

# IMPLEMENTATION IMPACT OF INTEGRATIVE THEMATIC LEARNING FOR DEVELOPING THE STUDENT AND TEACHER'S COMPETENCIES IN THE ISLAMIC ELEMENTARY SCHOOL (MADRASAH IBTIDAIYAH) IN YOGYAKARTA SPECIAL REGION

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**Abstract:** This article is the result of qualitative research conducted in five State Islamic Elementary Schools (MIN) in Yogyakarta Special Region. This article is aimed to elaborate critically the impact of integrative thematic learning implementation for the development of competencies of learners and teachers. The findings in this paper are: first, the implementation of integrative thematic learning at The State Islamic Elementary School (MIN) has a positive impact for the development of students' critical and creative attitude and critical thinking skill. The weakness of this research result is that the mastery of learners on the concept/subject matter is still poor. Second, the implementation of integrative thematic learning at State Islamic Elementary School (MIN) has a positive impact on teacher competence improvement, namely: (1) encouraging teachers to keep learning well related to integrative thematic learning concepts, learning materials, learning models, learning strategies / methods, media development and sources learning, and assessment;(2) encouraging teachers to prepare for more mature learning; and (3) encourage teachers to further enhance cooperation with peers and parents/ guardians of learners.

*Keywords: thematic learning, competence of learners, and teacher competences.*

## INTRODUCTION

The learning model of curriculum 2013 at Islamic Elementary School/ *Madrasah Ibtidaiyah* (MI) applies integrative thematic learning model which is carried out

from class I to class VI. Integrative thematic learning is learning that apply themes to link some subjects so as to provide meaningful experiences to the students.<sup>1</sup>

The application of integrative thematic learning for Islamic Elementary School level according to psychological review is in accordance with the characteristics of learning age of Islamic Elementary School (MI) children. According to Piaget's theory, the thinking ability of primary school children is at the stage of concrete operational thinking.<sup>2</sup> Children begin to exhibit learning behaviors that view the world objectively shift from one aspect of the situation to another reflectively and look at the elements simultaneously, beginning to form and use the connectedness of rules, simple scientific principles, and using causal relationships.

Thus, children of Islamic Elementary School (MI) age have a tendency to learn with characteristics: (a) concrete, namely learning through things that can be seen, heard, smelled, touched, and tinkered; (b) the holistic integrative of seeing something studied as a whole or not being able to sort out the concepts of various disciplines, the deductive way of thinking of the child from general to part by part; and (c) hierarchical view of learning that gradually develops from simple things to more complex things.<sup>3</sup> With such a tendency to learn, Islamic School age learners will be easier to learn through an integrated learning approach that emphasizes the experience and meaningfulness of children. In addition, in integrated learning the emotional aspects, interests, and talents of children so that can grow a positive attitude of children.<sup>4</sup>

Based on the Decree No. 481 the year of 2015, there are a number of State Islamic Elementary School (MIN) in Yogyakarta Special Region (DIY) of which is designated to be an Islamic School companion of the Curriculum implementation of 2013 which implements integrative thematic learning model. Implementation of integrative thematic learning at State Islamic Elementary Schools (MIN) in implementing Curriculum 2013 are still faced with a number of problems. Among the problems is the issue of teacher readiness. There are some teachers who still

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<sup>1</sup> Rusman, *Pembelajaran Tematik Terpadu: Teori, Praktik dan Penilaian, (Integrated Thematic Learning): Theory, Practice and Assessment*, (Jakarta: Rajawali Press, 2015), p. 140. (Jakarta: Rajawali Press, 2015), p. 140.

<sup>2</sup> Rusman, *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru (Learning Models: Developing Teacher Professionalism)* (Jakarta: Rajawali Press, 2010), p. 251. (Jakarta: Rajawali Press, 2010), p. 251.

<sup>3</sup> Sukayati and Sri Wulandari, *Pembelajaran Tematik di SD (Thematic Learning in Elementary School)* (Yogyakarta: PPPPTK Matematika, 2009), p. 9. (Yogyakarta: PPPPTK Matematika, 2009), p. 9.

<sup>4</sup> *Ibid.*

have difficulties in implementing the learning through integrative thematic models both when preparing the preparation of learning, implementing learning, and when carrying out an assessment. The second problem is the impact of the application of integrative thematic learning model for the development of learner's competences. In terms of the competence development of attitudes and skills are quite good, but it is poor for the development of the concept mastery. Based on the experience, the teachers with integrative thematic learning patterns mastery of the learner's concepts is not better than the pattern of separate learning (lesson-based learning).<sup>5</sup>

Starting from this problem, this research is aimed to examine critically the impact of the implementation of integrative thematic learning at State Islamic Elementary Schools (MIN) in Yogyakarta Special Region (DIY) both for the development of competence of learners in the dimensions of attitude, knowledge and skills, and also for the development of teacher competence. In accordance with the focus of the study, the formulation of the problem in this study can be composed as follows: 1) How is the implementation of integrative thematic learning at State Islamic Elementary School (MIN) Yogyakarta 2 in Yogyakarta Special Region (DIY)? 2) How is the impact of integrative thematic implementation in State Islamic Elementary School (MIN) in Yogyakarta Special Region for the development of learners' competences? 3) How is the impact of integrative thematic implementation in State Islamic Elementary School (MIN) in Yogyakarta Special Region for teacher competence development?

The results of this study are expected to provide practical and theoretical uses. Practical uses are: first, the results of this study can be used as the basis for the development and improvement of integrative curriculum and implementation of integrative thematic learning at Islamic Elementary School (madrasah ibtidaiyah) especially in State Islamic Elementary School (MIN) in Yogyakarta Special Region.

Second, the results of this study are expected to be used as the basis of the Ministry of Religious Affairs in this case the Directorate of Islamic Elementary School Education in assessing the curriculum and implementation of integrative

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<sup>5</sup> Interview with Mr. AF, one of the class teachers at State Islamic Elementary School (MIN) Jejeran Bantul on March 8, 2017.

thematic learning at Islamic School (madrasah ibtidaiyah) which is umbrellaed within the Ministry of Religious Affairs.

The theoretical use of the results of this study is to develop the science of Islamic education, especially related to the development of integrative curriculum and its implementation in the education level of Islamic Elementary School (MI). In addition, the results of the study can also be a reference for the next researcher who is interested in examining the implementation of curriculum at Islamic Elementary School (Madrasah Ibtidaiyah) Education Institution.

Implementation of Curriculum 2013 at Elementary School (SD) / Islamic Elementary School (MI) using integrative thematic learning. Integrative thematic learning is a learning that is carried out through the use of "themes" as a unifying, as the center of attention used to understand the symptoms and concepts. This model of learning by Fogarty is called the spider web model or *the webbed model*.<sup>6</sup> Thematic learning is carried out by using the principle of integrated learning from several subjects through a theme as a unifier. Thus, the integrated learning is the oriented learning practice that involves several subjects in accordance with the needs of children (learners). Through integrated thematic learning there will be assembly and merging of several different subjects in the hope that they will learn better and meaningful.<sup>7</sup>

The application of this learning model is based on philosophical, psychological, and juridical foundations. Philosophically, there are three ideologies underlying why in elementary school/Islamic Elementary School (SD / MI) applied thematic learning that is progressivism, constructivism, and humanism.<sup>8</sup> Progressivism emphasizes that the learning process needs to be emphasized on the formation of creativity, the provision of a number of activities, natural atmosphere (natural), and attention to the experience of learners. The idea of constructivism requires that children construct their own knowledge through interaction with objects, phenomena, experiences and the environment. Humanism views learners as individuals who have their uniqueness / uniqueness, potential, and motivation.

According to psychological reviews in the learning process, elementary schoolchildren have concrete, integrative, and hierarchical thinking. Concreted as

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<sup>6</sup> Robin Fogarty, *The Mindful School: How to Integrate The Curriculum*, (Pallantin IL: Skylight Publishing, 1991), p. 65. See also: Marcella L.Kysilva, "Understanding Integrated Curriculum", *The Curriculum Journal Vol. 9 No. 2, 199*, p. 199.

<sup>7</sup> Triyanto, **Integrated Learning Model: Concepts, Strategies and Implementation in Education Unit Level Curriculum (KTSP)**, (Jakarta: Bumi Aksara, 2014), p. 56-57.

<sup>8</sup> Triyanto, **Mengembangkan Model Pembelajaran Tematik (Developing Thematic Learning Model)**, (Jakarta: Prestasi Pustaka Publisher, 2012), p. 101.

a learning process should move from the concrete things that can be seen, heard, smelled, touched, and tampered with integrative interpretation as a state in which children see something studied as a whole, they have not been able to sort out the concepts from various disciplines. While hierarchical means that children learn to grow gradually from simple things to more complex things. Learning should be a process of change within the personality in the form of abilities, attitudes, habits, and resilience in the behavior that occurs as a result of practice or experience. Learning is the process of interaction between children with children, children with learning resources and children with educators. Learning activities are meaningful if done in a comfortable environment and provide a sense of security, individual and contextual, children experience directly learned.<sup>9</sup> Thematic learning is a learning that emphasizes the involvement of learners in an active learning process so that learners gain hands-on experience and are trained to be able to find their own knowledge learned. Students are expected to apply the concepts they acquire in their learning activities while doing so in real terms.

There are several benefits that can be gained by implementing thematic learning at Islamic Elementary School (MI) in terms of learner and teacher aspect. Benefits for learners are: (1) focusing more on the learning process, rather than learning outcomes; (2) eliminating false boundaries between curriculum sections and providing an integrative approach to learning; (3) provide a learner-centered curriculum that is related to interests, needs, and intelligence; they are encouraged to make their own decisions and are responsible for the success of learning; (4) stimulate self-discovery and investigation inside and outside the classroom; and (5) helping learners build relationships between concepts and ideas, thereby enhancing appreciation and understanding.<sup>10</sup> While the benefits for teachers are: (1) more time available for learning; (2) the subject matter is not limited by the lesson hours; it can be continued throughout the day, covering various subjects; (3) relationships between subjects and topics can be taught logically and naturally. It can be shown that learning is a continuous activity, not limited to textbooks, lessons, or even four classroom walls; (4) teachers can help learners expand learning opportunities to different aspects of life, view problems, situations, or

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<sup>9</sup> Abd. Kadir dan Hanun Asrohah, *Pembelajaran Tematik (Thematic Learning)*, (Jakarta: Rajawali Press, 2014), p. 20-21.

<sup>10</sup> Rusman, *Model-Model Pembelajaran (Learning Models) ...*, p. 258.

topics from different points of view; and (5) development of facilitated learning societies .The emphasis on competition can be reduced and replaced by cooperation and collaboration.<sup>11</sup>

This paper is the result of research using qualitative research methods. With this qualitative method the data obtained is expected to be more complete, deep, credible, and meaningful so that the research objectives can be achieved. The data sources in this study include the heads of State Islamic Elementary School (MIN), teachers and learners in five State Islamic Elementary School (MIN) implementers of the 2013 curriculum at D.I. Yogyakarta is State Islamic Elementary School (MIN) 1 Sleman, State Islamic Elementary School (MIN) 1 Bantul, State Islamic Elementary School (MIN) 1 Yogyakarta, State Islamic Elementary School (MIN) 2 Kulon Progo and State Islamic Elementary School (MIN) 11 Gunung Kidul. Determination of data source in the form of people done by using purposive sampling and snowball sampling technique. Determination of data sources by purposive technique is the way of sampling based on certain characteristics owned by the sample in accordance with the purpose of the study.<sup>12</sup>

Data collection in this study using three techniques, namely interview, observation and documentation. The validity test of the data in this research is carried out by conducting credibility test which is tested by several techniques, namely: (a) extending and improving diligence in conducting research, (b) triangulation which includes two modes, namely double sources and double methods, and (c) peer examination through discussion.<sup>13</sup>

Data analysis technique applied in this research is qualitative data analysis following the concept proposed by Miles and Huberman. They argue that the activity in qualitative data analysis is done interactively and continuously at every stage of the research so that it is complete, and the data until saturated. Activity in data analysis includes the following steps: data reduction, data display, and conclusion and verification.<sup>14</sup>

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<sup>11</sup> *Ibid.*, p.259.

<sup>12</sup> Sugiono, *Metode Penelitian Administrasi (Research Methods Administration)* (Bandung: Alfabeta, 2004), p.96.

<sup>13</sup> Nasxution, *Metode Penelitian Naturalistik, Kualitatif (Naturalistic, Qualitative Research Method)* (Bandung: Tarsito, 1988), p. 119-120.

<sup>14</sup> *Ibid.*, p. 20.

## IMPLEMENTATION OF INTEGRATIVE THEMATIC LEARNING AT ISLAMIC SCHOOL (MI)

According to Mulyasa, in the outline of learning activities include three main activities, namely the preparation of learning programs, implementation of learning activities, and assessment.<sup>15</sup> In line with this opinion, the discussion of integrative thematic learning activities includes three things, namely the preparation of learning programs in the form of learning implementation plan (RPP), implementation of learning activities, and implementation of the assessment.

### *Preparation of Integrative Thematic Learning Implementation.*

Plan Preparation for learning in the 2013 curriculum that must be prepared by teachers is the Implementation Plan of Learning (RPP). According to the Standard Process of Primary and Secondary Education as stipulated on Regulation Ministry of Education and Culture (Permendikbud) Number 22 of 2016 mentioned what is meant by the Implementation Plan of Learning (RPP) is a plan of face-to-face learning activities for one or more meetings. The Implementation Plan of Learning (RPP) is developed from the syllabus to direct the learning activities of learners in an effort to achieve Basic Competence (KD). Every educator / teacher in the educational unit is obliged to develop a complete and systematic Implementation Plan of Learning (RPP) so that learning takes place interactively, inspiration, fun, challenging, efficient, motivates learners to participate actively, and provides sufficient space for talent initiative, creativity and independence, interests, and physical and psychological development of learners. The Implementation Plan of Learning (RPP) is compiled based on the Basic Competence (KD) or sub-theme of meetings or more.<sup>16</sup>

State Islamic Elementary School (MIN) teachers studied generally have used the Implementation Plan of Learning (RPP) in implementing learning. The elements, formats and steps of RPP preparation used by the teacher are in accordance with the Basic Process Standard and Secondary Education as set out in

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<sup>15</sup> Mulyasa, *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi (Competency Based Curriculum: Concepts, Characteristics, and Implementation)* (Bandung: Remaja Rosdakarya, 2002), p. 95.

<sup>16</sup> Attachment of Ministry Regulation of Education and Culture (Permendikbud) Number 22 Year 2016 on Standard Process of Primary and Secondary Education, p. 6.

Regulation Ministry of Education and Culture (Permendikbud) Number 22 of 2016. The detailed and systematic arrangement of RPP is very helpful for teachers in carrying out the learning activities. The Plan of Learning (RPP) functions like a screenplay in film making. What role and scenes should be undertaken by learners and teachers during the learning process will be guided by the detailed and systematic Implementation Plan of Learning (RPP) design so that learning activities become more targeted and effective.

Integrative thematic learning model can be seen on the basic competence and indicator formulation. In the formulation of Basic Competence (KD) and indicators have been drawn about the integration of Basic Competence (KD) and indicators of some subjects, for example in the Plan of Learning (RPP), there are formulation of Basic Competence (KD) and indicators of Civic Education subjects (PPKN), Basic Competence (KD) and indicators of Indonesian subjects, and Basic Competence (KD) and indicators Art and Culture (SBDP) subjects. Then the process of implementing thematic learning is further elaborated on the design of the steps of implementation of learning. In the learning steps are explained when and how and with media, tools and learning resources of what learners should learn Civic Education subjects (PPKN) material, Indonesian Language, Art and Culture (SBDP). In the assessment scheme described the techniques and assessment instruments that will be used both to assess aspects of knowledge, attitude aspects, and skills aspects. Then the teacher fully explains the assessment instrument in the appendix.

The downside is that the Implementation Plan of Learning (RPP) used by the State Islamic Elementary School (MIN) teachers who were researched did not have to be prepared independently by their respective teachers. There are times when the RPP is the result of teamwork in the Teacher Working Group (KKG) or obtained from education and training activities (training) followed by teachers.<sup>17</sup> Teachers who are purely self-made are still rare. This means that the role of teachers to develop integrative thematic Implementation Plan of Learning (RPP) is still poor. Teachers mostly compose the Implementation Plan of Learning (RPP) by copying out the Implementation Plan of Learning (RPP) files that have been prepared by the team in the Teacher Working Group (KKG) or the Implementation Plan of Learning (RPP) obtained from the Training activities. Ideally teachers should arrange their own or at least have to adapt from the existing Implementation Plan of Learning (RPP) in order to be adapted to the condition of

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<sup>17</sup> Interview with Ibu Sakinah, S.Ag. (Head of State Islamic Elementary School (MIN) 1 Sleman), on Monday, October 23, 2017.

Islamic school (madrasah) and the interests and needs of learners. Among the characteristics and principles of integrative thematic learning are (1) Student-centered thematic learning and (2) learning outcomes according to students' interests and needs.<sup>18</sup> This principle implies that teachers when developing learning plans must depart from the interests and needs of learners.

It is even expected that learners need to be actively involved in the learning process since in the process of preparing lesson plans, implementation of learning up to assessment activities. They need to be given the opportunity to optimize their own potential that suits their interests and needs. Involvement of learners in the formulation of learning planning becomes a separate problem. During this time learners usually only accept what the teacher submitted. They are not used to giving input to teachers, let alone learners in low class. According to informants their cognitive abilities have not yet been established to provide advice to teachers. Of course this is the basis for the absence of direct involvement of learners in the preparation of integrative thematic RPP in MIN studied. Involvement of learners in preparing more learning activities on the preparation of media or teaching aids, for example learners are required to prepare media / props in the form of various kinds of leaves, grains and so on. Then the teacher in considering the aspects of talent, interests and needs of learners when preparing integrative thematic Implementation Plan of Learning (RPP) only limited to the selection and determination of strategies and methods of learning.<sup>19</sup>

One of the factors that became the reason why teachers did not develop RPP independently was because time was very limited. In terms of understanding and mastery of the theory of preparation of the Implementation Plan of Learning (RPP) teachers are generally no problem, but the constraints are time factors. Teachers feel that they do not have enough time to prepare their own Implementation Plan of Learning (RPP) every day. In addition, according to the teacher's narrative, composing Implementation Plan of Learning (RPP) of thematic learning model is more complicated than RPP of a separate subject learning model. According to Mrs. Sulistyarningsih, S.Pd. that the formulation of the material on integrated thematic Implementation Plan of Learning (RPP) is very complex. The material in

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<sup>18</sup> Rusman, *Learning and Learning-Oriented Standards Education Process Belajar dan Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2017), p. 362-363.

<sup>19</sup> Interview with Ihsan Rofiqi, S.Pd.I (Class 2A State Islamic Elementary School (MIN) 1 Sleman Teacher), on Wednesday, October 25, 2017, at 13:15

integrative thematic learning consists of many materials, namely Indonesian Language, Civic Education, Social, Natural Science, and so on. Each does not stand alone but is related to each other. This is among other things that became one of the obstacles encountered when preparing integrative thematic RPP.<sup>20</sup> Mr. Ihsan Rofiqi, S.Pd.I said that another complexity in preparing an integrative thematic lesson plan is in determining and preparing assessment instruments. Assessment in integrative thematic learning should involve aspects of knowledge, attitudes and skills, so that in its compilation becomes more complicated.<sup>21</sup>

### ***Implementation of Integrative Thematic Learning Activities***

Learning activities contain two activities namely learning activities and teaching activities. Learning can be interpreted as an interaction of learners with a learning environment designed in such a way to achieve the learning objectives, namely the ability / competence that is expected to have learners after completing the learning experience. Teaching is an activity of educators/ teachers to organize and condition the learning environment of learners so that the interaction of learners with their learning environment.<sup>22</sup> Understanding such teaching provides an understanding that the role of teachers as teachers more oriented to the function as a facilitator and motivator learners learn. He plays a role in planning, implementing, organizing, supervising and assessing the process and learning outcomes of learners. He must be able to choose and set appropriate learning methods in accordance with the abilities and characteristics of learners, the environment available, and conditions at the time the learning process takes place.

Meanwhile, learners as learners are those who must actively engage in learning activities. Learners actively engage in activities to build meaning or understanding. Because, in essence the responsibility of learning is in the learners themselves, while the teacher is responsible for creating an environmental system that encourages the learning initiatives and motivation of learners. Matters that need to be considered by the teacher in the implementation of the activities of learning activities include classroom management, the use of learning strategies / methods, the use of media, tools, and learning resources, the implementation of procedures

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<sup>20</sup> Interview with Sulistyaningsih, S.Pd (Class 5B State Islamic Elementary School (MIN) 1 Sleman), on Tuesday, October 24, 2017, at 13:15 pm

<sup>21</sup> Interview with Ihsan Rofiqi, S.Pd.I (Class 2A State Islamic Elementary School (MIN) 1 Sleman Teacher), on Wednesday, October 25, 2017, at 13:15 pm

<sup>22</sup> Nana Sudjana, Curriculum Development and Development at School (Bandung: Sinar Baru Algesindo, 1996), p. 6.

or learning steps. Therefore, the following descriptions describe how teachers in the studied State Islamic Elementary School (MIN) fulfill and do these things.

### 1. Class Management

One of the factors that influence the success of integrative thematic learning is the arrangement of classroom environment that can encourage learners to learn and become a comfortable, safe, and fun learning place. Structuring the classroom environment can be the setting of learners and classrooms. These arrangements include setting the desk-seat learners, the arrangement of resources and learning aids, and the arrangement of display of the work of learners. Organizing or arrangement of learners can be done in the form of classical, group and individual.

The classroom setting in State Islamic Elementary School (MIN) studied is quite varied. Some teachers have tried to organize the learning desk and seat of the students according to the learning method or strategy used, for example when the teacher uses the discussion method then the learners' desk is set to make the groups.<sup>23</sup>

According to the guidelines of implementation of integrated thematic learning contained in the attachment of The Ministry Regulation of Education and Culture (Permendikbud) Number 57 Year 2014, the arrangement of classroom environment needs to consider the following four things: 1) Mobility, enabling learners to move from one corner to another, 2) Accessibility, and learning aids, 3) Interaction, enabling learners to interact with fellow friends or educators, and 4) Variation of activities, facilitate learners perform various activities, such as discussions, experiments, and presentations.<sup>24</sup>

Management of the work of learners has not been done by many teachers. Children's work can actually be displayed in class. The displays are replaced regularly according to the theme being used. For example,

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<sup>23</sup> The result of observation of class V learning at State Islamic Elementary School (MIN) 11 Gunung Kidul on 23 October 2017 and at State Islamic Elementary School (MIN) 1 Bantul on October 26, 2017.

<sup>24</sup> Appendix III Permendikbud Number 57 Year 2014 on Curriculum 2013 Primary School / Madrasah Ibtidaiyah.

when the theme of "Plant" is planned, the class can be designed with the feel of a flower garden by decorating various kinds of flowers that are hung in windows or in the ceiling of the classroom. In order to attract displays arranged with respect to aesthetics and are within the reach/touch of learners so that it can be used as a source of learning by learners.

Classrooms can also be equipped with a learning center (learning center). This learning center can be placed in the corner of the classroom. This learning center can contain a wide range of needs and can be changed from time to time. Learning Center functions can be a place for children who have completed activities so as not to disturb other friends. In relation to the management of these learning centers, most of the State Islamic Elementary Schools (MIN) have done so although they are still within modest limits and limited numbers. For example there is a class in one corner/class corner is filled with some learning media/teaching aids and also teaching materials that can be used by learners, but in terms of the number of visible still limited.<sup>25</sup>

## 2. Learning steps

The steps of implementing integrative thematic learning activities are generally divided into three stages: the introduction stage, the core stage, and the closing stage. Preliminary activities are conducted primarily to create an atmosphere of early learning to encourage learners to focus themselves in order to be able to follow the learning process well. The nature of the opening activity is the activity for heating. At this stage can be excavated on the experience of children about the theme to be presented. According to the Standard of Primary and Secondary Education Process as stipulated in The Ministry Regulation of Education and Culture (Permendikbud) Number 22 Year 2016, in the preliminary activities, the teacher must do the following: (1) prepare the students psychologically and physically to follow the learning process; (2) motivate learners' learning contextually according to the benefits and application of teaching materials in everyday life, by providing examples and comparisons of local, national and international, and tailored to the characteristics and learner level of learners; (3) asking questions that relate prior knowledge to the material to be learned; (4) describes the learning objectives or basic

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<sup>25</sup> The result of observation of class V learning at State Islamic Elementary School (MIN) 1 Bantul on October 26, 2017.

competencies to be achieved; and (5) conveying material coverage and explanation of activity description according to syllabus.

The opening activity in initiating integrative thematic learning by teachers is quite varied. Among these activities is opening greeting lessons, encouraging learners with pat and singing class yells, instilling a sense of nationalism about Indonesia-ness by singing national songs, checking the condition of learners and presenting it. Another activity is the teacher perform apperception that is linking the material that has been learned with the material to be learned, performing simple games, and convey the learning objectives to be achieved.<sup>26</sup>

The core activities are focused on activities aimed at developing attitudes, knowledge and skills. According to the Standard of Primary and Secondary Education Process in The Ministry Regulation of Education and Culture (Permendikbud) Number 22 Year 2016 mentioned in conducting the core activities of teachers can use learning models, learning methods, learning media, and learning resources tailored to the characteristics of learners and subjects.

The core activities of inter-thematic learning in State Islamic Elementary School (MIN) in the majority studied using varied methods, such as lectures, questions and answers, discussions, presentations, role plays, learning resource center visits, assignments and mind maps that demand student activeness.<sup>27</sup> The activities of Islamic Elementary School (madrasah ibtidaiyah) teachers in conducting core learning activities can be observed from the following interviews.

The learning method I use when thematic learning in the classroom is also not merely discussion and presentation but there are some methods applied one of them play the role because the material when it is suitable

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<sup>26</sup> The result of class observation with Ihsan Rofiqi, S.Pd.I (Class 2A State Islamic Elementary School (MIN) 1 Sleman), on Thursday, October 26, 2017 and also the result of interview with Ibu Karimatul Hissoh, M.Pd.I. on November 14, 2017.

<sup>27</sup> The result of observation of learning in class V at State Islamic Elementary School (MIN) 11 Gunung Kidul on October 23, 2017 and the results of interviews with Ms. Karimatul Hissoh, M.Pd.I. (Teacher State Islamic Elementary School (MIN) 1 Yogyakarta), on November 12, 2017.

if taught by that method. Among the learning media I use is the media that is around the students. Once in a while I invite students to the market or the environment because the material is much related to the environment.<sup>28</sup>

Based on the above interview quotes can be understood that the strategies and methods used by teachers varied and sometimes accompanied by ice breaking, so that the learners become happy and not saturated when following the lesson. Learning media used are also quite varied in accordance with the theme or sub theme being studied. Learning media used in integrative thematic learning media that exist around the students. For example, when studying materials about environmental characteristics that include lowland, upland and coastal environments, teachers use images of the three conditions of the three environmental characteristics. Teachers also bring the media in the form of natural resources of the three types of environment in the form of various types of vegetable crops, fruits, and foods from the three environments such as carrot vegetables, potatoes, cabbage for highlands, corn, and coffee for low-lying environments, tuna fish and salt for the beach area. Environmental media such as rivers, markets, rice fields, gardens, canteens are also places visited by learners with teacher assistance to support learning materials.<sup>29</sup> Learning done in and out of the classroom becomes the solution of inquiry and kinesthetic learning patterns. The liveliness of learners is marked by their participation that is stimulated by the teacher with questions or instructions. Like seeing the movie performance then learners are asked to observe the film.<sup>30</sup> In addition to finding information with other teachers and to the library is also commonly done when integrative thematic learning.<sup>31</sup> Lessons that are not only in this class are

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<sup>28</sup> The results of interview with Mrs. Sulistyarningsih, S.Pd., on October 24, 2017, and the result of interview with Mr. Akhmad Farid, S.Pd.I. on October 25, 2017.

<sup>29</sup> Interview with Ihsan Rofiqi, S.Pd.I (Class 2A State Islamic Elementary School (MIN) 1 Sleman Teacher), on Wednesday, October 25, 2017, at 13:15 pm

<sup>30</sup> The result of interview with Muhadi, S.Pd.SD (5th grade teacher of State Islamic Elementary School (MIN) 11 Gunungkidul), on Thursday 19 October 2017 at 13.15

<sup>31</sup> Interview with Sulistyarningsih, S.Pd (Class 5B State Islamic Elementary School (MIN) 1 Sleman), on Tuesday, October 24, 2017, at 13:15 pm

enjoyed by learners by conducting discussions and out of classes such as to the library or observing the environment.<sup>32</sup>

In closing the lesson activities according to The Ministry Regulation of Education and Culture (Permendikbud) Number 22 of 2016 on Standard Process of Primary and Secondary Education, teachers with learners both individually and in groups do reflection to evaluate: (a) the whole series of learning activities and the results obtained for the next time together find the direct and indirect benefits of the learning outcomes that have taken place; (b) provides feedback on the learning process and outcomes; (c) carry out follow-up activities in the form of assignment, both individual and group tasks; and (d) inform the lesson plan for the next meeting.

In practice in this closing section, the activities that teachers and learners do when terminating the learning activities in State Islamic Elementary School (MIN) are examined is to invite students to conclude learning materials that have just been studied. The teacher asks back the lesson that the learners have learned. In addition, teachers also provide follow-up actions by providing homework to learners and also provide strengthening of character values such as motivation to be more diligent in learning, applying the values that have been learned and so on.<sup>33</sup>

This concluding activity that the teacher has not really done is related to the assessment of the process and the outcome assessment at the end of the lesson or posttest. Assessment process generally has not done well especially concerning attitude aspect. The teacher's focus is to carry out the learning activities and they often reason shortage of time to conduct process assessments as outlined in the following interview quotes.

Regarding the implementation of the assessment takes time again. When compiling Implementation Plan of Learning (RPP) I have written sir, but I have not had time to do a good assessment for aspects of attitude, skills, and also knowledge. For the attitude aspect of my plan while

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<sup>32</sup> The results of class observations with Sulistyaningsih, S.Pd (Class 5B State Islamic Elementary School (MIN) 1 Sleman Master), on Thursday, November 9, 2017, 7.10 pm

<sup>33</sup> The results of class observations with Sulistyaningsih, S.Pd (Class 5B State Islamic Elementary School (MIN) 1 Sleman Master), on Thursday, November 9, 2017, 7.10 pm

carrying the instrument when traveling around the student monitor while checking the instrument that I brought, but had not had time to do. For the aspect of knowledge also have not had time. It's time spent to deliver the material.<sup>34</sup>

### ***Integrative Thematic Learning Assessment***

Integrative thematic learning involves developing aspects of attitude, knowledge, and skills. Such learning demands a holistic and holistic assessment. Assessment should be able to assess the development of these three aspects. In practice, teachers can use various technical alternatives and assessment instruments. When assessing attitudinal aspects, teachers can use observation techniques, interviews, self-assessment, peer assessment, journal and projective techniques. To assess the knowledge aspect, teachers can use written test techniques, oral tests and assignments either individually or in groups. To assess the skill aspect, teachers can use practice/performance, project, product and portfolio tests.

In practice in the field, State Islamic Elementary School (MIN) teachers are still facing a number of problems in conducting assessments of both process assessments and outcome assessments. Among the problems is that teachers feel that they have not been able to carry out the assessment as stipulated in the implementation of integrative thematic teaching especially for attitude aspect assessment. Assessment of aspects of attitudes that must be assessed enough so that teachers cannot implement well. Even for the assessment of aspects of knowledge and skills were also not maximally done teachers. Among the reasons presented by the teacher is due to time constraints. Time is more directed to carry out learning activities so that for the assessment cannot be implemented optimally.<sup>35</sup>

Another problem is related to the implementation of the final exam (the national school exam) in the final sixth grade. There is a discrepancy between the learning model and the test system. The learning is done by using integrative thematic model, while up to 2017 this exam still uses curriculum pattern of School Based Curriculum (KTSP) based on learning of separate subjects. This becomes a separate problem because there is no synchronization between the learning model

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<sup>34</sup> Interview with Mr. Muhadi, S.Pd. (5th Grader of State Islamic Elementary School (MIN) 1 Bantul), on October 19, 2017.

<sup>35</sup> Interview with Mr. Muhadi, S.Pd. (5th Grader of State Islamic Elementary School (MIN) 1 Bantul), on October 19, 2017 and also with Mr. Ari Muklis, M.Pd. (Teacher of State Islamic Elementary School (MIN) 2 Kulon Progo), on November 18, 2017.

and the scoring system. Therefore the teachers/madrasah then make the thematic learning effort in class 6 with various models. There are some State Islamic Elementary Schools (MIN) that integrative learning since the first semester is transferred to a separate subject learning model. There are some State Islamic Elementary School (MIN) who make the switch starting in the second semester/even semester. There are some State Islamic Elementary Schools (MIN) that continue to apply integrative thematic learning in the first and second semesters, and then to prepare learners to take the final exam by doing the material in-depth specifically. All the models have the same expectation that the learners can still take the exam well and achieve maximum results.<sup>36</sup>

### **THE IMPLEMENTATION IMPACT OF INTEGRATIVE THEMATIC LEARNING FOR STUDENT COMPETENCY DEVELOPMENT**

The impact of the implementation of integrative thematic learning for the development of competence of learners is defined as the effect of integrative thematic learning for the development of competence of learners. Understanding the competence of learners is a number of skills expected to be mastered by students who include aspects of attitude, knowledge, skills reflected in habits of thinking and acting that are dynamic, evolving, and can be achieved every time. Achievement of learning in the curriculum 2013 on Islamic Elementary School (MI) education level are grouped into three aspects: the sphere of attitude, knowledge, and skills. The learning process is entirely directed towards the development of the three domains in a holistic. It means that that the development of one domain is unavoidable from other spheres. Thus the whole learning process gives birth to personal qualities that have attitudes, knowledge, and skills.<sup>37</sup> The following discussion describes and critically analyzes how the impact of integrative thematic learning implementation for the development of attitudes, skills, and knowledge.

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<sup>36</sup> Interview with Head of State Islamic Elementary School (MIN) 1 Sleman, Head of State Islamic Elementary School (MIN) 1 Bantul, Head of MIN 2 Kulon Progro, Head of State Islamic Elementary School (MIN) 1 Yogyakarta and Head of State Islamic Elementary School (MIN) 11 Gunung Kidul.

<sup>37</sup> Attachment of Ministry Regulation of Education and Culture (Permendikbud) Number 22 Year 2016 on Standard Process of Primary and Secondary Education, p. 4.

### ***Development of attitude and skill competencies***

The development of attitude competencies in this discussion is related to the attitude of learners in following the learning process both inside and outside the classroom and also related to the inculcation of the character values in the students themselves. Each teacher in implementing the 2013 curriculum learning activities should be able to realize interactive, inspirational, fun, challenging, efficient, motivational situations in motivating learners to participate actively, and providing sufficient space for initiative, creativity and independence according to the talents, interests, and the physical and psychological development of learners. The development of skills competence in this discussion is related to the improvement of thinking skills and acting creatively, productively, critically, independently, collaboratively, and communicatively.

The impact of the implementation of integrative thematic learning is very positive for the development of the attitude and skills aspects of the students. Various materials combined in one learning activity to make learners have a high interest and motivation in following the learning. The use of strategies or methods, learning steps, media and learning resources that vary in integrative thematic learning makes learners feel happy and more active in following the learning process.<sup>38</sup>

The integrative thematic learning conducted by teachers in the State Islamic Elementary School (MIN) studied has tried to apply learning by using a scientific approach. Learning activities are not only done in the classroom but also outside the classroom. Commonly used methods include question and answer methods, discussions, role play demonstrations, visits to learning resource centers and assignments. With the use of these methods encourage learners to be more active in following learning and can train their creativity. They are involved not only when learning executes but since preparation of learning. They are involved in the process of preparing the materials or tools to be used in the lesson. They seek and bring learning media such as various leaves, seeds, fruits and so on. When participating in learning activities sometimes children are invited out of the class like to canteen, to the garden, to the rice fields, to the market or to specific places

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<sup>38</sup> Interview with Mrs. Tri Wahyuni, S.Pd. (Head of State Islamic Elementary School (MIN) 1 Yogyakarta) on 18 November 2017.

related to the theme studied. In this way the child looks more enthusiastic in following the learning activities.<sup>39</sup>

In addition, many character values can be instilled in the students, such as discipline, sense of responsibility, cooperation attitude, courage to express opinions, tolerance and mutual respect, when the discussion must be willing to listen/listen to what is presented by a friend her friends, dare to ask and answer questions.<sup>40</sup>

The application of integrative thematic learning using various methods/strategies, media and learning resources also positively impacts the development of skills aspects of learners in both concrete and abstract domain skills. Learners are trained in the presentation skills in front of the class. For example, when teachers deliver Art and Culture (SBdP) material content, learners are trained to skillfully play musical instruments. When teachers do learning using mind map method, learners are trained skillfully to create concept maps and skillfully present them in front of their friends in class. In grades 1 through grade 3 the thematic learning relies on language materials impacting on improving the language skills of learners. They become more skilled at making all kinds of questions, skilled at writing stories and so on.<sup>41</sup>

The findings of this study reinforce the theory put forward by Rusman. He suggests that when compared with conventional learning, integrated thematic learning has several advantages such as: (1) the development of thematic learning departs from the interests and needs of learners, then they will feel more motivated to follow the lesson, (2) thematic learning can develop thinking skills of learners, and (3) thematic learning can develop students' social skills, such as cooperation, tolerance, communication, and responsiveness to the ideas of others.<sup>42</sup>

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<sup>39</sup> Interview with Mr. Ahmad Musyadad, S.Ag. (Head of State Islamic Elementary School (MIN) 1 Bantul) on 23 October 2017 and interview with Mr. Ihsan Rofiqi, S.Pd.I. (Teacher State Islamic Elementary School of (MIN) 1 Sleman), on October 26, 2017.

<sup>40</sup> Interview with Mrs. Tri Wahyui, S.Pd. (Head of State Islamic Elementary School (MIN) 1 Yogyakarta) on 18 November 2017.

<sup>41</sup> Interview with Mr. Ari Muklis, M.Pd. on November 16, 2017.

<sup>42</sup> Rusman, *Learning and Learning-Oriented Standards of Education Process* (Jakarta: Kencana, 2017), p. 361.

### ***Development of knowledge competence***

The impact of integrative thematic learning implementation in State Islamic Elementary School (MIN) for the development of knowledge competence of learners from the concept of inadequate mastery. This happens, among others, because in integrative thematic learning activities, the integration of lesson material from several subjects such as science subjects, Indonesian, and the Art and Culture (SBDP). The materials are taught to learners in one learning activity. Sometimes teachers themselves have difficulty to make the transfer of subject matter to one another. Subjects are sometimes not yet completed but due to limited time must change with other subject matter. So in terms of mastery of the concept of more in-depth model of learning a separate subject. In the learning of separate subjects, the learning hours for the subjects have been determined so that the teacher can deliver the material thoroughly and then the next hour change to deliver the subject matter of the other subject completely as well. Furthermore if the comparison of student book content for the Curriculum 2013 with School-based Curriculum (KTSP) book 2006 there is a difference. Student book School-based Curriculum (KTSP) 2006 discussion of the concept side is more complete and more in-depth than the discussion on the student book Curriculum 2013.

On the other hand the positive impact of application of integrative thematic learning in the development of knowledge competence is to develop the ability/thinking of learners. Integrative thematic learning generally uses a scientific approach. With the use of these approaches learners are trained in critical and creative thinking skills. The application of integrative thematic learning is often invited to discuss, observe the environment, make reports, create concept maps, presentations and so forth. In this way, the critical thinking skills of the learners can be trained to be developed by the teacher well.<sup>43</sup>

### **THE IMPACT OF INTEGRATIVE THEMATIC LEARNING FOR TEACHER COMPETENCY DEVELOPMENT**

Teacher competence that is intended in this discussion is the professional ability of teachers in carrying out learning activities at Islamic Elementary School (Madrasah Ibtidaiyah). Implementation of an integrative thematic learning model in MI has a positive impact on teacher competency improvement. There are at least four impacts: Firstly, the integrative thematic learning model differs from the model of separate subject learning in the School-based Curriculum (KTSP) 2006.

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<sup>43</sup> Interview with Ibu Tri Wahyuni, S.Pd. (Head of State Islamic Elementary School (MIN) 1 Yogyakarta) on 18 November 2017.

Some of the State Islamic Elementary School (MIN) teachers studied have not fully understood the concepts of integrative thematic learning and the regulations published by the Government in this respect Ministry of Education and Culture (Kemendikbud) about the 2013 curriculum, learning model and assessment.

On the other hand the implementation of integrative thematic learning models encourages teachers to continue learning both with regard to learning materials, learning models, learning strategies/methods, media development and learning resources, and assessment methods. Because teachers will have difficulty carrying out learning activities if not follow the rhythm of integrative thematic learning model that requires the application of learning models, learning strategies/methods, media and learning resources that vary.<sup>44</sup> So the implementation of integrative thematic learning model of 2013 curriculum at Islamic Elementary School (Madrasah Ibtidaiyah) encourages teachers to improve their competence.<sup>45</sup> Efforts by teachers in order to improve their competence are: (1) participate in training or workshop held by government and Islamic School (madrasah), (2) actively participate in Teacher Working Group (KKG) forum, (3) discuss and exchange experience with school Master or supervisors and with colleagues, especially teachers who are in the same class while in the Islamic school (madrasah), the classes are parallel, and (4) independently endeavor to study and deepen the student's books and teacher's books. To support the successful implementation of the 2013 curriculum with an integrative thematic learning approach, the Government has published student books and teacher books. The books are very helpful for teachers in preparing lesson preparation (preparing Implementation Plan of Learning (RPP) and implementing learning at Islamic School (madrasah).<sup>46</sup>

The second impact encourages teachers to prepare the lessons maturely. Integrative thematic learning differs from subject lessons in the 2006 curriculum

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<sup>44</sup> Interview with Mr. Ahmad Musyadad, S.Ag. (Head of State Islamic Elementary School (MIN) 1 Bantul), on 23 October 2017.

<sup>45</sup> Interview with Mrs. Widiyati, M.Si. (Teacher State Islamic Elementary School (MIN) 1 Sleman), on October 19, 2017.

<sup>46</sup> Interview with Mrs. Tri Wahyui, S.Pd. (Head of State Islamic Elementary School (MIN) 1 Yogyakarta) on 18 November 2017 and also the results of interviews with Mr. Ahmad Musyadad, S.Ag. (Head of State Islamic Elementary School (MIN) 1 Bantul), on 23 October 2017.

because in thematic learning the teacher must really master the subject matter that is incorporated in the theme or subtheme. In addition, in implementing integrating thematic learning often requires the existence of media or teaching aids that this must be prepared long by the teacher for the implementation of learning can run well. When the teacher is not well prepared then he will have difficulty in being able to implement thematic lessons. Therefore, teachers are really encouraged to prepare carefully before carrying out learning activities. In contrast to the learning of separate subjects, supposing the teacher because it has long experienced teaching a particular pattern, then without preparation any teacher can carry out the learning well. But in thematic learning can no longer be like that.<sup>47</sup>

The third impact is the implementation of integrative thematic teaching encourages teachers to further enhance cooperation with peers and parents/guardians of learners. Cooperation and communication between teachers and peers, especially those who are in the same class for the Islamic School (Madrasah) that each class is parallel, greatly help teachers to improve their competence. They can exchange experiences to overcome their problems encountered in implementing integrative thematic learning in Islamic School (Madrasah).

Teachers should also improve communication and cooperation with parents/guardians of learners. Implementation of integrated thematic learning requires the provision of media and learning tools that vary according to the theme studied. The provision of media and learning tools is often not fully prepared by teachers themselves. Teachers must involve parents to prepare it. Then in the guidance of learning and assessment outside the Islamic School (Madrasah) teachers also need to work with parents of learners. Even in student books and teacher books explicitly mentioned the important role of parents/guardians of these learners to conduct guidance and assessment of student learning when at home. Efforts to increase teacher cooperation with parents/guardians of students in State Islamic Elementary School (MIN) who researched pursued by holding regular meetings between teachers with parents/guardians of learners. Another medium used is to apply *whatshap* (WA) media. Through *whatshap* (WA) the teacher can convey information relating to the learning activities and the development of their students. Likewise, parents may provide feedback, possibly

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<sup>47</sup> *Ibid.*

also grievances or learning problems faced by their children so that when there is a problem can be handled immediately.<sup>48</sup>

## CONCLUSION

The implementation of integrative thematic learning in five State Islamic Elementary Schools (MIN) studied includes three activities, namely the preparation of learning programs, the implementation of learning activities, and assessment. In general, teachers in the five State Islamic Elementary Schools (MIN) studied have used the Implementation Plan of Learning (RPP) in carrying out the learning activities. The Implementation Plan of Learning (RPP) are used by teachers in terms of elements and format of writing has been in accordance with that referred to in the Standard Process of Primary and Secondary Education as stipulated in The Ministry Regulation of Education and Culture (Permendikbud) Number 22 Year 2016. The downside is the RPP used by the teacher is not necessarily self-composed teachers.

The Implementation Plan of Learning (RPP) is undertaken from the teacher's team work in the Teacher Working Group (KKG) or the results of the implementation of the training followed by the teacher. Conditions like this side weakness is the teacher cannot fully adjust the contents of the Implementation Plan of Learning (RPP) in accordance with the interests and needs of their students. Another weakness of teachers has not involved learners in the process of preparing the Teacher Working Group (KKG), the Implementation Plan of Learning (RPP). Implementation of learning activities both at the stage of preliminary activities, core activities is carried out fairly well. It is proven that teachers in general able to condition learners well and core activities of learning conducted by teachers able to actively engage learners.

The downside is the implementation phase of the assessment, especially the assessment of attitude and skills aspects. The impact of the implementation of integrative thematic learning is very positive for the development of the attitude and skills aspects of the students. Learners have a high interest and motivation in following the learning. They are happier and more active in following the learning process. In addition, many character values can be instilled in the students, such

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<sup>48</sup> Interview with Mr. Farid, one of the teachers of State Islamic Elementary School (MIN) 1 Bantul, on 23 October 2017.

as discipline, sense of responsibility, cooperation attitude, courage to express opinions, tolerance and mutual respect, dare to ask and answer questions. The application of integrative thematic learning also positively impacts the development of skills aspect of learners. Learners trained skillfully play musical instruments, make a work and do presentations in front of the class and so forth. In grades 1 through grade 3 the thematic learning relies on language material impact on improving the language skills of learners. They become more skilled at making various questions, reading comprehension, and skillfully writing essays/stories. The impact of integrative thematic learning implementation in State Islamic Elementary School (MIN) for the development of students 'knowledge competence in terms of mastery of the concept is less profound, but from the development of students' thinking skills is quite good. Integrative thematic learning using a scientific approach is able to train learners to think critically and creatively.

Implementation of integrative thematic learning in State Islamic Elementary School (MIN) has a positive impact on teacher competence improvement, namely: (1) encouraging teachers to keep learning well related to integrative thematic learning concepts, learning materials, learning models, learning strategies/methods, media development and learning resources, and how to appraise; (2) encourage teachers to prepare for learning more maturely, because integrative thematic learning will not work properly if it is not prepared well in advance by teachers; and (3) encourage teachers to further enhance cooperation with peers and parents/guardians of learners.

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