

**THEMATIC LEARNING
IN STATE ISLAMIC ELEMENTARY SCHOOL OF MALANG
2 AT Ist-B**

THESIS

By :

**Uswatun Hasanah
NIM. 10140016**



**INTERNATIONAL CLASS PROGRAM (ICP)
TEACHER EDUCATION OF ISLAMIC ELEMENTARY SCHOOL
PROGRAM
TARBIYAH AND TEACHING SCIENCES FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG
June, 2014**

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IN STATE ISLAMIC ELEMENTARY SCHOOL OF MALANG
2 AT Ist-B**

THESIS

*Submitted to Tarbiyah and Teaching Sciences Faculty of Maulana Malik Ibrahim
State Islamic University (UIN) of Malang in partial Fulfillment of the
Requirement to Obtain a Bachelor Degree of Islamic Elementary School Teacher
Education (S.PdI)*

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APPROVAL SHEET

THEMATIC LEARNING
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IN STATE ISLAMIC ELEMENTARY SCHOOL OF MALANG 2 AT Ist-B

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Has been defended in front of the board of examiners on
June 11th, 2014 and has been stated

PASSED

And has been approved by the board of examiners as the requirement to earn an
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Appendixes : 4 Exlempars

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at
Malang

Assalamu'alaikum Wr. Wb.

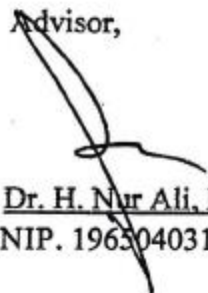
After carrying out at several times for guidance, both in terms of content, language and writing technique, and after reading the following thesis:

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Tittle of Thesis : Thematic Learning in State Islamic Elementary School of
Malang 2 At Ist-B

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

Wassalamu'alaikum Wr. Wb.

Advisor,



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STATEMENT LETTER


Hereby state that on this thesis there is no work that ever submitted to obtain bachelor degree on one university, and as far as I know, there is no work or opinion that ever written or published by another person, except for in writes that is referenced on this thesis and mentioned on the bibliography.

Malang, 19th of June 2014

**METERAI
TEMPEL**
PALU HONORATOSI RAPOR
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6000 **DJP**

Uswatun Hasanah
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MOTTO

كُنْتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ تَأْمُرُونَ بِالْمَعْرُوفِ وَتَنْهَوْنَ عَنِ الْمُنْكَرِ
وَتُؤْمِنُونَ بِاللَّهِ وَلَوْ ءَامَنَ أَهْلُ الْكِتَابِ لَكَانَ خَيْرًا لَهُمْ مِّنْهُمْ الْمُؤْمِنُونَ
وَأَكْثَرُهُمُ الْفَاسِقُونَ¹

“Kamu adalah umat yang terbaik yang dilahirkan untuk manusia, menyuruh kepada yang ma'ruf, dan mencegah dari yang munkar, dan beriman kepada Allah. Sekiranya ahli kitab beriman, tentulah itu lebih baik bagi mereka, di antara mereka ada yang beriman, dan kebanyakan mereka adalah orang-orang yang fasik.”

(QS. Ali Imron: 110)

¹ Departemen Agama, *Al Qur'an dan Terjemahan*. (Bandung: Jumunatul Ali Art, 2005), page. 64

DEDICATION

I dedicate my thesis work to my family and many friends. A special feeling of gratitude to my loving parents,

Mr. Muhammad Hisam dan Mrs. Hamimah

words of encouragement and push for tenacity ring in my ears.

All of my big family parties

Ibnu Aziz, Nur Hidayati, Grand Mother, Grand Father, Uncles, Aunts, nephews and nieces

have never left my side and are very special.

Thanks also to all my Lectures in UIN Maliki Malang, Principal and Teachers in MIN Malang 2 especially *Mr. Drs. Ahmad Barik Marzuq, AA, M.Pd. Mrs.*

Nanik Lutfiya S.Pd.I. Mrs. Murita Herliningtyas, S.Pd., Mr. Imam

who always teach, and advice me in process writing of thesis.

I also dedicate this thesis to my many friends and church family who have supported me through out the process. I will always appreciate all they have done, especially my beloved friends in

PMII Rayon "KAWAH" Chondrodimujo, Mr. Hasyim as a chief today, Mrs. Yassinta, Mrs. Sofie, Mr. Prasetya, Mr Agus, Mr. Mutholibin, Mr. Faridz, Mr. Lukman, Mr. Anshori, Mrs. Heni, Mrs. Hana, Mrs. Ismi, Mrs. Luthfi, Mr. Annas, Mr. Irsyad, Mr. Irul, Mr. Abeng, Mr. Emon, And all of my beloved friends in PMII Rayon "KAWAH" Chondrodimujo, that didn't be mentioned by me one by one

PMII Komisariat Sunan Ampel, Mrs. Novi, Mrs. Lilik, Mr. Nasrullah, Mr. Rois, Mr. Zahid, Mr. Fariedz, Mr. Ican, Mr. Ismail, Mr. Huda, Mrs. Iik, Mr. Afian, Mr. Alif, And all of my beloved friends PMII Komisariat Sunan Ampel that didn't be mentioned by me one by one

International Class Program (ICP)

I dedicate this work and give special thanks to my best friend

Rista Mufidatul Ilmi and Kusumaningsih Retno Asmoro

Who always beside me in every condition I felt

PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to Allah The All Merciful and The All Compassionate. Thanks to Allah because of all blessing and guidance, so the writer is able to finish the arrangement of Qualitative Research *“Thematic Learning In State Islamic Elementary School of Malang 2 AT Ist-B”* as the final instruction activities on Maulana Malik Ibrahim State Islamic University of Malang.

Shalawat and salaam uninterruptedly extended to Prophet of Muhammad, and all the families, friends, and all Muslim.

There is no pronounceable word that can be extended except the great gratitude to the Excellency :

1. Mr. Hisam Basori and Mrs. Hamimah (My be loved father and mother) who has always love me, teach me, and give me suggestion in everything I do, who always pray for me and give me spirit so writer can solve study in first degree (S1) at Maulana Malik Ibrahim State Islamic University of Malang.
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The writer realize about Thematic Learning Research report. Therefore, the writer needs constructed critical and suggestion from all parties and reader to the next perfect report arrangement.

Malang, 19th of June 2014

Writer

TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this thesis utilize the translation guidelines based on the agreement between Religion Minister and Educational And Culture Minister of Indonesia number 158, 1987 and number 0543 b/U/1987. Those are:

A. Huruf

| | | | | | | | | |
|---|---|----|---|---|----|---|---|---|
| ا | = | a | ز | = | z | ق | = | q |
| ب | = | b | س | = | s | ك | = | k |
| ت | = | t | ش | = | sy | ل | = | l |
| ث | = | ts | ص | = | sh | م | = | m |
| ج | = | j | ض | = | dl | ن | = | n |
| ح | = | h | ط | = | th | و | = | w |
| خ | = | kh | ظ | = | zh | ه | = | h |
| د | = | d | ع | = | ' | ء | = | , |
| ذ | = | dz | غ | = | gh | ي | = | y |
| ر | = | r | ف | = | f | | | |

B. Vokal Panjang

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

C. Vokal Diphthong

أَوْ = Aw

أَيُّ = Ay

أُوْ = û

إِيْ = î

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ABSTRACT

Hasanah, Uswatun. 2014. *Thematic Learning in State Islamic Elementary School of Malang 2 at Ist - B*. Thesis, Teaching Education of Islamic Elementary School Program, Faculty of Tarbiyah and Teaching Sciences, State Islamic University of Maulana Malik Ibrahim Malang. Dr. H. Nur Ali, M.Pd.

Key Word : *Thematic Learning*

Thematic learning is one of learning model that integrates knowledge, skills, creativity, values and learning attitudes by using theme. According to the Directorate General of Islamic Institutions, thematic learning can (1) improve contextual understanding of students (2) explore knowledge through a series of students's mental processes to work actively (3) improving the relationship between students (4) assist teachers in improving their professionalism. For the psychological concept, thematic learning suitable with the studying tendency of children's at elementary school.

Thematic learning is model of learning that certified by the goverment start from curriculum 2006. But, little school who has implemented thematic learning and still in curriculum 2013 majority of elementary school want to apply thematic learning concept. However in MIN Malang 2 has applied thematic learning from curriculum KTSP.

Based on background above, the problems that arise are: (1) What is development pattern of thematic learning on MIN Malang 2 Class I-B? (2) How is learning process in MIN Malang 2 at I-B class? (3) What is implementation impact of thematic learning in MIN Malang 2 at I-B Class?

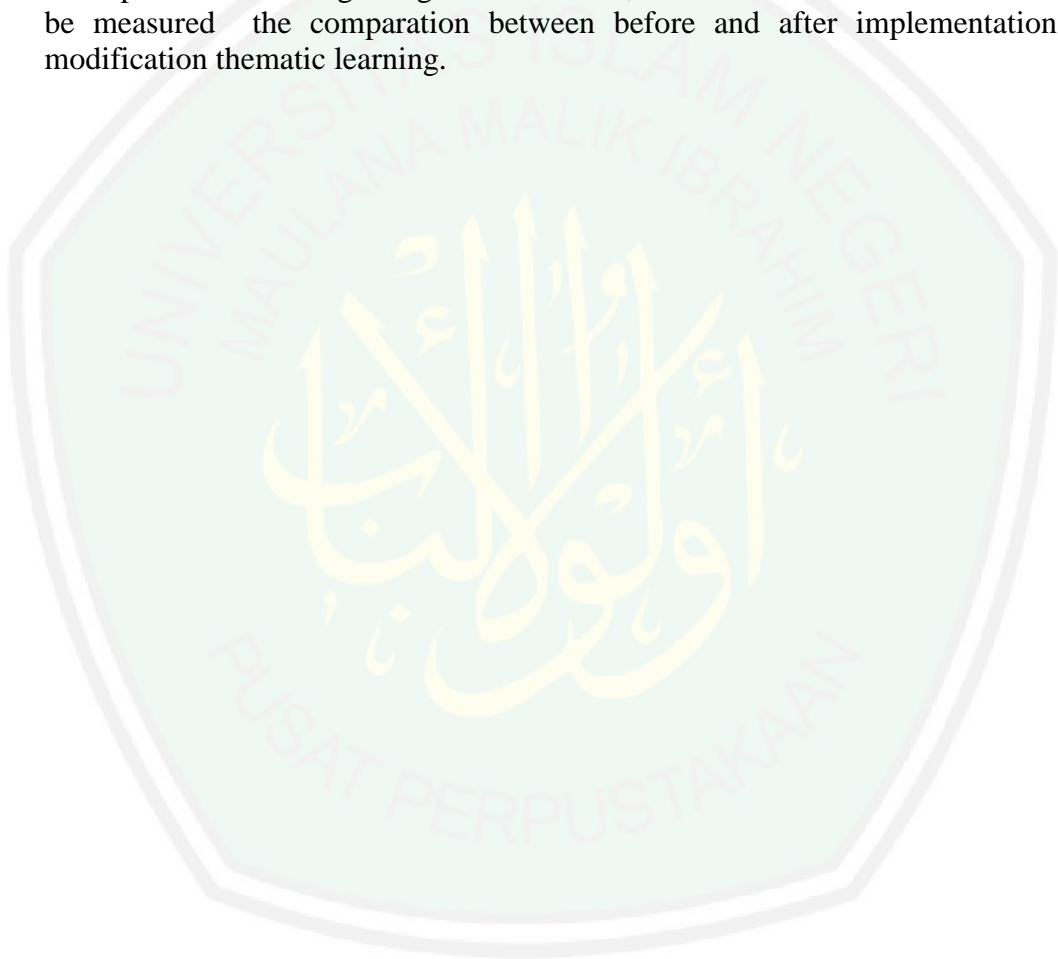
The research was conducted on the students of I - B class. The purpose of this study was to (1) describe the development pattern of thematic learning on MIN Malang 2 Class I-B (2) describe learning process in MIN Malang 2 at I-B class? (3) describe the implementation impact of thematic learning in MIN Malang 2 at I-B Class?

This study used qualitative approach by method case study. Using case study because in this research, researcher emphasize explanation of case, namely thematic learning. Data were analyzed by analysis model of interaktif model, that created by Miles and Huberman. Data analyse from collecting data, reducing data, verification and presentation of data. Generally this study was done in process of planning, collecting data, analyzing data, and checking the falidity of data.

From analysis and checking validity of data, indicate that thematic learning in MIN Malang 2 implemented with a modified concept that integrate concept of thematic learning of 2006 curriculum with thematic learning of 2013 curriculum. in planning of learning process teacher prepare always about of matter, method and media, only in making lesson plans teachers haven't done it maximally. For implementation, teacher at 1st – B has apply it well. Because teacher able to use variety of media and method in learning process. Teacher able

to make students active. Students don't feel overwhelmed and depressed at learning.

Regarding with thematic learning impact in MIN Malang 2, the implementation of thematic learning demand either institution or teachers to be more active in understanding, studying concept of thematic learning curriculum in 2013 precisely. So training should continue to be pursued to prepare all the parties in the implementation of integrated thematic learning simultaneously in 2014-2015 school year. For students the concept of thematic learning make atmosphere of learning being fun and varied, but in terms of achievement can not be measured the comparison between before and after implementation of modification thematic learning.



مستخلص البحث

حسنة، أسوة. ٢٠١٤. التعليم الموضوعي في الفصل الأول "ب" المدرسة الابتدائية الحكومية الثانية مالانج (MIN Malang 2). بحث جامعي، قسم تربية معلم المدرسة الابتدائية، كلية علوم التربية و التعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. الدكتور الحاج تور علي الماجستير

الكلمة الرئيسية: التعليم الموضوعي

التعليم الموضوعي من نموذج التعليم الإدماج بين المعارف والمهارات والإبداع والقيم والمواقف التعليمية بالموضوعي. قال مدير العام للمؤسسة الإسلامية أن التعليم الموضوعي يمكن: (١) إرتفاع الفهم السياقي للتلاميذ (٢) استكشاف المعرفة من خلال العمليات العقلية للتلاميذ كي تكون فعاليا (٣) إرتفاع التفاعل بين المتعلم (٤) مساعدة المعلم في زيادة كفاءتهم المهنية. من أجل علم النفسي، ومفهوم التعليم الموضوعي مناسباً على ميل تعليم التلاميذ في المدارس الابتدائية.

التعليم الموضوعي من من نموذج التعليم المقرر بالحكومة منذ إجراء المنهج سنة ٢٠٠٦. بل المدرسة الابتدائية الحكومية الثانية مالانج قد نفذت التعليم الموضوعي منذ إجراء المنهج KTSP .

من سياق البحث المكتوب ، فإن أسئلة البحث كما يلي: (١) كيف نخط تنمية التعليم المواضيعي في الفصل الأول "ب" المدرسة الابتدائية الحكومية الثانية مالانج؟ كيف عملية التعليم الموضوعي في الفصل الأول "ب" المدرسة الابتدائية الحكومية الثانية مالانج؟ (٣) كيف أثر تنفيذ التعليم الموضوعي في الفصل الأول "ب" المدرسة الابتدائية الحكومية الثانية مالانج؟

تنفيذ هذا البحث على التلاميذ في الفصل الأول "ب". اما أهداف هذا البحث هي: (١) لوصف نخط تنمية التعليم المواضيعي في الفصل الأول "ب" المدرسة الابتدائية الحكومية الثانية مالانج. (٢) لوصف عملية التعليم الموضوعي في الفصل الأول "ب" المدرسة الابتدائية الحكومية الثانية مالانج. (٣) لوصف أثر تنفيذ التعليم الموضوعي في الفصل الأول "ب" المدرسة الابتدائية الحكومية الثانية مالانج.

استخدام هذا البحث بحث كفي بمنهج دراسة حالة. استخدمت الباحثة دراسة حالة لأن البحث يتركز على شرح الحالة، يعنى التعليم الموضوعي. تحليل البيانات بالنموذج التفاعلية أي نموذج وصفه مايلز وهابرمان (Huberman&Miles). وقد تم تحليل البيانات من خلال مرحلة جمع البيانات وتحديد البيانات والتحقق البيانات وعرضها. وبالتالي، بصفة عامة، وقد أجريت هذا البحث في عملية التخطيط، وجمع البيانات، وتحليل البيانات، والتثليث.

من نتائج التحليل و التثليث يدل الا أن تنفيذ التعليم الموضوعي في المدرسة الابتدائية الحكومية الثانية مالانج بتعديل أي التكامل بين مناهج التعليم الموضوعي سنة ٢٠١٣ مع مناهج التعليم الموضوعي

سنة ٢٠٠٦. في عملية التخطيط التعليم، إعداد المعلم دائما مواد وأساليب وسائل الإعلام قبل تنفيذ التعليم ، فقط في صناعة خطط التعليم (RPP) والمعلم لم يفعل ذلك على النحو الأمثل. أما في التنفيذ و معلمة الفصل الأول "ب" قد فعلت بجيد. بأن المعلمة قد استخدمت الأساليب وسائل الإعلام المتنوعة. بجانب ذلك أن المعلمة قد جعلت التلاميذ فعالية. وبالتالي، والتلاميذ لا يشعرون بالإرهاق والاكتئاب في التعليم.

أما يعلق بأثر التعليم الموضوعي في المدرسة الابتدائية الحكومية الثانية مالانج، تنفيذ التعليم الموضوعي التعديلي يطالبون المدرسة و المعلمون أكثر نشاطا في الفهم و دراسة مفهوم التعليم الموضوعي سنة ٢٠١٣ على وجه التحديد. لذلك ينبغي مواصلة التدريب التي يجب اتباعه لإعداد جميع الأطراف في تنفيذ التعليم الموضوعي المتكامل في وقت واحد في العام الدراسي ٢٠١٤-٢٠١٥. التعليم الموضوعي عند التلاميذ يمكن جعلهم في جو المرح ومتنوعة، ولكن من حيث الإنجاز لا يمكن قياسها بالفرق بين بعد و قبل تنفيذ التعليم الموضوعي.

ABSTRAK

Hasanah, Uswatun. 2014. *Pembelajaran Tematik di Madrasah Ibtidaiyah Negeri Malang 2 Kelas I-B*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang. Dr. H. Nur Ali, M.Pd.

Kata Kunci: *Pembelajaran Tematik*

Pembelajaran tematik merupakan salah satu model pembelajaran yang mengintegrasikan pengetahuan, keterampilan, kreatifitas, nilai dan sikap pembelajaran yang menggunakan tema. Menurut Direktorat Jenderal Kelembagaan Agama Islam pembelajaran tematik dapat (1) meningkatkan pemahaman kontekstual peserta didik (2) mengeksplorasi pengetahuan melalui serangkaian proses mental anak bekerja secara aktif (3) meningkatkan keeratan hubungan antar-peserta didik (4) membantu guru dalam meningkatkan profesionalismenya. Sebab secara psikologi, konsep pembelajaran tematik sesuai dengan kecenderungan belajar anak sekolah dasar.

Pembelajaran tematik merupakan salah satu model pembelajaran yang ditetapkan pemerintah sejak kurikulum 2006. Namun, masih sedikit sekolah yang telah mengimplementasikan pembelajaran tematik, dan baru di kurikulum 2013 banyak sekolah mau mengimplementasikan pembelajaran tematik. Namun demikian, Madrasah Ibtidaiyah Negeri Malang 2 telah mengimplementasikan pembelajaran tematik sejak kurikulum KTSP.

Berdasarkan pada latar belakang diatas maka permasalahan yang timbul adalah: (1) Bagaimana pola pengembangan pembelajaran tematik di MIN Malang 2 Kelas I-B? (2) Bagaimana proses pembelajaran tematik di MIN Malang 2 Kelas I-B? (3) Bagaimana dampak diterapkannya pembelajaran tematik di MIN Malang 2 kelas I-B bagi siswa?

Penelitian ini dilakukan pada siswa kelas I- B. Adapun tujuan dari penelitian ini adalah untuk (1) Mendeskripsikan pola pengembangan pembelajaran tematik di MIN Malang 2 Kelas I-B (2) Mendeskripsikan proses pembelajaran tematik di MIN Malang 2 Kelas I-B (3) Mendeskripsikan dampak diterapkannya pembelajaran tematik di MIN Malang 2 kelas I-B

Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Menggunakan studi kasus karena dalam penelitian, peneliti menekankan pada penjelasan kasus, yakni pembelajaran tematik. Data yang didapatkan dianalisa dengan model analisis interaktif, yakni model yang dipaparkan oleh Miles dan Huberman. Data dianalisis dengan tahapan pengumpulan data, reduksi data, verifikasi dan pemaparan data. Dengan demikian, secara umum penelitian ini dilakukan dengan proses perencanaan, pengumpulan data, analisis data, dan triangulasi.

Dari hasil analisis data dan triangulasi, menunjukkan bahwa pembelajaran tematik di MIN Malang 2 dilaksanakan dengan konsep modifikasi yakni integrasi pembelajaran tematik kurikulum 2013 dengan pembelajaran tematik kurikulum

2006. Dalam proses perencanaan pembelajaran, guru selalu mempersiapkan materi, metode dan media sebelum pembelajaran berlangsung, hanya saja dalam pembuatan RPP guru belum melakukannya secara maksimal. Pada pelaksanaan pembelajaran, guru kelas I-B telah melakukannya dengan baik. Sebab, dalam pembelajaran guru dapat menggunakan berbagai media dan metode yang bervariasi. Selain itu, guru juga dapat membuat siswa aktif dalam kelas. Sehingga, siswa merasa tidak terbebani dan tertekan di dalam pembelajaran.

Berkaitan dengan dampak pembelajaran tematik di MIN Malang 2, implementasi pembelajaran tematik modifikasi ini menuntut sekolah dan guru lebih aktif dalam memahami, mempelajari konsep pembelajaran tematik kurikulum 2013 secara tepat. Sehingga berbagai pelatihan harus terus diupayakan untuk mempersiapkan semua pihak dalam implementasi pembelajaran tematik integratif secara simultan di tahun ajaran 2014-2015. Bagi siswa konsep pembelajaran tematik dapat membuat suasana pembelajaran yang menyenangkan dan variatif, namun dalam hal prestasi belum dapat diukur perbedaan antara setelah diterapkannya pembelajaran tematik dengan sebelum diterapkannya pembelajaran tematik.

CHAPTER I

INTRODUCTION

A. Research Context

Thematic learning is integrated learning that involves some basic competencies, learning outcomes, and indicators of a lesson or even a couple of subjects.¹ To be more specific, thematic learning constitutes a pattern of learning that integrates the knowledge, skills, creativity, values and attitudes of learning that uses the theme.²

From the philosophical perspective, thematic learning is strongly influenced by three streams of philosophy those : (1)progressivism, (2)constructivism (3)humanism.³ Progresivism term defines that learning process concerns with the formation of creativity, giving a number of activities, a natural, and having regard to the students' experiences. The part of direct experience (constructivism) of the students see construction as key in learning. According to this, knowledge is the result of construction or human creations. Where people construct knowledge through interaction with objects directly, experience and environment. For knowledge instead of finished goods which can be transferred once only, but rather a process that

¹ Depag Direktorat Jenderal Kelembagaan Agama Islam, *Pedoman Pelaksanaan Pembelajaran Tematik*, (Jakarta, 2005), page:3

² Hartono, *Pengembangan Bahan Ajar:Pendidikan Agama Islam Berbasis Pembelajaran Tematik pada Siswa Kelas III Madrasah Ibtidaiyah*, (Jakarta Pusat : Kementerian Agama Republik Indonesia, Direktorat Jenderal Pendidikan Islam,Direktorat Jenderal Pendidikan Tinggi Islam, 2012), page:39

³ Hartono, *Ibid*, page. 41

runs continuously. Next part of humanism saw man in terms of uniqueness or areas, potential, and motivation was had by them.

Simply put the essence of implementation of thematic instruction is for stimulate students to esier understand the matter holistically. In the form of more complex, thematic learning is intended to make students able to keep up a real need and changing times with the competence. So the implementation of thematic learning will make the learning process of students become more real and meaningful.

As for the underlying principles of thematic studies include : (1) integrated with the contextual nature of the environment or contextual (2) have a theme as a means of unifying multiple subjects or particular competencies will be integrated (3) Using the principle of learning while playing and fun (joyful learning) (4) provides the direct experience of learning that is meaningful for learners (5) Instill the concept of various subjects or study materials in a particular learning process (6) separation or distinction between subjects with other subjects is hard to do (7) Learning can be developed according to the capabilities, needs and interests the learners (8) Learning be flexible.⁴

Instead of the eight principles before is prominent a characteristic that marked the implementation of thematic learning. This characteristic is

⁴ Depag Direktorat Jenderal Kelembagaan Agama Islam, *op cit*, page. 14

efficiency. Efficiency is using time, including methods, learning resources in an attempt to provide real learning experiences on learners (contextual).⁵.

Reinforced with the statement that was conceived by the Directorate-General of Institutional religion of Islam, that the efficiency of such benefits as follows : (1) learning to increase the contextual understanding of learners (2) to explore knowledge through a series of mental processes of children working actively (3) to improve the relationship of-learners (4) to assist teachers in improving the profesionality.⁶

Based on previous research conducted by Imron Rosadi with title "Implementation of Thematic Learning case studies in class II SDN Mergosono Malang" in 2009 shows, thematic learning in SDN Mergosono I have not been implemented to its full potential. Many of the constraints that hamper the implementation of thematic instruction in the schools. So the implementation of thematic learning has not shown an increase contextual understanding of learners, the liveliness of learners, the strongness relationships between learners, teachers and also help in increasing profesionality. Even though it is supposed to be achieved the fourth benefits of thematic. Because in terms of both from the psychological development of cognitive, social and emotional learning, thematic leraning can give new colours with some benefits.

⁵ Depag Direktorat Jenderal Kelembagaan Agama Islam, *op cit*, page. 15

⁶ Depag Direktorat Jenderal Kelembagaan Agama Islam, *op cit*, page. 15

Piaget States that every child has its own way of interpreting and adapting to its environment (the theory of cognitive development)⁷. According to him, every child has cognitive structures called schemata system concept that exists in the mind as a result of an understanding of the objects that exist in the environment. Understanding of the object goes through the process of assimilation (linking the object with an existing concept in mind) and accommodation (process utilizing the concepts in the mind to interpret the object). Both the process if it persisted would make old knowledge and new knowledge becomes balanced. That way the child can gradually build knowledge through interactions with the environment. As such, then the children's learning behavior is strongly influenced by aspects of himself and his environment. Both of these things may not be separated because the learning process takes place in the context of self interaction with its environment.⁸

Similarly, according to the Piaget statement, a school-age child be on basic concrete stage of the operation. The age range of the children starting to show learned behavior as follows : (1) Start to see the world objectively, shift from one aspect situation to another aspect in a reflective manner and faced simultaneously, elements (2) start to be operational thinking (3) using operational thinking for classifying things (4) Form and use form of

⁷ Piaget, *Psikologi Perkembangan* (Jakarta:Erlangga, 1972), page. 49-91

⁸ Hartono, *Pengembangan Bahan Ajar:Pendidikan Agama Islam Berbasis Pembelajaran Tematik pada Siswa Kelas III Madrasah Ibtidaiyah*, (Jakarta Pusat : Kementerian Agama Republik Indonesia, Direktorat Jenderal Pendidikan Islam,Direktorat Jenderal Pendidikan Tinggi Islam, 2012), page:2

connectedness scientific principle simple and lure relations, cause and effect and (5), understanding the concept substance a liquid substance, volume, long, wide, broad, and heavy.⁹

Pay attention to the development stages of thinking, the tendency of elementary school-aged children study has three characteristics, namely, concrete (that can be seen, heard, touched, and smelled, were doctored), integrative, hierarchical (gradually starting from the simple things to the more complex things).¹⁰

On the curriculum of 2013 thematic instructional design gives the design that should be implemented at the level of elementary schools start from class I - VI. According to the curriculum of the 2013 has now been applied, thematic learning workflow starts from defining a list of themes that comes from the study of basic competence. Next determine the network map themes that later developed in the syllabus and lesson plan (RPP).¹¹

Thematic learning assessed make students happier, more comfortable, and more alleviate students in learning. For in thematic studies, which became an actor in classroom isn't just teacher but also the students. Students are able to understand the lessons, not depressed and burdened, because matter with a theme that is taught, is adapted to the environment, and the conditions of the students.

⁹ Hartono, *Ibid*, page. 4

¹⁰ Sungkono, *Pembelajaran Tematik dan Implementasinya Di Sekolah Dasar* (www.google.com, Be accessed at 1st of April 2013 at 05.14 pm)

¹¹ Kementrian Pendidikan dan Kebudayaan, Kurikulum 2013, 2012

As happened in MIN Malang 2, from the results of evaluation of the teachers that teach learning Thematic assess familiarity with the students experienced a significant increase after implementing thematic study. Although the concept of thematic learning materially not as deep and as elaborate as a learning concept formed each subject, the results obtained the understanding of students better with thematic learning. Because, in fact in primary school is not to understand the science deeply and complexly, but the understanding of science only at its base, the important is students feel happy not depressed and enforced, then the result will be maximal.

In some schools or madrasah in basic level are still not apply thematic learning. But, in MIN Malang 2 this, thematic learning was done with enough ideal. Where learning is not look characteristic of each subject, everything is smelted into one until invisible habitude each subjects. In another word thematic learning as fruit juice, of an orange, apple, tomatoes, avocado all be melted into a drink cannot it burst again, which the orange which the tomato, and which the alvocado.

MIN Malang 2 is a islamic elementary school in Malang that has vision “excels in accomplishment, mastering the skills and technologies and insightful globally on the basis of and Taqwa of Allah SWT”. So to achieve the vision, MIN Malang 2 effort to aplicate education and develop models of learning which are innovative, creative, effective, fun and contextual, based on Iman and Taqwa to enhance competence of learners in mastery of science and technology who is insightful. Nurture and develop the potential of

students, in order to build the capacity of students who are intelligent, skilled, creative, physical and spiritual health, and have a competitive edge in the field of academic and non academic

Therefore, based on all the exposure that has researchers describe above, research of thematic learning is very important to do. So the title of this research are: “The Implementation of Thematic Instruction in Madrasah Ibtidaiyah Negeri Malang 2 Class I-B”

B. Focus of The Research

Based on the background above, researchers determine focus of the research is compiled in the following questions:

1. How is development pattern of thematic learning in MIN Malang 2 at I-B Class?
2. How is process of thematic learning in MIN Malang 2 at I-B Class?
3. How is the implementation impact of thematic learning in MIN Malang 2 at I-B Class?

C. Purpose of The Research

Based on focus of the research that has been presented before, then the purpose of this study is to:

1. Discribe development pattern of thematic learning in MIN Malang 2 at I-B Class

2. Describe the process of thematic learning in MIN Malang 2 at I-B Class
3. Describe the implementation impact of thematic learning in MIN Malang 2 at I-B Class

D. Benefits of Research

This research is expected to provide benefits both theoretical and practical. Theoretically this research can be useful include:

1. Development of science in the field of education
 - a. In general the findings of this study are expected to provide support for the research a type of thematic studies held previously
 - b. Give contribution which have effort critically, methodological and empirical for academic purposes (UIN Malang Maulana Malik Ibrahim) in the field of study of the concept of learning especially on the concept of thematic learning.
2. Educators and Educational Personnel
 - a. Evaluation materials could be made, determining the pattern and strategy in improving the performance of the teacher in teaching MI as unit level professional primary education in applicate thematic Learning.

In practical results, this research is expected to be beneficial to :

1. The institution

- a. Information for the provider of education at the basic level in an attempt to improve, enhance and develop the concept of thematic learning
- b. As Input matter for MIN Malang 2 in planning implement and evaluate learning, thematic
- c. As input matter in providing learning menu in the implementation of the thematic study

2. Researcher and Candidate of Researcher

a. For researcher :

This research is used as effort to recite implementation of thematic learning scientifically

c. For Candidate of Researcher :

Counted on, this research is able to inspire the candidate of research to rerecite this research in next chance or improve it in another field

E. Operational Definition

Operational definition is definition from researcher about the indicators or term which will be researched to give same understanding between the researcher and the rider. The operational definition from this research are:

1. Pattern

Pattern is a system or model in developing thematic learning. Pattern is a process before going the lesson.

2. Process Thematic Learning

Proses thematic learning here, is teaching and learning activities inside or outside of class, based on lesson plan that have designed before.

3. Student's learning result

Student's learning result means outcomes of student after doing teaching and learning process. Including product which made by the student in the process directly, student's performance, score from the daily examination, or score from final examination.

F. Originality of Research

The originality of this research, presents a field study of differences and similarities between researchers studied with previous researchers. This is intended to avoid any repetition of the study of things that are the same. Thus be known-side anything that distinguishes between researchers with previous studies.

Therefore, researcher exposed existing data with description that accompanied by the table to make it more easy to identify it. In an effort to

keep the originality in research, acquired research on thematic learning previously as follows :

Ali Rif'an, 2007, Development of *Creative Intelligence* in Children, Study about development of *Creative Intelligence* (through Thematic Learning in Islamic education).

From previous research, the thesis of Ali Rif'an by the title "Development of *Creative Intelligence* in Children, Study about Development of *Creative Intelligence* (through Thematic Learning in Islamic education)", where researchers focused research studies on:

1. How is development of *creative intelligence* in children?
2. How are the application and utilization of thematic learning concept in developing *creative intelligence*?
3. What is the implication of the *creative intelligence* of children in determining the new direction of education of Islam?

The results showed:

1. *Creative intelligence* in developing children can be done by parents as the first educators and teachers
2. Thematic learning applications in developing *creative intelligence* of children in primary schools, will be directed on to the culture-openness in learning
3. The implications of a creative intelligence on Islamic education in children can be classified into: *first*, with the inclusion of elements

creative intelligence in education. *Second*, the way a child's perspective to a particular lesson, by staying put emphasis on mastery of knowledge, experience and skills

Equation of this research with the research that researcher will do are *first* reside in the methods used and *second* from topics raised in the research. *First*, the method used is discriptif qualitative method which later presentation of this research is report by discription form, from what researcher have been examined. *Second*, the topic of research is thematic learning. But depthly this research is different from the individual's research is done, such differences include:

1. Focus of research is more emphasized on developing creative intelegence isn't on thematic Learning
2. Thematic learning approach just as a major research study

Imron Rosadi. 2009. *Implementation of Thematic Learning case studies in class II SDN Mergosono I of Malang*

From previous research, that's thesis of Imron Rosadi by the title "*Implementation of Thematic Learning case studies in class II SDN Mergosono I of Malang*" where researchers focused research studies on:

1. How does preparation teachers had done in implementation of thematic instruction in class II SDN Mergosono I Malang?

2. How is implementation of thematic instruction applied in class II SDN Mergosono I Malang?
3. How is students result study achievement at class II SDN Mergosono I Malang through thematic learning?
4. What are obstacles emerging in the implementation of thematic instruction in class II SDN Mergosono I Malang?

The results showed:

1. Implementation Preparation of thematic learning in class II SDN Mergosono I of Malang, a master class II better from class II A and class II B SDN Mergosono I Malang have applied preparation of thematic learning, but in making lesson plan (RPP), master class II A and B are still experiencing difficulties;
2. Implementation of thematic instruction in class II SDN Mergosono I Malang, both in class II A or II B are still not aplicate thematic learning optimally, it is showed by a score of 40 on thematic learning practice sheets;
3. The results of learning through thematic learning in class II SDN Mergosono I Malang, teachers still assessed student's task in each lesson, so the results of thematic learning in class II SDN Mergosono I Malang has still not disappeared;

4. Thematic learning barriers in class II SDN Mergosono I of Malang, a master class II A or II B grade teacher stated that the causes of incidence of barriers in thematic learning are: (a) the Curriculum which are not packaged in the form of thematic so teachers have difficulties in making a model thematic planning, in addition to the required expertise in drawing up the thematic learning model; (b) the results of the study are not Bills processed in thematic but billed in each subjects, these conditions make teacher a class II A and II B giddy to implement thematic learning because hasn't have similiarties between thematic learning model with the evaluation. (c) The school principal and school overseer over take the policy in final achievement result of learning, that are billed every subjects so that less attention on the development of thematic learning.

Equation of this research with the research that the researcher will do is *first* reside in method used, that's discriptif qualitative method which later presentation of this research is report by discription form, from what researcher have been examined. *Second* topic that was made in the study are equally examine thematic learning, *third* research is done in basic education level.

On the other hand there are some differences that distinguish the research that the researcher will do with previous research. *First*, although the research equally made in basic education level, but establishments that serve

different research locations. In a previous study conducted in SDN Megosono I, then the research that will be done is in MIN Malang 2. When compared to the number of hours the madrassa clearly has a religious lesson more than elementary schools, so that from this research will note comparisons between thematic learning in elementary school and in islamic elementary school,

Second, object of research. Selected research on the object of this research is students at first grade, different with previous studies that choose the object of research at second grade. Students at first grade is learners during the transition from kindergarten to primary school, so this will vary with the condition of second grade who had done the adaptation with previous learning environment. So it is likely that there will be different between thematic learning that class I class II.

G. Systematics Discussion

In a discussion should be constituted clearly and orderly framework of thinking. A problem, should be submitted based on the sequence, advance something that must be advanced and last something that must be lasted. Therefore there should be a systematic discussion of the framework that made a reference in thinking systematically. As for this thesis using a systematic discussion of the following :

Chapter I : Introduction. In this section the researcher gives an overview of research in General. In this case explained

anything related to Research Context, The Focuses of Research, Research Objectives, The Benefits of Research, Operational Definition, Originality of The Research and Systematics Research

Chapter II : Literature review is explanations of theoretical conceptual which include: pattern of development of Thematic learning, Thematic Learning Processes, and Impact of Thematic Learning

Chapter III : Method of the research. This chapter describes: The Approach and Type of Research, The Presence of the Researcher, the location of research, Data and Sources of research, Data Collection Procedures, Data analysis, Checking The Validity of The Findings, and Stages of Research Study Results

Chapter IV : Exposure Data. Exposure data from the results of this research begins with a profile of the State Islamic Elementary Schhol Malang 2 , History of the State Islamic Elementary Schhol Malang 2, vission dan mission of the State Islamic Elementary Schhol Malang 2, The Objectives of the State Islamic Elementary School Malang 2, Organisation Structure of State Islamic Elementary School Malang 2, Infrastructure conditions of

State Islamic Elementary School Malang 2, Teachers and Employees Condition of State Islamic Elementary School Malang 2, Students Conditions of State Islamic Elementary School Malang 2, Students Achievement of State Islamic Elementary School Malang 2, and Exposuring data of research about pattern, process and impact of thematic learning.

Chapter V : Discussion. Discussion of the results of research that explains about development pattern of thematic Learning in State Islamic Elementary Schhol Malang 2, thematic learning process in the State Islamic Elementary Schhol Malang 2 at I-B and impact of thematic learning implementation in State Islamic Elementary Schhol Malang 2

Chapter VI : Clossing. The cover of the previous discussion. This chapter is a foregone conclusion and constructive suggestions are beneficial as thought-provoking contributions to educational institutions especially for the State Islamic Elementary Schhol Malang 2

CHAPTER II

STUDY OF LITERATURE

A. Concept of Learning

1. The Definition of Learning

Learning organization is one of main task of teacher. As expressed by Dimiyati and Mudjiono that lesson without defined as activities aimed to learn students.¹ Actually *pembelajaran* from the nature word “ajar” that means extending instruction for person in order knowed. From word of “ajar” constructed to be verb “belajar”, which means practicing or trying to obtain intelligence or science. Word “*pembelajaran*” comes from “belajar” that got prefix “pen-“ and suffix “an” as nominal conflict means the process.²

According to Winkel, learning is a set of action that designed to bolster up students learning process, by considered extrim occurances that has a part in intern occurances which be experienced by students. Gagne, define learning as role of phenomenon in a accurate manner by aim there is function from the learning process. In other definition, Winkel define

¹ Dimiyati dan Mudjiono. *Belajar dan Pembelajaran*. (Jakarta : Rineka Cipta, 1999). Page. 114

² Departemen Pendidikan dan Kebudayaan. *Kamus Besar Bahasa Indonesia*. (Jakarta : Balai Pustaka, 1990). Page. 664

learning as role and creator of external conditions, so students learning process will be increased and no obstacle.³

Concept learning is more than simply classifying objects and forming categories. It is also more than learning new labels or vocabulary to apply to classes of objects and ideas. Instead, learning involves the process of constructing knowledge and organizing information into comprehensive and complex cognitive structure. Because students come into classroom with variety of prior experiences from which they have formed conceptions (schemata) about the physical and social worlds.⁴

Learning according to Siti Kusri is human resource development efforts should be carried out continuously during life.⁵ According to Dimiyati cited by Sagala, learning is teacher activity which hard-wired in the design of instructional, to make students learn actively, by placing emphasis on the provision of learning resources.⁶

2. The Concept of Learning in Islam

Ahmad Tafsir states that education in Islam is a series of human empowerment process towards maturity, either in intellect, mental or

³ Eveline Siregar dan Hartini Nara, *Teori Belajar dan Pembelajaran* (Jakarta: Ghalia Indonesia, 2010). Page. 12

⁴ Richard I. Arends. *Learning to Teach (Third Edition)*. (North America: McGraw-Hill, 1994). Page. 281

⁵ Siti Kusri dkk, *Ketrampilan Dasar Mengajar* (Malang: Fakultas Tarbiyah UIN Malang, 2006). Page. 09

⁶ Syaiful Sagala, *Konsep dan Makna Pembelajaran* (Bandung: Alfabeta, 2006). Page. 62

moral, to run functions humanity as a servant in the presence of his Khaliq and as presarve (the Caliph) on the universe.⁷

The concept of Islamic education that refers to the teachings of Al-Qur'an very clearly breaks down in the story of Luqman. Sayyid Ahmad Al-Musayyar excerpt few verses of Qur'an in Sura Luqman. He says, there are three methods of human rights education in Islam according to Al-Qur'an what run by Luqman to his son. As is known, given the primacy of God in the form of Luqman Wisdom, precision, sharpness talk reason and the purity of nature. With such a distinction, Luqman wants to teach his son the wisdom and that wisdom is with the method of raising him anyway.⁸

The first of education concept is laying down basic foundations, thats cultivation of the oneness of God, the truth aqeedah, their grandeur and perfection of God. Sentence of *tauhid* is the main focus of his studies. There is no education without faith. There are no morals, ethics, and social interaction without faith. When faith is straight, the straight is also the aspect of his life. Because faith is always followed by a feeling of introspection and fearing God. From Luqman affirmed that to his son saying,

⁷ Abu Naufal Alaudin Al-Bughury, *Konsep Pendidikan Islam Menurut Al-Qur'an*, (Accessed, 10 April, 2014, <http://blognya-mas-eko.blogspot.com/2010/07/konsep-pendidikan-islam-menurut-al.html>)

⁸ *Ibid.*

يَبْنِيَّ إِنَّهَا إِنْ تَكُ مِثْقَالَ حَبَّةٍ مِّنْ خَرْدَلٍ فَتَكُنْ فِي صَخْرَةٍ أَوْ فِي السَّمَوَاتِ أَوْ فِي الْأَرْضِ يَأْتِ بِهَا اللَّهُ إِنَّ اللَّهَ لَطِيفٌ خَبِيرٌ ﴿١٦﴾

[And Luqman said], "O my son, indeed if wrong should be the weight of a mustard seed and should be within a rock or [anywhere] in the heavens or in the earth, Allah will bring it forth. Indeed, Allah is Subtle and Acquainted. (Al-Qur'an, 31:16)

The second concept in islamic education according to luqman are education caryatids. He ordered his son to prayer, assume responsibility, amar ma'ruf nahi munkar, and imparts the nature of patience. Praying is light that illuminate life a muslim. It is the responsibility daily a muslim who should not abandoned for still has good mind.⁹

The third concept of islamic education is social ethics. Education method of Luqman creat the good attitude. Luqman describe it for hes son by prohibition to do the bad doing, ingrate, and command to not too fast and not too slow in walking, and lowered sound. A muslim need reminded to must not despise and sun-dried. Because, all human derived from a despised germ and will end become carrion foul. In a simple maner education in islam is effort to serve the children to have the faith quality, charity and good morals of the plenary.¹⁰

⁹ *Ibid*

¹⁰ *Ibid*

B. The Development of Thematic Learning

1. The Definition of Thematic Learning

According to Gorys Keraf, word of thematic from the word *tithenai*, has meaning “placed” or “couched” and then it was amending from *tithenai* turned into themes. Theme, from etimology, means “something that has been outlined” or “something that has been placed”. Wide definiton of theme is a tool or container to introduce various concepts to students as a whole.¹¹

While, learning according to UU R.I. Number 20 Years 2003 about National Education System, is the process of interaction beetwen teachers and students in a studying environment.¹² The word interaction has meaning not only as a formality but also to recognize, understand the characteristics and capabilities of the students. So in the learning, expected good humanization between teachers and students. In other words, learning not only as activities to transfer knowledge, but also to bring up other aspects of the students.

Based on themes and learning definitions above, obtained that thematic learning is learning that using certain themes to integrate one subjects with other subjects, to improve students’s cognitive, social, and skills. For example, theme of *self*, with sub themes *I and new friends*, is

¹¹ H. Mohammad Zuhdi, M. Ag (<http://bdk-surabaya.kemenag.go.id/file/dokumen.pdf>)

¹² UU R.I. Nomor 20 Tahun 2003, Bab I Ketentuan Umum, Pasal 1 ayat 20

able to make integration between Bahasa Indonesia, arts, mathematics, health and physical exercise, and civilization subjects in learning process.

2. The Basic of Curriculum Development

Being related to curriculum development, in this context is curriculum 2013 that started integratif thematic learning as completing thematic of 2006, we need to consider the basic in efforts of curriculum development¹³:

a. Judicial Base

Conceptually, curriculum is an educational response for society and nations need in building a younger generation. In pedagogical, curriculum is design of education that provide an opportunity for students to develop their potential in fun learning atmosphere and accordance with their ability to have qualities that desired by society. In juridical, curriculum is a public policy based on philosophical nation and juridical decisions in education sector. Juridical basis of curriculum is Pancasila and Constitution of 1945, UU No. 20 of 2003 on National Education System, Government Regulation No. 19 of 2005, and Regulation of The Minister of National Education No. 23 of 2006 on Competence Standards of Graduates and Regulation of The Minister of National Education No. 22 of 2006 on Standard of Content.

¹³Kementrian Pendidikan dan Kebudayaan, Dokumen Kurikulum 2013 (<http://kangmartho.com>), Accessed on Wednesday, 25th of September 2013, at : 10.31 am.

b. Philosophical Base

National Education serves to develop and shape the character of a nation's civilization in good value to educate the nation life. (UU RI No. 20 of 2003 on system of national education). To develop and create the character and dignified nation civilization, education serves to develop all students potential “to be human who believing and pious to God, precious, healthy, have learned, accomplished, creative, independent, and being democratic and responsible citizen” (UU RI No. 20 of 2003 on System of National Education). Based on function and purpose of national education, curriculum development should be rooted on nation culture, nation life in the present, and nation life in the future.

Education is rooted on nation culture. Educational process is a process of developing students's potential, to be a heir and developer of nation culture. Through various educational and cultural advantages in the past introduced, examined, and developed into their culture, community, and nation that suitable with the times where students live and develop themselves. Ability to be heir and developer of culture will be had by the students if knowledge, intellectual, attitude and habits, social skill provide benefits actively to develop himself as individuals, members of public, citizens, and members of the human race.¹⁴

Education should also provide a basis for the sustainability of nation's life with all aspects that reflects national character of the present.

¹⁴ Kementrian Pendidikan dan Kebudayaan, Dokumen Kurikulum, *Ibid*.

Therefore, educational content what they learn not only as nation's great achievements in the past, but also everythings that develop at the moment and will be sustainable into the future. A variety of new developments in science, technology, culture, economic, political, social, community, facing nation and humanity are packaged as educational content. The educational content from nation life in the present gives a foundation for teacher to always associate with community life in various aspects of life, the ability to participate life building, and positioning education that is inseparable from the social environment, culture, and nature. Furthermore, educational content of the present will give deeper meaning to the nation's culture of excellence in the past, to be used and developed as a part of life today.¹⁵

c. Theoritical Base

Curriculum is developed base on standards and education theory competenses. Education based on standard is education that decide national standards as minimum quality of study results that apply to each curriculum. The national quality standard expressed as a standard of Competency graduates. The Graduate Competence standard is a minimum quality level, or a unit of graduate education. Standards competence of Graduates include attitudes, knowledge, and skills (PP No. 7 in 2005).

Standard of graduate competency developed to be Graduate Competence of Education Units namely SKL SD, SMP, SMA, SMK.

¹⁵ Kementrian Pendidikan dan Kebudayaan, Dokumen Kurikulum, *Ibid*.

Graduates Competence Standards of education unit contains three (3) components namely the ability of process, content, and scope of components implementation of process and content. Process component is a minimal ability to review and process the content being competence. Content component is dimension of ability that become human figure from education. The component of scope is the extent of competence where competence is used and showed gradations between one unit of education with educational unit upper as well as the special education unit (SMK, SDLB, SMPLB, SMALB).

Competence is person ability to have a certain attitude, use the knowledge and skills to carry out a task in the school, community, and environment where the concerned interact. Curriculum is designed to provide learning experiences for students widely in developing attitudes, skills and knowledge necessary to build such capacity. The result from learning experience is learning result of students that describe human qualities expressed in SKL.¹⁶

Curriculum is a set of plans and arrangements concerning objectives, content, and materials also manner how to use as a guide for learning activities to achieve specific educational goals.¹⁷ The competency-based curriculum is curriculum that designed either in form of documents, processes, or assessment is based on objectives achievement,

¹⁶ Kementrian Pendidikan dan Kebudayaan, *Ibid*.

¹⁷ UU nomor 20 tahun 2003; PP nomor 19 tahun 2005

content and learning materials as well as the Organization of learning which is based on Standards of Graduates Competence.¹⁸

Educational content in Standards of Graduates Competence is developed in the form of education units curriculum and education grade as a written plan (documents) and as a process (implementation). In dimension as a written plan, curriculum must develop SKL into a curriculum content what comes from the nation's achievements in the past, nation life of the present and nation life in the future. In a written plan dimensions, curriculum content is packaged in a variety of subjects as the smallest unit of content organization. In each subject, there are specific content namely knowledge and content shared with other subjects, namely the attitude and skills. Directly subjects are being spesific sources and developed in a process dimension in the curriculum.

The curriculum in the process dimension is the realization of the idea and design of the curriculum to be a learning process. The teacher is the main educational personnel who develop ideas and design of the learning process. Teachers Understanding about the curriculum will determine teacher design (planned learning programs/RPP) and translated into learning activities. Directly students related to what the teacher in the learning activities and became direct experience of the students. What students do will be results of their self and becomes curriculum result. Therefore, learning process must provide opportunity for students widely

¹⁸ Kementrian Pendidikan dan Kebudayaan, *Op cit.*

to develop their competence into learning outcome that equal or higher than that stated in the standards of competence of Graduates.¹⁹

Competency based curriculum can be interpreted as a concept of curriculum that emphasizes the development of the ability to perform tasks with a specific performance standards so that results can be felt by students, in the form of mastery of certain competencies.²⁰ The competence itself has the meaning of the alignment of the knowledge, skills, values and attitudes which are reflected in the habit of thinking and acting.²¹

Competency-based curriculum characteristics are ²²:

- (1) Content of curriculum is competence expressed in the form of core competence (KI) subjects and further specified in the Basic Competence (KD)
- (2) Core competencies (KI) is deliniation of kategorial concerning the competence to learn learners to a secondary school, classroom, and school subjects
- (3) Basic Competence (KD) is a competence that learners to study a particular class of subjects.

¹⁹ Kementrian Pendidikan dan Kebudayaan, *Op cit.*

²⁰ Trianto, *Model Pembelajaran Terpadu dalam Teori dan Praktek*, (Jakarta : PT. Prestasi Pustakarya, 2007), page. 63

²¹ Mulyasa, E., *Kurikulum Berbasis Kompetensi (KBK)*. (Bandung : Remaja Rosda Karya, 2003), page. 38

²² Kementrian Pendidikan dan Kebudayaan, Dokumen Kurikulum 2013 (<http://kangmartho.com>), accessed on Wednesday, 25th of September 2013, at 10.31 am

- (4) The emphasis of competence the realm of attitudes, psychomotor skills, cognitive skills, and knowledge to a unit of education and subjects is indicated by the large number of KD in a subjects. For SD main concern being the attitude development curriculum.
- (5) Core competencies organisatoris competency element be not concept, generalization, topic or anything that comes from *the disciplinary based curriculum* approach or *content based curriculum*
- (6) Basic Competencies are developed based on the accumulative principle, mutual strengthening and enriching intercultural subjects.
- (7) The learning process is based on an attempt at a level of competence which is controlled satisfactorily by observing the characteristics of content competence where knowledge is the content that is completely (mastery). Cognitive and psychomotor skills is the ability to control the content that can be drilled. Whereas the attitude is the ability to control the content that is developed and require more difficult educational process indirectly.
- (8) Results assessment of study covers all competence aspects, in nature formative and the results soon followed with the

remedial learning to ensure competence at a satisfactory level of mastery (Minimum Completeness Criterion/KKM could be made satisfactory level).

d. Empirical Base

As a great nation in terms of geographic, ethnic, economic potential, and the various development progress from one area to another, the slightest threat of disintegration of the nation still persists. The curriculum should be capable of forming human Indonesia is capable of balancing the needs of the individual and the community to promote self-reliance as part of the nation of Indonesia and the need to integrate as one entity nation of Indonesia.²³

3. The Principles of Curriculum Development

Curriculum development efforts must adhere to principles that exist. Curriculum development is based on the following principles²⁴ :

- a. The curriculum unit of education or level of education is not a list of subjects. On the basis of this principle, curriculum as planing is for planning of educational content should be shared by all students after finishing his education in a particular unit or level of education. Curriculum as process is the totality of students learning experiencing in one unit or level of education to take educational content that

²³ Kementrian Pendidikan dan Kebudayaan, Dokumen Kurikulum 2013, *Ibid.*

²⁴ Kementrian Pendidikan dan Kebudayaan, Dokumen Kurikulum 2013, *Ibid.*

designed in planing. Study result is overall students behaviour in applying his acquisition in the community.

- b. Graduate Competency Standards set for one unit of education, grade of education, and programs of education. So curriculum development is also based on Graduate Competency Standards and Education Unit Competency Standard
- c. Competency Based Curriculum Model is characterized by development of competence in the form of attitude, knowledge, thinking skills, and psychomotor skills that packaged in a variety of subjects. Competency including knowledge specially packaged in single subjects. Competency including attitude and skills are packaged in each subject and cross-subjects and organized by observing the principle of strengthening (horizontal) and sustainability (vertical organization) so meets accumulation principle in learning
- d. Curriculum is based on the principle that every attitude, skills and knowledge that are formulated on curriculum in the form of Basic Skills can be studied and mastered every students (mastery learning) in accordance with the competency-based curriculum method.
- e. Curriculum developed by giving opportunity for the students to develop the differences in ability and interest. On the basis of distinction ability principle of individual, curriculum provides opportunities for students to have a level of mastery over a

predetermined standard (in the attitude, skills and knowledge). Therefore the range of programs and learning experiences provided in accordance with the interests and abilities of early students.

- f. Curriculum centered on potential development, needs, and interests of students and their environment. Curriculum is developed based on the principle that students are in a central position and active in the study.
- g. Curriculum must be responsive to the development of science, culture, technology, and the arts. Curriculum is developed on the basis of an awareness that science, culture, technology and art are growing dynamically. Therefore curriculum content has to follow always the development of science, culture, technology, and the arts, building curiosity and the ability for students to follow and take advantage of precisely the results of science, technology, and the arts.
- h. The curriculum must be relevant with needs of life. Education should not be separated students with their environment and curriculum development based on relevancy educational principle with the needs and environment. That is, the curriculum provides opportunities for students to study the problems in community environment as curriculum content and the opportunity to apply what has learned in the class to the society.
- i. Curriculum directed to the process of development, practicing and empowering students that lasts throughout life. Empowering students

to study lifelong is encapsulated in the attitude, skills, and knowledge base that can be used to develop a culture of learning.

- j. Curriculum developed with attention to national interests and the interests of the region to build the life of a community, a nation and a country. National interests developed by the determination of the curriculum structure, Competence Standard/ SK and Basic Competence /KD also syllabus. Regional interests developed to build a human that does not cut out from its cultural roots and are able to contribute directly to the surrounding community. Both these interests co-exist and empowering diversity and unity that stated in the Bhinneka Tunggal Ika for establishing a unitary State of Republic of Indonesia
- k. Appraisal study aimed to find out and fix the achievement of competence. Assessment instrument of learning outcomes is a tool to find out the deficiencies which belonged to every student or group of students. These deficiencies should be immediately followed by the repair process on the lacking in learning outcomes aspects which belonged to one or a group of students

4. The Structure of Curriculum and The Burden of Learning

a. The Structure of The Curriculum

Curriculum structure describing content conceptualization of curriculum in the form of subjects, content position/subjects in the

curriculum, content distribution/subjects in a semester or year, burden studied for subjects and study load weekly for individual student. The structure of curriculum is concept application of organizing content in study and learning system.²⁵

Curriculum structure is also a reflection of curriculum principles application about student position on finishing learning in a unit or level of education. In the structure of the curriculum reflects the idea of curriculum of learning a student position that whether they must complete all of subjects listed in the curriculum or structure provided an opportunity to the students to determine various options. The structure consists of a number of curriculum subjects, and burden of learning.²⁶ SD/MI Curriculum structure is as follows:

²⁵ Kementrian Pendidikan dan Kebudayaan Kompetensi Dasar Sekolah Dasar (SD)/Madrasah Ibtidaiyah (MI) 2013

²⁶ Kementrian Pendidikan dan Kebudayaan, *Ibid*

Table 2.1. SD/MI Curriculum structure

| MATA PELAJARAN | | ALOKASI WAKTU BELAJAR PER MINGGU | | | | | |
|---------------------------------|---|----------------------------------|----|-----|----|----|----|
| | | I | II | III | IV | V | VI |
| Kelompok A | | | | | | | |
| 1. | Pendidikan Agama dan Budi Pekerti | 4 | 4 | 4 | 4 | 4 | 4 |
| 2. | Pendidikan Pancasila dan Kewarganegaraan | 5 | 5 | 6 | 4 | 4 | 4 |
| 3. | Bahasa Indonesia | 8 | 9 | 10 | 7 | 7 | 7 |
| 4. | Matematika | 5 | 6 | 6 | 6 | 6 | 6 |
| 5. | Ilmu Pengetahuan Alam | - | - | - | 3 | 3 | 3 |
| 6. | Ilmu Pengetahuan Sosial | - | - | - | 3 | 3 | 3 |
| Kelompok B | | | | | | | |
| 1. | Seni Budaya dan Prakarya | 4 | 4 | 4 | 5 | 5 | 5 |
| 2. | Pendidikan Jasmani, Olah Raga dan Kesehatan | 4 | 4 | 4 | 4 | 4 | 4 |
| Jumlah Alokasi Waktu Per Minggu | | 30 | 32 | 34 | 36 | 36 | 36 |



= Theamatic Learning

Description :

- the subjects of *Seni Budaya dan Prakarya (SBD)* can load *Bahasa Daerah*.
- Exept activities of intracuriculer as noted in curriculum structure above, there is also an extracurricular activities of SD/MI include *Scouts (Mandatory)*, *School Health Efforts (UKS)*, and *Palang Merah Remaja (PMR)*
- Subjects in A group are group of subjects that content developed by the goverment.

- Subjects in B Group made up of subjects of *Seni Budaya dan Prakarya* and *Pendidikan Jasmani, Olahraga dan Kesehatan (PJOK)* are subjects that the content developed by the government center and completed with local content that developed by the local government.
- Educational units can add hours of instruction weekly in accordance with students needs in education unit.

b. The Burden of Learning

Learning load expressed in hours of study weekly for the period studied for one semester. The burden of learning in SD/MI class I, II, and III, respectively, 30, 32, 34 and as for classes IV, V, and VI respectively of 36 hours per week. Learning hour SD/MI is 35 minutes. With the presence of extra hours learning and Competency Base reduction, teachers have much more time to develop learning processes oriented student active.²⁷

Learning process of student active takes longer than learning process of transferring information because students need to practice to observe, ask, mengasosiasi, and communicate. The learning process being developed, require teachers patience in educating students so they will know, able and want to learn and apply what they've learned in the school and surrounding community. In addition, increasing times of learning

²⁷ Kementrian Pendidikan dan Kebudayaan, *Kurikulum 2013 Kompetensi Dasar Sekolah Dasar (SD)/ Madrasah Ibtidaiyah (MI)*, page. 3

enables teachers conduct the assessment process and the results of the study.²⁸

1) Core Competencies

Core competencies are the translation or operationalisation of Graduates Competence Standard in the form of quality that must be owned by students who have completed education at certain educational units or certain educational grade, overview of primary competence that grouped into aspects of attitudes, skills and knowledge that must be learned by students to a secondary school, classes and subjects. Core competencies should be balanced between quality describes the achievement of *hard skills* and *soft skills*.²⁹

Core competencies serve as an organising element (organising element) basic competencies. As an organising element, core competence is the binder for vertical organization and horizontal organization of Basic Competence. Vertical organization of Basic Competence is relevance between content of Basic Competence in one class or level of education in grade/rank upper, so it meets the principles of learning that is an ongoing accumulation occurs between content be studied by students. Horizontal organizations is relevance between content of Basic Competencies one subjects with Basic

²⁸ Kementrian Pendidikan dan Kebudayaan, *Ibid*, page. 4

²⁹ Kementrian Pendidikan dan Kebudayaan, *Ibid*, page. 5

Competence content from different subjects in one weekly meeting and in the same class, then happens mutually reinforcing processes.³⁰

Core competencies are designed in four interrelated groups, namely with regard to religious attitudes (core competence), social attitudes (core competence), knowledge (core competence), and application of knowledge (4 core competencies). The fourth group had become a reference of Basic Competence and should be developed in any event of integrative learning. Competencies that regard with religious and social attitudes developed indirectly (indirect teaching) that at the time students learned about Science (core competence) and the application of knowledge (4 core competencies).³¹

Tabel 2.2. Core Competence of First Grade³²

| | |
|---|---|
| CORE COMPETENCE OF FIRST GRADE | 1. Receive and run the religious teachings that are adhered |
| | 2. Have a honest behavior, discipline, responsible, polite, caring, and confident in interacting with family, friends, and teachers |
| | 3. Understand the factual knowledge by way of observing [heard, seen, read] and ask based on curiosity about his self, God's creation and their activities, and objects that he found at home and at school |
| | 4. Present the factual knowledge in clear and logic statement, aesthetic, in a movement that reflects a healthy child, and in the actions that reflect the child's behavior and adopting noble believers |

³⁰ Kementrian Pendidikan dan Kebudayaan, *Ibid*, page. 5

³¹ Kementrian Pendidikan dan Kebudayaan, *Ibid*, page. 5

³² Kementrian Pendidikan dan Kebudayaan, *Ibid*, page. 6

2) Basic Competence

Basic Competence is competence of each subject for each class that derived from core competencies. Basic competence is content or attitude which consists of competencies, skills and knowledge that sourced from core competencies that must be mastered by students. The competencies were developed by observing the characteristics of learners, ability early, as well as the characteristics of the subjects. Subjects as sources of content to master the competencies that opened and not always organized based on knowledge discipline oriented only on the philosophy of esensialisme and perenialisme. Subjects can be a content organization developed from the various disciplines or non scientific discipline is allowed according to reconstruction of social philosophy, humanism or progresifisme. Because the philosophy espoused in the curriculum is eclectic as expressed at the cornerstone of the philosophy, so subjects and contents of subjects to curriculum will be developed need not be bound to method esensialisme and perenialisme philosophy.³³

Basic competence is competence of each subject for each class are derived from core competencies. SD/MI Basic competencies for each subject includes the subjects: religious education and Manners, civics and citizenship, Indonesian Language, mathematics, natural

³³ Kementerian Pendidikan dan Kebudayaan, *Ibid*, page. 8

sciences, Social Sciences, arts and culture and creating handicraft, and physical education, sports and health.³⁴

5. Variety of Integrated Learning Model Based On Integrating Theme

According to Prabowo in Trianto's book entitled *Developing Thematic Learning Model*, there are three models of thematic learning based on integrating theme are considered worthy to be developed and implemented easily. The third model is model of connected, spiderweb (webbed), integrated.³⁵

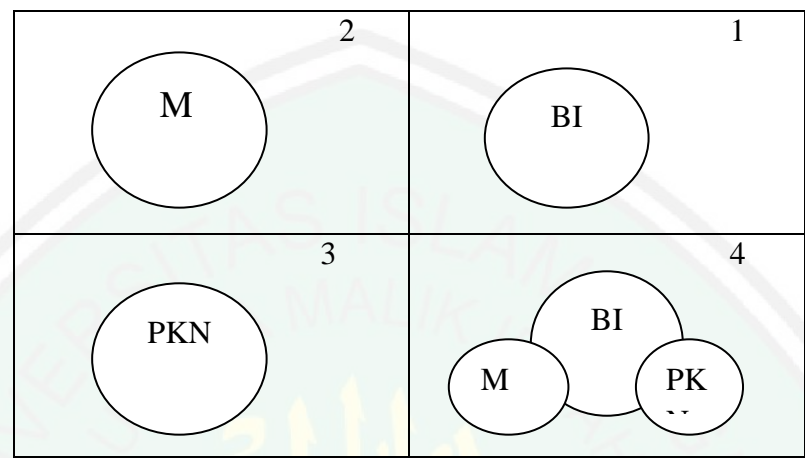
a. Connected Model

Connected model is integration model of inter-connected areas of study. This model significantly organize or integrate the concepts, skills, or abilities which is grown in a subject or sub subject discussion associated with the concepts, skills or abilities in the other discussion subject or sub subject, in one field of study. In other words, that type of connected integrated learning is learning, that is done by linking the subject to the next subject, linking one concept with other concepts and can also associate with the day's work to the other day, or the next day.

³⁴ Kementrian Pendidikan dan Kebudayaan, *Ibid*, page. 8

³⁵ Trianto, *Mengembangkan Model Pembelajaran Tematik*, (Jakarta : PT. Prestasi Pustakarya, 2010), page. 45-47

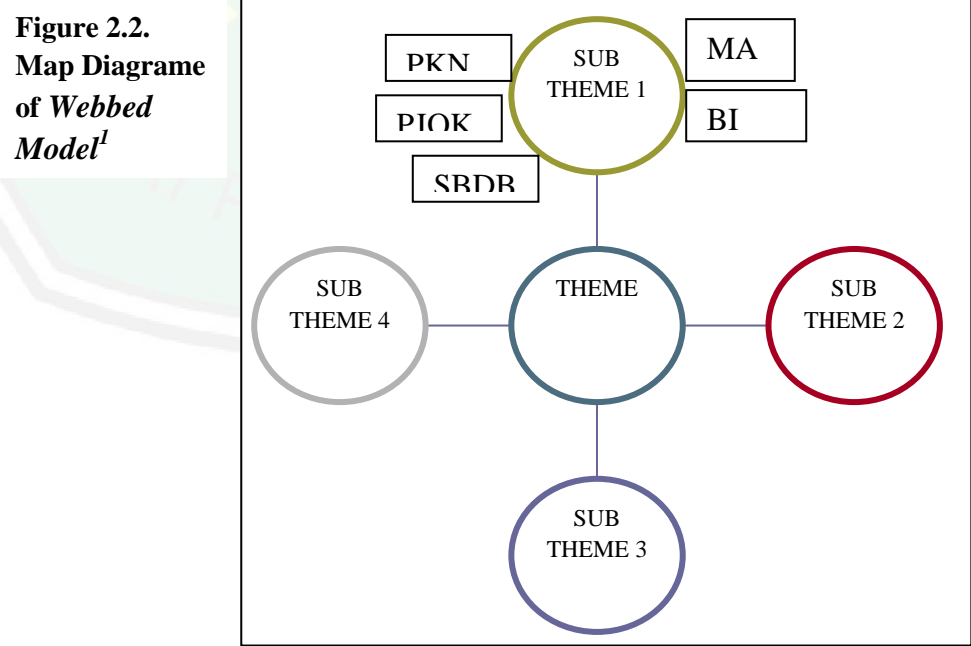
Figure 2.1. Map Diagram of *Connected Model*³⁶



Explanation :

BI = Bahasa Indonesia, M = Matematika, PKN = Pendidikan Kewarganegaraan

b. Webed Model



³⁶ Trianto, *Mengembangkan Model Pembelajaran Tematik*, (Jakarta : PT. Prestasi Pustakarya, 2010), hlm. 46

Integrated learning of webbed models is an integrated learning using thematic approach. This approach begins by determining the development of certain themes. Themes can be determined by negotiations between teachers and students, but can also by discussion with other teacher. After the theme has agreed, sub-theme is developed by taking into account relation to fields of study. From sub-themes developed learning activities to student.

Explanation :

BI = Bahasa Indonesia, Math = Matematika, PKN = Pendidikan Kewarganegaraan, PJOK (Pendidikan Jasmani, Olahraga, dan Kesehatan), SBDP (Seni Budaya dan Prakarya)

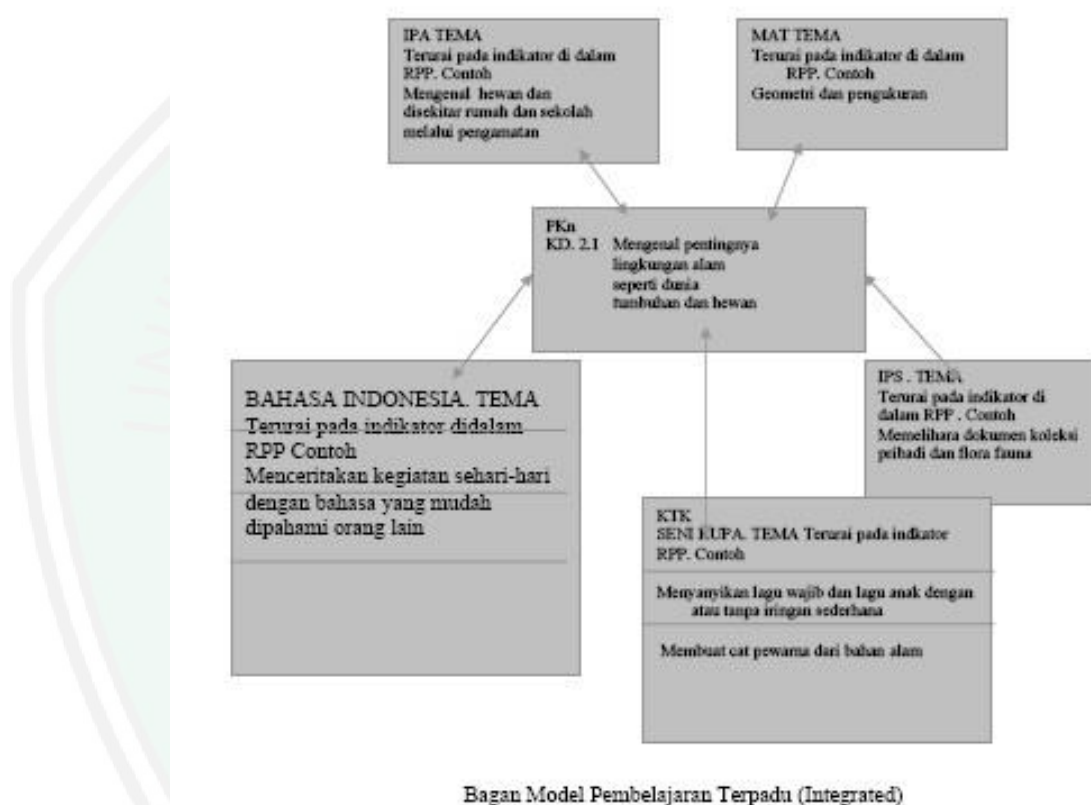
c. Integrated Model

This model is an integrated learning approach that uses interdisciplinary field of study. This model sought by combining field studies with setting priorities and finding curricular skills, concepts, and attitudes that overlap in several areas of study. In this model, the theme that interrelated and overlapping are the last thing what want to search and selected by the teacher in the planning stages of the program.

In the early stages teachers should form a team between fields of study to select the concepts, skills, and attitudes that will be taught in a certain

semester for some fields of study. The next step selected some of the concepts, skills and attitudes that have strong linkages.

Figure 2.3. Map Diagramme of *Integrated Model*³⁷



B. Thematic Learning Process

1. Basic Competence of Thematic Learning

According to Depdiknas, thematic learning is on type/variety of of integrated learning model. The term of thematic learning essentially is an integrated learning model use theme to associate multiple subjects so can

³⁷ SDN 3 Bojonglapang, *Model Pembelajaran PKN Model Terpadu* (<http://sdn3bojonglapang.wordpress.com>, accessed on Tuesday, 8th of April 2014 at 10.40 WIB)

provide a meaningful experience for students.³⁸ Meaningfulness is caused by three great philosophy influence in process of thematic learning. The raising of this model is also caused by three great philosophy, as constructivism, progressivism and humanism.³⁹

Constructivism is philosophical ideology that see knowledge is not a simple thing can be transferred from one person to another. Knowledge cannot be acquired without any effort. Because knowledge is the result of invalid constructs or human creations. So in this view, learning process is more accentuated in consciousness of every student to seek knowledge that they want to know. Instead of receiving knowledge from the teacher instantly without any great effort to find it. Like someone who's thirsty, then had to find water for losing sense of thirsty.

Furthermore, progressivism. Taken from the word progressive, which has a sense of progress. The word forward, means there is an increase from the previous position. And there will be no progress without any problem, without any changes. Therefore, in this case students will be familiarized in efforts to cope with the problems that is poured on the matter of subjects as well as on the process of observation, or so on. So from this kind of learning

³⁸ Trianto, *Pengembangan Model Pembelajaran Tematik*, (Jakarta : PT. Prestasi Pustakarya, 2010). Page 78-94

³⁹ Hartono, *Pengembangan Bahan Ajar: Pendidikan Agama Islam Berbasis Pembelajaran Tematik pada Siswa Kelas III Madrasah Ibtidaiyah*, (Jakarta Pusat : Kementerian Agama Republik Indonesia, Direktorat Jenderal Pendidikan Islam, Direktorat Jenderal Pendidikan Tinggi Islam, 2012), page 41

process, students will have skills in problem solving, not only on subjects in school, but until the projected problems on his self and his environment.

While humanism, looking at each individual has uniqueness side which could not be identified among one another. Thus, in this case teacher should be able to understand and provide treatment in accordance with the character of each individual participant of his protege.

From the third of these views, ranging from seeking knowledge as human creations, progresivity in problem solving and humanism teacher on his students, will make learning more meaningful, not only limited in memorizing and noted, but can be applied in the concrete life of students. Because not only teachers who be active in learning process, but also the students.

As has been shown earlier that thematic learning is one type of integrated learning, which use specific themes in combining subjects. Where the concept of integrated learning basically has long propounded by John Dewey in an effort to integrate the development and growth of students and ability of their knowledge. Udin Syaefudin gives sense that integrated learning is approach to develop students's knowledge in formation of knowledge based on their interaction with the environment and experiences in their life. It helps students learn to connect what has been learned and what is being learned. According to T. Raka Joni that integrated learning is a learning system that between students individually and grouply will be active to look

for, explore, and discover scientific principles and concepts holistically, meaningful and authentic⁴⁰

Integrated learning will occur if events or authentic exploration of the topic/theme being learning activities within the controller. By participating in exploration of themes/events the students learn the content of multiple subjects simultaneously. While Sri Anita States that integrated learning as a concept that uses approach of learning involve connected concepts each subjects well. Relations every concept integrated will facilitate students to active engage in learning process and encourage students to understand concepts that they learn through direct experience and relate it to real experiences.⁴¹

Thus, it's very possible that result study obtained by students will be more meaningful than if only use *drill* technic to respond words or signal from the teacher who was given separation subject. Thematic/integrated learning offers models of learning which make learning activities are relevant and meaningful for students, either formal or informal activity, include learning enquiries actively until absorption of knowledge and experience students to help them understand and perceive the world.

Way of packaging learning experience designed by teachers would be very influential in giving meaningfulness of students experience and making the learning process more effective and interesting. The conceptual link

⁴⁰ Sapriya, *Pendidikan IPS*, (Bandung :PT. Remaja Rosdakarya, 2009).Page 35

⁴¹ Trianto, *Pengembangan Model Pembelajaran Tematik*, (Jakarta : PT. Prestasi Pustakarya, 2010). Page 33

studied with other relevant contents will form schemata, so it will be retrieved wholeness and unity of knowledge. The acquisition of knowledge, learning, wholeness and unity of views about life and the real world just can be reflected integrated learning. Based on KTSP, thematic learning as a part of integrated learning has many benefits that can be achieved, as follows:⁴²

- a. Facilitate the concentration of attention on one particular theme.
- b. Students are able to learn knowledge and develop a variety of basic competencies intercontents of subjects in the same theme.
- c. Students understanding on subject matter deeper and more memorable.
- d. Basic Competence can be developed better by hooking another subjects with personal experience of students.
- e. Benefits and sense of study can be felt mostly because the material is presented in theme context clearly.
- f. Students more spirit in the studying because they can communicate in a real situation, to develop an ability in the subjects and at the same time, able to learn other subjects.
- g. Teachers can save time because subjects which are presented in thematic can be prepared at once, and given in two or three meetings and the remaining time can be used

⁴² Trinanto, *Ibid*, Page 83

for remedial activities, establishment or enrichment material.

Based on above understanding, the variety can be drawn the conclusion that thematic learning is a model which combines some of learning material various SK and KD or several subjects. Application of this learning process can be done through three approaches, those determination based on the interconnectedness of SK and KD, themes and problems encountered.

2. Basic Principles of Thematic Learning

In General, thematic learning principles can be classified into: a. principles b principles theme excavation management learning and c. evaluation principles d. principles of reaction⁴³ :

a. The principle of Extracting

Extracting Principl is the main principle (focus) in thematic learning. Means that themes that overlap and there is an interconnectedness become a prime target in their learning. Thus in the excavations, the theme should pay attention to a few requirements⁴⁴ :

- 1) The theme should not too extensive, but can easily be used to integrate many subjects
- 2) Theme to be meaningful, the intent is the theme chosen for review should provide for students to learn the next

⁴³ Trinanto, *Ibid*, pages. 85

⁴⁴ Trinanto, *Ibid*, pages. 85

- 3) The theme should be tailored to the child's psychological development level
- 4) Theme developed to accomodate the majority interest in children
- 5) The theme is chosen should take into consideration the authentic events happening in a span of time
- 6) The theme chosen should take into account the curriculum expectations (as well as the applicable principle relevance)
- 7) The theme chosen should also consider the availability of learning resources

b. The principle of Management Learning

Management learning can be optimal if teacher is able to put himself in the overall process. This means that teachers should be able to take position as a facilitator and mediator in the learning process. Therefore, according to Prabowo in Trianto, that in the management of learning ought teachers can apply as follows⁴⁵ :

- 1) Teacher should not be the single actor who dominates the conversation in the process of teaching and learning
- 2) Giving responsibilities to individual and group should be clear in every task that demands cooperation group

⁴⁵ Trinanto, *Ibid*, pages. 85-86

- 3) Teachers need to accommodate to the ideas that sometimes completely unthinkable in planning

c. The Principle of Evaluation

The evaluation essentially became the focus in each activities. How a work can be known the result if didn't do evaluation. In this case then in implementing of thematic learning evaluation, then it takes some positive steps include⁴⁶:

- a. Provide an opportunity for students to do self-evaluation/ self assessment as well as other forms of evaluation
- b. Teachers need to invite students to evaluate the acquisition of learning that has been achieved based on the criteria of achievement success of the objectives to be achieved

3. Thematic Learning Characteristics

According to Ministry of Education, thematic learning has some distinctive features, among others⁴⁷:

- a. Experience and learning activities are relevant to the child's needs and level of development.
- b. Selected activities in the implementation of thematic learning is based on interests and needs of the students.

⁴⁶ Trinanto, *Ibid*, hal. 86

⁴⁷ Trianto, *Model Pembelajaran Terpadu dalam Teori dan Praktek*, (Jakarta : PT. Prestasi Pustakarya, 2007). Page 57

- c. Learning activities will be more meaningful and more memorable for students, so that the results of study could last longer.
- d. Helping the development of students thinking skills
- e. Presents a pragmatic learning activities in accordance with the problems which often be found by students in their environment.
- f. Develop social skills of students, such as cooperation, tolerance, communication and responsiveness to other suggestion

4. Procedure of Thematic Learning Implementation

a. Planning

In planning, the first things that should be paid attention is about determining theme. There are at least two factors that must be considered in the process of themes selection, namely⁴⁸: [1] suitability of a theme with the interdisciplinary curriculum structure, and accros decipline curriculum [2] the suitability of a theme with development of the student's age, interests, events that are closest to the students's life, even the environmental community

⁴⁸ Sa'dun Akbar, *Implementasi Pembelajaran Tematik dalam Kurikulum 2013*, (Guest Lecture, at 14th of September 2013 in Rektorat UIN Maliki Malang 5th Floor)

context (social, cultural, tradition). In this regard, theme can be excavated from various sources, those⁴⁹ :

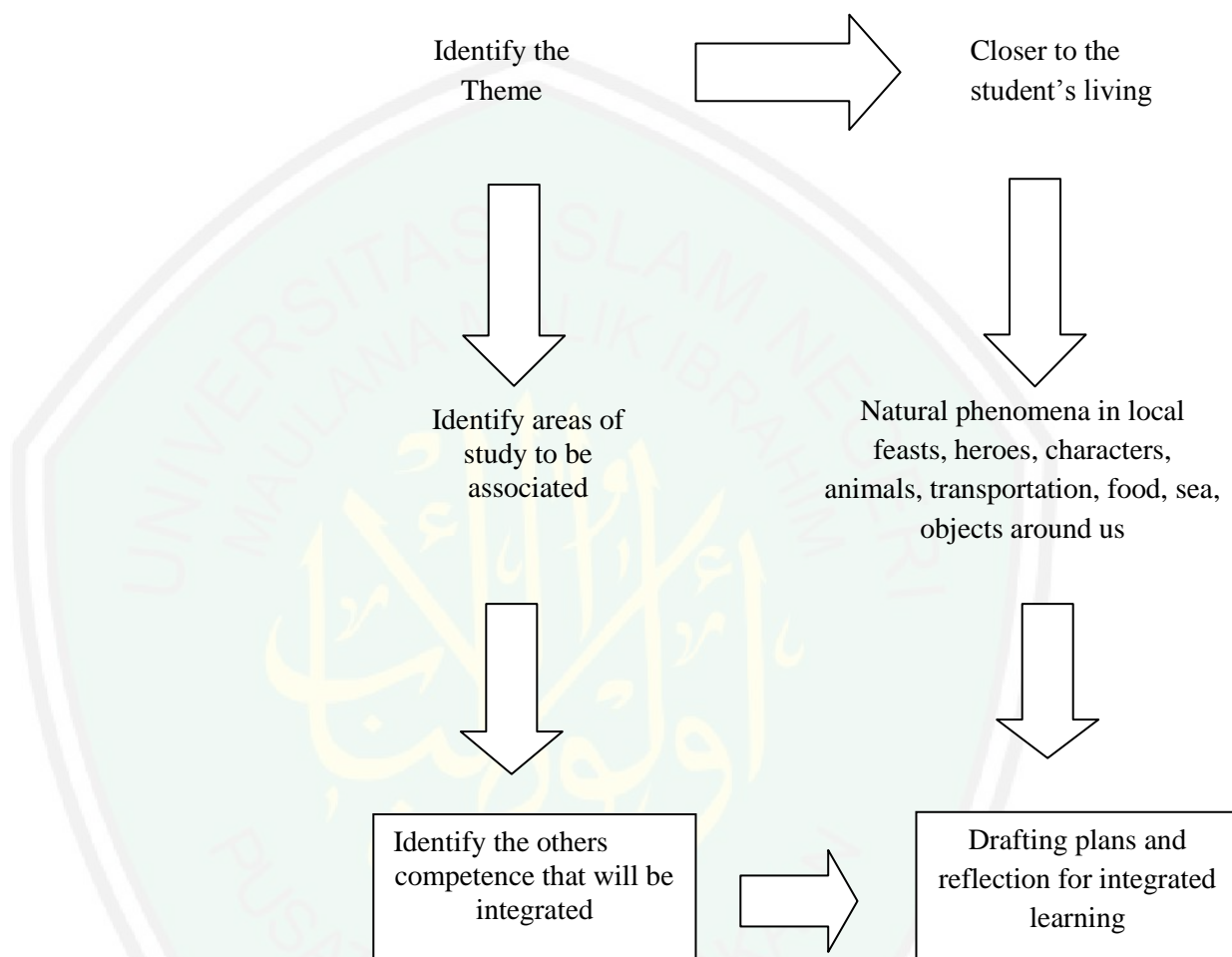
- a) Students Interest. To find out students interest, a teacher can conduct informal talks with students, observe students interest, listen to what they are talking about or even from a chat with the elderly students
- b) Special events often perceived, such as national or religious holidays, birthdays etc
- c) Events that unexpectedly triggers a sense of students curiosity in more depth. For example, when there is a fallen mango fruit in front of students, this event can be taken by teacher to make theme “mango”.
- d) Material is compacted by the institution concerned, such as in the form of mission or specific expectations
- e) About the child's parents and teachers.

After the teacher do election themes in accordance with certain criteria with the contents of curriculum (cross-decipline subject), then theme is developed into subs themes or relevant topics. The specified themes at its core to hang students at term, facts, principle.

The following chart in the preparation of learning themes :

⁴⁹ Depag Direktorat Jenderal Kelembagaan Agama Islam, *Pedoman Pelaksanaan Pembelajaran Tematik*, (Jakarta, 2005), page:35

Figure 2.4. The Preparation of Learning



b. The implementation

After preparation of theme was completed, then the themes serve as interdisciplinary learning material. In order to achieve effectiveness on implementation of thematic learning, there are things to be aware of the following⁵⁰ :

⁵⁰ Depag, *Ibid*, page. 43-45

- 1) Develop lesson plan that already drawn up, then pay attention to spontaneous events shown by the students to concepts being studied, especially those near conjunction with the learning theme
- 2) Conducts an assessment of learner's interest and understanding in the theme, either through observation, interviews, group discussions, or their artwork
- 3) Help students in reflecting on his understanding of the content and the learning process, for example by assigning students to create images, maps, paintings, or other works that have been studied
- 4) Conducts conversations with students about what they want to know about the theme. In this case, teacher gives assignments, for example being directed to satisfy the curiosity and questions they ask
- 5) Doing reciprocal communication with parents or students family. The goal is giving information for students about theme of the learning material. This communication can be done directly face-to-face conversations), or indirectly (as through receding)

Exept submission of the theme, it is important to be aware of in the process of learning is a method of execution. Method is an attempt to implement the plans that have been drawn up in real activities to objectives that were achieved optimally. In accordance with the thematic learning

characteristics, then learning undertaken needs to be prepared a variety of activities using a variety of methods.

a) Speech method

Lecture method is a method that relatively conventional, method that the way of transform material to students either science or religion conducted verbally.⁵¹

b) Questioning methods

Question and answer method is a teaching method that allows the direct communication that is *two ways traffic* because at the same time the dialogue between teacher and students.⁵²

c) Demonstration Method

Demonstration method forward modeling or demonstrating a process, situation, or particular object being studied, either real or artificial to students, which is often accompanied by verbal explanation.⁵³

⁵¹ Majid, Abdul.2007.*Perencanaan Pembelajaran*.Rosda Karya:Bandung.page : 137

⁵² Trianto, *Model Pembelajaran Terpadu dalam Teori dan Praktek*, (Jakarta : PT. Prestasi Pustakarya, 2007). Hlm 133-134

⁵³ Trianto, *ibid*, hal:134

d) Simulation Methods

Simulation is a person's behavior to act like the person intended, by the goals, people can learn more about how people feel and do something.⁵⁴

c) Experiment Method

Method of experimentation is one way of teaching, in which students conduct an experiment on something. The use of this method aims to make students able to seek and find their own answers to the various problems faced by conducting their own experiments.⁵⁵

As for implementation of thematic learning can follow the steps below:

1) Opening Activities

Opening Activities are the activities for giving aperseption which is warming up. These activities are conducted to explore the experience of students on the theme to be presented. Moreover, teachers also need to be able to facilitate an activity that is able to attract students about the themes that will be given.

⁵⁴ Siregar, Eveline dan Nara, Hartini. *Teori Belajar dan Pembelajaran*. Bogor :Ghalia Indonesia, 2010), page :81

⁵⁵ Roestiyah, 2008, *Strategi Belajar Mengajar*, PT. Rinekah Cipta: Jakarta. Hal: 22

2) Core Activities

Core activities in the thematic learning is focused on activities that are directed to develop the ability of reading, writing, numeracy for students. In this step, learning is more accentuated on the attainment of indicators of students.

3) Closing Activities

Closing activities is done with revealing learning result, that's asking previous material that was already learned in core activities. At the closing stages, teachers must be smart to summe up the results of learning with emphasis on the moral messages contained on any materials of instruction

c. Assessment (Evaluation)

In the thematic learning, assessment is an attempt to get a variety of information periodically, continuously and thoroughly about process and result of growth and development that has been achieved, better relating to the process or learning outcomes. Therefore learning assessment in thematic learning is done on two things, namely the assessment on process activities and assessment of the results of activities.⁵⁶

Assessment on activities, can be done at the time in learning process, both seen from the activeness of the students, students performen or assessment from other aspects. While the results of activities assessment is assessment to know achievment of basic competencies and indicator on each

⁵⁶ Depag, *Ibid*, page. 46

subject contained in the theme of learning. In other words, assessment is no longer integrated on the theme, but it was separated in accordance with basic competencies, learning outcomes, and indicators of subjects.

Assessment on the results of the study can be grouped into two types, namely the formative assessment and summative assessment. Formative Assessment is assessment which was carried out from the beginning and throughout process of curriculum development or learning. Formative evaluation serves to repair and develop a specific part that is being developed. Whereas a summative evaluation according to Oemar Hamalik, an assessment aims to examine the curriculum or learning as a whole. Summative evaluation using numerical techniques, and resulted in the conclusion of the necessary data to teachers and administration.⁵⁷

This kind of assessment system intended to make teachers more easily measure the student's familiarity understanding with basic competencies in each subjects. Students are able to separate categories of disciplines while in the lesson that taught holistically.

According to Trianto the assessment should be carried out in few things to note, among others, the following⁵⁸ :

1. Assessment directed between measuring the achievement of competencies

⁵⁷ Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara), Cet. III, page : 262

⁵⁸ Trianto, *Model Pembelajaran Terpadu dalam Teori dan Praktek*, (Jakarta : PT. Prestasi Pustakarya, 2007). Hlm 223-224

2. Assessment uses reference criteria, which are based on what can be done by students after following learning process, and even to determine one's position against his group
3. The planned system is a sustainable system assessment. Sustainable in the sense that all indicators are billed, then the result is analyzed to determine the basic competence that has possess and which have not, as well as to know the difficulties of students
4. Results of assessment were analyzed to determine follow-up. Follow-up in form of the next instruction, process improvement programs for students remidi accomplishments under finishing criteria , and enrichment program for students who have achieved finishing criteria
5. The scoring system should be adapted to learning experience in learning process.

More can be explained the principles of assessment, which overall should pay attention to some things in carrying out an assessment, including :

1. **Competency oriented.** Assessment should be able to determine whether the student has achieved the intended competencies in the curriculum

2. **Comprehensive.** The assessment should assess the students comprehensively, covering all aspects of behavior of the cognitive, affective and psychomotor
3. **Valid.** The assessment should be able to provide accurate information about student learning outcomes
4. **Fair and open.** The assessment should be fair to all students and all of the criteria, decision-making should be clear and open for all parties.
5. **Educate.** The assessment is a tribute to students who are successful and as a trigger for students who are less successful
6. **Continuous Improvement.** The assessment should be done in a planning and ongoing
7. **Meaningful.** The resulting assessment is expected to really describe the actual behavior of the students.⁵⁹

⁵⁹ Trianto, *Ibid*, page. 224

CHAPTER III

RESEARCH METHOD

A. Approach and Method Of Research

The focus in this study is the thematic learning that has been implemented at the Madrasah Ibtidaiyah Negeri Malang 2. To answer the question of how the development of thematic studies on MIN Malang 2 required in-depth observations in reasonable circumstances, then this sort of research is better known as qualitative approach,¹ whereas in the field of education called the naturalistic approach.² Researchers chose this approach is based on two assumptions as expressed by Patton and Quinn. That wholeness is wider than just the sum of the parts, and an understanding of program context is essential for efforts to understand the program.³

The determination of an approach in this study certainly still so global, qualitative research approach in considering itself still contained a variety of methods. As efforts of research implementation that smooth and consistent, the researchers carry out research using certain methods. Described by

¹Lexy J. Moleong, *Metodolologi Penelitian Kualitatif* (Bandung:Remaja Rosda Karya,2001), Page. 3.

² S. Nasution, *Metode Penelitian Naturalistik Kualitatif* (Bandung ; Tarsito,1996), Page.18.

³ Noeng Muhajir, *Metode Penelitian Kualitatif* (Yogyakarta : PT. Bayu Indra Grafika, 1996), Page. 109.

Nyoman Kutha Ratna⁴ methods are all ways, strategies to understand reality, and systematic measures to break the chain of causation.

Research with a focus that answers questions like “how” and “what” intends to understand the phenomenon of what is experienced by research subject (example: behavior, perceptions, motivations, actions, and so forth) holistically by means of in-depth study in a long period of time, is a research method using case studies. On the other hand case studies of particular dimensions can be called longitudinal studies, namely studies that attempt to observing the object of research with a relatively long, and continuously.⁵

The rationale above, this research uses the draft case studies, for the purpose of this study was to describe as a descriptive and thematic learning how holistic in Madrasah Ibtidaiyah Negeri Malang 2 along with its effects. Case study method in question is a case study of a cross sectional study was carried out, with a shorter time but reach a relatively wider populations.⁶

B. Selection of Research Location

Background this study was the Madrasah Ibtidaiyah Negeri Malang 2. MIN Malang 2 was chosen as the location of research, based on results of preliminary data in field observation or pre research, where MIN Malang 2 is

⁴Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian* (Jogjakarta: Ar-Ruzz Media, 2011), Page . 183.

⁵ Andi Prastowo, *Ibid*, Page. 187

⁶ Andi Prastowo, *Ibid*, Page. 187

one madrasa on secondary basic education has been implementing thematic study. In quality MIN Malang 2 is madrasah ibtidaiyah that advanced in academic or non academic as evidenced by the many accomplishments achieved by the students.

In addition, Madrasah Ibtidaiyah Negeri Malang 2 is madrasah ibtidaiyah that open for do innovations in curriculum development, such as the alteration concept of thematic learning, from observation and research, ranging from tackle thematic learning from concept *rujak buah* to the concept *jus buah*, which was originally a thematic learning applications have been using certain themes but it still appears to the subject fields of study, later transformed into the learning that does not appear in subject fields of study, so when be observed MIN Malang 2 hold no attempt to improve the concept of thematic learning towards a better, courage of Madrasah Ibtidaiyah Negeri Malang 2 to always perform improvisation in the curriculum to be inspirator for education institution in the environment of Malang or surroundings. Moreover, thematic learning 2013 has been applied, though not fully, will be a pilot project for the another madrasa in the shade of the Kemenag that will be applying the thematic learning of curriculum 2013.

C. Presence of Researcher

On field research that uses a qualitative approach, the presence of the researcher may not be abandoned because his own investigators who collect and process data, compiling reports for further research. Data acquisition in the field relies heavily on the good relationship between informants and researchers with all the parties concerned with the institutions examined.

According to statement on Bogdan and Biklen about the principle of ethics common research, namely: (1) protect identity subject, so information collected do not harm them, (2) treats the subject honorably and ask them to do cooperatively in the research activity, (3) elaborate about anything limitation of consent when negotiate permission to do research and researcher must obey that contract, and (4) telling rightly when researchers writing and report their inventions.⁷

D. Collecting Data

In the effort to get data integratif hollisticly and get the relevance data based on focus and objectives of research, so collecting data in this research is done by three techniques, those are, structural interview, unstructural interview and indepth interview, partisipant observation and documentation study.

⁷ Bogdan, R.C. & Biklen, S. K., *Qualitative Research for Education an Introduction to theory and Methods*, (London : Allyn and Bicon. Inc., 1982), Page. 51.

1. Interview

In this research use technique of interview, namely : (a) interview structured interview unstructured (b) and (c) interview deep (indepth interview).

First, structured interviews conducted to obtain data on: (1) the history of MIN Malang 2 and the vision-mission, (2) profile MIN Malang 2 (3) potential MIN Malang 2 (4) development strategy (5) organization of madrasah (5) MIN Malang 2 achievement. In this interview the researchers did not follow standardized interview instrument. Before the interviews were conducted, first drafted the outlines of the questions that will be questioned to the informant. The outlines of the questions were formulated based on the research focus of interviewer on research object.

Second, unstructured interviews. Unstructured interview is an interview where the questions are not prepared in advance, but tailored to the unique circumstances and characteristics of the respondents, so question and answer flow like in everyday conversation.⁸ The purpose of this unstructured interview is to obtain a detailed and in-depth information. The interview was used because information from the respondents can not be predicted in

⁸ Lexy J. Moleong, *Metodolologi Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2001), Page. 191.

advance which direction the conversation will expand. Unstructured interview is conducted to obtain data on: (1) the conditions of teachers and students (2) the pattern of development of thematic learning (3) the implementation of thematic learning (4) the impact of thematic learning.⁹

Third, in-depth interviews. In-depth interviews by Bungin is the process of obtaining information for research purposes by question and answer with a face to face between the interviewer and informant, with or without using guide of interview, that interviewer and informant involved in social life is relatively long. In-depth interviews conducted in this study to obtain data on: (1) the implementation of thematic learning and (2) the impact of thematic learning.¹⁰

To establish the first informant in this study, the researcher will select informants who have special knowledge, informative, and close to the situation that become focus of the study, in addition having a special status, such as Principals, Chairman Vice of Curriculum, Chairman Vice of Infrastructures, Chairman Vice Student and Teachers of class who consists of 3 people. The informant is assumed to have a lot of information on the Thematic Learning in MIN Malang 2.

⁹ S. Nasution, *Metode Penelitian Naturalistik Kualitatif* (Bandung ; Tarsito,1996), Page.72.

¹⁰ Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian* (Jogjakarta: Ar-Ruzz Media,2011), Page. 183.

2. Observation Participating

To learn about activities relating to the implementation of thematic learning, performance, or the impact of real learning, researchers using participate observations. The reason of using this type observation is because in observations researcher participate in thematic learning in the classroom or in the process of expansion. According to Bogdan and Taylor's statement, the act of observation or participants observation pointed to research which is characterized has intense social interaction between the researcher and the researched society in a milieu (environment) examined how children community.¹¹

Thus, at the initial stage of the study, researchers participate passively, but after the presence of the researcher accepted by society or the community studied, the researchers will begin to move to be active participation. This is based on: (1) the passive participation, researchers present in social situations studied, but did not participate with the community being studied, and (2) the active participation, researchers sought to participate do what the people or community studied, and not only accept but actually learn the social rules of behavior that emerge. Therefore, during the observation the researcher made

¹¹ Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian* (Jogjakarta: Ar-Ruzz Media, 2011), Page 183.

field notes on what is seen, heard, thought and experienced in order to collect data and reflection on the data.

3. Study of Documentation

Study of documentation is used in this study to collect data from sources of non-human. This data will be used as complementary data that has been obtained through interviews and observation methods.

Utilizing of this documentation study was based on five grounds. *First*, these sources are available and cheap. *Second*, documents and recording are stable, accurate resources, and can be analyzed again. *Third*, documents and records are a rich sources of information, contextually relevant and fundamental in its context. *Fourth*, this resources is a legal statement that can meet the accountability, and *fifth*, this resources is non-reactive, so it isn't hard to find the contents of study techniques.¹²

E. Data Analysis

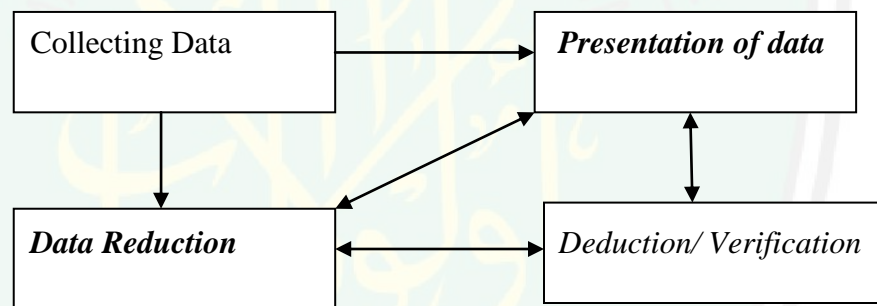
After the data are accumulated, researcher analyzes it by using data analysis plan followed interactive model of qualitative data analysis. According to Miles & Huberman series of activities can be carried out through

¹² Lexy J. Moleong, ,*Metodologi Penelitian Kualitatif* (Bandung:Remaja Rosda Karya,2001), Page. 216-217

the analysis process: *Data Collection Period*, *Data Reduction*, *Data Displays*, *conclusion Drawing / Verification*.¹³

Data collection periode is process of collecting data, so research analysis process is begun from collecting field data. Then, redraw data, present data, and ending up by making conclusions or verification. Systematically interrelated analytical process can be described in an interactive cycle, as shown below:

Figure 3.1. Analysis Model of Interaktif Data (Miles & Huberman, 1992)¹⁴



Redraw data is the process of selecting and simplifying, abstracting and transforming the raw data obtained from the field. Redraw data is carried out continuously accordance cycle image above, during collecting data takes place, then the conclusions drawn from these results as, for example, thematic learning in Malang 2 MIN been running well. Irregularities found reduced through verification of existing data with other data, even searching for new

¹³ J. Vredenburg, *Metode dan Teknik Penelitian Masyarakat* (Jakarta: Gramedia, 1978), Page.126.

¹⁴ *Ibid.* Page.126.

data. Data reduction is part of the intended data analysis during collecting data.

Presentation of the data contained in the form of tables and pictures After be identified, described, and analyzed, although still be a record for the interest of researchers. Any data reduction results are analyzed and taken conclusion while. At the time of data presented can't be concluded, data is reduced again by the test and match or compare with other data to fix it. Since the analysis of data, drawing conclusions and verification has been done, so when the researchers began to give meaning and significance of the data obtained. Giving meaning by interpret these data is essentially tentative conclusion that still loose and skeptical allowing for improved.

Tentative conclusion that still unclear and uncertain are reduced and veriflicated again. Then, after researchers convinced that conclusion has strong, the researchers interpret and purpose then take the final conclusions as the findings of the study.

F. Checking Validity of Data

In the study, every findings should check its validity, so research results can be accounted for the truth and can be authenticated. In an effort to check the validity of the data from this study, researchers used triangulation techniques.

Triangulation according to Moleong is a technique checking validity of data which utilizes something else, outside of the data for checking or as a comparison to the data.¹⁵ Triangulation used in this study include:

a. Triangulation of data sources.

Triangulation of data sources is done by testing the truth of certain data with other informants.

b. Triangulation methods

Triangulation method done by finding other data about a phenomenon that is obtained by using different methods, namely interviews, observation, and documentation. Then the results obtained using this method are compared and concluded that obtaining reliable data.

¹⁵ Lexy J. Moleong, *op.cit.*, Page. 178

CHAPTER IV

EXPOSURE DATA AND RESEARCH FINDINGS

A. Description of Object Research

1. A Brief History of State Islamic Elementary School of Malang 2

At first, MIN Malang 2 was established as a school exercise aims for the student PGA (Religious Teacher Education) or formerly known as SGHA (School Teachers of Religious Judge) Malang, which was prepared as a potential elementary school teacher (elementary school). The curriculum that be used is the Curriculum of Education and Culture Department, while in practice it seeks to incorporate elements of Islamic religious education.

MIN Malang 2 was established about 50 years ago, and the time was called the School of Exercise 2. The institute is established in conjunction with the School of Exercise I (Now MIN Malang I). The change of status of elementary exercises into MIN, based on the Decree of the Minister of Religious number 15 in 1978 that set the SD Exercise PGAN become MIN, number 16 in 1978 that set the class I, 2,3, PGAN of 6-year be MTsN, and number 17 of 1978 that set class IV, V, VI, PGAN of 6 years to PGAN of 3 years. At its inception, MIN Malang 2 is located in Bromo Street at Malang (now occupied Pharmacies of Kimia Farma). Buildings that is used for teaching and

learning activities is a Dutch colonial heritage, while the status of the building and the land is rented to the Government.

In 1977 the Training School moved from street to street Arjuno Bromo, because the land and buildings occupied by government-refundable. Status of the land and buildings at the new place is lending to the Mosque Foundation Khodijah \pm 15 years.

After \pm 15 years occupying buildings belonging Khodijah Mosque Foundation (now occupied by MI and MTs Khodijah), then at the discretion of the government in 1986 established MIN Malang 2 buildings located at Jalan Kemantren 2/14 A Village Bandungrejosari Breadfruit District of Malang until now.

The land where be built become building of MIN Malang 2 right now, in the beginning was the land owned by Mr. Mulyadi. The land was purchased by the Department of Religious Malang of the DIP budget (Form Project) 1983/1984. In the year 1985/1986 the building has been constructed as a local 3, consists of a principal room, teachers' room, and study room. In year 1986/1987, received assistance from the Government of Malang as much as 2 local consists of the principal's room and teachers 'room, which was originally used for the local principal's office and teachers' room used for study. In fiscal year 1987/1988 is built again 8 local from budget of DIP, which all are used for studying. Furthermore, on 8th September 1988 building of MIN

Malang 2 was inaugurated by Mayor Head Level 2 Malang area, Dr. Tom Uripn Nitiharjo, SH.

In the school year 2001/2002 is built again local 2 foundation of the new building from non-governmental funds. Later in the school year 2002/2003 the construction of local 2 successfully completed by Assembly of MIN Malang 2, and in the same year has released a new soil around the neighborhood of $\pm 600 \text{ M}^2$. Then, in the school year 2003/2004 on the new land area is built 1 local Mushalla as a center of worship practices and other religious activities.

In the same year 21 computer units P-2 as a learning tool and information technology for the students has to be realized. An achievement to be proud also that in the school year 2004/2005 has built one local language laboratory. It shows the close cooperation between the madrasas with parents and the community, so any shortcomings or facilities for the purposes of improving the quality of education in Malang MIN 2 step by step can be met. Besides that, for the good cooperation between the madrasas with the Ministry of Religious Affairs of Malang and the Education Department of Malang, then the current 40 units of language laboratory equipment has to be operated by trained professionals Madrasah. Then the help of Religion Departement, in October 2007, 21 Computer Unit was

changed to a Pentium IV and coupled with an LCD projector, a Local Area Network (LAN) and the Internet.

In 2009 built New 3 local Space and 1 Space Library representatif enough. Then in 2010 and 2011 continued with the construction of six local New Classrooms on the second floor as an effort to meet the needs of facilities and classrooms is growing every year.

2. Geographical of State Islamic Elementary School of Malang 2

MIN (State Islamic Elementary School) Malang 2 is a primary school in distinctively Islamic Studies under the auspices of the Ministry of Religious Affairs. It is located at Jalan Madrasah Kemantren II / 26, London Rejosari, District Breadfruit Malang. Until now MIN Malang 2 occupies an area of 3711 m² or 3.711 ha. For location map can be viewed in the attachment.

3. Vision, Mission of State Islamic Elementary School of Malang 2

a. Vision of Madrasah

Superior in performance, mastering skills and technology and global perspective on the basis of faith and taqwa towards Allah SWT.

b. Mission of Madrasah

- 1) Provide education and develop an active learning model, innovative, creative, effective, fun and contextual, based on faith and Taqwa to improve the competence of learners in the mastery of science and technology global perspective.
- 2) Maintaining and developing the full potential of the learners, in order to build the capacity of learners are intelligent, skilled, creative, physical and spiritual health, and has a competitive advantage in the field of academic and non-academic

4. Potential of State Islamic Elementary School of Malang 2

Based on interviews and observations of researchers about the potential that exists in MIN Malang 2, it can be formulated into the points below:

- a. Togetherness. MIN Malang 2 is madrasah that labeled as periphery madrassa, because it was on the outskirts of the city. Because of this label, all of the elements or the parties have a strong desire to eliminate the label, not the school but the school on the outskirts of a high quality verges. So the presence of the same desire, togetherness indirectly between teachers, staff and all parties are so closely intertwined.
- b. Implementation of cross-subsidy system. With a system of cross-subsidy, MIN Malang 2 can be covered by all levels of society. All

students are entitled to register and get a good education in MIN Malang 2 if accepted.

- c. Applying open management by involving all the elements in the decision-making.
- d. Accredited with rank A since 2012-2018.
- e. Most of the teaching staff are Civil Servants.
- f. Have implemented the curriculum in 2013, though still with a modified curriculum of 2006.
- g. Has managing structure with the task and mechanisms also a clear work program.
- h. The number of students is large enough, amount to 527 students.

5. Opportunity of State Islamic Elementary School of Malang 2

- a. Increasing public confidence. This is evidenced by the constantly rising number of applicants each year until in 2013 it had to reject some applicants. The number of applicants as a whole is 175 but received only 128.
- b. Public participation is quite good. Most parents do not mind when describing school matters related in funding, so it automatically, parental support will facilitate the management of madrasa in the development of madrasah

- c. The more widespread efforts to establish the character, so the madrasa was seen as a formal educational system that is ideal for the formation of good character
- d. The birth of Education Law explicitly recognizes the existence of madrassas as part of the national education system
- e. This school was chosen by the Ministry of Religious Affairs be madrasah that has state

6. Development Targets of State Islamic Elementary School of Malang 2

Development targets of MIN Malang 2 oriented towards in following objectives:

- a. Increasing professionalism of educators and education in performing its duties and functions
- b. The intense communication of teachers with parents participate in a joint effort
- c. Development of curriculum modifications into the curriculum in 2013 fully
- d. The availability of adequate educational facilities as Language Lab that still in a poor state

- e. Increasing the effectiveness and efficiency of administrative services and information to make SOP and ISO standards

7. Development Strategy of State Islamic Elementary School of Malang 2

- a. Holding of selection program for prospective teachers who sign up to the MIN Malang 2
- b. Applying the Open Management system (Opened Management)
- c. Applying management system based on Quality, to improve the effectiveness and efficiency of service
- d. Creating Academic Handbook of MIN Malang 2
- e. Using priorities
- f. Periodic evaluation

8. Organizations of State Islamic Elementary School of Malang 2

Organizational structure is a framework or structure that shows the relationship between components with each other, so duties, authority and responsibilities of each in orderly unity.

The organizational structure chart MIN Malang 2 as attached in the appendix pages.

9. Infrastructure Conditions of State Islamic Elementary School of Malang 2

To determine the physical facilities MIN Malang 2, researchers conducted data from interviews and direct observations at the study site and be supported with documentation that the author obtained. In more details, the researchers describe as follows.

MIN Malang 2 consists of six study groups, namely class I, II, III, IV, V, and VI. First class has 4 classrooms, and class II - VI each have 3 classrooms, so the total space that used daily learning start classes I - VI contained 19 rooms. Class I, II, III, and IV are in the first floor, but the room class V and VI are on the second floor west, straight from entrance gate MIN Malang 2.

Another room that also serves as a learning space is a Language Laboratory, Science Laboratory and Computer Laboratory. Previously language laboratory is located in the west of the staffroom. Science laboratory is located in the east of cooperatives and school canteens. While the computer lab located on the front, on the west guest space of MIN Malang 2. From the three laboratories that have been run according to function properly is a computer laboratory, language laboratory suffered heavy damage that was never used, and converted into classrooms IA, while the science laboratory is more often used for learning UMMI than to place science experiments. This is suitable

with the results of interview with Mr. Fathor (Facilities and infrastructure department) :

“Yang lab komputer baik, tapi yang lab bahasa rusak berat. Jadi untuk lab bahasa sendiri tidak pernah terpakai. Kalau lab IPA alat-alatnya ada namun, juga sering dialihfungsikan menjadi kelas untuk pembelajaran UMMI, ya kadang terpakai namun jarang. Lebih sering di buat belajar UMMI tadi.”¹

Judging from the data available, number of LCD and projector screen is very adequate because LCD and projector screen are already in each class, the number of computers has been fulfill students needs, the number and condition of science tools are not adequate, sports facilities is adequate to the existence of a basketball yard, a place for long jump, and 1 core field that can be used for activities other sports. Classes are converted into a mosque is still in the renovation stage.

Rooms that support extracurricular student activities include 1 studio scouts, 1 art room, and 1 storage room where all the equipment the students' activities, from sports gear, equipment of Paskibraka, marching band instruments, and other items. In the scout room there are scout equipments include tents, pegs, ropes, sticks, semaphore flag, whistle and flag squads. While in the room of art there are 18 tambouring, angklung 1 set, and kulintang 1 set.

¹ Result of Interview with department of infrastructure (Fathor, S.Ag.), on 25th of October 2013, at 09.28 – 10.00 am.

In general, the condition of equipments in MIN Malang 2 in category already enough. Although there is some equipment that was damaged, but the damage was not disturb more teaching and learning process. Conditions such as damage of facilities and infrastructure can be covered with the other infrastructure that can support the learning process. So that only the necessary development and infrastructure improvements that have been unsuitable.

10. Teachers and Employees Condition of State Islamic Elementary School of Malang 2

The teacher is the manager of learning activities where teacher should direct the students' learning activities in order to achieve learning objectives. So, teacher professionalism is needed. As in MIN Malang 2 that teachers teach in accordance with the competence or field. Except, teacher that as a substitute teacher in class IB, causeed teacher must take leave for childbirth then replaced with a substitute teacher of geography majors.

To determine the condition of the human resources in detail can be seen in the table in the appendix to this thesis. From the table, it can be discribed that the workforce in educational institutions MIN Malang 2 categorized into permanent civil servant teachers, teachers remain non-civil servants and contract teachers. Teachers remain civil

servants amounted to 26, remain non-civil servant teachers 3 people, and contract teachers 1.

Principal, principal vice for curriculum, and some teachers have joined training, either training related to 2013 curriculum or thematic learning. Some of training that had attended by them are, "Bimtek New Curriculum for Teachers and Principals", "Training and education of assessment and raport processing, and "Seminar of Curriculum 2013"². Thus, it is no doubt about the quality of human resources, especially as the principal policy makers, teachers, and people who sit in the agencies.

11. Students Condition of State Islamic Elementary School of Malang

2

Student is a major component in the education world learning activities, so that students are very involved in the learning process. Interests, talents, motivation and support from the students what make educational institution succes or not. As a flagship madrasa, State Islamic Elementary School of Malang 2 perform several steps:

a. Planning and Admission of Students

Directly proportional to the increasing public confidence in MIN Malang 2 make new admission students is increasing every year.

² Result of Documentation of Training and Seminar in MIN Malang 2, on 18th of Desember 2013

The unbalancing of new students number and space available, make MIN Malang 2 should conduct tests for selection. So not all students who apply will be accepted at MIN Malang 2.

Test in question there are three kinds of tests, those are calistung (read, write, count) test, reading hijaiyah, and memorizing short letter. It is obtained from interviews with Principal Vice for Student namely:

“Ya kita seleksinya menggunakan Calistung itu, baca tulis dan hitung, dan karena kita madrasah sehingga minimal siswa harus sudah mengenal huruf hijaiyahnya, hafalan surat-surat pendek.”³

Furthermore Bu Sukma as Principal Vice for Student also provides an explanation why the test was held following calistung :

“Walaupun sebenarnya pemerintah menolak adanya tes-tes semacam itu, tapi kan kita tidak bisa membiarkan begitu saja. Anak kelas I masuk itu sudah disuguhi dengan buku-buku yang jelas mereka paling tidak bisa membaca walaupun tidak lancar. Agar anak-anak nantinya tidak merasa keberatan belajar di madrasah. Dan pemerintah pun ujiannya nanti juga langsung berupa soal bacaan jadikan tidak mungkin. Adapun tes membaca huruf hijaiyah dan hafalan surat-surat pendek adalah untuk menonjolkan karakteristik kemadrasahannya.”⁴

Exept it is taken from the results of test, background motivation of students and parents send their children to MIN Malang

³ Result of interview with Principal Vice for Students (Dra. Sukmaningtyas), on 30th of October 2013, at 12.00 – 13.00 am

⁴ Result of interview with Principal Vice for Students (Dra. Sukmaningtyas), on 30th of October 2013, at 12.00 – 13.00 am

2 into consideration the determination of new students, as well as the results of interview follows:

“Bahkan kita juga sering mencari donatur, yang dari ekonomi kurang tapi, keinginan ke madrasah nya tinggi, motivasi untuk mendalami keagamaannya tinggi, tidak hanya ingin belajar umumnya saja. Jadi kita tidak hanya memberikan pertimbangan dari hasil calistungnya.”⁵

Besides, MIN Malang 2 did not waive the rules of government, relating in new admissions for primary schools, so committee of MIN Malang 2 also consider several things as government rules are: (1) the distance between home and school (2) age. Such as the following interview excerpt:

“....Dengan tetap menggunakan aturan dari pemerintah. Umurnya, jarak yang terdekat dengan sekolah yang kita ambil, sehingga kita tidak melanggar atura-aturan yang dibuat pemerintah. Itu aturan umum penerimaan siswa baru dari pemerintah.”⁶

b. Setting Grouping of Students

After students have passed the selection, committee divided students who qualify in several classes using a random system. So there is no seed and no grade lower classes, all blend together to socialize. The system in question is randomly divide students who obtain high test results on several classes, whereas students who test is low also divided equally in each class, and the rest is its ability to be at

⁵ Result of interview with Principal Vice of Students (Dra. Sukmaningtyas), on 30th of October 2013, at 12.00 – 13.00 am

⁶ Result of interview with Principal Vice for Students (Dra. Sukmaningtyas), on 30th of October 2013, at 12.00 – 13.00 am

the level of being divided equally to all classes. This system is intended for children to mingle with anyone without distinction of friend. On the other hand in order to be able to teach children who have not been able to achieve the overall output in the average.

c. Setting Guidance and Student Code of Conduct

As a madrassa with advanced category and is one of two countries labeled madrasah, MIN Malang 2 continue to adjust the vision, mission madrassas by developing and guiding students' potential. Through extracurricular activities, students supervised in accordance with the interests and talents.

The following extracurricular activities to develop students' potential :

- 1) Dancing
- 2) Vocal Building
- 3) Martial Arts
- 4) Music of Banjari
- 5) Basketball
- 6) Drumband
- 7) Scout (Compulsory)

As for extracurricular implementation schedule is attached in the appendix of this thesis.

Discipline madrassas in general terms is all the regulations in effect at the school, and for students of the madrassa. All students are obliged to respect the principal, board of teachers, and staff and foster harmony among fellow students. All students must maintain, uphold and defend the good name of the madrasa. Students who violate school rules will be gift points according to the offense committed. More clearly the rules and sanctions provided in the appendix attached in this paper on the book Tatibsi.

d. Number of Students

The number of students in the Elementary School Malang 2, from year to year is always increasing. In the 2013 school year all students of MIN Malang 2 amount 527 by classification 274 of women and 253 of men. In more detail the number of students described in the table attached in the appendix of this thesis

12. Student's Achievement of State Islamic Elementary School of Malang 2

MIN Malang 2 not only as an educational institution engaged in teaching and learning in the classroom alone, but also has a part in competitions both locally and nationally. The role is evidenced by the

achievements gained MIN Malang 2 both academic and non-academic. So, student achievement in this paper is attached in the appendix.

B. Exposuring Data of Research

Based on the focus of research conducted in this study, researcher present the findings of data starting from the data related to the pattern of development of thematic learning in MIN Malang 2. Furthermore, exposure data related to thematic learning process then exposure data on the effects of thematic learning. Exposure data of research here is the disclosure data obtained from the results of field research in the form of interviews, observation and documentation.

1. Patterns of Thematic Learning Development in State Islamic Elementary School of Malang

Practically thematic learning has been implemented in MIN Malang 2 for class I, since KTSP curriculum. Implementation of thematic learning is applied in the first class, experienced some changes in the presentation. At first thematic learning in MIN Malang 2 class I use fruit juice concept, namely the concept of thematic learning that the presentation does not seem Mathematics, Indonesian, or PKN its integrated but all have been fused with a particular theme, where the theme is determined by the circumstances of teachers appropriate. For the example of the rainy season, the teacher takes the

theme of flooding to link some of these subjects. That explanation according to interview result in the following :

“...kalau pembelajaran tematik di kelas I awalnya kita menerapkan pembelajaran tematik itu seperti yang ada di TK. Dulu kebetulan saya pernah ngajar di TK jadi saya mencoba menerapkannya dalam pembelajaran tematik ini, dimana siswa tidak kita sodorkan macam-macam mata pelajaran namun langsung kita internalisasikan dalam materi-materi.”⁷

Do not stop there, teacher of first grade also continue to improvise by following training and even observation to some schools to improve the quality of thematic learning. So after implementing thematic learning with fruit juice concept, MIN Malang 2 trying to implement the concept of thematic learning with fruit salad. Fruit salad concept is the presentation of thematic learning to reveal each subject, and then integrated with a particular theme. Comparison of existing, thematic learning the concept of fruit juice is more effective in learning.

Changing curriculum of KTSP/2006 to curriculum of 2013 by new concept of thematic learning, of course there is a change in the purpose, content and concept learning. So as to compensate for the change, MIN Malang 2 should strive to develop the curriculum, in this case developing thematic learning.

⁷ Result of Interview with teacher of I-B (Nanik Lutfiya S.Pd. I), on 4th July 2013, at 09.30 am

Curriculum development in MIN Malang 2 begins with a review of the concept of thematic learning curriculum since the advent of public test of the government in 2013 . The goal, MIN Malang 2 could be ready earlier to be able to implement the thematic learning curriculum of 2013. As the following interview :

*...Tapi sebenarnya kami telah mempelajari pembelajaran tematik 2013 sejak munculnya pemetaan pembelajaran tematik uji pablik itu. Kemudian ya kami berusaha secara mandiri untuk dapat mengimplementasikan pembelajaran tematik 2013 ini...*⁸

Reinforced by School Principal statement that :

*...memang kita berusaha mandiri untuk mempersiapkannya tapi paling tidak kita sudah merasakan kendala-kendala yang dihadapi saat implementasi ini, jadi tahun depan sudah benar-benar siap untuk mengimplementasikan tematik 2013 secara penuh...*⁹

After the Minister of Education and Culture certify the existence of the curriculum in 2013 , and the implementation of thematic learning requires them to elementary school class I and IV , principal and principal vice for curriculum MIN Malang 2 make efforts in the development of thematic learning curriculum . Efforts are being made holding educational and training related to thematic learning of 2013 independently.

⁸ Result of Interview with Principal vice for curriculum (Murita Herliningtyas, S.Pd.), on 2nd of October 2013 at 09.20 – 09.45 am

⁹ Result of Interview with Principal of Madrasa (Drs. Ahmad Barik Marzuq AA, M.Pd.), on 02nd of October 2013 at 10.40 – 12.00 am

Training ever held by MIN Malang 2 as training of KKM which was attended by supervisor MI, training of thematic learning expert presenting thematic learning of UIN Malang, namely Prof Dr. H. Muhaimin, M.A. and Dr.Sugeng Listyo Prabowo, M.Pd.. Goal of training here in addition to direct how the concept and how to actualize thematic learning, as well as to provide motivation to all parties to want to learn together and try to implement new concepts of thematic learning. As the following interview excerpt :

“.....kami berusaha secara mandiri untuk dapat mengimplementasikan pembelajaran tematik 2013 ini. Mulai dari mengadakan diklat sendiri untuk guru-guru MIN 2, untuk memberikan motivasi sekaligus pengarahan terkait dengan rancangan pembelajaran tematik 2013. Pada saat itu yang kita undang Bapak Sugeng dosen UIN dan Pak Muhaimin, sebenarnya Bu Sulalah juga tapi waktu itu beliau ada halangan, sehingga tidak bisa hadir. Diklat KKM dengan pengawas MI juga.”¹⁰

This statement is reinforced by Mr. Sugeng statement as the speaker :

“...tentang apa? pembelajaran tematik ya. Ya..ya ngisi Saya kemarin.”¹¹

In addition to training conducted independently by 2 MIN Malang, principal be included also teachers at first grade and principal vice for curriculum training that held other institutions , both from

¹⁰ Result of interview with Principal vice for Curriculum ((Murita Herliningtyas, S.Pd), on 2nd of October 2013, at 09.20 – 09.45 am

¹¹ Result of interview with Dr. Sugeng Listyo Prabowo, M.Pd. on 2nd of October 2013, at 08.00 am

government and from universities. Such as list of training of thematic learning implementation bellow¹² :

Table 4.1. List of Thematic Learning Training

| No | Training About | Place | Executor |
|----|---|---|------------------------------|
| 1 | Assessment and Manufacturing of raport | SDN Percobaan II | Committe of SDN Percobaan II |
| 2 | Technic guidance of 2013 Curriculum sosialitation for Teacher | Aula Kemenag, Malang at R. Panji Suroso street No. 2 Malang | Kemenag |
| 3 | Technic guidance of 2013 Curriculum for School Priciple and Teacher | Sahid Montana Hotel | Kemenag of Malang |
| 4 | 2013 Curriculum conference | State University of Malang | State University of Malang |

¹² Documentation of Assignment Letter from Administration Departement of MIN Malang 2

With the training, teachers and birocrate of school feel confident and ready to implement the new policy in 2013 from the Ministry of Education curriculum and culture . However, in June 2013 there was a circular from the Ministry of Religious Affairs that thematic learning in 2013 was implemented in 2014. In anticipation of two different policies , based on the agreement of all parties MIN Malang 2 , principal decided to implement the Modified Thematic Learning. Thematic learning modofocation is a modified thematic learning curriculum that uses the concept of 2006 and 2013 . Such as the following interview excerpt :

“.....Jadi kalau boleh saya mengatakan mesinnya mesin anyar, tapi ragangange ragangan lama. Secara lembaga kita mengikuti Kemenag tapi secara fungsi kita megikuti Kemendikbud.”¹³

“Untuk konten yang kita gunakan adalah kurikulum 2013, pelajaran dan lain sebagainya, tapi ujian nya masih menggunakan perbidang studi, rapot juga masih menggunakan KTSP 2006.”¹⁴

As the result of Mrs. Murita in the following :

“Sebenarnya untuk pola pembelajaran tematik kita kali ini masih saya sebut sebagai pembelajaran tematik transisi atau bisa disebut modifikasi MbK, soalnya ya itu tadi kita ingin menerapkan tematik 2013 ini, namun SK Dirjen masih belum ada terkait dengan implementasi tematik 2013, jadi ya kita harus mengikuti aturan Kemenag juga...”¹⁵

¹³ Result of Interview with Principal of Madrasa (Drs. Ahmad Barik Marzuq AA, M.Pd.), on 02nd of October 2013 at 10.40 – 12.00 am

¹⁴ Result of Interview with Principal of Madrasa . *Ibid.*

¹⁵ Result of interview with Principal vice for Curriculum (Murita Herliningtyas, S.Pd), on 2nd of October 2013, at 09.20 – 09.45 am

About the evaluation concept is showed in the appendix.

Thematic modifications are implemented meant that teachers and all of the partner who have been preparing implementation of curriculum of 2013 did not feel disappointed. In addition, curriculum is modified as a way to offset the policy made by Kemendikbud and Kemenag. So in the next year, when Ministry of Religious Affairs has cast a thematic learning adoption decree in 2013, the school is completely ready.

Thematic learning modification then is compiled by principal vice for curriculum and teacher at first grade using Trial and Error type development although not comprehensively. It is presented by principal vice for curriculum in the following interview excerpt :

“Untuk pengembangan kurikulum 2013 ini saya menerapkan Tryal and Eror, ya tapi tidak benar-benar Tryal and Eror MbK. Saya benar-benar berani menerapkan Kurikulum 2013 ini saat saya sudah mendapatkan buku tematik pegangan guru itu, saya kaji nilai-nilai filosofis yang ada di dalamnya baru mempelajarinya lebih lanjut bagaimana cara mengimplementasikannya.”¹⁶

Systematically thematic learning development in MIN Malang 2 through several stages following :

- (a) Find sources that can be used as guidelines in implementation of thematic learning. As for the sources that are used as a reference guide including development of thematic learning, are Puskurbuk (Pusat Kurikulum dan

¹⁶Result of interview with Principal vice for Curriculum (Murita Herliningtyas, S.Pd), on 7th of December 2013, at 09.05 – 10.00 am

Buku) Kemendikbud, EPIK (Elektronik Pemantauan Implementasi Kurikulum), all available on the web Kemendikbud. Exposure is based on interviews with the following quote :

*“Ya kami mencari sendiri Mbak, sumber-sumbernya, saya cari terus informasi-informasi atau panduan untuk implementasi pembelajaran tematik, saya mencari di Puskurbuk (Pusat Kurikulum dan Perbukuan) Kemendikbud, EPIK (Sistem Pelaksanaan Kurikulum 2013), dan saya ikuti sosialisasi pembelajaran tematik oleh Kemenag di Regen”.*¹⁷

Puskurbuk a site contained in the Kemendikbud website. Where in this Puskurbuk is contained the grip book of thematic learning for teachers and students, as well as information about thematic learning is uptodate. While the EPIC (Electronic Monitoring Curriculum Implementation) is a site that is also contained in the web Kemendikbud but only certain people can access it. In EPIK has useful information about (1) the data designated schools to implement the thematic learning K13 (2) the distribution of the student book (3) Implementation in the field. Like the interview excerpt below :

¹⁷ Result of interview with Principal Vice for Curriculum (Murita Herliningtyas, S.Pd), on 2nd of October 2013, at 09.20 – 09.45 am

“Kalau yang ada di dalam EPIK kemarin terakhir buka sekitar bulan Juli itu dan kemudian belum membuka lagi sampai sekarang, setahu saya isinya ya:

- 1. Data sekolah yang ditunjuk untuk mengimplementasikan K13 pembelajaran tematik itu, sampai kemarin Malang pun saya lihat ada.*
- 2. Distribusi buku siswa*
- 3. Implementasi di lapangan”¹⁸*

- (b) Assess the philosophical values that exist in the book thematic learning. After principal vice for curriculum has get thematic curriculum textbooks for teachers and students, principal vice for curriculum and teachers of first grade groups, conduct joint discussions to examine the philosophical values that should be instilled in students.

Like the interview excerpt below :

“Saya benar-benar berani menerapkan Kurikulum 2013 ini saat saya sudah mendapatkan buku tematik pegangan guru itu, saya kaji nilai-nilai filosofis yang ada di dalamnya...”¹⁹

Being reinforced with Mrs. Nanik Statement :

“Makanya saya sangat setuju dengan desain pembelajaran tematik integratif ini, karena karakter siswa dapat dikembangkan dari prose-proses pembelajaran, sehingga pembelajaran bukan sarana transfer pengetahuan saja namun lebih dari itu...”

“..ya ini mbk, seperti contoh yang saya rasakan, kedisiplinan siswa, kemandirian siswa bisa terasah. Dengan banyaknya kegiatan belajar kolaboratif, anak juga bisa belajar hidup sosial dengan teman-temannya apalagi

¹⁸ Result of interview with Principal vice for Curriculum (Murita Herliningtyas, S.Pd), on 7th of December 2013, at 09.05 – 10.00 am

¹⁹ Result of interview with Principal vice for Curriculum (Murita Herliningtyas, S.Pd), on 7th of December 2013, at 09.05 – 10.00 am

kan ini anak kelas I, mereka baru kenal sama teman-temannya.”²⁰

As data of documentation below ²¹ :

Table 4.2 Thematic Learning Values

| DOMAIN | Nilai Filosofis yang dikembangkan |
|-------------|--|
| SIKAP | Pribadi yang beriman, berakhlak mulia, percaya diri, dan bertanggung jawab dalam berinteraksi secara efektif dengan lingkungan sosial, alam sekitar, serta dunia dan perdabannya |
| Ketrampilan | Pribadi yang berkemampuan pikir dan tindak yang efektif dan kreatif abstrak dan konkret |
| Pengetahuan | Pribadi yang menguasai ilmu pengetahuan, teknologi, seni, budaya, dan berwawasan kemanusiaan, kebangsaan, kenegaraan |

- (c) Assess the implementation steps of thematic learning from the teacher handbook. In the scheme there is a teachers handbook of themes and sub-themes, basic competencies and indicators of five subjects, the teacher taught the material, as well as the steps of teaching at each meeting. So from the teacher handbook principal vice for curriculum and teachers seeks to understand the grand design of thematic learning 2013. Such as the following interview excerpt :

²⁰ Result of Interview with teacher of I-B (Nanik Lutfiya S.Pd. I), on 18th September 2013, at 12.30 pm

²¹ Data of documentation from Chairman vice of Curriculum

“.....mempelajarinya lebih lanjut bagaimana cara mengimplementasikannya. Mulai dari memahami pembelajaran tematik dari langkah-langkah pembelajaran yang ada di buku guru tersebut.....”²²

- (d) Review the steps of thematic learning in the teacher handbook with the rules of the learning process as detailed in the regulation of the Minister of Education and Culture.

“.....Setelah itu saya lihat aturan undang-undangnya dalam Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 Tentang Standar Proses Pendidikan Dasar Dan Menengah tersebut, sehingga pendekatan scientific sebagai grand design dari pembelajaran tematik ini dalam implementasinya tidak bertentangan dengan undang-undang standar proses.”²³

- (e) Determine form of lesson plan (RPP). After determining learning content and process, chairman vice of curriculum and all of teachers at first grade arrange form of lesson plan that be made suitable with form of lesson plan in curriculum of 2013. In form of lesson plan in thematic learning of 2013, substantively is same with lesson plan of thematic learning of 2006. But in writing, form of Basic competence is written all then continued with the indicators.

“.....Untuk RPP sebenarnya susunan indikatornya dari yang saya lihat seluruh mata pelajaran kemudian KD nya semua dipaparkan baru halaman berikutnya indikator,

²² Result of interview with Principal Vice for Curriculum (Murita Herliningtyas, S.Pd), on 7th of December 2013, at 09.05 – 10.00 am

²³ Result of interview with Principal Vice for Curriculum (Murita Herliningtyas, S.Pd), on 7th of December 2013, at 09.05 – 10.00 am

kemudian kita rasa format tersebut sulit ketika melihat kan harus bolak-balik jadi akhirnya untuk format RPP kita modifikasi. Jadi untuk pengembangan pembelajaran tematik ini, ya kita tetap mengikuti aturan, apa ya komponen yang ada kita tidak mengurangi tapi masalah format kita modifikasi.”²⁴

Document of Lesson plan format can be seen in appendix

Development of thematic learning modifications in MIN Malang 2 is done with continue, relevant and realistic principal. A third explanation may be known principals of explanation principal vice for curriculum with interview excerpts below :

“Kalau prinsip pengembangannya ya pertama harus continue, relevan, dan realistik. Continue ya berarti terus menerus Mbak, pengembangan pembelajaran tematik harus terus dilakukan tidak hanya sekali atau dua kali saja. Kalau relevant maknanya pengembangan pembelajaran tematik harus sesuai dengan kondisi sekolah dan kondisi siswa, dan tentu tidak menyimpang dari rambu-rambu yang dibuat oleh pemerintah. Kalau realistic itu artinya pembelajaran yang disajikan nantinya harus nyata, bukan hal-hal yang abstrak atau yang hanya bersifat teoritis saja.”²⁵

Based on data exposure above can be made chart pattern developing thematic learning MIN Malang 2 as follows :

²⁴ Result of interview with Principal Vice for Curriculum (Murita Herliningtyas, S.Pd), on 7th of December 2013, at 09.05 – 10.00 am

²⁵ Result of interview with Principal Vice for Curriculum (Murita Herliningtyas, S.Pd), on 2nd of October 2013 at 09.20 – 09.45 am

Figure 4.1 Pattern of Thematic Learning development



2. Process of Thematic Learning in State Islamic Elementary School of Malang 2 at Ist-B

Like learning process in general, thematic learning in MIN Malang 2 also includes three cycles of learning. The first is planing, the second is implementation, and the third evaluation.

a. Planning of Thematic Learning in MIN Malang 2

Learning plan is process of preparing all devices. Where is the function is to make educators more prepared to implement the teaching and learning process. To find lesson plans in MIN Malang 2 Class IB, researcher conducted interviews with Mrs. Nanik as classroom teacher I-B :

“Kalau perencanaan saya rasa sama seperti konsep pembelajaran pada biasanya Mbak, yang jelas ada RPP itu. Dan dikurikulum 2013 ini sebenarnya kalau dicermati dari buku babon pembelajaran tematik untuk guru maka, apa yang

ada disitu, ya itulah RPPnya. Namun, memang harus dikembangkan sendiri, dan disesuaikan dengan situasi dan kondisi siswa. Kadang kita sudah merencanakan pembelajaran yang bagus tapi ternyata setelah dikelas tidak sesuai dengan kondisi siswa saat itu, ya terpaksa harus keluar dari apa yang kita rencanakan. Jadi kadang tidak selalu sama antara yang di RPP dengan yang di kelas.”²⁶

Researcher do triangulation to data of interview with data of documentation, as the following :

Data from teacher book handle :²⁷

*Uraian Kegiatan Pembelajaran 2
Menenal Profesi yang Berhubungan dengan Menggambar
Langkah-Langkah Kegiatan:*

- 1. Siswa mendengarkan penjelasan guru tentang warna primer.*
- 2. Siswa menyimak penjelasan guru tentang kegiatan yang akan dilakukan.*
- 3. Siswa berkelompok untuk melakukan percobaan mencampur warna.*
- 4. Setiap kelompok mencoba mencampur dua warna primer, misalnya warna kuning dan biru, kuning dan merah, biru dan merah.*
- 5. Siswa menunjukkan hasil pencampuran warna di lembar kerja yang ada di buku siswa.*
- 6. Setelah mencampur warna siswa menggambar pelangi.*

Data from lesson plan that made by teacher :²⁸

- Siswa berkelompok untuk melakukan percobaan mencampur warna.*
 - Setiap kelompok mencoba mencampur dua warna primer, misalnya warna kuning dan biru, kuning dan merah, biru dan merah.*
 - Siswa menunjukkan hasil pencampuran warna di lembar kerja yang ada di buku siswa.*
- Setelah mencampur warna siswa menggambar pelangi.*

²⁶ Result of Interview with teacher of I-B (Nanik Lutfiya S.Pd. I), on 18th September 2013, at 12.30 pm

²⁷ Data of Documentation from book of handle teacher. Page 59

²⁸ Data of documentation from lesson plan that made by teacher

From this research showed that teacher make lesson plan comprehensively same with what are in the book of teacher handle, no developing or increasing step of learning.

Unlike the thematic learning of KTSP, thematic learning of 2013 has been drafted by the government. The Government makes two kinds of thematic books, one for teachers and one for students. Thematic book for students contains only the materials that will be learned by students while thematic book of teachers, already contained the themes and sub theme, so it was not a teacher who makes a theme, but follow what has been created by the government.²⁹ For the mapping of theme and sub theme, can be seen in appendix of syllaby.

In thematic book for teachers in the first semester, there are four books with different themes , the first book with theme *yourself* sub theme *new friends* and *Me , myself , I take care of my body and I'm special*. The second book theme *Passion* sub theme *fond of exercise, love to sing and dance, likes to draw, and fond of reading*. The third book theme of *my activities* sub theme *morning activities, activities during the day, afternoon activities, evening activities* and a *fourth book*. The fourt book theme of *family* sub theme *family members , activities family , extended family , family togetherness* .

²⁹ Data of Syllby document from Chairman vice of curriculum

This thematic books were used by teacher in manufacturing of lesson plans.³⁰

From the results of interview data showed that planning of thematic learning at first grade begins from review of teacher handles book. In the first grade, there are four classes guardian, namely teacher for class A, B, C, and D. From four classes guardian have choosen one to be coordinator. Coordinator as facilitator for discussions or sharing with teachers of first grade. As stated Mr Barik as Principal of MIN Malang 2 in the following interview excerpt :

“...kita mempunyai struktur organisasi wali kelas. Jadi katakan kelas I ada 4 kelas maka dipilh satu guru untuk menjadi koordinatornya. Yang kemudian dari koordinator-koordinator itu akan dipilih koordinator kelas rendah dan koordinator kelas atas, kelas 1,2,3 dipilih satu koordinator, dan kelas 4,5,6, dipilih satu koordinator, dari koordinator kelas rendah dan kelas atas dipilih satu koordinator lagi untuk bertanggung jawab pada saya.”³¹

The results of interviews above reinforced by the results of interviews with Mrs Nanik Lutfiya, teacher at I-B :

“Penting sekali Mbk melalui forum guru rombongan belajar ini kta biasanya saling bertukar pendapat, belajar bersama tentang Kompetensi Inti, Kompetensi Dasar, Indikator, Materi, Langkah Pembelajaran, hingga prosedur penggunaan buku tematik dan perluasan materi jika perlu. Itu pun kita harus mengkomunikasikannya pada waka kurikulum untuk mendapatkan persetujuan. Jika tidak disetujui oleh waka kurikulum maka guru tidak bisa memberikan tambahan materi.

³⁰ Document of Thematic Book for Teacher and for Students

³¹ Result of Interview with Principal of MIN Malang 2 (Drs. Achmad Barik Marzuq, AA. M.Pd.), on 25th of October 2013 at 10.00 – 10.15 am

Y..biasanya kita juga saling bercerita apa saja dan bagaimana kondisi siswa dan kelasnya, sehingga dari sharing ini akan ditemukan jalan keluar untuk dapat mengimpelementasikan pembelajaran tematik di masing-masing kelas.”³²

After process of review is completed, the teachers of first grade make lesson plan (RPP) continuely. In making lesson plans automatically, the teacher also makes mapping Core Competence, Basic Competence, Material, Method, Step Learning, Media, Learning Resources, and assessment criteria. In determining the assessment criteria the teacher only makes the criteria, while the minimum completeness criteria previously set in July by team KKM of MIN Malang 2. As Principal vice for curriculum exposure MIN Malang 2 :

“KKM kemarin dari diskusi kita sepakat bahwa harus ada tim husus yang membuat KKM tersebut, kemarin selama dua hari ya di bulan romadhon tersebut. nanti plenonya sudah ada ditataran struktur, kita kasih rambu-rambunya baru kemudian mereka susun, setelah itu baru diplenokan, untuk dijadikan dokumen.”³³

The design of lesson plans is arranged by teacher in a certain period, once a week or every day depending on the free time they have. Provided that before learning teachers have prepared, in other words, at least there is lesson plan before implementation learning takes place. As the results of interviews with Mrs. Nanik teacher of I-B:

³² Result of Interview with teacher of I-B (Nanik Lutfiya S.Pd. I), on 18th of October 2013, at 11.00 – 11.50 am

³³ Result of interview with Principal Vice for Curriculum (Murita Herliningtyas, S.Pd), on 7th of December 2013, at 09.05 – 10.00 am

“Kalau saya tergantung kesibukan MbK kalau di sekolah lagi tidak ada tugas tambahan ya biasanya sekali buat langsung untuk 1 minggu, tapi kalau lagi ada banyak kerjaan ya satu hari sekali buatnya, pokoknya untuk pembelajaran besoknya harus sudah dibuat RPP nya.”³⁴

While from the results of interview with Mrs. Mari, teacher at I-D, known that lesson plan (RPP) is made by dividing task. In terms, theme for first grade by number 4 theme be divided one-on-one. The lesson plan of first theme is created by teacher at I-A, the second is created by teacher at I-B, the third is created by teacher at I-C and the fourth is created by teacher at I-D. Because within each theme there are four sub-themes, where one sub-theme then made six sessions, each teacher developed lesson plans four subthemes with the allocation of one month.

From the results of these interviews, researcher conducted interviews with the triangulation of the results of observation. From the observations indicate that learning takes place not always refer to the RPP, in the sense, when there isn't RPP teacher prepares learning from thematic books for teachers that made by government.³⁵

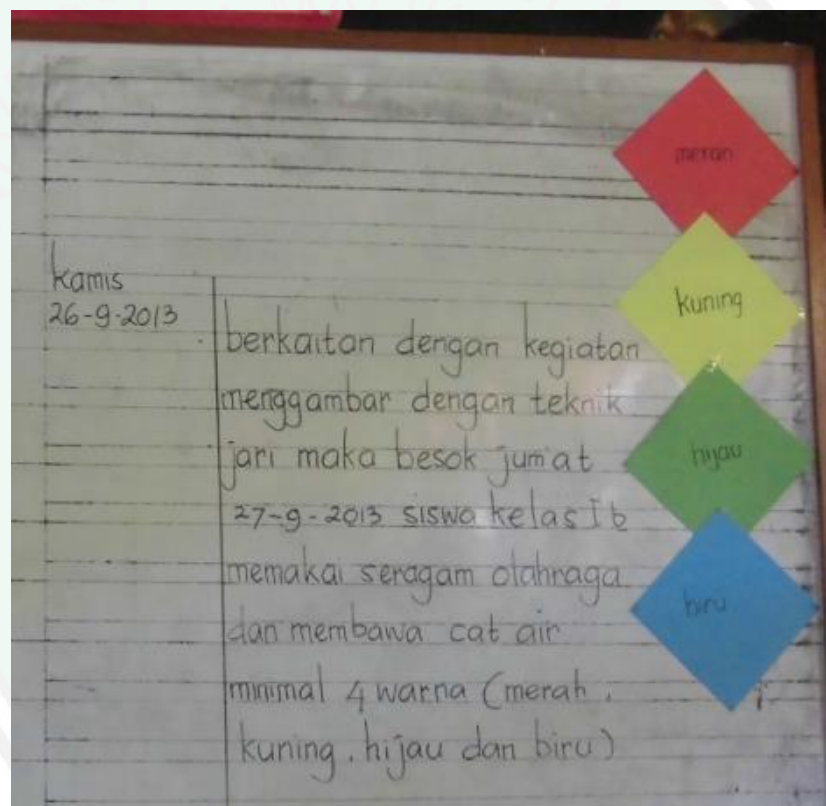
Although physically teachers aren't prepare lesson plans maximally because learning is not always fully prepared to start of each lesson, but in non-physical preparation already. This is evidenced

³⁴ Result of Interview with teacher of I-B (Nanik Lutfiya S.Pd. I), on 18th September 2013, at 12.30 pm

³⁵ Result of Observation on 14th of December 2013 at 012.05 – 13.15 pm

by the book task, where teachers are always posted on the board about what to learn , what to wear and what students should be brought to the next day . So that the learning that occurs on the next day according to the students wrote in the book duties. Ask the writing that be written by teacher bellow :

Picture 4.1. Students Task for Tomorrow Learning³⁶



According to Mrs. Murita exposure , Principal vice for curriculum MIN Malang 2 , thematic learning doesn't want to make teacher too busy with administrative nature. Because most importantly how teachers can really instill character values that be summarized in

³⁶ Result of Observation on 11th of September 2013 at 11.41 am in Classroom of I-B

four thematic learning core competencies . As the following interview excerpt :

*Yang jelas kalaw saya menangkap di sini pembelajaran tematik menginginkan guru tidak terlalu sibuk dengan hal-hal yang sifatnya administratif, tapi untuk pemberkasan maka tetap harus membuat RPP. Selebihnya guru harus lebih fokus bagaimana menanamkan nilai-nilai karakter dalam pembelajaran tersebut.*³⁷

When RPP thorough in the discussion of study groups teachers of first grade, so teachers prepare the media needed individually. As learning in the second grade, passion, subthemes read passion , Bu Nanik as teacher at I-B make media as image of tree from coloring paper before the first learning , when students take part in reading the Quran Ummy method. Likewise, when preparing the next instructional media , also create herself.

Exept preparing media , in the planning process teacher should also examine lesson plan that was created by teachers at first grade with the class teacher study groups I. As well , Mrs. Nanik performed additional criteria that make their own judgments , because assessment criteria present is felt unrepresent the aspects owned by students . On the other hand , teachers also have to prepare a lesson plan alternatives to anticipate the circumstances that suddenly does not correspond with the lesson plan that was created earlier. For example, when the teacher

³⁷ Result of interview with Principal Vice for Curriculum (Murita Herliningtyas, S.Pd), on 7th of December 2013, at 09.05 – 10.00 am

had planned learning activities outside the classroom , but in fact it was raining , then the teacher must change the concept that has been planned with other alternative concepts . Like what has been described Bu Nanik, teacher at I-B , the following:

“Iya Mbak, kadang apa yang sudah kita rencanakan setelah di kelas ternyata tidak sesuai dengan situasi dan kondisinya maka kita harus mengganti kegiatan yang sudah kita rencanakan dalam RPP dengan apa yang telah saya persiapkan dalam RPP alternative.”³⁸

From this research, systematic planning process of thematic learning in MIN Malang 2 at I-B can be illustrated in the following chart :

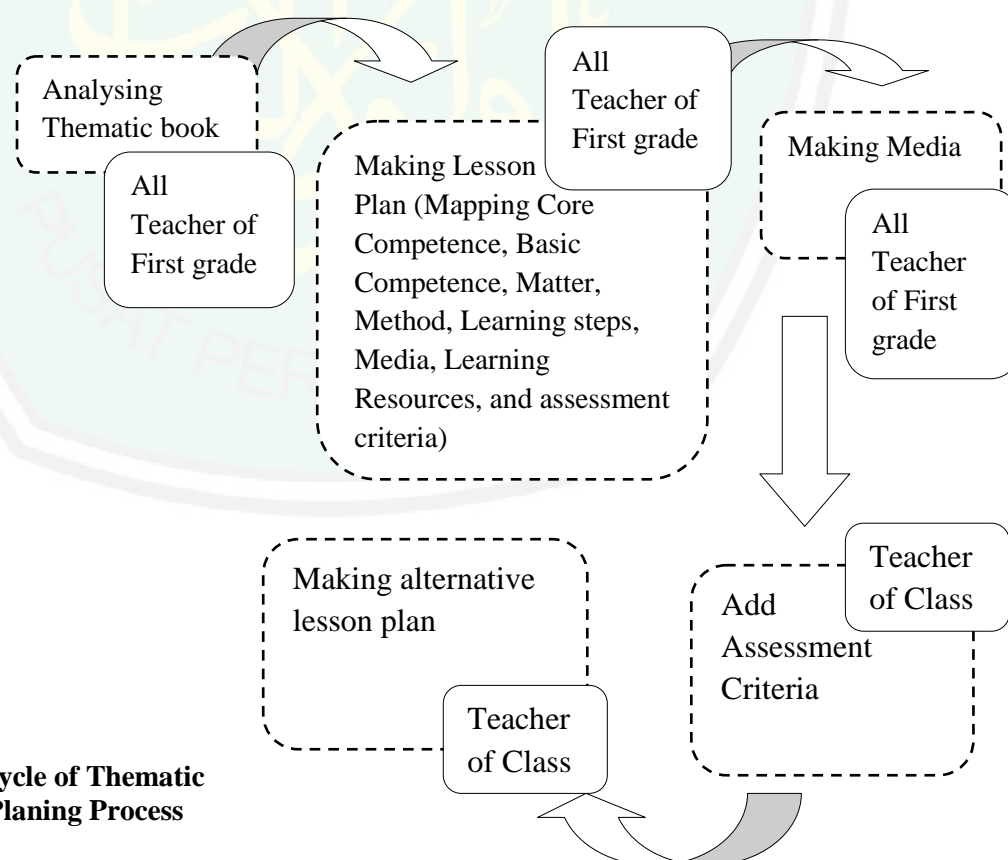


Figure 4.2 Cycle of Thematic learning in Planing Process

³⁸ Result of interview with Teacher at I-B (Nanik Lutfiya S.Pd. I), on 04th December 2013 at 09.53 am.

b. Implementation of Thematic Learning in MIN Malang 2

Education is so closely related to the learning process that takes place within a particular institution. Related to learning process, after planing then there should be action or implementation so planing doesn't be in vain. Lots of things to support the ongoing implementation of learning, including classrooms, media, learning resources, strategies, methods, competence of teachers and the allocation of time .

Learning activities and active day learning in the MIN Malang 2 as the madrasas in general, that's Monday to Saturday. Bell rang at 07.00 am, starting with reading prayers and juz'amma, then singing Islamic songs until 07.30. After that specially on Monday to Wednesday there is UMMI learning from 07.30 until 08.30 . UMMI learning is not guided by teacher of class but directly guided by the team that made methods UMMI to able read and write Qu'ran . Classroom teachers only see and prepare for learning , then learning begins at 08:30.³⁹

In the implementation of thematic learning in MIN Malang 2 at I-B composed many aspects, these aspects include instructional

³⁹ Result of Observation on 07th of October 2013 at 07.05 – 09.30 am in the I-B class of MIN Malang 2

materials, approaches, methods of teaching, media/tools, and assessment.

1) Content of Learning

Teaching materials in the form of thematic learning subjects that have been mapped KI (Core Competencies) and KD (Basic Competence) was in the themes that have been made by the government. In this case there are five core subjects that included in the study subjects thematic curriculum in 2013, including Mathematics, Indonesian, PJOK (Sport Physical Education and Health), SBDP (Arts and crafts), and Citizenship (Pancasila and Citizenship Education). In MIN Malang 2 except five subjects that included, there are other subjects in the learning process, such as subjects of English, Java, Morals Aqeedah, Fiqh, Qur'an and Hadith. More details teaching content can be seen in the following table :

Table 4.3 Teaching Content⁴⁰

CURRICULUM STRUCTURE OF MIN MALANG 2 DURING YEAR 2013/2014

| NO | MATA PELAJARAN | ALOKASI WAKTU | | | | | | KET |
|----|----------------------------|---------------|----|-----|----|---|----|-----|
| | KELAS | I | II | III | IV | V | VI | |
| 1 | Pendidikan Kewarganegaraan | 2 | 2 | 2 | 2 | 2 | 2 | |

⁴⁰ Result of Documentation from Department of Administration, on Wednesday, 18th of December 2013

| | | | | | | | | |
|--------|--------------------------|----|----|----|----|----|----|--|
| 2 | Bahasa Indonesia | 5 | 5 | 5 | 6 | 6 | 6 | |
| 3 | Matematika | 5 | 5 | 5 | 6 | 6 | 6 | |
| 4 | I P A | 2 | 2 | 4 | 6 | 6 | 6 | |
| 5 | I P S | 2 | 2 | 3 | 3 | 3 | 3 | |
| 6 | Quran Hadist | 2 | 2 | 2 | 2 | 2 | 2 | |
| 7 | Aqidah Akhlak | 2 | 2 | 2 | 2 | 2 | 2 | |
| 8 | Fiqih | 2 | 2 | 2 | 2 | 2 | 2 | |
| 9 | Sejarah Kebudayaan Islam | | | 2 | 2 | 2 | 2 | |
| 10 | Bahasa Arab | | | | 2 | 2 | 2 | |
| 11 | Penjasorkes | 2 | 2 | 2 | 3 | 3 | 3 | |
| 12 | Seni Budaya & Seni Musik | 2 | 2 | 2 | 2 | 2 | 2 | |
| 13 | Ketrampilan | | | | 2 | 2 | 2 | |
| 14 | Teknologi Informasi | 2 | 2 | 2 | 2 | 2 | 2 | |
| 15 | Bahasa Jawa | 2 | 2 | 2 | 2 | 2 | 2 | |
| 16 | Bahasa Inggris | 2 | 2 | 2 | 2 | 2 | 2 | |
| 17 | Iqra | 1 | 1 | 1 | | | | |
| 17 | Hafalan Surat Pendek | 1 | 1 | 1 | 1 | 1 | 1 | |
| 18 | Praktek Shalat | 1 | 1 | 1 | 1 | 1 | 1 | |
| Jumlah | | 35 | 35 | 40 | 48 | 48 | 48 | |

2) Approach

Approach strongly support in the learning process.

Because to influence and instill what would be core competence and basic competences in learners soul, teachers required be able to provide approaches to students either directly or indirectly. Some of the approaches that

used in thematic learning in Malang MIN 2 is as follows interviews with Mrs. Nanik as teacher of I-B. Here are excerpts of the interview :

“Kalau pendekatan saya menyesuaikan dengan apa yang telah dirancang pemerintah MbK terkait dengan pembelajaran tematik sehingga, pendekatan yang saya lakukan ya pendekatan scientific, social dan tematik.”⁴¹

From this interview excerpt can be seen that in the learning use approach of *thematic, social and scientific*.

Reinforced by the results of observation, teacher use a thematic approach for learning or subject matter presented in the form of themes, so what be known by students isn't math or Indonesian, but the theme. Scientific learning, as an example in learning Indonesian integrated with the theme of predilection reading, teachers use picture media of tree in the learning, where as in the natural sciences that the tree has several major elements namely roots, stems, twigs, leaves, and fruit, then from there the children write the words that they like then stem it into stick or on other parts of the tree. From this activities undirectly students studi about nature of knowledge. In this

⁴¹ Result of Interview with Teacher at 1st-B (Nanik Lutfiya S.Pd. I), on 04th of December 2013, at 09.53 a.m.

activity means teacher association studies, then it is called scientific approach.⁴² As the picture below :

Picture 4.2 Learning in Scientific Approach



Furthermore, the social approach. Social approach is applied by teacher in discussion or in foster social souls. Like a responsible attitude when have made a mistake, don't disturb of other friends while doing their jobs. As researchers obtained data from the observation of classroom learning as follows :

Pada pembelajaran tema kegiatanku (ketiga) subtema kegiatan di pagi hari guru memberikan tugas pada siswa untuk mengurutkan gambar yang menunjukkan kegiatan yang dilakukan di pagi hari.

Meski tidak seperti diskusi seperti layaknya siswa yang telah duduk di tingkat lebih tinggi namun, paling tidak komunikasi siswa dapat terbentuk. Pembicaraan saling menanyakan, ini gambar apa, mengomentari

⁴² Result of Observation on 09th of October 2013 at 09 – 11.30 am in I-B class of MIN Malang 2

*gambar, dan runtutan kegiatan, membuat siswa aktif dalam pembelajaran.*⁴³



3) Learning Method

Learning Method is one component in the learning process is so important, which is usually assisted with teaching aids in other words the media.

Modification thematic learning methods which are applied in class 2 class IB MIN Malang, generally not much different from the theory of learning methods in

⁴³ Result of Observation on 7th of October 2013, at 07.05 – 09.30 am in the I-B class of MIN Malang 2

general, although there are things a little different because of the grain material is packaged in the form of thematic. The methods used in the IB classroom teacher Elementary School Malang 2 is as follows :

a) Speech Method

As implied by teacher of I-B, in delivering a lesson or understanding for students in class IB, teacher use speech method. Speech method is usually done at the beginning of the learning or teachers when explaining learning materials, as well as the end of learning when making inferences together after class. Like what the teacher in the learning process of *my passion* theme Pastimes read the following sub-themes:

*“Anak-anak, tadi Anak-anak secara tidak langsung sebenarnya telah membuat kalimat. Kalimat itu Anak-anak adalah kumpulan dari beberapa kata. Ibu memasak, disitu ada kata apa? Ibu dan Memasak, Ibu satu kata dan memasak satu kata bila dua kata itu digabungkan maka disebut kalimat. Contoh lain seperti tadi Anak-anak Anggur itu anak. Maka itu juga disebut Ka? Kalimat.”*⁴⁴

b) Question and Answer Method

Question and answer method is done by teacher MIN Malang 2 at IB in stimulating students to think, dare to

⁴⁴Result of Observation on 3th of October 2013, at 09.45 – 12.00 am in the I-B class of MIN Malang 2

express their opinions and guide him in achieving the truth.

For example, in the learning theme 2 *my passion*, subthemes *passion of drawing*, early learning teachers instruct students to expend their crayon respectively. From the crayon, teacher started doing question and answer, which crayon blue, red, yellow, green and others. From there without a long-winded explanation that students will think and then understand the colors and bold to ask his opinion orally. As the following description of the learning process :

Bu Nanik : “Anak-anak ke empat warna tersebut, kuning, biru, hijau dan merah adalah warna pokok, atau warna asli yang belum bercampur dengan warna lainnya. Nah, bagaimana Anak-anak kalau warna itu sudah tercampur dengan warna lainnya? Ayo kita praktek bersama, ini namanya warna campuran.”

Siswa : “Iya Bu’

Bu Nanik : “Sekarang dibuka buku tematiknya hal 67, anak-anak disitu ada lingkaran yang masih kosong belum berwarna, nah lingkaran yang paling atas diwarnai dengan merah dan kuning”

Siswa : “Merah dulu apa kuning dulu Bu?”

Bu Nanik : “Bu Nanik tadi bilanganya yang apa dulu? Merah dan Kuning berarti warna yang apa yang duluan?”

Siswa : “Merah.”

Bu Nanik : “Ok Good, coba Anak-anak warna apa yang terbentuk ?”

Siswa : “Orange Bu”

Bu Nanik : “Bagus Sayang. Selanjutnya, sekarang merah dan biru, kira-kira jadi warna apa ya?”

Siswa : “Ungu..”

Bu Nanik : “OK good. Lalu yang ketiga Biru dan Kuning, warna apa yang terbentuk anak-anak?”

Siswa : “Coklat Bu”

Bu Nanik : “Iya Bagus Anak-anak. Yang terakhir coba campurkan warna hijau dan kuning, warna apa anak-anak?”

Siswa : “Hijau tua atau hijau muda Bu?”

Bu Nanik : “Hijau tua bisa hijau muda bisa. Jadinya apa?”

Siswa : “Hijau muda.”

Bu Nanik : “Ok Bagus. Benda apa Anak-anak yang berwarna hijau?”

Siswa : “Daun, sayuran, brokoli.”

Bu Nanik : “Kalau benda yang berwarna orange apa saja Anak-anak?”

Siswa : “Jeruk, Kerudungnya Bu Guru.”

Bu Nanik : “O iya ya Anak-anak kerudungnya bu Guru orange warnanya. Kalau sayuran yang berwarna orange apa?”

Siswa : “Wortel”

Bu Nanik : “Pinter, kalau yang berwarna ungu apa?”

Siswa : “Terong.”

Bu Nanik : “Ok, benda yang disekitar kelas yang berwarna coklat?”

Siswa : “Meja, lemari, papan informasi, kursi sama gambar pohon itu Buk?”

Bu Nanik : “Iya bagus Anak-anak. Kita harus bersukur karena bisa melihat warna-warna yang begitu Indah. Coba bayangkan kalau di dunia ini tidak ada warna, apa yang terjadi?”

Siswa : “Gelap Buk, putih semua.”

Bu Nanik : “Iya, Putih semua atau hitam semua. Kalau Sampean memejamkan mata, gelapkan Anak-anak. Oleh karena itu kita harus mensyukuri kenikmatan yang diberikan Allah, sehingga kita bisa melihat warna-warna yang begitu indah.”⁴⁵

As picture in the following :

Picture 4.3 Learning activities in Matter of Colour



⁴⁵ Result of Observation on 26th of September 2013, at 09.30 – 13.00 am in the I-B class of MIN Malang 2

c) Demonstration Method

From the observation, teacher used demonstration method during a lesson on the morning. In that sub-theme, there is a material contained the commutation of day and night. To provide a clear illustration, substitute teacher in class I-B used a flashlight. With this method meant that students can observe and understand how can a change of day and night. But this method is not running optimally, because the substitute teacher while the class has not been able to manage well.⁴⁶

c) Simulation Method

Simulation method is used by teachers in the activities run on tiptoe, learning of reading passion. This activity is the integration of Indonesian Language subject and Sports Physical Education and Health. This learning is simulated by teacher with the following steps :

a. Teachers prepare some word cards

b . Students are formed into several groups , each group containing 4-5 children

⁴⁶Result of Observation on 9th of October 2013, at 08.30 – 12.00 am in the I-B class of MIN Malang 2

c . The teacher told the students that the game will be done outside the classroom or school field

d . Teacher demonstrate how students will have to take the word card (located 3 meters in front of the row of each group of students) is pronounced with the teacher walking on tiptoe. And back to the group by running tiptoe again .

e . When one of the students had found the card first then the other students did not have a chance anymore because the search is considered to have ended in conflict

f . Group that most of getting cards will be the winner group

g . And participants who receive the card will receive 1 sticker achievements from teachers

After the teacher gives a simulation of the learning activities to be carried out , the teacher calls the students one by one to get out to the field . In outside the class teacher was repeated explanations, so students really understand the flow of the game to be done.⁴⁷ As the picture below :

Picture 4.4. Learning Proses by Simulation Method



⁴⁷Result of Observation on 7th of October 2013, at 07.05– 09.30 am in the I-B class of MIN Malang 2

d) Experiment Method

This method looks at the theme of learning passion subtema craze drawing, mixed color material. Teacher in the learning process does not necessarily give the students knowledge about what color it any color mixture and mix. Rather, the teacher gives students the opportunity to do experiment mixing primary colors in a circle that has been available in thematic books. Assisted with the instruction of teachers, students conduct experiments to find the colors mix. From this activity students then understand that the colors red and blue to purple, blue and yellow to green, and so forth.⁴⁸

4) The Media or Aids of Teaching and Learning Resources

In particular, media that used is related to the learning objectives, the material presented, as well as with regard to the circumstances, especially the condition of the student, the environment and madrasahs. Media that has been used in thematic learning in I-B classes, including crayons to teach various colors, watercolors and paper in learning activities with a variety of techniques, paper

⁴⁸ Result of Observation on 26th of September 2013, at 09.30 – 13.00 am in the I-B class of MIN Malang 2

sukong formed in the trees reading craze learning, and the card said in activities run tiptoe.

While the more general scope of instructional media used is not much different from the media in general. Some of the media in question is an attribute that is in a class such as the board, and LCD.


c. Evaluation of Thematic Learning in MIN Malang 2

Evaluation of learning is a series of activities to measure, assess and follow up the learning process. Such evaluations in general, MIN Malang 2 also apply formative and summative evaluation model.

Formative evaluations conducted teacher in every activity. Thematic learning that often involve students in learning, teachers should make more careful in their assessments. Such as the result of observaton, each student activities either singing, drawing, writing, reading is always assessed by teacher, then that score will be used by teachers as an evaluation. For that teachers always make an assessment rubric of all student activities. As for the example of the rubric is as follows :

Figure 4.3 Coloumn of Assessment⁴⁹**Penilaian: Unjuk Kerja**

Rubrik Kegiatan Menggambar dan Mewarnai

| Kriteria |  Baik sekali 4 |  Baik 3 |  Cukup 2 |  Perlu Bimbingan 1 |
|-------------------------------|--|---|--|--|
| Kesesuaian gambar dengan tema | Gambar sesuai dengan tema dan konkrit | Gambar sesuai dengan tema meskipun belum konkrit | Gambar belum sesuai dengan tema | Belum mampu menggambar |
| Jumlah warna yang digunakan | Menggunakan 4 warna atau lebih | Menggunakan 3 warna | Menggunakan 2 warna | Menggunakan 1 warna |

Formative evaluation is not only carried out at each end of the learning activity, but, also in the form of middle test. Middle test give to each learner in completing the subject matter or materials that become a standard of competence in the middle of the semester, in form of test, either written, speaking, acts or practices. The questions of middle test in MIN Malang 2 usually use the questions that created by the Sukun cluster, but in middle test in first semester at year 2013-2014, MIN Malang 2 create quetions alone does not use the questions from cluster. As described Mrs. Nanik as teacher at I-B following :

“.....kalau UTS biasanya pembuatannya per-gugus, jadi gugus sukun membuat soal sendiri, dan lain sebagainya. Namun, pada UTS kali ini kita gak ikut gugus, soalnya dulu pernah ikut gugus tapi ternyata soalnya kurang sesuai dengan materi yang kita ajarkan, kita sudah sampek materi ke lima tapi soal yang dari gugus hanya sampek materi ke empat jadikan tidak tercover semuanya, sehingga akhirnya tidak terpakai,....”⁵⁰

As what researcher observe, that for making questions in formatif evaluation teachers make questions by their self. The way to

⁴⁹ Documentation of Assessment from Teacher of First Grade-B (Mrs. Nanik Lutfiya, S.Pd.I.)

⁵⁰Result of Interview with Teacher of I-B (Bu Nanik Lutfiya S.Pd. I), on 18th of October 2013at 11.00 – 11.50 am

make the questions using dividing system. As Mrs. Nanik who has duty to make questions in Mathematic, Bahasa Indonesia and Bahasa Jawa. As researcher see also, that before ungoing the formatif, teachers at first grade assemble to distribute the questions in each class at first grade.⁵¹

From the test teacher will know how far the students ability of to master the competencies, so tha teacher can do repairs if the results obtained are less from standard of competence, then teacher can move on to the next matter.

Summative evaluation is done by teacher and all the schools in the form of final exams. Final exams carried out simultaneously a madrassa. Where questions follow questions from the city. These questions are made by the manufacturer team that be selected from several teachers of madrasah in Malang City (MI) either state or private.

“ Em...Kalau soal UAS kan ikut kota, jadi nanti ada seleksi guru-guru tim pembuat soal yang nantinya dipakai untuk MI se kota Malang baik Negeri atau swasta...”⁵²

As what said by Mr. Barik as the principal of MIN Malang 2 :

“Kalau UTS kita buat sendiri jadi ya guru-guru itu yang buat soal UTSnya.Baru kalau UAS, seperti UAS Semester I kemarin kita mengikuti pemerintah”⁵³

⁵¹ Result of Observation on 21st of October 2013, at 09.30 – 11.55 am in the I-B class of MIN Malang

⁵² Result of Interview with Teacher of I-B (Bu Nanik Lutfiya S.Pd. I), on 18th of October 2013at 11.00 – 11.50 am

⁵³ Result of Interview with Principal of MIN Malang 2 (Drs. A. Barik Marzuq AA, M.Pd.), on 2nd of Desember 2013 at 10.30 – 12.00 am

This final exams to determine the extent of students' ability to master the material is a form of competency that must be achieved during one semester.

Once the assessment is completed the evaluation, the madrassa report the result to the students in the form of statements of learning outcomes. Report the results of a descriptive study arranged so that parents can know their progress and results of the assessment can be used by teachers as a diagnosis in order to improve learning in the next semester.

3. The Impacts of Thematic Learning in State Islamic Elementary School of Malang 2 at Ist-B

Thematic learning theoretically very important in increasing of intellectual, social, spiritual and personality of the child. In praxis thematic learning not only affects the power of intellectual, social, spiritual and personality of the child, but also have an impact on teachers and school institutions.⁵⁴

For students of I-B classes , thematic learning make them more pleasure in learning , researcher see that students do not feel burdened with existing materials. As researcher observes in the class that students vary happy in learning process. Because in thematic learning students more has chance to express their self. They can draw, sing, run, read,

⁵⁴ Result of Observation on 26th of September 2013, at 09.30 – 13.00 am, in the I-B class of MIN Malang

paly any colour, and everything interest activities other. Students also very great when teacher give reward in form achievment sticker for them.⁵⁵

Picture 4.5 Thematic Learning Process and Reward



The materials contained in thematic learning book is quite simple and easy, so that students do not feel overwhelmed. In accordance with the existing theme , the theme of *myself, my passion, my activities* and *my family*, that later became polarized basic competencies , as a description of the materials that are so close to the students . Because the material was used children encounter in their daily lives so that they can easily understand the material packed in five subjects , Indonesian , Maths , Pancasila and Citizenship Education , Culture Arts and crafts , and Physical Education Sport and Health.

⁵⁵ Result of Observation on 21st of October 2013, at 09.30 – 13.00 am, in the I-B class of MIN Malang

“.....kalau saya tangkap dari buku tematik secara materi memang ringan, namun nilai-nilai filsafah nya tinggi, dengan mengangkat budaya-budaya di Indonesia.....”⁵⁶

An examination of the achievement, principal vice for curriculum has not able to compare the improvement of student achievement after the implementation of thematic learning, and before. Because modification thematic learning in class I was running about 6 months so the difference is not visible.

“Kalau peningkatan kita belum bisa melihat ya karena masih berjalan 6 bulan ini, jadi masih belum ada perbandingannya, sehingga peningkatannya pun juga belum bisa dilihat. Namun saya pikir karena dalam pembelajaran tematik ini yang lebih difokuskan adalah moralnya maka hal akademik bukan satu-satunya tujuan pembelajaran ini. yang etrpenting bagaimana sikap anak pada gurunya orang tua dirumah, dan lingkungannya itu juga menjadi hal yang penting.”

Based on the data obtained in the field during the study, the implications of the existence of thematic learning not only affects the students, but also have an impact on teachers. Where in the allocation of thematic learning with a longer time, make the teacher must be creative and innovative in packaging learning. The explanation presented in accordance with the principal vice for curriculum MIN Malang 2 as follows :

“Dampaknya tentunya mereka lebih kreatif klau saya katakan pasti, kalau guru kelas dalam tematik kan selama 6 jam bertemu

⁵⁶ Result of Interview with Principal Vice for Curriculum (Murita Herliningtyas, S.Pd.), on 7th of Dcember 2013 at 09.05 – 10.00 am

dengan siswa kalau gak kreatif siswa akan jenuh. Ini sebagai guru yang menjadi guru kelas maka tentu harus inovatif juga, dan juga harus dapat menguasai lima mata pelajaran yang masuk dala tema tersebut. kalau jenengan lihat di permendiknas No 74 Tahun 2008, tentang kompetensi guru sd/ mi, maka tentu harus kreatif, dan inovatif memang.”⁵⁷

From the development of thematic learning in MIN Malang 2, demand madrassa to more active in response the changes of new curriculum and apply it into activities that support teachers' competence specially teachers who will implement learning of integrated thematic of curriculum 2013. As described principal vice for curriculum in MIN Malang 2 following :

“...pasti, namun ini kan sudah merupakan konsekuensi logis dari sebuah perubahan, saat ini masih sebatas diwacanakan, maka kita segera mencari informasi tersebut, sehingga ya pasti semakin sibuk, namun kita tidak boleh mengeluh karena ini untuk kebaikan pendidikan bersama, di MIN 2 tidak boleh seperti itu harus terus mendukung. Kita mengadakan diklat-diklat atau pelatihan profesioanlisme guru kelas, bahwa guru MI sekarang jangan lihat saya dulu jurusan matematika, saya dulu jurusan bahasa Indonesia , maka kita harus belajar menguasai semua mata pelajaran tersebut, untuk menjadi guru kelas yang profesional....”⁵⁸

As the impact of the development of thematic learning in MIN Malang 2, not only felt by the students, bat also the institution. Currently, the agency has fragrant name, because the discipline and hard work of all parties so can creat graduates who are not only smart

⁵⁷ Result of Interview with Principal vice for curriculum(Murita Herliningtyas, S.Pd.), on 7th of Dcember 2013 at 09.05 – 10.00 am

⁵⁸ Result of Interview with Principal vice for curriculum(Murita Herliningtyas, S.Pd.), on 7th of Dcember 2013 at 09.05 – 10.00 am

academically, but also have good manners. So the public confidence in the institutions is increasing from year to year.



CHAPTER V

DISCUSSION

In implementation of thematic learning, the school is required to plan, implement, and create good learning conditions and effective . Good learning conditions can not be separated from good quality and competent educators , good curriculum, the presence of good infrastructure and the support of all elements of madrasa. Because the essence of teaching and learning is an effort to achieve the learning objectives that have been determine.

MIN Malang 2 effort to anticipate the policy that will be decided by Ministry of Religious on occurred curriculum 2013 as the new national education curriculum ought to be proud. MIN Malang 2 readiness in implementing the curriculum of 2013 would require the cooperation of all parties, principal, principal vice, committees , teachers , students and parents or society . So in the year 2013-2014 MIN Malang 2 is able to apply a modified curriculum, that's modified curriculum of 2013 with curriculum of 2006, whereas development, implementation , and impact can be seen from the following discussion :

A. Pattern of Thematic Learning Development in State Islamic Elementary School of Malang 2 at Ist-B

Pattern by Indonesian Dictionary¹ has a meaning system, the workings. While the development² is elaboration gradually and orderly, and

¹Pusat Bahasa Departemen Pendidikan Nasional,2008,*Kamus Bahasa Indonesia*, Jakarta:Pusat Bahasa, page : 1197

leads to the desired goal. Based on above definition of development pattern of thematic learning is conducted by State Islamic Elementary School of Malang 2 in developing thematic learning curriculum.

As for the development of thematic learning should pay attention to the foundations in the development and principles in the development process. Thematic learning development platform based on the Ministry of Education and Culture, covering³ :

1. Juridical Base

Foundation which means that in developing thematic learning must follow legal guidelines that have been made by the Ministry of Education. Starting from the values that exist in Pancasila, Act of 1945, and the Education Act which specifically regulate education in Indonesia

2. Philosophical Base

Foundation by meaning that development of thematic learning must consider all students potential, focus on diversity potential development of each students.

² Pusat Bahasa Departemen Pendidikan Nasional, *ibid*, page : 725

³ Kementrian Pendidikan dan Kebudayaan, Dokumen Kurikulum.2013. <http://kangmartho.com>, Accessed on Wednesday, 25 September 2013, at : 10.31 am

3. Theoretical Base

Foundation that emphasizes learning development manager to understand educational theory truthfully, so there are no errors or mal practice in the learning process

4. Empirical Base

Foundation by meaning of adjustment. In other words the development of learning undertaken should be adapted to the environmental school conditions and students.

From the result of research that be taken in MIN Malang 2, the foundations have indeed become a guideline. As an example application of Juridical Basis, Principal Vice for Curriculum develop the existing curriculum without violating the existing rules in the law, either in terms of education purpose or educational standards in the Law No. 19 Year 2005 on National Education Standards.

Philosophical base appears on learning activities that put more emphasis on student activity. Such as making paper cards, telling stories to the class, and sing or read along that lead to the development potential of each student. Philosophical base that be used in MIN Malang 2 in development of thematic learning is rooted in the culture of Indonesia.

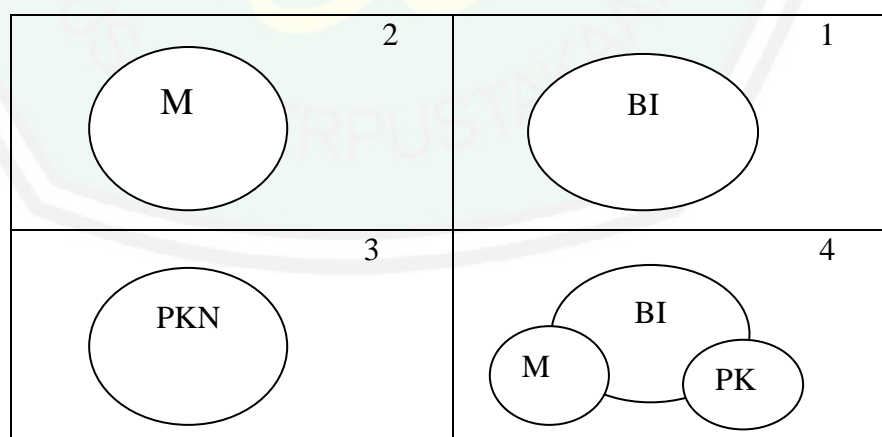
The fourth foundations of thematic learning development that, provide opportunities for madrassa to determine the desired development model.

According to Prabowo in Trianto's book entitled *Developing Thematic Learning Model*⁴, there are three models of thematic learning based on integrating theme. Three models are :

a. Connected Model

Connected Model is a model of integration of inter-connected areas of study. This model significantly organize or integrate the concepts, skills, or abilities which is grown in a subject or sub subject discussion associated with the concepts, skills or abilities in the other discussion subject or sub subject, in one field of study. In other words, that type of connected integrated learning is learning, that is done by linking the subject to the next subject, linking one concept with other concepts and can also associate with the day's work to the other day, or the next day.

Figure 5.1. Map Diagram of *Connected Model*⁵



⁴ Trianto, *Mengembangkan Model Pembelajaran Tematik*, (Jakarta : PT. Prestasi Pustakarya, 2010), page. 45-47

⁵ Trianto, *Mengembangkan Model Pembelajaran Tematik*, (Jakarta : PT. Prestasi Pustakarya, 2010), page. 46

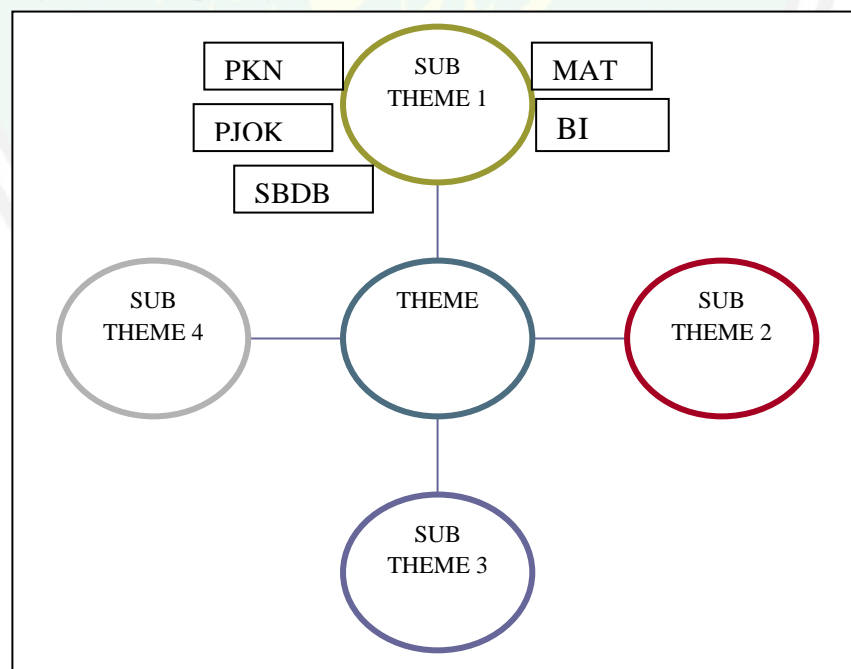
Explanation :

BI = Bahasa Indonesia, M = Matematika, PKN = Pendidikan Kewarganegaraan

b. Webbed Model

Integrated learning webbed models is an integrated learning using a thematic approach. This approach begins by determining the development of certain themes. Themes can be determined by negotiations between teachers and students, but can also by discussion with other teacher. After the theme has agreed, sub-theme is developed by taking into account relation to fields of study. From sub-themes developed learning activities to do student.

Figure 5.2. Map Diagram of Webbed Model⁶



⁶ Trianto. *Ibid.* page. 46

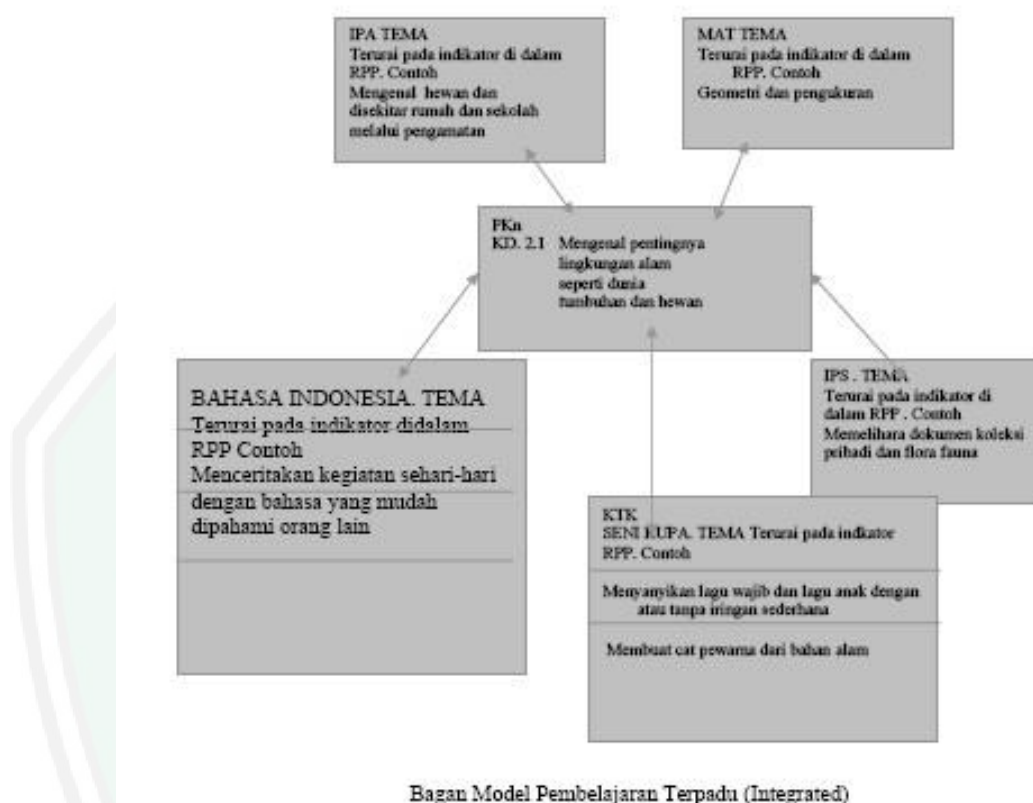
Explanation :

BI = Bahasa Indonesia, Math = Matematika, PKN = Pendidikan Kewarganegaraan, PJOK (Pendidikan Jasmani, Olahraga, dan Kesehatan), SBDP (Seni Budaya dan Prakarya)

c. Integrated Model

This model is an integrated learning approach that uses interdisciplinary field of study. This model sought by combining field studies with setting priorities and finding curricular skills, concepts, and attitudes that overlap in several areas of study. In this model, the theme that interrelated and overlapping are the last thing what want to search and selected by the teacher in the planning stages of the program.

In the early stages teachers should form a team between fields of study to select the concepts, skills, and attitudes that will be taught in a certain semester for some fields of study. The next step selected some of the concepts, skills and attitudes that have strong linkages.

Figure 5.3 Map Diagram of *Integrated Model*⁷

Based on three theoretical development of integrated learning model above, from interviews and observations, it can be concluded that MIN Malang 2 implements *webbed* model or cobwebs. Because learning is not simply associate a particular skill or idea, and not only integrate subjects that have the concept of proximity, but all the basic subjects, such as Indonesian, Maths, PKN, PJOK, and SBDP integrated into a particular theme. As the data obtained in the study that learning is no longer implemented partially or Indonesian mathematics, but now using the term theme.

⁷ SDN 3 Bojonglapang, *Model Pembelajaran PKN Model Terpadu* (<http://sdn3bojonglapang.wordpress.com>, accessed on Tuesday, 8th of April 2014 at 10.40 WIB)

Systematically, used of models *webbed*, has several stages. The first phase is done in development of learning, is determination of the theme. Themes were then developed into sub-themes. However, from interviews with Principals, Chairman vice of Curriculum, and Class Guardian as well as results of documentation and observation obtained that the theme is not specified by the madrasa but has ben existing from government, including the sub-sub-theme. So, madrasa only develop the indicators, that have been mapped in the sub-themes.

In detail the steps taken MIN Malang 2 in the development of thematic learning is as follows :

- (a) Find sources that can be used as guidelines in implementing the thematic learning. As for the sources that are used as a reference guide including development of thematic learning Puskurbuk (Center of Books and Curriculum) Kemendikbud, EPIK (Elektronik Pemantauan Implementasi Kurikulum), all available on the web Kemendikbud.

Puskurbuk a site contained in the website Kemendikbud. Where the book is contained in this Puskurbuk grip thematic learning teachers and students, as well as information about the thematic learning is uptodate. While the EPIK (Elektronik Pemantauan Implementasi Kurikulum) is a site that is also contained in the web Kemendikbud but only certain people can access it. In EPIK has useful information

about (1) the data ditunjuk schools to implement the thematic learning K13 (2) the distribution of the student book (3) Implementation in the field.

- (b) Assess the philosophical values that exist in the book thematic learning. After waka thematic curriculum textbooks handle getting teachers and students, teachers and their curriculum waka class I study groups, conduct joint discussions to examine the philosophical values that should be instilled in students.
- (c) Assess the implementation steps of thematic learning from the teacher handbook. In the scheme there is a teachers handbook of themes and sub-themes, basic competencies and indicators of five subjects, the teacher taught the material, as well as the steps membelajarkannya at each meeting. So from the teacher handbook waka teachers and curriculum seeks to understand the grand design of thematic learning 2013.
- (d) Reviewing the steps thematic learning in the teacher handbook with the rules of the learning process as detailed in the regulation of the Minister of Education and Culture.
- (e) Determine the format of the lesson plan. After determining the content and process of learning, curriculum and teachers waka class I study groups prepare lesson plan format tailored to the curriculum lesson plan format 2013. In thematic learning lesson plan format in

2013, is actually not much different from a thematic lesson plan 2006. But the writing format Basic Competency (KD) and indicators, written with the order of Basic Competency (KD) of all subjects in the sub-theme, the next new sheet attached indicator on all subjects. Furthermore, this lesson plan format by principal vice for curriculum and teacher groups in the (group learning) class I modified into KD at the same exposure indicator for each subject.

From expalantion above can be understood that what is done by MIN Malang 2, has suitable with theoretical procedure. Although did not manufacture nets of theme, because it was made by The Ministry of Education and Culture.

The purpose of learning development, formulation of syllabus, determination of KI and KD following the determination that has been established by Ministry of Education and Culture completly. Whereas, for the formulation of the Lesson Plan (RPP) are done by principal vice for curriculum with teachers of first grade. However, the content of lesson plans created by teacher at first grade alone without chairman vice of curriculum.

Under the rules of Ministry of Education and Culture, on the principles of curriculum development, in this case explained that thematic learning⁸ :

⁸ Kementrian Pendidikan dan Kebudayaan, Dokumen Kurikulum 2013 <http://kangmartho.com>, Accessed on Wednesday 25 September 2013, at : 10.31 am

- a. Curriculum of education units or levels of education, is not a list of subjects. Based on that principles, curriculum as a plan is designed for educational content that should be had by all of students after completing their education in one unit or level of education.
- b. Competency standards set for one unit of education, levels of education, and educational programs.
- c. Competency-based curriculum model is characterized by the development of competence in the form of attitudes, knowledge, thinking skills, and psychomotor skills that are packaged in a variety of subjects.
- d. The curriculum is based on the principle that every attitude, skills and knowledge are formulated in the form of Basic Capabilities curriculum that can be learned and mastered by every students (mastery learning) in accordance with the rule of competency-based curriculum.
- e. The curriculum is developed by providing opportunities for students to develop differing abilities and interests.
- f. The curriculum is centered on the needs, requirements, and interests of students and environment. The curriculum was developed based on the principle that students are in a central position and active in learning.
- g. The curriculum must be responsive to the development of science, culture, technology, and art.
- h. The curriculum must be relevant to the needs of life. Education may not separate students from their environment and curriculum development

based on the principle of relevance of education to the needs and environment.

- i. The curriculum is directed to the process of development, cultivation and empowerment of learners that last a lifetime. Empowering students for learning continually is formulated in attitudes, skills, and basic of knowledge that can be used to develop a culture of learning.
- j. The curriculum was developed by giving attention into national interest and the interests of the region to build a society, nation and state.
- k. Assessment of learning outcomes is intended to determine and fix the achievement of competence.

Globally State Islamic Elementary School of Malang 2, based on results of research has fulfill the standard of curriculum development. Such theories that have been presented previously on the principles of curriculum development , one point explained that curriculum is not a list of subjects . Likewise in MIN Malang 2, developing curriculum does not mean simply compile a list of subjects however, the preparation of lesson plans, searching of teaching materials, development indicators are also implemented . So, the direction and purpose of each lesson are clear .

The second, third, fourth, fifth and sixth point discusses competence . As in the development of thematic learning in MIN Malang 2, the competence of students is the highlight early in the process of determining the direction of curriculum development. Because core of study is to improve students' potential and competence. So Minimal Criteria of Completeness

(KKM) is made by madrasa to measure competence achievement of each student.

Then seventh , eighth , and tenth point lead in learning that is relevant, in other words learning that suitable with students learning environment. Finally what is learned by students can be applied in daily life . Like learning on third theme, about *may activities* sub themes *activity in the afternoon* by subject discussion of *four healthy of five perfectly*, student is required to make processed foods from potatoes . Where potatoes are crops in surrounding students environment and easy to obtain.

Ninth point explain learning that be directed in development process on long life. So *learning* is meant not only be in the process of development time, but continuously. The last point, eleventh point, explain that should be exsting assessment in the learning process . As research in MIN Malang 2, teachers create rubrics in all of student activities student so the changes and development of students ability can be measured in detail. For example a rubric that is made by teacher in learning of sub theme reading passion, started from rubric of reading skills until rubric of ability to run on tiptoe , all made according to the indicators that have been determined.

In general, Principal Vice for Curriculum in MIN Malang 2 states the principle of thematic learning development in MIN Malang 2 using 3 main principles, namely *continue*, *relevant* and *realistict*. Thus, the development of thematic learning in Malang 2 MIN could otherwise good cause in

accordance with the guidelines set by the government. Only needs to improve for all aspects to make thematic learning in Malang MIN 2 more optimalyze.

B. Process of Thematic Lerning in State Islamic Elementary School of Malang 2 at Ist-B

By finishing of study of thematic learning development, then the next step is a learning process. Implementation of thematic learning in MIN Malang 2 done with learning activities inside or outside the classroom. Learning activities organized to form a character, civilization and improve the quality of students. Learning activities need to empower all potential students to master the competencies expected. Learning geared to encourage achievement of specific competencies and behaviors so that every individual can become long life students .

In the learning process, teachers have an important role in determining the success or failure of learning. Indicator of the success or failure of learning is the achievement of learning objectives. So before implementation of learning , the objectives of teachers must be clear, not merely material pursuits. For the realization of learning goal maximumly, teachers need to implement the three stages of the learning process including planning , implementation , and evaluation.

1. Planning

Planning is the first step that should be done by teacher in learning process. In other words, planning is done by

teachers' to prepare a set of learning before be applied in the classroom. The things what are done in the planning process by the Directorate General of Islamic Institutions are as follows⁹ :

- a. Calculate time allocation of the available and required for each competency
- b. Placing the material in a logical and sequence, regard to competencies to be achieved
- c. Arrange lesson plan. Plan needs to be prepared in conformity with the learning activity is the syllabus has been prepared.

Time allocation is applied MIN Malang 2 by following the teacher handbook and time allocation of curriculum KTSP. That is, in thematic learning that be applied MIN Malang 2 as the existing signs are divided into sub-themes and meetings. The theme consists of four sub-themes and sub-themes consisted of six meeting. So one meeting allocated one complete with other subjects that are not included in the thematic. So if one sub-theme consists of six meetings, then a sub-theme will be completed within one week. Thus the theme

⁹ Depag Direktorat Jenderal Kelembagaan Agama Islam, *Pedoman Pelaksanaan Pembelajaran Tematik*, (Jakarta, 2005), hal:41

which contains 4 sub-themes will be completed within one month.

Related with the material, adapted to what has been there in the book thematic grip of teachers and students. So teacher is not busy preparing materials that suitable with the theme. Because began themes, sub-themes, core competencies, basic competencies and indicators have clearly displayed at the beginning of the teacher handbook.

Concretely teacher only makes lesson plan (RPP) of the materials that are already available in the handbook of teachers and students. In making lesson plan, teachers at first class, make it together and then divided. Such teachers at I-A create lesson plans theme of *yourself*, teachers at I-B create lesson plans theme of *my passion* and so on. In lesson planning guidelines of Ministry of Religious Educational Institutions explained that, in the manufacturing lesson plan, the pedestal is a syllabus. Unlike in this theory, teachers of first class of MIN Malang 2 make lesson plan refer to the handbook of teachers not the syllabus. Because the teacher thought teacher handbook has been enough to be used as a reference.

In addition, at the planning stage of thematic learning where learning base rests on a theme. So urgent things should

be done by teachers in planning is determining the theme of thematic learning. In the process of selecting a theme, there are at least two factors that must be considered, namely¹⁰: [1] conformity with the theme of cross- disciplinary curriculum structure, and [2] the theme of conformity with the development of learners' age, interests, events closest to the lives of learners, even the context of society (social, cultural, tradition).

From interviews and observations in MIN Malang 2 found that in activity of making lesson plan is not preoccupied with making and determine a theme. Teachers focus on core competencies mapping, basic competencies, indicators and determination of methods and media to be used. Of the mapping class then the teacher study groups to make lesson plans together with the use of the handbook of teachers and students as a reference handle. While the themes and sub-themes already mapped in the teacher handbook.

¹⁰ Depag Direktorat Jenderal Kelembagaan Agama Islam, *Pedoman Pelaksanaan Pembelajaran Tematik*, (Jakarta, 2005), pagel:35

2. Implementation

According to the guidelines prepared by the Department of Religion¹¹, in the implementation of thematic learning should pay attention to the following :

- a. Develop a lesson plan that has been prepared, then pay attention to spontaneous events indicated by students to the concepts that are being studied, especially what closely related to theme of learning
- b. Assess the understanding of the students on the theme, either from observation, interviews, group discussions, or as well as examples of their work
- c. Assist students to reflect on their understanding of the content and the learning process, for example by assigning students to create images, maps, paintings, or other works that have been studied
- d. Have conversations with students about what they want to know about the theme. In this case, for example teachers give assignments geared to satisfy the curiosity and the questions they ask
- e. Reciprocal communication with parents or family of learners. The goal, to provide information in accordance

¹¹ Depag Direktorat Jenderal Kelembagaan Agama Islam, *Pedoman Pelaksanaan Pembelajaran Tematik*, (Jakarta, 2005), page:43-45

with the theme of which is learning materials. This communication can be done directly (conversations and face to face), or indirectly (as through letter).

The fifth aspect is very important to consider in the implementation of learning. Implementation of learning in Malang MIN 2 begins at 6:45 pm. Starting with reading asmaul Husan, praying together and had been reading short verse until 07.00 am. Core learning activities begins at 08.00.

From the observations in the classroom, it was found that the teacher in learning process focused on student engagement. As an example in learning color mixing teacher does not necessarily explain the kinds of primary colors and mix. However, the teacher facilitates the students to be able to discover knowledge independently. Students experiment mixing colors as instructed teachers, and students themselves who will eventually make the conclusion of the activities they have done. Furthermore, students create works of drawing and coloring animals from the knowledge that they understand.

Thematic learning, the implementation integrates several disciplines within a particular theme, requires deft and competent teachers in organizing classroom for learning keep it running effectively. It required the presentation of a wide variety of learning methods. For example, a lecture, question

and answer method, demonstration method, simulation method, and experimental methods.

a) Speech Method

Lecture method is a method that relatively conventional, method that the way of transform material to students either science or religion conducted verbally.¹² Speech method is usually done at the beginning of the learning or teachers when explaining learning materials, as well as the end of learning when making inferences together after class. Before children learn to do other activities such as singing, drawing, writing and so on, teacher would have to provide guidance and understanding, so it is appropriate to use speech method.

b) Question and Answer Method

Question and answer method is a teaching method that allows the direct communication that is *two ways traffic* because at the same time the dialogue between teacher and student¹³. The teacher asks the students to answer or otherwise. Question and answer method is done by

¹² Abdul Majid. *Perencanaan Pembelajaran* (Rosda Karya:Bandung, 2007) page : 137

¹³ Trianto, *Model Pembelajaran Terpadu dalam Teori dan Praktek*, (Jakarta : PT. Prestasi Pustakarya, 2007). page 133-134

teachers MIN Malang 2 IB classes in stimulating students to think, dare to express their opinions and guide him in achieving the truth.¹⁴

For example, in the learning theme 2 *my passion*, subthemes *passion of drawing*, early learning teachers instruct students to expend their crayon respectively. From the crayon, teacher started doing question and answer, which crayon blue, red, yellow, green and others. From there without a long-winded explanation that students will think and then understand the colors, and bold to ask his opinion verbally.

c) Demonstration Method

Demonstration method forward modeling or demonstrating a process, situation, or particular object being studied, either real or artificial to students, which is often accompanied by verbal explanation.¹⁵ From the observation, teacher used demonstration method in learning of *morning activities* sub theme. In that sub-theme, there is a material contained the commutation of day and night. To provide a clear illustration,

¹⁴ Trianto, *Model Pembelajaran Terpadu dalam Teori dan Praktek*, (Jakarta : PT. Prestasi Pustakarya, 2007). Page 133-134

¹⁵ Eveline Siregar, dan Nara, Hartini.2010.*Teori Belajar dan Pembelajaran*. Ghalia Indonesia:Bogor, Page :81

substitute teacher in class I-B used a flashlight. With this method meant that students can observe and understand how can a change of day and night.

d) Simulation Method

Simulation is a person's behavior to act like the person intended, by the goals, people can learn more about how people feel and do something.¹⁶

Simulation method is used by teachers in the activities run on tiptoe, learning of reading passion. This activity is the integration of Indonesian Language subject and Sports Physical Education and Health. Rule of running tiptoe is students have to find the word mentioned teachers in a deck of cards that has been placed about 2 meters in front of students line. Requisite to attain the deck of cards students should be ran on tiptoe, and who get the word quickly and accurately will get points from the teacher. The intruction even been described so clearly, students at I-B still seem confused so the teacher repeats the explanation by providing step-by-step simulations. This is an example of simulation methods used by teachers in thematic learning.

¹⁶ Roestiyah, 2008, *Strategi Belajar Mengajar*, PT. Rinekah Cipta: Jakarta. Page :22

e) Experiment Method

Method of experimentation is one way of teaching, in which students conduct an experiment on something. The use of this method aims to make students able to seek and find their own answers to the various problems faced by conducting their own experiments.¹⁷

This method looks at the theme of learning *my passion* subtema *drawing passion*, mixed color material. Teacher in the learning process does not necessarily give the students knowledge about what color it any color mixture and mix. Rather, the teacher gives students opportunity to experiment mixing primary colors in a circle that has been available in thematic books. Assisted with the instruction of teachers, students conduct experiments to find the colors mix. From this activity students then understand that the colors red and blue to purple, blue and yellow to green, and so forth.

In the other hand, especially after learning activities outside of school there are parents always who ask their child development, it shows the formation of good communication

¹⁷ Roestiyah, 2008, *Strategi Belajar Mengajar*, PT. Rinekah Cipta: Jakarta. page:23

between teachers and parents in terms of learning. So that parents do not hesitate to ask the teacher related to her and learning in the classroom. Based on observations carried out continuously, MIN Malang 2 can be said to have met the important aspects that must be considered in the implementation of learning. Just need to improve and maximize the development of learning, so that learning is also increasing output.

The steps in the implementation of thematic learning in the classroom includes three core activities of learning. The activity is the start activity, core activities, and the activities of the end or cover.

a. Opening Activities

Activity is an activity for the opening of apperception that are warming. This activity was undertaken to explore the experience of students on the theme that will be presented. Exept that, teachers must also be able to facilitate an activity that is able to attract students on the theme that will be given.

b. Core Activities

Core activities in thematic activities focused on activities aimed at developing reading, writing, numeracy

for learners. This grows in learning more emphasis on student achievement indicators.

c. Closing Activities

Closing activities are done by revealing the learning outcomes, that is by asking again the material that has been studied in core activities. In the closing activities, the teacher must be smart concluded learning outcomes by promoting moral messages contained in each of the learning materials.

3. Evaluation

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 decisions.¹⁸ By the evaluation the accurate information about the organization of teaching and student learning success that information about the progress and results in master learning competencies can be obtained.

Thematic learning as learning that more emphasis on student activity, must have assessment system that is more detailed and systematic. Generally thematic learning

¹⁸ Suharsimi Arikunto.2004. *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*. Jakarta: Bumi Aksara.page. 1

assessment aimed at two things, namely the assessment of learning process and assessment at the end of learning.¹⁹

According Trianto in conducting an assessment there should be some things that need to be considered, among others, the following²⁰ :

- a. Assessment is directed between the measure of achievement of competencies
- b. Assessment using the reference criteria, which is based on what students can do after following the process of learning, and even to determine the position of a person against his group
- c. The system that palned, is a system of continuous assessment. Sustainable in the sense that all the indicators are billed, then the results were analyzed to determine the basic competencies that have been owned by students and are not, and to know the students difficulties.
- d. Assessment results are analyzed to determine the follow-up. Follow-up of a subsequent remedial learning, remedial programs for students whose achievement under the criteria

¹⁹ Depag Direktorat Jenderal Kelembagaan Agama Islam, *Pedoman Pelaksanaan Pembelajaran Tematik*, (Jakarta, 2005), page. 46

²⁰ Trianto, *Model Pembelajaran Terpadu dalam Teori dan Praktek*, (Jakarta : PT. Prestasi Pustakarya, 2007). page. 223-224

of completeness, and enrichment programs for students who have achieved mastery criteria

- e. The scoring system should be tailored to the learning experience to be taken in the learning process.



In accordance with the theory of evaluation or assessment described by Trianto above, MIN Malang 2 apply various forms of assessment to measure the achievement of students continually and accurately. Among the forms of assessment used are the assessment process, formative assessment and summative assessment.

Teacher assessment process conducted in each activity. Such as field observations, each student activities both sing, draw, write, or read, the value of which will be used by teachers as an evaluation. For that teachers always make an assessment rubric of all student activities. As for the example of the rubric is as follows :

Figure 5.4 Column of Assessment

Penilaian: Unjuk Kerja

Rubrik Kegiatan Menggambar dan Mewarnai

| Kriteria |  Baik sekali 4 |  Baik 3 |  Cukup 2 |  Perlu Bimbingan 1 |
|-------------------------------|---|--|---|---|
| Kesesuaian gambar dengan tema | Gambar sesuai dengan tema dan konkrit | Gambar sesuai dengan tema meskipun belum konkrit | Gambar belum sesuai dengan tema | Belum mampu menggambar |
| Jumlah warna yang digunakan | Menggunakan 4 warna atau lebih | Menggunakan 3 warna | Menggunakan 2 warna | Menggunakan 1 warna |

Exept process assessment , assessment is used by teachers, is formative assessment. Formative assessment is an assessment that is carried out from the beginning and throughout the process of curriculum development or learning . Formative evaluation serves to repair and develop certain sections are being developed.²¹

Formative assessment in MIN Malang 2 at class I-B are usually done after the completion of one sub-theme or one particular theme. Even formative assessment was also carried out in middle semester later called midterms . Shape midterms given to every student in the form of tests , whether written , speaking, acts or practices .

For summative assessment carried out by teachers and all the school in the form of final exams. Final exams carried out simultaneously a madrassa. Where questions follow questions from the city. These questions are made by the manufacturer team that be selected from several teachers of madrasah in Malang City (MI) either state or private. Summative assessment is done to determine the overall achievement of learning objectives . Where will the results of

²¹ Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara), Cet. III, page:262

summative assessment is to improve learning in the next semester.

Presented in accordance with Oemar Hamalik²², that evaluation or summative assessment aims to examine the curriculum or learning as a whole. Summative evaluation using numerical techniques, and generate conclusions from the data necessary teachers and administration.

C. Impact of Thematic Learning Implementation in State Islamic Elementary School of Malang 2 at Ist-B

Thematic Learning Curriculum was instrumental in improving the quality of graduates in the madrasah. Madrasah as an Islamic educational institutions in primary education unit, not only aims to transfer knowledge, but more than, is to insist on the establishment and development of skills for students who are now popular as a life skill. So that learners besides insightful also able to practice the values of Islamic religious education.

Thematic learning theoretically very important role in enhancing the intellectual, social, spiritual and personality of the child. In praxis thematic learning not only affects the power of intellectual, social, spiritual and personality of the child, but also have an impact on teachers and school institutions.

²² Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara), Cet. III, page.262

For students thematic learning to make them feel happy in learning more, do not feel burdened with existing materials. The materials contained in thematic learning book is quite simple and easy, so that students do not feel overwhelmed. In accordance with the existing theme, the theme of *myself*, *my passion*, *my activities* and *my family*, that later became polarized basic competencies, as a description of the materials that are so close to the students. Because the material was used children encounter in their daily lives so that they can easily understand the material packed in five subjects , Indonesian, Maths, Pancasila and Citizenship Education, Culture Arts and crafts, and Physical Education Sport and Health.

The condition is suitable with what is stated in chapter II study of the theory of this thesis. That thematic learning can make students become active and reinforce thier knowledge. Because students interact directly with objects that he learned through the theme .

An examination of the achievement, Principal Vice for Curriculum has not able to compare the improvement of student achievement after the implementation of thematic learning, and before. Because modification thematic learning in class I was running about 6 months so the difference is not visible.

Based on the data obtained in the field during the study, the implications of the existence of thematic learning not only affects the students, but also have an impact on teachers. Where in the allocation of

thematic learning with a longer time, make the teacher must be creative and innovative in packaging learning. As stated in the Regulation of the Minister of National Education (Permendiknas) No. 74 In 2008, that teachers should be creative and innovative in teaching.²³

From the development of thematic learning in MIN Malang 2, demand madrassa to more active in response the changes of new curriculum and apply it into activities that support teachers' competence specially teachers who will implement learning of integrated thematic of curriculum 2013. To that end, the school become more frequent in the provision of educational and training or professional training of classroom teachers.

In brief application of thematic learning in MIN Malang 2 impact on students, teachers and school institutions. However, the impact that happend in technical form. Impact on student learning techniques, the impact on teacher preparation to be done, and the impact on the school committee should continue to study the new curriculum, so implementation can run maximal. While the impact on student achievement, impact school graduate or has not appeared significantly.

²³ Peraturan Menteri Pendidikan Nasional (Permendiknas) No. 74 Tahun 2008

BAB VI

CLOSING

A. CONCLUSION

Based on the analysis in chapter V can be inferred about the thematic learning in State Islamic Elementary School of Malang 2 as follows :

1. Development Patterns of Thematic Learning in MIN Malang 2 class IB

Development of thematic learning in MIN Malang 2 as curriculum development theory, it can be concluded was referring to the foundation and principles of learning development. As for thematic learning that beimplemented is thematic learning modification, the integration of thematic learning concept on curriculum 2006 with thematic learning on curriculum 2013.

2. Thematic Learning Process

The learning process in MIN Malang 2 at I-B in terms of planning and execution has been using thematic learning well. However, in the evaluation of madrasahs still using evaluation of KTSP form because there is no decree of the Ministry of Religious Affairs to the enactment of thematic learning environment in madrasahs.

3. The Impact of Thematic Learning

Implementation of thematic learning in MIN Malang 2 give impact on the three elements of madrasah, namely students, teachers and institutions themselves.

B. SUGGESTION

1. For Principle of Madrasa

- a. Development and quality of teaching had been achieved, should be enhanced. State Islamic Elementary School of Malang 2 as educational institutions as the basic level should be able to deliver students to be useful to the nation, country religion and have good behavior, resourceful and able to apply their knowledge in dayli life.

2. For Teacher

- b. Teachers should always seek to make lesson plans systematically, not just the outline planning.
- c. What should have been planned in the learning plan can be implemented as well as possible.

3. For The Next Researcher

- a. This research could be further developed not only on the development and implementation as well as the impact of

thematic learning, but the development of methods, media or thematic learning teaching materials.

C. CLOSSING

Praise to God researcher prayed to Allah who has bestowed the Grace, Taufiq and Hidayah so that researcher can complete this thesis. However researcher strive with all existing capabilities to present papers as well as possible, but in this thesis is still far from perfection. Therefore, researcher very expect on suggestions and constructive criticism and receive it open. To all those who have helped in the writing of this paper, researcher say thanks so much and I hope this paper can provide particular benefits to researcher and readers in general and can be giving out contribute ideas for the development of education in the future.

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