

The syllabus is a lesson plan on a particular subject or theme that includes core competencies, basic competencies, learning materials, learning activities, assessment, allocation of time, and learning resources.³² Syllabus that used is reference in creating and developing a lesson plan in the class.

The syllabus is a reference formulation each instruction framework for the study subjects. The syllabus developed based on Standard of Graduates Competency and Standard of Content for elementary and secondary education accordance to pattern of

³² Fadillah, *Implementasi Kurikulum 2013: Dalam Pembelajaran SD/MI, SMP/MTs, & SMA/MA*, (Cet. 1; Yogyakarta: Ar-Ruzz Media, 2014), hal 135

instruction in each particular school year. Syllabus used as a reference in the development of lesson plan in learning activities. With the syllabus, a teacher can know how it will perform good learning, effective, and efficient so what is the established of competency standard be able to achieved maximally.

2. The Lesson Plan Development of Curriculum 2013

Lesson plan is a form of planning which will has implemented by teachers in learning activities.³³ In that, planning will makes it easy to teachers in presenting the material to the students as well as to manage the class in learning activities. The existence of that lesson plan was also a teacher has been considering various aspects in lesson plan be used so that the learning activities in detail neatly arranged in that lesson plan.

In the Regulation of National Education Minister No. 65 year 2013 about Standard Process in Primary and Secondary education, mentioned that lesson plan is planned face-to-face learning activities for one or more meetings.³⁴ Lesson plan developed from the syllabus to guide the instruction activities of students to achieve the basic competencies and indicators that have been determined.

It also said that the lesson plan is a plan that describes the procedures and organization of learning to achieve the basic

³³ *Ibid.*, hal 143.

³⁴ *Salinan Lampiran Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 Tentang Standar Proses Pendidikan Dasar Dan Menengah*, 2013, p. 5

competencies that has defined in the standard of content and has outlined in the syllabus.³⁵

In that planning is a description of core competencies and core competencies and then the next made complete learning materials with the method used, evaluation, allocation of time, learning resources, and media used in the learning takes place. Everything is arranged clearly and systematically so easy to understand and are applied in learning activities.

The scope of lesson plan refers to Regulation of National Education Minister No. 81A Year 2013 about Implementation of Curriculum 2013 that the lesson plan is lesson plans that developed detail on a particular theme or subject matter that refers to the syllabus. Lesson plan include (1) the data of the school, subject, and grade/semesters; (2) the subject matter; (3) the allocation of time; (4) learning objectives, basic competencies, and indicators of achievement of competencies; (5) learning materials; (6) learning methods; (7) media, tools, and learning resources; (8) steps of learning activities; (9) assessment.³⁶

³⁵ Trianto, *Desain Pengembangan Pembelajaran Tematik bagi Anak Usia Dini TK/RA & Anak Usia Kelas Awal SD/MI*, Ed. 1, (Cet. 1; Jakarta: Kencana Prenada Media Group, 2011), p. 350.

³⁶ Fadillah, *Implementasi Kurikulum 2013: Dalam Pembelajaran SD/MI, SMP/MTs, & SMA/MA*, (Cet. 1; Yogyakarta: Ar-Ruzz Media, 2014), hal 148.

D. Implementation of Instruction in Curriculum 2013

Instruction of curriculum 2013 is using scientific approach and thematic integrative learning. In addition, there is also a choice of Semester Credit System in the instruction. The process of education in the educational unit organized interactively, inspiring, fun, challenging, and motivate the students to actively participate and provide enough space for innovation, creativity, and independence in accordance with their talents, interests, and physical and psychological development of students.³⁷

Learning are fun, effective, and meaningful can be designed by each teacher. Where students is actively involved because they are the center of the learning activities as the formation of character and competence based on the needs and characteristics of students and basic competence in general.

Instruction characteristics of curriculum 2013 from curriculums that have existed are:³⁸

1) Instruction approach

The approach used in the curriculum 2013 is the scientific approach and thematic integrative learning. Scientific approach used in the learning conducted through a scientific process. This meant that everything conducted and obtained by the students with the senses and the mind of its own, so it can be directly experiencing the learning process.

³⁷ *Ibid.*, p. 171

³⁸ *Ibid.*, p. 175-178

The scientific approach is an approach to learning that conducted through the process of observing, asking, trying, reasoning, and communicating. Such activities can form the attitudes, skills, and knowledge of the students to the fullest.

Explanation as follows:

Table 2. 2 Activity of Scientific Approach

Activity	Activity of Learning
Observing	Seeing, observing, reading, listening (without and with the tool)
Questioning	<ul style="list-style-type: none"> - Ask the questions from the factual to the hypothetical. - Beginning with the guidance of teachers to self (to be a habit)
Experimenting	<ul style="list-style-type: none"> - Determine the data that necessary from the questions. - Determine the source of the data (objects, documents, books, experiments). - Collecting data
Associating	<ul style="list-style-type: none"> - Analyze the data in the form of make categories; determine the relationship of data/categories. - Make summary of the result of data

	analysis. - Start from <i>unstructured-multi structure-complicated structure</i> .
Communicating	- Delivering results conceptualization - In the form of oral, written, diagrams, charts, images, or other media

While the thematic integrative approach meant that in the instruction made each theme with reference to the characteristics of students and conducted integration between the theme and between another subjects. That way there will be an integration balance if delivered by teachers who creatively to produce students who have the attitude, skills, and good knowledge.

2) Graduate Competence

In this context, the graduate competence is one of the characteristics of the instruction of curriculum 2013 that emphasizes the competence of attitude, knowledge, and skills. Curriculum before (KTSP) is more emphasis on cognitive competencies, but curriculum 2013 more emphasis on attitude competencies.

The third domain of competence in the curriculum 2013 has different psychological processes. Attitude obtained through the activity of “receiving, running, respect, appreciate, and

practice”. Knowledge obtained through the activity of “remembering, understanding, applying, analyzing, evaluating, and creating”. Skills obtained through activity “observing, asking, trying, reasoning, presenting, and creating”.

3) Assessment

Which became the distinguishing character with previous curriculum is assessment approach is used. Curriculum 2013 uses the authentic assessment approach. Authentic assessment is a whole assessment includes student readiness, learning processes and learning outcomes. These assessments help teachers in assessing student achievement of competence. For each competency of assessment instrument that was already there.

Curriculum 2013 is a new curriculum that is more emphasis on achievement of competence attitudes, knowledge, and skills summarized in hard skills and soft skills. Refers to the achievement of competence in the implementation of instruction should be made in order to achieve the main goal of instruction.

E. The Assessment of Curriculum 2013

Assessment as activities conducted to get information about the results and effectiveness of student learning outcomes at grade level during

the ongoing and after the teaching and learning activities.³⁹ In the assessment occurs gathering information about various aspects related to the achievement of learners through various forms of tests or non-test.

The collection of information is an essential component, because after receiving the information and data of the assessment process that used as the basis for making of consideration in the assessment of student learning outcomes. Then will obtain a decision as a determinant of student learning outcomes later.

According to The Ministry of Education And Culture, assessment is the process of collecting information or evidence through measurements, interpret, describe, and interpret the evidence of measurement results. Value can be a number or a description that explains overall of ability of the students in the form of systematic and easily understood by others.⁴⁰

Teachers should be able to choose an appropriate assessment procedure to make instructional decisions. With the purpose, the teacher knows the scope of existing assessment procedures and the type of information provided by different procedures. Therefore, the assessment is a systematic procedure that includes activities to collect, analyzes, and

³⁹ Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru*, (Cet. 5; Bandung: PT. Remaja Rosdakarya Offset, 2008), p. 185

⁴⁰ Fadillah, *Implementasi Kurikulum 2013: Dalam Pembelajaran SD/MI, SMP/MTs, & SMA/MA*, (Cet. 1; Yogyakarta: Ar-Ruzz Media, 2014), hal 202.

interprets information that can be used to make inferences about the characteristics of a person or object.⁴¹

In Appendix Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 66 Year 2013 on Education Assessment Standards that the Education Assessment Standards are criteria about the mechanisms, procedures, and assessment instruments learning outcomes of students.

Educational assessment as a process of collecting and processing information to measure the achievement of student learning outcomes include: authentic assessment, self-assessment, portfolio, quizzes, daily tests, midterm replay, replay the end of the semester, a test level of competence, quality examination competency level, exam national, and school exams, which is described as follows:⁴²

- 1) Authentic assessment is a comprehensive assessment conducted to assess the start of the input, process, and output learning.
- 2) Self-assessment is an assessment conducted by the students in reflective to compare their relative position with established criteria.
- 3) Porto folio assessment is an assessment conducted to assess the overall entity of learning process, including the assignment of

⁴¹ Kusaeri, *Acuan & Teknik Penilaian Proses & Hasil Belajar dalam Kurikulum 2013*, (Cet. 1; Yogyakarta: Ar-Ruzz Media, 2014), p. 17

⁴² *Salinan Lampiran Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 66 Tahun 2013 Tentang Standar Penilaian Pendidikan*

individuals and or groups within and or outside the classroom, especially in attitudes or behaviors and skills.

- 4) Examination performed to measure the achievement of competence in a sustainable student in the learning process, to monitor the progress and improvement of student learning outcomes.
- 5) Daily Examination is an activity that conducted periodically to assess the competence of student after completing the Basic Competency or more.
- 6) The midterm is an activity performed by teachers to measure student achievement of competence after 8 until 9 weeks to implement learning activities. The scope replicates midterm covers all indicators that represent all the basic competencies in that period.
- 7) Final examination is an activity performed by educators to measure the achievement of competence of student at the end of the semester. Coverage replications include all indicators that represent all of basic competencies in the semester.
- 8) Competency Level Exam (UTK) is an activity performed by the unit of education of measurement to determine the educational attainment level of competence. The scope of that examination includes a number of basic competencies that represent the core competencies in the competency level.
- 9) Exam of Quality Level Competency is an activity measurement taken by the government to determine the achievement level of

competence. Its scope covers a number of basic competencies that represent core competencies at the level of competence.

- 10) National Exam is an activity measurement of certain competencies achieved by students in order to assess the achievement of the National Education Standards, which is implementing nationally.
- 11) School exams are activity of measuring the achievement of competence outside the competencies tested in national exam, conducted by the education unit.

Techniques and instruments used for the assessment of the competence of attitude, knowledge, and skills as follows.⁴³

a. Assessment of competence attitude

Teacher does attitudes competency assessment through observation, self-assessment, assessment of peer evaluation by student and journals. The instrument used for observation, self-assessment, and assessment of learners among participants is a checklist or rating scale with the rubric, whereas in journals such as notes educators.

Observation is an assessment technique that conducted on an ongoing basis using the senses, either directly or indirectly by use of the observation that contains a number of indicators observed behavior. While the Self-assessment is an assessment

⁴³ Fadillah, *Implementasi Kurikulum 2013: Dalam Pembelajaran SD/MI, SMP/MTs, & SMA/MA*, (Cet. 1; Yogyakarta: Ar-Ruzz Media, 2014), hal 211-216

technique by asking the student to express his strengths and weaknesses in the context of the achievement of competence. The instrument used is a self-assessment form.

Assessment for among students is an assessment technique by asking students to assess each other, about the achievement of competence. The instrument used is assessment sheet of students

Journal is a record of the teachers inside and outside the classroom, which contains information about the results of observations of student's strengths and weaknesses related to attitudes and behavior.

b. Assessment of Knowledge Competence

The teacher assessed knowledge competence through written tests, oral tests, and assignments.

- 1) The instruments of written test are multiple choice questions, stuffing, short answer, true false, matching, and description. Instrument equipped description-scoring guidelines.
- 2) The instrument of oral test is a list of questions.
- 3) The instruments of assignment are homework and or projects have done individually or in groups according to the characteristics of the task.

c. Assessment of Skill Competence

Teachers assess competency skills through performance assessment, is the assessment that requires students to demonstrate a certain competence by using the practice test, project, and portfolio assessment. The instrument used is a checklist or rating scale that equipped rubric.

- 1) Practice test is assessments of demand response in the form of skills do an activity or behavior in accordance with the demands of competence.
- 2) The project is a learning tasks which includes the design, implementation, and reporting in writing or orally in a certain time.
- 3) Porto folio assessment is an assessment conducted by assessing the entire collection of the works of students in certain fields that are reflective-integrative to know the interests, developments, achievements, and or creativity of students within a certain time. The work can be in the form of concrete actions that reflect the concerns of students to their environment.

In the curriculum 2013 using the Conversion Value in the assessment, namely:

- a. Assessment of each subject includes the competence of knowledge, competence skills, and competencies attitudes. Competence of knowledge and skill competencies using a scale 1-4 (multiples of 0.33), while the attitude of competence using a scale of Very Good (SB), Good (B), Fair (C), and Less (K), which can be converted into a Predicate A – D.⁴⁴ As in the table below.

Table 2.3 Value Conversion

Predicate	Value of Competence		
	Knowledge	Skill	Attitude
A	4	4	SB
A-	3,66	3,66	
B+	3,33	3,33	B
B	3	3	
B-	2,66	2,66	
C+	2,33	2,33	C
C	2	2	
C-	1,66	1,66	
D+	1,33	1,33	D
D	1	1	

⁴⁴ Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 81a Tahun 2013 Tentang Implementasi Kurikulum, p. 49

- b. Minimum completeness for all basic competence in competence knowledge and competence skills competency is 2.66 (B-).
- c. Achievement minimum of the competence attitude is B. To competence unfinished, be completed through remedial learning before continuing to the next competence. For subjects who have not completed in the semester will complete it through remedial teaching before entering the next semester.



CHAPTER III

RESEARCH METHOD

A. The Approach and Type of Research

In accordance with the problems on the scope of the research, researchers examines the implementation of thematic instruction based curriculum in 2013, and the object of the research on first grade at school with the status of excellent and favorite in the Malang city, that is MIN Malang 1. This research attempted to identify and describe the thematic instruction based Curriculum 2013 at MIN Malang 1. This research used a qualitative approach and type the research is descriptive research.

Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. A number of different approaches exist within the wider framework of this type of research, but most of these have the same aim to understand the social reality of individuals, groups, and cultures. Researchers use qualitative approaches to explore the behavior, perspectives and experiences of the people they study. The basis of qualitative research lies in the interpretive approach to social reality.⁴⁵

⁴⁵ Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat, 2012) , hal. 2.

According to Sugiyono, the qualitative research is the research that used to examine the condition of natural objects where the researcher is the key instrument.⁴⁶ Where the principal characteristics as the characteristics of qualitative research, are:

1. Using the natural environment as source of data.
2. Have a descriptive nature.
3. Emphasize on the process, not on the outcome.
4. Characteristically Inductive
5. Prioritize the meaning.

This type of research that used by the researchers is descriptive research, is the research that attempted to describe a phenomenon, event, events that occur while now that focus on actual problems as they are at the time of the research.⁴⁷

Through the descriptive research, the researchers will describe and analyze critical of something that discussed in this research. The target of this research is the actions and policies that are used related to planning, implementation, and evaluation of thematic instruction based on Curriculum 2013, which has applied in Malang MIN 1.

⁴⁶ Trianto, *Pengantar Penelitian Pengembangan Pendidikan bagi Pengembang Profesi Pendidik dan Tenaga Kependidikan*, Ed. 1, (Cet. 1 ;Jakarta: Kencana Prenada Media Group, 2010), hal. 179.

⁴⁷ Ibid., hal. 197.

B. The Presence of the Researcher

Based on the type of approach that has been chosen by the researchers is descriptive, the researcher acted as a key instrument in terms of data collection. Therefore, the researchers collect data themselves through documentation, observation of behavior, or interviews with participants.⁴⁸

The researcher meant as an interviewer and observer that are continuously doing research to get the validity of data from observations, interviews, and documentation. In this research, one researcher has a full role as an observer to get the data needed for the research. Therefore, the researcher plunge into the field to interview the Principal of MIN Malang 1, Deputy Head of curriculum, and classroom teachers 1 MIN Malang 1 of thematic learning based Curriculum 2013, so get the data needed for the research.

The researcher should try to avoid the subjective effect and maintain a natural environment for the process or activity, which examined the case as usually. The researcher should throw away any intervention on the environment research.

⁴⁸ Jhon W. Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif, dan Campuran*, (Ed. 3, Cet. I; Yogyakarta: Pustaka Pelajar, 2013), hal. 261.

C. The Site of Research

The research discusses the thematic learning based Curriculum 2013 took place at Islamic Elementary School Malang 1 with status accredited is A, and that school is a favorite school and seeded in Malang. This school is located in the elite urban areas and strategic geographical location that is easily accessible by students from various regions and the transportation is supportive. The location is Bandung Street 7C Village Penanggungan Klojen Malang East Java.

The researcher takes the research location at MIN Malang 1 because when researcher conduct the preliminary observation found that the school is pilot project for implementation Curriculum 2013 in the elementary school level. That school has an accredited A, that school is an excellent school that is capable, well established, and is ready to apply the instruction based on the Curriculum 2013. As well as becoming a pilot school of implementation Curriculum 2013 for the primary school level. Although still considered a one-year implementation of Curriculum 2013, MIN Malang 1 has become a pilot school of the implementation Curriculum 2013.

D. The Data and Sources of Data

Data in the research is the main material (words, actions, and documents) that can be processed and analyzed to answer the research

question.⁴⁹ In other words, that the data is some information from the object the research that helps the researcher answers the problems in the research.

In other hand, the data of qualitative inquiry is most often people's words and actions and thus requires methods that allow the researcher to capture language and behavior.⁵⁰

1. Primary Data

Primary data is data that obtained directly from the respondents.⁵¹ The basis of the primary data obtained from the first, from its original data source that has not processed and described others. In this study, the primary data is in the form of interviews and observations with the results of research with the subjects are (1) Principal of MIN Malang 1, (2) Deputy Head of curriculum, and (3) one teacher of first grade of MIN Malang 1.

2. Secondary Data

The secondary data in this research is that the data used as supporting data the research or as a source of information that is not directly. Secondary data in this research is the RPP, the data

⁴⁹ Trianto, *Pengantar Penelitian Pengembangan Pendidikan bagi Pengembang Profesi Pendidik dan Tenaga Kependidikan*, Ed. 1, (Cet. 1 ;Jakarta: Kencana Prenada Media Group, 2010), hal. 253.

⁵⁰ Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat, 2012) , hal. 21.

⁵¹ I.A. Suparman, *Buku Materi Pokok Pengumpulan Dan Penyajian Data*, (Jakarta: universitas Terbuka DepDikBud, 1986), hal. 2.2.

written observations, learning evaluation data, and the data of other related documentation.

The data should search in accordance with the needs of the research, so that the researcher must first be selected and specified data source. In determining the source of research data, there are three inter-related terms is the object the research, research subjects and the research data source.

The research object is the variables studied which research data can take from the research subjects. Thus, the data sources generally have information about the research object. Information obtained from the research object of an act and behavioral observations. The information from the research subjects obtained verbally through interviews or in written form through the analysis of documents. From the data obtained, it is exactly as a source of research data to answer the problems that the researcher studied.

To describe the data and data sources used in this research will present in tabular form as follows:

Table 3.1 Data and data sources

No.	Data	Data Sources
1.	Full implementation of Curriculum 2013	Interview: 1.1 Deputy Head of Curriculum (primary data)

		<p>1.2 Teacher of 1st grade (secondary data)</p> <p>1.3 Principal (secondary data)</p> <p>Document:</p> <p>1.4 Permendikbud copies of Curriculum 2013</p>
2.	The planning of thematic instruction based on Curriculum 2013	<p>Interview:</p> <p>2.1 Teacher of 1st grade (primary data)</p> <p>Document:</p> <p>2.2 PROTA (Annual Program)</p> <p>2.3 PROMES (Semester program)</p> <p>2.4 Syllabus and lesson plan.</p>
3.	Implementation of thematic instruction based on Curriculum 2013	<p>Interview:</p> <p>3.1 Teacher 1st grade</p> <p>Observation:</p> <p>3.2 Instruction in the class</p>
4.	Evaluations conducted in thematic instruction based on Curriculum 2013	<p>Interview:</p> <p>4.1 Teacher of 1st grade (primary data)</p> <p>4.2 Teacher from assessment team</p> <p>Guru MIN Malang 1</p> <p>Document:</p>

		4.3 Assessment guidelines
		4.4 Assessment format

E. Instruments of Data Collection

In the research of data collection, there are several techniques to do to become the research orientation in order to run well. The techniques of data collection conducted in this research are:

1. Observation

Observation is the selection and recording behaviors of people in their environment.⁵² Therefore, that the simply understanding of observation is descriptive observations of verbal and non-verbal behavior. The observation in this research is the observation that non-participatory, is the researcher did not participate in the activities that examined but only acted as observers without participating in the activity. Doing observe of the process of thematic instruction conducted by teachers deeply.

The objective of observations conducted is to determine all activities from planning, implementation and evaluation of thematic instruction conducted by the teacher 1st grade. The researcher over pursuing their three points on research that design planning done by the teacher before teaching, implementing instruction activities in the

⁵² Sari Wahyuni, op. cit., hal. 21.

classroom, and evaluation of teachers. Then for the other components that support will be obtained from the interviews and observations document.

From observations of the data found from the instruction, process taught teachers in the classroom and outside the classroom, so that it will obtain the data for every instruction. Then obtain the data from observations in the form of verbal data documents such as syllabus, lesson plans, and the accumulation of each assessment study conducted every day, which summarized in a week.

Reasons for using observation in doing the research is:⁵³

- a) Observation techniques based on direct experience.
- b) Observation technique allows viewing and observing yourself, and records the events as they happen in real situation.
- c) Observation allows the researcher recorded the events in situations related to propositional knowledge and direct knowledge of gained from the data.
- d) The frequent occurrence of the doubt when considering the results of the interview therefore carried out an observation.
- e) Observation technique allows the researcher were able to understand the complicated situations.

⁵³ Dr. Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Cet. 21; Bandung: PT. Remaja Rosdakarya, 2005), hal. 174-175.

- f) If the communication technique is difficult, so the observation will be a helpful tool.

Therefore, the observation can optimize the ability the researcher in terms of motives, beliefs, attention, unconscious behaviors, habits, and others.

2. Interview

Generally is the process of obtaining information for research purposes by way of question and answer face to face between the interviewer and informant or interviewee's, with or without the use of guidance interview where the interviewer and informant involved in the social life of a relatively long.⁵⁴

In this research, using a standardized interview and unstandardized interview, where unstandardized interview means no need to prepare a list of questions that used as guidelines for informants interviewed in detail and systematically because it depends on the situation or subject. Nevertheless, in this interview does not mean not having guidelines, but still compiled a comprehensive list of questions as a reference for researcher in order to have the orientation

⁵⁴ M. Burhan Bungin, *Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan Publik, dan Ilmu Sosial Lainnya*, Ed. 1, (Cet. 4; Jakarta: Kencana Prenada Media Group, 2010), hal. 108.

that does not deviate from the problems studied. The characteristic of unstructured interview are:⁵⁵

- a) The interview guide is not structured
- b) Respondents free to express themselves in their own way
- c) Without the detailed knowledge and preparation is cannot started.

While standardized interviews used in the conduct interviews that are ask about a matter of certainty. So that researcher using the arrangement of systematic question to obtain these data.

Actually, the list of questions for is not something that is strong but can change according to situation and conditions in the field.⁵⁶ In conducting the interview with informants, researcher will not know what symptoms will appear when conducting interviews. Therefore, the guidance of interview is very necessary as limitations when doing the interview, so it would well controlled.

An advantage obtained in the unstructured interview when research is the essence of interaction in an interview more has a function to search for understanding than explained, it must be used

⁵⁵ Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat, 2012) , hal. 53.

⁵⁶ Burhan Bungin, *Metodologi Penelitian Kualitatif: Aktualisasi Metodologis ke Arah Ragam Varian Kontemporer*, Ed. 1, (Jakarta: PT. RajaGrafindo Persada, 2001), hal. 101.

unstructured the interview.⁵⁷ Unstructured interview allow researcher to focus the respondent's talk on a particular topic of interest, and may allow researchers the opportunity to test out his/her preliminary understanding, while still allowing for ample opportunity for new ways of seeing and understanding to developed.⁵⁸

To get data about the thematic instruction based on Curriculum 2013 in 1st grade at MIN Malang 1, which includes the planning, implementation, and evaluation, then the researcher will conduct interviews with persons concerned, that is:

- 1) Teacher 1st grade, as subject of the instruction
 - 2) Principal of MIN Malang 1
 - 3) Deputy Head of Curriculum, as supporter of the data related with curriculum that has used in this school
3. Documentation

One of the opinions of scientist, the researcher quoted in the Book of Qualitative Research Methods by Burhan Bungin as follows:

“Meaning does not reside in a text but in the writing and reading of it. As the text reread in different contexts, it is given new meanings, often contradictory and always socially embedded. Thus, there is no original or true meaning of a text outside specific historical context. Equally, different types of text have to be

⁵⁷ *Ibid.*, hal 134

⁵⁸ Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat, 2012) , hal. 57

understood in the context of their condition of production and reading.”⁵⁹

Related with opinion above, that needs to understanding based on the object or specific cases based on the picture of the situation and the social reaction to the case. Therefore, the main component is a problem reinterpretation, of the subject of research for the studied object.

In the document, the researcher investigated the objects of written and visual about thematic instruction based on Curriculum 2013 in 1st grade at MIN Malang 1, including the Annual Program, Semester Program, syllabus, lesson plans, scoring guidelines, assessment format, document the results of the assessment.

Data from the documentation used to complement the data obtained from the interviews and observations. By way of reviewing documents concerning lesson plans to assessment of learning outcomes based on curriculum in 2013, which has obtained from the results of the researcher documentation at MIN Malang 1.

Informants in this research include teacher 1st grade, deputy head of curriculum, and the Principal. The selection techniques of informant based on sampling techniques purposive, where the researcher tend to choose informants who fulfill certain criteria and

⁵⁹ Burhan Bungin, op. cit., hal.143.

is considered to know and can be trusted to be a source of data. The goal is a sample taken by their purpose and existence of some consideration (due to the limited time, effort, and cost) so could not take a broader sample.

Determination of informants above based on the following considerations:

- a. Teacher of 1st grade can provide information about the planning, implementation, evaluation of thematic learning that has done.
- b. Deputy Head of Curriculum can provide information about Curriculum 2013 that used in MIN Malang 1.
- c. Head master of MIN Malang 1 can provide information about the implementation Curriculum 2013 and potential of students in MIN Malang 1.

F. Data Analysis

Data Analysis is the process of bringing order, structure, and meaning to the mass of collected data. It is a messy, ambiguous, time consuming, creative, and fascinating process. Qualitative data analysis is a

search for general statements about relationships among categories of data.⁶⁰

Data analysis was conducted by organizing the data, describe it into units, synthesize, organize into a pattern, and choose which is important so that it can make a conclusion. Quoting from Miles and Huberman in the book by Trianto that activity in qualitative data analysis conducted interactively and continues over time until complete so that the data is saturated.⁶¹ This means that the information or data required has not obtained. All the data has gathered up by the researcher.

This research uses the data analysis according to Miles and Huberman Model. Activities of the data analysis included the data reduction, the data presentation, and the drawing conclusions/verification. Phases the process of data analysis showed up on picture below:

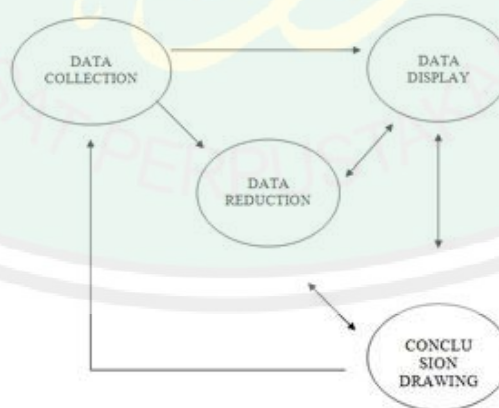


Figure 3.1 Phases the process of data analysis

Source: <http://pps.iainuruljadid.ac.id/?p=39>

⁶⁰ Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat, 2012), hal. 119.

⁶¹ Trianto, *Pengantar Penelitian Pengembangan Pendidikan bagi Pengembang Profesi Pendidik dan Kependidikan*, Ed. 1, (Cet. 1 ;Jakarta: Kencana Prenada Media Group, 2010), hal. 286.

1) Data reduction

Data reduction is a process analysis for selecting, focusing, simplifying, abstracting, and transforming the data that appear from the field notes.⁶² Reducing the data means a summary, choosing key points, focusing on the important things, looking for themes and patterns, and throw deemed unnecessary.

Accordingly, conduct the data reduction will ease the researcher in processing and analyzing the data that have obtained as well as facilitate the next data collection.

2) Data Display

After conducting the data reduction, the next step is the data display. Data display directed to the reduction of the data organized, arranged in a pattern of relationships, so the more easily understood. Display data can conducted in the form of a narrative description, chart, relations between categories, flowcharts and others. It meant to facilitate the researcher to understand what happened and to plan next research activities.

In line with excerpts from Miles and Huberman stated “the most frequent form of display data the data for qualitative research in the past has been the narrative text”. That means the presentation

⁶²*Ibid.*, hal. 287.

of the data is very often used text narrative though in the form of a brief description, chart, relations between categories, flowchart and the like may performed in the present data.

3) Conclusion/ Verification

Step the data analysis after the display data in the research conducted. First conclusion still tentative, and will change if not found evidences to support the next stage of data collection. However, if the first conclusion supported by strong evidence will be credible data. Conclusion in qualitative research is a new finding that had not been there. The findings could be a description or picture of an object before still obscure so that after conducted the research it became clear.

G. Validity of Data

Data from the qualitative research is valid when there is no difference between the reported the researcher and what actually happens on the object under study. Some form the tests of the validity of the data in the research are:

1) Triangulation

Triangulation in qualitative research is as testing the validity of the data obtained from various sources, methods, and time. Therefore,

there is a technique of test the validity of data through triangulation of sources, methods, and time.⁶³

Triangulation sources used to test the validity of data conducted by data checking that has obtained to some sources. Therefore, the researchers tested credibility of data in question can conducted by asking the subject back to the others who know about the object being researched.

While triangulation techniques used to test, the credibility data is conduct by checking the source of the same but with different techniques. In some cases, the time of data collection often affect credibility of data. It is necessary for test at different times and situation.

2) Increase the perseverance

Conduct an observation, more carefully and continuously. By increasing the perseverance, the researcher will check again whether the data has found wrong or not.

3) The extension of the observation

The researcher returned to the field to observe to determine the correctness of data that have obtained as well as to find new data.

⁶³*Ibid.*, hal. 294.

CHAPTER IV

EXPOSURE DATA AND RESEARCH FINDINGS

A. Profile of the School

State Islamic Elementary School of Malang 1 is one of the Islamic Elementary School oversee in the Ministry of Religious Affairs. The address of MIN Malang 1 at Street Bandung Number 7C, Subdistrict Klojen, Malang City, and Province of East Java. Firstly, this school is Training Elementary School III PGAN 6 years Malang then change become State Islamic Elementary School of Malang on 8 September 1978 according to the Decision Letter from Ministry of Religious Affairs.

State Islamic Elementary School of Malang 1 has Vision, Mission, Objectives, and Targets. The vision of State Islamic Elementary School of Malang 1 is Faithful, Emulative, and Global Insight. While the mission are (1) Building a religious culture that reflected in daily habits, (2) Create the morality graduates, patriotism, intelligent, and creative, (3) Organizing innovative learning and global insight, (4) Creating human resources who religious, adaptive, competitive, and cooperative with developing the multiple intelligence, (5) Make the environment of school as a learning resource, (6) Develop the partnerships with the global community.

The objectives of State Islamic Elementary School of Malang 1 is put the foundations of intelligence, knowledge, personality, noble character, and

skills to live independently and to follow further education. Then the targets this school are (1) Target the Field of Curriculum, (2) Target of Quality Assurance, (3) Target of Infrastructure, (4) Target of Public Relation.

A. Design of Lesson Plan of Thematic Instruction based on Curriculum 2013

School year of 2014/2015 is the first year of implementation Curriculum 2013 at State Islamic Elementary School in accordance with the decision of the Ministry of Religion. Similarly, MIN Malang 1 conducts the implementation of Curriculum 2013 on the school year of 2014/2015 also. It is mean that Curriculum 2013 at MIN Malang 1 is the first year, as stated by the Coordinator of Class 1 Bu Susmiyati S. Pd.I “MIN Malang 1 still apply Curriculum 2013 this year, it’s mean still first year for scholl. But to preparation already one year ago.”⁶⁴

Be applicable of Curriculum 2013 in the first year at MIN Malang 1 and now is still running the second semester of this through a lot of efforts made by the MIN Malang 1 to step facing the Curriculum 2013. Not only in terms of implementation alone, but from the start of administration based curriculum 2013, planning learning, learning the assessment, and report card also studied seriously by the MIN Malang 1, and is evident from the results of interviews at Bu Susmiyati, S. Pd.I as the teacher of class I-B that:

⁶⁴ The result of interview with Mrs. Susmiyati as Coordinator of teacher for 1st grade and a class teacher of 1-B MIN Malang 1, on 24th March 2015, 12.15 WIB

Jadi kita mendatangkan narasumber dari luar juga. Terus kita juga workshop juga, workshop ke luar juga, kita mendatangkan dari Widya Suara, dari dosen UM, dosen UIN, terus narasumber yang lainnya juga dari luar. Terus selain itu, disini KKG tiap hari sabtu, selama satu tahun. Sampek sekarang.⁶⁵

Many efforts from the education unit to complete the new curriculum include conduct the workshops from government or school that conducive the informants to succes the new curriculum that applied by goverment. Some informants from the expert lecturers until education practitioner from the team of Curriculum 2013 came by MIN Malang 1. Proven confirmation by Deputy Head of Curriculum from MIN Malang 1 that:

Dalam persiapanya harus didahului dengan adanya pelatihan-pelatihan, jadi sejak semester 2 tahun pelajaran 2013/2014 kami sudah melakukan persiapan-persiapan, terus mengikuti perkembangan tentang peraturan-peraturan pemerintah terkait dengan kurikulum 2013. Itu sampek draft berulang kali, kami berupaya untuk mengikuti, dalam upaya apa kami mengikuti seminar di Surabaya narasumbernya M. Nuh dan praktisi dari Surabaya yang ketiga praktisi dari Malaysia saat itu yang menerapkan kurikulum dengan Indonesia, dan kalangan akademik prof. Dr Mukhlis Samani Rektor Unesa beliau menjadi narasumber pada bulan Mei, insyaallah edisi kedua terakhir. Setelah itu masih ada edisi draft-draft berikutnya, belum finish. Itu bentuk-bentuk kegiatan yang kami ikuti. Selain emngikutiseminar yang memang narasumbernya dari departemen pendidikan nasional serta praktisi, kami juga mengundang narasumber yang beliau itu punya link yang terlibat menjadi calon trainer Kurikulum 2013. Berulang kali kami mendatngkan, ada yang 3 hari kami mendatngkan disini, kemudian kami mendatangkan lagi pendamping-pendamping implementasi kurikulum 2013 untuk Diknas khususnya dalam pendalaman penilaian sikap, saat itu kami mendatangkan dosen UM. Setelah itu kami melakukan pelatihan workshop selama 3 hari di Lawang dengan narasumber dari Balai Diklat Widya Suara Balai Diklat Kementrian Agama Propinsi Jawa Timur, yang mulai dari regulasi terbaru jadi peraturan-peraturan pemerintah, peraturan menteri yang terbaru terkait dengan implementasi. Kemudian

⁶⁵ *Ibid.*, 12.17 WIB

penyusunan perangkat-perangkat pembelajaran, jadi langsung menyusun standar proses bagaimana sampai penilaian. Selain itu kami pun juga mengundang tutor nasional untuk tingkat SD kami datangkan 1 bulan 8 kali pertemuan untuk terus memandu persiapan kami membuat rencana pembelajaran sampai penilaian. Kemudian ditindak lanjuti setiap hari sabtu guru-guru kelas 1 KKG Internal, terus melakukan evaluasi dan terus membuat persiapan. Itu perkembangan-perkembangan yang dirasa berbeda.⁶⁶

The results of workshops conducted to success and complete the implementation of learning activity suitable with the Curriculum 2013 that expected by government. In addition, to give the provision for teachers and staffs to faces the new curriculum. While the administration side suitable with the new curriculum, the learning process also must be suitable with the components that expected in implementation of Curriculum 2013.

The learning in accordance with the Curriculum 2013 actually have been conducted when the curriculum before is thematic instruction. However, in the previous curriculum, thematic instruction only gave on the 1st-3rd grade. While in the Curriculum 2013 applied at all levels. For the first year implemented will be applied in 1st grade and 4th grade, and after that conducted gradually so that all the levels uses thematic instruction. It also presented by Mr. Ahmad Zaidi, M. Pd as Deputy Head of Curriculum of MIN Malang 1 “for Curriculum 2013 at MIN Malang 1 that now is second semester implemented for first grade and fourth grade.”⁶⁷

⁶⁶ Result of interview with Mr. Ahmad Zaidi as Deputy Head of Curriculum MIN Malang 1, on Tuesday, April 15th 2015, 13.00 WIB

⁶⁷ *Ibid.*, 12.42 WIB

First implementation of Curriculum 2013 mentioned of first grade and fourth grade with the instruction that provided by government. While the other class will use the previous curriculum because the implementation would conducted gradually.

Except for 1st grade and 4th grade, still using the previous curriculum is KTSP. For the other class level will implement next year gradually and looking the next polices to implemetation that new curriculum. Mrs. Susmiyati, S. Pd. I as class teacher I-B and coordinator of the teacher for first grade said “to continue the Curriculum 2013 and also see the policy from goverment, so that just follow and ready.”⁶⁸

From the school and teacher is very clear that ready to conducted the learning according to Curriculum 2013 and ready with all the policies will be decided during that is give the good impact for the students and be able to be the students study suitable with the purpose expected of the study. That supported that the teacher is the person who very understand with the situation and condition in the class.

The learning that used in the Curriculum 2013 is thematic instruction. Although the thematic instruction has implemented in the KTSP curriculum but there are differences that very felt in that implementation. Like stated by Deputy Head of Curriculum MIN Malang 1 Mr. Ahmad Zaidi, M. Pd as follows:

⁶⁸ The result of interview with Susmiyati, S.Pd.I as class teacher and informant in the research at in front of the class on Thursday, 24th March 2015, 12.50 WIB

pada Kurikulum 2013 ini yang sangat berbeda kan pada hal standar isi, KTSP itu berangkatnya dari SK (standar kompetensi) sedangkan yang di kurikulum 2013 kan ada standar isi.. Yang kedua, kalau KTSP itu berbasis pada PAKEM katanya begitu ya, kalau Kurikulum 2013 saintifik. Sebenarnya antara PAKEM dengan itu secara substansinya tidak begimun kalau memang jenengan akan mendalami tentunya ada perbedaan.⁶⁹

There is differences usually will cause the impact for the school that implementation that curriculum, but with some workshops which have been conducted by the school and government will be bridge to be success and smoothen something about implementation of Curriculum 2013 from the planning side or that implementation.

MIN Malang 1 not only stand and attention that new curriculum, but conducted many efforts to support that new curriculum. Therefore, not only follow some workshop from goverment or other institutions, nation workshop until bring the educational practitionere but MIN Malang 1 has an group for teacher first grade particulary, namely KKG (Work Group of Teachers). As confirmed by the coordinator of teacher from first grade Mrs. Susmiyati, S. Pd.I that:

KKG (Kelompok Kerja Guru). Jadi, setiap hari sabtu itu, kelas 1 sama kelas 2, *Ehh..* kelas 1 sama kelas 4 itu jamnya ngajar kan cuman jam 1, 2, 3, 4. Cuman berapa? 4 jam kan. Habis itu kan 2 jam pelajaran itu kan untuk ekstrakurikuler. Kita nggak ngajar ekstrakurikuler tapi untuk KKG. Untuk mematangkan K13 itu, selama ya 2 tahun ini. Belum 2 tahun *se*, 1,5 tahun. Membuat semuanya, membuat

⁶⁹ The result of interview with Mr. Ahmad Zaidi as Deputy Head of Curriculum MIN Malang 1, on Tuesday, April 15th 2015, 12.40 WIB

pembelajaran, caranya penilaian, membuat raport, membua kriteria penilaian, semuanya. Mempersiapkan semuanya.⁷⁰

Reinforced by explanation of Mr. Abdul Mughni about Work Group of Teachers (KKG) in MIN Malang 1 as follows:

...dengan adanya wadah KKG setiap minggu untuk saling bertukar pengalaman dan gagasan maka sedikit demi sedikit kesulitan itu ditemukan jawabannya.... Pada pertemuan KKG internal MIN Malang 1 yang diselenggarakan pada setiap hari Sabtu ini, guru-guru juga mendiskusikan rencana pembelajaran satu minggu ke depan. Hal yang dibicarakan menyangkut persiapan media pembelajaran, dalam bentuk Power Point, bagaimana urutan penyajian materinya, bagaimana bentuk lembar observasinya, dan bagaimana lembar evaluasinya. Bila mereka mengalami kesulitan dan perlu bantuan orang ahli, maka kita mengundang orang ahli untuk memberikan penyegaran. Dengan demikian, implementasi kurikulum 2013 dengan mengusung pembelajaran tematik terasa tidak menjadi beban tambahan bagi guru, justru hal tersebut menjadi tantangan tersendiri bagi mereka.⁷¹

One of important things in the learning process is a lesson plan. The planning design of thematic instructional have to prepared long time before the activity of learning process in class is take place. That is conducted by MIN Malang 1 in the beginning the learning process with make the lesson plan design to learning activity.

There are preparations before the learning process is very much and need time more in preparing that. Therefore, there is team in that school is very necessary and much recommended. MIN Malang 1 makes some teams for the fields certainly and its distribution in each are controlled so that more

⁷⁰ Susmiyati, op.cit., 12.30 WIB

⁷¹ Questioner with Abdul Mughni, Kepala Madrasah MIN Malang 1, on June 11th 2015

easier in implementation at school. That is proved from the Deputy Head of Curriculum MIN Malang 1 Mr. Ahmad Zaidi, M. Pd that:

Betul, jadi disini tim-timnya banyak sekali. Jadi ada untuk kurikulum itu di kelas 1 kelas 4 KKG internal, kemudian ada tim terus memandu penyusunan RPP, penyusunan standar penilaian itu ada tim nya sendiri. Kemudian nanti ada tim pembuat program input nilai dan program pengolahannya⁷²

Make lesson plan is something that have to conducted by teacher in preparation to teach the student. The learning plan arranged, made, and prepared totality to one semester before teacher teach in the class like conducted by MIN Malang 1. There is team in each filed in the activity of the school is a realization of cooperation and make the burden to be easily because conducted together to reach the main purpose in learning.

Lesson plan encourage the teacher more ready to conduct the learning activity because there is preparation better, so that later in the class the teacher know and understand what the teacher do and make the learning process more effective. For arranging the lesson plan has to prepared long time before the learning activity in the class gets started. Before the instruction in that first semester, lesson plan is already ready. As stated by Mrs. Susmiyati as class teacher 1-B as follows:

Semua mbak, RPP kan semua sudah ada mbak. RPP kan sudah ada dari pemerintah. Ya itu tinggal mengembangkan. Kan kita ndak boleh disibukkan dengan RPP. Kalau disibukkan dengan itu ndak akan selesai, kita ndak akan ngajar. Jadi ya itu, nanti samean cek. Cuman

⁷² The result of interview with Mr. Ahmad Zaidi as Deputy Head of Curriculum MIN Malang 1, on Tuesday, April 15th 2015, 13.10 WIB

itu dikembangkan sendiri disesuaikan dengan kondisi sekolahnya masing-masing. Seandainya kurang ya ditambah, disitu kan di belakang itu kayak ndak ada soal-soal, nah itu ditambah sendiri, kita membuat. Jadi nggak ngeplek disitu nggak.⁷³

MIN Malang 1 follows the rules of implementation the Curriculum 2013 with conduct things that recommended and stay follow that plot. Conduct the planning like lesson plan also suitable that given by the government, only more developed with the condition of the student and class. The lesson plan in the teacher book from the goverment is not complete like in the indicator of lesson plan. Because there is only Core Competence, Basic Competence, Indicator, objectives of the learning, steps of instruction the activity, and instrument of assessment. Therefore, the lesson plan developed more by teacher in arranging it.

Those efforts to develop that must be conduct by teacher in reach the objectives of learning with students. As quation below from Mrs. Susmiyati that “the lesson that conducted is same from the goverment, but more developed. Usually the development conducted by teacher with noted in the book.”⁷⁴

Reinforced with the result of the documentation data that conducted by research related the lesson plan is like data below:

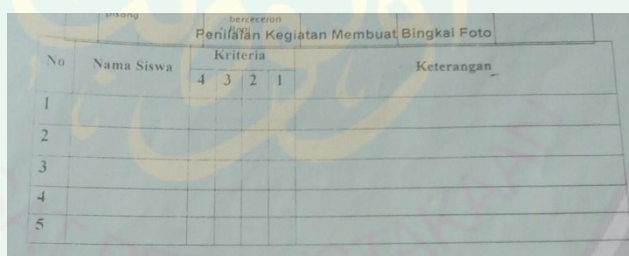
⁷³ The result of interview with Mrs. Susmiyati as Coordinator of teacher for 1st grade and a class teacher of 1-B MIN Malang 1, on Thursday, April 7th 2015 pukul 08.30 WIB

⁷⁴ Ibid., 09.00 WIB

Kegiatan pendahuluan

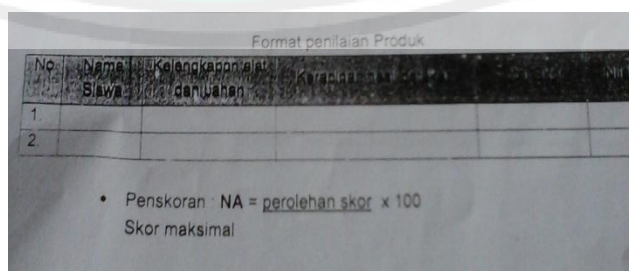
1. Mengajak siswa berdoa menurut agama dan keyakinan masing-masing (untuk mengawali kegiatan pembelajaran).
2. Memeriksa kehadiran siswa.
3. Siswa bersama guru melakukan tanya jawab atau melakukan apersepsi:
 “anak-anak, bagaimana cuaca saat musim kemarau?”
 “apa yang kalian lakukan saat musim kemarau?”⁷⁵
2. Menginformasikan tema yang akan dipelajari yaitu “Peristiwa Alam” dengan sub tema “musim kemarau”⁷⁶

In the lesson plan that gave by goverment in the teacher book there is not to the opening activity in instruction, but directly to core activity. While the other thing that different of lesson plan is parts of the assessment. In the lesson plan made the teacher there is addition in the table assessment, product assessment, and the paper of attitude assessment as belows:⁷⁶



No	Nama Siswa	Kriteria				Keterangan
		4	3	2	1	
1						
2						
3						
4						
5						

Picture 4.1 Table of assessment of making the photo frame



No	Nama Siswa	Kelengkapan alat	Kualitas	Waktu
1				
2				

• Penskoran : $NA = \frac{\text{perolehan skor}}{\text{Skor maksimal}} \times 100$

Picture 4.2 Format of the product assessment

⁷⁵ The result of documentation lesson plan that made by teacher team of MIN Malang 1

⁷⁶ The result of documentation lesson plan that made by teacher team of MIN Malang 1.

Lembar Penilaian Sikap (satu tema)

Minggu ke-..... Bulan 2015 Sub tema :

No	Nama Peserta Didik	Perkembangan Prilaku											
		Disiplin				Percaya Diri				Ketelitian			
		SB	B	C	K	SB	B	C	K	SB	B	C	K
1													
2													

Picture 4.3 Sheet of attitude assessment

While the lesson plan of fifth learning also a little difference between lesson plans from government and made by teacher. The teacher developing in that assessment. below is the documentation that took on 10th April, 2015 when the fifth learning, as follows:⁷⁷

Format penilaian produk membuat tirai

No	Nama Siswa	Komponen bangun datar	Jumlah bangun datar	Total Skor	Nilai
1					
2					

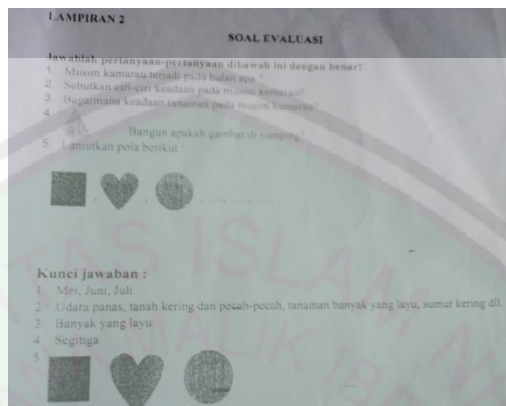
• Penskoran : $NA = \frac{\text{perolehan skor}}{\text{Skor maksimal}} \times 100$

Picture 4.4 Format the product assessment of make curtain

In the lesson plan that made by teacher team of MIN Malang 1, in the each learnings gave the resume of materials and questions for evaluation.

⁷⁷ The result of documentation lesson plan that made by teacher team of MIN Malang 1.

Below is the example from the questions for evaluation in the lesson plan of fifth learning that made by teacher, as follows:⁷⁸



Picture 4.5 Example of question for evaluation

The lesson plan applied in a class by MIN Malang 1 is not much difference with the lesson plan from government, just there are developments that according to the condition of student in MIN Malang 1. Lesson plan is to be prepared before teachings do. Lesson plan already listed of the book for teacher from government allowed to be developed and adapted to the situation of the school each unit education. Like some times ago during the interview to Mrs. Susmiyati are:

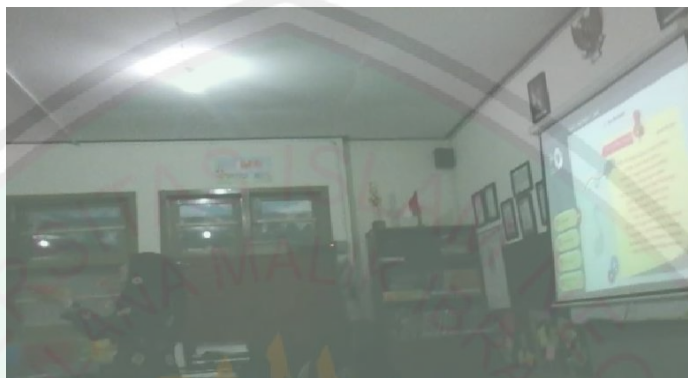
Pembelajaran juga gitu ndak hanya di buku aja tapi kita mengembangkan memadu materi-materi itu kita padu sendiri, menyiapkan sendiri. Membuat power point sendiri, buat flash pokoknya campur. Video-video yang sesuai dengan materi jadi ndak plek di RPP pemerintah.”⁷⁹

Reinforced with conduct the observation on April, 10th 2015 that the instruction in the class Mrs. Susmiyati use the media with adobe flash that is

⁷⁸ The result of documentation lesson plan that made by teacher team of MIN Malang 1

⁷⁹ The result of interview with Mrs. Susmiyati as Coordinator of teacher for 1st grade and a class teacher of 1-B MIN Malang 1, on Thursday, April 7th 2015 pukul 08.45 WIB

interesting for student and making the student more enthusiastic in the learning. This is the documentation from instruction in the class, as follows:



Picture 4.6 using the interactive learning media⁸⁰

The teacher needs developing the lesson plan and that is very helpful in the development of the student. Because of developing the lesson plan should developed according to the situation, condition, and characteristic the student during the learning. Nothing prohibition in the learning about developing the lesson plan, but is very recommended. Moreover, developing it according to what faced in the classroom and the teacher who only understand and be able to control it. Reinforced in an interview with Mrs.Susmiyati that:

RPP itu hanya sebatas kewajiban. Sulit kita ngajar harus liat RPP harus plek itu sulit. Tapi kalau sudah terbiasa itu malah justru nyaman, paling materine apa kita kembangkan lihat di buku kita tambah sendiri, kita padu dengan media enak jadinya. Biasanya kalau secara teori memang gitu, pleek runtut sesuai dengan RPP.⁸¹

Prepare the lesson plan before conduct the learning is an activity that should conducted by the teacher in the classroom. Because of the lesson plan

⁸⁰ The result of documentation the class instruction on April 10th 2015 at class 1-B

⁸¹ *Susmiyati, op. cit.*, 09.20 WIB

is learning plan that will conduct by teacher in teaching that purposes to achieve the Basic Competence that established. The lesson plan will give a reference in learning that in each meeting have to achieve the target are determined. So that the learning will not deviate from what has specified and designed in lesson plan.

The lesson plan has been made by the teacher not meant it will run well without any obstacles or something unexpected happened. Even what conducted in the class not accordance with the lesson plan that made must be there the alternative prepared by teacher in learning. As said by Susmiyati, S. Pd as teacher first grade MIN Malang 1 when learning that do not match are development own with make the power point and other media to keep on the class so that running well in the same manner as should have been.⁸²

In the Curriculum 2013 there is guidance book for teacher and student, which that book for teacher consist about the guidance of network of theme, Core Competence, Basic Competence, and Lesson Plan complete with assessment guidance in there. While the student book compirising with the materials for student during conduct the learning. As explained by Mr. Abdul Mughni that:

Pembelajaran tematik integratif di kurikulum 2013 telah disiapkan panduan guru dan siswa oleh pemerintah. Dari sisi guru hal ini memberikan kemudahan-kemudahan tersendiri agar guru dapat merancang alur pembelajarannya dengan lebih terstruktur. Namun

⁸² *Ibid.*, 08.35 WIB

bukan berarti guru hanya terpancang pada panduan guru secara ketat. Panduan itu disusun secara nasional sebagai acuan minimal.⁸³

All of the activities that prepared by government in the learning is the reference nationally. Because of the different characteristics of the students in the various territory of Indonesia that become a consideration by government. Therefore, teacher more demended to conduct the inovations and developments of the tools of instruction from government based on the condition of the students and school.

The researcher observe from the lesson plan that have designed by teacher with the learning implementation in the class is suitable with the lesson plan that have been made. Actually, there is different but not conspicuous and the teacher is able to handle it well. From the observation of 11B when the learning in fourth and fifth meeting of sub theme “Musim Kemarau” theme 8 “Peristiwa Alam” happen inequality in technical side only but more than that is suitable with the lesson plan that designed and the learning purpose is able to finish.

Some schools that implemented the Curriculum 2013 in the learning use the books from the government. That books that prepared from the government used by MIN Malang 1 as handgrip in learning. The preparation conducted by parents is same with the preparation of the school. Support from the parents in thematic instruction based on the Curriculum 2013 is very show

⁸³ Questioner with Abdul Mughni, Kepala Madrasah MIN Malang 1, on June 11th 2015

up. In addition, supported by the teacher first grade MIN Malang 1 Susmiyati, S. Pd. I as follow:

mendukung kok mbak. Contoh buku saja ya, buku itu dari pemerintah belum ada, belum distribusi tapi mereka sudah beli, sudah siap semuanya tapi ya ada yang belum punya ada. Inipun dari kelas saya ada. Dari sekolah kan sudah dipinjem, ndak ada yang mau mereka “aku sudah punya sendiri” dan kalau dipinjem dari sekolah ndak boleh dioret-oret, nanti kan untuk dipinjemkan lagi untuk tahun berikutnya. Jadi anak-anak mendingan beli, yang saya pinjem itu hanya 3 kalau ndak 4, semuanya sendiri.⁸⁴

It is a support of the parents on the implementation of the new curriculum set by the government. Giving the facilities of learning to their children in order to not left the study with other students. As did the teachers of MIN Malang 1 in an attempt to generalize all students with a facility to lend the book if there are students who do not have it.

Various activities that conducted based on the regulations of Curriculum 2013 by teacher with the good preparation. Tool of instruction has prepared by goverment meant to give of the instruction in the school and do not make buzy the school. Nevertheless, like an explanation from Mr. Abdul Mughni about that is:

Sebenarnya apapun bentuk kurikulumnya, sekolah harus tetap sibuk dengan kegiatan-kegiatan inovasi. Sekolah yang selalu sibuk dengan pengelolaan pembelajaran adalah sekolah yang terus menyesuaikan dirinya dengan perkembangan terbaru... Dalam kurikulum 2013 pola pembelajaran tematik integratif SD / MI sudah terbantu dengan adanya buku pegangan guru dan siswa. Kesibukan guru terutama adalah penyiapan media pembelajaran dan lembar penilaian agar pembelajaran tematik integratif tersebut dapat mencapai sasaran yang diharapkan.⁸⁵

⁸⁴ *Ibid.*, 08.55 WIB

⁸⁵ Questioner with Abdul Mughni, Kepala Madrasah MIN Malang 1, on June 11th 2015

B. Implementation of Thematic Instruction based on Curriculum 2013

There is good planning will make the implementation of a learning process running well. The lesson plan made before teaching in one semester applied during the learning process takes place. The difference from the lesson plan with the implementation of the lesson plan was not a big problem as long as the change is not to change the learning objectives that have been set in the lesson plan.

That change usually happened because the environment class has not conditioned according to plan that prepared the situation, condition and the students who become a factor for change the activity that listed in the lesson plan. Although it should preferably that learning must be accorded to the lesson plan have been made before, but if it should happen incompatibility with the lesson plan while the teacher can be controlled is not a big problem.

There is change in the instruction from Thematic based on KTSP and Thematic based on Curriculum 2013 are very different things. The difference is visible because it looks of curriculum structure, content standards, and are included in the eight national education standards. Struktur kurikulum pada MIN Malang 1 yang menerapkan Kurikulum 2013 untuk SD/MI sebagai berikut:

Tabel 4.1 Structure of Curriculum in MIN Malang 1⁸⁶

No.	Komponen	Jumlah jam tiap mapel per kelas
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⁸⁶ MIN Malang 1, Profile of MIN Malang 1 (Malang, 2014)

		I	II	III	IV	V	VI
A. Mata Pelajaran							
1.	Quran Hadits	2	2	2	2	2	2
2.	Aqidah Akhlak	2	2	2	2	2	2
3.	Fiqih	2	2	2	2	2	2
4.	SKI	-	-	2	2	2	2
5.	Bahasa Arab	-	-	-	2	3	3
6.	Bahasa Indonesia	T	6	5	T	6	6
7.	Matematika	E	6	6	E	6	7
8.	IPA	M	4	3	M	6	7
9.	IPS	A	2	3	A	3	4
10.	Pendidikan Kewarganegaraan	T	2	2	T	2	3
11.	Penjasorkes	I	3	3	I	3	3
12.	Seni Budaya dan Prakarya	K	2	2	K	2	2
B. Muatan Lokal							
1)	Bahasa Jawa	2	2	1	2	2	2
2)	Bahasa Inggris	2	2	2	2	2	2
3)	TIK	1	1	1	1	1	1
C. Kegiatan Pengembangan Diri							
1)	Upacara/ Sholat Dhuha	1	1	1	1	1	1
2)	Pengembangan Minat & Bakat	3	3	3	3	3	3
3)	Pembiasaan Mengaji	4	4	4	2	3	2
4)	Pembiasaan Sholat Berjamaah	0	0	4	5	5	6
Jumlah per minggu		44	44	52	55	55	57

Mr. Zaidi as Deputy Head of Curriculum MIN Malang 1 give the explanation that the learning starts from the curriculum structure “...because that curriculum structure is the next basic preparation. Curriculum Structure is standart of minimal, may to develop that is mean adding, if alleviate is not true. Once more the starts from the curriculum structure....”⁸⁷

The implementation of the learning that takes place at MIN Malang 1 is already in accordance with the rules set out in the technical guidance Curriculum 2013. However, because the Islamic Elementary School and primary schools is different, therefore there is long time to the learning

⁸⁷ Wawancara with Ahmad Zaidi, Waka Bidang Kurikulum MIN Malang 1, April 5th 2015, 12.40 WIB

compared with the Elementary School. The existence of a more subjects in Islamic Elementary School is evident from the results of interviews with the Deputy Head of Curriculum MIN Malang 1 Mr Zaidi, namely:

Dimulai dari struktur kurikulum. Bagaimana peraturan yang ada di Kemendikbud. Mengapa walaupun ini Madrasah Ibtidaiyah tetapi menggunakan Kemendikbud, karena ya Permenag pun untuk materi-materi umum itu persis, jadi mengadopsi yang ada di Permendikbud cuman menambah memang dalam hal muatan atau mata pelajaran. Kalau di Permendikbud itu kan PAI tapi kalau di Permenag muncul sendiri ada Aqidah Akhlak 2 JPL, Quran Hadits 2 JPL, Fiqh 2 JPL, dan Bahasa Arab 2 JPL untuk semuanya, untuk Sejarah Kebudayaan Islam (SKI) pun begitu. Tetapi khusus untuk kelas 1 tidak ada pelajaran Sejarah Kebudayaan Islam.⁸⁸

In the thematic instruction based on curriculum 2013 is will not be separated from the name of the character education does not mean change of the curriculum will erase the good thing to be applied for students during the learning. Character education is stay cultivated so that later appear and grow the desired character. Appears during an interview with the teacher class of 1-B and coordinator of the teacher for 1st grade Mrs. Susmiyati, that:

karakter pasti itu, karakter itu setiap hari ya, mulai masuk mungkin mulai baris ya. Karakter itu kan kayak sabar, jujur, tertib, disiplin itu setiap hari otomatis itu. Nggak harus diajarkan sendiri tapi sudah menyatu dalam pembelajaran. Nggak hanya pada pelajaran tematik saja, tapi semua pelajaran. Jadi awal masuk sampek pulang karakter itu selalu ditanamkan, kayak baris, doa itu kan karakter yaa, terus nanti pulang juga begitu, anak-anak ngecek alat-alatnya, kebersihannya. Nanti yang tertib baris seperti itu, jadi itu setiap hari. Menyatu semua dalam pelajaran, nggak hanya tematik saja.⁸⁹

For the implementation, the instruction is using scientific approach in the learning process of students. It is clearly that different from that used in

⁸⁸ Ibid., on Tuesday, April 15th 2015, 12.38 WIB

⁸⁹ The result of interview with Mrs. Susmiyati as Coordinator of teacher for 1st grade and a class teacher of 1-B MIN Malang 1, on Thursday, April 7th 2015 08.25 WIB

the previous curriculum. Where those approach scientific more emphasis on 5M (observing, questioning, experimenting, associating, communicating). For MIN Malang 1 also implement it and follow the rules that set by the government in Curriculum 2013, and continue to follow the curriculum development.

Related to the change in learning in the new curriculum, Deputy Head of Curriculum MIN Malang 1 Mr. Zaidi asserted that:

kalau KTSP itu berbasis pada PAKEM katanya begitu ya, kalau Kurikulum 2013 saintifik. Sebenarnya antara PAKEM dengan itu secara substansinya tidak begitu berbeda. Namun kalau memang jenengan akan mendalami tentunya ada perbedaan. Kalau di MIN Malang 1 standar proses kami tidak begitu kaget, karena sejak lama, sejak dulu kita menerapkan kontekstual. Jadi pembelajaran itu diupayakan sevariasi mungkin, sedekat mungkin dengan siswa, kalau memang disitu materinya itu adalah mengamati suatu benda, maka dalam pembelajran pun harus melalui tahapan mengamati tidak langsung didikte. Dan di saintifik juga, pendekatan saintifik kan juga begitu, jadi kita sajikan sesuatu yang berbeda sesuai dengan materinya, untuk apa.? 1) Untuk memfokuskan kemampuan siswa, 2) memfokuskan siswa pada apa yang akan dipelajari. Sehingga pengelolaan kelasnya diantaranya dalam bagaimana siswa ini bisa konsentrasi fokus pada materi dan juga akan menarik, 3) akan menimbulkan konflik kognitif di awal-awal, timbul tanda tanya, apa ya? Kenapa demikian ya?. Nah disitu seorang guru sudah berhasil untuk menyajikan satu tahapan, itu pula yang dituntut dalam salah satu tahapan di scientific approach. Jadi menyajikan suatu permasalahan dan siswa itu mengamati, kemudian bertanya. Setelah bertanya guru memandu, guru sebagai fasilitator merancang sebuah kegiatan agar siswa mampu untuk mengumpulkan data-data sehingga bisa menjawab pertanyaan tadi.⁹⁰

The approach of scientific learning is more effective and appropriate for student learning. Clearly said in the interview above that it is then not make MIN Malang 1 surprised by the change, because since the first MIN

⁹⁰ *Ibid.*, 12.42 WIB

Malang 1 using learning like that. However, just the name is now famous with scientific approach.

In a guide book of learning stated that the one theme and divided by some themes depending on the books that have been set by the government. Then from each sub-theme that divided into six learnings. Where in one learning completed within one day of the meeting. However, if there are things that do not allow resolved during the one day of the teachers could use their time alone but stay flexible in accordance with the purpose of learning and materials listed conveyed properly. This supported by the results of interviews with class teacher of 1-B Mrs. Susmiyati, that:

Kan sudah ada jadwalnya. Tiap hari kan ada tematik. Pas kok mbak. Seandainya hari ini tidak tersampaikan, misalkan PB 1 tidak tersampaikan ada outbond misalkan. Bisa digabung dengan besok. Misalkan hari sabtu kan evaluasi, berarti kan PB 6 itu kan ndak tersampaikan, dimajukan hari Jumat. Jadi 5 dan 6 dimajukan hari Jumat. Jadi kita fleksible aja. Ada jadwalnyaa, tapi seandainya ada sesuatu hal itu fleksible. Bisa maju bias mundur. Misalnya kok ada ujian kelas 6, masuknya hanya 3 hari, kita gabung aja dua-dua. PB 1 dan 2 hari pertama, PB 3 dan 4 hari kedua. Kok hanya masuk 2 hari. Kita drill materi secara global⁹¹

It conducted by teacher of MIN Malang 1 to finish the teacher task to present the material for the students. By using the time flexibility but still within the scope of appropriate learning objectives be able to conduct. Because of the time and the conditions in the school, classroom, or student conditions cannot predicted with precision and therefore used flexible. The researcher meets the teacher when the learning has done on April, 7th 2015

⁹¹ The result of interview with Mrs. Susmiyati as Coordinator of teacher for 1st grade and a class teacher of 1-B MIN Malang 1, on March 24th 2015, 12.35 WIB

that the learning today is composited, because many holiday in this week, so that not possible if forced for one learning in one day.⁹²

Proven when the researcher conducted the observation on Friday April, 10th 2015 that the fifth learning that teach is composited with sixth learning should teach for Saturday. Cause there is evaluation every Saturday, so the learning able to composite. In addition, this is a result of observation from sixth learning that composited with fifth learning, as follows:

Bu Sus : karena besok itu anak-anak langsung evaluasi, kita tambah hari ini belajarnya PB 6, perhatikan di depan semuanya. Siapa yg mau maju ke depan?

Siswa : sayaaa..

Bu Sus : anak-anak perhatikan. Di atas sini ada gambar. Ada berapa gambarnya?

Siswa : empat..

Bu Sus : empat, kemudian yang disamping ada brp?

Siswa : empat...

Bu Sus : empat juga, kita samakan atau kita tarik garis, kira-kira kalau dihubungkan atau disamakan dengan gambar seri tadi. Kira2 ini klo diuraikan yang mana dulu? Siapa bisa?

Sebentar, bu sus mau minta tolong sama anak yang memperhatikan Bu Sus. Nanti kita tarik pake mouse, kita arahkan dari warna biru ke warna hijau. Silahkan.. Rizal maju ke depan

Bu Sus : kira2 yg no 1 yang mana za?

Rizal : (menggerakkan kursor yang ada di laptop untuk menjawabnya)

Bu Sus : kita baca bersama-sama no 1.

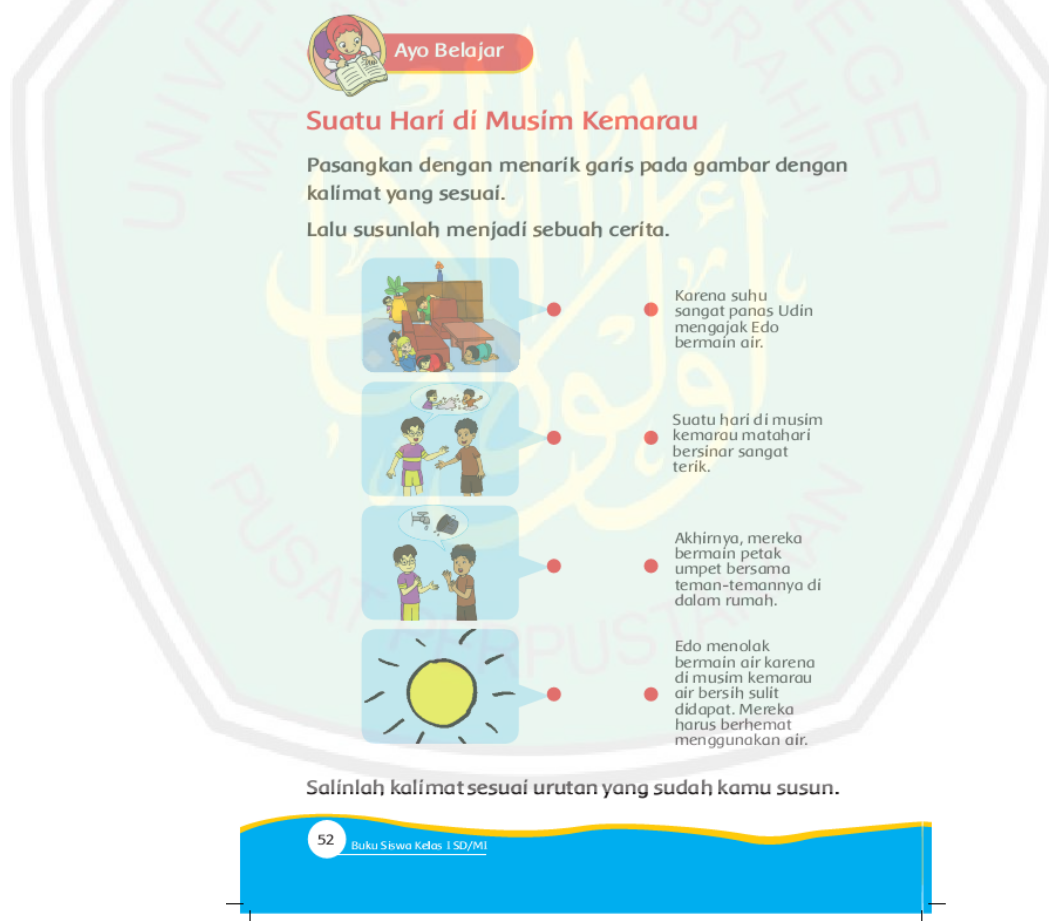
⁹² The result of interview with Mrs. Susmiyati as Coordinator of teacher for 1st grade and a class teacher of 1-B MIN Malang 1, on Thursday, April 7th 2015.

Siswa : karena suhu yang sangat panas udin mengajak edo bermain air

Bu Sus : bersama-sama satu dua tiga...

Siswa : karena suhu yang sangat panas udin mengajak edo bermain air.⁹³

The researcher checking with the student book from Curriculum 2013 about the learning material of sixth learning as follows:



Picture 4.7 Documentation of Student Book of Curriculum 2013

⁹³ The result of observation on Friday, April 10th 2015 at class 1-B

The learning method that used by teacher is some variations depend on the materials and students conditions in the class. Nevertheless, has arranged in lesson plan about the learning method used when instruction conducted. Learning methods is one of the important components in instruction because helping in the instruction. Learning method that used for teaching in class I-B of MIN Malang 1 when forth and fifth learning in theme 8 are Question and Answer Method, Speech Method, Discussion Method, and Assignment.

Beside the learning method that also important is learning media for students that used when teach. The learning media that used is very various depend on the materials that teach. Reinforced by Mr Abdul Mughni in the explanation as follows:

Media pembelajaran dipakai secara maksimal oleh guru dan lingkungan dieksplorasi secara maksimal untuk menemukan fakta dan konsep. Pembelajaran lebih hidup karena pembelajaran dilalui dengan observasi, penalaran, tanya jawab, dan mengkomunikasikan apa yang telah diperolehnya. Sudah tidak pada eranya dimana guru banyak bercerita di depan kelas. Siswa belajar dimana saja, di kebun sekolah, di halaman, di pasar, di sawah, di ladang dan lain sebagainya sesuai dengan tema yang ada.... Bila seluruh panca indera siswa telah terlibat secara aktif dalam pembelajaran maka konsep-konsep yang ditemukan di dalam pembelajaran ini akan mengendap dengan cukup kuat.⁹⁴

For the first observation on Thursday April, 09th 2015 when the students of class I-B study about theme 8 “Peristiwa Alam” and sub-theme 2 “Musim Kemarau”. The fourth learning, the learning media that used is LCD

⁹⁴ Questioner with Abdul Mughni, Kepala Madrasah MIN Malang 1, on June 11th 2015

where the teacher shows the things that used in the dry season to looking for those characteristics of that thing. While in the second observation on April, 10th 2015 of fifth learning using LCD, Learning media Interactive based on Adobe Flash, the pattern of plane from origami with the various colour that used to make the curtain and some songs that teacher gave for students.

The researcher conducted the first observation on Thursday, April 9th, 2015 at 07.20 WIB when students of class 1-B learn theme 8 “*Peiristiwa Alam*” sub-themes 2 “*Musim Kemarau*”. Due to the time constraints the researcher, when it did not get to see the beginning of the learning activities that conducted by the teacher. The researcher conducted the observation while in the current of learning which usually referred to as core activities. From the observation with the lesson plan made by teachers of first grade of the Work Group of Teacher (*Kelompok Kerja Guru*) and matched with the teacher conduct when learning is nothing change.

First observation is the researcher starts from the initial entry in the classroom. Before entering in the material would teach by the teacher, students recite together the guardian class. Then just done learning, because of time constraints owned by investigators then, when it cannot follow the activity of recite the AL Quran in class. The researcher observed during the learning has entered the core activities. The condition of the class and the students as in general schools, but the difference is the complete facilities of schools such as LCD, sound, microphone, etc.

The instruction has begun orderly; students listen and pay attention to the teacher while teaching. The fourth learning with the theme “*Peristiwa Alam*” and the second sub-theme “*Musim Kemarau*”, the teacher begin the instruction with firstly activity and then enter the core activity about identify the things usually used when the dry season. The teacher gives the riddle with mention the characteristics that thing and the student asked to answer it.

Then the teacher shows the objects that often used when the dry season and practicing how to make the characteristics, from the shape, color, texture (coarse/fine). The students give the opportunity by teachers to make the characteristics and spoken aloud in class. The students were very enthusiastic perform these activities.

After that, the teacher gives the training for students to make the characteristics of the objects are often used during the dry season. Show the pictures have prepared by teachers on the LCD in the classroom, so that children can see clearly the object image and create characteristics in accordance with the object. Teachers provide the time for students to do that. After all the students finish, the teacher asks the students to collect books for the student assignments graded by the teacher. When collecting the books, students of MIN Malang 1 still listed as first grade in second semester is very orderly and not make the class crowded. Then the teacher conducts the discussion with the review and answer with students the characteristics of image objects that often used during the dry season. The students gave the opportunity by the teacher to read them according to what they wrote in the

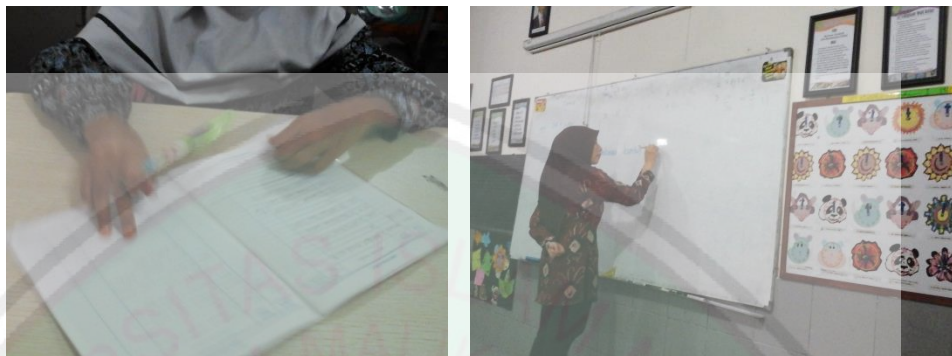
book student. The students responded enthusiastically. Then the teachers always give appreciation as a reward to students in the form of points that shaped stickers were very funny and interesting.

The instruction in the class, the teacher always gives motivation by giving the praise words to keep spirit to study and never to be lazy. In the lesson plan, the Art, Culture, and Vocational subject is making the photo album. However, the day was not conducted it was already done before the day. The results displayed in the class as the appreciation of the students' work.

Methods that used the teacher in the form of question answer, lectures, discussions, and assignments. That all conducted by the teacher well. Then the provision of information to the activities undertaken students do tomorrow before ending learning. Then the student record in the book so that the task will not be forgotten with the message or information submitted by the teacher when in the class. As said by Mrs. Susmiyati below:

1. Ada dua surat dari sekolah:
Yang pertama anak-anak menerima rapot sisipan bukan orang tuanya.
Yang kedua hari senin sampai hari rabu belajar di rumah nanti dikasis tugas sama Bu Sus.
2. Siswa membawa pola bangun datar yang kemarin sudah dibuat di kelas.
3. Mengisi buku "Kobinsi"⁹⁵

⁹⁵ The result of observation on Friday, April 10th 2015 at class 1-B



Picture 4.8 student make a note the activity for next learning and the teacher write in white board⁹⁶

On the same day, the information to study of eighth theme and fifth sub-themes, then bring the work to form a plane shape from Asturo paper or paper folding that has the students did in previous learning to be used as a decoration made curtains in the next lesson, fill a book self-monitoring so-called “Kobinsi”. Then the students get the letter that a midterm report for the 2nd semester taken by the students themselves, not the parents. To remind the students return, the teacher also writes information on the board, so that students can record notes left back.

The second day of classroom observation in class 1-B of MIN Malang 1, when the fifth learning and eighth theme “Peristiwa Alam” second sub-theme “Musim Kemarau”. In the lesson plan shows that there are two subjects are the focus of Indonesian and Mathematics. Where the material mentioned

⁹⁶ Documentation of observation on Friday, April 10th 2015 at class 1-B

that for Indonesian is “Bercerita tentang suasana musim kemarau berdasarkan gambar seri” and Mathematics “membuat tirai dari pola bangun datar”.

The method that conducted by teacher in the form of question and answer, lectures, discussions, and assignments. Indonesian lessons about story telling in accordance with a series of images that already exist in the book and displayed by an LCD with adobe flash media is very interesting. Then the students told to sort the images shown in the LCD series, teachers provide opportunities for students to indicate which image is the first sequence, and so on. The student come forward, showed it to his friends, and read together aloud. And so on until all students can understand and know the sequence.

Furthermore, the teacher asks students to write or tell the students back in the books of each of the series that have their picture before stacking. On the sidelines of the learning activity in the class, it seems that the teacher provide the character education has always given the teacher in the classroom and outside the classroom so that students understand the social attitudes that must be possessed.

The sidelines of the observation time, Mrs. Susmiyati explained that the teacher continue to develop lesson plan of the existing government. This is the statement, namely:

Kalau misalnya disitu, nah kayak gini lho mbak. Inii aku kemaren kan ngajar ini mbak. Kan gini-gini thok kan. Aku buat sendiri tak kembangkan sendiri. Jadi diolah jadi satu, disini kan ndak ada to

cuman ini aja to, gambar-gambar aja, gambarnya diolah sendiri, kita kembangkan.⁹⁷

The student handbook are the sports lesson about throwing the ball backward, left, right, and front. Teachers give a little introduction about the lesson they would do with the teacher for the sports lesson at a predefined schedule. This is the proof when the researcher conducts the observation, as follows:

Bu Sus : Oo anak-anak ini nanti sama pak abdulah. Ini sama Pak Abdullah.

Ini caranya melempar ke belakang

Ini caranya melempar ke mana?

Siswa : Kiri

Bu Sus : Ke kiri, ini caranya melempar ke sebelah kanak. Yang ini tadi ke depan, dipantulkan dulu ke bawah. Ini di belakang kemudian ini dikiri. Kamu pasti bisa seperti ini

Siswa : Bisa Bu⁹⁸

Then proven when the teacher checking with the student book of Curriculum 2013 from goverment as follows:

⁹⁷ The result of interview with Mrs. Susmiyati as Coordinator of teacher for 1st grade and a class teacher of 1-B MIN Malang 1, on Thursday, April 7th 2015 08.50 WIB

⁹⁸ The result of observation on Friday April 10th 2015 at class 1-B



Hari ini cuaca cerah.
 Mari mengajak teman bermain lempar bola.
 Buatlah barisan.
 Teman yang terdepan mengumpan ke teman di belakangnya.
 Lakukan dengan menggunakan empat gaya mengumpan.



Gambar 4.9 Documentation of student book

For the sport lesson do not taught by class teacher but there is teacher for sport lesson. Because like said by Mrs. Zaidi as Deputy Head of Curriculum in MIN Malang 1 accordint to "...Curriculum 2013 in primary education especially in Elementari School or Islamic Elementary School just two categories, they are thematic teacher and subject teacher that consisted of teacher of Islamic Study and teacher of sport lesson..."⁹⁹

In the lesson plan there is the activity that require the students make a group to come forward and tell the result of a sequence of images that compiled, but in class 1-B when the researcher conduct the observation is nothing the group of the students in front of the class to tell picture series. However, the teacher use the other way gave the students the opportunity to randomly according to the group that formed previously. In terms of actual

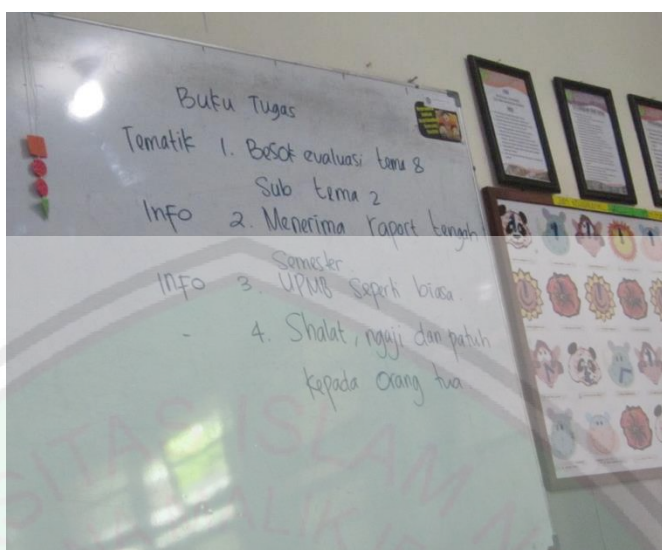
⁹⁹ Result of interview with Mr. Ahmad Zaidi as Deputy Head of Curriculum MIN Malang 1, on Tuesday, 15th April 2015, 12.42 WIB

not the same, but the same extension and in accordance with the desired learning objectives.

Then the teacher distributes the assignment books of the student. Part A (telling picture series page 49), and section B (sort and write back picture series page 52). Teachers provide time for students to do the work have been delivered. Teachers also provide the instrument of music and songs when students are working on the problem and the students are very happy and enthusiastic in doing it until the time comes to rest.

After that, the students asked to tell and continue the unfinished work. For the students who have completed the lesson before may prepare the Art, Culture, and Vocational Subject. The students asked to decorate the plane shape that brought to the school in order to look more beautiful. All students do that with pleasure and passion. Then the teacher explains how to make curtains that will be use in the classroom decoration. Students also imitate according each creation, the students very enthusiasm make it until finish and learning covered with give the conclusions to the students.

Before the students go home, the teacher dive the information about the activity for tomorrow in the school. The activity that conducted order to the student remembers in the next learning. Then the documentation in field conducted by the researcher, as follows:



Picture 4.10 Documentation of assessment book for next learning

The third day on 11th April, 2015 researcher conducted the observation for evaluation each a week conducted to determine the ability of students in the development of sub-themes that taught. Saturday was supposed to do sixth learning, but today conducted an evaluation because today is the last day for this week which evaluation is a mandatory activity in the instruction of Curriculum 2013. Before conducted the test, teacher reviews the lessons that learnt during a week. Indeed, in the technical guidelines are in one week there are 6 teaching which each day there is one learning that should be submitted, but Saturday for evaluation each one sub-theme. Therefore, in the sixth learning are summaries of the lessons 1 until 5 so that the evaluation of learning each week can deliver on schedule. If the learning not conducted all deliver, it can combine with other learning or learning before. Students are conducting the questions of evaluation as follows:



Picture 4.11 students are conducting the evaluation quietly

Evaluation conducted orderly manner and quietly, students work the questions orderly. That question is comprised of three forms, namely multiple choice, Essay II, and Essay III. In that question of examination, five subjects adjusted with number of questions for each subject area. It will not be trouble in the assessment. In a multiple choice, there are 15 pieces with five lessons and each lesson has three questions. For Essay II formed essay and there is ten questions, each lesson have two questions. In the Essay III is same with the essay II but in the Essay III only five questions and each lessons have one question.

The form of assessment was also different. For multiple-choice question, true answer gets one point and if false gets 0 point. For Essay II, every question correctly get 2 point, if false get 0 point, and if there is correct answer not fully get 1 point. While the Essay III to each question correct will

get 3 point and if the answer is false get 0 point, while if there is correct answer not fully get 1 or two point depend on the policy of teachers in determining it.

C. Evaluation conducted of Thematic Instruction based on Curriculum 2013

Evaluations that conducted in thematic instruction based on Curriculum 2013 is multidimensional, takes place in a natural context, collaborative and oriented to the intellectual development of students and the cultural environment. The impression of evaluation in the process and the results, which were target to behavioral aspects are various then required the techniques and evaluation tool that kinds also. The evaluation activity began with the observation that informal to the formal tests are valid and reliable.¹⁰⁰

MIN Malang 1 is the first year of implementing the Curriculum 2013 was seeking hard to assess that established by the government. One of the opinions of Deputy Head of Curriculum Mr. Zaidi about the one of the obstacles in the curriculum 2013 part of the assessment is as follows:

Kemudian yang kedua yang lebih menjadi kendala adalah menterjemahkn standar penilaian. Berdasarkan pemahaman kami antara konsep dengan penerapan K13 dimana secara kerangka dasar itu untuk SD ditekankan 75% pada sikap pembinaan sikap. Ternyata di lapangan itu kalau ada semacam murid kami kontradiksi, pesannya harus pembinaan KI 3 pengetahuannya sedikit, KI 4 ketrampilannya sedikit tapi ternyata waktu kami habis untuk mengambil nilai, kapan membinanya? Ini kendalanya. Sehingga antara konsep pemberlakuan

¹⁰⁰ Trianto, Model Pembelajaran Terpadu dalam Teori dan Praktek, (Cet. 1; Jakarta: Prestasi Pustaka, 2007), hal. 89

kurikulum 2013 dengan penerapannya masih perlu ada pencermatan. Kenapa kalau diterapkan mentah-mentah seperti Juknis (mbaknya baca Juknis Penilaian dan Pengolahan Nilai Rapor Capaian Hasil Belajar Siswa yang dikeluarkan baik oleh diknas yang edisi Desember 2014, kan ada 2 yang saya ketahui yang ditanda tangani oleh Dr. Ibrahim Bafadam) contoh KI 1 disitu dicontohkan ada 5 karakter yang harus dinilai mulai dari ketaatan beribadah, berdoa sebelum dan sesudah, bersyukur kepada Allah. Kemudian KI 2 nya sikap sosialnya ada 7, kalau itu semua diterapkan dipaksakan seperti itu maka memang waktu guru habis untuk menilai, ndak sempat untuk membina sikapnya. Sehingga disitu butuh penyikapan, di situ pula juga tantangan. Sehingga MIN Malang 1 membuat kesepakatan itu pun kami berdasarkan dengan arahan dari narasumber, bahwa kalau dipaksakan 7 karakter itu harus ada nilainya, maka bisa saja seorang guru itu mengambil nilai itu tetapi karena dipaksa, akhirnya ngarang-ngarang sendiri. Dalam pelaksanaannya tidak bisa sebagaimana yang ada, maka disisni di semester 1 kemaren kesepakatannya hanya 3 karakter saja, betul-betul diamati.¹⁰¹

Many demands and less time to implement are like be a heavy burden faced. Between the concept and its application is also still looking for a point he explained that the evaluation would run properly and in accordance with the instructions that expected. Therefore, the researcher observed that the inexhaustible from MIN Malang 1 to keep doing it for the training only to create instruction desired. Seen during an interview with Mr. Zaidi, he says that:

Berulang kali kami mendatangkan, ada yang 3 hari kami mendatngkan disini, kemudian kami mendatangkan lagi pendamping-pendamping implementasi kurikulum 2013 untuk Diknas khususnya dalam pendalaman penilaian sikap, saat itu kami mendatangkan dosen UM. Setelah itu kami melakukan pelatihan workshop selama 3 hari di Lawang dengan narasumber dari Balai Diklat Widya Suara Balai Diklat Kementrian Agama Propinsi Jawa Timur, yang mulai dari regulasi terbaru jadi peraturan-peraturan pemerintah, peraturan menteri yang terbaru terkait dengan implementasi. Kemudian penyusunan perangkat-perangkat pembelajaran, jadi langsung menyusun standar proses bagaimana sampai penilaian. Selain itu kami

¹⁰¹ Result of interview with Mr. Ahmad Zaidi as Deputy Head of Curriculum MIN Malang 1, on Tuesday, April 15th 2015, 13.05 WIB

pun juga mengundang tutor nasional untuk tingkat SD kami datangkan 1 bulan 8 kali pertemuan untuk terus memandu persiapan kami membuat rencana pembelajaran sampai penilaian. Kemudian ditindak lanjuti setiap hari sabtu guru-guru kelas 1 KKG Internal, terus melakukan evaluasi dan terus membuat persiapan. Itu perkembangan-perkembangan yang dirasa berbeda.¹⁰²

With it was still necessary for the attitude exactly for the right to conduct an assessment in accordance with the technical instructions. Because the things that exists and have to be done assessing needs a lot of time so that instruction is not going to go well. However, the teachers may not only focus on the assessment, because the instruction process in the classroom is very important for students. Therefore, looking for a solution in addressing this with a variety of training and attend workshops or create their own policies appropriate to the situation and the condition of the school. Same with that satatement, Mrs Susmiyati as taeachee class for I-B give the opinion, namely:

Untuk mematangkan K13 itu, selama ya 2 tahun ini. Belum 2 tahun *se*, 1,5 tahun. Membuat semuanya, membuat pembelajaran, caranya penilaian, membuat rapot, membuat kriteria penilaian, semuanya. Mempersiapkan semuanya.¹⁰³

The mannual of the Curriculum 2013 about the assessment mentions that the assessment made by the teacher in every learning. Beside that, to make an assessment on a daily basis with the total of students who will spend quite a lot. Therefore, MIN Malang 1 using the system scheduled in doing the assessment, as expressed by Mrs. Susmiyati as teacher class for 1-B and the teacher coordinator of the first class as follows:

Nggak harus setiap hari, ya sesuai jadwal itu. Kalu misalkan yang di KI 3 setiap hari sabtu. Kan ada evaluasi, kemudian ada UTS dan ada

¹⁰² *Ibid.*, 12.52 WIB

¹⁰³ The result of interview with Mrs. Susmiyati as Coordinator of teacher for 1st grade and a class teacher of 1-B MIN Malang 1, on 24th March 2015 12.25 WIB.

UAS. Kalau yang KI 4 kita jadwal sesuai dengan materi yang ada di situ. Yang KI 1 dan KI 2 juga kita jadwal.¹⁰⁴

When asked about the obstacle or something difficult conduct the assessment, as this is the answer from Susmiyati, S. Pd. I.

Kalau penilaian KI 3 nggak masalah, penilaian KI 4 nggak maslaah, penilaian KI 1 dan KI 2 kemungkinan waktu mbak. Dengan murid yang jumlahnya banyak saya kira waktu. Itu yang jadi masalah, kalau muridnya sedikit mungkin ndak jadi masalah. Tapi sebenarnya kalau misalnya dibagi, misalkan muridku 30 tak bagi tiga-tiga sebenarnya bias satu hari, cumakan nggak sama. Sehari ini 10 anak terus yang 10 anak besok, kan materinya sudah beda lagi. Misalkan sama-sama tanggung jawab tapi tanggung jawabnya kan sudah berbeda. Jadi waktu yang jadi masalah.¹⁰⁵

In addition, in other chance when conduct the interview by the researcher to the teacher class for first grade Mrs Susmiyati expressing about the assessment as follow:

Kalu dianggap rumit ya rumit mbak. Banyak mbak. Tapi ya kita jalani aja dengan sebisa kita, kita sederhanakan. Kalau yang KI 3, kan ada KI 1, 2, 3, 4. Kalau yang KI 3 tidak masalah, itu sudah sesuai program. Kalau KI 4 itu kita pilih kita tentukan sesuai dengan mata pelajarannya. Kalau KI 1 dan KI 2 itu kita tentukan, kita jadwal. Kita membuat indikator sendiri, ada kriteria penilaian sendiri. Kita menyesuaikan dengan disini.¹⁰⁶

The results of conduct the interview with Deputy Head of Curriculum MIN Malang 1 Mr. Zaidi said about assessment in curriculum 2013 with

¹⁰⁴ *Ibid.*, 12.32 WIB

¹⁰⁵ *Ibid.*, 12.40 WIB

¹⁰⁶ *Ibid.*, 12.28 WIB

conducted by MIN Malang 1 since the first did not really deviate much. This is the explanation from him:

Kemudian standar penilaian memang penekanannya ada perbedaan secara eksplisit, walaupun itupun tidak terlalu kaget juga karena sejak dulu kita dalam pembelajaran dan bimbingan tidak semata-mata pada kognitif kalau sekarang dikenal dengan KI3. Dulu kita pun juga memperhatikan sikap dan ketrampilan. Sehingga tercermin dari apa? Dari proses pembelajaran. Kemudian yang kedua bentuk laporannya, laporan kami rapotnya itu rapot angka ada, rapot deskripsi juga ada sejak lama. Ternyata sekarang rapot deskripsi. Walaupun, cuman sekarang itu eksplisit, disitu tercantum tertulis. Kalau dulu kan tidak, oleh karena itu pembelajaran tidak hanya pada kognitif tapi pada sikap dan ketrampilan. Sekarang eksplisit, KI 1 dan 2 itu sikap, KI 3 itu pengetahuan, KI 4 ketrampilan. Itulah beberapa komponen yang berbeda dan itu kita terapkan, kita implementasikan sesuai dengan panduan.¹⁰⁷

Mrs Susmiyati explains how the ways to conduct the assessment to Mid Semester Examination later, and give the directions about the way to assess the examination as follow:

Kalau orang lain mungkin menganggap ini sulit. Kita buat aja mudah. Kalau dianggap rumit memang rumit mbak. Ini 5 bidang studi (sambil menunjukkan contoh soal UTS) soal ini itu campur mbak. Ada Bahasa Indonesia, PKn, ada PJOK, ada SBOK, apa satunya? Emm...ada matematika. Mungkin orang-orang bingungnya seperti ini. Terus gimana cara menilainya? Saya menilainya mudah, kita membuat sendiri disitu, membuat analisis nomer 1 samapi 30. Nah kita pilah-pilah sendiri, nomer 1 ini ada Bahasa Indonesia ada 3, ini urut, ini Matematika, PKn, kemudian SBK, PJOK..pas. Jadi tiga-tiga. Ini juga (sambil menunjukan soal bagian romawi ke-2 dengan jumlah soal 10 dan per bidang studi 2 nomor). Yang ini juga 5 ini satu-satu (Romawi III dengan jumlah soal 5 dan per bidang studi 1 nomor). Terus nanti disitu buat kolomnya analisis juga gitu. Lha ini kan nilainya 1, ini 2, ini 3 tinggal masuk-masukan, jadi otomatis nanti, kita ndak usah rumit ribet ini nilainya berapa. Aku cuman gini aja, ini kan salah

¹⁰⁷ Result of interview with Mr. Ahmad Zaidi as Deputy Head of Curriculum MIN Malang 1, on Tuesday, April 15th 2015, 12.47 WIB

(menunjukkan contoh jawaban yang salah di lembar soal) jadi langsung analisis disitu nilainya jreet langsung nilainya. Nanti disitu nilainya ada Bahasa Indonesia dapat berapa, PKn berapa dan seterusnya rata-ratanya berapa, langsung otomatis pakai rumus. Kalau sudah diprint, digunting ditempel disini (halaman muka soal ujian). Jadi nilainya sudah 5 itu. Mungkin orang lain masih belum begitu mbak.¹⁰⁸

That is one example of a form of examination that made by team teacher and how to assess with cognitive assessment. While the assessment value used range, between 1 until 4 so that more easy to input the mark data of student. Conduct the assessment in Curriculum 2013 with the conversion like in the guidelines of Curriculum 2013. When confirmed about that, Mrs. Susmiyati adding the opinion that "...be able to use different format, but teacher conducted the development and according to the situation in the school. The main point is do not out from the rules because there is technical guidline.¹⁰⁹

The forms of assessment based on Curriculum 2013 there is some various like assessment of spiritual competence, assessment of attitude competence, assessment of knowledge competence, and assessment of skill competence that accorded with Core Competence 1, Core Competence 2, Core Competence 3, and Core Competence 4. Bellow is forms of the assessment instrument and value book have by the teacher of MIN Malang 1.

Assessment of the Core Competence 1 is assessment of spiritual attitude. For the example is look in value book of teacher as follow:

:

¹⁰⁸ The result of interview with Mrs. Susmiyati as Coordinator of teacher for 1st grade and a class teacher of 1-B MIN Malang 1, on March 24th 2015, 12.50 WIB

¹⁰⁹ *Ibid.*, 13.20 WIB

Buku Nilai Kelas 1 Semester II Tahun 2014/2015			(K1.1) SIKAP SPIRITUAL																
No	Kls	Induk	Nama	TAWAKAL				KETAATAN BERDHA				TOLERANSI THD ORANG YG				Tertib dalam berdoa			
				Menerima hasil belajar dengan lapang dada		Aktif bertanya atau menjawab pertanyaan		Menjalankan ibadah dhuha dengan tertib		Menjalankan ibadah mengaji ummi dengan tertib		Toleransi terhadap orang yang beribadah		Tertib dalam berdoa					
				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	18	7907	AFANIN LUTHIYYAH																
2	18	7914	ANNA NARILA RYADHANY																
3	18	7928	ANANDA BAHUJISA																
4	18	7931	ANDI PALINRUNG FAJAR PANGESTY																
5	18	7932	ANOMA MUHAMMAD RIZAL PERKA																
6	18	7936	ANINDITA KATLA MARITA KUSHERA																
7	18	7940	ANUGRAH KAMILIYAN RAHMAN																
8	18	7969	CHAYLA NADWA ZULSTANTO																
9	18	7971	CHIDA PERITA DANAWAN																
10	18	7979	EL SASHINTA ZAITARANI PRAGA B																
11	18	7990	FIRASYA ALBIRRA																
12	18	8002	HAFIDHA ZAG ZADEN																
13	18	8017	KANAYA ADHYA PRADHAN																
14	18	8015	KELISA KASMITA NADJARA																
15	18	8012	KELSYA ZAFIE ANINDITA																
16	18	8020	KESHA ALHA NALA SHAFIA																
17	18	8041	MUHAMMAD ZAR ROYHAN FUSARI																
18	18	8051	MUHAMMAD ATHANAYAN NUGIS																
19	18	8058	MUHAMMAD IQBAL SHAQJILLE AM																
20	18	8059	MUHAMMAD IRFAN ATHTHAIRIQ																
21	18	8065	MUHAMMAD RAFI AKBAR																
22	18	8067	MUHAMMAD RAHAN NAZRIEL AL																
23	18	8068	MUHAMMAD RASYA IZZUDDIN IND																
24	18	8080	NADIA CIARA																
25	18	8081	NADIA ZAHIRANI PUTRI																

Picture 4.12 Format of Value Book from teacher about spiritual Attitude

One of the examples from assessment instrumen of social attitude is part of the Core Competence 2 that conducts by MIN Maang 1 as follow:

Table 4. 2 Sheet of Social Assessment

Lembar Penilaian Sikap (1 tema)

Minggu ke- ... bulan2015

Subtema:

No.	Nama Peserta Didik	Perkembangan Perilaku											
		Disiplin				Percaya Diri				Ketelitian			
		S	B	C	K	SB	B	C	K	SB	B	C	K
1.													
2.													

From the form of instrument then out in the value book who have teacher of MIN Malang 1. The form of value sheet of attitude social is bellow:

Picture 4.13 Format of the value book of attitude sosial

No	Kls	Induk	Nama	TEMA 8																UAS				
				Sub tema 1				Sub tema 2				Sub tema 3				Sub tema 4								
				MAT	RI	PEN	ISIP	POK	MAT	RI	PEN	ISIP	POK	MAT	RI	PEN	ISIP	POK	MAT	RI	PEN	ISIP	POK	
1	18	7907	AFANIN LUTHIFYAH																					
2	18	7914	AIRINA NABILA RAMADHANY																					
3	18	7938	ANANDA BARIQ IRSA																					
4	18	7931	ANDI PALINLUNG Fajar PANGESTIKA																					
5	18	7932	ANDRA MUHAMMAD RIZAL PERMANA																					
6	18	7986	ANINDITA KATYA MARITA KUSHE																					
7	18	7940	ANUGRAH KAMILYAN RAHMANN																					
8	18	7969	CHAYLEA NAWA ZULSTANTO																					
9	18	7971	CINDA PERITA DANAYANI																					
10	18	7979	ELSASHINTA ZAA'FARANI TYAGARAJA																					
11	18	7996	FIIRASYA ALBIRRA																					
12	18	8002	HAFIDH ZAKI ZAIDAN																					
13	18	8012	KANAYA ADYA IRSADAH																					
14	18	8015	KEISHA KAMILIA NAZURA																					
15	18	8017	KEISHA ZAFIER ANINDITA																					
16	18	8020	KE SHIA AURA NATIA SHAFIA																					
17	18	8049	MUHAMMAD AR ROYAN FISSAQ																					
18	18	8134	MUHAMMAD ATHARAYAN NUGRAH																					
19	18	8059	MUHAMMAD IQBAL SHAQUILLAH																					
20	18	8058	MUHAMMAD IRFAN ATHTHAARIK																					
21	18	8065	MUHAMMAD RAFI AKBAR																					
22	18	8067	MUHAMMAD RAHMAN NAZRIEL																					
23	18	8066	MUHAMMAD RASYA IZZUDDIN																					
24	18	8080	NADIA CIARA																					
25	18	8081	NADIA ZHRANI PUTRI																					
26	18	8085	NARARYA DANISWORO SURYOBU																					
27	18	8102	NURI ALFITA ARIADI																					
28	18	8120	RAZZAQI RASENDRIA PRIBADI																					
29	18	8122	REVALINA																					

Picture 4.14 Format of knowledge assessment from teacher

While the assessment of skill competence is assessment for Core Competence 4 that conducted by teacher of MIN Malang 1 seen from the worksheet with the instrument used is check list and rubric. One of the instruments of skill assessment who researcher gets during conduct the class observation as follow:

Table 4.3 Format of Product Assessment

Format penilaian produk membuat tirai

No.	Nama Siswa	Komponen Bangun Datar	Jumlah Bangun Datar	Total Skor	Nilai
1.					
2.					

The assessment of skill printed above according the lesson plan that conducted before. However, the teacher has the table of value for appraising the student creation in the class directly and the criteria of assessment according to the instrument of product assessment. The value book from teacher as follow:

No.	Ks	Induk	Nama	Sub tema 1				Sub tema 2				TEMA 3				Sub tema 4				UAS			
				Mat	Il	Pen	Skor	Mat	Il	Pen	Skor	Mat	Il	Pen	Skor	Mat	Il	Pen	Skor	Mat	Il	Pen	Skor
1	18		7007 AFANIL LUTHFIYAH																				
2	18		7214 AURINA NADIA RAMADHANI																				
3	18		7278 ANANDA BARIQ RIZA																				
4	18		7311 ANDI DALINUNGI FALAS PANGIT																				
5	18		7312 ANGGA MULISAMAD RIZAL PRIN																				
6	18		7336 ANINDITA KATLA MARITA KUDUH																				
7	18		7342 ANUGRAH KAMULYAN RAHMAN																				
8	18		7365 CHAYLEA NAJWA ZULISTANTO																				
9	18		7371 CINDA PERITA DANAYANI																				
10	18		7379 ELSASHERITA ZAATARIANI TYAGA																				
11	18		7396 FIRASYA ALBIRRA																				
12	18		8002 HAFIDH ZAKI ZAIDAN																				
13	18		8012 KANAYA ADYA HASANAH																				
14	18		8015 KESHA KAMMILA NADURA																				
15	18		8017 KESYA ZAFIER ANINDITA																				
16	18		8020 KESHA AURA NAILA SHAFIA																				
17	18		8043 MUHAMMAD AR-ROYAN FISSAL																				
18	18		8052 MUHAMMAD ATHARAYAN NUC																				
19	18		8076 MUHAMMAD IQBAL THAQIFULL																				
20	18		8090 MUHAMMAD IRFAN ALTHHAIRI																				
21	18		8095 MUHAMMAD RAFI AKBAR																				
22	18		8097 MUHAMMAD RAHAN NAZRIEL A																				
23	18		8098 MUHAMMAD RASYA IZZUDDIN R																				
24	18		8099 NADIA CIARA																				
25	18		8081 NADIA ZAHIRANI PUTRI																				
26	18		8085 NARARYA DANGSWORO SURYOB																				
27	18		8102 NURI ALITA ARIADI																				
28	18		8120 RAZZAQI RASENDRIA PRIBADI																				
29	18		8122 REVALINA SHAFIA AZZAHRAH																				
30	18		8125 ROYCHANA SHINTA																				
31	18		8145 TIARA EL MAR'AH CAMMI AH																				

Picture 4.15 Format of skill competence in the value book

The way to conduct the assessment can do easy, because there is attempt seriously that conducted from MIN Malang 1. For the example is making the formula of assessment particularly, so that the teacher do not make buzy with assessing manually but made easy with formula that designed by computer program by team of assessment MIN Malang 1. There is team that expert in each field in school will make easy more to the school mainly the teacher in doing. In the same manner as explained by Deputy Head of Curriculum MIN Malang 1 said that:

Iya, disini mudah bagi pengguna tapi sebenarnya itu hasil jeri payah tim sebelumnya, bagaimana tim untuk merumuskan sebuah standar penilaian di MIN, kemudian diwujudkan dalam bahasa pemrograman. Setelah diwujudkan dalam bahasa program, simulasi lagi, presentasi lagi, melalui beberapa tahapan, berulang kali pertemuan. Dan dihasilkan, ya sudah ada hasilnya, walaupun itu terus kami cermati dalam rangka untuk melakukan penyempurnaan-penyempurnaan.¹¹⁰

Realize that some teams established in accordance with the field that easy teacher and other educators in implementing them. As mentioned by Mr. Zaidi when researcher conduct the interview as follows:

betul, jadi disini tim-timnya banyak sekali. Jadi ada untuk kurikulum itu di kelas 1 kelas 4 KKG internal, kemudian ada tim terus memandu penyusunan RPP, penyusunan standar penilaian itu ada tim nya sendiri. Kemudian nanti ada tim pembuat program input nilai dan program pengolahannya, karena prgogram, input dan pengolahannya itu berbeda, jadi memang disini itu ada, tim pengolah nilai tiap akhir semester itu ada, jadi tidak semua guru itu mempunyai kemampuan dalam bidang itu.¹¹¹

Explained again by Mr Zaidi as Deputy Head of Curriculum MIN Malang 1 that all is result of work hard and cooperation from school side and

¹¹⁰ Result of interview with Mr. Ahmad Zaidi as Deputy Head of Curriculum MIN Malang 1, on Tuesday, April 15th 2015, 13.40 WIB

¹¹¹ *Ibid.*, 13.35 WIB

all the educators of MIN Malang 1 thus realizing a school that is not too busy but still on the path specified. Expressed by Mr. Zaedi that:

Kendalanya lebih banyak pada kalau menyiapkan perangkat pembelajaran butuh waktu banyak, kadang memang biasalah karena sesuatu yang baru, tetapi dalam penilaiannya, program input dan pengolahan nilai rapor, itu juga tantangan. Kami beruntung bahwa kami memiliki tenaga-tenaga yang cukup memiliki kemampuan dalam hal komputer, sehingga kami melihat sana sini yang ada itu ada bantuan dari Kemenag provinsi, ada contoh juga dari DKI, ada contoh juga dari Semarang, kemudian ada saat kami lihat di SD-SD kemudian kami satukan, bangun. Kemudian kami buat sendiri program input dan pengolahan nilai rapor, itu cukup rumit. Artinya untuk sekolah-sekolah biasa tidak mudah untuk mewujudkan itu.¹¹²

Good cooperation seems conducted the teachers of first grade with totally 8 teachers. Prooved by the result of interview from Mrs. Susmiyati some time ago that:

Kalau aku punya video ini..dicopi yang lainnya, ohh aku punya film anak-anak tentang tata tertib kemudian dicopi temen-temen. Misalnya aku kan sudah selesai aku kan kosong, jadi membantu temen-temen yang lain, ada temen-temen yang kosong ikut membantu. Saling kerja sama. Semuanya dalam segi apa saja mulai pengembangan materi penilaian pengolahan nilai.¹¹³

The questions that used to examination arranged together by team teacher each class. Teachers developing the basic competence to be question together with other teacher in team. Teachers also determine the question detailed in order to all of the class get the equal question classification.

¹¹² *Ibid.*, 13.25 WIB

¹¹³ The result of interview with Mrs. Susmiyati as Coordinator of teacher for 1st grade and a class teacher of 1-B MIN Malang 1, on Thursday, April 7th 2015 pukul 08.35 WIB

Related to the making of questions for examination explained by Mr. Zaidi as Deputy Head of Curriculum MIN Malang 1 as follow:

Memang di Kota Malang, walaupun sudah menerapkan K13 untuk ulangan akhir semester tentang KI 3 pengetahuan ini masih dikoordinir ini dalam rangka tentunya percepatan persamaan pemahaman tentang kurikulum 2013. Sehingga di semester 1 dulu memang bersama-sama se Kota Malang kan semuanya menerapkan, khusus semester 1. Untuk semester 2 ini yang sudah kemudian yang menindaklanjuti mengikuti surat edaran dari Dirjen Kemenag bahwa yang baru 1 semester kan tidak boleh menerapkan K13, jadi di Malang ini yang memang dijadikan pilot project adalah MIN Malang 1 untuk yang lain itu dimohon untuk segera kembali ke KTSP. Jadi memang sempat kami di semester 1 bersama-sama se-Kota Malang membuat untuk ulangan akhir semester 1 kelas 1 dan kelas 4, tapi mengingat keadaan saat itu, bahwa memang rata-rata untuk tenaga pendidik atau guru di MI MI yang lain relative belum banyak yang melakukan persiapan, maka kami berinisiatif bahwa dalam pembuatan soal pada setiap tema kami ajukan tim dari sini, tapi selain dari sini juga merekrut dari MI MI lain cuman koordinatornya dari MIN Malang 1. Contoh seperti kemaren kan tema 1 sampai tema 4 di semester 1, jadi tema 1 itu penanggungjawabnya dari MIN Malang 1, tema 2 dari MIN, tema 3 sampai 4 juga dari MIN. Tapi ada partner, sehingga ada proses pengimbasan, proses pengembangan sosialisasi, deseminasinya ada. Nah itu kita berinisiatif, tetapi di semester 2 ini, kami yaa hanya kami saja. Jadi untuk ulangan akhir semester 2 dan UTS hanya MIN Malang 1, sehingga dikembangkan sendiri oleh tim guru kelas 1 dan kelas 4 serta jajaran manajemen bagian kurikulum, penjaminan mutu untuk menyipkan instrument itu.¹¹⁴

There are joint efforts collaboratively to make, arrange, and develop the questions conducted by school side so that the expectation will show up the harmony and implementation of Curriculum 2013 is running well. Because of some schools back to the previously curriculum cause not ready yet in year 2014 and MIN Malang 1 is pilot project to implement it, that is

¹¹⁴ Result of interview with Mr. Ahmad Zaidi as Deputy Head of Curriculum MIN Malang 1, on Tuesday, April 15th 2015, 13.05 WIB

one of obstacle there is no arrange the questions together like in previous semester. The data from pass of mid term as below:

NO	MUATAN	SKOR	SKOR Maksimal	Nilai	PGK DITAK
1	Tema 5	80	4,00	A	SANGAT BAIK
2	Tema 6	90	4,00	A	SANGAT BAIK
3	Tema 7	94	4,00	A	SANGAT BAIK
4	Al-Qur'an Hadits	86	4,00	A	SANGAT BAIK
5	Aqidah Akhlak	94	4,00	A	SANGAT BAIK
6	Fiqih	98	4,00	A	SANGAT BAIK
7	Bahasa Arab	96	4,00	A	SANGAT BAIK
8	Bahasa Jawa	90	4,00	A	SANGAT BAIK
9	Bahasa Inggris	96	4,00	A	SANGAT BAIK
10	TIK	90	4,00	A	SANGAT BAIK

Picture 4.16 Documentation of report of mid semester

The students who not reach the target of value that determined in Criteria of Completeness Minimal (KKM), so there is remedial for the student to get the value better. According to the answer from Mrs. Susmiyati, she said that “conducted remedial for the students who not complete the mark. The remedial conducted each subjects and each sub-theme.”¹¹⁵

Remedial conducted by students who do not pass the study, then explained by Mrs. Susmiyati that the form the question of remedial using the write examination. As described as follows:

¹¹⁵ Susmiyati, op.cit., 08.52 WIB

berupa soal mbak, ya soal itu aja diulang. Tapi jarang. Soale kan rendah ya, biasanya kita kan 80 82 gitu KKM-nya, ini kan 67. Biasanya disini 76 78 80 82 biasanya KKM yang KTSP yang untuk kelas 1 tapi sakarang ini kan maksimal 67 mbak, jadi rendah, jadi jarang. Tapi ya ada pasti ada, kemampuannya anak-anak kan berbeda.¹¹⁶

Remedial performed in each lesson are not yet pass and Criteria of Completeness Minimal below a predetermined value. Recognized the Criteria of Completeness Minimal of Curriculum 2013 is quite low, when compared with Criteria of Completeness Minimal MIN Malang 1 usually in the previous curriculum. However, the new curriculum is to create schools must adjust the predetermined, only then can create a new policy about Criteria of Completeness Minimal at MIN Malang 1. Because of impossible that directly make the target of Criteria of Completeness Minimal is high-value according to the Criteria of Completeness Minimal in previous curriculum if not seen the results of the implementation of the curriculum 2013 in the first year. Explain more by Deputy Head of Curriculum Malang MIN 1 as follows:

iya, untuk Kriteria Ketuntasan Minimal, pertama karena kami belum punya data tentang kemampuan anak, walaupun kami memprediksi anak-anak kami mampu melampau, namun itu kan hanya prediksi saja. Sehingga dasar kami di tahun pertama ini menggunakan KKM sebagaimana dalam Juknis Nasional. Jadi kalau direntang 1-4 itu 2,67 itu tuntas. Jadi kalau direntang 1-100 itu 67. Sebenarnya itu jauh dibawah standar minimal KKM KTSP, 75 kan, sekarang belum 75. MIN Malang 1 pun masih mengambil sikap bahwa kami ingin objektif berdasar data sementara kami belum punya data, maka kami belum bisa bergerak untuk naik, naik dari mana? Itu baru perkiraan. Sehingga kami mengambil keputusan di tahun ini persis dengan Juknis Nasional.¹¹⁷

¹¹⁶ *Ibid.*, 08.55 WIB

¹¹⁷ Result of interview with Mr. Ahmad Zaidi as Deputy Head of Curriculum MIN Malang 1, on Tuesday, April 15th 2015, 13.10 WIB

Related with Criteria of completeness Minimal imposed at MIN Malang 1 in accordance with the conditions set by the government, there is no Criteria of completeness Minimal that elevated, because it is still in the early stages of implementation at MIN Malang 1. It is clearly by the explanation from Mrs. Susmiyati that:

Belum, kan masih pertama, masih 1 semester, semester 2 ini. Membuat KKM kan harus dari hasilnya dulu ndak langsung ditinggikan gitu kan ndak, dilihat dulu. Kita kan merekap dari hasil apa, dari guru, dari masyarakat. Semuanya kan caranya seperti itu, jadi nggak langsung ditinggikan biar bagus semuanya itu nggak, ada beberapa persyaratan mbak terutama dari hasil belajar.¹¹⁸

Then for reporting the results of assessment in the form of a report book developed by the MIN Malang 1 to suitable the situation and condition, and the characteristics of the students there. Proposed by the teacher 1-B Mre.Susmiyati that:

Kita mengembangkan sendiri mbak yang raport, raport kita mengembangkan sendiri, buat sendiri, jadi semua buat sendiri. Tetapi kita tidak jauh berbeda dengan designnya. Sesuai Juklaknya tapi kita menembangkan sendiri. Kalau sementara yang semester 1 kemaren itu bentuknya deskripsi. Kalau yang semester 2 nanti belum tau, kemungkinan ada 2 deskripsi dan angka. Belum tahu.¹¹⁹

To know if the implementation of the curriculum 2013 is running well and expected then there is monitoring from Ministry of Religion. As described by Mr. Zaedi as follows:

Iya, ada dari Kantor Kemenag Kota Malang. Bagaimana kesiapannya, tentunya kami mengundang beliau untuk melihat sendiri, jadi tidak hanya sekedar jawaban lisan tapi lebih baik kami mempersilahkan untuk turun ke lapangan, perangkatnya seperti ini, kemudian bentuk

¹¹⁸ Susmiyati, *op.cit.*, 08.54 WIB

¹¹⁹ The result of interview with Mrs. Susmiyati as Coordinator of teacher for 1st grade and a class teacher of 1-B MIN Malang 1, on March 24th 2015, 12.28 WIB

laporannya, kebetulan kami sudah menyiapkan laporannya sudah satu kali untuk rapot semester I dan UTS. Dan kebetulan banyak keluarga besar Kementrian Agama yang putra putrinya ada disini yang kebetulan di kelas 1 dan kelas 4. Sehingga seperti apa perbedaannya dengan pembelajaran tahun sebelumnya tentunya mereka mengerti. Karena tentunya harus didukung oleh orang tua, tanpa adanya dukungan orang tua maka proses pelaksanaannya ini tidak bisa berjalan lancar, percepatannya bisa lambat bisa kurang, tapi berkat dukungan semua pihak, maka semuanya mengarah bagaimana semestinya penerapan K13 itu bisa berjalan dengan baik.¹²⁰

¹²⁰ The result of interview with Mr. Ahmad Zaidi as Deputy Head of Curriculum MIN Malang 1, on Tuesday, April 15th 2015, 13.00 WIB

CHAPTER V

ANALYSIS

In this Chapter 5 will be analyze the research's findings to reconstruct the concept based on empirical information contained in the study of theory. There are parties that discussed in this chapter according to the focus of research. They are: a) The design of the Lesson Plan of Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1, b) The implementation of Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1, c) The evaluation conducted of Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1.

A. The design of Lesson Plan of Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1.

Preparation in welcoming the new curriculum that only just implemented in 2013 in the first year in MIN Malang 1. The preparation seen is very ripe though in the first year that application. Because so many trainings in facing the imposition of the curriculum 2013. From some trainings organized by the government until conducive the education practitioners conducted by the MIN Malang 1. Mentioned in the book written by Sholeh Hidayat that for implementing curriculum 2013 was prepared 40,000 teachers will become master

trainers, they were selected from the best teachers and coached by teacher or lecturers who have been tested previously.¹²¹

Trainings was held in order to enhance the implementation of the curriculum 2013 that still considered the first year of implementation at MIN Malang 1. However, any form of preparation from MIN Malang 1 is very ripe even formed teams to support the implementation.

As explanation in AlQuran letter *Thohaa*; 114 as follows:

فَتَعَلَى اللَّهِ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ
وَقُلْ رَبِّ زِدْنِي عِلْمًا

So high [above all] is Allah, the Sovereign, and the Truth. And, [O Muhammad], do not hasten with [recitation of] the Qur'an before its revelation is completed to you, and say, "My Lord, increase me in knowledge. (QS. Thoha: 114)

In conducting the activity include implementation the new Curriculum should be maximal preparation and do not to immediacy. The trainings have hold to review all of about Curriculum 2013 and the application from planning, implementing the instruction and evaluation. Lesson planning includes planning the implementation of instruction and preparation of media and learning resources, assessment tools of learning, and learning scenarios.

¹²¹ Sholeh Hidayat, *Pengembangan Kurikulum Baru*, (Cet. 2; Bandung: PT. Remaja Rosdakarya, 2013), hal. 160.

In the book by M. Fadillah that the curriculum structure is the organizing core competencies, basic competencies, learning load, subjects, and the burden of learning in every academic and educational programs.¹²²

Beginning with accurate the curriculum structure was planning of instruction more can arranged well. Where the education unit is seeks to obey the signs and all the rules of Curriculum 2013 from the government. From the structure of the curriculum is also a minimum standard, meaning that should develop means to add, but if you reduce it is not true.

The curriculum structure of Elementary School consists of 8 subjects divided into two groups, namely group A and group B. Group A is the group of subjects who provide more competence orientation in cognitive and affective aspects. Subjects the group is religious and moral education, Pancasila and Citizenship Education, Indonesian, Mathematics, Natural Sciences and Social Sciences. While in the group of B is the group of subjects that put more emphasis on affective and psychomotor aspects. The subjects in this group category are Arts and crafts, Physical Education, Sport and Health, and local content of each region.¹²³

Planning the implementation of instruction used is ready before starting learning in semester, teachers prepare for ongoing learning in the classroom in order to create a coherent learning and have a reference in the learning objectives.

¹²² Fadillah, *Implementasi Kurikulum 2013: Dalam Pembelajaran SD/MI, SMP/MTs, & SMA/MA*, (Cet. 1; Yogyakarta: Ar-Ruzz Media, 2014), hal 40.

¹²³ *Ibid.*, hal 41.

At MIN Malang 1 in the implementation of the curriculum 2013 have a Work Group of Teachers for first grade and fourth grade which has the purpose to cooperate in coordinating all activities of learning. In the Work Group of Teachers, conducted the design lesson plans, implementation of thematic instruction, and assessment conducted the coordination together so that all teachers without exception know the whole process will be done in the implementation of the new curriculum.

In this research focuses on the first grade of MIN Malang 1, amounting to eight classes. With the Work Group of Teachers internally for first grade, teachers can do lesson planning, arrange the instructional media, and make an assessment together. Therefore, each class is treated equally.

Researcher conducted the research while the second semester on the theme 8 sub-themes 2, the lesson plan compiled by a team of first class teachers have made long before the second semester begins learning. So, all of the learning tools that will be used in the classroom are well prepared. So that the teachers just implement what they have arranged and made.

Lesson plan is the most important thing in preparing instruction activities, because lesson plan will facilitate teacher in conveying the material for the students and managing the class in instruction activities. All that is prepared does not mean there is no difference when the implementation, among the lesson plan have been made previously by the learning process is done there must be

different. Therefore, anticipation that teachers of MIN Malang 1 conducted with perform instruction development provided it remains on track learning objectives.

Lesson plan is arranged of government that later developed by a team of Work Group of teachers internally for first grade MIN Malang 1. The lesson plan is used is lesson plan from the government draft which was then developed together from teachers from first grade internally. Planning which have exposed in the lesson plan adapted to the circumstances of school.

Generally, success of a program of activities carried out by someone very determined how much the quality of planning made. Developing lesson plans for teachers deemed highly necessary in order to optimize the preparation of planning learning activities. To make easy for teachers in developing the lesson plan of curriculum 2013 there are some principles that should followed, they are:¹²⁴

- 1) Lesson plan prepared by teacher as a translation of ideas based curriculum and syllabus that developed at the national level in the form of a draft to realize in the learning process.
- 2) Lesson plan developed by teacher with adjusting what is stated in the syllabus with the conditions in the unit of education, both early ability of students, interest, motivation to learn, special needs, the speed of learning, cultural background, norms, values, and environmental of student.
- 3) Encourage the student to be active participant.

¹²⁴ Ibid., 145-146

- 4) Accordance with the purpose of curriculum 2013 to produce the student as an independent human being and not stop learning, the learning process in the lesson plan is designed with student center to develop the motivation, interest, curiosity, creativity, initiative, inspiration, independence, enthusiasm for learning, skill learn, and study habits.
- 5) Developing a culture of reading and writing
- 6) The learning process in lesson plan designed to develop a passion for reading, reading comprehension diverse, and expression in various forms of writing.
- 7) Give the feedback and follow up.
- 8) Lesson plan consists the program for providing positive feedback, reinforcement, enrichment and remedial. Provision of remedial teaching done at any time after examinations performed, the results analyzed, and the weaknesses of each student can be identify.
- 9) The linkage and integration
- 10) Lesson plan prepared with attention to the linkages and integration between Core Competence and Basic Competence, learning materials, learning activities, assessment, and learning resources in the integrity of the learning experience. Lesson plan prepared to accommodate the thematic instruction, integration across subjects for the attitude and skills, and various cultures.
- 11) Apply the information technology and communication.

- 12) Lesson plan prepared to consider the application of information technologies and communication are integrated, systematic, and effective in accordance with the situation and condition.

Developing lesson plan in the learning activities not permitted arbitrary, but there are principles that suit to the condition and situation classroom in education unit. Therefore, it is not just developing but look at the characteristics of students and condition of class. As performed by a team of teachers of MIN Malang 1 in developing the lesson plan with 8 classes of first grade that different. Not all of the class may have a same situation and condition of class and just the teacher who understood them deeply. Therefore, there is team of teachers in the Work Group of Teachers to unite variety of different issues then discussed together and get the right result so that the execution has the same substantially although the treatment for each teacher is different.

Development of Lesson plan can be conduct at the beginning of each semester or the beginning of the school year, it mean so that the lesson plan has been provide in advance in each of the early implementation of learning. Development of lesson plan can be conduct independently or in groups. For the example is MIN Malang 1 that arrange the lesson plan each early semester and develop the lesson plans together with teachers in Work Group of Teachers.

As far as the researcher conducting the research about thematic instruction, which while conduct teaching does not match that specified in the lesson plan but learning goals is same and accordingly, only the delivery is different. It is not without reason, but pay attention to the class to fit and appropriate by the teacher. During do not the deviate activity from the specified learning that determined

Lesson plan that not according to the activity instruction in the class are usually there are causes that make it must be changing the activities that should exist in the lesson plan. For example in the lesson plan that there are activities of each group come forward to the class and tell the results of discussion of a series of images. However, in fact not do activities in groups with four students and come forward in front of the class. That happens because the teachers saw the class situation that does not allow the group formed by individuals but more and orderly if students tell their work with designated by the teacher.

Lesson plan that designed by teacher's class 1 of MIN Malang 1 with using the lesson plan that prepared by the government but developed by a team of teacher's class of thematic for first grade. It developed from instruction activities, teaching methods to according the circumstances of school, instructional media, questions, and others. However, the development of Lesson Plan who conducted by teacher is less maximally, because in the Lesson Plan still same with the lesson Plan of teacher book from Government.

B. The implementation of Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1.

Thematic instruction based on curriculum 2013 not implemented in all primary school. In this academic year 2014, allowed to return to the previous curriculum if it is still not ready from the education unit itself and permitted to continue the curriculum 2013 for schools that applied for 2 semesters and considered ready. That is a directly order from the Minister of education and culture Mr. Anis Baswedan because felt not perfect completion in curriculum 2013. That is different with the primary schools under the auspices of the Ministry of Religious Affairs has recently implemented the Curriculum 2013 in academic year 2014. Therefore, for schools designated as a pilot project are implementing the Curriculum 2013, including Malang MIN 1.

The principle of instruction on the Curriculum 2013 is not much different from the previous curriculum.¹²⁵ This means that Curriculum 2013 is a development of the previous curriculum in order to better the educational advancement of the nation. However, what makes the difference between the two is the pressure point of learning and material for the students. Curriculum 2013 is more integrating the capabilities attitudes, skills and knowledge. These aspects integrated in the learning activities with the hope of running balance.

¹²⁵ *Ibid.*, hal. 173

Learning approach that used is scientific and thematic integrative instruction. Scientific approach is the approach used in the instruction carried out by the scientific process with emphasis on 5M (observing, asking, gathering information, associating or analyzing, and communicating). While the intended the thematic integrative that learning was created themes which refers to the characteristics of the students and implemented integration between subjects.

In the previous curriculum that based on the PAKEM learning, if curriculum 2013 is scientific. Investigating the opinion from Deputy Head of Curriculum MIN Malang 1, that actually between PAKEM with the scientific is not so different substance. If about the standard process of MIN Malang 1 were not so shocks, because MIN Malang 1 always applies the contextual. So learning was pursue with variously, as close as possible to the students, if there is material that is observing an object, then the matter of learning must go through the stages of observe not directly dictated.

Therefore, it means that presents a problem and students were observed, then ask. After asking the teacher as a facilitator to design an activity that the students were able to collect data that can answer that question. So that the change process standards are not too shock because MIN Malang 1 has been implementing a long time, only changed its name but the substance is same.

Learning activities of first grade in MIN Malang 1 is using the learning approach accordance with the guidelines and rules in Curriculum 2013. Instruction that conducted by teacher in accordance with the lesson plan that had been developed at the beginning of the semester before the start of the study. However, sometimes the activities that have listed in the lesson plan not done. Things like that not without reason, but there are various constraints such as time or condition of students who are not possible. Therefore, the teacher taking decision to teach that material though not in accordance with the learning activities in the lesson plan, but the substance of the goal is the same and delivered. Analysis conducted by researcher during a class observation.

Accordance with the certainty of lesson plan and refer to the Standard of Content that provided by the government. The Core Competency and Basic Competency is according to the document from Ministry of Education and Culture. While the indicators developed autonomously by team of teachers.

Instruction objectives accorded by the basic competency and indicator that determined together. Material in lesson plan is suitable to lesson plan and activity in class. Method that used is like in lesson plan, but sometimes there is development from teacher.

Media that listed on the lesson plan is Books for Student and student photos by size of postcard. For the student photo, have done in the previous

meeting and the work of the students on display at the back of the class. Therefore, in the fourth learning activity nothing to create photo albums as has done previously. Learning when teachers do not just use the book as medium students but by using interactive media like adobe flash, songs with the LCD in front of the class,.

For instruction steps divided into three activities, namely the preliminary activity, core activity and the final activity. In accordance with the preliminary activity, if there is positive different thing with lesson plan is the innovation of teachers to motivate students to learn. At the beginning of the core activity of the activities of students and teacher to start learning with riddles to provoke the students to start learning. Seen that the teacher also provide the examples mentioned traits so that students can do well. Overall activity undertaken not to deviate from the lesson plan has prepared by teacher. There is little difference that in lesson plan the student go forward and read the characteristics of objects that have students write, but when the learning it is not done, but the students mention the characteristics of thing in his seat did not come forward. In the course of any cover overall is in conformity with the lesson plan.

In the assessment contained in the lesson plan is the rubric of performance of activities create a picture frame that was has done in the previous study. Then there is the attitude assessment in the form of columns and reflection as a record. That also completed by attachment material and questions for evaluation.

To achieve the quality that designed in the curriculum document, learning activities need to use the principles. That are: (1) student center, (2) developing the creativity of students, (3) creating a fun and challenging conditions, (4) uncharged values, ethics, aesthetics, logic, and kinesthetic, and (5) provide learning experience through the application of various strategies and methods of joyful learning, contextual, effective, efficient, and meaningful.¹²⁶

Some of the principles were applied in the class by teachers to foster the quality of learning. In learning activity occur the development of attitudes, knowledge, and skills combinational and the various emphases. Each activity of learning has a different emphasis and a combination of other learning activities depends on the nature of the charge studied. Nevertheless, knowledge has always been a driving element for the development of other abilities.

The process of thematic instruction based on the Curriculum 2013 divided into direct and indirect learning. Where the process of learning directly involves about learners learning activities to observe, ask, gathering the information, associates or analyze, and communicate what has been the discovery of the activities of the analysis. Learning processes directly are focus to produce the knowledge and skills directly or called by instructional effect. While the learning processes does not directly related to the development of values and attitudes.

¹²⁶ Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 81a Tahun 2013 Tentang Implementasi Kurikulum Pedoman Umum Pembelajaran

All of the learning activities observed by teachers that get progress during learning in the school. Therefore, teacher will know more in depth about the characteristics of student progress in learning.

C. The evaluation conducted by teacher of Thematic Instruction based on Curriculum 2013 for 1th grade at MIN Malang 1.

There is instructional planning and implementation of learning will complete with the evaluation of learning in order to use subsequently for learning improvement. Evaluation is a process or election activities, the collection, analysis and presentation of information that can used as a basis for decision-making and prepare the next program. As evaluation according to Suharsimi Arikunto is a series of activities, obtain, analyze and interpret data about student learning process systematically and continuously, so that it becomes meaningful information in making decision.¹²⁷

Conducting evaluation preceded by an assessment, while the assessment preceded by measurement. One of the measuring instruments is a test. The test defined as a measuring tool to get the information on the results of student learning that requires an answer or response is correct or incorrect. The measurement is as scoring of individually in according to the certain standard.

¹²⁷ Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan* (Ed. revisi; Jakarta, 2004), hal. 1

Assessment is an activity to construct, interpret and describe the results of measurement, while the evaluation is the determination of the quality of its follow-up program.¹²⁸ From the result of that exposure, it is done in learning by teachers is the assessment of the results of the test, because the test is defined as a measuring tool to get the information and assessment of student learning outcomes defined as activities to interpret the data results of a measurement based on criteria.

As explanation in AlQuran letter *At-Taubah*; 105 as follows:

وَقُلْ أَعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ إِلَىٰ عِلْمِ
الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُم بِمَا كُنتُمْ تَعْمَلُونَ ﴿١٠٥﴾

And say, “Do [as you will], for Allah will see your deeds, and [so, will] His Messenger and the believers. And you will be returned to the Knower of the unseen and the witnessed, and He will inform you of what you used to do.” (Qs. *At-Taubah*: 105)

Assessment conducted by MIN Malang 1 is using a test of student learning outcomes. In the curriculum 2013, there are many types of assessment according to the existing core competencies with reference to the Permendikbud No. 66 of 2013 on Standards Assessment for Primary and Secondary Education that attitude competency assessment, assessment of cognitive competence, skills

¹²⁸ Eko PutroWidoyoko, *Penilaian hasil Pembelajaran di Sekolah*, (Cet. 1; Yogyakarta: Pustaka Pelajar, 2014), hal. 7-8

and competency assessment. It intended to determine the level of achievement of learning objectives.

The Assessment that conducted in Curriculum 2013 refers to the existing core competencies. The assessment of core competency 1 formed of spiritual attitude assessment conducted by the teacher. Teachers observe how students in spiritual attitude. For the example is the student receiving the results gracefully, to pray Dhuha orderly and others. From this assessment, the teacher will get the development of the student's behavior.

The assessment of core competency 2 for the assessment of social attitudes, it is consists of politeness, accuracy, responsibility and others. As said by Deputy Head of Curriculum MIN Malang 1 that the application of the attitude to first grade of the curriculum 2013 guideline are 7 attitude. Nevertheless, if it all applied and enforced as it was then time runs out to assess teachers, do not have time to build his attitude. So that need a solution, there is also a challenge anyway. Therefore, in the first grade agreed to use only 3-4 attitudes. Because there is the constraints namely time insufficient in assessing attitudes, especially for build that attitudes.

In the Minister of Education and Culture of the Republic of Indonesia Number 66 Year 2013 About the Educational Assessment Standards noted that the assessment of competence spiritual and social attitudes undertaken by all

educators during one semester, the results are accumulated and expressed in terms of the description of competence by class teacher.¹²⁹

Attitude competency assessment conducted by MIN Malang 1 scheduled systematically by a team of class teachers for first grade. The assessment do not conduct any meeting as stated in the provisions of the Curriculum 2013, but MIN Malang 1 to define the appropriate assessment predetermined schedule. Many criteria should reach to grow the social competence for students, but in the class I of second semester, there are three competencies. They are good manners, carefulness, and responsibility. In the document data is seen that the average of the students for conducting the social competence well. From the assessment result of 33 students at class I-B could took the conclusion as follow:

¹²⁹ Lampiran Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 66 Tahun 2013 Tentang Standar Penilaian Pendidikan Standar Penilaian Pendidikan, hal 7

Criteria	Good manners			Carefulness		
	Berkata santun	Tidak berkata kotor	Tidak menyela	Konsentrasi dalam mengerjakan	Merapikan alat miliknya	Membawa buku pelajaran
A	30 students	33 students	22 students	27 students	30 students	31 students
B	3 students	0	11 students	3 students	3 students	2 students
C	0	0	0	3 students	0	0
D	0	0	0	0	0	0

[illegible]

The assessment of cognitive included in assessment of Core competency 3 carried out in the form of a written test, an oral test, or assignment. The teacher gives the form of multiple-choice questions, stuffing, short answer and others that results interpreted. Assessing Core Competency 3 at MIN Malang 1 performed every Saturday namely evaluation at the end of each lesson each sub-theme, then mid examination and final examination.

If there were students do not complete the KKM in the learning would give remedial lessons. Remedial such matters are carried out every payload unfinished lessons, not all subjects. Nevertheless, the teacher of class 1-B said that rarely any remedial because KKM that of the government is still relatively low at MIN Malang 1 is 67 (in the range of 1- 100) and 2.67 (range 1-4). Actually was far below the minimum standard of 75 KKM previous curriculums.

MIN Malang 1 still takes the attitude that objective based on the data while currently have not the data, it cannot move to be high. Therefore, the school took a decision in this year exactly same with the National Technical Guidelines. MIN Malang 1 using KKM accordance with established National Technical Instructions, nothing to add higher value to KKM because the school has not had data on the ability of children at the beginning of the implementation of Curriculum 2013 still need a lot of inputs and not know yet the results of the first year.

Conducting the input of value in cognitive competence for MIN Malang 1 has been considered easy, because MIN Malang 1 using formulas and directly input the value in the computer and it will come out the results for each subject. It conducted by the team of assessment owned by MIN Malang 1 making it easier for teachers to input the value of students.

Cognitive assessment conducted every Saturday in a week that is the end of the learning evaluation within each sub-theme. Assessment of cognitive was conducted thematically, but that show the pass each subject and on the report the pass according to theme.

While the assessment of Core Competence 4 that leads to assessment of skills competency in the formed of worksheet with instrument that used is a checklist with rubrics, product assessment, project appraisal, portfolio. It used as a reference in assessing skills. The competency assessment skills also scheduled in accordance with the development assessment conducted by a team of teachers MIN Malang 1. The total of students reached the skill competence when making the curtain are 23 students get A predicate and 10 students get B predicate. Conducting the assessment by team of teacher MIN Malang 1 is study it deeply in Work Group of Teachers every Saturday along with conduct the learning evaluation in a week.

In the Work Group of Teachers, all teachers prepare learning including assessment. As described by one of the teachers MIN Malang 1 that the teacher discuss the team of assessment by making the indicator itself, with its own assessment criteria suitable to the students of MIN Malang 1 with taking the consideration and the reference of assessment standard of curriculum 2013 guidelines.

Assessment is carried out must conform fully to the appraisal guidelines but may be developed in accordance with the school as long as the substance is same. Likes conducted by MIN Malang 1 that assessment adapts to the school and developed their own. It means to facilitate the assessment process and expected can used as a pilot for other schools.

Assessment preceded by measurements made by the measuring instrument in the form of tests. MIN Malang 1 takes the attitude competency assessment with the various ways such of observation, self-assessment, peer assessment evaluation, and journal. That is seen in the guidelines for assessment standards in curriculum 2013 that teachers do assessment of attitude through the journals. Instruments that used in observation, self-assessment, and peer evaluation by students are a checks list or rating scale and rubric, while the journal carried a note of teacher.¹³⁰

¹³⁰ Fadillah, *Implementasi Kurikulum 2013: Dalam Pembelajaran SD/MI, SMP/MTs, & SMA/MA*, (Cet. 1; Yogyakarta: Ar-Ruzz Media, 2014), hal 211.

After conducting the test, measurement, and assessment of student progress will get results that could see from the results of the assessment has carried out as above. From these results, then put it in a report for students, which contained the progress of students from the spiritual, social, knowledge, and skills.

Report of assessment result by teacher formed 1) the value and or the description of the achievement of competence, to the results of the competency assessment including an assessment of knowledge and skills included assessment of integrated thematic instruction. 2) Using description of the assessment results of spiritual attitude and social attitudes.¹³¹

Report that processed by MIN Malang 1 formed self-developed form of report. However, not much different from that design, according to the instruction the implementation, but it developed its own. In the first semester is using description as report. If the second semester later uninitiated, there are two possibilities for the description and number because it is still in the learning process today.

¹³¹ *Ibid.*, hal 7.

CHAPTER VI

CLOSING

A. Conclusion

Based on the analyze in chapter V can be take inference about the thematic instruction in State Islamic Elementary School of Malang 1 as follows:

1. Design of lesson plan of thematic instruction conducted according to the regulations from Curriculum 2013, which is a decision from the Ministry of Education and Culture. From the conducted the research was found that many efforts that conducted by teacher to develop the lesson plan from teacher book according to the situation and condition from the students. However, from the school using the lesson plan that prepared from government that developed own by teacher. But, teacher was not maximal to develop the lesson plan, because not written in the paper.
2. The implementation of thematic instruction in MIN Malang 1 conducted according to the lesson plan who have made by teacher. Teacher strives for conduct all of the activity in the lesson, but condition in class cannot to predict. Therefore, there is the different

activity with the lesson plan when teach is a development to be good instruction.

3. The evaluation of learning in MIN Malang 1 based on the Curriculum 2013 was conducted with phase. From the measurement, test, and got the evaluation. To know the pass of student with the assessment of test. The assessment of spiritual competence, social competence, knowledge competence, and skill competence. MIN Malang 1 has a team for assessment with the formula that formed own by team of assessment to make easy the teacher conduct the assessing.

B. Suggestion

Suggestions for the teacher are:

- a. Teacher should be striving for make into instruction as well as possible based on the lesson plan that made before. Although aquisition the differences have to keep according to the objective of the instruction.
- b. The instruction that teacher conducted should be systematically according to the lesson plan, though that is have to see from the condition of class also.

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APPENDIXES

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