

**CLASSROOM MANAGEMENT IN THE INTEGRATED  
THEMATIC LEARNING AT CLASS 3 OF IDAYU 1 DIFABLE  
PRIMARY SCHOOL OF MALANG.**

**THESIS**

**Written by:**

**HANAN**

**NIM 13140078**



**ISLAMIC PRIMARY TEACHER EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
MAY, 2017**

CLASSROOM MANAGEMENTIN THE INTEGRATED THEMATIC LEARNING  
AT CLASS 3 OF IDAYU 1 DIFABLE PRIMARY SCHOOL OF MALANG.

THESIS

Presented To Faculty of Education And Teacher Training  
Maulana Malik Ibrahim State Islamic University Malang  
In Partial Fulfillment the Requirements for  
*The Degree Of Sarjana Pendidikan Guru Madrasah Ibtidaiyah (S.Pd)*

Written by:  
HANAN  
NIM 13140078



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**SKRIPSI**

**by:**

**HANAN**

**NIM 13140078**

**Was Approved**

**by:**

**Supervisor**



**Dr. Muhammad Walid, MA**

**NIP. 197308232000031002**

**Knowing,**

**The Head Of Islamic Primary Teacher Education Program**



**Dr. Muhammad Walid, MA**

**NIP. 197308232000031002**

Classroom Management In The Integrated Thematic Learning At Class 3  
Of Idayu 1 Difable Primary School Of Malang.

SKRIPSI

Written by

Hanan (13140078)

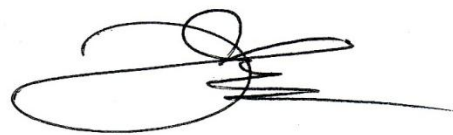
Has been defended and approved by the board of examiners on 30<sup>th</sup> May 2017  
as the requirement for the degree of **Sarjana Pendidikan (S.Pd)**

Signature

Chair Examiner,  
H. Ahmad Soleh, M.Ag  
NIP. 19760803200604001

: 

Secretary,  
Dr. Muhammad Walid, M.A  
NIP. 197308232000031002

: 

Advisor,  
Dr. Muhammad Walid, M.A  
NIP. 197308232000031002

: 

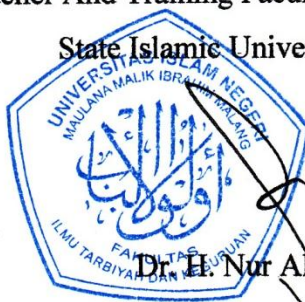
Main Examiner,  
Dr. H. M. Padil M.Pd  
NIP. 196512051994031003

: 

Approved by,

Dean of Teacher And Training Faculty Of Maulana Malik Ibrahim

State Islamic University, Malang



Dr. H. Nur Ali M.Pd  
NIP. 196504031998031002

## DEDICATION

This Thesis Is Dedicated To

Allah SWT, For give me a chance to live with the sweetness of education

Abah and Ummi, for everything you have done for me. I forever thank you

All of Saed Alsawyed family member,  
because all of you,i know how warm family is.

Ahmad Dliya Almunabbih, who always be there anytime i needed help

Thanks for Gus and Ning LKP2M,  
for give chance to learn anything more and more

## MOTTO

This nature would teach what you need to learn, if you are open to listening.  
And you need to face your fears, You can't expect with your future enemies if you

still fighting the old one.

That fight is over

Release the fear

*(Toph Beifong)*



Dr. Muhammad Walid, MA  
Lecturer Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University, Malang

---

OFFICE MEMO OF ADVISOR

Subject : Hanan

Attachment : 4 (Four) Exemplares

Malang, March 27<sup>th</sup>, 2017

To Whom it May Concern,  
Dean Faculty Of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University, Malang  
In  
Malang

*Assalamu'alaikum Wr. Wb*

This office memo declares that skripsi originally owned by:

Name	:	Hanan
NIM	:	13140078
Study Program	:	Islamic Primary Teacher Education Department (PGMI)
Title of Skripsi	:	Classroom Management In The Integrated Thematic Learning At Class 3 of Idayu 1 Difable Primary School of Malang.

Is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

*Wassalamu'alaikum Wr. Wb*

Advisor,



**Dr. Muhammad Walid, MA**  
NIP. 197308232000031002

## CERTIFICATE OF SKRIPSI AUTHORSHIP

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

Malang, April 25<sup>th</sup> 2017

Author



**Hanan**

NIM. 13140078



## PREFACE

Bismillahirrahmanirrahim

All praises to be Allah the most gracious and most merciful, the lord in this universe. Thanks to Allah because all blessing and guidance, so writer is able to finish this thesis entitled “Classroom Management In The Integrated Thematic Learning At Class 3 Of Idayu 1 Difable Primary School Of Malang” as the final instruction activities on the Maulana Malik Ibrahim State Islamic University Malang.

Shalawat and salam always be presented to our prophet Muhammad saw who has guidance us from the darkness to the lightness in this world and who can give the blessing for us in the hereafter. This thesis is written to submitted as a part of requirement for obtaining bachelor degree in islamic primary teacher education program, tarbiyah and teacher training faculty at maulana malik ibrahim state islamic university malang would not have been completed without the contributions and support from many people.

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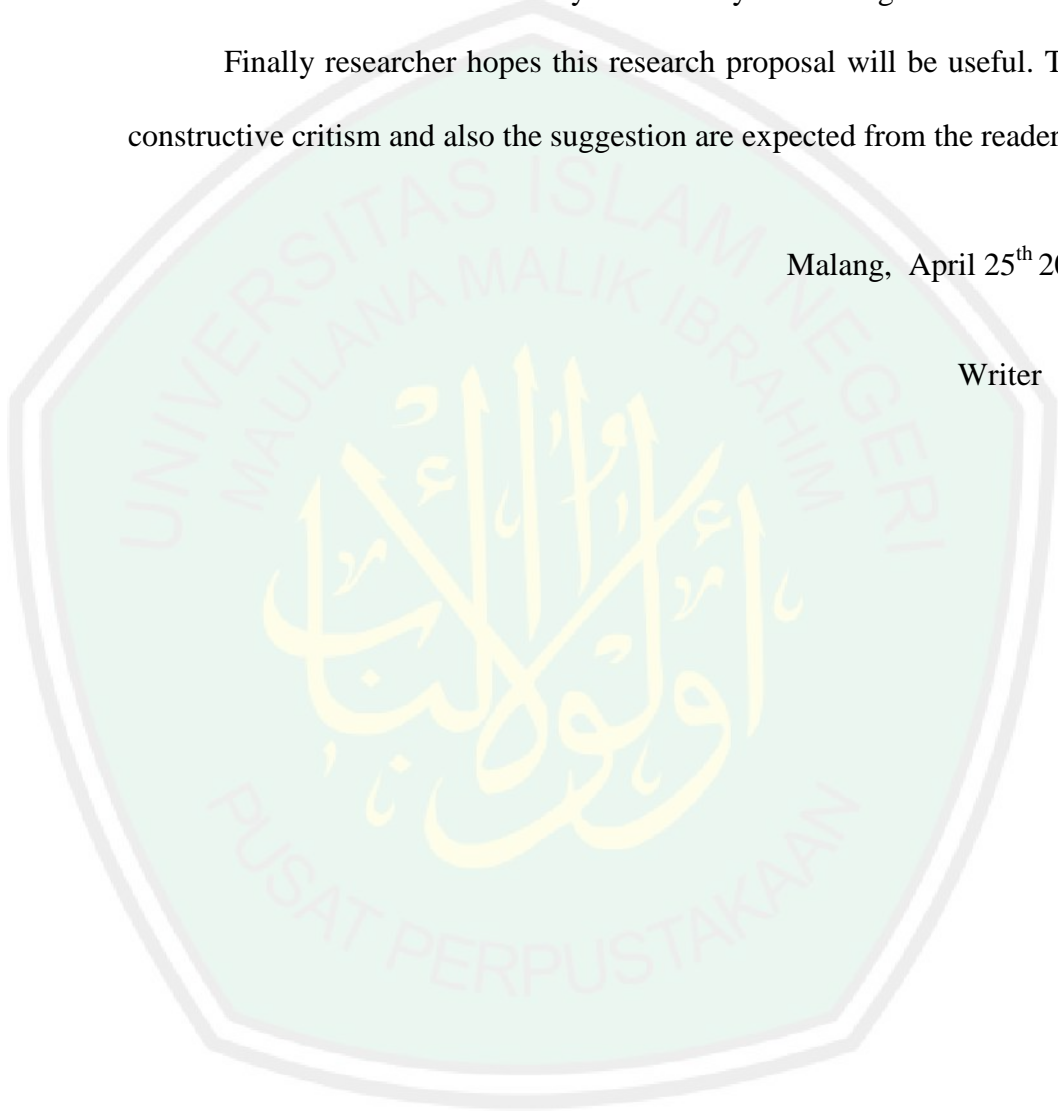
1. My beloved parents, who endless love me
2. Prof. Dr. Mudjia Raharjo M.si as the rector of Maulana Malik Ibrahim State Islamic University Malang
3. Dr. H.Nur Ali as the dean of Tarbiyah and Teacher Training Faculty

4. Dr. M. Walid, M.A as my thesis advisor
5. All of my lecturers in islamic primary teacher education
6. Head master of Difable Primary School Idayu 1 Malang.

Finally researcher hopes this research proposal will be useful. This constructive criticism and also the suggestion are expected from the readers.

Malang, April 25<sup>th</sup> 2017

Writer



## ARABIC transliteration GUIDANCE

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

### A. Huruf

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

### B. Vocal Panjang

Vokal (a) panjang= â

Vokal (i) panjang= î

Vokal (u) panjang= û

### C. Vokal Diftong

أَوْ = aw

أَيَّ = ay

أُو = û

إَيَّ = î

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### ABSTRAK

Hanan, 2017. Pengelolaan Kelas Dalam Pembelajaran Tematik Terpadu Di SDLB Idayu 1 Malang, Skripsi, Program Studi Pendidikan Guru Madrasah Ibtidaiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Muhammad Walid,M.A

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**Kata Kunci:** Pengelolaan Kelas, Pembelajaran Tematik Terpadu

Keberhasilan proses pembelajaran di kelas tidak terlepas dari pengelolaan kelas yang baik. Pengelolaan kelas dapat menciptakan suasana belajar yang bergairah, memotivasi siswa dan menghindari adanya hambatan dalam proses pembelajaran. Pembelajaran tematik terpadu menggabungkan beberapa mata pelajaran yang berkorelasi ke dalam sebuah tema memerlukan pengelolaan kelas yang baik agar dalam proses pembelajarannya peserta didik yang memiliki disabilitas dapat dengan mudah menerima pembelajaran dan mampu memberikan pengalaman langsung kepada peserta didik tersebut.

Adapun, tujuan penelitian ini *pertama*, untuk mendeskripsikan dan menganalisis pengelolaan fisik kelas dalam Pembelajaran tematik terpadu di kelas 3 SDLB Idayu 1, Malang. *Kedua*, untuk mengetahui pengelolaan sosio-emosional kelas dalam pembelajaran tematik terpadu di kelas 3 SDLB Idayu 1, Malang. *Ketiga*, untuk mengetahui pengelolaan organisasional kelas dalam pembelajaran tematik terpadu di kelas 3 SDLB Idayu 1, Malang.

Dalam penelitian ini peneliti menggunakan pendekatan deskriptif kualitatif. Pengumpulan data dilakukan dengan wawancara, observasi non partisipan dan dokumentasi. Adapun informan penelitian ini adalah kepala sekolah, guru mata pelajaran tematik terpadu, guru kelas 3 dan siswa kelas 3 di SDLB Idayu 1 Malang. Setelah data di peroleh, kemudian di analisis dengan mereduksi data, menyajikan data dan memverifikasi atau menarik kesimpulan.

Dalam penelitian ini, peneliti menemukan beberapa temuan pengelolaan kelas dalam pembelajaran tematik terpadu, yaitu: (1) pengelolaan fisik kelas dalam pembelajaran tematik terpadu di SDLB Idayu 1 Malang terdiri dari pengelolaan ruang kelas, tata letak tempat duduk, media dan sumber pembelajaran (2) pengelolaan sosio-emosional kelas dalam pembelajaran tematik terpadu di SDLB Idayu 1 Malang terdiri dari interaksi aktif antara guru dengan siswa dan siswa dengan siswa (3) pengelolaan organisasional kelas di SDLB Idayu 1 Malang terdiri dari pengelolaan organisasional dalam pembelajaran tematik terpadu dan pengelolaan organisasional umum kelas.

### ABSTRACT

Hanan, 2017. The Classroom Management in the Integrated Thematic Learning At Class 3 of Idayu 1 Difable Primary School of Malang, Skripsi, Islamic Primary Teacher Education Program, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Muhammad Walid, M.A

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**Key Words:** The Classroom Management, Integrated Thematic Learning

The success of learning process in classroom is inseparable from good classroom management. Classroom management can create an atmosphere of learning who is passionate, motivating students and avoid obstacles in the process of learning. Integrated thematic learning which combine several subjects that correlate into a theme requires a good classroom management so that in the process of the lesson learners who have disability can easily accept learning and able to provide hands-on experience to learners.

The objectives of this research, first, To explain the physical management of class in the integrated thematic learning at Class 3 of Idayu 1 Difable Primary School of Malang. Second, To explain the socio-emotional management of class in the integrated thematic learning at Class 3 of Idayu 1 Difable Primary School of Malang. Third, To explain the organizational management of class in the integrated thematic learning at Class 3 of Idayu 1 Difable Primary School of Malang.

In this study the researcher used a descriptive qualitative approach. Data collection is by nonparticipant observation, interview and documentation. As the informant of this research is the principle school, integrated thematic teacher, teacher of class 3 and learners at class 3 in Idayu 1 difable primary school of Malang. After the data is obtained, then be analysis with the reduction of data, presenting data and verify or draw conclusions.

In this study, researcher found a few findings of classroom management in integrated thematic learning, they are: (1) physical management class in integrated thematic learning in Idayu 1 difable primary school of Malang consists of management classroom, the seating layout, decorating classroom, setting of window and ventilation, media and learning resources. (2) socio-emotional management in integrated thematic learning in Idayu 1 difable primary school of Malang consists of active interaction between teacher with learners and between the learner. (3) organizational management class in integrated thematic learning in Idayu 1 difable primary school of Malang consists of organizational management in integrated thematic learning and general organizational management class.



## خلاصة

حنان، 2017. إدارة الفصول الدراسية في المتكاملة للتعليم المواضيعي في سدلب إيدايو 1 مالانق، الأطرحة، قسم تعليم المدرسين الابتدائية، جامعة مولانا مالك إبراهيم مالانق. المشرف: د. محمد وليد، الماجستير

الكلمات الرئيسية: إدارة الفصول الدراسية، المتكاملة للتعليم المواضيعي

لا يمكن بغض النظر عن إدارة الفصول الدراسية ونجاح عملية التعلم في الفصول الدراسية. فتمكن إدارة الفصول الدراسية أن تجعل جوا عاطفيا، ودافعا للطلاب، ومتجنباً عن العقبات في تعلمهم. والمتكاملة للتعليم المواضيعي تجمع بعض المواد الدراسية التي ترتبط إلى موضوع مخصوص تطلبا إلى إدارة الفصول الدراسية الجيدة، حيث الطلاب العاجزون في دراستهم يقدرّون في عملية التعلم، ويسدون الخبرة في أنفسهم.

ويهدف هذا البحث إلى أغراض معينة، أولاً، للوصف وتحليل الفصل بالإدارة المادية في المتكاملة للتعليم المواضيعي الصف 3 سدلب إيدايو 1 مالانق. وثانياً، لمعرفة إدارة التعلم الاجتماعي العاطفي في المتكاملة للتعليم المواضيعي الصف 3 سدلب إيدايو 1 مالانق. ثالثاً، لمعرفة إدارة التعلم التنظيمي في المتكاملة للتعليم المواضيعي الصف 3 سدلب إيدايو 1 مالانق.

واستخدمت الباحثة في هذا البحث نهجاً كيفياً وصفيّاً. أما طرق جمع البيانات بطريقة الملاحظة غير المشاركة، والمقابلة والوثائق. وأما المخبر هو رئيس المدرسة، والمدرس في المتكاملة للتعليم المواضيعي، والمعلم في الصف 3 والطلاب فيه سدلب إيدايو 1 مالانق. فبعدما جمعت الباحثة البيانات المحصولة عليها، ثم تحليلها بتحديد البيانات، وتعرض البيانات والتحقق أو استخلاص النتائج.

فنالت الباحثة في هذا البحث النتائج التي توصلت إليها إدارة الفصول الدراسية في المتكاملة للتعليم المواضيعي، ألا وهي: (1) الإدارة المادية في المتكاملة للتعليم المواضيعي الصف 3 سدلب إيدايو 1 مالانق، التي تتكون عن إدارة الفصول الدراسية، وتخطيط الجلوس، ووسائل التعليم الإعلامية (2) وإدارة الاجتماعي العاطفي في المتكاملة للتعليم المواضيعي الصف 3 سدلب إيدايو 1 مالانق، التي تتكون عن التفاعل النشط بين المعلمين مع الطلاب والطلاب مع الطلاب (3) وإدارة الفصل التنظيمية في المتكاملة للتعليم المواضيعي الصف 3 سدلب إيدايو 1 مالانق، التي تتكون من الإدارة التنظيمية في المتكاملة للتعليم المواضيعي والإدارة التنظيمية العامة.



## CHAPTER 1

### INTRODUCTION

#### A. Background of The Research

Humans and education are inseparable because education is one of the most important things for human beings to achieve success as human nature which provided resourceful and cerebration. Education is the key to improving and developing the quality of human resources.

Education is a planned and conscious effort to bring an atmosphere of learning and the learning process so that learners are actively developing the potential for learner s to have a religious, spiritual power of self-control, personality, intelligence, morals, as well as the necessary skills themselves, the community, the nation and the State.<sup>1</sup>

Education is one of the efforts for the development of human resources in particular formal education. The renewal of education expected on increasing human dignity, quality of human resources and the expansion and improvement of equitable education. In addition to education it is also the process of increase intelligent of the nation aimed at Nations Indonesia which pious to God Almighty.

According to the word of God Almighty in Q.S Al Mujadalah verse 11 which clarifies that God will exalt those who have faith and science. Therefore, all people be entitled to get education without exception and discrimination (education for all).

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<sup>1</sup> Law No. 20 Year 2003 About National Education System

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ<sup>٢</sup>  
وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ  
دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: o you have believed, when you are told, “space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “arise” then arise; Allah will raise those who were given knowledge, by degrees. And Allah is acquainted with what you do<sup>2</sup>.

Curriculum that applies today in Indonesia is 2013. One of the approaches used in the curriculum of 2013 is the approach integrated thematic learning. Thematic learning integrated approach is learning that involves some subjects by intentionally hooking some aspects in intra school subjects. With its mix, learners will gain knowledge skills intact so that learning becomes meaningful for learners.

Despite the assurance of education for persons with disability is already set in law No. 8 year 2016, in fact the amount of difable schools scattered in Indonesia only 1962 schools or less than 1% of the amount schools in Indonesia which are totaling 267.153 schools.<sup>3</sup>

With the difable school affairs only 521 around 26.55% of all difable schools in Indonesia. However, the people of Indonesia today show their sympathy and empathy to difable children to obtain a decent education as other normal children. it represented from difable private

<sup>2</sup> Al Quran dan terjemahannya, (Jakarta: Alfatih, PT. Insan Media Pustaka)

<sup>3</sup> Referensi.Data.Kemdikbud.Go.Id/Index11.Php

schools amounted to 1441 or about 73.45% in Indonesia. East Java has the most difable school in Indonesia surpassed 33 other provinces. There are 65 difable affair schools and 336 difable private school.<sup>4</sup>

One of the difable private school that existed in East Java, Malang is difable primary school Idayu, founded in December 2001. In the past 5 years it expanded rapidly and established a branch of the primary difable school Idayu.1 school located in the city of Malang and more located in regency of Malang. difable elementary school Idayu 1 addressed in perum Graha Permata Sulfat kav. 3 JL. Sekayan Bunulrejo Malang. This school implementing a curriculum of 2013 in learning process and use thematic integrative approach.

Teacher is the holder of a major role in the learning and teaching process. The process of teaching and learning is a process that consists of a series of deeds of teacher and learners or the basis of reciprocal relationships that take place in educational situations to achieve a particular learning goals<sup>5</sup>. The classroom is a learning environment that is created based on the collective consciousness of a community of learners that relative has the same purpose.

In the school environment, teachers have a role in determining the quality and quantity of instruction is executed. The role of the teacher in classroom management is able to organize and manage class as a learning

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<sup>4</sup> Catalog Kementerian Pendidikan Dan Kebudayaan, Statistik Sekolah Luar Biasa (DIFABLE SCHOOL ) Year 2016

<sup>5</sup> Ahmad Sabri, *Stategi Belajar Mengajar Dan Microteaching* (Ciputat : Pt. Ciputat Press, 2010). Page 65

environment. This environment is regulated and supervised which directional learning activities to the goals of education. Surveillance in learning process, determine the extent of the learning environment is a good learning environment.

To create an atmosphere that can foster a passion to learn, enhance the learning achievements of learners, and teachers give more guidance and help to learners in learning, need organizing or classroom management. Classroom management is the skill of the teacher to create a conducive learning and control it in case of disruptions in learning process<sup>6</sup>. Teacher in creating learning conditions expected to be effective when precisely known factors to support in creation conditions of learning and knowing the problems which expected to arise that could damage the learning climate and have skills in managing the class.<sup>7</sup>

Classroom management is an absolute prerequisite for an effective teaching and learning process. With the give and preparing conditions for it, a classroom management refers to the arrangement the people (in this case especially learners) or facilities. Without management and settings, the learning process will be interrupted, and teachers should disciplining and sometimes scold the learners who disturb during learning process.

Classroom management is divided to 3 parts. First, the management physic class in the form of the physical condition of the place

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<sup>6</sup> E Mulyasa, *Menjadikan Guru Profesional*, (Bandung: PT. Remaja Rosdakarya, 2013), Page. 91

<sup>7</sup> Martinis Yamin & Maisah, *Manajemen Pembelajaran Kelas (Strategi Meningkatkan Mutu Pembelajaran)*, (Jakarta: GP Press, 2009), Page. 33

during the learning process. Second, the management of socio-emotional class, which was set up about how the class can be meaningful to good socializing for individuals and groups. Third, management organizational class, in the form of the conditioning routine activities in the classroom. so teachers can create conditions of teaching and learning effectively.

Integrated thematic learning that incorporates several subjects which correlate into a theme, need classroom management which will make good learning process and learners can easily accept learning and be able to get experience.

In good quality of education or learning in difable primary school the teacher should be professional, qualified and creative improving the skills of classroom management to make effective teaching and learning. The thematic learning, there are several related components in its implementation. These components include the roles of teachers and learners, classroom management and thematic strategies in learning.

Class is the environment used in learning process. To create the environment required a Manager. Teachers as managers in learning so that classroom management is the way teachers to create learning environments that are discipline.<sup>8</sup>

Difable primary school Idayu 1 located in Malang is considered have effective classroom management so as to deliver difable primary school Idayu1 Malang as one of the best difable primary school in Malang

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<sup>8</sup> Eggen Jacobsen Dan Kauchak, *Methods For Teaching: Metode-Metode Pengajaran Meningkatkan Belajar Siswa TK-SMA*. Terjemahan Fawaid Dan Anam, (Yogyakarta: Pustaka Pelajar, 2009), Page. 41

city. in the learning process, difable primary school Idayu 1 implement curriculum 2013. Which aimed supporting the objectives of the national education and equality education for persons with disability.

Based on the above background, the researchers are interested in researching on **Classroom Management In The Integrated Thematic Learning At Class 3 Of Idayu 1 Difable Primary School Of Malang.**

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

3. How is the physical management of class in the integrated thematic learning at Class 3 of Idayu 1 Difable Primary School of Malang?
4. How is the socio-emotional management of class in the integrated thematic learning at Class 3 of Idayu 1 Difable Primary School of Malang?
5. How is the organizational management of class in the integrated thematic learning at Class 3 of Idayu 1 Difable Primary School of Malang?

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

1. To explain the physical management of class in the integrated thematic learning at Class 3 of Idayu 1 Difable Primary School of Malang.
2. To explain the socio-emotional management of class in the integrated thematic learning at Class 3 of Idayu 1 Difable Primary School of Malang.



3. To explain the organizational management of class in the integrated thematic learning at Class 3 of Idayu 1 Difable Primary School of Malang.

#### **D. Significance of The Research**

This study has theoretical and practical significances. They are:

1. Theoretically

The results of this research expected can give contribution in developing science. Also increase the ability of researchers in the scientific paper writing. Theoretically this study expect also can increase knowledge of education about classroom management in integrated thematic learning.

2. Practically

The results of this research can be used as input in the decision-making to consider classroom management in an integrated thematic learning especially in the grade III of Idayu 1 Difable primary school of Malang.

For teachers, the results of this research can be used as material for study for the investigate of self at the same time to improve teachers self as a professional teacher in an effort to improve quality as to achieve maximum results in managing class. This study also expect to know the effectiveness of classroom management in an integrated thematic learning.

## E. Previous Research

Research originality describe about the differences between this research and the other research before. Researcher find out the older relevant to avoid repeated problem at the same research. Here are some previous research relating to classroom management:

1. Research of Diana Widyarani, 2011: classroom management Influence in effective learning on subject IPS at SMP Al Mubarak South Pondok Aren, (Thesis). (Jakarta: UIN Syarif Hidayatullah). Diana Widyarani in her research Using quantitative research methods. The focus of the research is classroom management and effective learning in social subjects. The results of the research is a positive relationship between the variable X (classroom management) and the variable Y (effective learning), with the correlation coefficient value of acquiring the 0.739, with the acquisition of the values of the second variable relationships are categorized as significant positive relationship with sufficient categories. The positive relationship that is revealed by the presence of variable X contributions (classroom management) against the variable Y (effective learning) through the coefficient of determination. The calculation of the coefficient it determination is 54.6%. This reflected that classroom management can contribute to effective learning top of 54.6%. Thus from the results that there is a positive influence between classroom management in learning effective subject IPS at SMP Al-Mubarak Pondok Aren. the difference in research written by Diana

Widyanani with this research now is from research methods, focus problems and setting of research.

2. Research M. Zaki Kamil, 2010: classroom management in improving the learning achievements of learner s in alternative schools Qaryah Thayyiban Salatiga year 2009/2010, (Thesis). (Surakarta: Muhammadiyah University of Surakarta). Zaki Kamil in his research using qualitative descriptive method. This research discusses about classroom management in improving the learning achievements of learner s. The results of this research is that the alternative School Qaryah Thayyibah is the institution that runs the management oriented to the cultivation of the consciousness, flexible, appropriate to the learner's need and restoring the rights of learners to learn. managing education for Accomplishment in QT is not just a learner could achieve high point, but more learners will love learning and are able to realize what was studied and take benefit for learner and their envirotnmen. the difference in research written by Zaki Kamil with this research now is the focus of the research which selected and setting of research.
3. Researcher by Uni Zahra, 2010: classroom management on subjects of history (at SMU 87 Jakarta), (Thesis), (Jakarta: UIN Syarif Hidayatullah). This research used qualitative descriptive method. The research about classroom management on subjects of history at SMAN 87 Jakarta. The research result is indicate that classroom management

on subjects in SMAN 87 Bintaro has been executed enough. the difference in research written by Uni Zahra with this research now is the object, the subjects and the setting of research.

No	Title	Similarities	Differences	Originality
1	Research of Diana Widyarani, 2011: classroom management Influence in effective learning on subject IPS at SMP Al Mubarak South Pondok Aren, (Thesis). (Jakarta: UIN Syarif Hidayatullah).	Research about classroom management	a. Used quantitative method. b. Discuss about effective learning c. Research setting at SMP Al Mubarak Pondok Aren south Tangerang	a positive relationship between the variable X (classroom management) and the variable Y (effective learning), with the correlation coefficient value of acquiring the 0.739, with the acquisition of the values of the second variable relationships are categorized as significant positive relationship with sufficient categories. The positive relationship that is revealed by the presence of variable X contributions (classroom management) against the variable Y (effective learning) through the coefficient of determination. The calculation of the coefficient it determination is 54.6%. This reflected that classroom management can contribute to effective learning top of 54.6%. Thus from the results that there is a positive influence between classroom management in learning effective subject IPS at SMP Al-Mubarak Pondok Aren.
2	Research M. Zaki Kamil, 2010:	a. Research about	a. Discuss about learners	the alternative School Qaryah Thayyibah is the

	classroom management in improving the learning achievements of learners in alternative schools Qaryah Thayyiban Salatiga year 2009/2010, (Thesis). (Surakarta : Muhammadiyah University of Surakarta)	classroom management b. Used qualitative method	achievements b. Research setting at Alternatif school Qaryah Thayyiban Salatiga	institution that runs the management oriented to the cultivation of the consciousness, flexible, appropriate to the learner's need and restoring the rights of learners to learn. managing education for Accomplishment in QT is not just a learner could achieve high point, but more learners will love learning and are able to realize what was studied and take benefit for learner and their environment.
3	Researcher by Uni Zahra, 2010: Classroom management on subjects of history (at SMU 87 Jakarta), (Thesis), (Jakarta: UIN Syarif Hidayatullah)	a. Research about classroom management b. Used qualitative method	a. Discuss about classroom management at social study b. Research setting at SMAN 87 Jakarta	indicate that classroom management on subjects in SMAN 87 Bintaro has been executed enough

## F. Definition of Key Term

### 1. Classroom Management

Managing is the art of arranging a certain condition of people, places or events. Classroom management is the activity class settings to make interests of the class learning. So, classroom management is the art and skills of teachers in arranging class to make the good quality and quantity of learning in achieving the learning objectives.

Classroom management is divided into three parts. First, the management physic of classroom which set the physical condition of learning places. Second, the management of socio-emotional classroom which set up about how the class can be good places for socializing individual and groups. Third, the management of organizational classroom which conditioning routine activities in the classroom.

## 2. Integrated Thematic Learning

Thematic learning integrated approach is learning that involves some subjects by integrating some aspects in intra school subjects. Integrated thematic learning is learning basic on theme which used as an approach and basic implementation in curriculum 2013.

## 3. The Difable Child

Difable child is a child who has a disability or difference in mental or psychic, sensory abilities, communication skills and physical abilities. so make they need special treatment in education which appropriate to the needs of the difable child's abilities and limitations.

## G. Composition of Research

The compositions of this research are divided into 6 (six) chapters where each chapter elaborates on different issues, namely: Chapter 1: the introduction contains is about the background, the focus of research,



research objectives, the benefits of research, originality of research, operational definition and composition of research

Chapter 2: a theoretical framework, in this chapter will be discussed briefly three sub. The first sub is about classroom management, the second contains the integrated thematic learning and the third contains the theory about difable children. This chapter also presents a researchers roadmap in a chart.

Chapter 3: Describes methods of research which used a qualitative descriptive study. This chapter contain approaches and research design, research setting, position of the research, instrument of the research, data and data sources, data collection, data analysis, research data and the research procedure.

Chapter 4: in this chapter are present the description consists of a general overview of background research, exposure to research data and research findings which are the things related to classroom management in an integrated thematic learning at class 3 of Idayu 1 difable primary school of Malang.

Chapter 5: in this chapter are present the discussion of research findings which include analysis of the object of research from the data which already contained in chapter 4. And the last chapter 6: in this chapter are present two things, the conclusions and suggestions.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

##### 1. Management Class

###### a. Definition of Management Class

The terms of classroom management is composed of two words, namely 'management ' and the word 'classroom '. According to Manulang in Swarsi, management can be defined as the art and science of planning, organizing, monitoring, the preparation of guidance and surveillance for human resources in learning process especially to achieve a goal that has been set.<sup>9</sup>

According to Hadari Nawawi quoted by Syaiful Bahri Djamarah and Aswan Zaini, defines classes from two side, namely:

###### 1) Class In a Narrow Sense

The room which bounded by four walls, place for several learner gathering to following teaching and learning process. Classes in this traditional sense is static, because it just reference to learners grouping as their self grow up which base on age limit.

###### 2) Class In The Broad Sense

That is a small community which is a part of the school community as a whole was organized into work dynamically

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<sup>9</sup> Martinis Yamin and Maisah, *Manajemen Pembelajaran Kelas* (Strategi Meningkatkan Mutu Pembelajaran), (Bogor: GP Press, 2009), Page. 34

organized activities of creative teaching and learning to achieve a goal.<sup>10</sup>

Classroom management is the skill of the teacher to create a learning climate that is conducive, and control it if any interruption occurred in the process of education. In the process of teaching and learning in the classroom, a very important thing to be done by a teacher is seeking or creating a good teaching and learning conditions. Class as the smallest community in school can affect the interaction of learners and the learning activities which in turn can affect the atmosphere of the classroom and learning achievements of learners. A conducive atmosphere of the class will be able to deliver learners to get achievement on academic and non academic activities, so do the class as a whole.

Classroom management or organization of the class include various components, they are teachers, learners, and the physical environment. The third aspect are interacting to create the learning activities in the classroom which conducive and secure.<sup>11</sup>

Manage class is the task of the teacher to create an optimal learning conditions and neutralize if there is a

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<sup>10</sup> Syaiful Bahri Djamarah, Dan Aswan Zaini, *Strategi Belajar Mengajar*, Cet. Ke-IV (Jakarta: PT Rineka Cipta, 2010), Page. 176

<sup>11</sup> Zulfiani Dkk, *Strategi Pembelajaran Sains*, (Jakarta: Lembaga Penelitian UIN Jakarta, 2009), Page. 162.

disruption in the classroom during teaching and learning. For example the teacher must stop learner's deviate behaviour, giving gifts on learners who completed the task or can answer questions the teacher so do set the norms or rules in the class. So when the teacher entered the classroom, then the only teacher's duty is about teaching and how to increase quality of learning process.

According to Suharsimi Arikunto in Syaiful Bahri Djamarah argues that: classroom management is a business conducted by the person who should be responsible to teaching and learning activities that will get optimum condition so the learning can be implemented as expected. Suharsimi understand the classroom management as two side, namely the management for learners, and management of physical (room, the furniture, the tool lessons, etc.).<sup>12</sup>

Classroom management in order to: 1) Improve learning activities; 2) increase learners in learning achievement; 3) apply a creative, variative, and innovative learning; 4) establish interaction between teachers with learners; 5). Making learning contracts with learners.<sup>13</sup>

Classroom management as an activity that seeks to create and maintain the optimal conditions for the teaching and

<sup>12</sup> Syaiful Bahri Djamarah, Dan Aswan Zaini, *Strategi Belajar Mengajar*, Cet. Ke-IV (Jakarta: PT Rineka Cipta, 2010), Page. 177

<sup>13</sup> Iskandar, *Psikologi Pendidikan*, (Ciputat: Gaung Persada Press, 2009), Page.210

learning process. Then in the classroom management includes make learners discipline, and regulate learners who perform various activities which have no relation with the teaching and learning activities.

With the classroom management learning, hopes learning activities can be improve, improve learner achievements in learning, applying the learning approach which creative, innovative, varied, and can create learning contracts with learners.

#### **b. Purpose of Classroom Management**

Purpose of Classroom management is to create an atmosphere of the comfortable classes as the place of the learning process. Thus each child in the class to work with discipline so get achieved the goal of teaching effectively and efficiently.

According to Salman Rusydie in the Novan, that the purpose of classroom management are:

- 1) Facilitate learning activities for learners
- 2) Eliminating various obstacles that could hinder the realization of teaching and learning interactions.
- 3) provide and arranging facilities and learning furniture which supports and enables the learners learn in accordance with social, emotional, intellectual learners in the classroom.

- 4) Fostering and guiding appropriate the background of social, economic, cultural and individual properties.
- 5) helps learners learn and work in which appropriate with their own capabilities and potential.
- 6) creates a good social atmosphere in the classroom
- 7) helps learners to be able to learn with discipline.<sup>14</sup>

### c. Principles of Classroom Management

In order to minimize the problem of interference in classroom management, principles of classroom management can be used. Then it is important for teachers to know and master the principles of classroom management.

#### 1) Warm and Enthusiastic

Warm and enthusiastic is required in the process of teaching and learning. The warm and intimate teacher on learner will makes learners always shows enthusiastic on their duty or on activities and will be successful in implementing classroom management. Teachers are being warm and enthusiastic will be endeared by the learners.

#### 2) Challenge

The using words, actions, procedure, or materials that challenge will increase the passion of learners to learn so will

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<sup>14</sup> Novan Ardy Wiyani, *Manajemen Kelas; Teori Dan Aplikasi Untuk Menciptakan Kelas Yang Kondusif*, Cet. Ke III (Yogyakarta : Ar Ruzz Media, 2016), Page. 61-63

reduce the possibility of the deviant behaviour. The ability of teachers provide the challenge on her learners participant can boost the spirit of learning to learners.

### 3) Varies

Every teacher certainly doesn't want their learning participants experiencing burnout and boredom. The use of tools or media, teachers teaching style, patterns of interaction between teacher and learners will reduce the appearance of interference and increase the learner's attention.

### 4) Flexibility

Flexibility in the context of classroom management is the flexibility teacher to change teaching strategies which can prevent the possibility of the emergence of annoyance and creates a effective teaching and learning's climate. The flexibility of instruction can prevent annoyance which become from learners such as Ruckus learners, no attention, not do the task and so on.

### 5) Emphasis on Positive Things

Basically in teaching and educating, teachers should emphasize the positive things and avoid concentration learner s on negative things. The emphasis on the positive things is emphasize which teachers done at learners good attitude and give warning for learners bad attitude. The emphasis could be a



positive reinforcement and the consciousness of teachers to avoid mistakes that can interfere the teaching and learning process.

#### 6) Cultivation of Self Discipline

The ultimate purpose of classroom management is a learners can develop selfdiscipline so created a climate conducive to learning in the classroom. Teachers themselves should be the example of selfcontrol and implementation responsibilities. So, the teacher has to be disciplined in everything and be good example if teacher their learners disciplined in everything.<sup>15</sup>

#### **d. Aspects of Classroom Management**

##### 1) Physical Condition

A conscious effort in the classroom management leads to two elements namely physical and nonphysical. Management of related physical components in the class such as the classroom, setting the position of a bench and chairs, cabinets, media tools and learning as other physical components. The management regarding the nonphysical such as management socio emotional of learners, conditions and

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<sup>15</sup> Syaiful Bahri Djamarah, Dan Aswan Zaini, *Strategi Belajar Mengajar*, Cet. Ke-IV (Jakarta: PT Rineka Cipta, 2010), Page. 185-186.

forms of humanitarian relations which played in the classroom as a member of the class.

A physical condition place to learn have an influence on the results of learning. Physical environments that support will increase the intensity the process of learning and have a positive influence in achieving the learning objectives. The physical environment such as:

a) The Classroom

The classroom is where the learning process. The class should allow all learners can move freely and they are not disturbed one and another in that place.

b) Seating arrangements

In seating arrangements matters is allow face to face between learners and learners to the teacher to facilitate teachers in controlling the behavior of learners.

c) Ventilation and Light Settings

Ventilation should be sufficient for the learners health. The window should allow daylight come into the classroom. So that learners can breathe fresh air.

d) Setting the Storage of The Goods.

Items should be stored in a special place which easy to reach it back, the items are arranged in such a way so not disturb the class view.<sup>16</sup>

2) Conditions of Socio-Emotional

Socio-emotional atmosphere in the classroom will have a significance influence on the process of learning, build the spirit of the learners is such a goal of teaching effectiveness<sup>17</sup>. Socio emotional environment such as the passion of learning, interest and attention, behavior, discipline the learners and group dynamics<sup>18</sup>. Some of the things that affect socio emotional factors in the classroom are:

a) Type of Teacher Leadership

Teacher leadership types be able to construct relationships between teachers and learners. The leadership of the teachers in the classroom expected able to create optimal learning climate.

<sup>16</sup> Martinis Yamin Dan Maisah, *Manajemen Pembelajaran Kelas* (Strategi Meningkatkan Mutu Pembelajaran), (Bogor: GP Press, 2009) Page. 40-42

<sup>17</sup> Ibid, Page. 43

<sup>18</sup> Ade Rukmana Dan Asep Suryana, *Pengelolaan Kelas*, (Bandung: UPI PRESS, 2006), Cet. I, Page. 33

b) The Attitude of The Teacher

Teacher's attitude greatly influences the conditions of socio-emotional learners. Teacher's attitude in face the learners should be patient, friendly and justice.

c) Teacher's Voice

The voice of the teacher is not a big factor but it has influence in the learning process. Voice teachers be like inviting the behavior of learners. Voice teacher should be relatively low and relaxed in order to encourage learners to be active and not get bored in the learning process.

d) Coaching Report

Build a good relationship with the learners is very important to do. hopely, learner s are always excited, optimistic, and realistic in learning activities.<sup>19</sup>

3) Conditions Organizational

Regular organizational activities are done properly can prevent problems in classroom management. The activities are the routine activities that always did and have been communicated to all learners. Such activities include:

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<sup>19</sup> Martinis Yamin Dan Maisah, *Manajemen Pembelajaran Kelas* (Strategi Meningkatkan Mutu Pembelajaran), (Bogor: GP Press, 2009), Page. 43-45

a) Turn Hour Lesson

It would be better for the learner s stay in the classroom and the teacher came in. However, there are some subjects that make learner s must leave the classroom. This should be arranged in an orderly for example there is spaces time for the learners to move and marked clearly at the purpose places.

b) Flag Ceremonies

In the flag ceremony should've set a schedule, both from the teachers and learners. So all knowing what time they should come, the location of the flag ceremony, and who is the teacher who will give a briefing at the time of the ceremony, and so on.

c) Other Activities

Other activities are regularly activity such like procedure for submission information from the head of school, holiday, go home early, the death of a school's member and etc. must be set in order to be clear, and not stiff.<sup>20</sup>

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<sup>20</sup> Ibid, Page 45-47

## 2. Thematic Integrative Learning

### a. Definition of Integrative Learning

Curriculum 2013 is the integrated curriculum which mix several elements of the curriculum as disciplines. The integrated curriculum is basically integrated several subjects through the linkages among the goals, content, skills and attitudes.<sup>21</sup>

In learning process, there are a variety of reasons that underlie the application of integrated curriculum, such as Gestalt psychology whose said that children tend to organize perceptions and experiences are integrated by their self.<sup>22</sup>

Integrated curriculum through thematic learning creates the atmosphere of the classroom more fun and free from an atmosphere of distress. Yorks and Follo in Abdul Majid showed that the average level of engagement learning learners higher in theme based integrated learning compared to learning that are not integrated.<sup>23</sup>

### b. Definition of Thematic Learning

Thematic learning is learning to explore some aspects of subjects into a theme. Thematic learning characteristics according to the team of teacher education primary school in Hamdani, are:

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<sup>21</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), Page. 52

<sup>22</sup> Ibid, Page. 56

<sup>23</sup> Ibid, Page. 57

### 1) Holistic

Holistic is symptoms or events that became the center of attention in thematic study which observed and examined from several subject of study.

### 2) Meaningful

The study of some subject of study are incorporated in a theme will provide the impact of material meaningfulness in study will be achieve.

### 3) Authentic

Thematic learning allows learners to understand concepts and principles directly which they will study about.

### 4) Active

Thematic learning involves learners actively in the learning process starting from the planning, implementation, and evaluation process.<sup>24</sup>

## c. Definition of Integrated Thematic Learning

Government (ministry of education and culture) started the school year 2013/2014 has implemented a new curriculum it is curriculum 2013. One feature of the curriculum 2013 is thematic integrative on the level basic education.

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<sup>24</sup> Hamdani, *Strategi Belajar Mengajar*, (Bandung: Cv Pustaka Setia, 2011), Page. 106



Thematic learning is integrated learning that uses the theme to associate multiple subjects to provide meaningful experiences to learners. The measure the subject of the main idea which being the subject discussion.

Thematic learning is one integrated learning model which is a learning system that allows learners, both individually and group actively search and found the concept and principles of academic holistically, meaningful and authentic.<sup>25</sup> Some characteristics of thematic learning as a model of learning in elementary school are:

1) Learners Oriented

Learners become the subject of learning while the teacher is simply functioning as a facilitator gives ease on learners in the process of teaching and learning activities

2) Provides Direct Experience

Thematic learning gives hands on experience to learners, which learners are confronted on a more concrete learning as the basis in understanding things which abstract.

3) Invisible Separation of Subjects

Separation of subjects in the thematic learning will not be clearly visible, since all lessons in corporate in one theme, the theme is the most closely and directly related to the lives of the learners.

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<sup>25</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014). Page. 80

#### 4) Presents The Concept Of Multiple Subjects

Thematic learning presents some concepts in a single subject which aims to help learners solve problems in learning encountered.

#### 5) Flexible

Thematic learning is flexible with hooking one of subjects with other subjects and associate among the lives of learners with circumstances of the learner environment.<sup>26</sup>

### 3. Definition of Difable Child

Difable child is the term given to the children who need special needs. exceptional children defined they are differences in terms of the difference though mental, sensory abilities, communication skills or physical abilities. The difference makes the child requires modifications in the activities of the learning or special education services in order to be able develop in accordance with their capacity.<sup>27</sup>

Kirk in the Jamila said some specific categories of children in need is as follows:

- a. Intellectual Differences, which included in this category are children who have a very high intellectual level and a very low level of intellectual

<sup>26</sup> Ibid, Page 90-91

<sup>27</sup> Jamila K A Muhammad, *Special Education Forspecial Children*, (Jakarta: PT Mizan Publika, 2008). Page. 36-37

- b. Differences of communication, which is included in this category are children with disabilities in speaking or has limitation on utterance
- c. Sensory Differences, which are included in this category are children who have limitations in the ability of seeing and hearing
- d. Difference in behavior, which is included in this category are children who have problems with behaviour and his emotions
- e. Has a lot of defects, in this category are children who have a disability serious or multiple defects simultaneously as mentally disabled, deaf and blind
- f. Physical Differences, in this category are children who have a disability that is not related to the sensory organs but inhibits the physical and psychological development of the child.<sup>28</sup>

## B. Research Roadmap

Despite the assurance of education for persons with disability is already set in law No. 8 year 2016, in fact the amount of difable schools scattered in Indonesia only 1962 schools or less than 1% of the amount schools in Indonesia which are totaling 267.153 schools.<sup>29</sup>

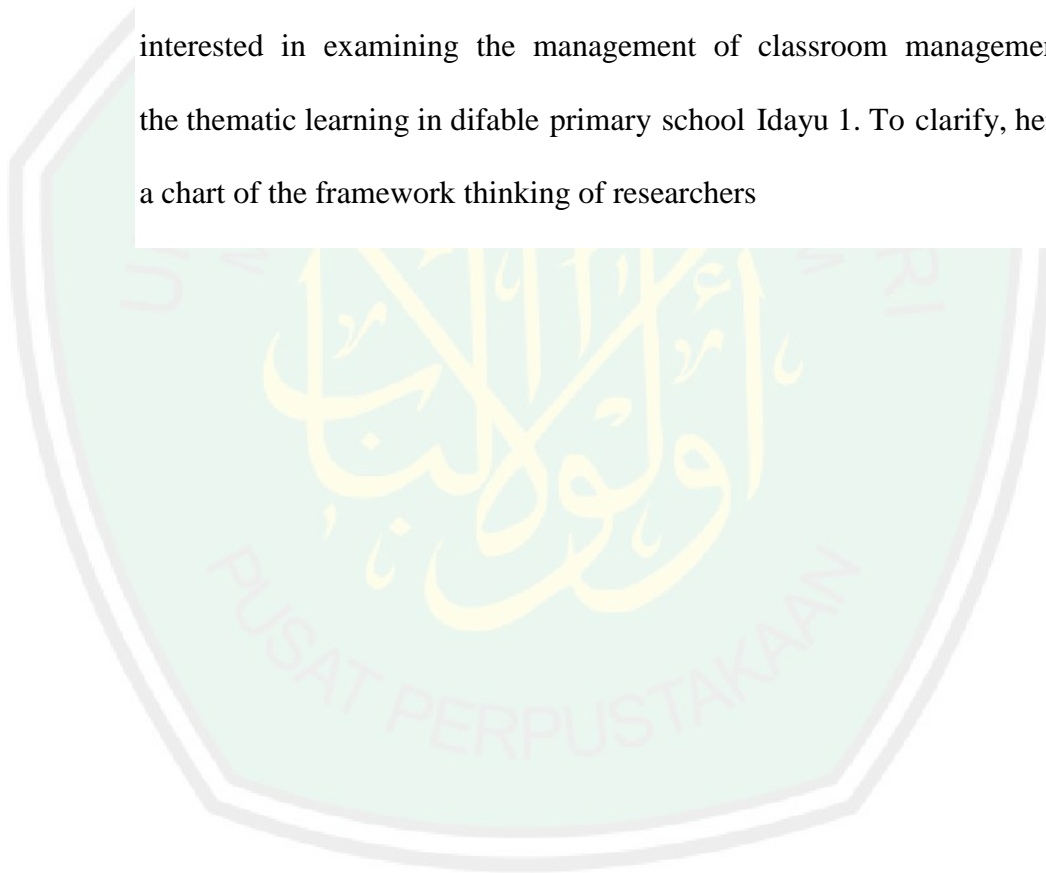
One of the difable private school that existed in East Java, Malang is Idayu 1 difable primary school, founded in December 2001. In the past 5 years it expanded rapidly and established a branch of the primary Idayu 1 difable school located in the city of Malang and more located in regency

<sup>28</sup> Ibid, Page. 38-39

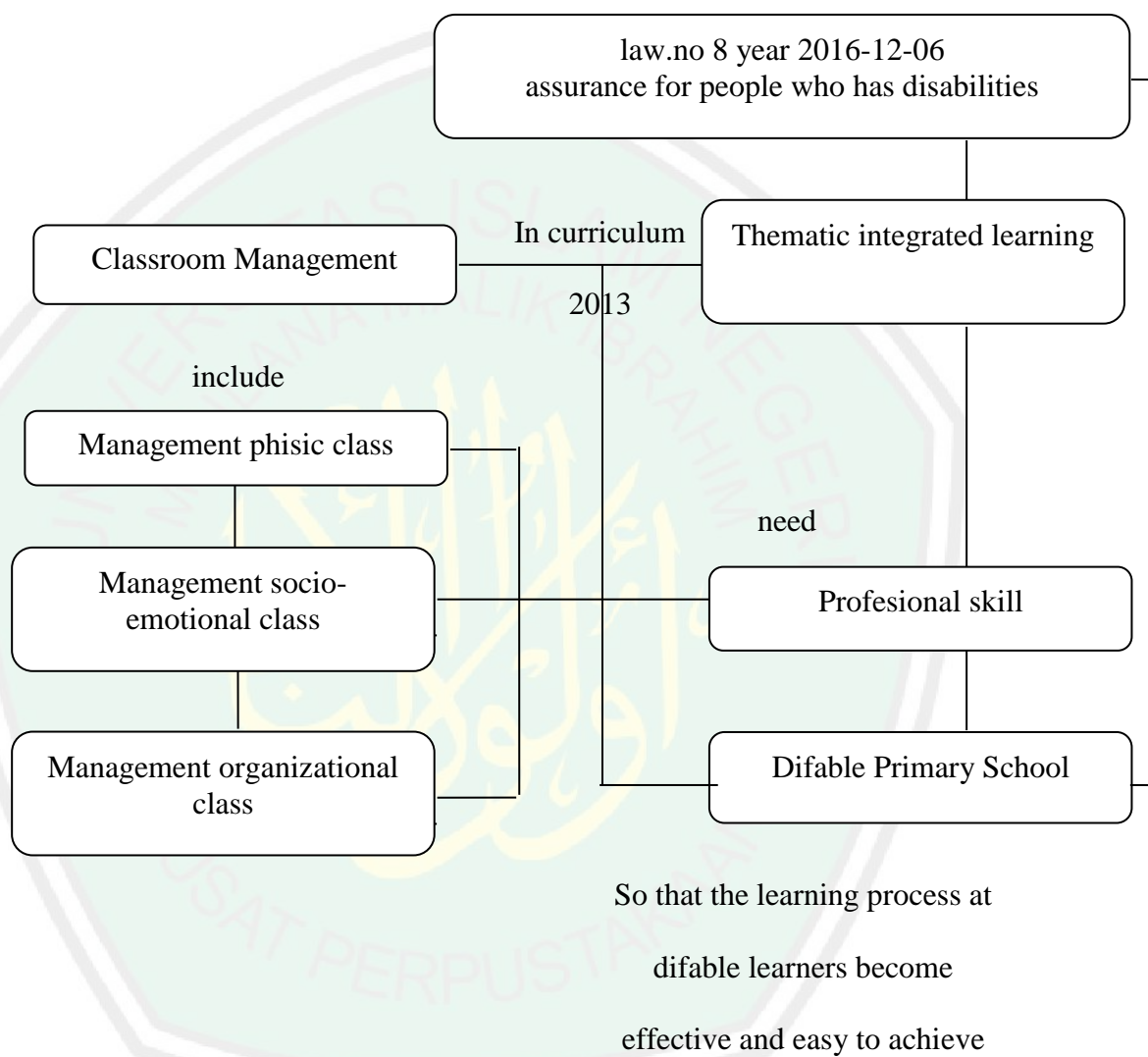
<sup>29</sup> Referensi.Data.Kemdikbud.Go.Id/Index11.Php

of Malang. difable elementary school Idayu 1 addressed in perum Graha Permata Sulfat kav. 3 JL. Sekayan Bunulrejo, Malang. This school implementing a curriculum of 2013 in learning process and use thematic integrative approach.

Idayu 1 Difable primary school expected has good classroom management so that it is able to evolve rapidly. This makes researchers interested in examining the management of classroom management in the thematic learning in difable primary school Idayu 1. To clarify, here is a chart of the framework thinking of researchers



**Table 2.1**  
**Research Roadmap**



### CHAPTER III

#### RESERACH METHOD

##### A. Approach and Research Design

This approach and design in this research is descriptive qualitative. the descriptive qualitative method is a method in researching the status of groups, human beings, an object, a set of conditions, a system of thought, or a current events. According to Lexy Moleong, qualitative research is a research procedure to get descriptive data in the form of written words, pictures and not numbers, which the data retrieved from the people and behavior that can be observed<sup>30</sup>. According to Whitney in Monazir, Literally descriptive method is a method of research to create an overview of the situation of Genesis, so these methods intend to hold a mere accumulation of basic data<sup>31</sup>.

descriptive qualitative research aims to describe the empirical reality related Classroom Management in the Integrated Thematic Learning At Class 3 of Idayu 1 Difable Primary School of Malang. The design in this research used to match and discover how the management classroom is and on discussion chapter the researcher checking the reality on field with the theory which related with, use a descriptive method.

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<sup>30</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Rosdakarya, 2002), Page. 2

<sup>31</sup> Moh. Nazir, Ph.D. *Metode Penelitian*, (Bogor : Penerbit Ghalia Indonesia, 2011), Page. 54-55

## B. Attendance of The Researcher

The specific characteristic of qualitative research is participation from researcher, researcher have key position of the research. It make data more dependent on the researcher. Researcher attendance intended to make researcher really understand the phenomenon and events that will be researched, because researcher also have a position as planners, exececutors, gatheres of data, analysis of data and interpreter of data analysis.

In this research at Idayu 1 Didable Primary school of Malang researcher will be non participant observer, who does not involvement directly with the research's subject during collecting data. This action do for keep the objectivity research result. Attendance of researcher in field divide in to 3 steps:

1. Pre reserch, toidentify the reserach object
2. Data collecting, taking data which related to the classroom management
3. Evaluate the data<sup>32</sup>

## C. Setting of The Research

The research is located in difable primary school Idayu 1 Malang addressed at housing Ghara Permata Sulfate kav. 3Malang. The reason why the researchers chose the location of the research above because

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<sup>32</sup> Lexy J. Moleong, Metodologi Penelitian Kualitatif (Bandung: PT. Rosdakarya, 2002), Page. 93



difable primary school Idayu 1 Malang known has good progressive and capable of providing educational services with the same quality with the other elementary schools, so children with disabilities(learner)was able to obtain an education that is comparable to other normal children.

#### **D. Data And The Data Resources**

The data is the specific parts that form the foundations of analysis. The data includes words that are noted as transcript interviews and field observation records. the data also include what other people created such as official documents and newspaper articles.<sup>33</sup>

##### **a. Primary Data**

The source data (primary data) on the research is directly related to the object that is the management of classroom management In an integrated Thematic Learning learners in grade 3 difable primary school Idayu 1, Malang. primary data in this study is the result of interviews with the homeroom teacher, integrated thematic teacher, grade 3 learners and principal of difable primary school Idayu1Malang. Also observations and documents relating to classroom management in difable primary school Idayu 1 Malang.

##### **b. Secondary Data**

Secondary data required for consideration of the primary data analysis. Secondary data in this study is a literature/relevant

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<sup>33</sup> Emzir, (*Metodologi Penelitian Kualitatif*) Analisis Data, (Jakarta : PT Raja Grafindo Persada, 2010), Page. 65

documents for the sake of strengthening the argumentation and to complete results of the research.

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

The data collection methods that used in this study is to interview, observation and document which conducted in difable primary school Idayu 1 of Malang. This the following explanation of data collection technique:

#### **a. Interview**

The interview is the interaction that takes place between two people to obtain information or expressions on a part in an interview.<sup>34</sup> The interview will be conducted in an open interview study was dedicated to the teacher's homeroom 3, integrated thematic teacher, grade 3 learners and principal in difable primary school Idayu Malang.

Data taken through the interview is data about the management of physic classroom, management of socio emotional and routine activities, the management class and how do teachers implement thematic learning. As well as the suitability of the integrated thematic learning with classroom management.

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<sup>34</sup> Ibid, Page. 50

#### b. Observations

Observation or observation is the attention that is focused on symptoms, occurrence and something with the intention to interpret them, revealing the causes factors<sup>35</sup>. The observation undertaken in this research is the observation of the non participant observation, the researcher becomes testimony or spectators of a symptom or incident that became a topic of research.

The data taken through the observation is about classrooms, a place of regular activity class is implemented, the observation process of teaching and learning activities thematic learning in classroom management.

#### c. Documents

In addition to interviews and observations of researchers also use some document in answering the question. When available, these documents will add to the understanding or information for researcher.

Documents that taken for the purpose of this research is the documentation of classroom, document of lesson plan, the data of learners, grade 3 teacher data, data principal and another documents relevant with this research.

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<sup>35</sup> Ibid, Page. 38

## F. Data Analysis

In depictions of the results of research, the existence of the required data processing with analysis techniques so that the data obtained can be believed to be true. Data analysis in this study uses data analysis according to Miles and Huberman that is divided into 3 parts.

First, the reduction of data. Reduction is a form of data analysis that sharpen, select, focused, dump the data and compiled in a way which the final conclusions can be described and verified<sup>36</sup>. Data reduction is going on during the research in the field, since 6 march 2017 until 6april2017.

Second, the data model (data display). The data display is made to assemble the information in a practical form so it can be accessed easily. Third, the withdrawal of the conclusion (conclusion). From the beginning of the data collection, record the regularity of causal flow, annotations, and proposition.

Researchers take a conclusion clearly which maintain honesty and without suspicions (scepticism)<sup>37</sup>. By virtue of data which already collected, sort out and deliver, researcher drow out the conclusion from classroom management in the integrated thematic learning at class 3 of Idayu 1 difable primary school of Malang.

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<sup>36</sup> Ibid, page 130

<sup>37</sup> Ibid, Page. 130

### G. Validity of Data

This research use the technique of triangulation to check the validity of data. The technique of triangulation according Miles and Huberman in Norman and Yvonna is a technique to check the validity of data that utilizes something else out of the data to checking or comparison the data<sup>38</sup>. Researcher will do something activity bellow to obtain the degree of information trusty:

- a. Compare result of the interview data with the observations data
- b. Check data from one source to another source
- c. Compare the result of the interviews with the contents of the relevant documents

### H. Research Procedure

Research procedures in this research includes 4 stages. First is pre field, is arrange the research planning in Idayu 1 Difable Primary School of Malang and arrange the research proposal. The researcher did the pre field to get basic information about the object. This stage carried out on October 2016. Second stages is where the researcher on the field. Researcher collect data which related to classroom management in the integrated thematic learning. This stage carried out on march 2017 until April 2017.

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<sup>38</sup> Norman K. Denzim Dan Yvonna S. Lincoln, Handbook Of Qualitative Research, Terj. Darisyanto Dkk, (Jogjakarta: Pustaka Pelajar, 2009). Page. 592

Third stage is processing data. In this stage researcher make data transcript, reducing data, analyze the data and make data interpretation from data were collected, This stage carried out during the researcher in the field. And the last is fourth stage, where the research arrange the research report which already analyzed. This stage carried out on April 2017.



## CHAPTER IV

### EXPOSURE DATA AND RESEARCH FINDING

#### A. General Overview the Research Object

##### 1. Story of Idayu 1 Difable Primary Shool

Before officially becoming a Foundation, a woman who is an teacher in difable primary school named Idayu Astuti founded playground learning for children with disability. Her indifferent to children with disability has been grown up since she was attended in the Department of Difable Education at State University of Surabaya (UNESA).

At its inception, this school is only a garage of her house in housing graha permata sulfat at JL. Sekayan kav. 3. She founding difable primary school with the hope of children with disabilities could get a decent education as well as other normal children with the provision of skills which make the child independently.

Over time, Idayu 1 difable primary school thrived so fast until become a formal school as a unit of education in 2000 and gained attention from the public and communities around there. Now, she also established in Idayu II difable primary school in Pakis, Malang regency.

The school which located in the sekayan's street stand on the land with an area of 96 m<sup>2</sup>. Located inside the housing that was in the middle of city but far away from the crowds, noise, and air



pollution. After working for more than 10 years, Idayu 1 difable primary school increasingly steady of its existence in the world of education for children with disabilities.<sup>39</sup>

**Picture 4.1**  
**School's Yard In Idayu 1 Difable Primary School Of Malang<sup>40</sup>**



## **2. Identity of Idayu 1 Difable Primary School of Malang**

Name of School	:	SDLB Idayu 1 Malang
Address	:	
a. Street	:	Jl. Sekayan, housing Graha Permata Sulvate Kav. 3
b. Village	:	Bunul Rejo
d. Sub district	:	Blimbing
e. City	:	Malang
f. Province	:	Jawa Timur
g. Telephone number	:	(0341) 494389

<sup>39</sup> Result from documentation in Idayu1 Difable Primary school of Malang at 8 March 2017

<sup>40</sup> Result from documentation in Idayu1 Difable Primary school of Malang at 11 March 2017

Operational Start	:	2001
Building Broad	:	96 m <sup>2</sup>
Building Status	:	Ownership <sup>41</sup>

#### 4. Vision and Mission Idayu 1 Difable Primary School of Malang

As an educational institution, Idayu 1 difable primary school Malang has a vision and mission to be achieved. There are following:

##### a. Vision

The formation of independent generation, noble character, an accomplished and highly regarded in works.

##### b. Mission

- 1) High disciplined
- 2) Achievement oriented
- 3) Honest and mindful in work
- 4) Commitment to school
- 5) Uphold the cooperation
- 6) Oriented to the needs of school
- 7) Create calm, harmonious, tranquility and peaceful school climate
- 8) Harmonious partnership between the school and the community<sup>42</sup>

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<sup>41</sup> Result from documentation in Idayu1 Difable Primary school of Malang at 9 march 2017

<sup>42</sup> Result from documentation in Idayu1 Difable Primary school of Malang at 8 march 2017

## 5. The Condition of Teacher and Learners

### a. Condition of the Teacher

Teacher at class 3 year 2016/2017 is Yuliati Palupi Asri. She became the teacher of class 3 in Idayu 1 difable primary school since 2006. Yuliati, have a disability, i.e. both of her eyes does not function normaly (the left eye is cataract). Currently Yuliati enters age 40. She holds the last education in departmen difable education (PLB) State University of Surabaya<sup>43</sup>.

### b. Learners

Acceptance of new learners was opened each year without through cognitive selection and registration limit. The process of selection based on to: 1) disability belonging to children (Idayu 1 difable primary school is the school for children with mental retardation).

On class 3 consists of four learners. The three children have disability mental retardation which generally have low intellectual levels. They have grow up obstacles of adaptive behavior during their life. And there is also a child who has the visual disability. It mean that child has obstacle in look at. The school perforce accepted the different difable child cause at one request from his parents, they have restrictiveness time and cost if should go to another difable primary

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<sup>43</sup> Result from documentation and observation at 10 March 2017

school. Learners in class 3 average 11 year old. Two of them are relocated from another difable school<sup>44</sup>.

## 6. Learner Activities Units

To enhance potential and talents of learners beyond the academic subject there are some learner activities units in Idayu 1 difable primary school which can be a chance of channeling various skills talent and interest that learners have. The following data are extracurricular activities in there<sup>45</sup>:

**Table 4.1**  
**Leaner Activities Units**

No.	Extracurricular	Information
1	Pramuka	Ada/Aktif
2	Menari	Ada/Aktif
3	Mewarnai	Ada/Aktif
4	Musik	Ada/Aktif
5	Keterampilan	Ada/Aktif
6	Olahraga	Ada/Aktif

## 7. Facilities and Infrastructure

Infrastructure is the primary needs which important for learners to make the learners during the learning process. Based on the result observation, that the existing education facilities Idayu 1 primary school are as follows<sup>46</sup>:

<sup>44</sup> Result from observation at 9 march 2017

<sup>45</sup> Result from observation and documentation at 11 march 2017

<sup>46</sup> Result from observation at 8 march 2017

**Table 4.2**  
**Facilities And Infrastructure Of School**

No.	The Room	Condition of Room
1	Principal's Room	Enaugh
2	Teacher's Room	Enaugh
3	Classroom	Good
4	Library	Good
5	Student's Centre	Good
6	Room of clinic	Enaugh
7	Room of Counseling	Enaugh
8	Room of Self Building	Good
9	Toilet	Good
10	Kitchen	Good
11	Park	Good

From the table above can be known that infrastructure owned Idayu 1 difable primary school is already adequate in supporting the teaching and learning activities.

## 8. Curriculum

Idayu 1 difable primary school already implement a curriculum provided by the Ministry of education, i.e. curriculum 2013. Because Idayu 1 primary school is a difable school for children with disability mental retardation, then there is a special curriculum that Government prepared i.e. the Curriculum 2013 for Tunagrahita's school C (mental retardation). There also applies a integrated thematic learning for the class 1-6. As submitted by Anis as the head principle of Idayu 1 difable primary school of Malang:

Sekolah memakai kurikulum sesuai yang berlaku saat ini, yaitu kurikulum 2013 untuk sekolah dasar luar biasa C.<sup>47</sup>

<sup>47</sup> Result from interview to school principal at 17 march 2017



## B. Exposure Data And Research Finding

### 1. The Physical Management Of Class In The Integrated Thematic Learning At Class 3 Of Idayu 1 Difable Primary School Of Malang

As an educator, surely must manage the class in such away in order to make the process of learning can provide comfortable to the learners. As teacher at class 3, Yuliati, who said that there was a special meeting discussing about the management of the physical classroom.

Ada, (red: rapat khusus) setiap awal tahun ajaran baru. Itu membahas tentang pembagian kelas.<sup>48</sup>

Note that each year in the Idayu 1 difable primary school there was special meeting held between teacher and principal who discuss classroom management in particular the physical management division that includes classes and organizational management class that includes regular activities in except the learning process. As a statement of the principal, Anis Damayanti:

Setiap tahun selalu ada rapat khusus yang membahas tentang pengelolaan kelas. baik dari segi fisik dan organisasionalnya. Dari segi fisik, yaitu pembagian ruang kelas dilihat dari jumlah murid dan ketunaan yang di alami peserta didik<sup>49</sup>.

#### 1. The Classroom

Arrangements of classroom in Idayu 1 difable primary school

Malang has its own uniqueness. Where there are three classrooms on

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<sup>48</sup> Result from interview to classroom teacher at 18 March 2017

<sup>49</sup> Result from interview to school principal at 17 March 2017

the 2nd floor of the school building (like a hall), the three classrooms is separated only by a rack, a cupboard and 1 bamboo curtain<sup>50</sup>.

The room at class 3 physically the size class is 2m x 2m. Class 3 is adjacent to class 4, 5 and 6. The class is not a special room, but an open space that are divided into 3 class (by bamboo curtain). This class is next to the stairs. So class 3 Corridor by a passing place for people who want to go down the stairs.<sup>51</sup>

In front of the class, there is a whiteboard, on the left side of the class there is a rack and a cupboard. Class 3 are in the corner of the room near the window and air vents. So, classroom 3 is the brightest class among the others.

The division of these classrooms is based on the condition of learners disability. Learners at class 3 generally is have disability mental retardation (there is no hyper mental retardation). Like Anis Damayanti statement as the head of school:

Jika terdapat siswa tunagrahita *hyper*, maka kelas harus berada di dalam ruangan yang bisa dikunci. Agar pendidik dapat mengontrol peserta didik tersebut. Untuk kelas 3 sendiri, siswanya ada 4 sehingga, pada tahun ajaran 2016-2017, saya menempatkan kelas 3 di sudut ruangan<sup>52</sup>.

In addition, Yuli, as teacher at class 3 said:

Tahun ini memang kelas 3 mendapat bagian kelas di sudut ruangan, karena bagian sudut ruangan itu tidak terlalu lebar.

<sup>50</sup> Result from observation at 7 march 2017

<sup>51</sup> Result from observation at 9 march 2017

<sup>52</sup> Result from interview to school principal at 11 march 2017



Siswa kelas 3 tahun ini juga tidak ada yang *hyper*. Sehingga tidak harus berada di ruangan tertutup<sup>53</sup>.

As observation result, learner at class 3 always wrong focus if they hear and see the learning process in another class seemed more exciting than learning that they are doing. As said by the teacher integrated thematic learning at class3

Mungkin karena ruangnya hanya dibatasi bilik bambu dengan kelas sebelahnya, jadi terkadang siswa itu suka melirik-lirik kesana, mereka melihat pelajaran dikelas sebelah sepertinya lebih menarik. Nah kalau seperti itu saya biasanya bersuara agak keras lagi, supaya mereka bisa fokus ke pelajaran di kelasnya sendiri<sup>54</sup>.

## 2. Layout of Seating

As observation result of the researcher, the teacher has a table and chairs. Similarly, every learner has a table which is affiliated to a Chair. Learners folded that chairs and tables if it came home from school<sup>55</sup>.

The layout of seating position is manage by the teacher at class 3, Yuliati P Asri. The seating position is changed in such a way when the integrated thematic learning. In that lesson, the three learners with mental retardation lined neatly on the table facing the teacher. While the child who blind seated next the teacher.

The managemnet of seating layout determining based on learners disability, as teacher said:

<sup>53</sup> Result from interview to classroom teacher at 18 march 2017

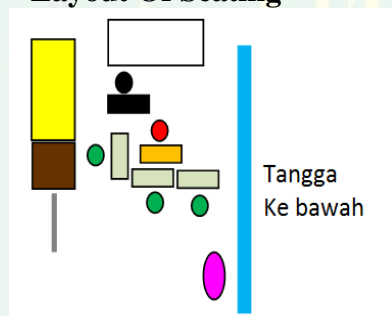
<sup>54</sup> Result from interview to integrated thematic teacher at 25 march 2017

<sup>55</sup> Result from observation at 13 march 2017

Rafli (red: anak tunanetra), memang sengaja saya taruh di sebelah saya. Karena dia tidak dapat melihat, hanya mendengar saja. Sedangkan yang 3 lainnya saya taruh di depan saya dan saya suruh bergantian membaca<sup>56</sup>.

For integrated thematic learning Yuli as teacher, changing the seating position of the learners, this is because there is only one learner book. So learners should form a sit down with the pattern of L. Here is the seating position of the learners and teachers at the time when integrated thematic learning.

**Picture 4.2**  
**Layout Of Seating**



**Table 4.3**  
**Explanation Of Picture's Colour**

Information of Color	
	Whiteboard
	Cupboard
	Rack
	Desk
	Chair (learner's seat position)
	Table
	Chair (Teacher seat position)
	Bamboo Curtain
	Down Stairs
	Sofa
	The Blind Learner

This layout of seating doesn't make jealousy among learners.

The Learners obidiently to seating arrangements that have been set by the classroom teacher. As learners statement follows:

- Tidak. Saya senang duduk di depan<sup>57</sup>
- Tidak aku penurut<sup>58</sup>

<sup>56</sup> Result from interview to classroom teacher at 18 march 2017

<sup>57</sup> Result from interview a learner (Kaka) at 15 march 2017

<sup>58</sup> Result from interview a learner (Rizal) at 17 march 2017

In the institutional status of the Idayu 1 difable primary school is 'C'. the meaning of 'C' is for children with disability mental retardation. However, there is exception in class 3, which having 1 child with disabilities blind. Supposedly, the learner attended school with the title 'A' that is for the visually impaired children. So in the process of learning, the learner always has its own place. Not combined with other learners. That is right next to the teacher's class.

As stated by teacher:

Seharusnya Rafli (red: peserta didik dengan disabilitas tuna netra) di sekolah slb a, karena proses belajar mengajarnya jauh berbeda. dia tidak bisa melihat, hanya mendengar. Jadi saya menempatkan Rafli di sudut ruangan. Pas di sebelah saya. Sedangkan anak-anak di depan saya<sup>59</sup>.

### 3. Settings Of Window And Ventilation

Setting of ventilation and window in class 3 have been able to receive the incoming light so that learners do not feel the glare or dark. The location of the ventilation is on the right top of the class. Ventilation is not contrary to the front of the class so as not to cause glare. It was concluded that the existing vents in class 3 is sufficient and qualified as a decent room to be occupied in teaching and learning process. This lighting arrangement was deliberately done by the classroom teacher and school principal in order to be in the process of learning learners can receive sufficient lighting due to a learner with disability blind. As said by Anis as the head of school:

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<sup>59</sup> Result from interview to integrated thematic teacher at 18 march 2017

saya menempatkan kelas 3 di sudut ruangan. Karena ada 1 siswa yang tunanetra, jadi kelasnya di sudut ruangan. itu paling terang, dekat sama jendela.<sup>60</sup>

#### 4. Storage of the results of the study

Management for storage of the results of the study is the provision of a cupboard and a rack in each class. The cupboard that are on the left side of the class is used to store the files of learners learning and some learning's media. While the results of the learner's work, especially thematic integrated lessons in particular stored in the rack<sup>61</sup>.

Karya-karya siswa yang disimpan di dalam rak diantaranya adalah hasil mewarnai, hiasan mozaik, hiasan origami dan akuarium mini yang terbuat dari kardus.<sup>62</sup>

#### 5. Classroom Decoration

To beautify the physical condition of the class, then the teacher and learners make ornaments at the sky of class. The decoration is processed function to beautify the room and display handcrafted of learners. The decoration in the form of miniature animals made of flannel. Above the rack there is 2 pieces flower vase to increase the beauty of the corner classroom. The beautiful room is able to increase the spirit of learning to the learners, then

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<sup>60</sup> Result from interview to school principal at 11 march 2017

<sup>61</sup> Result from observation at 15 march 2017

<sup>62</sup> Result from interview to integrated thematic teacher at 25 march 2017

given on the wall of the classroom painted with light green color to give feel of peaceful and serene setting.<sup>63</sup>

## 6. Facilities, Resources And Learning Media

When the integrated thematic learning, teachers prepare some learning media that indeed was previously already designed in such a way classroom. So, during the learning process the learner can easily take the media. Learning media which provided by the teacher in the classroom are: flannel, globe, paper folding, the chest, the false money, the paint color, etc.

Learning media used usually is an objects that can be touched (concrete) and simple. Because teacher always pay attention to the physical and psychic her learners, so she is always be careful when choosing media and be creatively as possible in order to achieved the learning objectives. As said by teachers of integrated thematic, Yuliati:

Iya saya selalu menggunakan media, seperti tadi saya menggunakan vas bunga, kemarin saya menggunakan peralatan kebersihan. Media yang biasa saya gunakan itu yang bisa di sentuh, kalau video saya selalu memperbesar volumenya agar semua siswa bisa memanfaatkan media dengan sebaik mungkin.<sup>64</sup>

Learning resources like learner's book and teachers are on the cupboard in the class. Making it easier for learners to take the

<sup>63</sup> Result from observation at 11 march 2017

<sup>64</sup> Result from interview to integrated thematic teacher at 25 march 2017



book when thematic learning begins. Based on the observations of the researchers, learning resources used is the book of thematic curriculum 2013 for primary school mental retardation . But total of learner's book are not comparable to many learners in the classroom.

There are 1 learner's book but there are 4 learners. Such statements

Yuliati as teacher integrated thematic learning at class 3:

Untuk kelas 3 dan 6, bukunya baru awal tahun 2017 sampai disini. Pemerintah mengirimkan *hard file* nya berupa buku cetak. Tidak ada *soft file* yang kami terima. Sehingga, siswa saya dudukkan di hadapan saya semua (red: siswa tunagrahita) agar bisa secara bersama-sama menggunakannya<sup>65</sup>.

The existing support facilities in the class room are Lcd projector and a sink. The LCD and the sink was in the middle of the Central Hall Room 2nd floor. It was arranged so in order for any class that requires can directly use it without having to switch room. On the side of the class room there is also a wall magazine arranged to accommodate learner's work specifically at SBdP lesson and drawing extracurricular.

**Picture 4.3**  
**Management Physic Classroom In Integrated Thematic Learning**<sup>66</sup>



<sup>65</sup> Result from interview to integrated thematic teacher at 25 march 2017

<sup>66</sup> Result from documentation in Idayu1 Difable Primary school of Malang at 15March 2017

Some of the obstacles in manage physical classroom are due to the learners who are blind, so that the sitting position while the integrated thematic learning must be set in such a way, then the learning resources (learner's book) there is only one so the learners together wearing the book. And delimiter between the class with others which exist in second floor and only bamboo curtain, so that learning is sometimes distrubed by noises in the next door classroom. As delivered by teachers of integrated thematic learning who also teacher in class 3:

karena ruangnya hanya dibatasi bilik bambu dengan kelas sebelahnya, jadi terkadang siswa itu suka melirik-lirik kesana, mereka melihat pelajaran di kelas sebelah sepertinya lebih menarik. Nah kalau seperti itu saya biasanya bersuara agak keras lagi. supaya mereka bisa fokus ke pelajaran di kelasnya sendiri<sup>67</sup>

karena bukunya hanya ada satu, Jadi siswa belajarnya ya di sekolah. Bukunya belum ada di jual di mana-mana.. Untuk kelas 3 dan 6, bukunya baru awal tahun 2017 sampai disini. Pemerintah mengirimkan *hard file* nya berupa buku cetak. Tidak ada *soft file* yang kami terima. Sehingga, siswa saya dudukkan di hadapan saya semua agar bisa secara bersama-sama menggunakannya.<sup>68</sup>

These obstacles be minimalize with the way learners form the seating position of L latter in integrated thematic learning so they all can look to learning resources, and no one had a look to the next class. Learning media used by teacher in is a concrete objects (objects

<sup>67</sup> Result from interview to classroom teacher at 18 march 2017

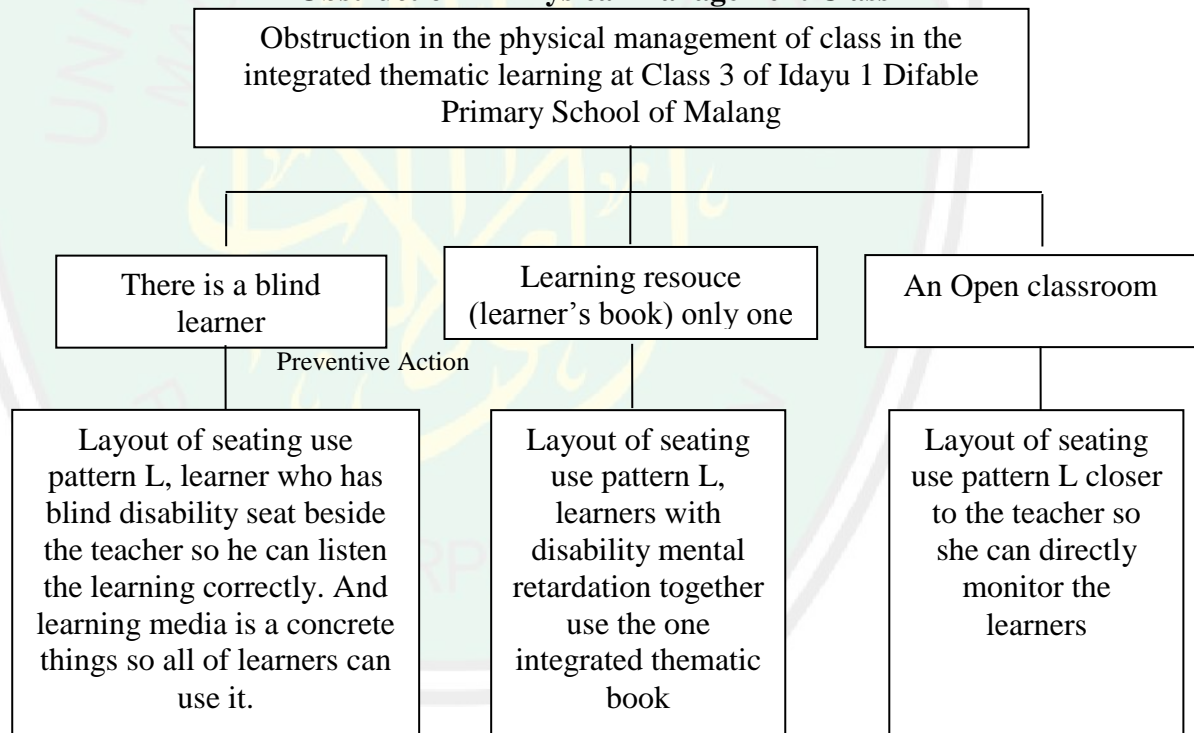
<sup>68</sup> Result from interview to integrated thematic teacher at 25 march 2017



can be touched up) so learners either mental retardation or who are blind can understand the lesson and used that media.

Here is a chart that researcher create to a map, the problems in the management of the physical in class 3 Idayu 1 difable primary school, belong with preventive action carried out by the classroom teacher who is also a teacher of integrated thematic learning.

**Table 4.4**  
**Obstruction In Physical Management Class**



Based on the the researcher findings about the physical management in the classroom, then the interim research results is that the physical management of class in the integrated thematic learning at Class 3 of Idayu 1 Difable Primary School of Malang is already good. Integrated thematic teacher who is also a teacher at class 3 give best effort the

classroom settings in such a way in order to make integrated thematic learning which concluded properly, i.e. by making arrangements classroom conditions, layout of seating, ventilation and window settings, setting the storage of the result of study, decorating class, and setting the facilities, resources and learning media.

Although there are a few things that hampered the process of learning in integrated thematic, Yuliati, as teacher trying to minimize the problems with making some innovations which form a pattern L for the seat. So she can control the learner's attention and they are together can used the learning resource.

## **2. The Socio-Emotional Management Of Class In The Integrated Thematic Learning At Class 3 Of Idayu 1 Difable Primary School Of Malang**

Learners in class 3 Idayu 1 difable primary school consist of 4 learners, 1 female and 3 males. The learner's disability are: 3 children suffered mental retardation disability and a learner suffered a disability blind.

Untuk tahun ajaran 2016/2017 jumlah siswa di kelas 3 ada 4 anak. Mereka punya disabilitas tunagrahita, 3 orang anak. Dan seorang anak tunanetra<sup>69</sup>.

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<sup>69</sup> Result from interview to school principal at 11 march 2017

This is a cart which contain amount of learner in class 3 with their disabilities category:

**Table 4.5**  
**Total Of Learner At Class 3<sup>70</sup>**

Academic Year	Total of Learner		
	Male	Female	Total
2016-2017	3	1	4

**Table 4.6**  
**Cetogories Of Learner At Class 3 Disabilities<sup>71</sup>**

Disability Category	Total of Learner		
	Male	Female	Total
Tunagrahita	2	1	3
Tunanetra	1	-	1

The leadership of a teacher in the educational process is very influential in building social emotional conditions in class. Teacher as educator should be able to be a leader who is favored in the classroom be able to guide, trusted, good personality, and capable of being figure of motivators for the learners which her taught.

In remember the learners in there are the special learners in need, they desperately need a figure of a teacher who was able to form their own personal being greater good, useful, valued and independent. On that basis, Yuliati, as the classroom teacher at class 3 and also teacher thematic integrated learning is a democratic leaders figure, she is aware of her limitations and open to every criticism and feedback especially when the learning process. This can be seen when researcher perform observation,

<sup>70</sup> Result from documentation in Idayu 1 difable primary school at 20 march 2017

<sup>71</sup> Result from documentation in Idayu 1 difable primary school at 20 march 2017

one of the learners asked that the learning better was carried out in the Park, so that learners can see the flower forms directly. And the opinion was accepted by the teacher<sup>72</sup>.

Openness of Yuliati as a classroom teacher to receive the opinion of her learners is also seen in the picket class, the teacher in determining pickets involve learners. Teacher invite learner to choose the day which they like to do. As delivered by some learners as follows:

Aku piketnya senin sama kamis<sup>73</sup>  
Setiap hari selasa dan rabu.<sup>74</sup>

#### a. Teacher's Interaction With Learners

In leading the class during learning the learning process, Yuliati always tries to interact directly to build focus learners. Yuliati also always give the motivation of characters building in accordance with competence base integrated thematic subjects (PPKN), which is present on lesson that day. As motivate learners to always be thankful, always helps and accept the limitations of themselves to become unlimited<sup>75</sup>. Such her statement

Selalu ada apersepsi di awal pembelajaran. Berdoa, lalu membaca 2 surah pendek, lalu saya berdialog dengan siswa agar siswa fokus dan santai. Jadi saat membuka pelajaran, mereka sudah siap.<sup>76</sup>

<sup>72</sup> Result from observation at 20 march 2017

<sup>73</sup> Result from interview a learner (Kayla) at 15 march 2017

<sup>74</sup> Result from interview a learner (Rizal) at 17 march 2017

<sup>75</sup> Result from observation at 22 march 2017

<sup>76</sup> Result from interview to integrated thematic teacher at 25 march 2017

Based on researcher's observation, apperception what teacher did as follows: teacher said salam, asked for learners condition, asked one of learner to lead pray, teacher invite learners to be blessed because they still health, then teacher gives information about learning objectives and show to learners a video about nature disaster and ask learner to pay attention on it.<sup>77</sup>

Researcher show that teacher give applause to learner who can answer teacher's question faster<sup>78</sup>. this such a kind of interaction that teacher did with giving reward to learner who are able to respond to the learning well. This was done by teacher so that other learners also be motivated to get the reward.

Saya sampaikan ketemannya yang lain. Ayo temannya bisa jawab siapa lagi yang mau menjawab. Atau saya beri *reward*, hebat sekali kaka, ayo tepuk tangan untuk kaka. Seperti itu. Agar yang lain juga aktif<sup>79</sup>.

Teacher understands the limitations of her participants so she always tried to be clear and fair in giving the treatment especially in integrated thematic learning. Based on researcher observation , teacher always asking directly to one learner to another (learner declare the nominal in a money which teacher showed at) and will continue the learning process if all of learner have opportunity to answer the question<sup>80</sup>.

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<sup>77</sup> Result from observation at 22 march 2017

<sup>78</sup> Result from observation at 22 march 2017

<sup>79</sup> Result from interview to classroom teacher at 18 march 2017

<sup>80</sup> Result from observation at 21 march 2017

In making the design of learning (lesson plan), she always prepare one week before, so that she could adjust the media which right for the learners so, social jealousy not happening at the moment because of the difference in learning disabilities in class 3.

Rpp nya disiapkan satu minggu sebelumnya, jadi minggu pertama pembelajaran, maka Rpp nya sudah di buat<sup>81</sup>.

Yuliati is always trying to makes her voice sounded clear to all

Yuliati trying to make her voice may it sound in a whole class, and admonish learners when anyone makes a fuss and do not pay attention during the learning process. Based on reseacher observation, teacher got told Rizal who not pay attention to the learning process with call his name twice, until Rizal (learner) pay attention back<sup>82</sup>.

In any activity during the integrated thematic learning to build socio-emotional learners, teacher is trying to making herself only as a facilitator, while the participants became the learning center. It seen when the learners doing discussion to determine what should they do to help victims of nature disaster without teacher's interruption.<sup>83</sup> As what Yuliati (teacher integrated thematic teacher) said:

Saya hanya memandu, selebihnya siswa yang beraktivitas, siswa yang membaca, siswa yang bertanya jawab juga, siswa yang menyampaikan apa yang diketahuinya terlebih dahulu. Baru saya masuk menambahi, atau membenarkan jawabannya siswa.<sup>84</sup>

<sup>81</sup> Result from interview to integrated thematic teacher at 25 march 2017

<sup>82</sup> Result from observation at 24 march 2017

<sup>83</sup> Result from observation at 17 march 2017

<sup>84</sup> Result from interview to integrated thematic teacher at 25 march 2017



## b. Interactions Between Learners

Setting the position of a participant seating which changed when integrated thematic learning, sometimes make learners more be ignorant towards one of the learner who have different disability. so became behavior occurs of mocked each other in class.<sup>85</sup>

In this case, the behaviour of the child said curative. It means because during learning process deviation learner's behavior inhibit the process of teaching and learning. The teacher tried to guide the creation of good learner behavior to support the learning activities.

Mungkin yang mereka saling mengejek. sulit jika diingatkan, mereka juga paling sering mengejek Rafli, karena dia tunanetra, beda sendiri. Saya sudah mengingatkan. Tapi tetap saja seperti itu<sup>86</sup>.

If there is learner who mocking each other and disturb their friend, teacher told the learner and give him character building (about being together in around environment) as contain in main competency<sup>2</sup> in integrated thematic learning<sup>87</sup>. Teacher also giving moral advice (religious character) to the learners for decrease learners activity who mocking each other.

Anak-anak,seharusnya kita bersyukur atas apa yang tuhan beri kepada kita meskipun kita memiliki kekurangan yang banyak sekali. Tidak boleh saling mengejek temannya. Itu namanya menyakiti perasaan teman.<sup>88</sup>

<sup>85</sup> Result from observation at 21 march 2017

<sup>86</sup> Result from interview to integrated thematic teacher at 25 march 2017

<sup>87</sup> Result from observation at 27 march 2017

<sup>88</sup> Result from observation at 27 march 2017

Despite frequent ridicule each other's behavior, teacher can bring the spirit of learner's learning is extremely high when the integrated thematic study, it can be seen from some of the learners statement:

- Tidak pernah bosan. Saya suka belajar<sup>89</sup>
- Saya suka di ajar ibu Yuli. Tidak bosan. Mau belajar terus. Biar bisa jadi dokter kata mama<sup>90</sup>
- Tidak, Aku senang<sup>91</sup>
- Tidak pernah bosan belajar, banyak teman. Ibu Yulinya baik. Sabar<sup>92</sup>

Based on the result of observations researcher, sometimes one of the learners (red: Rizal) seeking of revenge behavior his friend (red: Rafli). Such mocking Rafli because did not get a turn reading jostling of Rafli because he is too slow when running. Or ridicule because his friend's voice (red: Kayla) is too slow<sup>93</sup>.

Not all of learners have bad behave ti raflli. Even Rafli only consider his friend behave as just a humour. And he also realized that it was his limitation. But he still felt comfortable in class because a lot of other learners always helped he. Like what he said:

Punya, saya dekat sama kaka. Kaka baik, pintar, saya selalu dituntun kalau mau turun tangga. Yang lainnya juga selalu bantu kalau saya mau naik ke kelas. Selalu ada yang bantu. temannya baik<sup>94</sup>.

<sup>89</sup> Result from interview to learner (Kayla) at 15 march 2017

<sup>90</sup> Result from interview to learner (Kaka) at 15 march 2017

<sup>91</sup> Result from interview to learner (Rizal) at 17 march 2017

<sup>92</sup> Result from interview to learner (Rafli) at 17 march 2017

<sup>93</sup> Result from observation at 23 march 2017

<sup>94</sup> Result from interview to learner (Rafli) at 17 march 2017



Yuliati as teachers integrated thematic says that mocking is a reasonable thing between the learner's. mocking each other is one form of learners interaction, because there never been a learner who physically hurting each other, Like she said:

Sejauh ini tidak ada siswa yang berkelahi sampai saling memukul, mereka hanya mengejek satu sama lain. Hal seperti itu disini biasa. seperti bermain bersama temannya<sup>95</sup>.

**Picture 4.4**  
**Social condition when the learner take a rest<sup>96</sup>**



The obstacles that are often experienced by teacher is there are learners who seeking revenge behave when feeling tired, and some learner are mocking each other. To minimize it, Yuliati, as teachers integrated thematic always convey the character value of acceptance and gratitude, tolerance on the sidelines learning activities. she expects the learners no longer repeats the deed mocking between friend.

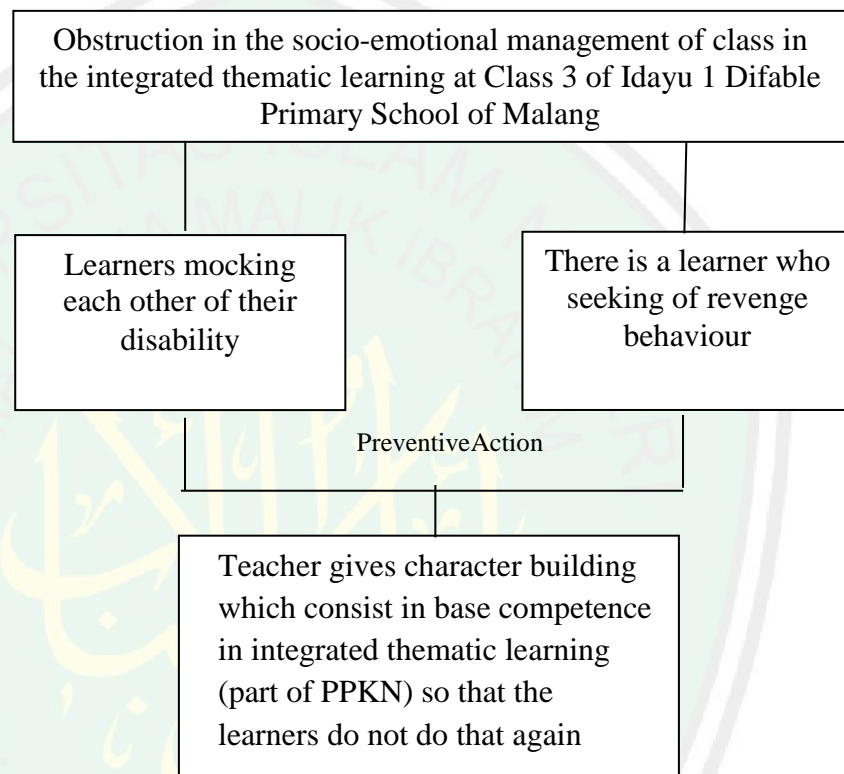
Here is a chart that researchers create to map out problems the socio-emotional management of class in the integrated thematic learning at Class 3 of Idayu 1 Difable Primary School of Malang, belong with

<sup>95</sup> Result from interveiw to classroom teacher at 18 march 2017

<sup>96</sup> Result from documentation at 23 march 2017

preventive action carried out by the classroom teacher who is also a teacher of integrated thematic learning

**Table 4.7**  
**Obstruction In Social-Emotional Management Class**



Based on the data findings of researchers on management socio-emotional class, then research results for a while is that socio-emotional classroom arrangements in class 3 of Idayu 1 difable primary school of Malang is already good. The teacher is trying to make herself as a democratic figure with open to the opinions of the participants in order to fluency learning process. Through the integrated thematic learning teachers also give the build of character values for learners to minimize attitude of learners who have always mocking at his friends.

### 3. The Organizational Management Of Class In The Integrated Thematic Learning At Class 3 Of Idayu 1 Difiable Primary School Of Malang

In organizational management of class, researcher divide it into 2 parts. First, organizational management in integrated thematic learning and second, general organizational management classes. The reason researchers divide the organizational management class into two sections because there are some regular activity class on thematic learning and another learning. Which are both mutually supportive formation of organizational management class.

#### a. Organizational Management in integrated thematic learning

In integrated Thematic learning, all of classroom teacher decided some subjects require learners to practice directly such as SBdP (art) and PJOK (sports). When integrated thematic learning materials about SBdP and PJOK contained there in submitted deliver to learners. for activities relating to the practice, the teacher provides its own time in order to make learning more effective. Such statements Yuliati, as integrated thematic teacher in class 3:

Semua guru kelas sudah menyepakati di rapat awal tahun ajaran. Bahwa kegiatan yang langsung berhubungan dengan praktik itu harus ada jam nya tersendiri. jadi ketika di kelas pembelajaran tematik, itu hanya materi saja. Ketika harus praktik itu ada jam tersendiri. Hari selasa ada PJOK dan kamis SBdP dan ketrampilan<sup>97</sup>.

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<sup>97</sup> Result from interview to integrated thematic teacher at 25 march 2017

The teacher do this to make learners achieve the learning objectives in subject PJOK and SBdP maximum, and can be able to provide the direct experience also add skills to learners. Below is a table of organizing the schedule of lessons in class 3.

**Table 4.8**  
**Lesson Schedule At Class 3<sup>98</sup>**

Time	Monday	Tuesday	Wednes day	Thursday	Friday	Saturday
08.00-08.35	Tematik	Tematik	Tematik	Tematik	Agama	Senam
08.35-09.10	Tematik	Tematik	Tematik	Tematik	Tematik	<i>Outing class</i>
Rest						
09.30-10.05	Tematik	Pjok	Tematik	Sbdp	pramuka	<i>Outing class</i>
10.05-10.40	Agama	Pjok	Tematik	Sbdp	pramuka	<i>Outing class</i>
Rest						
11.00-11.35	Eskul musik	Mewarnai	Menari	keterampilan		
11.35-12.10	Eskul music	Mewarnai	Menari	keterampilan		

Based on table above, subjects Schedule table, it can be seen that the organizing 1 hour lesson consists of 1 x 35 minutes. In one week there are 12 hours of integrated thematic lesson. Each day after second break the learners no longer studied in the classroom but do extracurricular activities.

In organizing the turn hours of lesson, there is no special indication (bell). This is because Idayu 1 difable primary school located in residential and school building are not too large. So teachers minimize using the bell. In addition, the use of the Bell is considered able to create a ruckus and disturb the concentration of another class

<sup>98</sup> Result from documentation at 29 march 2017

lesson which has not been a break. As stated by Mrs. Anis as school principal:

Disini tidak ada bel. SDLB Idayu kan berada di kompleks, jadi kita menjaga ketertiban. Ditakutkan juga perhatian siswa akan teralih ketika mendengar bunyi-bunyian bel<sup>99</sup>.

However, the teacher at the beginning of each semester is always providing socializing the lesson schedules to learners and sticking to a schedule of lessons so that learners know when time for rest and turn of the lesson. As well as knowing what will be learn in the next day. As said by the teacher integrated thematic and principal:

Tapi anak-anak sudah tau jadwalnya karena sejak awal semester sudah diberikan oleh siswa, dan ditempel di buku siswa. Untuk bunyi bel, disini tidak ada.<sup>100</sup>

sejak awal semester pasti setiap guru kelas sudah saya amanahkan untuk mensosialisasikan mata pelajaran yang akan dipelajari di semester ini. Biar mereka tahu kapan harus meninggalkan ruang kelas dan kapan pelajarannya selesai<sup>101</sup>

#### b. General Organizational Management Class

In addition to teaching and learning activities related to integrated thematic learning, there are other organizing routine activities performed by learners and teachers namely extracurricular activities and routinely Saturday (outing class).

Extracurriculars that are in Idayu 1 difable primary school is divided into two section. first, mandatory, namely Scouts. Second,

<sup>99</sup> Result from interview to school principal at 11 march 2017

<sup>100</sup> Result from interview to integrated thematic teacher at 25 march 2017

<sup>101</sup> Result from interview to school principal at 11 march 2017



extracurriculars talent and interest they are: music, drawing, dancing and skills (like sewing). The whole learners are allow in following all the extracurriculars. Like what the school principal said:

Ekstrakurikuler yang ada di Sini. ekstrakurikuler wajib, yaitu pramuka. ekstrakurikuler bakat minat: musik, mewarnai, menari dan ketrampilan<sup>102</sup>

**Picture 4.5**  
**The Learners During Extracurricular Music<sup>103</sup>**



In organizing extracurricular activities, school provided its own teachers that will teach it. Most of the teachers are the learners majoring in education of State University of Malang (UM). whom special come to school teach the extracurricular activities. the extracurriculars which need teachers from outside include: music, skills, and Scout.

Semua ada gurunya khusus. Kebanyakan dari mahasiswa PLB UM.<sup>104</sup>

<sup>102</sup> Result from interview to school principal at 17 march 2017

<sup>103</sup> Result from documentation at 1 April 2017

<sup>104</sup> Result from interview to school principal at 11 march 2017

Not only learners, teachers also have a regular activity namely learning to dance on Tuesday. Teachers learn to dance according to what it is on the of integrative thematic lesson competencies in SBdP. When on Tuesday teachers have learned to dance with bringing teachers from outside, then on Wednesday, the learners trained by the teacher of the class to dance. This is done to minimize the school's budget. As head of the school said:

Kalau misalnya guru yang di ajarkan, cukup 3-5 pertemuan, tetapi kalau siswanya, itu membutuhkan banyak pertemuan. Karena kelas yang di ajar dari kelas 1-6. tentu tidak efektif dan membutuhkan banyak biaya. Sehingga, saya mendatangkan guru dari luar hanya untuk melatih guru. Nantinya guru kelas yang akan melatih peserta didiknya sendiri-sendiri<sup>105</sup>.

Special on Saturday activities routinely is outing class. But not always do that activities, sometimes on saturday replaced by other activities. For frstand third Week in fill by doing outing class. While the second and fourth week fill by other activities like drawing, playing music or sports. As said by the head of school:

Ada, yaitu kegiatan ekstrakurikuler. Kegiatan ekstrakurikuler nya ada menari, musik, pramuka, olahraga, mewarnai dan keterampilan. Selain ekstrakurikuler, hari sabtu juga ada kegiatan rutin yaitu outing class. *Outing class* itu kita keluar semua siswa dan guru, entah pergi berenang atau ke taman kota. Hanya saja *outing class* itu untuk minggu 1 dan 3, kalau minggu 2 dan 4 kita isi dengan ekstrakurikuler yang lain.<sup>106</sup>

<sup>105</sup> Result from interview to school principal at 11 march 2017

<sup>106</sup> Result from interview to school principal at 11 march 2017

Outing Class has its own objectives. That activities aims to introduce learners to other life except at home and school. So than such activities could add learning experience for learners. Learn with playing very effectively to the development of psychiatric specialized difable learners whom have mental radartion. As said by teachers of integrated thematic and school's principal:

Agar siswa nya tahu bagaimana lingkungan diluar rumah dan sekolahnya. Juga untuk menambah pengalamannya anak. Anak-anak apalagi kalau abk, senang sekali diajak kegiatan keluar.<sup>107</sup>

tujuannya utamanya untuk membangun mentalnya anak-anak. Agar terbiasa berinteraksi dengan orang-orang banyak, tidak harus minder atau ketakutan. Untuk menambah pengalamannya anak-anak. Juga biar semakin dekat dengan guru nya.<sup>108</sup>

The obstacles encountered in of this routine activities is, learners are rarely attend to school, if the routine activity on Saturday is not the outing class. To minimize this condition teacher doing innovations to make the learners interesting, so that learners want come to school, such as drawing with walking around the Park of the complex of Graha Permata sulfate.

Here is a chart that researchers create to map out the problems in the organizational management of class in the integrated thematic learning at Class 3 of Idayu 1 Difable Primary School of Malang as well as general

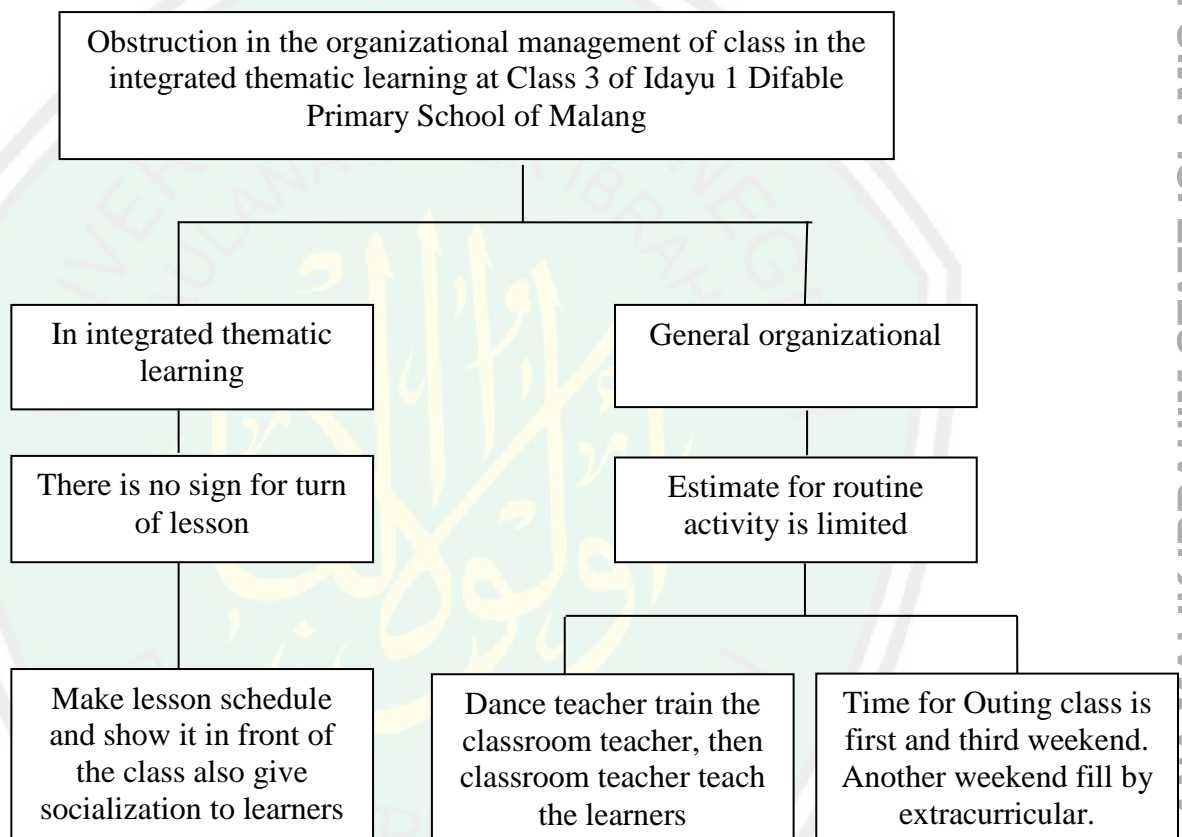
<sup>107</sup> Result from interview to integrated thematic teacher at 25 march 2017

<sup>108</sup> Data hasil wawancara pada kepala sekolah tanggal 17 maret 2017



management of organizational class. belong with preventive action carried out by the classroom teacher and the school.

**Table 4.9**  
**Obstruction in Organizational Management of Class**



Based on the data findings of the researcher about organizational management class, then research results for a while is that organizational arrangements in the class 3 of Idayu 1 difable primary school of Malang is already good. Teachers already have set lesson schedules integrated in study about integrated thematic learning which colaborated with extracurricular activities. It is also the setting for the learning activities that require practice has been set for give more lesson. In addition to learning

integrated thematic activities, there are also other routine activities in the form of an outing class which is a special program of the school to build a psychic condition their learners who does have disability.



## CHAPTER V

### DISCUSSION

#### 1. The Physical Management of Class In The Integrated Thematic Learning at Class 3 of Idayu 1 Difable Primary School of Malang

In this chapter the researcher will explain in a descriptive discussion of the data and discuss the results of research on Idayu 1 Difable Primary School, based on research roadmap with the next theory researchers analyze the data to find the point of intersection.

Classroom management by teacher at class 3 who is also teacher at thematic integrative be in mutual accord with characteristic as an educator and class manager in accordance with the theory proposed by Ivor K. Davies. as follows:

a. Planning.

This is the job and assignment of an educator to arrange and develop the learning objectives.

b. Organizing

This is the job and assignment of an educator to organize and make connection the learning resources, thus will give shape the objective learning be effective and efficient learning.

c. Leading

This is the job and assignment of an educator to motivate, encourage and stimulate learners. So that they are ready to achieve learning objectives.

d. Supervising

This is the job of and assignment an educator to determine whether her function in organizing and leading the class has succeeded in realizing the learning objective that has been formulated<sup>109</sup>.

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<sup>109</sup> Ivor K Davies, *Pengelolaan Pengajaran*, (Jakarta: Rajawali Press, 1987). Page. 35

In order to manage the physical school, The school should have a good and beautiful buildings which that not only stimulate the learning processing but is also a vital center of people's lives. Infrastructure in Idayu 1 Difable Primary School has a building which the Organization as follows:

- a. A main hall for classrooms
- b. A room for library and reading room
- c. A field outside the building to play and sport
- d. A room for the principal and teachers
- e. Education facilities which based on technological advancement.

Thematic integrative learning basically designed by integrating components of the multiple subjects into a theme. Consequently, all the tools which needed for all subjects must be available, at least each of the tools for one subject and can be used together in the class.

So are the tools used in the class should be portable or mobile. The meaning is could be easily making a move in accordance with the needs of an effective classroom management. When the learning should be outside classroom so, requirement which related to the thematic integrative learning should be available anyway. In order to make the thematic integrative learning can be done well<sup>110</sup>.

Thematic integrative learning concepts that exist in Idayu 1 Difable Primary School of Malang not only utilize the classroom as a place

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<sup>110</sup> Abd. Kadir, Hanun Asrohah. *Pembelajaran Tematik*, (Jakarta: PT RajagrafindoPersada, 2014). Page. 28

of learning process, but also utilizes the surrounding environment which purpose to make learners can obtain learning experiences directly.

In the same manner, according to the Abd. Kadir and Asrohah are one of the characteristics of integrated thematic learning is give learning experience directly so that learners experience the lesson process, from preparation until making a product. That moment can only happend if the learners faced the real situation which that mean around environment the learners<sup>111</sup>.

According to Dr. Hamzah and Nurdin, the learning environment has several advantages, including the following:

- a. Learners be brought directly into the concrete world of comprehension of learning concept
- b. the environment can be used at any time
- c. do not need cost, because all available by nature environment
- d. easily accepted by learners because the nature is concrete
- e. increase learners motivation
- f. a comfortable atmosphere will avoid saturation in the learning process
- g. makes it easy to control the bad habits of learners
- h. open opportunities learners to their imagination
- i. the concept of learning is not monotonous

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<sup>111</sup> Ibid, Page 22-23

- j. learners more freely in thinking<sup>112</sup>

Setting the seat position in order to create a conducive learning environment especially in the integrated thematic learning used by teacher class 3 Idayu 1 Difable Primary School of Malang and this is the same as the learning plans by Tytler, which says:

- a. provide an opportunity to learners to interpose their opinion with their own language
- b. allow learners to think about their experiences so as to be more creative and imaginative
- c. provide an opportunity to learners to try a new idea
- d. giving experiences that relate to ideas that have been owned by the learners
- e. encourage learners to think about their idea of change
- f. create a conducive learning environment<sup>113</sup>.

Thematic learning in Idayu 1 Difable Primary School of Malang able to develop the learners potential, as With Abd. Kadir, that thematic learning that should be develop the potential of learners such as:

- a. develop learners aspirations
- b. provide fun and challenging learning
- c. provide enough room for creativity

<sup>112</sup> Hamzah B Uno, Nurdin Mohamad. *Belajar Dengan Pendekatan Pailkem: Pembelajaran Aktif, Inovatif, Lingkungan, Kreatif, Menarik*, (Jakarta: Bumi Aksara, 2011). Page. 146-147

<sup>113</sup> Abd. Kadir, Hanun Asrohah. *Pembelajaran Tematik*, (Jakarta: PT RajagrafindoPersada, 2014). Page. 21



- d. develop attitudes of independence appropriate talents, interests and psychological development of learners<sup>114</sup>

Management Physical classroom with classroom that separate with bamboo curtain are sometimes made learners not focus in learning. They prefer to look to the next class or other activity which is they reasonably more pleasant.

But, Teacher at class 3 anticipate that condition with make seating position arrangements that pattern L in order to control the learner's attention. And teacher also often admonished her learners directly in order to make the learners return to focus the lessons in their class.

If learners do not pay attention to learning, of course the learning process will be disturbed. According to the Good and Brophy in Hamzah and Nurdin, the best way to ask for the learner's attention is by directly, clearly and precisely. Teacher could ask through the views, expressions, movements, and simply and directional verbal<sup>115</sup>.

## **2. The Socio-Emotional Management Of Class In The Integrated Thematic Learning At Class 3 Of Idayu 1 Difable Primary School Of Malang**

Classroom teacher who is also a of thematic integrative teacher at class 3 of Idayu 1 difable primary school of Malang is always trying

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<sup>114</sup> Ibid, Page 195

<sup>115</sup> Hamzah B Uno, Nurdin Mohamad. *Belajar Dengan Pendekatan Pailkem: Pembelajaran Aktif, Inovatif, Lingkungan, Kreatif, Menarik*, (Jakarta: Bumi Aksara, 2011). Page. 188



to build a learning atmosphere that is comfortable and peaceful setting in order to create a good social relationships between teachers and learners as well as between learners. The teacher leads the class with democratically. Teachers receive opinion from learners to complete the teaching and learning process in the classroom.

Teacher competencies include: performance, be a mastery in professional and academic, mastery of academic material, the mastery of skills and work process, mastery interactional adjustment and personality.

According to Donald Medley, the teacher's teaching style refers to the ability of teacher to create a classroom climate<sup>116</sup>. Lippit and White in Syamsu, classify teaching styles into three categories, namely: 1) Atoritarian, 2) democracy and 3) laissez-faire<sup>117</sup>. Style of teaching being applied in class 3 at Idayu 1 Difable Primary School of Malang is democracy.

Democracy is a teaching style in which teachers encourage or engaging learners to participate in learning activities and exchanging ideas in decision making. Lipit and White in Syamsu, showned how that learners which educated with the democracy teaching style in learning process are more friendly attitude, willing to work together, and can do the school assignments on time<sup>118</sup>.

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<sup>116</sup> Syamsu Yusuf, Nani M. Sugandhi, *Perkembangan Peserta Didik*, (Jakarta: Pt Grafindo Persada, 2011), Page. 139-140

<sup>117</sup> Ibid,Page 141

<sup>118</sup> Ibid,Page 141

The activities of interaction between teachers with learners at class 3 Idayu 1 Difable Primary School of Malang was dominated by verbal interaction (communication). Researchers found that communications in there have in common with the basic verbal communication theory belongs to Arno Bellack. He classify basic verbal behavior. That named 'moves' which are divided into 4 types as follows:

a. Structuring Moves

Concerned with the beginning interaction between teachers with learners. Like to introduce the topic of the material will be discussed or etc. In this case, at class 3 Idayu 1 Difable Primary School of Malang, teachers always has been make apperception before starting the learning process.

b. Soliciting Moves

Designed to stimulate verbal response or physical response. Such teacher ask questions about a curtain topic in order to encourage the learners to respond it. As have been happened at class 3 Idayu 1 Difable Primary School of Malang when thematic integrative learning, is always two-way communication. Integrated thematic teachers always give questions to each learner in turn or invite the learners to make a question to the teacher.

c. Responding Moves

Is the learners response after teacher give soliciting moves. In thematic integrative learning, learners trying to answer the

teacher questions well and true in accordance with the knowledge they had.

#### d. Reacting Moves

Function as to modify or clarify the third 'moves' or behavior above<sup>119</sup>. Where the teacher stand attention in the learning process to consider all her learners actively responded to learning process and thematic integrative learning can going on orderly until they reach the learning objectives.

To establish a good socio-emotional atmosphere of thematic integrative learning at class 3 Idayu 1 Difable Primary School of Malang the teacher always seeking for models of learning models that could makes existence of direct interaction between teacher with learners and between learners themselves. Researcher analyze that there are similarities to the learning model used in class 3 Idayu 1 Difable Primary School of Malang with direct learning model (explicit instruction).

According to Rosenshina and Stevens in Hamzah and Nurdin, said that direct learning specifically designed to develop learners science about declarative knowledge and procedural knowledge which taught by teacher step by step.

Directly learning model makes existence of active interaction between teacher and learners. The steps in thematic integrative learning with this model are as follows:

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<sup>119</sup> Ibid, Page 144

- a. Deliver the objectives learning and prepare the learners
- b. Demonstrate the knowledge and skills lesson
- c. Guide for trainings
- d. checking for learners understanding and feedback
- e. provide opportunities to learners for advanced practice<sup>120</sup>

Effective communication in thematic integrative learning process includes clearly presentation, smooth in talking, the interpretation of abstract ideas with examples, good speech abilities (intonation, tone and expression) and the ability to hear and listen<sup>121</sup>.

In this case, Yuliati, as the learning teacher in thematic integrative learning in building effective communication in the classroom has been implementing the principles above. Which at the learning process teacher's voice sounded clear, teacher communicate with aplomb, teacher is able to explain something abstract as well, and the voice of the teacher can guide the learners to understanding the learning.

In addition the interaction between the teacher with her learners, there is also the interaction between learners with other learners. The ability to socialize each learner certainly different. It condition is based on the psychological and physical factors of the learners. Mocking each other between learners in class 3 Idayu 1 Difable Primary School of

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<sup>120</sup> Hamzah B Uno, Nurdin Mohamad. *Belajar Dengan Pendekatan Pailkem: Pembelajaran Aktif, Inovatif, Lingkungan, Kreatif, Menarik*, (Jakarta: Bumi Aksara, 2011). Page. 127

<sup>121</sup> Ibid, Page 180

Malang is one form of a way of socializing in the class , this condition is not good for the development of the learners.

However, the learners in class 3 always responded it as one of the delightful humour. so they are laughing together and there is no behavior that makes learners fight physically. The behavior someone learner who sometimes also shows an attitude of revenge behaviour. actually what was he do not based on the direct awareness. But because of disability in that child causing what he did was abruptness. in fact, there is no purpose to hurt his friend.

### **3. The Organizational Management of Class In The Integrated Thematic Learning At Class 3 of Idayu 1 Difable Primary School of Malang**

Generally, classroom organizing in integrated thematic learning of Idayu 1 Difable Primary School of Malang have been followed the guidelines of the Government, in the form of make preparation learning (lesson plan). which the lesson plan will be design 1 week before the learning process. It makes the teachers in integrated thematic of Idayu 1 difable primary school has carefully preparations when starting the learning in the classroom because she has been organizing the learning activities in such a way away the previous day.

The teacher must understand that to create a fun learning and learner's enthusiastic in following the learning process, she should be able to implement the strategy components and designing the learning process.



So, the teaching and learning process can reach the objective. To make an effective and efficient learning processes teachers should pay attention to some components of the learning design process. The components of the learning that has been set up the previous week by teacher are:

a. Learning Activities Introduction

Teachers say salam, deliver learning objectives and do apperception

b. Delivery of Information

In order of delivery learning materials are provided on the arranging in phase of thinking. from things that are concrete to things that are abstract.

c. Learner's Participation

The learning process will be more successful if the learners are actively conducting directly interaction and relevant to the learning objectives.

d. Test

Execution of the tests conducted at the end of the study after the learners through the learning process or receive the material.

e. Follow-up Activities

Follow up of a learning when learners receive different follow-up as a consequence of the results of the study<sup>122</sup>.

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<sup>122</sup> Hamzah B.Uno. *Model Pembelajaran Menciptakan Proses Belajar Mengajar Yang Kreatif Dan Efektif*, (Jakarta: Bumi Aksara,2007), Page. 3

In addition to organizing the learning, teachers also organize the learners. In organizing the learners when thematic integrative learning, the teacher always trying to give objectives direction they should get to make same understanding. Also in giving some exercise, teacher always ask her learners to do it together.

The learning model used by teacher has similarity with cooperative learning. Which according to Egge in Hamzah and Nurdin, cooperative learning is a teaching and learning strategies that teacher used in order to help each other in learning something<sup>123</sup>.

Cooperative learning model which used the teacher can assist teachers in achieving the learning objectives and being able to make learners appreciate the differences and accept diversity. Some criteria of cooperative learning model been used in integrated thematic learning in class 3 Idayu 1 difable primary school of Malang, as stated by Hamdani, who said that things which have to be complied the cooperative learning model are:

- a. Learners have a same goal that must be achieved
- b. solve the problem in learning to achieve success in it is the responsibility of learner who are members of a group
- c. Learners interact actively discussing the issues at hand<sup>124</sup>.

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<sup>123</sup> Hamzah B Uno, Nurdin Mohamad. *Belajar Dengan Pendekatan Pailkem: Pembelajaran Aktif, Inovatif, Lingkungan, Kreatif, Menarik*, (Jakarta: Bumi Aksara, 2011). Page. 107

<sup>124</sup> Hamdani. *Strategi Belajar*, (Bandung: Pustaka Setia, 2011). Page. 165



Organizing Integrated thematic learning that go on in the classroom, have fulfill several of learning principles for effective learning. Here are the basic principles:

a. Attention

learners are required to give attention to all stimuli that lead to achieve learning objectives.

b. Motivation

Motivation is the result of effective learning. If the learning is effective, interesting and helpful in accordance with the interests and needs of the learners, it will increase learners involvement in the learning process

c. the liveliness

Liveliness or initiatives must come from the learners themselves. The teacher's role only as simply supervising and guide.

d. direct involvement or experience

The best learning is through direct experience. In the learning, learners not only observe, but must live up to, directly involved and responsible for the process and the results.

e. Repetition

Repetition is the principle of learning that are orientated to the adage "more practice makes perfect".

f. Challenges

Kurt Lewin in the Hamzah and Nurdin said that a learner who studying is trying to learn in field (challenge) psychological, i.e. facing the goals that must be accomplished.

g. Strengthening

In the learning, learners will be more excited when knowing it will get results (reverse/strengthening) of fun. That's characteristic from child specially difable child.

h. Individual Differences

It is influential to the ways and the learning results of a learner. Teachers should pay attention on the different of the capabilities and characteristics of each her participant<sup>125</sup>.

In addition classroom organizing in thematic integrated learning, there is Innovation in Idayu 1 difable primary school that implement outing class is as one of the effective ways to give direct experience especially in difable learners. Piaget and Vygotsky said that playing is closely related to the representation (imagery), i.e on how children describe the world and express their needs<sup>126</sup>.

In learning with playing as done by learners in Idayu 1 difable school, children can learn a lot of things. Receive, how to express, learn about social behavior, learning to appreciate and care to others and many more. Although it learners consists of children with mental retardation

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<sup>125</sup> Ibid, Page. 191-197

<sup>126</sup> Ibid, Page. 124

and visual impairment disability, school always organize the learners in order that participants are able to develop their talent and interest in. this can be seen from the large number of extracurricular activities that exist in there.

Idayu 1 difable school is develop learners talent and interest in to becomes a skilled learners in the work as stated in mission of the school. Idayu 1difable primary school is sticking to the Constitution of the Republic of Indonesia in 1945 verse 31 which provides that every child has the right to obtain a decent education<sup>127</sup>. also the Constitution of the Republic of Indonesia No. 8 year 2016 which guarantees education for people with disability.

Program organizing in develop talent, interests and abilities of learners at school also refers to the Constitution of the Republic of Indonesia No. 20 year 2002 about the protection of the child verse 9 which provides that every child has the right to obtain education and teaching in the framework to developing of their personality and intelligence level in accordance with the interest and talents<sup>128</sup>. As well as Act No. 20 year 2003 about the national education system chapter V verse 1-b which States that every learner on each unit of education are entitled to educational services in accordance with the talents, interests and ability<sup>129</sup>.

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<sup>127</sup> Undang-Undang Republik Indonesia pasal 31 tahun 1945 tentang Pendidikan

<sup>128</sup> Undang-Undang Republik Indonesia no. 20 tahun 2002 tentang Perlindungan anak pasal 9

<sup>129</sup> Undang-Undang Republik Indonesia no. 20 tahun 2003 tentang Pendidikan Nasional

Not just organizing the program, Idayu 1 difable primary school also complete the facilities for that activities (extracurricular). By bring special teacher who competent for teaching the learners and supporting infrastructure such as musical instruments, sewing equipment, drawing equipments and more

Generally, classroom organizing at class 3 in there a little bit disturbed because there is a learner who did not fill the disability category of Idayu 1 difable primary school which is a school for learners with mental retardation (Tunagrahita) or C classification. Everything at there has been arranged in such a way by the school to conform to rules which set by the Government and gives a meaningful learning for their learners. one of the rule is to implement the curriculum 2013 for mental retardation learner and making innovations learning such a class outing for the learners.

There are very significant differences among learners with a disability mental retardation and learners with a disability who are blind. Some characteristics of learners with mental retardation are:

- a. have a problem relating to the characteristics of the learning
- b. have a problem in the language and pronunciation
- c. have problems in physical health
- d. less capable in communicating<sup>130</sup>

Where as the characteristics of learners who are blind are:

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<sup>130</sup> Bandi Delphie. *Pembelajaran Anak Berkebutuhan Khusus*, (Bandung: PT Refika Aditama, 2006). Page. 17

- a. learners with Visual impairment have a vision use his body motorical (hand and foot) to know the objects around it.
- b. use sensorical senses to feel the difference (recognize) the object which his touch.

However teacher at class 3 Idayu 1 difable primary school trying to balance the presence of the blind learner with mental retardation learners, so that every learner can reach the objectives they can acquire new knowledge from what have been learned in steps which organized systematically by teachers of integrated thematic learning.



## CHAPTER VI

### CLOSING

#### A. Conclusions

##### 1. The Physical Management Of Class In The Integrated Thematic Learning At Class 3 Of Idayu 1 Difable Primary School Of Malang

The physical management includes: management class 3 room which sized 2m x 2 m, and fringed with bamboo booths. The layout of the seating of learners forming the letter L. The settings window and ventilation which appropriate for fill the learner need (blind learner).

There are rack and cupboard to manage the learning facilities that are in the class 3 are portable. The existing learning media including flower vase, folding paper, weights, other forms of money which used in integrated thematic learning. And learning resources that exist include integrated thematic book learners and teachers.

##### 2. The Socio-Emotional Management Of Class In The Integrated Thematic Learning At Class 3 Of Idayu 1 Difable Primary School Of Malang

Management interaction between teacher integrated thematic with the learner in Idayu 1 difable primary school is active, direct interaction and verbally. Teacher be democratic. Teachers also admonish learners who are not paying attention to the lesson. Between

learners, often mocking each other's capabilities and limitations. Sometimes a learner show seeking of revenge behaviour, but he did not do that for hurting his friend.

### **3. The Organizational Management Of Class In The Integrated Thematic Learning At Class 3 Of Idayu 1 Difable Primary School Of Malang**

In organizing the learning, teacher is always arrange a draft of implementation learning (lesson plan) one week before. Management general organizational activity is the other routine activities except the learning process. These routine activities includes the series of extracurricular activities which are: the duty extracurricular: is scout, and interest and talent curricular are: dancing, music, drawing and skill develop. Also there is outing class on first and third week in a month on Saturday.

#### **B. Suggestions**

1. For Integrated Thematic Teachers And School Principal
  - a. Should set up and manage learners professionally and refers to the concept of a whole the management of the classroom. And always trying to find creative solutions in solving the problems in managing the classroom especially integrated thematic learning which the main learning at primary school so the learning process



can achieve its goal and increase the knowledge and experience of the learner.

- b. School Should involve the community and parents of learners in organizing the learning or other routine activities in order to achieve the maximum educational purposes.
2. for the education Practitioner

In the manage classes that are conducive not apart from restricting factor and endowments factor. It is recommended to always maximize the factors restricting and minimize the factor endowments refer to ideal management classroom guidance to make teacher easy and also learners during the learning process.

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**STUDENT BIODATA**

Name : Hanan  
Date and Place of Birth : Jakarta, 14 April 1995  
Fac./Study Program : FITK,/PGMI  
Entrance Year : 2013  
Address : Jl. Pertiwi, Medan-Bt. Kuis  
Contact : +628978074420  
Email : [hananhana@gmail.com](mailto:hananhana@gmail.com)





# APPENDIX



## Appendix I



### SEKOLAH DASAR LUAR BIASA

**“IDAYU 1”**

AUTISME, BLIND, DUMB, MENTALLY RETARDED, AND SLOW LEARNER. TRAINING OF BUSINESS  
GRAHA PERMATA SULFAT KAV. 03 JL SEKAYAN BUNULREJO MALANG  
TELP (0341) 494348

Email : [sdlbidayu\\_malang@yahoo.com](mailto:sdlbidayu_malang@yahoo.com) / [sdlbidayu@gmail.com](mailto:sdlbidayu@gmail.com)

#### Surat Keterangan Penelitian

Nomor: 061/IV/SDLBIDAYU/2017

Yang bertanda tangan di bawah ini:

Nama : Anis Damayanti, S.Pd  
Jabatan : Kepala Sekolah  
Unit Kerja : SDLB Idayu 1 Malang  
Alamat : Jl. Sekayan. Perum. Graha Permata Sulfat Kav.3, Malang

Menerangkan bahwa:

Nama : Hanan  
NIM : 13140078  
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Universitas : UIN Maulana Malik Ibrahim Malang

Telah melakukan penelitian untuk skripsi di SDLB Idayu 1 Malang dengan judul penelitian  
"Classroom Management in the Integrated Thematic Learning At Class 3 of Idayu 1 Difiable Primary  
School of Malang" pada tanggal 6 Maret 2017-8 April 2017.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 21 April 2017

Kepala Sekolah,

Anis Damayanti, S.Pd



## Appendix II

### Data Siswa kelas 3 SDLB Idayu 1

#### A. Siswa 1

1. Nama Lengkap : Khalifah Syah At Thala
2. Nama Panggil : Kaka
3. TTL : Grobongan, 08-06-2006
4. Usia : 11
5. Alamat : Jl. Saran, gg. 3E/33
6. Disabilitas : C (Tunagrahita)
7. Tahun masuk : 2016
8. Keterangan : Pindahan

#### B. Siswa 2

1. Nama Lengkap : Rizal
2. Nama Panggil : Rizal
3. TTL : Malang, 06-01-2007
4. Usia : 10 tahun
5. Alamat : Jl. Ikan Kakap no. 2
6. Disabilitas : C (Tunagrahita)
7. Tahun masuk : 2013
8. Keterangan : -

#### C. Siswa 3

1. Nama Lengkap : Kayla Nabila Putri Isnaini
2. Nama Panggil : Kayla
3. TTL : Malang, 20-11-2005
4. Usia : 12 tahun
5. Alamat : Jl. Seruni no. 94
6. Disabilitas : C (Tunagrahita)

- 7. Tahun masuk : 2013
- 8. Keterangan : -

**D. Siswa 4**

- 1. Nama Lengkap : Rafli Muhammad
- 2. Nama Panggil : Rafli
- 3. TTL : Malang, 16-08-2006
- 4. Usia : 10 tahun
- 5. Alamat : jl. Warinoi II, no. 89
- 6. Disabilitas : A (Tunanetra)
- 7. Tahun masuk : 2016
- 8. Keterangan : Pindahan



### Appendix III

#### Data Kepala sekolah SDLB Idayu 1

1. Nama : Anis Damayanti, S.Pd
2. TTL : Malang, 07-10-1986
3. Usia : 31 tahun
4. No. Telephone : 081336729354
5. Alamat : Jl. Wiroto no.40
6. Pendidikan terakhir : S1 Pendidikan Luar Biasa(PLB) UM.
7. Tahun jabatan : 2014-sekarang

#### Data Guru Kelas SDLB Idayu 1

1. Nama : Yuliati Palupi Asri
2. TTL : Malang, 11 juli 1976
3. Usia : 40 tahun
4. No. Telephone : 085655539433
5. Alamat : Pondok Blimbing Indah Blok C no. 6
6. Pendidikan terakhir : S1 Pendidikan Luar Biasa (PLB), UNESA
7. Tahun jabatan : 2006- sekarang

*Appendix IV*

**Transkrip Wawancara**

**Informan : Yuliati Palupi Asri**

**Tanggal : 18 Maret 2017**

**Keterangan : Guru kelas 3**

**1. Berapa jumlah siswa kelas 3 di SDLB idayu1?**

Jumlah siswa kelas 3 untuk tahun ajaran 2016/2017 ada 4 orang siswa. 1 orang perempuan, dan tiga lainnya laki-laki

**2. Bagaimana Kondisi fisik siswa kelas 3?**

Untuk kondisi fisik, tidak ada siswa yang mengalami cacat fisik. kecuali seorang anak, namanya Rafli, dia tunanetra

**3. Bagaimana kondisi psikis siswa kelas 3?**

Secara umum, kondisi psikis mereka memang agak kurang. Karena mereka adalah anak-anak dengan penyandang tunagrahita. Jadi memang mereka agak terlambat proses dan kemampuan berfikirnya

**4. Apakah ada jadwal piket kebersihan di kelas 3?**

Jadwal piket ada

**5. Apakah siswa ikut terlibat dalam pembuatan jadwal piket kebersihan?**

Iya siswa saya libatkan dalam pembuatan piket. Jadi mereka memilih, mau piket hari apa. Tapi, saya buat piketnya hanya hari senin sampai kamis, karena mereka hanya ber empat, sehingga satu hari 2 anak yang bertugas piket. Satu anak melaksanakan piket 2 kali dalam 1 minggu.

**6. Bagaiman cara guru mengatur posisi tempat duduk peserta didik di dalam kelas?**

Karena ada salah satu anak yang bukan tunagrahita, si rafli, dia tunanetra, maka saya mengaturnya berdasarkan ketunaannya mereka. Seharusnya rafli di sekolah SLB A yang untuk tunanetra, karena proses belajar mengajarnya jauh berbeda. Dia tidak bisa melihat, hanya mendengar. Jadi saya menempatkan Rafli di sudut ruangan. Pas di sebelah saya. Sedangkan anak-anak di depan saya.

**7. Apakah siswa ikut terlibat dalam pengaturan tempat duduk di dalam kelas?**

Tidak, siswa tidak ikut mengatur posisi duduk mereka.

**8. Bagaimana cara guru mengatur tata letak barang-barang di dalam kelas**

Biasanya untuk media pembelajaran saya taruh di lemari, jadi kalau butuh, siswa bisa ambil sendiri di dalam lemari, saya juga menaruh barang-barang tidak terlalu jauh dari kelas. Agar siswa mudah mengambilnya. Seperti kertas origami, lem, globe, bunga, itu semua ada di dalam lemari. Atau ada juga yang di atas lemari. Sekalian dibuat untuk pajangan.

**9. Bagaimana interaksi guru dengan peserta didik?**

Interaksinya ya padasaat pembelajaran di kelas. Interaksinya selain di kelas, setiap pulang sekolah pasti saya ajak secara individu siswa, jika siswa tersebut hari ini dalam pembelajaran tidak maksimal. Saya ajak ke ruang bina diri, saya tanyain, saya ajak nyayi, biar besoknya dia semangat lagi

**10. Apakah guru selalu memberikan motivasi semangat belajar dan penanaman disiplin kepada peserta didik?**

Seperti yang anda lihat saat pembelajaran tadi. Ya saya selalu memberikan motivasi dan penanaman sikap disiplin diri kepada anak-anak

**11. Bagaimana cara ibu menyampaikannya?**

Biasanya di sela-sela proses pembelajaran. Atau di saat saya bersama siswa di ruang konseling. Saya menyampaikannya langsung ke anaknya.

**12. Apakah ada pertanda untuk pergantian jam pelajaran?**

Tidak ada. Tapi anak-anak sudah tau jadwalnya karena sejak awal semester sudah diberikan oleh siswa, dan ditempel di buku siswa. Untuk bunyi bel, disini tidak ada.

**13. Ada berapa mata pelajaran yang membuat siswa harus berganti ruangan?**

Untuk serangkaian pelajaran, yang mengharuskan siswa keluar kelas hanya dua mata pelajaran, yaitu SBdP dan olahraga. Dua pelajaran ini Tidak dipisah, hanya diberi jam lebih. Semua guru kelas sudah menyepakati di rapat awal tahun ajaran. Bahwa kegiatan yang langsung berhubungan dengan praktik itu harus ada jam nya tersendiri. jadi ketika di kelas pembelajaran tematik, itu hanya materi saja. Ketika harus praktik itu ada jam tersendiri. Hari selasa ada PJOK dan kamis SBdP dan ketrampilan Kalau yang lain, pembelajarannya di kelas. Kecuali esktrakulikuler, mereka sudah punya ruang karya siswa sendiri di depan perpustakaan.

**14. Apakah ada arahan khusus/ tanda jika peserta didik harus meninggalkan ruang kelas?**

Tidak ada arahan khusus, kalau olahraga dilaksanakan hari sabtu, ya hari sabtu saya sudah mengumpulkan anak-anak sejak pagi di bawah, untuk melaksanakan olahraga disekitar komplek perumahan.

**15. Adakah kegiatan yang rutin dilakukan selain kegiatan belajar mengajar?**

Ada. Senin belajar musik, selasa guru dilatih nari oleh pengajar dari luar. Hari rabu guru yang melatih nari siswanya. Hari kamis keterampilan atau mewarnai. Ada guru keterampilannya sendiri dari luar. Hari jumat pramuka, ada guru dari luar juga. Untuk hari sabtu itu kegiatannya banyak, biasanya di ganti-ganti. minggu 1 *outing class*, jadi siswa diajak keluar, minggu ke 2 olahraga. dan seterusnya ya bergantian.



**16. Apa tujuan dari kegiatan outing class ?**

Agar siswanya tahu bagaimana lingkungan diluar rumah dan sekolanya. Juga untuk menambah pengalamannya anak. Anak-anak apalagi kalau anak abk, senang sekali diajak kegiatan diluar.

**17. Apakah pengelolaan kelas saat ini mampu memudahkan kegiatan belajar bagi peserta didik?**

Iya, Tahun ini memang kelas 3 mendapat bagian kelas di sudut ruangan, karena bagian sudut ruangan itu tidak terlalu lebar. Siswa kelas 3 tahun ini juga tidak ada yang *hyper*. Sehingga tidak harus berada di ruangan tertutup. Saya kira cukup memudahkan siswa dalam kegiatan belajar mengajar. maka dari itu kenapa tempat duduknya saya atur. Biar kegiatan belajar bisa memudahkan buat mereka.

**18. Apakah pengelolaan kelas saat ini mampu menciptakan suasana sosial yang baik di dalam kelas?**

iya. mereka rukun, tidak ada yang bermusuhan. Tidak berkelompok-kelompok juga.

**19. Apakah kelas/ sekolah menyediakan fasilitas serta perabot belajar yang mendukung proses pembelajaran bagi peserta didik?**

Iya, tentu. Beberapa alat memang sengaja di taruh di kelas untuk dijadikan media atau mendukung pembelajaran. Tetapi itu untuk yang tunagrahita. kalau yang tunanetra sendiri, sebenarnya dia tidak masuk disinikan, tetapi saya beri pengarahan lisan, biar dia bisa mendengarkan. untuk medianya khusus tidak ada.

**20. Bagaimana cara guru membimbing dan membina peserta didik?**

Dibimbing ya pada saat pembelaran atau saat istirahat. karena disitulah guru bertinteraksi dengan siswa. Kalau membina, itu sama seperti tadi, ada waktunya khusus sendiri di ruang bina diri.

**21. Adakah peserta didik yang berkelahi dengan temannya?**

Sejauh ini tidak ada siswa yang berkelahi sampai saling memukul, mereka hanya mengejek satu sama lain. Hal seperti itu disini biasa. seperti bermain bersama temannya

**22. Bagaimana cara guru menyikapi hal tersebut?**

Kalau yang saling mengejek ya, itu dibiarkan saja selama ini. Karena itu dianggap sebagai interaksinya dengan temannya. tidak ada yang tersinggung. Itu untuk mereka sebagai bahan lelucon

**23. Apakah ada rapat tertentu yang membahas tentang pengelolaan kelas?**

Ada, setiap awal tahun ajaran baru. itu membahas tentang pembagian kelas, analisis ketunaannya siswa, kegiatan pembelajarn dan kegiatan rutin hari lainnya.

**24. Hambatan apa yang sering dijumpai guru dalam mengelola ruang kelas?**

Mungkin karena ruangnya hanya dibatasi bilik bambu dengan kelas sebelahnya, jadi terkadang siswa itu suka melirik-lirik kesana, mereka melihat pelajaran di kelas sebelah sepertinya lebih menarik. Nah kalau seperti itu saya biasanya bersuara agak keras lagi. supaya mereka bisa fokus ke pelajaran di kelasnya sendiri.

**25. Hambatan apa yang sering dijumpai guru dalam mengelola kondisi sosial di dalam kelas?**

Mungkin yang mereka saling mengejek. Sulit jika diingatkan, mereka juga paling sering mengejek rafli, karena dia tunanetra. beda sendiri. Saya sudah mengingatkan. Tapi tetap saja seperti itu.

**26. Hambatan apa yang sering dijumpai guru dalam mengelola kegiatan rutin klas?**

Terkadang siswanya yang tidak ada. Biasanya kalau hari sabtu, kegiatannya dia anggap tidak menarik, dia tidak mau masuk.

*Appendix V*

**Transkrip Wawancara**

**Informan : Yuliati Palupi Asri**

**Tanggal : 25 Maret 2017**

**Keterangan : Guru Tematik Terpadu Kelas 3 SDLB Idayu 1**

**1. Apakah Kelas/sekolah menyediakan fasilitas serta perabot belajar yang mendukung peserta didik? (bentuknya)**

Iya, ada beberapa fasilitas yang memang disediakan sekolah untuk membantu proses belajar mengajar, misalnya ada lcd proyektor, bola dunia, kertas lipat, alat-alat mewarnai dan lainnya

**2. Apakah guru menyiapkan rancangan proses pembelajaran (RPP) sebelum mengajar?**

Rpp nya disiapkan satu minggu sebelumnya, jadi minggu pertama pembelajaran, maka rpp nya sudah di buat.

**3. Bagaimana guru membimbing dan membina peserta didik dalam proses pembelajaran ?**

Secara lisan, disela sela pembelajaran. apalagi pembelajaran tematik ada nilai-nilai karakternya. disitu saya menyampaikan kepada peserta didik.

**4. Apakah guru selalu menggunakan media pembelajaran dalam proses pembelajaran?**

Iya saya selalu menggunakan media, seperti tadi saya menggunakan vas bunga, kemarin saya menggunakan peralatan kebersihan. Media yang biasa saya gunakan itu yang bisa di sentuh, kalau video saya selalu memperbesar volumenya agar semua siswa bisa memanfaatkan media dengan sebaik mungkin.

**5. Apakah ada tempat khusus untuk menyimpan media atau hasil karya siswa?**

Ada, disimpan di dalam lemari karya media. Kalau Karya-karya siswa yang disimpan di dalam rak diantaranya adalah hasil mewarnai, hiasan mozaik, hiasan origami dan akuarium mini yang terbuat dari kardus

**6. Bagaimana cara guru memimpin kelas saat proses pembelajaran?**

Selalu ada apersepsi di awal pembelajaran. Berdoa, lalu membaca 2 surah pendek, lalu saya berdialog dengan siswa agar siswa fokus dan santai. Jadi saat membuka pelajaran, mereka sudah siap.

**7. Bagaimana sikap guru jika ada siswa yang mampu merespon pembelajaran dengan baik?**

Saya sampaikan ketemannya yang lain. Ayo temannya bisa jawab siapa lagi yang mau menjawab. Atau saya beri *reward*, hebat sekali kaka, ayo tepuk tangan untuk kaka. Seperti itu. Agar yang lain juga aktif.

**8. Bagaimana sikap guru jika ada siswa yang membuat keributan saat proses pembelajaran berlangsung?**

Saya tegur, sampai dia bisa fokus lagi ke pembelajaran

**9. Bagaimana proses interaksi guru dengan peserta didik saat proses pembelajaran berlangsung?**

Kegiatannya kan ada 5m ya. mengamati, menanya, menalar, mengkomunikasi, mencoba. saya biasa berinteraksinya lewat kegiatan kegiatan itu.

**10. Tematik integratif sebagai salah satu pendekatan pembelajaran pada kurikulum 2013 yang mengaitkan beberapa mata pelajaran dalam sebuah tema, apakah guru membuat tema pembelajaran sendiri?**

Tidak, saya ikut dari pemerintah

**11. Berapa mata pelajaran yang biasanya digabung dalam sebuah tema?**

Untuk kelas 3, itu ada 5 mata pelajaran yang digabung dalam sebuah tema. bahasa indonesia, pkn, pjok, sbdp dan matematika. dalam 1 pembelajaran biasanya terdapat 3 mata pelajaran yang digabung. Dan dalam 1 minggu ada 6 pembelajaran. Khusus sbdp dan pjok ada jamnya tersendiri

**12. Mengapa 2 pelajaran tersebut dipisah dari pembelajaran tematik terpadu?**

Tidak dipisah, hanya diberi jam lebih. Semua guru kelas sudah menyepakati di rapat awal tahun ajaran. Bahwa kegiatan yang langsung berhubungan dengan praktik itu harus ada jam nya tersendiri. jadi ketika di kelas pembelajaran tematik, itu hanya materi saja. Ketika harus praktik itu ada jam tersendiri. Hari selasa ada pjok dan kamis ada sbdp dan ketrampilan

**13. Bagaimana cara guru memusatkan proses pembelajaran kepada peserta didik?**

Saya hanya memandu, selebihnya siswa yang beraktivitas, siswa yang membaca, siswa yang bertanya jawab juga, siswa yang menyampaikan apa yang diketahuinya terlebih dahulu. Baru saya masuk menambahi, atau membenarkan jawabannya siswa

**14. Apakah ibu selalu memberi motivasi kepada peserta didik ketika pembelajaran tematik terpadu?**

Iya. Saya sampaikan ke temannya yang lain. Ayo temannya bisa jawab siapa lagi yang mau menjawab. Atau saya beri *reward*, hebat sekali kaka, ayo tepuk tangan untuk kaka. Seperti itu. Agar yang lain juga aktif

**15. Apakah dengan pendekatan tematik integratif Pembelajaran dapat memberikan pengalaman secara langsung kepada peserta didik?**

Iya, sangat efektif sekali. Apalagi untuk anak-anak abk, mereka senang sekali jika ada kegiatan-kegiatan yang memberi pengalaman langsung, misalnya membersihkan kelas, melihat bunga di taman.

**16. Apakah pengelolaan kelas saat ini mampu membuat peserta didik kondusif untuk mengikuti pembelajaran?**

Permasalahannya saya kira yang paling signifikan adalah ruang kelas yang agak sempit dan pembatas antar kelas. Sehingga terkadang butuh tenaga ekstra untuk memfokuskan kembali siswanya.



**17. Hambatan apa yang sering dijumpai guru dalam menerapkan pembelajaran tematik integratif pada siswa kelas 3?**

karena bukunya hanya ada satu, Jadi siswa belajarnya ya di sekolah. Bukunya belum ada di jual di mana-mana. Untuk kelas 3 dan 6, bukunya baru awal tahun 2017 sampai disini. Pemerintah mengirimkan *hard file* nya berupa buku cetak. Tidak ada *soft file* yang kami terima. Sehingga, siswa saya dudukkan di hadapan saya semua agar bisa secara bersama-sama menggunakannya

**18. Bagaimana cara anda mengatasi adanya siswa yang memiliki perbedaan disabilitas dengan peserta didik lainnya?**

Rafli memang sengaja saya taruh di sebelah saya. Karena dia tidak dapat melihat, hanya mendengar saja. Sedangkan yang 3 lainnya saya taruh di depan saya dan saya suruh bergantian membaca. Seharusnya Rafli disekolah sdlb A, karena proses belajar mengajarnya jauh berbeda. dia tidak bisa melihat, hanya mendengar. Jadi saya menempatkan Rafli di sudut ruangan. Pas di sebelah saya. Sedangkan anak anak di depan saya



## Appendix VI

### Transkrip Wawancara

#### A. Siswa 1

Informan : Kayla Nabila Putri Isnaini (kayla)

Tanggal : 15 Maret 2017

**1. Apakah anda merasa nyaman ketika proses pembelajaran berlangsung?**

Iya senang

**2. Apakah guru selalu menggunakan media pembelajaran?**

Iya pakai. Kita pernah nonton video pakai itu (red: lcd)

**3. Apakah anda bisa menerima pelajaran dengan baik?**

Aku bisa

**4. Apakah anda pernah merasa bosan ketika proses pembelajaran berlangsung?**

Tidak pernah bosan. Saya suka belajar

**5. Apakah anda pernah memiliki keinginan untuk merubah posisi ketika belajar di kelas?**

Tidak mau berubah tempat duduk tapi mau disofa saja. Kursinya empuk

**6. Apakah anda selalu melaksanakan piket kebersihan sesuai jadwal nya?**

Aku piketnya senin sama kamis. Aku piket pakai kemoceng bersihin meja

**7. Apakah anda memiliki teman dekat di kelas?**

Semuanya teman. Mainnya sama lala, ayu, niar. (siswa perempuan kelas 4)  
banyak teman

**8. Apakah anda pernah berkelahi dengan teman sekelas?**

Aku tidak pernah berkelahi

**B. Siswa 2**

Informan : Khalifah Syah At Thala (kaka)

Tanggal : 15 Maret 2017

**1. Apakah anda merasa nyaman ketika proses pembelajaran berlangsung?**

Iya

**2. Apakah guru selalu menggunakan media pembelajaran?**

Iya pakai. Pakai bola dunia.

**3. Apakah anda bisa menerima pelajaran dengan baik?**

Aku bisa.

**4. Apakah anda pernah merasa bosan ketika proses pembelajaran berlangsung?**

Tidak. Saya suka di ajar ibu Yuli. Tidak bosan. Mau belajar terus. Biar bisa jadi dokter kata mama

**5. Apakah anda pernah memiliki keinginan untuk merubah posisi ketika belajar di kelas?**

Tidak. Saya senang duduk di depan

**6. Apakah anda selalu melaksanakan piket kebersihan sesuai jadwal nya?**

Aku selalu piket senin sama kamis. Sama kayla.

**7. Apakah anda memiliki teman dekat di kelas?**

Siapa ya. sama rafli. Aku kemana mana sama rafli

**8. Apakah anda pernah berkelahi dengan teman sekelas?**

tidak pernah

**C. Siswa 3**

Informan : Rizal

Tanggal : 17 Maret 2017

- 1. Apakah anda merasa nyaman ketika proses pembelajaran berlangsung?**

Iya

- 2. Apakah guru selalu menggunakan media pembelajaran?**

Iya pakai alat. Aku yang selalu ambil alatnya. Aku yang paling tinggi

- 3. Apakah anda bisa menerima pelajaran dengan baik?**

Bisa.

- 4. Apakah anda pernah merasa bosan ketika proses pembelajaran berlangsung?**

Tidak. Aku senang

- 5. Apakah anda pernah memiliki keinginan untuk merubah posisi ketika belajar di kelas?**

Tidak aku penurut

- 6. Apakah anda selalu melaksanakan piket kebersihan sesuai jadwal nya?**

Setiap hari selasa dan rabu.

- 7. Apakah anda memiliki teman dekat di kelas?**

Semua dekat.

- 8. Apakah anda pernah berkelahi dengan teman sekelas?**

tidak

#### D. Siswa 4

Informan : Rafli Muhammad

Tanggal : 17 Maret 2017

**1. Apakah anda merasa nyaman ketika proses pembelajaran berlangsung?**

Iya saya nyaman

**2. Apakah guru selalu menggunakan media pembelajaran?**

Pakai bola dunia, tadi saya dikasih uang baru. Buat belajar membedakan

**3. Apakah anda bisa menerima pelajaran dengan baik?**

bisa

**4. Apakah anda pernah merasa bosan ketika proses pembelajaran?**

Tidak pernah bosan belajar, banyak teman. Ibu Yulinya baik. Sabar

**5. Apakah anda pernah memiliki keinginan untuk merubah posisi ketika belajar di kelas?**

tidak

**6. Apakah anda selalu melaksanakan piket kebersihan sesuai jadwal nya?**

Aku selalu piket. Hari Selasa, Rabu.

**7. Apakah anda memiliki teman dekat di kelas?**

Punya, saya dekat sama Kaka. Kaka baik, pintar, saya selalu dituntun kalau mau turun tangga. Yang lainnya juga selalu bantu kalau saya mau naik ke kelas. Selalu ada yang bantu. temannya baik

**8. Apakah anda pernah berkelahi dengan teman sekelas?**

Tidak pernah

**9. Apakah teman anda sering mengejek anda?**

Iya sering di ejek. Tapi tidak apa-apa bu. Rizal itu bercanda saja

**10. Apa anda pernah membalas mengejek mereka?**

Ngga pernah. Ngga boleh saling mengejek sama bu Yuli.

## Appendix VII

## Transkrip Wawancara

**Informan** : Anis Damayanti, S.Pd

**Tanggal** : 11 Maret 2017

**Keterangan** : Kepala Sekolah SDLB Idayu 1 Malang

**1. Berapa jumlah siswa kelas 3 di SDLB idayu 1?**

Untuk tahun ajaran 2016/2017 jumlah siswa di kelas 3 ada 4 anak

**2. Bagaimana Kondisi fisik siswa kelas 3?**

Secara fisik mereka sehat, hanya saja ada 1 anak yang tuna netra

**3. Bagaimana kondisi psikis siswa kelas 3?**

Mereka punya disabilitas tunagrahita, 3 orang anak. Dan seorang anak tunanetra

**4. Apakah ada rapat tertentu yang membahas tentang pengelolaan kelas?**

Setiap tahun selalu ada rapat khusus yang membahas tentang pengelolaan kelas. baik dari segi fisik dan organisasionalnya. Dari segi fisik, yaitu pembagian ruang kelas. Dilihat dari jumlah murid dan ketunaan yang di alami peserta didik. Kalau dari segi organisasionalnya, meliputi kegiatan belajar mengajar, kegiatan ekstrakurikuler, kegiatan untuk hari sabtu, ada banyak.

**5. Jika ada, apa saja yang dibahas dalam rapat tersebut?**

Dari segi fisik, yaitu pembagian ruang kelas dilihat dari jumlah murid dan ketunaan yang di alami peserta didik. Jika terdapat siswa tunagrahita *hyper*, maka kelas harus berada di dalam ruangan yang bisa dikunci. Agar pendidik dapat mengontrol peserta didik tersebut. Untuk kelas 3 sendiri, siswanya ada 4 sehingga, pada tahun ajaran 2016-2017, saya



menempatkan kelas 3 di sudut ruangan. Karena ada 1 siswa yang tunanetra, jadi kelasnya di sudut ruangan. itu paling terang, dekat sama jendela.

**6. Apakah ada pertanda untuk pergantian jam pelajaran?**

Disini tidak ada bel. SDLB Idayu kan berada di kompleks, jadi kita menjaga ketertiban. Ditakutkan juga perhatian siswa akan teralih ketika mendengar bunyi-bunyian bel

**7. Ada berapa mata pelajaran yang membuat siswa harus berganti ruangan?**

Biasanya mata pelajaran SBdP dan PJOK. Dua pelajaran itu tidak dilakukan di dalam ruang kelas, melainkan di lapangan atau di ruang kreasi siswa.

**8. Apakah ada arahan khusus/ tanda jika peserta didik harus meninggalkan ruang kelas?**

Kalau arahan, itu sejak awal semester pasti setiap guru kelas sudah saya amanahkan untuk mensosialisasikan mata pelajaran yang akan dipelajari di semester ini. Biar mereka tahu kapan harus meninggalkan ruang kelas dan kapan pelajarannya selesai

**9. Adakah kegiatan yang rutin dilakukan selain kegiatan belajar mengajar**

Ada, yaitu kegiatan ekstrakurikuler. Kegiatan ekstrakurikuler nya ada menari, musik, pramuka, olahraga, mewarnai dan keterampilan. Selain ekstrakurikuler, hari sabtu juga ada kegiatan rutin yaitu outing class. *Outing class* itu kita keluar semua siswa dan guru, entah pergi berenang atau ke taman kota. Hanya saja *outing class* itu untuk minggu 1 dan 3, kalau minggu 2 dan 4 kita isi dengan ekstrakurikuler yang lain.

**10. Apakah ada guru khusus yang mengajarkan ekstrakurikuler?**

Ya ada. Semua ada gurunya khusus. Kebanyakan dari mahasiswa PLB UM. Khusus untuk menari, hanya guru saja yang di aja yang diajarkan. Kalau misalnya guru yang di ajarkan, cukup 3-5 pertemuan, tetapi kalau siswanya, itu membutuhkan banyak pertemuan. Karena kelas yang di ajar



dari kelas 1-6. tentu tidak efektif dan membutuhkan banyak biaya. Sehingga, saya mendatangkan guru dari luar hanya untuk melatih guru. Nantinya guru kelas yang akan melatih peserta didiknya sendiri-sendiri.



### Appendix VIII

#### Transkrip Wawancara

**Informan : Anis Damayanti, S.Pd**

**Tanggal : 17 Maret 2017**

**Keterangan : Kepala Sekolah SDLB Idayu 1 Malang**

**1. Setiap hari sabtu ada kegiatan outing class, Apa itu kegiatan outing class?**

Kegiatan outing class itu guru-guru dan siswa kita rekreasi. Keluar sekolah. Kadang berenang atau ke taman. Dilaksanakan 2 minggu sekali. Minggu 1 dan 3. anak-anak paling senang kalau *outing class*

**2. Adakah tujuan dari kegiatan outing class?**

Itu memang program khusus di sini, tujuannya utamanya untuk membangun mentalnya anak-anak. Agar terbiasa berinteraksi dengan orang-orang banyak, tidak harus minder atau ketakutan. Untuk menambah pengalamannya anak-anak. Juga biar semakin dekat dengan guru nya.

**3. Kenapa tidak dilaksanakan setiap minggu?**

Anggarannya terbatas. Jadi kita mengupayakan hanya 2 minggu sekali. Minggu yang ke 2 dan 4 di isi kegiatan ekstrakurikuler yang lain.

**4. Mengenai kurikulum, Adakah perbedaan kurikulum untuk sekolah dasar umum dengan kurikulum yang digunakan SDLB Idayu 1?**

Ada, sekolah memakai kurikulum sesuai yang berlaku saat ini, yaitu kurikulum 2013 untuk sekolah dasar luar biasa C atau tunagrahita.

**5. Buku pembelajaran tematik yang digunakan saat pembelajaran di kelas 3 hanya ada 1, apakah sekolah tidak memperbanyak buku tersebut?**

Buku tematik untuk kelas 3 dan 6 yang terbaru, tema 6 dan 7 baru saja dikirim pemerintah bulan januari lalu. Masing masing bukuguru nya 1 eksamplar dan buku siswanya 1 eksamplar. Bukunya belum ada dijualdimana-mana. Kami hanya mendapatkan hard file nya tidak dengan soft file. Sulit kalau ingin memperbanyak.

**6. Bagaimana dengan di foto copy bukunya?**

Kasih kalau tidak ada warnanya, kalau ada warnanya mereka akan lebih tertarik untuk belajar.



### Appendix IX



Suasana pengelolaan fisik dalam pembelajaran tematik terpadu



Tampak ruang kreasi siswa dari tangga



Majalah dinding siswa



Peneliti bersama peserta didik tunanetra



Kondisi sosial siswa saat beristirahat



Fasilitas penunjang kegiatan ekstrakurikuler siswa



Lingkungan SDLB Idayu 1 yang jauh dari kebisingan



Perpustakaan



Peneliti melakukan wawancara dengan kepala sekolah





MAULANA MALIK IBRAHIM MALANG  
STATE ISLAMIC UNIVERSITY  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Jalan Gajayana Nomor 50 Telepon (0341) 552398 faksimile (0341) 552398  
Website: [fitk.uin.malang.ac.id](http://fitk.uin.malang.ac.id) email: [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

### EVIDENCE OF CONSULTATION

Name : Hanan  
Number of Student : 13140078  
Department : Islamic Primary Teacher Education  
Advisor : Dr. Muhammad Walid, M.A  
Title of Skripsi : Classroom Management in the Integrated Thematic Learning at Class 3 Of Idayu 1 Difable Primary School Of Malang.

No	Date of Consultation	Consultation Material	Signature
1.	6 april 2017	chapter IV and V consultation	
2.	10 april 2017	chapter IV and V revision	
3.	13 april 2017	chapter I, II and III consultation.	
4.	17 april 2017	Chapter VI Consultation	
5.	19 april 2017	collecting all chapters	
6.	20 april 2017	accepting Thesis	

Acknowledged by,  
Head of Department,

**Dr. Muhammad Walid, M.A**  
NIP. 197308232000031002