

**PROBLEMS IMPLEMENTATION OF THEMATIC
LEARNING IN LOW GRADE at MIN GEDOK BLITAR**

THESIS

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THE TEACHER EDUCATION OF ISLAMIC ELEMENTARY SCHOOL

FACULTY OF TARBIYAH AND TEACHING SCIENCES

MAULANA MALIK IBRAHIM

STATE ISLAMIC UNIVERSITY OF MALANG

2014

**PROBLEMS IMPLEMENTATION OF THEMATIC
LEARNING IN LOW GRADE at MIN GEDOK BLITAR**

*Present to Faculty of Tarbiyah of State Islamic University Maulana Malik
Ibrahim Malang in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan Islam (S.Pd.I)*

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2014

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CERTIFICATE OF SKRIPSI AUTHORSHIP

I certify that the skripsi I wrote to fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled problems implementation of thematic learning in low grade at MIN Gedok Blitar it is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and biography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, April 05, 2014

Maulida Arum Fitriana



PERSEMBAHAN

Karyaku ini akan kupersembahkan untuk:

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Serta seluruh teman2ku senasib & seperjuangan di UIN Maliki Malang yang aku cintai.

MOTTO :

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

- *Berangkat Dengan Penuh Keyakinan.*
- *Berjalan Dengan Penuh Keikhlasan*
- *Istiqomah Dalam Menghadapi Cobaan*

YAKIN, IKHLAS, ISTIQOMAH (Tgkh. Muhammd Zainudin Abdul Majid)



PREFACE



All praise be to Allah, king of the king lord of the world. Who has created us and all The universe. Who keep health and happiness so researcher can finish this thesis by the tittle “problems implementation of thematic learning in low grade at MIN Gedok Blitar” well done.

Greeting and salutation of peace be belonged to our Noble Prophet Muhammad peace be open him and his family, friendship, and members. Soon of the dessert, who has brought us from the lightness with all his effort and love.

Peace be upon the Prophet Muhammad (SAW) who had brought us from darkness into the light, in this life. May we be together with those who believe and receive intercession from Him in the day of judgement. Amin.

With All support and help, discussions, guidance and direction from all parties involved during the process of completing this thesis, the author wishes to express his outmost gratitude to the following:

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6. Staff of Faculty of Tarbiyah and Teaching Science Maulana Malik Ibrahim State Islamic University of Malang. The authors expresses gratitude for all their support and co-operation during the course of completing this thesis.

Hopefully, by imparting what has been learned during the course of study in the Faculty of Tarbiyah and Teaching Science The State Islamic University of Malang. It will benefit all readers and the author him self.

Realizing the fact that error and weakness is impartial to being human, and that is thesis is still far from perfection, the author appreciates constructive criticism and suggestions for the improvement and betterment of this thesis.

Malang, 8 April 2014

Author,

Maulida Arum Fitriana

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ABSTRAK

Arum, Maulida. 2014. Problems Implementation Of Thematic Learning In Low Grade at MIN Gedog Blitar. Thesis, Teacher Of Islamic Elementary School Department, Faculty Of Tarbiyah And Teaching Sciences, The State Islamic University Maulana Malik Ibrahim Of Malang. Advisor: Dr. H. Nur Ali, M, Pd.

Key word: Thematic leaning

Thematic learning is integrated learning, theme is used to integrate several material. The objective of this learning is to give meaningful learning for learner. Thematic learning is one breakthrough of learning, from classical learning to modern learning. The characteristic of this learning is student centered, direct experience, flexible, and fun learning. The characteristic of this learning is making student fun, active, deep understanding about material in learning.

The purpose of study, are: (1) to describe implementation of thematic learning in low grade at MIN Gedog Blitar, (2) to know problems of thematic learning implementation in low grade at MIN Gedok Blitar, (3) to know the teacher effort of implemented thematic learning in low grade MIN Gedok Blitar.

To achieve the purpose above, the result used qualitative research. The key instrument of this research is researcher self, and the technique of collecting data is observation, interview, and documentation. Data analysis is reduction un relevant data, so exposure data and the last taking conclusion of data.

The data result of this research is: (1) learning process in this school did not use thematic. Teacher use subject material in learning not a theme, (2) teachers in MIN Gedog face many problems to implement thematic, are: a. class teacher in low grade do not understand about thematic learning, b. the student hand book based on subject material not theme, c. many complain from student parent about this learning model, because student parent do not understand to thematic learning model. d. the evaluation base on subject material not theme, (3) the effort to implement thematic learning is: a. joining the workshop of thematic learning, b. teacher learn together about thematic learning, c. teachers access thematic alone.

ABSTRAK

Fitriana, Maulida Arum. 2014. Problematika Penerapan Model Pembelajaran Tematik di Kelas Bawah Madrasah Ibtidaiyah Negeri Gedok Blitar. Skripsi, Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : Dr. H. Nur Ali, M.Pd

Kata Kunci : Problematika, Penerapan, Pembelajaran Tematik.

Pembelajaran tematik adalah pembelajaran terpadu yang mengintegrasikan berbagai mata pelajaran dalam sebuah tema. Tujuan dari pembelajaran ini adalah untuk memperoleh kebermaknaan dalam belajar kepada peserta didik. Pembelajaran tematik merupakan sebuah perubahan dalam pembelajaran. Merubah sistem pembelajaran klasik menjadi pembelajaran baru yang lebih bermakna. Karakteristik dari pembelajaran ini adalah berpusat pada peserta didik, pembelajaran langsung, flexible, dan menyenangkan. Karakteristik dari pembelajaran ini akan membuat proses pembelajaran berlangsung menyenangkan, aktif, dan pemahaman materi lebih mendalam.

Tujuan dari penelitian ini adalah sebagai berikut: (1) untuk mengetahui pelaksanaa pembelajaran tematik kelas bawah di MIN Gedok Kota Blitar. (2) untuk mengetahui apa saja problematika pelaksanaan pembelajaran tematik kelas bawah di MIN Gedok Kota Blitar. (3) untuk mengetahui bagaimana upaya-upaya guru dalam menerapkan pembelajaran tematik dan mengkondisikan kelas bawah di MIN Gedok Kota Blitar.

Untuk mendapatkan tujuan diatas, peneliti menggunakan penelitian kualitative. Dalam penelitian kualitative instrumen terpenting adalah peneliti itu sendiri, dan teknik pengumpulan data adalah observasi, interview, dan dokumentasi. Analisis data dalam penelitian kualitative adalah reduksi yaitu memila-milah data yang penting dan data yang ytidak penting, lalu pemaparan data dan tahap terakhir adalah menyimpulkan data yang telah disaring.

Perolehan data dari penelitian ini adalah: (1) pembelajaran di MIN Gedok Blitar belum menggunakan pembelajaran tematik. pembelajaran masih menggunakan mata pelajaran bukan sebuah tema, (2) guru di MIN Gedok Blitar menemukan beberapa permasalahan dalam penerapan pembelajaran tematik, yaitu: a. Sosialisasi pembelajaran tematik yang masih kurang maksimal, b. Buku pegangan siswa masih belum tematik, c. fasilitas yang masih kurang memadai, (4) usaha-usaha guru dan pihak sekolah dalam menerapkan pembelajaran tematik, yaitu: a. mengikutkan guru dalam seminar dan workshop tentang pembelajaran tematik, b. guru belajar bersama tentang pembelajaran tematik, c. guru mengakses pembelajaran tematik dari internet.

CHAPTER I

INTRODUCTION

A. Background Study

The purpose of National Education is make the nation smart, namely the nation who have strong faith to the God and have noble character, knowledge and skills, physical and spiritual health, stable and independent personality and a sense of civic responsibility and nationality.

Education people will always be able to survive and motivate themselves to be best in all aspect of life. The government in this country is also be better. To reach those aspects, it's an obligation for every citizen taking the lower education to the highest.

Curriculum education in Indonesia is not always equal from year to year. Because education is always changing along with development of the times, and so does curriculum. The curriculum must also evolve under the latest educations system. Then Government issued Permendiknas No. 22 of 2006 about the standard contents.

In standard content, established the government thematic approach in low grade for class 1-3 elementary school. This policy has been lasted approximetaly for seven years, but in the application is still not that long. The government is already trying to change a classical learning into modern learning that more meaningful by thematic learning approach.

The learning can be considered it's meaningfulness when achieved by theme. Because by theme, student will not feel the shorting lesson. So lesson can be accepted as a whole.

In learning process, theme is given to make curriculum in one unified whole, to enrich the treasury of the language and make multi subject learning to give student experience and meaningful learning. This integration process can be understood from the process, time, curriculum, and learning aspect. So, thematic learning is integrated learning which uses the theme to unifying from several material subjects and will be given in a meeting.

Thematic learning is one of learning model that include one of type/kind of integrated learning. The term of thematic is learning model that uses theme to integrate several subject to give meaning full learning to student.¹

Thematic learning is design learning by themes. Theme consist of several integrated materials, and to be a meaningful learning for student. The function of this theme is to make student unfeeling shorting subject material. So learning objective is achieved as a whole.

Therefore, thematic learning is one of latest learning method on lower class of Islamic elementary school. Because the brain development of children in this age still thinking holistic (whole). So the acceptance of learning is still heavily on real learning around them. They are still too

¹ Trianto. *Desian Pengembangan Pembelajaran Tematik*.(Jakarta: PT .Kencana, 2009) hlm, 51

hard to accept things that are abstract. According to Jean Piaget age range 7-11 are still on concrete operational stage.

Thematic learning is expected to transform the old learning paradigm towards modern learning which is more enjoyable and meaningful. There are two reasons why the old learning should be replace/remove. First because in the old learning paradigm, learning process is centered on the teacher and the teacher is all and everything in learning. The second thematic learning is adapted to the tendency of early childhood development with a range of 0-8 years old.²

Classical learning model has already been used in Indonesia for a long time. Teachers who allowed try to use new breakthroughs and searched for other learning model are very little to know. So there are still many uncreative teacher who use a hopeless method. Learning in the class was just a process of transferring knowledge from teacher to student. By this classical model teacher was very instrumental in learning process. Student should have to take role more than teacher in the learning process.

But it's not a good idea to claim that classical learning was a wrong model of learning. But the Government has new breakthroughs in learning that is considered better. However in the fact, the learning purpose will always be same, whether the teacher uses classic or thematic model.

² Departemen Agama RI, *Pedoman Pelaksanaan Pembelajaran Tematik* (Jakarta: Direktorat Jenderal Kelembagaan Agama Islam, , 2005) hal 7-9.

Government suggests Islamic elementary school to use thematic learning, for many reasons which already have been described above. However, there are still many state of Islamic elementary cannot implement it. It is still very difficult to change the model of classical learning to thematic learning. Maybe because classic learning model has been used for long time by teacher. So teachers can't accept any new learning models easily. Moreover, the characteristic of thematic learning model is student centered which expected all teacher to be a creative teacher.

Of course it is really unfortunate, more ever to face the curriculum 2013 which will be implemented in 2014. In curriculum 2013, the thematic learning is not reserved for the lower classes only, but for all grade levels at the Islamic Elementary School. When applying this latest method at the lower classes the result expected does not reach the maximum criteria, then school will absolutely more difficult to implement the thematic learning to the highest at school.

From the pre results that was carried out on 19 August 2013. Researchers found that many teachers did not understand about the thematic learning models, and it is absolutely unfortunate, because all teachers of class 1. The lower class with student who head an intact and real learning around their environment. From 4 teachers of first grade, two of them said that they are not familiar with thematic learning. Thematic learning is used only for Administration of the code of conduct by some

schools. Because the thematic learning is a new curriculum that must be followed by schools.

The theory of thematic learning that assessed is perfectly suited to the characteristics of the learners at the Islamic Elementary School, and in fact many school cannot implemented thematic learning. One school and other school has the different problem in implementation thematic learning, also between one teacher with other teacher. This problems makes the researchers felt challenged to find out what the root of the problem and where the level of difficulty of teachers to implementing the thematic learning.

Researchers interested to know the problems of implementation thematic learning in low grade (1-3) state of Islamic elementary school Gedok Blitar. Mind point that makes teachers feel difficulty in the application of thematic learning. So the researchers take theme in this research “Problems Implementation of Thematic Learning In Low Grade at MIN Gedok Blitar”

B. Research Question

1. How is the implementation of thematic learning in low grade at MIN Gedok Blitar?
2. What are the problem of thematic learning in low grade at MIN Gedok Blitar?
3. How is the effort of teacher to implement thematic learning in low grade at MIN Gedok Blitar?

C. Objective of study

1. To describe implementation of thematic learning in low grade at MIN Gedok Blitar.
2. To know the problem of thematic learning in low grade at MIN Gedok Blitar.
3. To know the effort of teacher to implement thematic learning in low grade at MIN Gedok Blitar.

D. The objective of study

From the result of observations many elementary school, researchers found some schools that have yet to implement the thematic learning. Thematic learning is a great solution for education in Indonesia, because it teaches the whole learning to student. So researchers want to find out what wrong with school do not been able to implement thematic learning properly. Therefore researchers take focus of study is thematic in low grade at MIN Gedok Blitar.

Comes from hot issue about implementation of thematic is not run well, researcher take the focus of study about problems implementation of thematic learning. By the objective of study bellow:

1. Theoretically, to develop the application of thematic learning. In particular for schools that had not been able to implement the thematic learning with the same case with the school that became the site of research by prospective researchers.

2. For teachers, the teacher in this case is the commissioning of learning. Teachers who carry out the learning process, so from my research teacher is expected to really figure out where the error lies in teaching so that it can start to repair faults that can run with thematic learning properly. In addition teachers is the base of thematic learning. During this thematic learning hasn't been running well. Whether it's because teachers are indeed negligent, or teacher is actually less understand how thematic learning itself.
3. For the head master, this research could be a consideration in determining the policies of the school. In particular in the application of the learning efforts thematic who would not only be applied to the lower classes alone but for all classes in elementary school. Because it is considered head of the school who take policy in decision making.
4. For the school, with the existence of the research school will really be able to implement the thematic learning. Not only on his report, so that in accordance with permendiknas number 22 in 2006. Can also make school more advanced than ever.

E. Problem Limitation

Because the research don't have a lot of time and more skill. So this research is limited only by the scope and focus taken by researchers. Location taken by researchers are MIN Gedok Blitar. Researchers do not take tow location or more because time was too limited. To avoid the

occurrence of a work that is less maximum power then the researchers choose one location only.

In this study, researcher will grow all about the problems that happen in implementation of thematic learning. Researcher do not make large problem of other police of school. Because researcher just focus on the problems implementation of thematic learning in low grade at MIN Gedok Blitar. Begin from preparation, process, and assessment of thematic learning.

F. Previous Research

To know the original of this study, researcher show some similar research are:

First, thematic learning issues environmental themes in class II SDN Purwosari II Pasuruhan.³ Written by maratus sholichah year 2010 using qualitative descriptive method. The similar of the research is on issues of thematic learning. But in this research is discusses problems the application of the thematic learning focus on environment theme. The other differences from this research focus on that discussed and at the place that became the object of research. On the research of previous researchers discuss about the problems teachers grade II in the implementation of thematic studies on one theme, namely on the theme of the environment. The research will focus his research on dating will constraints encountered anything that teachers in the implementation of

³ Maratus Sholichah. *Masalah-masalah pembelajaran tematik tema lingkungan di kelas II SDN Purwosari II Pasuruhan*. (Mslsng: Universitas Negri Malang, 2010)

thematic learning. Future research will know the dating issues thematic learning in globally is considered problems and so why cannot implement as well in learning process.

Second, problems thematic learning in 3st grade elementary school (case study at SD Tanjungrejo 5 Malang).⁴ Written by Arya Wardana 2012 used qualitative descriptive. Similar in this research is about thematic learning. In last research focus on preparation of thematic learning, and in future research not discuss about preparation but about problem in implementation of thematic learning.

Table 1.1 previous research

No	Title and previous Research Methods	Focus research	Result research	Similarities and difference research
1.	Thematic learning issues environmental themes in class II SDN Purwosari II Pasuruhan	1. What are the problems that plagued master class II SDN Purwosari II Pasuruhan in analyzing the curriculum into a themed environment thematic syllabus? 2. What are the problems that plagued master class	From the results of this study found that the teachers grade II SDN Purwosari II Pasuruhan experience problems in terms of analyzing the curriculum	The similar of the research is on issues of thematic learning. But in this research is discusses problems the application of the thematic learning focus on environment theme. The other differences from

⁴ Lutfi Arya Wardana. 2012. Masalah-masalah Pembelajaran Tematik di kelas III sekolah dasar (studi kasus di SD Tanjungrejo 5 Kota Malang). Universitas Negeri Malang.

		<p>II SDN Purwosari II Pasuruhan in drawing up the thematic theme RPP environment?</p> <p>3. What are the problems that plagued master class II SDN Purwosari II Pasuruhan in implementing the theme thematic learning environment?</p> <p>4. What are the experienced master class II SDN Purwosari II Pasuruhan thematic learning assessment in deciding which themed environment?</p>	<p>into thematic syllabus which was themed environment, compile a themed environment thematic RPP, the implementation of thematic learning environments, themed penilaian themed environment thematic.</p>	<p>this research focus on that discussed and at the place that became the object of research. On the research of previous researchers discuss about the problems teachers grade II in the implementation of thematic studies on one theme, namely on the theme of the environment. The research will focus his research on dating will constraints encountered anything that teachers in the implementation of thematic learning. Future research will know the dating issues thematic learning in globally is considered problems and so why cannot implement as well in learning</p>
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				process.
2.	problems thematic learning in 3 st grade elementary school (case study at SD Tanjungrejo 5 Malang)	<p>1. How problems relating to the preparation of thematic studies on class III elementary school?</p> <p>2. how problems relating to the implementation of thematic instruction in class III elementary school?</p> <p>3. how problems relating to the assessment of thematic learning in class III elementary school?</p>	From the results of this study found that the teachers class III SDN Tanjungrejo 5 Malang is experiencing problems in the preparation of thematic studies, thematic studies, implementation to assessment thematic study	Similar in this research is about thematic learning. In last research focus on preparation of thematic learning, and in future research not discuss about preparation but about problem in implementation of thematic learning.

G. Term of study

In this study, researcher will mention unclear word to make same perception and meaning between researcher and reader. Are:

4. Problem in thematic learning is problems that face by teacher and happen in low grade MIN Gedok Blitar in thematic learning process. The problems in preparation, process, and assessment.
5. Teacher effort is effort to implement thematic learning.

H. Discussion Structure

Research is organized in six chapters, with the systematic discussion of the following:

Chapter one is an introduction, which put forth about the background study, focus of study, objective of study, the benefits of study, problem limitation, previous research, term of study and discussion structure.

Chapter two is the study of literature, which consists of: (1) the characteristics of the early graders (2) thematic learning basis, include: philosophical basis, psychological and juridical basis (3) thematic learning understanding (4) thematic learning basic principles, principle 4: include the principle of extracting themes, principles of management learning, evaluation, principles and the principle of reaction (5) the purpose, benefits, and implications of, characteristic signs of thematic (6) learning ways of designing thematic learning includes: easy way to pick a theme, chose the theme, the principle of the determination of the theme, the organizing theme and gather materials and resources (7) learning outcomes assessment methods, including thematic learning, include: understanding learning outcomes assessment objectives, thematic learning outcomes, thematic principles of thematic learning assessment, assessment tools and thematic aspects of the assessment of learning outcomes, thematic.

Chapter three describes the research methods used in this research, which consists of the approach and type of research, site of research, sources of data, collection and instruments, procedures of data collection, analysis, and checking the validity of the data.

Chapter four is exposure data and research finding from MIN GEDOG BLITAR, which includes a general overview of the school, the learning process in the lower class, the problems faced by the lower class teachers in implementing the thematic learning, and the teacher's efforts in implementing the thematic learning.

Chapter five is the analysis of data about teacher problems in implementing the thematic learning in lower class, as well as an analysis of any efforts ever undertaken in the implementation of thematic learning.

The last chapter is chapter six, conclusions of the study results and the suggestions, then list of references and attachments.

CHAPTER II

LITERATURE REVIEW

A. Characteristic of early students

Step of child development in first year consist of three (3) periods: prenatal, babies and children. This part of period is cording by development of child age. This period is mentioned by Trianto in his book, are:

Tahap perkembangan anak berdasarkan usia secara teoritis terbagi dalam 3 (tiga) periode perkembangan sebagai berikut: pertama, periode prenatal, yaitu masa perkembangan yang terjadi dalam rahim ibu (mulai pembuluh hingga kelahiran): kurang lebih 270-280 hari / 9 bulan. Kedua, masa bayi (2 minggu – 2 tahun). Ketiga. Masa anak-anak (2-6 tahun): dan (2) masa sekolah dasar (6-10 tahun).¹

First is prenatal period, this period is around embryo intrauterine of mother. It's around 9 month or 270-280 days. When intrauterine embryo also do some activities, example: move his hand, his foot, his finger, etc. Because intrauterine around 9 month, component body of embryo is be completed.

Second is baby period, this period is around 2 weeks until 2 years. Baby is begin to test anything from five senses. Listening, hearing, feel, test and smell. This time baby also begin to speak and work. All senses is run well if it used optimally by baby.

¹ Trianto, M.Pd, *Mengembangkan Model Pembelajaran Tematik*, (Jakarta: Direktorat Jendral Kelembagaan Agama Islam, 2006), hlm. 13

Third is childhood period, this period is around 6-10 years and it at elementary school level. Then student in elementary is in childhood level. At this time child need education, anything about education. Because in this period child will develop optimal.

Cording Hurlock that taken by Trianto in his book, there are five aspect of child development process:²

1. Psychomotor, more on physical health, motor power, the ability of taking care of yourself, independence, and a sense of competence.
2. Cognitive-intellectual, more creativity, reasoning, language development, basic knowledge in General, and the introduction of the environment.
3. Emotions, rather to self-control, perseverance and practice rules of the game social (example: behavior of queued, compromise, and tolerance).
4. Moral, rather to the behaviour of right and wrong (ethics) and the good or bad conduct (etiquette).

The development characteristics of children at primary school are at an early age range. Early age range is very short. As described in the book of Abdul Majid “integrated thematic learning” below:

Anak yang berada di kelas awal SD adalah anak yang berada pada rentang usia dini. Masa usia dini merupakan usia ang sangat pendek, tetapi merupakan masa yang sangat penting bagi kehidupan seseorang. Oleh karena itu, pada masa ini

² Ibid, hlm 14

seluruh potensi yang dimiliki anak perlu didorong sehingga akan berkembang secara optimal.³

The growth of children in primary school age usually physical growth has reached ripeness. They have been able to control the balance of his body. They have been able to jump with the foot turns, driving bicycle, holding a pencil, socialize with peers, have friend, capable of sharing and independent.

According to Piaget, ripeness of bio psychological features has levels. Levels of intellectual development has its own characteristics, are: sensory motor phase, pre operational phase, operational concrete, and formal operations. Each child must have been going through the 4 stages, will be in the child's development everyone is different. Because the way they were active in interacting on the environment. The following table of the stages of cognitive development Piaget:⁴

Table 2.1 steps of cognitive development Piaget

Steps	Approximate age	The main capabilities
Motor Knowledge	Birth to 2 years	The formation of the concept of "object permanent" and progress of the way up from the behavior that led to the goal.
Pre operational	2 to 7 years	Development of the ability to use symbols to express the world's objects.

³ Abdul majid, "Pembelajaran tematik terpadu", (Bandung: PT Remanja Rosda karya, 2014), halaman 6-7.

⁴ Ibid, hlm. 15

Operational kongkrit	7 to 11 years	The thinking is still egocentric and centration. Improvements in the ability to think logically. New capabilities include the use of operations that can be.
Formal operational	11 years to adulthood	The thought is no longer centration, but dis centration, and problem solving are not so constrained by egocentric.

B. The learning

1. Concept of learning

Learning is a process interaction between student to teacher and between students to learning source environment. Learning is a help is helping student to add knowledge and be more cleaver. In other word, learning is some activity to help student study easily.⁵

The quality of learning according to the student motivation and teacher creativity. Learning has a high motivation if it support by educator who can give motivation facility, and this motivation will make success learning target. Learning target according to student attitude in learning process. Good design of learning supported by good facility and teacher creativity. Thus component will make success learning.

⁵dr, deni dermawan, http://file.upi.edu/direktori/fip/jur._pend._luar_biasa/196209061986011-ahmad_mulyadiprana/pdf/konsep_pembelajaran.pdf. diunduh pada tanggal 2 april 2014, pada pukul 20.14

2. Concept learning depend to Islam

Education in Islam depend on Islamic low, Islamic low according to Al-Quran and Sunnah. Abdul majid and Dian Andayani explain bellow:

Pendidikan hendaknya berkisar antara dua dimensi nilai, yakni nilai-nilai ilahiyah dan nilai-nilai insaniyah. Bagi umat Islam, berdasarkan tema-tema Al-Quran sendiri, penanaman nilai-nilai ilahiyah sebagai dimensi pertama hidup ini dimulai dengan pelaksanaan kewajiban-kewajiban formal agama berupa ibadat-ibadat. Dan pelaksanaan itu harus disertai dengan penghayatan yang sedalam-dalamnya akan makna-makna ibadat tersebut, sehingga ibadat itu tidak dilakukan hanya sebagai ritual semata.⁶

Islamic education has two dimension, namely ilahiyah and insaniyah. First Ilahiyah, explain about relationship between human and God Allah. How cleaver human being, if he does not obey to God he do not get magnificence in his life. Because there are 2 dimention of life in Islam, are world life and the day after. Second insaniyah, insaniyah mention education in global. Islam also order human to look for knowledge and spend money. Then education very important in Islam.

3. The factors of learning

The most important factor in learning are:⁷

a. Intention and desire to learn

⁶ Abdul majid, dkk. 2011. Pendidikan Karakter Perspektif Islam (Bandung: PT REMAJA ROSDAKARYA)

⁷Written by Adam Percival. 1 maret 2012 <http://navigator.compasslearning.com/technology/the-most-important-factor-in-learning/>. diunduh pada tanggal 2 april 2014, pukul 20.52.

- b. Paying close attention to the material
- c. Learning in a way that matches personal style
- d. How much time you spend studying/practicing
- e. What you think about while learning

Many people would argue that all of these are fundamental, and at the extremes that's certainly true. For example, if you spend no time at all on learning, you probably won't learn much. However, Samford University professor Stephen Chew argues that one factor is much more vital than the others, and the answer may surprise you.

Your intention and desire to learn are important, but, as it turns out, people often learn even when they have no intent to learn. And many students have had the experience of wanting to learn and working hard to learn, but still not being able to learn.

Paying close attention to the material on its own does not help learning, and may in fact impede learning. The evidence doesn't support learning styles as an important factor in determining how well a student learns, although learning styles may affect other aspects of learning. Amount of time spent is obviously relevant. But if the time is spent poorly, then, no matter how long you study, you won't see much benefit.

So that leaves what you think about while learning as the most important factor. More specifically, in order to learn, you need to

think in a deep way about the material. This can mean comparing and contrasting concepts, making personal connections to the material, or applying the concept to a real-world situation, among others. On the other hand, paying close attention to trivial details about the material will actually hurt learning, because it replaces deep processing

C. Thematic learning basis

The basis used in thematic learning in general are consist into 3 kind:

The basic of using this thematic learning model is divided by three points. Philosophy, psychology, and juridical. All the points explains the reason why the Government choose the thematic learning model for elementary school.

1. Philosophical basis

The philosophy basic three are there aspect philosophy basic. First progressivism, progressivism aspect in thematic learning model means that all process of learning between student and teacher in school should emphasize on creativity development, giving more activities, natural learning environment, and on paying attention to the experience of students. Second constructivism as aspect in applying curriculum based on thematic learning model is paying attention at student experiences (direct experience) as the key of learning. Depend on this constructivism aspect, the knowledge and creativity of children is a construction or created by thematic. The children construct their knowledge thought object phenomena, experiences, and environment

interactions. Third, the humanism aspect in implementation of thematic learning model focused on paying attention the student/children in their uniqueness, characteristic, potential as well as motivation aspect.

2. The psychological basic

The implementation of thematic learning model is related to developmental psychology and the students learning psychology. In this case, developmental psychology is required by learners. Especially in determining content of thematic learning or student subject material at the school. The purpose of psychological basic is to make the student understanding dept the student development level of children.

3. Juridical basis

Juridical basic implementation of thematic learning model relating to the formal legality of the application of this model in Elementary School. The formal Legality consist of the various provisions or legislation which is binding and forces, as well as supports the implementation of the thematic curriculum in basic education level (Elementary/Islamic Elementary).

This three basic make a strong rationale to implement thematic learning. If there are already reasons and rationale as described above, in terms of academic no aka tone problems. Moreover, three of the very strong foundation and it is one of the ways to advance the education of the nation.

D. Thematic leaning understanding

Thematic learning is integrated learning that use theme to integrate several materials to give meaning full for learner. Theme is basic idea of a staple of talk.⁸ Thematic, means learning based on a theme. Thematic learning is teaches based on themes that had already been determined. This is described by Trianto in his book, thematic learning is designed learning base on specific themes.⁹

The theme became unifying subjects that could eliminate the separateness between subjects. One theme consist of several subjects. Each indicator equally unified in theme related issues. Mapping explanation in a sub theme will be explained in more detail how to map out the theme.

Thematic learning as a learning model includes one type/types of integrated learning model. The term thematic learning is essentially an integrated learning model use the theme to associate multiple subjects so as to provide meaningful experiences to students.¹⁰

Integrate learning in thematic model is gives direct experience to student. Give direct experience by introduce their surrounding environment and fact condition. Than student not only get the abstract knowledge in learning.

⁸ dikutip dari artikel Poerwadarminta yang didapat oleh peneliti dari mata kuliah pembelajaran tematik.

⁹ Trianto. *Mengembangkan Model Pembelajaran Tematik*, (Jakarta: Direktorat Jendral Kelembagaan Agama Islam, 2006), hlm. 3

¹⁰ Trianto. 2009 . *Desian Pengembangan Pembelajaran Tematik*. Jakarta: PT .Kencana.65

Integrated lesson from many subject can make student could eliminate the separateness between subjects. Because between subject has own material, than in classic learning student will face separated material between subjects. Separated subject make student can't accept the material and knowledge as a whole. Thematic learning change that all and make learning as a whole by theme.

Thematic learning is pattern of learning integrated the knowledge, skill, creativity, value and attitude by theme.¹¹ This statement suggest teacher to be more creative, because to integrate theme, fun learning, and make meaning full learning is needed creative and smart teacher.

The duty of teacher is sorting through standard competence and basic competence from every subject that include to theme. Here creativity and ability of teachers began to be tested. How great teachers can incorporate different subjects in a single theme. So the learners do not feel there is a parsing of his subjects in the study. Learning walks in accordance with existing themes. Hopefully with these students can receive the hold learning without any sorting subjects.

E. The basic principle of thematic learning

Teaching using thematic approaches need to choose some subjects material possible and interrelated. Thus, selected materials can reveal themes significantly. Thematic Learning curriculum must comply with,

¹¹ Departemen Agama RI, 2005, *Pedoman Pelaksanaan Pembelajaran Tematik*, Jakarta: Direktorat Jenderal Kelembagaan Agama Islam, hal 3

should not be contrary to the objectives of the curriculum. Design the material in the student's character must consider themes such as interests, abilities, needs, and basic knowledge. In terms of material that cannot be integrated does not need to be combined.

In general thematic learning principle is classified in to 4 are, that is excavation theme principle, the learning management principles, evaluation principles, and the reaction principle. Order this principle is in accordance with the form. First, dig the theme that the determination of the theme, the selection of the themes so no more themes that are the same or overlapping themes. Secondly, learning management, in principle this principle is how the learning process takes place already planned in advance by teachers as facilitators in the learning process. Third, the principle of evaluation, in principle the evaluation results will be measured in the learning process that has been going on. Fourth, the principle of reaction, in this principle teacher is required to be designed carefully in order to achieve the objectives of study. The following details the principle thematic learning.¹²

1. The excavation theme principle

The principle is the main principle of the excavation (focus) in thematic studies. Mean that the themes are overlapping and have become a prime target in the interconnectedness of learning. Thus, in

¹² Trianto. *Desian Pengembangan Pembelajaran Tematik*. (Jakarta: PT .Kencana, 2009) hlm. 154-156

the excavations of the theme should pay attention to some of the requirements:

- a. Theme and let not too extensive, but can easily be used to integrate many subjects.
 - b. Theme should be meaningful, mean theme chosen for review should provide for students to future level.
 - c. Themes should be matched to the level of psychological development of the child.
 - d. Theme developed to accommodate the majority interest of the child.
 - e. Chosen theme should take into account the events happening in authentic range of learning time.
 - f. The theme chosen should take into account the applicable curricula as well as the expectations of society (relevance era).
 - g. The theme chosen should also consider the availability of learning resources.
2. The learning management principles

The management of learning can be optimally when the teacher is able to put himself in the overall process. That is, teachers must put her selves as facilitators in the learning process.

3. The evaluation principles

The evaluation essentially became the focus in each of the activities. How a work can be known to result in not performed the

evaluation. In this case, it is in carrying out thematic learning, take some positive measures, are:

- a) Give student opportunity to evaluate their self (self-evaluation/self-assessment). Besides other evaluation.
- b) Teachers need to encourage students to evaluate the learning gains that have been achieved based on the criteria of success in achieving that goal will be achieved.

4. Reaction principle

Companion effect which is important for a conscious behavior has not been touched by a teacher in KBM. Therefore, teachers are required to be able to plan and execute the study thus achieved completely learning objectives. The teacher should react to the action of students in all events as well as directing the narrow aspect but to a unified whole and meaningful. Thematic learning allows this and teachers should find tips to ground out of companion impact.

F. The purpose, objectives, characteristic, implication and signs of thematic learning.

Permendiknas had written in about thematic learning. Among them about the purpose, benefits, and implications of, the characteristics of the signs of the following thematic learning:

1. The purpose of thematic learning
 - a. Student easily focus attention on a particular theme because the material is presented in the context of a clear theme.
 - b. Learners are able to learn knowledge and develop a variety of basic competencies among subjects in the same theme.
 - c. Understanding of the subject matter is more profound and memorable.
 - d. Basic competence can be developed better because various subjects linked with personal experience in a real situation is tied into a specific theme.
 - e. Teachers can save time because the subjects are presented in thematic is used once, two or three meetings, the remaining time can be used for remedial, enrichment, or consolidation.¹³
2. The objectives of thematic learning
 - a. By combining a few basic competencies and indicators as well as the contents of the subjects of the savings would occur, because of the overlap of the material can be reduced and even eliminated.
 - b. Learners are able to see meaningful relationships between subjects.
 - c. Learning to be intact so that learners will have an understanding of the processes and materials that are not fragmented.

¹³Dikutip dari ppt peremendiknas “*model pembelajaran tematik SD kelas 1-3*” yang di berikan oeh dosen penampu materi tematik tahun 2012.

- d. By the presence of design between subjects then the mastery concept will be getting better and increasing.¹⁴
3. Characteristic of thematic learning
 - a. Student center
 - b. Gives direct experience
 - c. Separation of subjects not so clear
 - d. Concept material comes from many subject.
 - e. Flexible
 - f. Learning outcomes according to the interests and needs of the learners
 - g. Uses the principle of learning while playing and fun¹⁵

Thematic learning has the characteristics listed above. Where the characteristics it contains a requirement for teachers to create an atmosphere of learning based on the above characteristics. Student center, teachers should not give too much intake because the students will learn to look for knowledge itself. Teacher direct and justify the learners in the process of extracting knowledge.

Provide the direct experience of thematic studies, acquaint learners with the surrounding environment and the fact that there is. If the learners are learning about herbs then bring learners to the garden

¹⁴ibid

¹⁵ibid

and let them see and find out the names of plants, how plants can live, plant colors, etc.

Separation of subject not so clear, thematic learning in this study is the separation of the limitations in various fields of science. Because in the thematic learning used theme, so in one theme e.g. Environmental themes. Children will get to know the environment completely without any restrictions the separation of certain subjects. Learning herbs no longer live in the IPA, and subjects studied blueprints of the school lessons in the school of social science, wrote and retelling in language Indonesia, etc. All related to the theme of the environment will be taught in a single theme.

Presents concepts from a variety of subjects, thematic learning in a variety of the same indicator will be combined in one theme related to the same as the previous explanation.

Learning out comes in accordance with the interests and needs of the learners. Thematic learning in a given material tailored to the interests and needs of the learners. Like the previous explanation if according with thematic learning child development age at Islamic elementary school which ranges from 0-8 years. Where child at this age still think for inclusion, holistic.

Use the play and fun principle while learning. Early childhood more like play in study. Because this characters then the thematic study on lower classes should use different games to make learning a

fun chick. This was coercing teacher to be ingenious and creative. It is already a requirement to carry out thematic learning.

4. The implication of thematic learning

a. Implication for:

- 1) Teacher : should be creative in preparing activities/learning experiences for learners, picking the competence of various subjects and set it up so that learning becomes more meaningful, interesting, fun and intact.
- 2) Student : should be ready to follow the learning activities either individually, in small groups or pairs, of classical and actively follow the varied learning activities (discussion groups, performing simple research, and problem solving)
- 3) This is a reciprocal, if teachers become more creative, learners should also be willing to abide by and follow what the teacher.

Impossible to used book that contain material, but in learning process is used theme. It cannot run well, in implementation of thematic instruction also requires to completed infrastructure. Because in creating a wonderful and creative learning also need complete infrastructure. Learning resources, mainly because of the learning resource to determine how far the ability of the child. If learning resource is less, the child will also less knowledge.

5. Signs of thematic learning
 - a. Not all subjects must be combined.
 - b. Possible merger of basic competence across the semester.
 - c. Basic Competence) that could not be combined individually can be taught.
 - d. Basic Competency not covered in specific themes should be taught well through another theme as well as standing alone.
 - e. These activities are emphasized to the ability of reading, writing, and counting as well as the cultivation of moral values.
 - f. Selected themes adapted to the characteristics of the students, interest, the environment, and the local area.

G. Kind of Integrate Learning Model

1. Connected Model

Connected model is integrated learning that connect from one topic with other topic, one concept to other concept, one creativity with other creativity, and connect the activity from different days.¹⁶

The mine concept of this model is connecting the concept, material, and creativity with activity. The example from connected model is, in physics, chemistry, biology. Connect material from discipline science to be meaningful learning.

¹⁶ Trianto, 2007. *Model Pembelajaran Terpadu*. (Jakarta: Prestasi Pustaka), hlm: 43

2. Webbed Model

Webbed model is integrate model that use thematic approach.¹⁷

This model of learning is determine theme from several disipline science. To determine theme can use negotiation and also make discusstion with students. So theme will develop in parts of theme that related with several disipline science.

3. Integrated Model

Integrated model is use disipline science approach, by determined the priority of curricular and found creativity, concept, and attitude which overlapping from several disipline science.¹⁸ This model emphasize the integrated the overlapping of attitude and creativity from several disipline science.

The example of integrated model is, teacher related the creativity of thinking, social creativity, organize creativity from several disipline science. The excess of integrated model is deep understanding about the material from every disipline science, give student motivation to study more, easy for teacher to organize time of study, because this model did not wash more time.

¹⁷ Ibid, Trianto, hlm: 45

¹⁸ Ibid, Trianto, hlm: 47

H. Design thematic learning.

Thematic learning is indispensable in planning and organizing. Planning and organizing is extremely important because of the effect on the results that will come by learners. Teachers as educators should do this properly organizing, for thematic studies to be done serious, directional, and measured not by the haphazard and without preparation for anything. In this context there are six basic things that should be done, are:¹⁹

1. Choosing a theme

The first step is the selection of thematic learning nature themes, because themes are the subject of thematic learning. The selection of themes themselves must comply with the existing curriculum. The election theme could come from a variety of sources, but it should be kept in mind is that when choosing the theme must be adjusted to the material to be studied. Some themes that may be selected by the teacher as follows:

a. Topics in the curriculum.

The chosen topic is derived from the thematic curriculum would be better. The topic should not be run or off the curriculum, in the sense of not deviating from the existing curriculum. Because the curriculum already provided the themes that can be used by teachers as a benchmark determining the theme.

¹⁹ Op.cit. Ibnu Hajar. Hlm. 58

b. Issues.

Could have been, the teacher chose the theme from actual issues, factual, and interesting for learners. Current issue was chosen as the theme because the current issues are things that frequently is heard and is close to the learners. These issues will make the learners become more eager to learn, because they know and understand the issues that are going on, so that learning has to do with real life.

c. Problem.

Teachers can also take the theme of problems known and experienced by learners. The problem can be taken from the school environment, community, family, etc.

d. Special events.

Thematic learning themes can also be chosen from the special events held by the school. Same thing with his issues, special events are also become things that make children interested. So the learning process so is fun.

e. Interest learners.

Interest learners are basic election themes, but the participant's interest in the students as a whole rather than the individual interests of the learners. So the process of learning not derived from interest only personal but overall interest. Teachers should be fair in deciding the theme and customize the learner's

interest, because if the wrong teaching will negatively impact on learners.

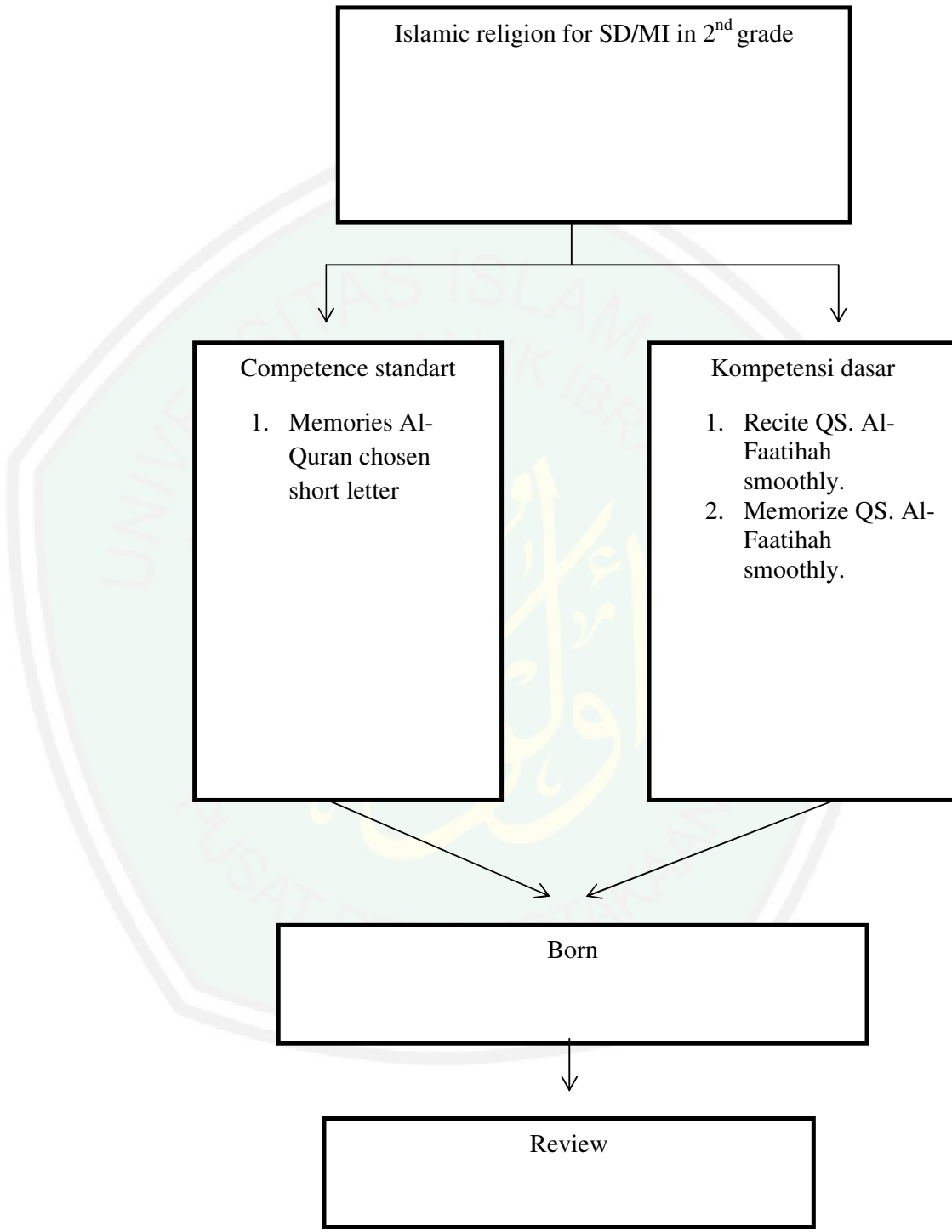
f. Literature.

The theme could come from reading books in the library, textbook each day, magazines, etc. Determination of the theme can originate from anywhere, it is not impossible that the theme comes from library books, magazines, even textbooks. Provided that the theme should be able to accommodate all the indicators in some subjects and not out of an existing curriculum.

2. Easy way to determine theme

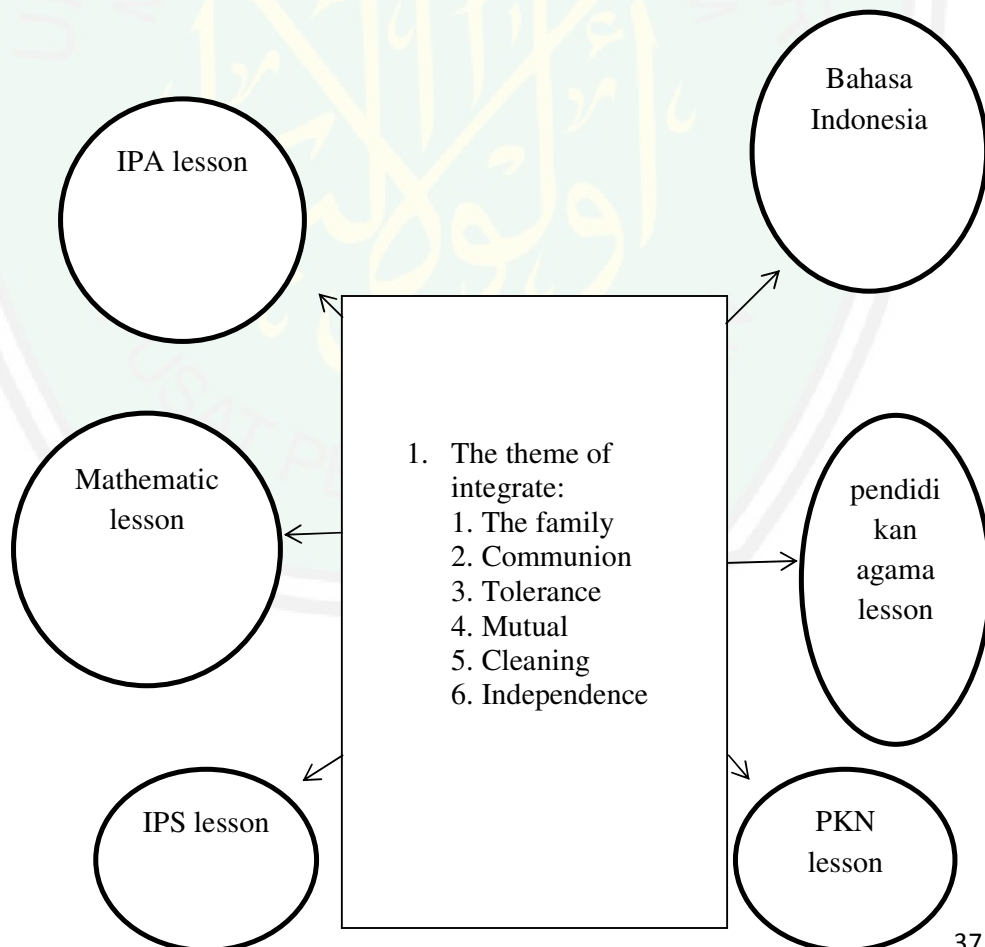
The theme in the thematic learning there are two ways that can be taken by the teacher, are:

- a. Teacher must know and learn the basic competence and standards competency in each subject matter that will be studied are thematic. After that new teachers can specify the theme that in accordance with the standards of competence and basic competence in each lesson that will be delivered. This sort of way can be seen from the following scheme:



Frist step is choose subject lesson, so also choose one of standard competent and base competence. Thus component of standard competent and base competence conclude a specific theme included the material above.

- b. Determine integrated themes alignment. To determine the themes that alignment, first teachers must work together with the learners so that the learning theme that would appear to be a great fit with the interests and needs of the learners. This sort of way can be seen from the following scheme:



This way is begin from theme, not from subject. There are many theme, so the theme is take some standard competence and base competence from subject lesson. Theme is related to student need and student environment.

3. Principle of determine themes

Some of the principles that must be observed by every teacher when determining the theme thematic learning are:

- a. Noting the environment closest to learners. The environment is very influential on the psychological spirit of learning and learning outcomes learner. Environment means what's around them. Teachers should be able to bring up the sensitive of their immediate environment. Teacher should be creative and able to make kids interested in learning about their environment.
- b. Teacher should choose the theme the easiest to the hardest theme. Children will feel mind if material gets difficult in advance, so the child started learning patterns from the simplest towards the hardest one. Due to the development of children's abilities developed gradually, so any learning involved gradually raising capabilities such as a child's brain.
- c. Pick a theme that is simple to complex themes. These principles have in common with the previous one. As for the difference is the emphasis not on the difficulty level but rather on a selected theme weights (from simple to complex).

- d. Teachers should adjust the scope of the theme with the age, development, and the ability of the learners. In fact, the theme should also be tailored to the interests and needs of the learners.

4. Organizing theme

Organizing themes in thematic learning by using topic webbed. For example, the theme of "plant" can be organized within IPA

and mathematics. In fact, these themes can also be organise into some subject matter such as math, Bahasa Indonesia, and religion.

5. Collecting materials and sources

In thematic learning, teachers can collect some materials and learning resources from some of the things as bellow:²⁰

- a. Printed sources, neither of which are well known by the students as well as those not yet known. For example, newspaper, magazine, a sheet, pamphlets and books every day lessons learnt at school.
- b. Visual resources such as images, maps, and sketches. The sources of this highly visual support materials in the thematic nature of the learner.

²⁰ Lihatlah, Djokosantoso Moelijono, *Culture! Budaya Organisasi dalam Tantangan*. (Jakarta: Elex Media Komputindo)

- c. Literature source, are the materials or resources scientifically and rationally used as learning materials for kids SD/MI, some sources or literature that can be used by teachers as material of thematic learning among other abstract indices, research results, review, a journal, or a book reference.
- d. Artifacts, which are things that can be seen, heard, and felt if someone associated with the group or culture unfamiliar.

I. The method assessment of thematic learning outcomes

The final results of a study can be seen through an assessment, the assessment of which is often referred to with the test. Final test always makes students prepare maximum in order to get maximum point. Teachers are required to make an assessment in order to know the success rate in the process of learning that as long as it lasts.

So also in the thematic learning, teachers are also required to make an assessment. Thematic learning in assessment is also very important to know the indicators of the success of the study. The following description of the thematic learning in learning assessment:²¹

1. The sense of thematic learning outcomes

In General and the overall thematic learning outcomes is an attempt to find out the level of achievement indicators for the learning process.

The measurement of the ability of the student and the student's

²¹ *Op.cit* . Ibnu Hajar. hlm. 266

understanding of thematic learning throughout the process. So it is not a success and can be seen from the results of learning to learners.

2. Thematic learning outcomes assessment Goals.

Thematic learning outcomes assessment leads to certain objectives, such as the following

- a. To know the achievement of predetermined indicators in thematic learning
- b. So that the teachers can obtain feedback on a variety of factors to determine the constraints that occur in thematic studies. So, later, will be born or policy solutions to address them.
- c. To know clearly about the progress of the knowledge, skills, and attitudes of learners who obtained from thematic learning.
- d. As a reference for teachers or institutions to determine attitudes of instructional activities within thematic.

3. Principles of thematic learning assessment

Learning outcomes assessment thematic study has a number of principles that should be emphasized by each teacher. Those principles are as follows:²²

- a. Assessment for learning outcomes should be in class 1 and 2 must follow the rules for assessment of other subjects in Islamic elementary school This is because learners who sit in class 1 not all fluent reading and writing. Thus, the assessment methods in class 1

²² Lihatla, syarafudin. *Pendidikan dan Pemberdayaan Masyarakat* (Medan:perdana publishing, 2012)hlm, 161.

is actually not put emphasis on this aspect of the assessment in writing.

- b. Assessment for learners in class 1 and class 2 SD/MI should emphasize on the ability of reading, writing, and counting. Other opinion, with the ability to read, write, and compute the absolute ability to be controlled by the participant's grade 1 and 2 students through thematic learning. Therefore, in determining the increase classroom teachers should make this as three aspects of the subject. In other words, these three aspects of a requirement for the students classes increase in grades 1 and 2.
- c. When teachers conduct the assessment, which became a reference for teachers is an indicator of each basic competence and results of study of each subject is taught in thematic.
- d. Thematic assessment of the learning outcomes should be undertaken continuously as well as during the process of learning and teaching is taking place. In terms of assessment not only performed at the end of the study, but in every activity of the early start to the end.
- e. Ability learners, either the work or the work of learner used as input material for teachers to take a decision with regard to learning. For example, the use of punctuation, spelling words, or numbers.

- f. Assessment in learning must be tailored to the themes that will be developed and conditioned each day at school. The assessment should be designed and tailored to the stage of development of learners, and describes things related to something done by learners.

4. Thematic learning assessment Tool

In the assessment of learning outcomes thematic, there are several tools that can be used by the teacher. In this case, a future assessment tools can be a test and non-test. The essay covers a few things, are:

- a. Written

Example of written test is final examination. Teacher give some question in paper and student do it.

- b. Oral/attitude

From learning process/ daily student, teacher can determine and look how student attitude. Teacher makes examination in oral, like interview test.

- c. Diary

Dairy is one of media to know student activity, because teacher do not know what daily student at all. Then teacher can use dairy as student assignment.

- d. Portfolio

Portfolio is any method of assignment that can be save in a paper or can collected as file.

5. Thematic aspect of the assessment of learning outcomes

In the assessment of learning outcomes, thematic aspects set out in the assessment is the basic competencies and achieved examines the indicators on each of the subjects contained in the themes studied. On that basis, it can be said that the assessment of the learning outcomes based thematic are no longer unified by a theme, but it was separated in accordance with the basic competencies, learning outcomes, and indicators of subjects.

That is, the final value produced and written in a report (report card) is returned on the competence of the subjects found on class 1 and 2 elementary schools, bellow:

1. Bahasa Indonesia
2. Mathematic
3. Natural science
4. Citizenship education
5. Social science
6. Cultural arts and skills
7. Physical education
8. Sports and health

CHAPTER III

METHOD OF RESEARCH

A. Approach and type of research

In this study, researchers selected qualitative research. Researchers will describe the problems that became the mind problem in the implementation of thematic learning in low grade are first grade, second grade and third grade at State of Islamic Elementary School Gedok Blitar. Exposure data is done naturally without the engineering situation or condition. Researchers is only present in the middle of the field to observe in order to grow up the information needed as focus of study.

This is described also by Sugiono in his book. Qualitative research methods are often called naturalistic research method because his research is done in natural condition.¹ It is also made clear in his book research procedures by Suharsini, this indicates that the implementation of this research do in naturally, as is normal in a situation, which is not manipulated the situation and condition, emphasizing on the description of natural causes.²

¹ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008), Cet. IV, Hlm. 14

² Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta, : PT Rineka Cipta, 2006) Cet. XIII, Hlm, 12

In this study researchers will make the question which contains questions that can be used to find out the teacher problems to implement thematic learning. Question consist of proses of learning, problems in implementation thematic learning, and teacher effort in implemented thematic learning in low grade at State Islamic Elementary School Gedog Blitar.

B. Site of research

Qualitative research, main instrument is researcher himself, but after focus of the research becomes clear, then it is likely a simple research instrument will be developed, which is expected to complement the data and compare it with the data that has been discovered through observation and interview. Researchers will directly come by own self to research location.

Researchers as a major instrument in space to be able to deal directly with informants, can understand naturally the fact that researched, knowing firsthand how the learning process at MIN Gedog Blitar and to know the conditions of the school.

Researchers try to do reasonably with interaction research informant, trying to adjust to the situation and conditions of location research. Good relationship created between the researcher and the informants will strongly support the research process and research into major key a successful research. A good relationship can guarantee trust

and mutual understanding. High level of trust will help smooth the process of research, so that data can be retrieved easily and complete.

With respect to that, researcher steps taken as follows:

1. Before researcher enter to the field, researcher ask the promotion to head master of MIN Gedog Blitar, is Mr. Moh. Yusron Effendi, S.Pd, M.M.
2. After getting the promotion of research in MIN Gedog, Researcher led by Mr. Yusron as the head master of school directly to meet with teachers of lower classes as objects of research. Investigators were introduced to many lower class teacher.
3. Collecting data in pre researchers discuss the schedule of the joint research under the master class, schedule made on mutual agreement. Begin data collection process on 14 November 2013.
4. Researcher is asked to make provide list of the required data related to the research on 14 November 2013.
5. Hold the observation field to understand the actual research background, including the whole school environment.
6. Interviews with interviewees on the date set by the school which includes:
 - a. Interview with principals on 28 November 2013.
 - b. Interview with vice chairman of curriculum on 28 November 2013.
 - c. Interview with master class 1 on 21 November 2013.
 - d. Interview with master class 2 on 14 November 2013.

- e. Interview with master class 3 on 28 November 2013.
7. Collected the various documentation school obtained directly from the administrative section (TU) which includes school profile, vision, mission and goals.
8. Observations related to the object of research.
9. Complete the data obtained by hooking with results data of observation, interview and documentation.
10. After finishing the research researcher promotion and said tanks full for providing the opportunity to do research in this school by give a momento and result of research.

C. Sources of data

The first data needed by researcher is mapping problems in implementing thematic learning model at MIN Gedok Blitar. This Data is retrieved from the teachers classes are: teacher first grade, Sri Wahyuni, S.PdI, teacher second grade, Nurul Laili, S.Ag, teacher third grade, Vadia Chusnul Kurnia, S.Ag. Researcher choose the object (class teacher) by random sampling. Random sampling is taking sampling in any kind or random.³ From each level researcher take one of class, it data taken by random lottery. Researcher numbering each class so lottery it. Data taken by researcher is 2 kind, primary data and secondary data. Primary data is that data obtained directly from the source and secondary data is data or

³ M. Djunaidi Ghony dan Fauzan Al Manshur. Metodologi Penelitian Pendidikan. (Malang: UIN-Malang press). Hlm: 149

information prepared by others.⁴ In this study researchers will seek candidates would make it possible to obtain primary data. If the secondary data is considered indispensable, then prospective researchers will be looking for secondary data from trusted people and really know the information needed by the researchers.

Setting the data source here exposed background by their role in thematic learning. Teachers as direct executor from the thematic learning, and student as received thematic learning. Vice Chairman of curriculum as decisive school curriculum. So the data is chosen by researchers are people who really know and live the thematic learning process itself. So the information found by researchers is achieved.

Researchers also require data about teacher's efforts in realizing the thematic learning in MIN Gedok Blitar. The data source that is required of researchers concerned teachers in thematic learning, and Vice Chairman of curriculum. All data sources that were taken by researchers through. Vice Chairman is a regulator and determining curriculum policy of school, so to understand how the policy of implementation thematic learning in MIN Gedog.

Teacher also must be dug up information about associated or not to obey the policy of the school curriculum and how the efforts of teachers in implementing of thematic learning. Because teacher is implementing from thematic learning.

⁴ Wahidmurni, *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan* (Malang: UM Press, 2008) Hlm. 41

D. Collection and instrument

In this study researchers use 3 data collection techniques. In three of these techniques proved enough to get information related to the focus of the study.

1. Observations

In the observations of the researchers will monitor how the process of thematic learning running in low grade. How teachers implement thematic learning in classroom. Researchers monitor and see how the thematic learning. Whether blending into one with students or monitor only from a distance. Researchers recorded and, if necessary, researchers recorded what was happening on the field in the process of thematic learning. In this case the researchers were able to use electronic tools and stationery such as a ballpoint pen, note, etc.

This is described also by Marzuki, an observation techniques/methods of data collection by means of observation and recording of the craft made systematically to activities directly on the object of research. Compared with the survey, observation methods are more objective. When the recording was done by tools like camera, voice recorder, logger tools speed, and so forth, then called the mechanical method of observation (mechanical observation).⁵

⁵ Marzuki, *Metodelogi Riset* (Yogyakarta: BPFE-UII, 1989), Cet, IV, Hlm 59.

2. Interview

Interview conducted an interview about process, problems and efforts implementations of thematic learning at State Islamic Elementary School Gedog. The interview was conducted using the structured interview techniques. Researchers make a list of questions related to the process, problems and efforts implementations of thematic learning in MIN Gedok. So teacher answer question of researcher. Interviewees are object of research, are: head master Mr. Moh. Yusron Effendi, S.Pd,M.M, Vice Chairman of curriculum Hendri Lusiana, S.Pd, teacher first grade, Sri Wahyuni, S.PdI, teacher second grade, Nurul Laili, S.Ag, teacher third grade, Vadia Chusnul Kurnia, S.Ag.

3. Documents

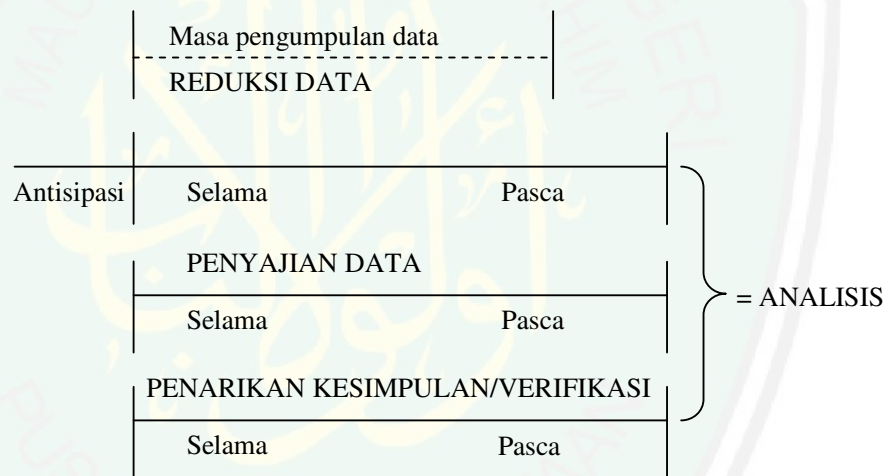
Data documentation is the complement of the data required by the researchers to obtain information. Documentation of the data so researchers can record and investigating data that are secondary. This Data can be obtained from the results of photo shoots, school records, book reports/development conditions (if there), and recording the object of research.

E. Analysis data

Data analysis is the process of organizing and sorting the data into patterns, categories, and basic description unit so that it can be found the

theme and can be formulated the working hypothesis as suggested by the data.

Qualitative research data that has been collected, as observation data, documentation and interviews were analyzed with descriptive qualitative analysis. According to Miles and Huberman qualitative data analysis suggests that there are three stages in analyzing the data on the reduction of data research, data presentation/display and draw conclusions.⁶ In a schematic can be seen from following:



Gambar 3. 1. Komponen-komponen Analisis Data: Model Alir⁷

b. Reduction data

Data reduction is researcher effort to selecting, focusing, and transforming scattered data from the Notes field. Researchers are

⁶M. Djunaidi Ghony dan Fauzan Al Manshur. *Metodologi Penelitian Kualitatif*. (Jogjakarta: Ar Ruzz Media, 2012) hlm. 306.

⁷ M.B. Miles dan A.M. Huberman, *Qualitative Data Analysis A Sources Book of New Method* (Beverly Hill: Sage Publication, 1984), 18.

constantly conducting research during the data reduction takes place, at the moment on the field for sorting and systematization data.

Reduction of data as part of the activities of the analysis, the researchers conducting analyses as well as choose where the needed data and unnecessary data. Unnecessary data do not use and will throw, researcher choose data that related with focus of study. That why the reduction data is activities of the grouping, directing, dispose of unnecessary data, and organizing the data in such a way to be able to take the conclusion.

The final stage of reduction data, that is where researchers made the coding of the Notes field that is based on focus of research. A form of summary is required for researchers to describe initial findings, which are characterized by certain codes in accordance with the categories from research result.

c. Display data

Research is an attempt to present the data as any information that allows for the deduction. Here researchers work to build a narrative text is supported by the data as a set of points and simple information in the form of Unity (gestalt).

Presentation of data in each case is based on the focus of the research that led to the taking of provisional conclusions, which later became the research findings. In addition to the presentation of data

through narrative text, will also use matrix or chart that will allow researchers to build on the related between existing text. By using this, researchers will be facilitated in designing and incorporating the information arrayed in solid form and easy to understand, so that researchers can conduct a simplification and facilitate the withdrawal of the conclusions of the data found.

d. Conclusion and verification

From result data researcher make conclusions then the gist of the analysis that provides a statement of the problem being studied.

F. Checking validity of data

How to obtain the confidence level of research results with the triangulation that is by examination of the validity of the data that utilizes something else outside of this data for the purposes of checking or as a data comparison. To test the truth of data then the data that has been retrieved is always checked the truth of the data by looking for information from interviews with informants (thematic learning teachers, vice chairman of curriculum, and headmaster). Note the descriptive and reflective note researchers during observations in the field. This research is used triangulation of data and sources. Triangulation of data and sources is carried out by way of comparing the results of field observations about the process of learning outcome data with thematic interviews with the

informant are teacher, vice chairman of curriculum and student if necessary. As well as comparing data results of interviews of the informant with data results.⁸



⁸Djunaidi Ghony, hlm. 323

CHAPTER IV

EXPOSURE DATA AND RESEARCH FINDING

A. Overview of subject research

MIN Gedok has 35 teachers, and seven of it is being class teacher. Are, three persons as a class teacher in second grade, and two person as class teacher in third grade. One of seven teachers is graduated from elementary department, but others is graduated from Islamic Education Department.¹

Student MIN Gedog consist of 447 students and divided to 13 class. First grade divided in to 3 classes, second grade devided in to 2 classes, third grade devided in to 2 classes, four grade devided in to 2 classes, five grade devided in to 2 classes, and six grade devided in to 2 classes.² Development of teacher increase from from year to year, and the capacity of student is different.

From the result of observation, that researcher found the capacity every class is too much. First grade consist of more than 25 students in every class, second grade consist of 40 students in every class, third grade consist of 37 students in every class.³This condition is not effective learning. More ever the capacity in second grade and third, those level has more than 35 students in one classes.

¹ Data diambil dari profil MIN Gedok tahun ajaran 2013/2014

² Data diambil dari profil MIN Gedok tahun ajaran 2013/2014

³ Hasil observasi sekolah MIN Gedok pada tanggal 14 november 2013 pukul 08.00

MIN Gedok has a minimum learning tool. Less class location is one causes the effective learning not run well. Every class consist more than 20 students, and its not equals with student capacity in this school. So this school just has one of LCD, and teacher must changeable to use it.

B. Exposure data and research finding

In this chapter will describe exposure data and research finding. The data is from the research results which refers to focus research include: (1) learning process in low grade at MIN Gedok Blitar (2) the problem of thematic learning in low grade at MIN Gedok Blitar (3) the effort of teacher to implemented thematic learning in low grade at MIN Gedog Blitar.

In this chapter will describe data research in systematic from the field research according to the focus of research. The explanation of this finding will be spelled bellow.

1. Learning Process in Low Grade at MIN Gedog

Learning process in general is as process transfer of knowledge from the teacher to students. But education has found new facts, students are often more smart than teacher. Than making new definitions that learning activities at school are learning together where the teacher is present as a supervisor to increased student knowledge. Students are central in the learning process, not teacher as a Central in learning process. This definition of learning process is implemented within thematic learning.

During this time all teacher in elementary level used classical learning model, and this model has taken root to teacher mind. Then to change this classical model to thematic model is not easy. Every teacher in low grade has tough more than 7 years, and this not a short time. As the statement of class teacher bellow:

Statement from Sri Wahyuni S.PdI, as class teacher 1C:

“saya sudah mengajar di sekolah ini kurang lebih 10 tahun mbk. Guru-guru disini yang PNS seperti saya rata-rata juga sudah lama mengajar di sekolah ini.

Selama mengajar di MIN memang banyak perubahan kurikulum, dari KBK ke KTSP, lalu sebentar lagi ke Kurikulum 2013. Memang kurikulum selalu berubah-ubah berganti seiring dengan perkembangan zaman. Namun dalam penerapan kurikulum ini belum merata dan terlalu singkat. Baru beradaptasi dengan KTSP sudah pindah ke Kurikulum 2013.

Penerapan kurikulum yang paling sulit adalah kurikulum KTSP dan Kurikulum 2013 karena sama-sama menggunakan tematik. Pembelajaran tematik ini lain dari pada yang lain. Karena dalam penerapan nya menggunakan tema”.⁴

Statement from Nurul Laili S.Ag, as class teacher 2B:

“saya mengajar di MIN ini sudah lama sekali mbk, sejak saya pertama menikah dan mualai tinggal di Blitar. Mungkin itu ada sekitar 12 tahun lamanya. Selama saya mengajar memang memakai kurikulum yang berganti-ganti. Tapi baru kali ini ada perubahan yang tidak lagi menggunakan mata pelajaran dan menggunakan tema mbk. Ya, Cuma di pembelajaran tematik ini. Sulit memang, karena mata pelajaran itu sudah terlalu mengakar begitu dalam di pola pikir saya, dan saya rasa ini juga dialami oleh guru-guru yang lain nya. Saya sejak sekolah juga selalu menggunakan mata pelajaran, lha tiba-tiba sekarang diganti pakek tema, ya bingung semua pastinya.”⁵

⁴ Wawancara dengan Sri Wahyuni,S.PdI, guru kelas , 1C Blitar 9 desember 2013 pada pukul 07.30

⁵ Wawancara dengan Nurul laili, S.Ag guru kelas 2B. Blitar 14 november 2013 pada pukul 09.15

Statement Vadia Chusnul Kurnia S.Ag, as teacher class 3A:

“saya jadi guru di sekolah ini sudah lumayan lama mbk, kira-kira ya sekitar 9 tahunan. Mungkin kalau dibandingkan guru-guru yang lain belum seberapa mbk, tapi kalau bagi saya ya sudah lumayan lama itu.

Selama saya mengajar saya menggunakan kurikulum KTSP mbk, tapi masih berbasis mata pelajaran, belum ke tematik. Lumayan sulit mbk merubah pola mengajar dengan mata pelajaran ke tematik, karena itu benar-benar sangat jauh berbeda dengan pembelajaran yang ada sebelum nya”.⁶

From statement above teacher has teach for a long time in elementary school, and thematic is one new learning model. This learning model has made teacher confused to implement it. So most of teacher in MIN Gedok choose to used classical learning then thematic learning.

Before teaching in the class, teacher should make a preparation. The preparation should begin long time before. The preparation is made to ease in teaching. The statement of class teacher about the teach preparation.

Statement from Sri Wahyuni S.PdI, as class teacher 1C:

“sebelum mengajar semua guru membuat persiapan, persiapan itu dipakai untuk mempermudah kami dalam mengajar di kelas. Persiapan-persiapan kami berupa prota (program tahunan), promes (program semester), silabus, rpp, dan juga penilaian. Semua persiapan itu bisanya kami buat di awal semester, jadi setiap awal semester menjelas masuk sekolah diadakan rapat guru untuk mempersiapkan

⁶ Wawancara dengan Vadia Chusul Kurnia, S.Ag, sebagai guru kelas , 3A. Blitar 9 desember 2013 pada pukul 08.00

pembelajaran untuk semester ke depan nya. Jadi tidak ada guru yang masuk kelas dengan pikiran kosong, karena sudah ada rancangan yang telah dibuat sebelum nya.

Terlihat perangkat pembelajaran tematik kami memang membuatnya. Pernah membuatnya secara serempak sekota Blitar dalam suatu pelatihan. Namun dalam penerapannya kami belum bisa maksimal. Masih cenderung menggunakan mata pelajaran seperti biasa. Karena dalam tematik memang sedikit rumit. Yang saya anggap paling rumit dalam pemetaan tema. Tema ini diambil dari beberapa topic yang bisa mengaitkan mata pelajaran yang ada. Setelah itu baru kita memasukkan indikator-indikator yang ada di dalam tema yang tersedia. Tidak boleh ada indikator yang tertinggal, kalau masih ada, berarti membuat tema baru. Begitulah kira-kira mbk rumitnya tematik.”⁷

Statement from Nurul Laili S.Ag, as class teacher 2B:

“iya mbk, saya dan guru-guru di sini semua membuat perangkat pembelajaran. Perangkat ini berguna untuk persiapan guru dalam mengajar. Karena perangkat ini adalah alat guru untuk mengajar, kalau tidak ada alat guru akan kesulitan untuk mengajar. Jadi semua guru memang wajib memiliki perangkat pembelajaran. Perangkat yang kami buat ya seperti prota (program tahunan), promes (program semester), silabus, rpp dan juga penilaian.

Perangkat pembelajaran yang kami buat selama ini adalah perangkat pembelajaran dengan mata pelajaran, namun karena ada kurikulum baru yang mengharuskan kami para guru-guru kelas bawah untuk menggunakan tematik. Maka kami semua membuatnya dalam bentuk tematik.

Kalau saya membuatnya dari panduan hasil pelatihan kurikulum yang ada, lalu pada rpp nya saya kembangkan sendiri. Saya mencari-cari sendiri di internet mbk. Kan banyak contoh-contoh rpp nya. Namun untuk penentuan tema bahkan memasukkan indikator saya tidak mengutik-utik lagi karena sudah diberikan oleh waka kurikulum. Jadi saya sudah tahu jadi mbk. Ya kalau saya harus membuat sendiri pusing

⁷ Wawancara dengan Sri Wahyuni, S.PdI, guru kelas, 1C Blitar 9 Desember 2013 pada pukul 07.30

mbk, sudah lepas tangan saya nanti. Rumit seperti nya kalau membuat sendiri.”⁸

Statement Vadia Chusnul Kurnia S.Ag, as teacher class 3A:

“iya mbk, wajib itu. Sebelum mengajar memang harus punya gambaran apa yang mau diajarkan ke pada siswa. Lha gambaran itu dituangkan dalam sebuah perencanaan pembelajaran. Kalau guru memang sudah ada kewajiban untuk itu mbk, ya seperti laporan nya lah, namanya perangkat pembelajaran. Dalam perangkat itu komplit, dari mulai rencana pembelajaran di kelas dalam silabus dan rpp, rencana untuk satu semester ke depan namanya promes, sampai rencana untuk satu tahun ke depan namanya prota. Semua itu sudah dirancang jauh-jauh hari, dalam rapat guru.

Iya, selama ini kami memang masih focus untuk membuat nya dalam bentuk mata pelajaran. Kalau yang tematik itu memang sedang dimatangkan di MIN Gedok ini. Memang guru kelas 3 juga wajib membuat nya, dan saya juga tetap membuat nya. Saya buat dari panduan pelatihan yang sudah ada. Saya belum terlalu ambil pusing untuk membuat nya, karena memang belum ada pakar nya di sekolah ini semua masih sama-sama belajar seperti saya. Dalam penerapannya juga masih mata pelajaran yang saya pakai.”⁹

Three statements above explain, that all teachers in low grade make the teaching preparation. The preparation is made long time before entering the class, the example of teacher preparation: prota, promes, syllabus, lesson plane, and assessment. The preparation is made to ease teacher in teaching process. The three statement above is support by the head master of school and vice chairmen of curriculum bellow:

⁸ Wawancara dengan Nurul Iaili, S.Ag guru kelas 2B. Blitar 14 november 2013 pada pukul 09.15

⁹ Wawancara dengan Vadia Chusul Kurnia, S.Ag, sebagai guru kelas , 3A. Blitar 9 desember 2013 pada pukul 08.00

Statement of Moh. Yusron Effendi, S.Pd, M.M, as head master MIN Gedok:

“untuk mempersiapkan pembelajaran 1 tahun dan satu semester kedepan, sekolah kami memang mengadakan rapat guru. Rapat ini khusus diersiapkan menjelang masuk sekolah saat libur semester genap/ganjil. Dalam rapat ini kami membahas apa yang akan kesiapan guru dalam membuat perangkat pembelajaran.

Untuk guru kelas bawah memang sudah pasti dibahas tentang persiapan perangkat pembelajaran tematik. Pihak sekolah hanya bisa memfasilitasi dan mendukung guru untuk mempersiapkannya dalam bentuk tematik, karena itu sudah menjadi kewajiban guru kelas bawah. Akan tetapi dalam pelaksanaannya kami menyerahkan sepenuhnya ada guru-guru kelas bawah. Yang saya tekankan selama ini adalah ketercapaian tujuan pembelajaran.”¹⁰

Statement Hendri Lusiana, S.P, as vice chairmen of curriculum:

“untuk persiapan perangkat pembelajaran dalam bentuk tematik sekolah sudah menyediakan beberapa perangkat dalam bentuk tema, mulai dari jarring tema, pemetaan tema, silabus, rpp samai penilaian. Saya rasa untuk penilaian tidak masalah karena memang masih sama seperti tahun-tahun sebelumnya amenggunakan mata peajaran. Perangkat in kami buat dalam forum pelatihan kurikulum yang pernah diadakan di oleh Kementrian Agama pada tahun 2008. Disana guru-guru yang ikut perwakilan diarahkan untuk membuat perangkat pembelajaran tematik secara merata se kota blitar. Perangkat ini yang dijadikan acuan bagi guru-guru.”¹¹

Teacher got the facilitation to make thematic learning preparation from school. Then teacher in low grade just develop and convert to the class situation. This preparation helpful teacher in teaching process.

¹⁰ Hoh. Yusron Effendi, S.Pd, M.M. kepala sekolah MIN Gedog Blitar. 28 November 2013, Pukul 08.45.

¹¹ Wawancara dengan Hendri Lusiana, S.Pd waka kurikulum. Blitar 14 november 2013 pada pukul 10.00

Learning process in low grade MIN Gedog is indeed still belongs to the old learning, that teacher as central of learning. The latest education is use theme to relate several material from many subject. In MIN Gedok not use themes to relate many subjects material. In learning process student understand separated lessons. Actually teacher in low grade used speech method in learning process. Many reasons they used speech method. Media is important to support the learning process. Media make the learning more interest, if the media is interactive. But not all teacher used the interactive media ini learning. As the statement from low grade class teacher bellow:

Statement from Sri Wahyuni S.PdI, as class teacher 1C:

“Proses pembelajaran bertema memang belum terlaksana secara maksimal di kelas 1 mbk. Pembelajaran di kelas 1 masih menggunakan mata pelajaran. Selama ini saya lebih banyak mengajar menggunakan metode ceramah mbk, maklum saya tidak terlalu kreatif. Namun ya pernah saya memberikan lagu-lagu pada anak-anak didik saya. Kelas 1 memang masih perlu banyak bimbingan dalam adaptasi situasi sekolah, bahkan masih ada siswa yang minta ditunggu orang tua nya. Jadi saya lebih banyak membimbing mereka, ya membuat mereka nyaman dengan saya”.¹²

From class teacher 1C said, she does not use theme in learning process. Learning process in class IC still use subject material. Teacher almost used speech method in learning, because first grade still need guidance. So teacher focus to guidance the student in learning process.

¹² Wawancara dengan Sri Wahyuni,S.PdI, guru kelas , 1C Blitar 9 desember 2013 pada pukul 07.30

This statement is support by one of student 1C statement bellow:

“Bu sri itu kak, orang nya baik banget. Orang nya sabar, gak suka marah-marrah, aku aja gak pernah dimarahi sama bu sri. Bu sri juga seneng ngajari lagu-lagu. Jadi kita seneng kalau diajar sama bu sri”¹³

Statement from Nurul Laili S.Ag, as class teacher 2:

“seperti yang saya jelaskan tadi, bahwa secara prakteknya belum maksimal, jadi saya belum menerapkan pembelajaran ini. Dalam proses pembelajaran di kelas 2 secara keseluruhan saya masih menggunakan mata pelajaran bukan tema seperti dalam pembelajaran tematik. Tapi saya menerapkan salah satu tujuan pembelajaran tematik. Saya berusaha membuat pembelajaran yang menyenangkan di kelas, tidak hanya ceramah saja. Karena menurut saya ceramah ini sudah sangat tidak efektif untuk siswa. Anak-anak sekarang diceramahi 5 menit saja sudah pada rame sendiri mbk, apalagi saya ceramah 15 menit, pasti sudah pada kabur semua anak-anak. Saya menyadari hal itu, jadi kadang saya buat beberapa permainan, kadang juga saya kasih soal-soal dan juga kadang saya kasih kerja kelompok. Pokok nya yang tidak banyak ceramah mbk, karena mbk bisa lihat sendirikan bagaimana keadaan kelas dengan kapasitas murid yang banyak ini, padahal sebenarnya kalau dipembelajaran efektifnya kan cuma 20 siswa. Kelas ini sudah dua kali lipat lebih banyak mbk, ada 42 siswa dalam satu kelas”¹⁴

Learning process in class 2B used subject material, than not use theme. Nurul laili as class teacher in 2B has no use theme yet in learning process. But she implemented one of thematic learning objective example she try to make fun learning in the class not only use lecture method. She has opinion if using lecture method is make student fell bored and lazy to join the class. Student in low

¹³ Wawancara dengan salah satu siswi kelas 1C yang bernama zidni zahrotul Firdausi, Blitar 19 April 2014, pukul 08.15

¹⁴ Wawancara dengan Nurul laili, S.Ag guru kelas 2B. Blitar 14 november 2013 pada pukul 09.15

grade just pay attention in learning during 5 minute, outside that they will noisy alone. More ever if teacher explain more than 15 minutes. She knows the character of her student, then some time she makes game, giving some questions, make group, etc. In order student not felt bored in learning process and not much use lecturing method. But she fell difficult to manage the class, because class 2b is consist in 42 students.



Picthure. 4.1 condition of class



Picture 4.2 Media Used By Teacher in Class



Picture 4.3 Teacher Learning Method

This statement is support by one of student class 2B statement bellow:

“Pernah, pernah diajak nyanyi. Pernah juga kita dibuat kelompok, trus disuruh nempel-nempel gambar sama bu elli. Pernah juga kita suruh bawa foto ke sekolah, trus dihias, trus ditempel dikelas. Poto saya juga ada di kelas. Mbik mau lihat”¹⁵

¹⁵ Wawancara dengan salah satu siswi kelas 2B bernama aprilia rahmawati, Blitar 19 April 2014, pukul 08.00

Statement Vadia Chusnul Kurnia S.Ag, as teacher class 3:

“bisa dikatakan belum lah mbk, lha sosialisasinya masih belum pada pendekatan praktek langsung nya. Jadi wajar kalau saya sekedar paham namun belum bisa menerapkan nya

Terkait metode yang saya gunakan dalam untuk mengajar memang didominasi metode ceramah. Karena pada kelas 3 materi nya sudah lumayan banyak, sehingga harus lebih intens dalam penyampaian materi. Namun kadang saya juga mengajak anak untuk melakukan eksperimen atau percobaan. Memang tantangan sekali untuk membuat pembelajaran yang menyenangkan. Memang selama saya amati anak akan lebih senang dengan pembelajaran langsung, namun selama ini pembelajaran langsung ini lebih saya gunakan dalam pelajaran IPA. Karena pada pelajaran IPA memang banyak lingkungan alam yang bisa digunakan”.¹⁶

Class teachers in 3rd grade not use theme in learning process.

Because the socialization of this learning not maximum. Over all teacher used speech method, but in some time teacher use experiment. Example in science learning, teacher use the environment around school field.

This statement is support by one of student class 2B statement bellow:

“Gmana ya, ya ngajar kayak biasanya mbk, Cuma orang nya sabar, baik, perhatian sama kelas kita. Pernah-terkadang mbk, dulu pas pelajaran IPA kita pernah dibikin kelompok. Trus diajak menanam biji kedelai. Trus setiap hari kita lihat pertumbuhan biji kedelai itu, setiap hari kita ngukur pakek garisan mbk.”¹⁷

¹⁶ Wawancara dengan Vadia Chusnul Kurnia, S.Ag, sebagai guru kelas , 3A. Blitar 9 desember 2013 pada pukul 08.00

¹⁷ Wawancara dengan salah satu siswi kelas 3A bernama khoirun nisa, Blitar 19 April 2014, pukul 8.30

In general, teacher in low grade did not use thematic learning, but actually they trial this learning before. This statement explained by class teacher in low grade bellow:

Statement from Sri Wahyuni S.PdI, as class teacher 1C:

“Pernah mbk, karena memang sebuah tuntutan dari seorang guru kelas bawah seperti saya”.¹⁸

Statement from Nurul Laili S.Ag, as class teacher 2B:

“Kalau mencoba saya pernah mbk, karena memang sebuah tuntutan guru untuk menerapkan kurikulum baru ini”.¹⁹

Statement Vadia Chusnul Kurnia S.Ag, as teacher class 3A:

“Pernah di awal-awal gempar nya pembelajaran tematik dulu mbk. Tapi tidak bertahan lama, karena banyak kendala”.²⁰

From three statement above conclude, that teachers in low grade not implemented thematic learning before. But they found some problem in implementing this learning model, so they stop to implement this learning.

School not striving teacher in low grade to implement the thematic learning model, but Government striving to collect report in thematic. Explained by class teacher as follows:

¹⁸ Wawancara dengan Sri Wahyuni, S.PdI, guru kelas, 1C Blitar 9 desember 2013 pada pukul 07.30

¹⁹ Wawancara dengan Nurul laili, S.Ag guru kelas 2B. Blitar 14 november 2013 pada pukul 09.15

²⁰ Wawancara dengan Vadia Chusul Kurnia, S.Ag, sebagai guru kelas, 3A. Blitar 9 desember 2013 pada pukul 08.00

Statement Sri Wahyuni S.PdI, as class teacher 1C:

“Dari pihak sekolah tidak terlalu menekankan untuk menerapkan pembelajaran tematik. Namun karena tuntutan kurikulum memang mengharuskan kami membuat pembelajara bertema, maka kami mengumpulkan berkas dalam bentuk tema. Meski kami belum menerapkan sepenuhnya, tapi kami berusaha untuk menerapkan pembelajaran ini.”²¹

Statement Nurul Laili, S.Ag, as class teacher 2b:

“Selama ini guru kelas bawah belum terlalu ditekan kan untuk menerapkan pembelajaran tematik. Tapi meski dari pihak sekolah tidak terlalu menekan kan, pihak pemerintah telah menetapkan pembelajaran tematik sebagai kurikulum untuk kelas bawah. Jadi dalam pembuatan laporan atau dalam pemberkasan guru tetap menggunakan tema atau tematik”.²²

Statement Vadia Chusnul Kurnia S.Ag, as class teacher 3A:

“Selama ini belum ada, jadi masih berupa anjuran saja. Meski anjuran dari pihak sekolah, tapi keharusan dari pemerintah mbk”²³

From three teacher in low grade conclude, the school policy not striving teacher to implement thematic learning but Religious Ministry striving them to make report in thematic. Then administration has been thematic and used theme, but in learning process she do not use full thematic learning.

²¹ Wawancara dengan Sri Wahyuni,S.PdI, guru kelas , 1C Blitar 9 desember 2013 pada pukul 07.30

²² Wawancara dengan Nurul laili, S.Ag guru kelas 2B. Blitar 14 november 2013 pada pukul 09.15

²³ Wawancara dengan Vadia Chusul Kurnia, S.Ag, sebagai guru kelas , 3A. Blitar 9 desember 2013 pada pukul 08.00

Because the thematic learning model is still not stressed from the Religious Ministry (government), than from school has not emphasized this model to class teacher in low grade. Thematic learning is fun and interesting learning. This learning is also one of new model to improve classical learning to active learning. However, in the implementation teacher fell difficult and found many problems. There for, the application has not been over emphasized in this school. School only suggest to all class teacher in low grade to try this learning model. It is explanted by Hendry Lusiana, S.Pd, as vice chairman of curriculum:

“Di MIN sini memang belum menekankan sepenuhnya untuk menerapkan model pembelajaran tematik mbk. Karena banyak keluhan yang dialami oleh guru kelas bawah dalam menanggapi model pembelajaran baru ini. Kami sebagai penentu kebijakan sekolah memang harus mendengarkan apa yang dialami oleh guru, ang paling penting kan proses belajar mengajar masih tetap berlangsung. Tapi kami tetap berharap ini akan segera teratasi dan pembelajaran tematik bisa segera dilaks anakan dengan baik oleh guru-guru si sekolah ini”.²⁴

Curriculum of MIN Gedog not emphasize full to apply thematic learning. Because many complaint came from class teacher at low levels. As vice chairman of curriculum who determining school regulation should to hearing teacher complaint and the important is learning process run well. She hope full thematic learning is implemented by teacher in low grade at MIN Gedog.

²⁴ Wawancara dengan Hendri Lusiana, S.Pd waka kurikulum. Blitar 14 november 2013 pada pukul 10.00

The evaluation/assessment of learning process in MIN Gedok used the discipline science. So teacher not change the evaluation, because actually teacher did not implement theme over all in daily learning. But it will be different when the thematic learning is applied, in learning process use the theme and in evaluation is use discipline science. This makes teacher be confusing because there are two different things in this thematic learning. How can the test used subjects, while the children are only familiar with the theme. Such a thing would give rise to a variety of question in student mind, student will be confused, as statement from class teacher follow:

The statement of Sri Wahyuni S.PdI, as class teacher 1C:

“untuk saat ini masih baik-baik saja mbk untuk evaluasinya, karena evaluasinya masih menggunakan mata pelajaran. Karena saya sendiri masih menggunakan mata pelajaran dalam mengajar. Nmaun berbeda kalau evaluasi atau ujin nya menggunakan mata pelajaran mbk. Memang sedikit membingungkan, dalam pembelajaran menggunakan tema dan dalam ujian nya menggunakan mata pelajaran.”²⁵

It is described by Nurul laili, S.Ag as master class 2:

“selama ini untuk evaluasi masih menggunakan mata pelajaran, kan pelajaran nya juga masih menggunakan mata pelajaran mbk, ya masih seperti biasa nya. Kalau mengenai evaluasi pada pembelajaran tematik ini yang saya ini bingung, evaluasinya membingungkan, karena dalam evaluasi/ujianya tetap menggunakan mata pelajaran. Padahal kan dalam proses pembelajarannya menggunakan tema, tapi kenapa dalam ujiannya tetap

²⁵ Wawancara dengan Sri Wahyuni, S.PdI, guru kelas, 1C Blitar 9 desember 2013 pada pukul 07.30

menggunakan mata pelajaran. pasti siswa pada bertanya-tanya nanti saat ujian. Karena mereka bingung dan tidak mengenal mata pelajaran, yang mereka kenal selama belajar kan tema. Bayangkan mbk, bagaimana anak sekolah dasar memahami itu. dari pihak dinas pun sebagai penyedia soal ujian juga memberikan soal pada kami dalam bentuk mata pelajaran. saya kira itu semakin sulit bagi guru untuk menerapkan pembelajaran tematik.”²⁶

Statement Vadia Chusnul Kurnia S.Ag, as teacher class 3A:

“tetap mbk, evaluasi tetap menggunakan mata pelajaran. Kalau mengenai evaluasi tematik menurut saya harus pakai tema juga mbk, kan pembelajaranya pakai tema. Tapi ini mbk yang membuat saya bingung, kenapa pembelajaran tematik yang menggunakan tema dalam proses pembelajaran, namun ujian nya menggunakan mata pelajaran. Saya kurang begitu jelas mbk dengan maksud dari pembelajaran ini, yang penting saya mengajar dan anak-anak paham trus pas ujian bisa.”²⁷

The evaluation, in learning process used theme but in evaluation used discipline science. If in learning process used theme then in evaluation also use a theme not subject material. This make student ask around in final of evaluation. During learning process student do not know about subject material, but in evaluation used theme. Please imagine it, how confused student low grade to face it. From education department also as the present of evaluation task also used subject material. It make teacher so hard to implement thematic learning.

²⁶ Wawancara dengan Nurul laili, S.Ag guru kelas 2B. Blitar 14 november 2013 pada pukul 09.15

²⁷ Wawancara dengan Vadia Chusnul Kurnia, S.Ag, guru kelas 3A, Blitar 9 desember 2013 pada pukul 08.00

2. The problems of thematic learning in low grade at MIN Gedok Blitar

After a month done observation at MIN Gedog, researcher able to blend in and be able to know with certainty of this State Islamic School (MIN). From this observations researcher get some problems faced by teachers in implementation of thematic learning. Starting from master class 1 up to class 3. Indeed the problems of master class 1, 2 and 3 are not the same. But in generally it conclude that they faced the same problem to implement thematic learning, the following problems faced by teachers:

a. Socialization of thematic learning is not maximum

Although school has socialized the thematic learning model to teachers in low grade, but teacher in low grade not satisfied. It too less information about thematic learning, as statement of low grade teachers bellow:

Statement from Sri Wahyuni S.PdI, as class teacher C1:

“Menurut saya belum mbk. Selain belum merata, penjelasannya juga sangat sederhana dan singkat”.²⁸

Statement from Nurul Laili S.Ag, as class teacher 2B:

“kalau menurut saya belum maksimal mbk. Kalau sosialisasi tentang pembelajaran tematik dalam segi informasi dan teori sudah mbk, namun dalam segi penerapan langsung belum mbk”.²⁹

²⁸ Wawancara dengan Sri Wahyuni, S.PdI, guru kelas, 1C Blitar 9 desember 2013 pada pukul 07.30

²⁹ Wawancara dengan Nurul laili, S.Ag guru kelas 2B. Blitar 14 november 2013 pada pukul 09.15

Statement Vadia Chusnul Kurnia S.Ag, as teacher class 3A:

“Lha itu mbk, memang sosialisasinya sudah tapi belum maksimal menurut saya. Kurang jelas dan tidak mendalam sampai praktek langsung nya”.³⁰

Three class teachers said the socialization of thematic learning is not maximum. Because its too short, simple and just theory. Teacher need the real explanation of thematic learning that faced by teacher in the class. Over all, the socialization is about theory in general.

So this statement is consolidated by vice chairmen of curriculum and head master of MIN Gedok, as bellow:

Statement Hendri Lusiana, S.P, as vice chairmen of curriculum:

“Sosialisasi yang sudah kami lakukan seperti mengikutkan guru-guru dalam pelatihan atau seminar. Juga kami mensosialisasikan pembelajaran ini pada rapat guru. Memang banyak yang mengeluh kalau sosialisasi seperti ini saja memang masih dirasa kurang oleh guru-guru untuk benar-benar memahami thematic, namun pihak seolah hanya bisa melakukan apa yang dibisa.”.³¹

Statement of Moh. Yusron Effendi, S.Pd, M.M, as head master MIN Gedok:

³⁰ Wawancara dengan Vadia Chusul Kurnia, S.Ag, sebagai guru kelas , 3A. Blitar 9 desember 2013 pada pukul 08.00

³¹ Wawancara dengan Hendri Lusiana, S.Pd waka kurikulum. Blitar 14 november 2013 pada pukul 10.00

“Sosialisasi nya dengan mengikutkan guru-guru kelas ini untuk ikut pelatihan/training yang diadakan DEPAG. Yang berangkat tidak semua, hanya perwakilan saja. Memang tidak cukup kalau yang menjadi perwakilan untuk ikut serta dalam training hanya satu guru, kan guru kelas bawah tidak hanya satu. Sebenarnya perwakilan ini dikirim kan biar bisa menularkan ilmu nya pada guru-guru yang lain. Tapi dari pengakuan guru yang dikirim sebagai perwakilan pun merasa kurang paham dan mengatakan belum bisa menularkan ke guru kelas lainnya”.³²

Thus statement is explained school socialized the thematic learning model with send the teachers in low grade to join the seminar or workshop. So it socializes and discus together in teacher meeting.

b. Student hand book is not thematic

It's difficult to implement thematic learning, if student hand book still in discipline in science. Because student hand book is mine component in learning process. MIN Gedok use the discipline science book not thematic book. It's explained by teacher statement bellow:

This described by Sri Wahyuni, S.PdI, as teacher class 1C,

“Terkait dengan buku pengangan siswa memang juga menjadi faktor penghambat dalam penerapan pembelajaran mbk, karena pembelajaran bertema memang tidak efektif

³² Hoh. Yusron Effendi, S.Pd, M.M. kepala sekolah MIN Gedog Blitar. 28 November 2013, Pukul 08.45.

jika menggunakan buku mata pelajaran. harus nya buku panduan peserta didik juga menggunakan tema.”³³

Statement from Nurul Laili S.Ag, as class teacher 2B:

“Buku pegangan di sekolah kami masih menggunakan buku mata pelajaran. Jadi sangat sulit sekali untuk menerapkan pembelajaran tematik. Kami sudah pernah menawarkan pada wali murid untuk membeli buku dalam bentuk tema, namun mereka menolak dan mengatakan kalau menggunakan buku bertema harga nya lebih mahal. Memang buku dalam bentuk tema lebih tebal mbk, jadi harga nya juga ikut lebih mahal. Padahal jika menggunakan buku bertema akan lebih memudahkan kami untuk melaksanakan pembelajaran tematik di sekolah ini”³⁴

Statement Vadia Chusnul Kurnia S.Ag, as teacher class 3A:

“Untuk buku pegangan siswa kami masih menggunakan buku mata pelajaran mbk. Mungkin ini juga yang membuat sulitnya pembelajaran tematik dilaksanakan di sekolah ini. Sebenarnya kami juga sudah pernah menawarkan buku tematik cetakan Grasindo, namun tidak disepakati oleh wali murid. Jadi ya kami tidak berani memaksakan, karena kami sendiri jug belum siap sepenuhnya untuk menarapkan pembelajaran tematik”³⁵

From three statements above conclude, school had offered thematic book from Grasindo printing, but parent of student is complaint about the price of book. As teacher do not forceful if they felt indisposed to buy thematic book. Than student book

³³ Wawancara dengan Sri Wahyuni, S.PdI, guru kelas , 1C Blitar 9 desember 2013 pada pukul 07.30

³⁴ Wawancara dengan Nurul laili, S.Ag guru kelas 2B. Blitar 14 november 2013 pada pukul 09.15

³⁵ Wawancara dengan Vadia Chusnul Kurnia, S.Ag, guru kelas 3A, Blitar 9 desember 2013 pada pukul 08.00

still used subject book. Actually without used thematic book will be hamper thematic learning process.

From data observation that taken by researcher from MIN Gedok Blitar on 9 desember 2013, found student of MIN Gedok used discipline hand book. There are 2 kind of student hand book, first is primary book and second is secondary book. Primary book is “LKS” and secondary book is “buku paket”.³⁶

c. The facility and school class room is less

Facility is the important one to run the learning process. Learning process good if the facility is good. So every school have to complete the facility if want to be good school. Same as curriculum, the new curriculum of thematic will success if the school facility is support it. To make effective learning process, in one class maximum is consist of 20 students not more. MIN Gedok has a problem of facility, it about class room. This school has many of students, but just has a little classroom. Then difficult to make effective learning, because every class consist more than 20 students. As statement of teacher class bellow:

Described by Sri Wahyuni as class teacher 1C:

“Meski kelas 1 sudah mulai dibagi menjadi 3 rombel (kelas) tetap saja masih tidak efektif mbk, masih sekitar 25 lebih setiap kelas nya. Harus nya setiap kelas kan maksimal 20 orang. Apalagi kelas 1 mbk, mengatur 5 anak

³⁶ Data observasi lapangan pada tanggal 9 desember 2013, pukul 07.00-10.00

kelas 1 sebanding dengan mengatur 10 anak. Di awal sekolah mereka masih mencoba untuk menyesuaikan diri dengan sekolah baru, teman baru, pelajaran baru, dan guru sebagai pendamping. Kalau jumlah kelas melebihi 20, maka wajar kalau keintensifan guru akan berkurang. Namun kalau harus membuat kelas efektif pada setiap kelas maka sekolah tidak akan sanggup, karena lokal kelas yang ada tidak memadai untuk menampung siswa yang ada di MIN Gedok ini.”³⁷

Described by Nurul Laili, S.Ag as a teacher in 2B:

“untuk memenuhi standar kelas efektif seharusnya memang setiap rombongan belajar (kelas) tidak boleh lebih dari 20 siswa. Sedangkan siswa di kelas saya lebih dari 20 siswa mbk. Berdasarkan pengalaman saya selama bertahun-tahun mengajar di MIN memang tidak efektif jika satu kelas lebih dari 20, Karena akan susah untuk mengkondisinya mbk. Kan anak umur segitu masih senang-senangnya bertingkah. Jadi kalau diatur atau diajak bermain apa sangat berantakan dan tidak teratur. Tapi kalau menurut kelas efektif 20 orang per kelas, fasilitas kelas memang tidak memadai dengan jumlah siswa yang ada”³⁸

Described by Vadia Chusnul Kurnia, S.Ag as teacher class 3A:

“menurut saya, kalau ingin menerapkan pembelajaran tematik harus melengkapi fasilitas sekolah terlebih dahulu. Terutama kelengkapan sarana dan SDM yang ada. Sarana pembelajaran yang paling dekat adalah dengan membuat local kelas lagi, sehingga bisa membagi kelas ke dalam beberapa rombel (rombongan belajar) yang efektif. Seperti di kelas 3 ini mbk, satu kelas bisa sekitar 37 siswa. Harusnya kan maksimal 20 siswa mbk, namun Karena jumlah siswa yang tidak memadai, jadi terpaksa harus dibagi menjadi 2 kelas. Jika keadaan kelas sebanyak ini memang menghambat guru untuk mengkondisikan siswa. Karena jika guru harus membuat berbagai kegiatan belajar, maka

³⁷ Wawancara dengan Sri Wahyuni, S.PdI, guru kelas, 1C Blitar 9 desember 2013 pada pukul 07.30

³⁸ Wawancara dengan Nurul laili, S.Ag guru kelas 2B. Blitar 14 november 2013 pada pukul 09.15

guru juga harus bekerja ekstra. Ini yang saya merasa berat dalam menjalankannya.”³⁹

The three statements from low class teacher above is supported by Sukowiyoto, M. PdI. as facility section in MIN Gedog:

“fasilitas adalah alat penunjang pembelajaran, dan jika berfikir idealis kita memang fasilitas itu harus ada. Supaya pembelajaran berjalan dengan lancar sesuai yang diinginkan. Fasilitas MIN Gedok untuk saat ini memang semakin berkembang dari tahun-tahun sebelumnya. Namun untuk kategori sempurna memang belum. Sekolah memang selalu berupaya untuk selalu mengembangkan sekolah. Semua usaha ini butuh waktu cukup lama, karena biayanya juga tidak sedikit. Hal seperti ini harus difikirkan secara matang.

Pengadaan jumlah kelas memang sedang terhambat. Ada beberapa hal yang menghambat, salah satunya adalah tanah yang sudah tidak muat lagi. Lokasi disekitar sekolah sudah padat oleh penduduk, jadi sudah tidak bisa diperluas lagi. Rencana kedepan untuk jangka panjang lokasi sekolah akan dipindahkan ke tempat yang lebih luas. Karena kedepannya sekolah ini akan dijadikan sekolah unggulan. Jadi sudah pasti akan membutuhkan fasilitas yang memadai.”

From data observation that taken by researcher from MIN Gedok Blitar on 9 desember 2013, found first grade consist of more than 25 student in every class, second grade consist of 40 student in every class, and third grade consist of more than 35 student in every class. This condition is not effective in learning, and the class is not too large.⁴⁰

³⁹ Wawancara dengan Vadia Chusnul Kurnia, S.Ag, guru kelas 3A. Blitar 14 november 2013 pada pukul 08.00

⁴⁰ Data observasi lapangan pada tanggal 9 desember 2013, pukul 07.00-10.00

3. The effort of teacher to implemented thematic learning in low grade.

Discuss about the effort in the implementation of thematic learning. From the leader of the school effort by educating teachers to understand thematic is include teacher to workshop. Hope full from workshop teacher could understand and can apply what has been learned from workshop. This was revealed the

Statement from Sri Wahyuni as master class 1C:

“Kalau untuk guru kelas bawah memang ada yang diikuti dalam seminar dari kantor kementerian agama (DEPAG). Ini upaya sekolah sekaligus menjadi upaya kami.”⁴¹

Teacher class in low grade get facility, workshop that presented by Islamic department. This is one of effort from school to improve teacher understanding about thematic learning

Described by Nurul Laili, S.Ag as a teacher in 2B:

“Mengikuti guru-guru kelas dalam seminar atau workshop yang biasanya diadakan oleh kementerian agama. Namun yang dikirim sebagai perwakilan pun tidak banyak, mungkin 1 atau 2 orang saja”⁴²

School effort is send some teacher to follow a workshop. This workshop usually is presented by Religion ministry.

Beside send teacher in workshop, school also make some cooperation with printing agency. This agency is introduce thematic book

⁴¹ Wawancara dengan Sri Wahyuni, S.PdI, guru kelas, 1C Blitar 9 desember 2013 pada pukul 07.30

⁴² Wawancara dengan Nurul laili, S.Ag guru kelas 2B. Blitar 14 november 2013 pada pukul 09.15

and use theme. This workshop is happen only in local school and followed by all teacher in MIN Gedog.

Described by Nurul Laili, S.Ag as a teacher in 2B:

“Sekolah pernah kedatangan tamu dari pihak grasindo mbk, pihak grasindo pernah mengajarkan kami tentang pembelajaran tematik. meski semua guru tahu kalau pihak grasindo datang membari pelatihan dengan tujuan promosi buku. Setidaknya guru-guru disini, terutama saya. Akan merasa sangat diuntngkan dan bisa menambah wawasan tentang pembelajaran tematik”⁴³

School get a guest from Grasindo, it's one of book printing. Grasindo give a workshop about thematic learning and also introduce thematic book to . However they introduce their book, all teachers get new information and can improve the understanding about thematic learning model.

Described by Vadia Chusnul Kurnia, S.Ag as teacher class 3A:

“Sekolah membahas hal-hal seperti ini dalam rapat guru mbk, pernah juga ikut kerjasama dengan Grasindo. Sebearnya Grasindo ingin mempromosikan buku, namun berkat itu kami semua bisa ikut dalam pelatihan dan dapat menambah pengetahuan tentang pembelajaran tematik”⁴⁴

Real effort of all teacher to enrich knowledge is following the workshop. Example is workshop from GRASINDO as printing of thematic book, or workshop from Government.

⁴³ Wawancara dengan Nurul laili, S.Ag guru kelas 2B. Blitar 14 november 2013 pada pukul 09.15

⁴⁴ Wawancara dengan Vadia Chusnul Kurnia, S.Ag, guru kelas 3A. Blitar 14 november 2013 pada pukul 08.00



Picture, 4.3 Workshop documentation

Teacher Effort to looking for about thematic learning alone. Example by searching in internet, many media online can develop teacher understanding about thematic learning.

Statement from Sri Wahyuni S.PdI, as class teacher 1C:

“Kalau di internal sekolah, kami membahasnya pada rapat sekolah, ya semacam diskusi bersama, mungkin itu mbk”.⁴⁵

Described by oleh Nurul Laili, S.Ag as teacher in 2:

“selain dari sekolah saya pribadi juga sering mbk mencari-cari terkait pembelajaran tematik di internet. Kan sekarang teknologi sudah maju, kita ingin data apa saja pasti ada di sana. Jadi saya mempelajari pembelajaran tematik itu sendiri dari internet. Termasuk buku, rpp, silabus, itu saya coba cari sendiri di internet”.⁴⁶

⁴⁵ Wawancara dengan Sri Wahyuni, S.PdI, guru kelas, 1C Blitar 9 desember 2013 pada pukul 07.30

⁴⁶ Wawancara dengan Nurul laili, S.Ag guru kelas 2B. Blitar 14 november 2013 pada pukul 09.15

Except from school, teacher also looking for about thematic learning in internet. Technology in this era is has progress, if we need some data we just write down and we get it. Then teacher also learn thematic on internet including, books, rpp, syllabus.

Statement Vadia Chusnul Kurnia S.Ag, as teacher class 3A:

“Ya ikut pelatihan mbk, itu pun kalau diikuti. Kalau tidak ya nanya ke teman sesama guru yang diikuti dalam seminar. Seperti saya ini, saya kan belum pernah diikuti dalam seminar. Tapi saya ya berusaha nanya ke teman-teman sesama guru yang ikut”.⁴⁷

C. Research finding

1. Learning process in low grade at MIN Gedok Blitar

Based on data finding that get from interview and supported by documentation. State Islamic Elementary School Gedog does not implementing thematic learning yet overall. Curriculum 2006 is determine learning process in low grade is use thematic learning. But in learning process, MIN Gedog use subject material.

Teacher almost used speech method, but not all time they use this method. To make fun learning, same time teacher also use a song to student, teacher use games to make fun learning in the class, and teacher make a experience in learning. The other side to make take student

⁴⁷ Wawancara dengan Vadia Chusul Kurnia, S.Ag, sebagai guru kelas , 3A. Blitar 9 desember 2013 pada pukul 08.00

attention, teacher as a figure who always patient, carry of student, and good character.

2. The problem of thematic learning in low grade at MIN Gedok Blitar

Base on result data from problems that faced by teacher, than make teacher do not apply full the thematic learning in low grade, are:

- a. Socialization of thematic learning is not maximum
- b. Student hand book is not thematic
- c. The facility and school class room is less

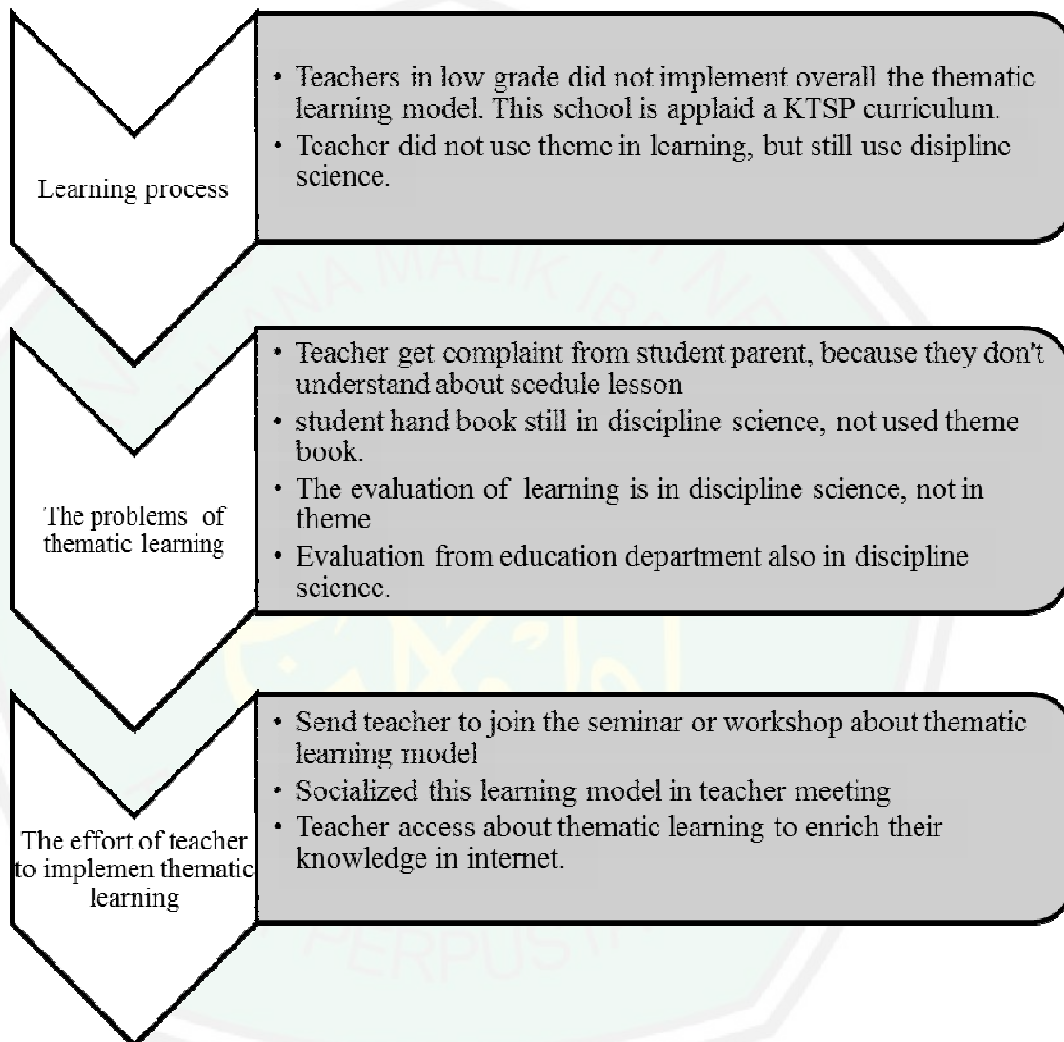
3. The effort of teacher to implemented thematic learning in low grade at MIN Gedog Blitar

Base on result data, found many efforts in implementation of thematic learning model at MIN Gedog Blitar, as mention below:

- a. School
 - 1) Send teacher to follow workshop or seminar about thematic learning
 - 2) Discuss about thematic learning model in teacher meeting
- b. Class teacher
 - 1) Access thematic learning understanding by their self, accept suggestion from school, example: looking for in internet.

- 2) Ask others teacher to enrich the understanding about thematic learning model.

Following the schematic of research finding:



CHAPTER V

ANALYSIS

A. Thematic learning at MIN Gedog

1. Characteristic of children in primary school

The development characteristic of children in primary school is around an early age. The early age is very short. As what Abdul Majid has explained his book, entitled integrated thematic learning. “Children in low elementary grades are the children who are around an early age. The early age is very short, but is a very important time for the human life development. Therefore. At this time the whole potential of children should be encouraged so that it will grow optimally”.¹

On the explanation of Abdul Majid above, so the early years is very important for the development the one life. At this age, the children begin to find new things in his life. It would be very effective and very influential to the children grow. Children learn from what they see and do theme selves, and it is the most important learning for the children.

According to the theories of Piaget, the learning process can take place in case of data processing in active in the learning. Processing data continuously is a continuation of the activity after the children has found new thing. Processing of data takes place directly from the one activity. The children’s experiences along activity should be theirs not others.

¹ Abdul majid, “Pembelajaran tematik terpadu”, (Bandung: PT Remanja Rosda karya, 2014), halaman 6-7.

The children can't take the point of study if, the learning activity of children which is from others experience. The children will forget soon what they have learnt. Many cases of children who forgot lessons of elementary, those caused by the learning activity of children which is from others experience. As what Abdul Majid has explained his book about the quality indicator evaluation of education in Asia, as follows:

Word bank report about the result of quality indicator evaluation in quantitative at elementary school from several Country in Asia. The result shows that the four grade children ability reading, Indonesia is in lowest level in Asia, under Hongkong 75,5%, Singapura 74%, Thailand 65,1%, Filiphina 52,6%, and Indonesia 51,7%. This research result student in Indonesia are able to conquer 30% material of reading. Student in elementary school in Indonesia get difficult in answering essay question that need intellectual activity. The understanding of student in Indonesia is still low, in National report namely 51,7 each five subject.²

The intellectual activity of student elementary school is very low, that could be described of all elementary students in Indonesia. It is unfortunate if Indonesia has a lower ranking in reading intellectual activity. Intellectual activity is not easy and requires early conditioning. Making student accustomed is related to direct learning. The children get difficult in intellectual activity because the children learn from text which is others experiences. If children are taught to find their own experiences in their early age, so their intellectual activity will be stronger. Because the children have their own experiences. All component of their senses motion responded and processed data received continuously.

² Abdul majid, "Pembelajaran tematik terpadu", (Bandung: PT Remanja Rosda karya, 2014), halaman 5

2. Basic of thematic learning

The basic of using this thematic learning model is divided by three points. Philosophy, psychology, and juridical.³ All the points explains the reason why the Government choose the thematic learning model for elementary school.

The basic of using this thematic learning is divide by three points, first philosophy basic, and three are there aspect philosophy basic. First progressivism, progressivism aspect in thematic learning model means that all process of learning between student and teacher in school should emphasize on creativity development, giving more activities, natural learning environment, and on paying attention to the experience of students. Second constructivism as aspect in applying curriculum based on thematic learning model is paying attention at student experiences (direct experience) as the key of learning. Depend on this constructivism aspect, the knowledge and creativity of children is a construction or created by thematic. The children construct their knowledge thought object phenomena, experiences, and environment interactions. Third, the humanism aspect in implementation of thematic learning model focused on paying attention the student/children in their uniqueness, characteristic, potential as well as motivation aspect.

The psychological basic in the implementation of thematic learning model is related to developmental psychology and the students learning

³ Ibnu Hajar. 2013. *Panduan Lengkap Kurikulum Tematik* untuk SD/MI.(DIVA Press. Jogjakarta)

psychology. In this case, developmental psychology is required by learners. Especially in determining content of thematic learning or student subject material at the school. The purpose of psychological basic is to make the student understanding dept the student development level of children.

Juridical basic implementation of thematic learning model relating to the formal legality of the application of this model in Elementary School. The formal Legality consist of the various provisions or legislation which is binding and forces, as well as supports the implementation of the thematic curriculum in basic education level (Elementary/Islamic Elementary).

The basic of determining this policy is extremely strong, appropriate with the basic level of child characters. But the key of successful all aspect above is on teachers. If teacher do not apply as good as possible everything will be hopeless. The explanation of this theamatic learning model is how to make student interested in learning process and make the learning process more effective, so student will receive the whole main of lesson. Because it is obligation of share knowledge. As reflected in the verse of the Quran.

Al-Baqorah ayah 179:

وَلَكُمْ فِي الْقِصَاصِ حَيَوةٌ يٰۤاَوَّلِي الۡاَلْبَابِ لَعَلَّكُمْ تَتَّقُونَ ﴿١٧٩﴾

179. In the Law of equality there is (saving) life to you. Oh ye men of understanding; that ye men restrain your selves.⁴

Al-kahfi ayah 66:

قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَنِي مِمَّا عُلِّمْتَ رُشْدًا ﴿٦٦﴾

66. Moses said to him: “May I follow thee, On the footing that thou teach me something of the (higher) truth which to hast been taught?”⁵

3. Characteristic of thematic learning

Actually thematic learning known and understood by all educational institutions. The Government has been social the curriculum through seminars and training at multiple levels. But the realized it's not all teachers to follow such socializing events. Because only a few are expected to be representative, and follower teacher should teach other teacher.

Thematic learning Characteristic:

- a. Student centered
- b. Direct experiences
- c. The separated from of some obvious subject
- d. Presents the concept of the variety subjects

⁴ The Holy QUR-AN English translation of the meanings and commentary. Revised and edited by The presidency of Islam Researches , IFTA, CALL and Guidance. Hlm: 73

⁵Ibid, hlm: 840

- e. Flexible
- f. Learning outcomes according to the interests and needs of the learners
- g. Using the playing and fun principle of learning⁶

And the characteristics of this thematic study according PGSD developer team, as follows:

- a. Holistic
- b. Meaning full
- c. Authentic
- d. Active⁷

The two characteristic above have the same core, actually. And if can made en explanation for aspect as bellow:

1) Student centered

Thematic learning model are centered on student. This learning model are related on modern learning approach which make students as the subject of learning and teacher as facilitators who help student study easily.

2) Giving direct experience.

Thematic learning can provide the experience of students. And this aspect relate on the characteristic of student in elementary school.

With their own experience, student are expected focusing in

⁶ Dikutip dari ppt permendiknas “*model pembelajaran tematik SD kelas 1-3*” yang di berikan oeh dosen penampu materi tematik tahun 2012.

⁷ Ibnu Hajar, halaman 90-91

something real (concrete) as a basis for understanding the things that are more abstract.

3) The separated from of some obvious subject

In thematic learning separation between subjects became not so clear. The focus of this point is to disouss them which closely related to the student lives.

4) Presenting the concept of various subjects.

Thematic learning model presents several concepts of various subjects in a process of learning. Thus, students are able to understand the concept as a whole to help students in solving problems faced in daily life.

5) Flexible

Thematic learning models is flexible, it means that the teacher can combine teaching materials from one subjects with others. Even, the teachers are also able to combine the learning material with everything happened in student life.

6) The lessons result is in accordance with interest and student of needs.

7) Using the principle of playing and happy learning.

8) Holistic

The holistic of learning is a symptom or event that the attention in thematic learning is observed from several field of study at once, not separation points.

9) Meaning full

Assessment a phenomenon of different aspects, allowing the establishment of kind of interlacing between skemata processed by students. So the material of study will be more meaning full.

10) Authentic

Enables the student understand directly concept and principle who want to be studied.

11) Active learning

Thematic learning devolve base on inquiry discovery. Where students are more active in the learning process.

A lot of the characteristics above have not been implemented by primary schools included MIN Gedog. Learning process on MIN Gedok is not fully in accordance whit the thematic learning characteristics. Some characteristics of thematic learning applied in MIN Gedog. Them apply direct learning, active and fun learning.

4. Thematic learning objectives

- a. Student can easily focus on a particular theme because the material presented is in the context of a clear theme.
- b. Students are able to learn knowledge and develop a variety of basic competencies among subjects in the same theme.
- c. Deep understanding of the subject matter.

- d. The basic competence can be developed better because various subjects is combined with personal experience in a real situation in specific theme.
- e. Teachers can save time because the subjects presented in thematic can be prepared at once and can be given in two or three meetings. So the other time can be used for remedial, enrichment, or consolidation.⁸

The great expectation of thematic learning based in this objective above is to make the lesson more meaning full and understand easily by students. The theme was the center of this thematic learning model. According to the name of the model of learning, the learning is centered on a basic theme. Learners will no longer recognize the existence of several separate lessons. All will be formulated in a basic theme.

5. Thematic learning excess

Integrated or thematic learning have an excess of learning as follows:⁹

- a. The learning experience of students will always relevant with age child development.
- b. The selected activity according to student interest and needs.
- c. All learning activities is more meaningful so the student will never forget the experiences all time.
- d. Integrated learning developed intellectual and social/emotional of student.

⁸ Dikutip dari ppt permendiknas “*model pembelajaran tematik SD kelas 1-3*” yang di berikan oeh dosen penampu materi tematik tahun 2012.

⁹ Ibnu Hajar, halaman 92

- e. Integrated learning presents a pragmatic activity consist of problems that are often found in the rill life/environment of student.
- f. If integrated learning is designed by all components. It will make effective cooperation between teachers, teacher and student, student and student, student/teacher and source than learning be more interesting, direct learning, and in the whole context.

6. Thematic learning problems

Besides thematic learning also has some problems especially in it implementations, namely the design and implementation of evaluation will force teacher to evaluate process not just a final text. Some problems mentioned is bellow:

- a. Teacher aspect

Teacher should have a high creativity, reliable methodology skills, self-confidence, and develop material. Academically, the teacher should read any books, so they will have the latest information or resources about each lesson they will explain in thematic learning model. Because the lesson based on thematic learning is combined by all aspect of experiences need by students.

- b. Student aspect

Student should have good enough ability in study, either in academic ability as well as his creativity. Because the integrated learning model emphasizes on analysis capabilities, associative capabilities, the ability of exploratory and elaborative. If this condition is not owned,

thematic learning model implementation is very difficult to implement.

c. Facilities and learning resource

The integrated learning requires many and variety resource or information, may also have internet facilities. All of this support, enrich and simplify the development of insight. If this is not met, the implementation of the integrated learning will also be hampered.

d. Curriculum aspect

The curriculum should be flexible, achievement-oriented understanding of student (not on achieving target delivery of the material). Teachers need to be authorized in the development of materials, methods, assessment of learning success of learners.

e. Assessment aspect

Aspects of integrated learning assessment requires a comprehensive assessment, namely controlling the success of learning from several fields related field of study combined. In this aspect, teacher is required to provide the techniques and procedures of implementation of comprehensive measurement and assessment, they also required to coordinate with the other teachers if the subject matter is derived from different teachers.

B. Problems faced by teachers to Implement Thematic Learning in MIN Gedog Blitar

All component of MIN Gedok Blitar institutes, teachers, students have not already got the expectation of the implementation of this thematic learning models. There many problems faced by them. Therefore, the implementation of this model is not able to run as expected. The problem are bellow:

1. The understanding of teacher in thematic learning

In every teaching model, more ever in thematic learning model. The teachers have main rule in controlling learning activity, if the teacher do not have enough knowledge on this model it's very impossible to run thematic learning model well. This is what happened in MIN Gedok Blitar.

2. Student's hand book

The student's hand book should be in the thematic learning model is based on theme in it is implementation. So the hand book should be in theme concept too.

3. Thematic learning evaluation

The test instrument is not related on the models used in thematic activity. Students feel confuse, because what they face on exam is the test based on the kind of subject study not on theme. So the test instrument should be in theme concept too.

Base on the case happened in MIN Gedok Blitarr, conclude that government as determiners of curriculum should be reasonableness to design this model well and to informed this model apportionment. Because many schools still face many problems and less understanding to implement this model learning. Government do not in hurry to prepare this model.

As what is described in The Holly Quran,

Surah Thahaa verse 144:

فَتَعَلَىٰ اللَّهُ الْمَلِكُ الْحَقُّ ۖ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ
وَحْيُهُ ۗ وَقُلْ رَبِّ زِدْنِي عِلْمًا ﴿١٤٤﴾

144. High above all is Allah The King, the Truth! Be not in haste With the Quran before it's revelation to three Is completed, but say, "O my Lord! Increase me In Knowledge."¹⁰

C. The efforts of teacher to implement thematic learning in low grade at MIN Gedog Blitar

After knowing various problems that occur in the field in implementing thematic learning model at MIN Gedog Blitar. Then it should be able to be a reflection of the world of education in deciding curriculum so that the curriculum will be able to run as planned. All effort of school to overcome the problems faced by teacher will be overcome if

¹⁰ The Holy QUR-AN English translation of the meanings and commentary. Revised and edited by The presidency of Islam Researches , IFTA, CALL and Guidance. Hlm: 907

the institution pay attention what needed by teacher in learning activity/implementing thematic learning model. This is reflected in the verse of the Qur'an: Al-Mujaadilah verse 11:

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجْلِسِ فَاَفْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْ ۗ
وَإِذَا قِيْلَ اذْشُرُوْا فَاذْشُرُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ ءَامَنُوْا مِنْكُمْ وَالَّذِيْنَ اُوْتُوْا الْعِلْمَ دَرَجٰتٍ ۗ وَاللّٰهُ بِمَا
تَعْمَلُوْنَ خَبِيْرٌ

11. O ye who believe! When ye are told To make room In the assemblies, (spread out and) make room: (Ample) room will Allah provide for you. And when ye are told to rise up, rise up: Allah will Rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted knowledge. And Allah is well-acquainted with all ye do.¹¹

MIN Gedog Blitar has already made some effort to overcome the basic problem of teacher in implementation of thematic learning model, as bellow:

1. The institution
 - a. The committee socializing the thematic learning models in teachers meeting.
 - b. The school send some teacher as delegation in the thematic learning model workshop, seminar, to enrich the knowledge especially thematic learning model.

¹¹ The Holy QUR-AN English translation of the meanings and commentary. Revised and edited by The presidency of Islam Researches , IFTA, CALL and Guidance. Hlm: 1709

2. Low grade teacher
 - a. The teachers make a discussion for developing the thematic learning
 - b. The teacher share what they face when implement the thematic learning model with vice chairman
 - c. The teacher present the workshop, seminar offered by school to enrich their knowledge



CHAPTER VI

CLOSING

A. Conclusion

According to this research, its conclusion about the implementation of thematic learning in low grade at MIN Gedog Blitar. The conclusion taken from the focus of research, as follows:

1. Thematic learning process at MIN GedogBlitar

From the results of research, the researcher found that MIN GedogBlitar has not implemented the full thematic learning model. Teachers almost use the speech method, but not all the time they use this method. To make learning fun, at the same time teachers also use a song for students, teachers use games to make learning fun in the class, and teachers make an experience in learning. On the other side to attract student attention, teachers act as a figure who always patient, care for students, and have good character.

2. Problems implementation of thematic learning in low grade at MIN GedogBlitar

From research findings, it was found that many problems were faced by teachers in implementing the thematic learning model, as follows:

- a. Teachers in low grade have less understanding about thematic learning
- b. Not all teachers in low grade graduated from PGMI/PGSD
- c. Not all teachers in low grade are creative

- d. Student hand book is not thematic book.
- e. School less facility
- f. Evaluation of learning is in discipline science not in theme.

3. School committee effort to solve the problems implementation of thematic learning model in MIN GedokBlitar

From result data, it found many effort of school committee to implement thematic learning model, as bellow:

- a. Institution
 - 1) Socializing the thematic learning model in teacher meeting
 - 2) The school send some teacher as representation in the thematic learning model workshops, seminar to enrich the knowledge especially thematic learning model.
- b. The low grade teacher
 - 1) The teachers make a discussion for developing the thematic learning
 - 2) The teacher share what they face when implement the thematic learning model with vice chairman
 - 3) The teacher present the workshop, seminar offered by school to enrich their knowledge.

B. Suggestion

1. For institution

After finishing this research, researcher hope this school know problems that faced by class teacher in low grade to

implement thematic learning model at MIN GedogBlitar. Teacher in this school less understanding about thematic learning, because the not overall socialization. Than after knowing it problems, all teachers should be following the workshop. So school should informed this learning model to student parent, because student parent have to know this learning model. To clear the complaint of student parent about the schedule or subject lesson. Than school solve the problems implementation of thematic learning model in this school.

2. To teacher

For class teacher in low grade MIN GedokBlitar, researcher hope after done this research all class teacher can enrich the knowledge about thematic learning model. Many way to enrich the knowledge about this learning model, except from institution. Because if teacher just waiting recommendation from institution, it will be late and long time. Than researcher suggest to enrich the knowledge by teacher self. Example: share with other teacher from local MIN Gedog or from other school, make seminar or workshop with other class teacher.

3. To researcher

To researcher as academician, hope this research enrich knowledge. For next researcher, hope to make action research. Because without action research, no one monitor to solve the problems happen in implementation of thematic learning in this

school. Than to get the meaning full research next researcher have to make action research.



PROFIL MIN GEDOK BLITR

A. Visi , Misi, dan Tujuan

1. **Visi** Madrasah Ibtidaiyah Negeri Gedog
'Unggul prestasi berlandaskan Iman dan taqwa serta peduli lingkungan'
2. **Misi** Madrasah Ibtidaiyah Negeri Gedog
 - a. Menumbuhkan kemampuan dasar peserta didik sesuai ajaran Islam
 - b. Menciptakan kreatifitas dan kemampuan secara mandiri
 - c. Mendorong dan membantu setiap siswa untuk menggali potensi dirinya sehingga dapat dikembangkan secara optimal
 - d. Meningkatkan kualitas pendidikan dan pengajaran yang partisipatif dengan melibatkan seluruh warga madrasah dan masyarakat.
 - e. Membentuk kesiapan kader bangsa ke jenjang sekolah yang lebih tinggi
 - f. Meningkatkan pemahaman dan pengamalan Islam dalam kehidupan sehari-hari
 - g. Mendorong setiap siswa untuk memiliki sikap, perilaku dan tindakan yang baik (Akhlakul karimah) baik kepada Allah SWT, sesama manusia maupun lingkungan alam sekitar
3. **Tujuan** Madrasah Ibtidaiyah Negeri (MIN) Gedog
 - a. Dapat mengamalkan ajaran agama Islam hasil dari proses pembelajaran dan kegiatan pembiasaan;
 - b. Meraih prestasi akademik maupun non akademik minimal tingkat Kota;
 - c. Menguasai dasar-dasar ilmu pengetahuan dan teknologi sebagai bekal untuk melanjutkan ke sekolah yang lebih tinggi;

- d. Menjadi sekolah pelopor dan penggerak di lingkungan masyarakat sekitar;
- e. Menjadi sekolah yang diminati di masyarakat.

B. Kondisi Objektif Madrasah

1. Keadaan Tanah.

* Tanah yang dimiliki:

Luas tanah seluruhnya :

1	2	8	0			
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 m²

Tanah Menurut Sumber (m²)

Sumber Tanah	Status Kepemilikan		Sudah digunakan (m ²)	Belum digunakan (m ²)
	Sudah Sertifikat (m ²)	Belum Sertifikat (m ²)		
Pemerintah	971	-	971	-
Wakaf/Sumbangan	-	309	309	-
Pinjam/Sewa	-	390	390	-

2. Keadaan Lingkungan

1.1 Lingkungan intern

- a. Kekeluargaan antara guru, siswa, pegawai TU terjalin baik.
- b. Keamanan sekolah aman, pekarangan sudah dikelilingi pagar tembok.
- c. Disiplin dan tata tertib sekolah sudah dipatuhi.
- d. Kasus kenakalan siswa, penyimpangan serta gejala lain yang mencuat tidak ada.

1.2 Lingkungan ekstern

- a. Kehidupan dengan masyarakat sekitar baik, profesi masyarakat antara lain wiraswasta, petani, pegawai Negeri Sipil, dll.

- b. Peranan komite Sekolah sangat positif dalam mendukung dan membantu penyelenggaraan pendidikan.
- c. Hubungan dengan pejabat dan instansi lain baik.
- d. Hubungan dengan sekolah lain baik, tampak dalam kunjungan persahabatan, olah raga bersama, dll.
- e. Sekolah Dasar di kelurahan Gedog ada 3 sekolah yaitu SDN Gedog I, SDN Gedog 2, SDN Gedog 3 dan satu Madrasah Ibtidaiyah Negeri (MIN) Gedog.

3. Keadaan Guru, Pegawai, Siswa, dan Orang Tua

a. Keadaan Guru

Guru yang mengajar di MIN Gedog sebanyak 18 guru PNS, 5 Guru Tetap (GT), dan 13 Guru Tidak Tetap (GTT) ekstrakurikuler. Dari 23 guru PNS dan GT, sebanyak 3 guru telah lulus S-2, sebanyak 18 guruberijazah S1, yang telah lulus sertifikasi sebanyak 20 orang guru, 1 guru dalam proses sertifikasi, dan 1 orang guru belum sertifikasi.

DATA GURU TAHUN PELAJARAN 2013/2014

No	Nama	NIP	Jabatan	Status	Sertifikasi
1	Moh. Yusron Effendi, S.Pd	196306161989021003	Kepala	PNS	Sudah
2	Nikmatus Solikhah, S.Pd.I	197009101995032002	Guru	PNS	Sudah
3	Hendri Lusiana, S.Pd	197501031999032002	Guru	PNS	Sudah
4	Sukowiyoto, S.Pd	196802092002121001	Guru	PNS	Sudah
5	Endah Rahayu, S.P	197303062006042027	Guru	PNS	Sudah
6	Titin Kamidah , S.Ag	197209062003122002	Guru	PNS	Sudah
7	Vadia Chusnul	197506262007012030	Guru	PNS	Sudah

	Kurnia, S.Ag				
8	Moch. Yarul Fatoni, S.Pd.I	197102252007011021	Guru	PNS	Sudah
9	Dra. Nurhajati	196808202007012037	Guru	PNS	Sudah
10	Nurul Laili, S.Ag	197903102007102001	Guru	PNS	Sudah
11	Drs. Muhammad Nor	196807092007011032	Guru	PNS	Sudah
12	Trisiwi Nursiamah,S.Ag	197409242007012019	Guru	PNS	Sudah
13	Susi Ariani,S.Pd	197904072007012023	Guru	PNS	Sudah
14	Eny Solihah,S.PdI	197808092009012004	Guru	PNS	Sudah
15	Fitriatus Sholikhah,S.P	198106042007102005	Guru	PNS	Sudah
16	Bisri Mustofa,S.HI	198008252007011009	Guru	PNS	Sudah
17	Rizka Nafisah,S.PdI	197907232007102003	Guru	PNS	Sudah
18	Sri Wahyuni, S.PdI	197402252005012003	Guru	PNS	Sudah
19	Binti Chomsatun, S.Pd	-	Guru	GT	Sudah
20	Ana Maratus Sholihah,S.Pd	-	Guru	GT	Sudah
21	Sahsul Jami', S.PdI	-	Guru	GT	Sudah
22	Sulton, S.PdI	-	Guru	GT	Proses
23	Safiur Rofik	-	Guru	GT	Belum
24	Choiriyatul Aliyah	-	Guru	GTT	-
25	Isti Nafisah	-	Guru	GTT	-
26	Mariyatul Kiftiyah	-	Guru	GTT	-
27	Irham Fauzi	-	Guru	GTT	-
28	Endik Prawoto	-	Guru	GTT	-
29	Evi Rusmiati	-	Guru	GTT	-
30	Agus Budiono	-	Guru	GTT	-

31	Munifatuz Zahro	-	Guru	GTT	-
32	Choirul Amaliyah	-	Guru	GTT	-
33	Kuntarsih	-	Guru	GTT	-
34	Igit Hariyatmoko	-	Guru	GTT	-
35	Abdul Karim	-	Guru	GTT	-

b. Keadaan Pegawai

Pegawai di MIN Gedog sebanyak 1 PNS yang bertugas sebagai Tata Usaha dan Operator SAKPA dan SAKPB, 2 PTT tenaga kebersihan, dan 2 PTT penjaga malam.

**DATA PEGAWAI
TAHUN PELAJARAN 2013/2014**

N o	Nama	NIP	Jabatan	Status
1	Lutfi Azizah	198001232005012007	TU	PNS
2	Barokah	-	Petugas Keamanan	PTT
3	Supiah	-	Petugas kebersihan	PTT
4	Agus Budianto	-	Petugas Keamanan	PTT
5	Unik Madiana	-	Petugas kebersihan	PTT

4. Keadaan Siswa

Jumlah siswa di MIN Gedog sebanyak 447 siswa, yang terbagi dalam 13 rombongan belajar. Kelas 1 sebanyak 3 rombongan belajar, kelas 2 sebanyak 2 rombongan belajar, kelas 3 sebanyak 2 rombongan belajar, kelas 4 sebanyak 2 rombongan belajar, kelas 5 sebanyak 2 rombongan belajar, , kelas 6 sebanyak 2 rombongan belajar.

**DATA SISWA MI NEGERI GEDOG
TAHUN PELAJARAN 2013/2014**

NO	KELAS	JUMLAH SISWA		JUMLAH
		L	P	
1.	I	38	43	81
2.	II	42	40	82
3.	III	46	28	74
4.	IV	39	46	85
5.	V	33	35	68
6.	VI	28	29	57
Jumlah		226	221	447

PICTURE DOKUMENTATION IN CLASS



Keadaan kelas yang terlalau padat pada kelas 2B



Ruang kelas 2B yang begitu padat, satu kelas terdiri dari 42 siswa



Akatifitas pembelajaran di kelas 2b saat dibuat kelompok



Dinding Tembok Kelas 2B dipenuhi dengan Tempelan Agar Anak semakin Bersemangat Belajar



Suasana Belajar di Kelas 1C yang yang lebih Banyak Menggunakan Ceramah



Suasana Kelas 1C yang Cukup Padat Untuk Ukuran Kelas 1. Namun Siswa Belajar Dengan Tertib



Suasana Kelas 3A yang terlalu padat, satu kelas terdiri dari 37 siswa



Suasana Belajar Di kelas 3A yang cukup Padat

Class Teacher In Low Grade



Vice Chairman

Head Master

INETERVIEW

Informan : Sri Wahyuni,S.PdI

Position : Class teacher IC

Date : 9 November 2013

Time : 07.30

Place : MIN Gedog Blitar

Proses pembelajaran

Question: sudah berapa lama anda mengajar di MIN Gedok Blitar?

Answers: saya sudah mengajar di sekolah ini kurang lebih 10 tahun mbk. Guru-guru disini yang PNS seperti saya rata-rata juga sudah lama mengajar di sekolah ini

Question: Selama anda mengajar di MIN ini kurikulum apa yang anda pakai?

Answers: Selama mengajar di MIN memang banyak perubahan kurikulum, dari KBK ke KTSP, lalu sebentar lagi ke Kurikulum 2013. Memang kurikulum selalu berubah-ubah berganti seiring dengan perkembangan zaman. Namun dalam penerapan kurikulum ini belum merata dan terlalu singkat. Baru beradaptasi dengan KTSP sudah pindah ke Kurikulum 2013. Penerapan kurikulum yang paling sulit adalah kurikulum KTSP dan Kurikulum 2013 karena sama-sama menggunakan tematik. Pembelajaran tematik ini lain dari pada yang lain. Karena dalam penerapan nya menggunakan tema

Question: apakah anda membuat persiapan sebelum mengajar?

Answers: sebelum mengajar semua guru membuat persiapan, persiapan itu dipakai untuk mempermudah kami dalam mengajar di kelas. Persiapan-persiapan kami berupa prota (program tahunan), promes (program semester), silabus, rpp, dan juga penilaian. Semua persiapan itu bisanya kami buat di awal semester, jadi setiap awal semester menjelang masuk sekolah diadakan rapat guru untuk mempersiapkan pembelajaran untuk semester ke depan nya. Jadi tidak ada guru yang masuk kelas dengan pikiran kosong, karena sudah ada rancangan yang telah dibuat sebelum nya

Question: Bagaimana dengan persiapan pembelajaran tematik?

Answers: Terkiat perangkat pembelajaran tematik kami memang membuat nya. Pernah pembuatan nya secara serempak sekota Blitar dalam suatu pelatihan. Namun dalam penerapan nya kami belum bisa maksimal. Masih cenderung menggunakan mata pelajaran seperti biasa. Karena dalam tematik memang sedikit rumit. Yang saya anggap paling rumit dalam pemetaan tema. Tema ini diambil dari beberapa topic yang bisa mengaitkan mata pelajaran yang ada. Setelah itu baru kita memasukkan indicator-indikator yang ada di dalam tema yang tersedia. Tidak boleh ada indicator yang tertinggal, kalau masih ada, berarti membuat tema baru. Begitulah kira-kira mbk rumitnya tematik

Question: bagaimana terkait metode, media dan sarana mengajar anda gunakan selama ini?

Answers: selama ini saya lebih banyak mengajar menggunakan metode ceramah mbk, maklum saya tidak terlalu kreatif. Namun ya pernah saya memberikan lagu-lagu pada anak-anak didik saya. Kelas 1 memang masih perlu banyak bimbingan dalam adaptasi situasi sekolah, bahkan masih ada siswa yang minta ditunggu orang tua nya. Jadi saya lebih banyak membimbing mereka, ya membuat mereka nyaman dengan saya.

Question: Apakah anda sudah mendapatkan sosialisasi tentang pembelajaran tematik?

Answers : Sudah mbk, sosialisasi pembelajaran tematik sudah saya terima.

Question: Apakah menurut anda sosialisasinya sudah maksimal?

Answers: Menurut saya belum mbk. Selain belum merata, penjelasanya juga sangat sederhana dan singkat.

Question: Apakah anda sudah melaksanakan pembelajaran tematik?

Answers: Proses pembelajaran bertema memang belum terlaksana secara maksimal di kelas 1 mbk. Pembelajaran di kelas 1 masih menggunakan mata pelajaran.

Question: Apakah anda pernah mencoba untuk melaksanakan pembelajaran tematik?

Answers : Pernah mbk, karena memang sebuah tuntutan dari seorang guru kelas bawah seperti saya.

Question : Bagaimana pendapat anda tentang pembelajaran tematik?

Answers : Menurut saya pembelajaran ini masing sangat rumit dan susah untuk diterapkan. Terutama pembelajaran ini tergolong pembelajaran baru, jadi saya belum terlalu paham juga dengan pembelajaran ini. Pembelajaran ini sangat berbeda dengan pembelajaran biasanya. Kalau dulu pembelajaran guru sebagai pusat pembelajaran, namun sekarang murid jadi pusat pembelajaran. Lalu pembelajaran ini juga menggunakan tema.

Question: Apakah tidak ada tuntutan untuk menerapkan pembelajaran tematik

Answers: Dari pihak sekolah tidak terlalu menekankan untuk menerapkan pembelajaran tematik. Namun karena tuntutan kurikulum memang mengharuskan kami membuat pembelajara bertema, maka kami mengumpulkan berkas dalam bentuk tema. Meski kami belum menerapkan sepenuhnya, tapi kami berusaha untuk menerapkan pembelajaran ini.

Kendala-kendala dalam melaksanakan pembelajaran tematik

Question :Apakah anda kesulitan dalam penggunaan tema ?

Answers : Iya mbk, tema memang menjadi kendala saya. Selain saya tidak begitu paham dengan tema, saya juga tidak pernah mendapat materi itu di bangku kuliah dulu. Karena memang dulu belum ada kurikulum tematik. Karena memang saya lulusan PAI bukan PGSD/PGMI.

Question : Apa yang menjadi kendala anda dalam melaksanakan pembelajaran tematik?

Answers : Banyak mbk kendala yang saya rasakan, mulai dari persiapan yang sangat rumit, pelaksanaan yang harus mengeluarkan ekstra tenaga dan kreatifitas.

Question : Persiapan seperti apakah yang anda anggap sangat rumit?

Answers : Pembuatan RPP mbk, karena RPP adalah isi dari kegiatan yang akan kita lakukan dalam pembelajaran. Jadi apa yang akan saya ajarkan nanti ya ada di RPP. Mulai dari metode yang akan dipakai sampai dengan media pembelajarannya. Itu tidak hanya butuh pemikiran mbk, tapi juga mabiaya yang ekstra.

Question: Bagaimana dengan buku pegangan siswa?

Answers: Terkait dengan buku pegangan siswa memang juga menjadi faktor penghambat dalam penerapan pembelajaran mbk, karena pembelajaran bertema

memang tidak efektif jika menggunakan buku mata pelajaran. harus nya buku panduan peserta didik juga menggunakan tema.

Question: Bagaimana terkait dengan fasilitas yang dari sekolah ?

Answers: Meski kelas 1 sudah mulai dibagi menjadi 3 rombel (kelas) tetap saja masih tidak efektif mbk, masih sekitar 25 lebih setiap kelas nya. Harus nya setiap kelas kan maksimal 20 orang. Apalagi kelas 1 mbk, mengatur 5 anak kelas 1 sebanding dengan mengatur 10 anak. Di awal sekolah mereka masih mencoba untuk menyesuaikan diri dengan sekolah baru, teman baru, pelajaran baru, dan guru sebagai pendamping. Kalau jumlah kelas melebihi 20, maka wajar kalau keintensifan guru akan berkurang. Namun kalau harus membuat kelas efektif pada setiap kelas maka sekolah tidak akan sanggup, karena lokal kelas yang ada tidak memadai untuk menampung siswa yang ada di MIN Gedok ini

Question: Bagaimana terkait evaluasi pembelajaran tematik?

Answers: untuk saat ini masih baik-baik saja mbk untuk evaluasi nya, karena evaluasi nya masih menggunakan mata pelajaran. Karena saya sendiri masih menggunakan mata pelajaran dalam mengajar. Nmaun berbeda kalau evaluasi atau ujian nya menggunakan mata pelajaran mbk. Memang sidikit membingungkan, dalam pembelajaran menggunakan tema dan dalam ujian nya menggunakan mata pelajaran.

Upaya-upaya dalam penerapan pembelajaran tematik

Question: Apa saja upaya yang telah anda lakukan dalam menerapkan pembelajaran tematik?

Answers: Kalau untuk guru kelas bawah memang ada yang diikutkan dalam seminar dari kantor kementrian agama (DEPAG). Ini upaya sekolah sekaligus menjadi upaya kami.

Question: Apakah tidak ada usaha yang dilakukan oleh pihak sekolah secara mandiri?

Answers: Kalau di internal sekolah, kami membahasnya pada rapat sekolah, ya semacam diskusi bersama, mungkin itu mbk.

INETERVIEW

Informan : Nurul Laili, S.Ag

Position : Class teacher 2B

Date : 9 November 2013

Time : 09.15

Place : MIN Gedog Blitar

Topic pembahasan: Proses pembelajaran

Question: Sudah berapa lama anda mengajar di MIN Gedok?

Answers: saya mengajar di MIN ini sudah lama sekali mbk, sejak saya pertama menikah dan mualai tinggal di Blitar. Mungkin itu ada sekitar 12 tahun lamanya.

Question: selama anda mengajar di MIN ini kurikulum apa yang anda pakai?

Answers: Selama saya mengajar memang memakai kurikulum yang berganti-ganti. Tapi baru kali ini ada perubahan yang tidak lagi menggunakan mata pelajaran dan menggunakan tema mbk. Ya, Cuma di pembelajaran tematik ini. Sulit memang, karena mata pelajaran itu sudah terlalu mengakar begitu dalam di pola pikir saya, dan saya rasa ini juga dialami oleh guru-guru yang lain nya. Saya sejak sekolah juga selalu menggunakan mata pelajaran, lha tiba-tiba sekarang diganti pakek tema, ya bingung semua pastinya

Question: Apakah anda membuat persiapan sebelum mengajar ?

Answers: iya mbk, saya dan guru-guru di sini semua membuat perangkat pembelajaran. Perangkat ini berguna untuk persiapan guru dalam mengajar. Karena perangkat ini adalah alat guru untuk mengajar, kalau tidak ada alat guru akan kesulitan untuk mengajar. Jadi semua guru memang wajib memiliki perangkat pembelajaran. Perangkat yang kami buat ya seperti prota (program tahunan), promes (program semester), silabus, rpp dan juga penilaian.

Question: Bagaimana dengan persiapan pembelajaran tematik?

Answers: Perangkat pembelajaran yang kami buat selama ini adalah perangkat pembelajaran dengan mata pelajaran, namun karena ada kurikulum baru yang mengharuskan kami para guru-guru kelas bawah untuk menggunakan tematik. Maka kami semua membuat nya dalam bentuk tematik. Kalau saya membuat nya dari panduan hasil pelatihan kurikulum yang ada, lalu pada rpp nya saya

kembangkan sendiri. Saya mencari-cari sendiri di internet mbk. Kan banyak contoh-contoh rpp nya. Namun untuk penentuan tema bahkan memasukkan indicator saya tidak mengutik-utik lagi karena sudah diberikan oleh waka kurikulum. Jadi saya sudah tahu jadi mbk. Ya kalau saya harus membuat sendiri pusing mbk, sudah lepas tangan saya nanti. Rumit seperti nya kalau membuat sendiri

Question: bagaimana terkait metode, media dan sarana mengajar anda gunakan selama ini?

Answers: seperti yang saya jelaskan tadi, bahwa secara prakteknya belum maksimal, jadi saya belum menerapkan pembelajaran ini. Dalam proses pembelajaran di kelas 2 secara keseluruhan saya masih menggunakan mata pelajaran bukan tema seperti dalam pembelajaran tematik. Tapi saya menerapkan salah satu tujuan pembelajaran tematik. Saya berusaha membuat pembelajaran yang menyenangkan di kelas, tidak hanya ceramah saja. Karena menurut saya ceramah ini sudah sangat tidak efektif untuk siswa. Anak-anak sekarang diceramahi 5 menit saja sudah pada rame sendiri mbk, apalagi saya ceramah 15 menit, pasti sudah pada kabur semua anak-anak. Saya menyadari hal itu, jadi kadang saya buat beberapa permainan, kadang juga saya kasih soal-soal dan juga kadang saya kasih kerja kelompok. Pokok nya yang tidak banyak ceramah mbk, karena mbk bisa lihat sendirikan bagaimana keadaan kelas dengan kapasitas murid yang banyak ini, padahal sebenarnya kalau dipembelajaran efektifnya kan cuma 20 siswa. Kelas ini sudah dua kali lipat lebih banyak mbk, ada 42 siswa dalam satu kelas

Question: Apakah anda sudah mendapatkan sosialisasi tentang pembelajaran tematik?

Answers: iya, saya sudah mendapat sosialisasi tentang pembelajaran tematik.

Question: Apakah menurut anda sosialisasinya sudah maksimal?

Answers: kalau menurut saya belum maksimal mbk. Kalau sosialisasi tentang pembelajaran tematik dalam segi informasi dan teori sudah mbk, namun dalam segi penerapan langsung belum mbk.

Question: Apakah anda pernah mencoba untuk melaksanakan pembelajaran tematik?

Answers: Kalau mencoba saya pernah mbk, karena memang sebuah tuntutan guru untuk menerapkan kurikulum baru ini.

Question: Bagaimana pendapat anda tentang pembelajaran tematik?

Answers: Menurut saya pembelajaran sangat bagus mbk, namun penerapannya memang sangat sulit mbk. Seperti yang saya paparkan tadi tentang kondisi kelas yang kurang efektif. Jadi ini sangat menghambat pelaksanaan pembelajaran tematik. Tapi dari keseluruhan yang saya tahu bahwa pembelajaran tematik adalah pembelajaran yang menyenangkan dan sangat cocok dengan karakter perkembangan anak usia sekolah dasar.

Question: Apakah tidak ada tuntutan untuk menerapkan pembelajaran tematik

Answers: Selama ini guru kelas bawah belum terlalu ditekan kan untuk menerapkan pembelajaran tematik. Tapi meski dari pihak sekolah tidak terlalu menekan kan, pihak pemerintah telah menetapkan pembelajaran tematik sebagai kurikulum untuk kelas bawah. Jadi dalam pembuatan laporan atau dalam pemberkasan guru tetap menggunakan tema atau tematik.

Topic pembahasan: Kendala-kendala dalam melaksanakan pembelajaran tematik

Question :Apakah anda kesulitan dalam penggunaan tema ?

Answers : kalau itu pasti mbk, selain fasilitas yang kurang memadai juga kami belum terlalu menguasai pembelajaran ini secara prakteknya. Kalau teori nya saya rasa sudah lebih-lebih lah mbk. Belum ada selama ini yang mengajarkan praktek langsung nya. Maksud saya yang detail dan disesuaikan dengan keadaan sekolah kami.

Question: Apa yang menjadi kendala anda dalam melaksanakan pembelajaran tematik?

Answers: Secara garis besar saya bisa menyimpulkan bahwa kendala yang kami hadapi adalah: kreatifitas guru yang kurang dan penggunaan tema dalam rproses pembelajaran. Pembelajaran tematik memang menuntut guru untuk kreatif, jadi tanpa guru kreatif pembelajaran ini akan terhambat. Selain itu tentang penggunaan tema.

Question: Bagaimana dengan buku pegangan siswa?

Answers: Buku pegangan di sekolah kami masih menggunakan buku mata pelajaran. Jadi sangat sulit sekali untuk menerapkan pembelajaran tematik. Kami sudah pernah menawarkan pada wali murid untuk membeli buku dalam bentuk tema, namun mereka menolak dan mengatakan kalau menggunakan buku bertema harganya lebih mahal. Memang buku dalam bentuk tema lebih tebal mbk, jadi harganya juga ikut lebih mahal. Padahal jika menggunakan buku bertema akan lebih memudahkan kami untuk melaksanakan pembelajaran tematik di sekolah ini.

Question: Bagaimana terkait dengan fasilitas yang dari sekolah?

Answers: untuk memenuhi standar kelas efektif seharusnya memang setiap rombongan belajar (kelas) tidak boleh lebih dari 20 siswa. Sedangkan siswa di kelas saya lebih dari 20 siswa mbk. Berdasarkan pengalaman saya selama bertahun-tahun mengajar di MIN memang tidak efektif jika satu kelas lebih dari 20, karena akan susah untuk mengkondisikan nya mbk. Kan anak umur segitu masih senang-senangnya bertingkah. Jadi kalau diatur atau diajak bermain apa sangat berantakan dan tidak teratur. Tapi kalau menurut kelas efektif 20 orang per kelas, fasilitas kelas memang tidak memadai dengan jumlah siswa yang ada.

Question: Bagaimana terkait evaluasi pembelajaran tematik?

Answers: selama ini untuk evaluasi masih menggunakan mata pelajaran, kan pelajaran nya juga masih menggunakan mata pelajaran mbk, ya masih seperti biasanya. Kalau mengenai evaluasi pada pembelajaran tematik ini yang saya ini bingung, evaluasinya membingungkan, karena dalam evaluasi/ujiannya tetap menggunakan mata pelajaran. Padahal kan dalam proses pembelajarannya menggunakan tema, tapi kenapa dalam ujiannya tetap menggunakan mata pelajaran. pasti siswa pada bertanya-tanya nanti saat ujian. Karena mereka bingung dan tidak mengenal mata pelajaran, yang mereka kenal selama belajarkan tema. Bayangkan mbk, bagaimana anak sekolah dasar memahami itu. dari pihak dinas pun sebagai penyedia soal ujian juga memberikan soal pada kami dalam bentuk mata pelajaran. saya kira itu semakin sulit bagi guru untuk menerapkan pembelajaran tematik

Topic pembahasan: Upaya-upaya dalam penerapan pembelajaran tematik

Question: Apa saja upaya yang telah anda lakukan dalam menerapkan pembelajaran tematik?

Answers: Mengikutkan guru-guru kelas dalam seminar atau workshop yang biasanya diadakan oleh kementian agama. Namun yang dikirim sebagai perwakilan pun tidak banyak, mungkin 1 atau 2 orang saja.

Question: Apakah tidak ada usaha yang dilakukan oleh pihak sekolah secara mandiri?

Answers: Sekolah biasanya membahas hal-hal seperti ini di rapat guru, lebih detail nya dibahas pada rapat persiapan pembelajaran. Biasanya dilakukan sebelum awal pembelajaran, seperti proker.



INETERVIEW

Informan : Vadia Chusnul Kurnia, S.Ag

Position : Class teacher 3A

Date : 9 Desember 2013

Time : 07.30

Place : MIN Gedog Blitar

Topic pembahasan: Proses pembelajaran

Question: sudah berapa lama anda mengajar di MIN Gedok Blitar?

Answers: saya jadi guru di sekolah ini sudah lumayan lama mbk, kira-kira ya sekitar 9 tahunan. Mungkin kalau dibandingkan guru-guru yang lain belum seberapa mbk, tapi kalau bagi saya ya sudah lumayan lama itu.

Question: Selama anda mengajar di MIN ini kurikulum apa yang anda pakai?

Answers: Selama saya mengajar saya menggunakan kurikulum KTSP mbk, tapi masih berbasis mata pelajaran, belum ke tematik. Lumayan sulit mbk merubah pola mengajar dengan mata pelajaran ke tematik, karena itu benar-benar sangat jauh berbeda dengan pembelajaran yang ada sebelum nya

Question: apakah anda membuat persiapan sebelum mengajar?

Answers: sebelum mengajar semua guru membuat persiapan, persiapan itu dipakai untuk mempermudah kami dalam mengajar di kelas. Persiapan-persiapan kami berupa prota (program tahunan), promes (program semester), silabus, rpp, dan juga penilaian. Semua persiapan itu bisanya kami buat di awal semester, jadi setiap awal semester menjelang masuk sekolah diadakan rapat guru untuk mempersiapkan pembelajaran untuk semester ke depan nya. Jadi tidak ada guru yang masuk kelas dengan pikiran kosong, karena sudah ada rancangan yang telah dibuat sebelum nya

Question: Bagaimana dengan persiapan pembelajaran tematik?

Answers: Iya, selama ini kami memang masih focus untuk membuatnya dalam bentuk mata pelajaran. Kalau yang tematik itu memang sedang dimatangkan di MIN Gedok ini. Memang guru kelas 3 juga wajib membuatnya, dan saya juga tetap membuatnya. Saya buat dari panduan pelatihan yang sudah ada. Saya belum terlalu ambil pusing untuk membuatnya, karena memang belum ada pakarnya di

sekolah ini semua masih sama-sama belajar seperti saya. Dalam penerapannya juga masih mata pelajaran yang saya pakai

Question: bagaimana terkait metode, media dan sarana mengajar anda gunakan selama ini?

Answers: Terkait metode yang saya gunakan dalam untuk mengajar memang didominasi metode ceramah. Karena pada kelas 3 materinya sudah lumayan banyak, sehingga harus lebih intens dalam penyampaian materi. Namun kadang saya juga mengajak anak untuk melakukan eksperimen atau percobaan. Memang tantangan sekali untuk membuat pembelajaran yang menyenangkan. Memang selama saya amati anak akan lebih senang dengan pembelajaran langsung, namun selama ini pembelajaran langsung ini lebih saya gunakan dalam pelajaran IPA. Karena pada pelajaran IPA memang banyak lingkungan alam yang bisa digunakan

Question: Apakah anda sudah mendapatkan sosialisasi tentang pembelajaran tematik?

Answers: Sosialisasi tentang pembelajaran tematik memang sudah ada mbk.

Question: Apakah menurut anda sosialisasinya sudah maksimal?

Answers: Lha itu mbk, memang sosialisasinya sudah tapi belum maksimal menurut saya. Kurang jelas dan tidak mendalam sampai praktek langsungnya.

Question: Apakah anda sudah melaksanakan pembelajaran tematik?

Answers: bisa dikatakan belum lah mbk, lha sosialisasinya masih belum pada pendekatan praktek langsungnya. Jadi wajar kalau saya sekedar paham namun belum bisa menerapkannya.

Question: Apakah anda pernah mencoba untuk melaksanakan pembelajaran tematik?

Answers: Pernah di awal-awal gemparnya pembelajaran tematik dulu mbk. Tapi tidak bertahan lama, karena banyak kendala.

Question: Bagaimana pendapat anda tentang pembelajaran tematik?

Answers: Menurut saya bagus mbk pembelajaran ini, karena pembelajaran ini lain dan baru menurut saya. Tapi lumayan capek mbk untuk menerapkan pembelajaran ini. Jujur itu mbk, karena memang guru dituntut untuk bekerja ekstra dalam mempersiapkan pembelajaran.

Question: Apakah tidak ada tuntutan untuk menerapkan pembelajaran tematik

Answers: Selama ini belum ada, jadi masih berupa anjuran saja. Meski anjuran dari pihak sekolah, tapi keharusan dari pemerintah mbk.

Topic pembahasan: Kendala-kendala dalam melaksanakan pembelajaran tematik

Question: Apakah anda kesulitan dalam penggunaan tema ?

Answers: Kesulitan iya mbk, memang sangat sulit menerapkan pembelajaran bertema. Banyak sekali kendala nya mbk, baik dari internal sampai eksternal guru.

Question: Apa yang menjadi kendala anda dalam melaksanakan pembelajaran tematik?

Answers: Guru kurang paham tentang pembelajaran tematik karena tidak semua guru bersal dari PGSD/PGMI. Seperti saya ini mbk, saya berasal dari guru agama islam bukan guru kelas. Jadi sangat dimlakumi kalau saya kurang maksimal dalam mengikuti kurikulum sekolah dasar.

Question: Apakah menurut anda kreativitas juga sangat penting dalam penerapan pembelajaran ini?

Answers: Iya mbk, itu sangat penting. Kalau guru tidak kreatif, susah mbk untuk menerapkan pembelajaran tematik. kan tuntutan dari pembelajaran tematik adalah pembelajaran yang aktif dan menyenangkan. Jadi guru harus bisa membuat pembelajaran yang seperti itu.

Question: Bagaimana dengan buku pegangan siswa?

Answers: Untuk buku pegangan siswa kami masih menggunakan buku mata pelajaran mbk. Mungkin ini juga yang membuat sulitnya pembelajaran tematik dilaksanakan di sekolah ini. Sebenarnya kmi juga sudah pernah menawarkan buku tematik cetakan Grasindo, namun tidak disepakati oleh wali murid. Jadi ya kami tidak berani memaksakan, karena kami sendiri jug belum siap sepenuhnya untuk menarapkan pembelajaran tematik.

Question: Bagaimana terkait dengan fasilitas yang dari sekolah?

Answers: Bicara masalah fasilitas, kelas memang menjadi penghambat mbk. Lha jumlah siswa dengan local kelas yang ada tidak memadai.

Question: Bagaimana terkait evaluasi pembelajaran tematik?

Answers: ya ini mbk yang membuat saya bingung. Kenapa pembelajaran tematik yang menggunakan tema dalam proses pembelajaran. Namun ujian nya menggunakan mata pelajaran. Saya kurang begitu jelas mbk dengan maksud dari pembelajaran ini, yang penting saya mengajar dan anak-anak paham.

Topic pembahasan: Upaya-upaya dalam penerapan pembelajaran tematik

Question: Apa saja upaya yang telah anda lakukan dalam menerapkan pembelajaran tematik?

Answers: Ya ikut pelatihan mbk, itu pun kalau diikutkan. Kalau tidak ya nanya ke teman sesama guru yang diikutkan dalam seminar. Seperti saya ini, saya kan belum pernah diikutkan dalam seminar. Tapi saya ya berusaha nanya ke teman-teman sesama guru yang ikut.

Question: Apakah tidak ada usaha yang dilakukan oleh pihak sekolah secara mandiri?

Answers: Sekolah membahas hal-hal seperti ini dalam rapat guru mbk, pernah juga ikut kerjasama dengan Grasindo. Sebearnya Grasindo ingin mempromosikan buku, namun berkat itu kami semua bisa ikut dalam pelatihan dan dapat menambah pengetahuan tentang pembelajaran tematik.

INETERVIEW

Informan : Hendri Lusianan, S.Pd
Position : Vice Chairman of Curriculum
Date : 14 November 2013
Time : 10.00
Place : MIN Gedog Blitar

Question: Kurikulum apa yang digunakan di MIN Gedok ini?

Answers: MIN Grdok ini menggunakan kurikulum KTSP.

Question: Bagaimana upaya sekolah dalam membantu guru dalam membuat persiapan pembelajaran tematik?

Answers: untuk persiapan perangkat pembelajaran dalam bentuk tematik sekolah sudah menyediakan beberapa perangkat dalam bentuk tema, mulai dari jarring tema, pemetaan tema, silabus, rpp samai penilaian. Saya rasa untuk penilaian tidak masalah karena memang masih sama seperti tahun-tahun sebelumny amenggunakan mata peajaran. Perangkat in kami buat dalam forum pelatihan kurikulum yang pernah diadakan di oleh Kementrian Agama pada tahun 2008. Disana guru-guru yang ikut perwakilan diarahkan untuk membuat perangkat pembelajaran tematik secara merata se kota blitar. Perangkat ini yang dijadikan acuan bagi guru-guru

Question: Apakah sudah ada sosialisasi pembelajaran tematik untuk guru kelas bawah di MIN Gedok?

Answers: Sudah ada mbk, kami dari pihak sekolah sudah mensosialisasikan pembelajaran tematik untuk guru kelas bawah, meski disadari usaha sekolah masih sangat kurang untuk guru-guru. Namun sekolah sudah berusaha semaksimal mungkin.

Question: Sosialisasi apa yang sudah dilakukan semalama ini oleh sekolah?

Answers: Sosialisasi yang sudah kami lakukan seperti mengikutkan guru-guru dalam pelatihan atau seminar. Juga kami mensosialisasikan pembelajaran ini pada rapat guru.

Question: Apakah dari sekolah juga menekankan guru-guru kelas bawah untuk menggunakan pembelajaran tematik?

Answers: di MIN Gedok memang belum menekankan sepenuhnya untuk menerapkan model pembelajaran tematik mbak. Karena banyak keluhan yang dialami oleh guru kelas bawah dalam menanggapi model pembelajaran baru ini. Kami sebagai penentu kebijakan sekolah memang harus mendengarkan apa yang dialami oleh guru, yang paling penting kan proses belajar mengajar masih tetap berlangsung. Tapi kami tetap berharap ini akan segera teratasi dan pembelajaran tematik bisa segera dilaksanakan dengan baik oleh guru-guru di sekolah ini



INETERVIEW

Informan : Moh. Yusron Effendi, S.Pd, M.M
Position : Head Master of MIN Gedok
Date : 28 November 2013
Time : 08.45
Place : MIN Gedog Blitar

Question: Bagaimana pendapat anda tentang pembelajaran tematik?

Answers: Saya memandang pembelajaran tematik ini sebagai pembelajaran baru yang sangat berbeda dengan pembelajaran yang selama ini kita kenal.

Question: Bagaimana sosialisasi pembelajaran ini pada guru-guru?

Answers: Sosialisasi nya dengan mengikutkan guru-guru kelas ini untuk ikut pelatihan/training yang diadakan DEPAG. Yang berangkat tidak semua, hanya perwakilan saja. Memang tidak cukup kalau yang menjadi perwakilan untuk ikut serta dalam training hanya satu guru, kan guru kelas bawah tidak hanya satu. Sebenarnya perwakilan ini dikirim kan biar bisa menularkan ilmu nya pada guru-guru yang lain. Tapi dari pengakuan guru yang dikirim sebagai perwakilan pun merasa kurang paham dan mengatakan belum bisa menularkan ke guru kelas lainnya

Question: Bagaimana upaya sekolah dalam membantu guru dalam membuat persispan pembelajaran?

Answers: untuk mempersiapkan pembelajaran 1 tahun dan satu semester kedepan, sekolah kami memang mengadakan rapat guru. Rapat ini khusus diersiapkan menjelang masuk sekolah saat libur semester genap/ganjil. Dalam rapat ini kami membahas apa yang akan kesiapan guru dalam membuat perangkat pembelajaran.

Question: Bagaimana juga persiapan untuk pembelajaran tematik?

Answers: Untuk guru kelas bawah memang sudah pasti dibahas tentang persiapan perangkat pembelajaran tematik. Pihak sekolah hanya bisa memfasilitasi dan mendukung guru untuk mempersiapkan nya dalam bentuk tematik, karena itu sudah menjadi kewajiban guru kelas bawah. Akan tetapi dalam pelaksanaan nya

kami menyerahkan sepenuhnya ada guru-guru kelas bawah. Yang saya tekankan selama ini adalah ketercapaian tujuan pembelajaran

Question: Bagaimana menurut anda tentang perkembangan sikap guru-guru setelah ada sosialisasi dari sekolah tentang pembelajaran tematik?

Answers: Saya memandang pembelajaran tematik ini mengharuskan pengajar kelas bawah untuk menjadi guru kelas. Padahal yang menjadi pengajar kelas bawah sebenarnya berasal dari guru mata pelajaran. Jadi harus dimaklumi kalau tidak menguasai semua mata pelajaran secara maksimal. Gurukan juga manusia yang punya kelemahan dan bisa sempurna. Kalau dipaksakan saya takut ini akan jadi masalah, karena bisa-bisa siswa semakin tidak paham. Jadi pas ujian nilainya jelek. Permasalahan kan bertambah kalau seperti itu dan tujuan pembelajaran pun jadi tidak tercapai.



INETERVIEW

Informan : Sukowiyoto, M. PdI
Position : Facilitation section
Date : 19 April 2014
Time : 10.00
Place : MIN Gedog Blitar

Question: Bagaimana keadaan fasilitas di MIN Gedok?

Answers: fasilitas adalah alat penunjang pembelajaran, dan jika berfikir idealis kita memang fasilitas itu harus ada. Supaya pembelajran berjalan dengan lancar sesuai yang diinginkan. Fasilitas MIN Gedok untuk saat ini memang semakin berkembang dari tahun-tahun sebelumnya. Namun untuk kategori sempurna memang belum. Sekolah memang selalu berupaya untuk selalu mengembangkan sekolah. Semua usaha ini butuh waktu cukup lama, karena biaya nya juga tidak sedikit. Hal seperti ini harus difikirkan secara matang.

Question: Bagaimana dengan pengadaan ruang kelas pak?

Answers: Pengadaan jumlah kelas memang sedang terhambat. Ada beberapa hal yang menghambat, salah satu nya adalah tanah yang sudah tidak muat lagi. Lokasi disekitar sekolah sudah padat oleh penduduk, jadi sudah tidak bisa diperluas lagi. Rencana kedepan untuk jangka panjag lokasi sekolah akan dipindahkan ke tempat yang lebih luas. Karena kedepannya sekolah ini akan dijadikan sekolah unggulan. Jadi sudah pasti akan membutuhkan fasilitas yang memadai.”

INETERVIEW

Informan : Zidni zahratul firdausi

Position : Student

Date : 19 April 2014

Time : 08.15

Place : MIN Gedog Blitar

Question: Nama nya siapa dek?

Answers: zidni zahratul firdausi

Question: Kelas berapa ?

Answers: kelas 1C

Question: Di kelas IC diajar sama siapa?

Answers: Diajar bu Sri Wahyuni.

Question: Enak gak diajara sama bu Sri Wahyuni?

Answers: Enak kak

Questions: Hem, emang bu sri kalau ngajar gimana? Kok enak.

Answers: Bu sri itu kak, orang nya baik banget. Orang nya sabar, gak suka marah-marah, aku aja gak pernah dimarahi sama bu sri. Bu sri juga seneng ngajari lagu-lagu. Jadi kita seneng kalau diajar sama bu sri.

INETERVIEW

Informan : Aprilia Rahmawati
Position : Student
Date : 19 April 2014
Time : 08.00
Place : MIN Gedog Blitar

Question: Nama nya siapa dek?

Answers: Aprilia Rahmawati

Question: Kelas berapa ?

Answers: kelas 2B

Question: Di kelas 2b diajar sama siapa?

Answers: di ajar sama Bu Elli (panggilan akran Nurul Laili)

Question: enak gak diajara sama bu elli?

Answers: enak banget kak

Question: Emang bu elli kalau ngajar gimana? Kok enak?

Answers: “bu elli kalau ngajar , sabar dan telaten .”

Question: Trus gimana lagi bu elli kalau ngajar pernah diajar main apa nyanyi gg?

Answers: Pernah, pernah diajak nyanyi. Pernah juga kita dibuat kelompok, trus disuruh nempel-nempel gambar sama bu elli. Pernah juga kita suruh bawa foto ke sekolah, trus dihias, trus ditempel dikelas. Poto saya juga ada di kelas. Mbak mau lihat.

INETERVIEW

Informan : Khoirun nisa
Position : Student
Date : 19 April 2014
Time : 08.30
Place : MIN Gedog Blitar

Question: Nama nya siapa dek?

Answer: Khoirun Nisa

Question: Kelas berapa ?

Answers: Kelas 3A

Question: Di kelas 3A diajar sama siapa?

Answers: diajar sama Bu Khusnul

Question: enak gak diajara sama bu Khusnul?

Answers: Enak mbk

Question: Eamang gimana bu khusnul kalau ngajar?

Answers: Gmana ya, ya ngajar kayak biasanya mbk, Cuma orang nya sabar, baik, perhatian sama kelas kita.

Question: Emang ada guru yang gak sabar ?

Answers: Ya, bukan gitu mbk. Cuma kadang ada guru yang suka marah-marah.

Question: Oh, trus kalau bu khusnul gimana kalau ngajar IPA? Pernah diajak bikin percobaan gak kalian?

Answers: Pernah-pernah mbk, dulu pas pelajaran IPA kita pernah dibikin kelompok. Trus diajak menanam biji kedelai. Trus setiap hari kita lihat pertumbuhan biji kedelai itu, setiap hari kita ngukur pakek garisan mbk.

Question: Trus mana sekarang biji kedelainya?

Answers: Udah mati mbk, gak bertahan lama. Punya saya 2 minggu udah mati. Ada punya temen saya yang 3 minggu masih hidup. Sekarang udah dibersihin lagi kelas nya.

RIWAYAT HIDUP PENELITI

Nama : Maulida Arum Fitriana
NIM : 10140024
Tempat Tanggal Lahir : Blitar, 22 Serptembar 1991
Fak./Jur./Prog. Studi : Tarbiyah, PGMI Pendidikan Guru
Tahun Masuk : 2010
Alamat Rumah : Jln. Toba no: 16 Perumnas Pakunden Blitar
No. Tlp Rumah/Hp : 085790919486
Pengalaman Organisasi :

- HMJ PGMI 2010 – 2012
- DEMA FITK 2012-2013
- UAPM INOVASI



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