

Analysis of The Success Rate of Thematic Learning Implementation of Low Grade Elementary School

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Abstract

This study aims was performed to determine the success rate in implementation of thematic learning in elementary schools especially the low grade is in Medan. This level of success is seen from the inputs, processes, outputs and outcomes. For this purpose, instruments were developed to see the inputs and processes including the commitment of teachers, supervisors and school principals, the compatibility of the material with children's development, the learning atmosphere and the availability of facilities and infrastructure. Meanwhile, to see the success of the output is through the thematic test material done by students. After processing the data, it was found that the responses to the thematic learning of low grade elementary schools were in the good category (3.53), the supervisor was not good (2.86) and by the principal was good (3.2). Whereas by students also in the good category (77.5) but when compared with the average learning achievement of 63.1 that was enough categories. Overall data processing with due regard the instrument data and student learning outcomes were obtained the success rate of applying thematic learning of low grade of elementary schools were 72.83. After analyzing the indicators of success, the causes of failure of thematic learning are inadequate of learning methods, facilities and infrastructure that are very lacking and learning materials that are not in accordance with the development of students. For this reason, that is recommended that government and education stakeholders evaluate the thematic learning of low grade of elementary schools as a whole and integrated.

Keywords: Thematic Learning, Learning Methods, Low Grade, Elementary Schools.

Introduction

The world of education has a very important role in all aspects of human life. This is due that education is affected human development and all aspects of personality directly. Education becomes a media that has influence to determine the direction of success of a nation and that becomes a pillar in efforts to develop human resources.

The essence of education is humanity of the human to develop the basic potential of students to be able solve problems without feeling depressed. To improving the education is strongly influenced by infrastructure, curriculum, environment and the role of teachers in teaching both teacher competencies and variations in learning models. The curriculum has a very important role in the education process. The curriculum discusses how to and what about education is carried out. Therefore, along with the development, an educator must understand and be able to implement the curriculum in teaching. Regulation of Minister of National Education number 22 of 2016 that learning of classes I, II and III is carried out through the thematic approach.

Thematic learning of elementary schools lead to integration of the webbed model and integrated model, thematic learning is an approach in learning that intentionally links or combines some basic competencies and indicators of curriculum of several subjects into a single unit to be packaged into one theme. Thematic learning has been running for several years, of course that is necessary to evaluate the level of success in applying learning to improve student quality. For the reason, the researcher proposes a study entitled Analysis of the Success Rate of Thematic Learning implementation of Low Grade Elementary Schools.

Problems Statement

The problem statement of this research is:

How the success rate of thematic learning implementation in low grade of elementary school?

Riview of Literature

The theme is the main thoughts or ideas that become the main topic of discussion (Poerwadarminta, 1983). In accordance the stages of student development, characteristics of the way student learn, the concepts of learning and learning are meaningful, the learning activities of low grade elementary school/madrasah ibtidaiyah student should be done with thematic learning. To develop an ability in one subject while learning other subjects: the teacher can save time because the subjects presented thematically can be prepared at once and given in two or three meetings, the rest of the time can be used for remedial, stabilization, or enrichment activities.

According to Trianto (2009) thematic learning is interpreted as learning that is designed based on certain themes. In the discussion that theme was reviewed from various subjects. As an example the theme "Water" can be viewed from the subjects of physics, biology, social studies, language, and art. Thematic learning provides breadth and depth of curriculum implementation. It offers enormous opportunities for students to bring up dynamics in learning.

Thematic learning as a learning model is one type of integrated model. The term of thematic learning is basically an integrated learning model to link several subjects so that they can provide meaningful experiences to students. According to Ujang Sukandi (2003), thematic learning has one of the actual themes, is close to the world of students, and has something to do with daily life. This theme becomes a unifying tool of diverse material from several subjects. Thematic teaching needs to choose several subjects that are possible and interrelated.

The philosophical foundation in thematic learning is strongly influenced by three philosophies, namely: (1) progressivism (2) constructivism, and (3) humanism. The flow of progressivism showed the learning process need to be emphasized on the formation of creativity, giving a number of activities, a natural atmosphere (naturally), and attention to student experiences. The flow of constructivism showed direct experiences of student as key in learning.

Juridical foundation in thematic learning is related to various policies or regulations that support the implementation of thematic learning in elementary schools. The juridical basis is Law number 23 of 2002 that education and teaching in his personal framework and level of intelligence according to his interests and talents (article 9). Law number 20 of 2003 concerning the national education system chapter V article 1-b states that every student in each education unit is entitled to education services in accordance with their talents, interests and abilities.

According to the Ministry of National Education (2006), as a model of learning in primary schools/madrasahs, thematic learning has characteristics such as student-centered, providing direct experience, , separation of subjects is not very clear, presenting concepts from various subjects, being flexible, learning outcomes are in accordance with the interests and needs of students and use the principles of learning while playing and nice.

The thematic learning steps that need to be taken by the teacher to prepare thematic learning include a. Learn the basic competencies in the same class and semester from each subject; b. to choose a theme that can unite these competencies for each class and semester; c. to determine the basic competencies of a subject that is suitable to be developed with a theme; d. Mapping of thematic learning in the form of topic networks; e. Compile a syllabus based on a thematic pursuit matrix.

In general principles of thematic learning according to Triatno (2009) can be classified into (1) the principle of extracting themes is the main principle (focus) in thematic learning. This means that the themes overlap and there are interrelationships being the main target in learning; (2) the principle of learning management can be optimal if the teacher is able to place himself in whole process. This means that teachers must be able to position as facilitators and mediators in the learning process; (3) the principle of evaluation basically becomes the focus in every activity. In carrying out thematic learning, it takes several positive steps and; (4) the principle of reaction that is teacher must react to student actions in all events and not direct the narrow aspects but to a whole and meaningful unity.

Materials and Methodology

Place and time of research

The study was conducted in Elementary Schools of Medan city on September until December of 2019.

Subject and Object of research

The subject of this research subject were students, teachers, school supervisors and principals of elementary schools in Medan city as follows elementary school of Integritas, elementary school of PSB 26, elementary school of Free Methodis, elementary school of St Thomas 2, state elementary school of 066043, elementary school of Muhammadiyah 12, dan state elementary school of 064021.

The object of this research is the Implementation of thematic learning of elementary school in Medan city.

Procedure and Design of Research

A. Development of Thematic Learning Implementation Instrument

- Instrument of elementary school thematic learning implementation by teachers
- Instrument of elementary school thematic learning implementation by students
- Instrument of elementary school thematic learning implementation by school principals.
- Instrument of elementary school thematic learning implementation for school supervisors
- Instrument of the success rate of students on elementary school thematic learning subject

B. Data Collection

The data collection process was carried out validity testing using product moment correlation statistics and the reliability test was used the KR-20 formula.

C. Data Processing

Data processing is performed using the following formulas:

- NIPT = Value of Thematic Learning Implementation

$$NIPT = 0.15 NIPTG + 0.15 NIPTS + 0.15 NIPTK + 0.15 NIPTP + 0.4 NS$$
 NIKG = Value of Thematic Learning Implementation by the teacher.
 NIKS = Value of Thematic Learning Implementation by students.
 NIKK = Value of Thematic Learning Implementation by school principals.
 NIKP = Value of Thematic Learning Implementation by school supervisors.
 NS = Student grades in thematic learning subjects

Table 1. Scale of Success Rate

No	Value	Success Rate
1.	85,00 – 100,00	Very Good
2.	75,00 – 84,99	Good
3.	60,00 – 74,99	Enough
4.	50,00 – 59,99	Less
5.	0 – 49,99	Unsuccessful

Research Findings and Discussions

Table 2 : Recapitulation Result of Thematic Learning Implementation by Teachers, School Supervisors and School Principals

No.	Descriptions	Score			
		Teacher	School Supervisor	School Principal	Average
1.	Commitment of Teachers, Principals and Supervisors in thematic learning implementation.	3,52	3,40	3,43	3,45
2.	Facilities and infrastructure in thematic learning implementation	2,83	2,50	2,57	2,63
3.	The suitability of learning theme with student growth	3,10	2,80	3,14	3,01
4.	Conducting of evaluation of thematic learning achievement	3,57	2,30	3,43	3,10
5.	The accuration of learning steps implementation (Introduction, core and closing)	3,91	2,70	3,43	3,35
6.	The application of simulation learning and practicum	3,52	2,50	3,29	3,10
7.	The accuration of combining material consisting of several competencies	3,83	3,00	3,43	3,42
8.	The application of learning that is varied, memorable, deep and nice	3,26	2,70	3,00	2,99
9.	The application of learning that develops students' thinking skills	3,52	3,30	3,43	3,42
10.	Learning methods that enhance student social such as cooperation, tolerance and responsiveness towards others	3,87	2,90	3,29	3,35
11.	The implementation of learning that is centered on students and teachers is as a facilitator	3,61	3,30	3,00	3,30
12.	Learning that provides a direct introduction to the material being taught.	3,74	2,90	3,29	3,31
Average		3,53	2,86	3,20	
Average is in scale of 100		88,25	71,5	80,00	

TABEL 3 : The Result of Thematic Learning Implementation by Student

No.	Descriptions	Score
1.	The ability of teacher in thematic learning implementation	3,40
2.	Facilities and infrastructure in thematic learning implementation	3,30
3.	The suitability of subject	3,25
4.	Practicum implementation in thematic learning	3,25
5.	Fun thematic learning	3,40
6.	Learning in the form of group discussions	3,03
7.	The role of the teacher that motivate students in discussing the material	3,00
8.	The teacher is as a good facilitator	3,40
9.	Utilization of the environment in learning process	3,15
	Average	3.10
	Average is in scale of 100	77,5

To find out the success rate of thematic learning in elementary schools was made test in form multiple choice consisting of 20 questions for 40 students. Student Achievement in thematic learning subjects obtained average score of 63.10 is in scale 100

Based on data research that was found that the general opinion of school supervisors toward thematic learning implementation of elementary school was quite sufficient of 2.86. The teacher's opinion toward thematic learning implementation of elementary school has been going well with score of 3.53. The principal's opinion toward thematic learning implementation of elementary school has been going well with score of 3.20. And the opinions of students toward thematic learning implementation of elementary school based on their experience was good with score of 3.10.

Based on analysis of the results of filling instrument consisting of 12 indicators, it was found that the teacher stated facilities and infrastructure of thematic learning implementation were not good (score 2.83), while other indicators were already good especially the accuracy of learning steps implementation was very good with score of 3.91 . Generally, the Principals assessment of elementary school thematic learning is good but in terms of completeness of facilities and infrastructure is not good that is score of 2.57.

By comparing the results of student achievement in completing questions that was arranged in accordance with the material has been taught with thematic learning (average score 63.10), the implementation of thematic learning in elementary schools was in sufficient category by using a predetermined formula, the value of the adequacy of thematic learning implementation (NIPT) was obtained as follows:

$$\text{NIPT} = 0.15 \text{ NIPTG} + 0.15 \text{ NIPTS} + 0.15 \text{ NIPTK} + 0.15 \text{ NIPTP} + 0.4 \text{ NS}$$

$$\text{NIPT} = 0.15 \times 88.25 + 0.15 \times 71.5 + 0.15 \times 80.00 + 0.15 \times 77.5 + 0.4 \times 63.1$$

$$\text{NIPT} = 72.83.$$

Conclutions

Based on the results of data processing, analysis and interpretation of this study obtained some conclutions:

1. The success rate of elementary school thematic learning implementation in medan city, especially Helvetia and surrounding districts is in sufficient category with score of 72.83.
2. Some weaknesses that were found to be cause of the failure of thematic learning implementation were lack of infrastructure, less deep learning methods, less variety, less fun and learning materials that were less appropriate to the student growth

Recommendations

Based on the research findings, key recommedations are as follows:

1. To conduct periodic evaluation of thematic learning implementation by teachers, principals and supervisors.
2. It is necessary to improve facilities and infrastructure that are very important to thematic learning implementation because the learning is experienced by student directly so that it is memorable, easily understood and difficult to forget.

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