



APPLICATION OF THEMATIC LEARNING IN HANDLING BASIC EDUCATION PROBLEMS AT KB-TK ARRAHMAN ISLAMIC SCHOOL

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ABSTRACT

Basic education plays a central role in forming character, knowledge and essential skills for children. KB-TK Arrahman Islamic School, as a primary level educational institution, is faced with various problems that demand innovative solutions. The application of thematic learning has emerged as a promising alternative to overcome a number of challenges in the field of basic education. This approach, which integrates various subjects into a particular theme, has the potential to provide holistic solutions to various complex problems in the world of education. The implementation of thematic learning in this school not only has an impact on students' academic aspects but also on the development of their character and spiritual values. The aim of this research is to describe the application of thematics in dealing with basic education problems at KB-TK Arrahman Islamic School. This research uses descriptive qualitative methods. Based on the facts seen at the school, researchers observed that the implementation of thematic learning at KB-TK Arrahman Islamic School brought positive contributions with a holistic, contextual and relevant approach to students' lives. The integration of subjects in themes makes it easier to understand academic concepts and overcomes the weaknesses of the traditional model. Students are encouraged to learn actively, creatively and critically, while adapting to a diversity of characters and learning styles. Theme selection is based on academic relevance and Islamic values. The school is responsive to changes in learning paradigms, utilizing technology without sacrificing Islamic values.

Keywords: *Thematic Learning, Basic Education Problems*

INTRODUCTION

Basic education plays a central role in the basic formation of character, knowledge and essential skills for children. KB-TK Arrahman Islamic School as a primary level educational institution, like other educational institutions, is faced with various problems that demand innovative solutions. The application of thematic learning has emerged as a promising alternative to overcome a number of challenges in the field of basic education (Astiningtyas, 2018). This approach, which integrates various subjects into a particular theme, has the potential to provide holistic solutions to various complex problems in the world of education (Hayati et al., 2021). Basic education has a strategic role in forming the foundation of students' character and knowledge (Ananda & Fadhilaturrahmi, 2018). Through the learning process at this level, children not only gain academic skills, but are also formed into individuals who have moral and ethical values (Yulyani et al., 2020). However, amidst the dynamics of social, technological and environmental change, basic education is faced with a number of challenges. One of the main challenges faced by KB-TK Arrahman Islamic School is a change in the learning paradigm. Traditional learning models that are monotonous and less interactive are no longer able to meet the learning needs of children living in this digital era (Diani & Sukartono, 2022). Along with that, the diversity of student characteristics and different learning styles demands a more flexible and responsive approach (Dari & Taufina, 2021). Based on the explanation above, it can be explained that the learning process at the basic education level does not only aim to develop academic skills, but also forms individuals who have moral and ethical values. In this case, thematic learning is expected to make a positive contribution to the formation of students' character, creating individuals who are not only academically intelligent but also have moral integrity.

Another challenge involves the use of technology in learning. As an educational institution based on Islamic values, KB-TK Arrahman Islamic School is faced with the dilemma of how to integrate technology wisely without sacrificing the spiritual and moral values that are the basis of their education. The application of thematic learning emerged as an innovative solution in responding to various challenges faced by KB-TK Arrahman Islamic School. This approach brings a more holistic learning concept by integrating various subjects into a particular theme. Apart from providing a more comprehensive academic understanding, this approach can also motivate students to learn actively, creatively and think critically (Khasanah et al., 2021). Thematic learning does not only focus on delivering lesson material, but also on developing student character. By linking academic concepts to everyday life situations, students can more easily understand and internalize the values instilled (Hanannika & Sukartono, 2022). KB-TK Arrahman Islamic School chooses themes that are not only academically relevant but also reflect Islamic

values. KB-TK Arrahman Islamic School is an educational institution that has a strong commitment to education based on Islamic values. In dealing with basic education problems, this school tries to combine religious teachings with thematic learning concepts. This is done with the hope that students will not only gain academic knowledge, but also grow as individuals who have high moral and spiritual awareness.

In implementing thematic learning, KB-TK Arrahman Islamic School chooses themes that are not only academically relevant but also reflect Islamic values. For example, learning themes can be related to daily life which is connected to the teachings of the Islamic religion. Thus, students not only learn to achieve academic success, but also to understand and internalize the moral values valued in Islam. The implementation of thematic learning at KB-TK Arrahman Islamic School not only has an impact on students' academic aspects but also on the development of their character and spiritual values. Through careful observation and evaluation, schools can observe positive changes in student participation, level of understanding of concepts, and internalization of Islamic values. Direct observation of thematic learning activities shows that students are more involved in discussions, actively involved in group activities, and show high interest in the learning material. This reflects positive changes in student responses to the learning methods implemented. From an academic perspective, evaluation of student learning outcomes also shows a significant improvement after implementing thematic learning. Students not only master concepts better, but are also able to relate their knowledge to the context of everyday life, which ultimately increases relevance and deeper understanding. Apart from that, the impact of thematic learning can also be seen in changes in student behavior. They demonstrate more positive attitudes, collaborate well in groups, and show increased interest in learning. This is in line with the educational objectives at KB-TK Arrahman Islamic School, which do not only focus on academic aspects but also the formation of strong character. These behavioral changes include increases in students' social involvement, ability to collaborate, and acceptance of moral and spiritual values. In the context of basic education, where character formation is very important, thematic learning becomes an effective means of achieving this goal. The themes raised not only include academic aspects but also the values of daily life which are connected to the teachings of the Islamic religion. As a result, students not only understand concepts intellectually, but also internalize these values in daily actions.

Overall, the implementation of thematic learning at KB-TK Arrahman Islamic School has had a significant positive impact in overcoming various challenges in the field of basic education. This approach not only enriches students' learning experiences academically but also strengthens their character, moral and spiritual foundations. By continuing to develop innovative learning strategies that combine Islamic values with the demands of the times, KB-TK Arrahman Islamic School can continue to be a pioneer in providing quality and

relevant basic education. Through the integration of thematic learning, this school is not only a place of learning, but also a place for building strong character in accordance with the principles of the Islamic religion.

METHODS

1. Types of Research and Approaches

This research uses a qualitative approach with descriptive research type. Sugiyono (2018:14) said, "qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural settings)". Based on the opinion above, it can be interpreted that the qualitative approach is a naturalistic approach because the main focus is the exploration and in-depth understanding of natural phenomena in the context where these phenomena are natural or occur naturally. In a qualitative approach, researchers are directly involved in collecting data in the field, observing, interviewing, or analyzing relevant material in natural situations.

The type of this research is descriptive. According to Adiputra (2021:44) descriptive research is research that aims to describe existing phenomena, namely natural phenomena or man-made phenomena, or that is used to analyze or describe the results of the subject but is not intended to provide wider implications. Based on the opinion above, it can be interpreted that descriptive research aims to provide an in-depth understanding of a subject without pursuing broader implications or generalizations. This research focuses more on detailed data collection, descriptive analysis, and presenting information objectively. Although the results of descriptive research can provide valuable insight, this research is not designed to identify cause and effect or develop generally applicable generalizations.

2. Subject

The subjects in this research were all Arrahman Islamic School KB-TK students and 1 KB-TK class teacher.

3. Instruments

According to Sugiyono (2018:148) "A research instrument is a tool used to measure observed natural and social phenomena. Specifically, all of these phenomena are called research variables. This instrument is used as a tool to measure and collect data about a variable." In this research, researchers used several instruments, including:

1. Observation Instrument

According to Sanafiah Faisal in Sugiyono (2018:310-313) "Classifying observations into participant observation, overt and covert observation (overt observation and covert observation) and unstructured observation." In this case the researcher uses frank or disguised observation.

According to Sugiyono (2018) Frank or disguised observation is an observation where the researcher, when collecting data, states frankly to the data source that he is conducting research. However, at one time the researcher was not overt or subtle in his observations, to avoid that the data being sought was data that was still confidential.

2. Interview Instrument

According to Esterberg in Sugiyono (2018:317) "An interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed on a particular topic." This interview technique is a way of collecting data for researchers who want to conduct a preliminary study to find out what problems should be researched, and want to get more accurate and in-depth respondents. In this research, researchers used structured interviews.

According to Sugiyono (2018), structured interviews are used as a data collection technique, if the researcher or data collector knows for sure what information has been obtained. With this structured interview, data collection can use several interviewers as data collectors. So that each interviewer has the same skills, training is needed for prospective interviewers.

4. Data Analysis Techniques

Data analysis techniques during the field use the Miles and Huberman method. This technique is carried out during data collection, and after completing data collection within a certain period. At the time of the interview, the researcher had analyzed the interviewee's answers to obtain valid data. Miles and Huberman in Sugiyono (2018:337) Activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated. Activities in data analysis, namely data reduction, data display and conclusion drawing/verification.

1. Data Reduction (Data Reduction)

The amount of data obtained from the field is quite large, so it needs to be recorded carefully and in detail. The data that has been recorded needs to be immediately analyzed through data reduction. Reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns and discarding what is not necessary.

2. Data Presentation (Data Display)

After the data has been reduced, the next step is to display the data. Data presentation is carried out in the form of descriptions, charts, relationships between categories, flowcharts and the like. By displaying data, it will be easier to understand what happened, plan further work based on what has been understood.

3. Conclusion Drawing/verification

The third step in data analysis is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if strong supporting evidence is not found at the next stage of data collection. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

It can be concluded from the description above that data analysis techniques are proof of the results of a research which requires data to be collected and summarized into one to make it easier for researchers to present further data and at the final stage researchers can conclude data from the results that are in accordance with the data in the field.

RESULTS AND DISCUSSION

1. Research results

To find out the application of thematic learning in dealing with basic education problems at Arrahman Islamic School KB-TK, researchers conducted interviews. Following are the results of the interview:

1. How can the implementation of thematic learning at the Arrahman Islamic School KB-TK overcome the basic education problems faced by the school?

Answer :

The implementation of thematic learning at the Arrahman Islamic School KB-TK makes a positive contribution in overcoming a number of basic education problems faced by the school. The thematic learning approach provides holistic solutions to various challenges in the field of basic education. First of all, thematic learning brings a more contextual and relevant approach to students' daily lives. By integrating various subjects into a particular theme, students can more easily understand academic concepts and relate them to their life situations. This not only improves students' overall understanding but also makes learning more interesting and meaningful for them. Second, the application of thematic learning is able to overcome the shortcomings of traditional learning models which are monotonous and less interactive. Through this approach, students are encouraged to learn actively, creatively and think critically. Apart from that, thematic learning provides a solution to the diversity

of student characteristics and different learning styles. By offering variety in learning approaches, schools can better respond to students' individual needs, creating learning environments that are more inclusive and responsive to differences.

2. What is the basis for selecting thematic learning themes at KB-TK Arrahman Islamic School, and how are these themes integrated with Islamic values?

Answer :

The selection of thematic learning themes at KB-TK Arrahman Islamic School is based on two main factors:

- Academic Relevance:

Learning themes are selected taking into account academic relevance in order to meet basic education curriculum standards. This includes learning materials that not only suit students' needs in achieving academic competence, but can also motivate them to learn better.

- Integration with Islamic values:

The selected themes are integrated with Islamic values, so that students can internalize the teachings of Islam in their daily lives. This is done by aligning learning materials with Islamic religious concepts and moral values valued in Islam. For example, learning themes can be related to everyday life which can be connected to the teachings of the Islamic religion, such as solidarity, mutual assistance, justice and tolerance. Thus, students not only learn to achieve academic success, but also to understand and apply the moral values valued in Islam in contextual situations.

The selection of these themes involves a curatorial process that considers basic educational needs, Islamic values, and students' daily lives. Good integration between academics and Islamic values is expected to create a holistic and in-depth learning experience for students at KB-TK Arrahman Islamic School

3. How do schools respond to changes in learning paradigms, especially in the digital era, through the application of thematic learning?

Answer :

KB-TK Arrahman Islamic School responds wisely to changes in learning paradigms, especially in the digital era by implementing thematic learning. Schools realize that traditional, monotonous learning models are no longer adequate to meet the needs of students living in this digital era. Therefore, a thematic approach was adopted as an innovative solution to overcome this challenge. The application of thematic learning in schools not only allows the integration of various subjects into a particular theme, but also makes wise use of technology. The learning themes chosen are designed taking into account relevance to students' daily lives and Islamic values. The use of technology is carried out as a means to increase student engagement, support active learning, and provide a more interesting learning experience. Schools realize that the

digital era brings changes in student learning styles and requires a more flexible and responsive approach. Schools also ensure that the use of technology does not sacrifice the spiritual and moral values that are the basis of Islamic education. The integration of Islamic values in each learning theme is the main guideline in responding to this change. Thematic learning is directed at building students' moral and spiritual awareness through learning content related to the teachings of the Islamic religion. Thus, KB-TK Arrahman Islamic School is facing a change in learning paradigm by embracing innovation and technology through the application of thematic learning. This not only creates a more relevant and interesting learning experience for students in the digital era, but also ensures that Islamic values remain the main foundation in the education process.

4. How does KB-TK Arrahman Islamic School ensure that the application of technology in thematic learning does not sacrifice the spiritual and moral values that are the basis of education?

Answer :

KB-TK Arrahman Islamic School ensures that the application of technology in thematic learning does not sacrifice the spiritual and moral values that are the basis of education through various strategies and careful guidelines. First of all, schools carefully select the technological content used in learning, ensuring that the material presented is consistent with Islamic values. In addition, teachers are actively involved in the selection and curation process of digital learning materials to ensure the continuity of moral and spiritual values. The school also integrates Islamic religious teachings in every aspect of thematic learning. The selected themes are not only academically relevant but also reflect Islamic values. In doing so, students not only engage in developing academic skills but also gain a deeper understanding of the moral values cherished in Islam. Apart from that, KB-TK Arrahman Islamic School actively involves parents of students in supporting thematic learning. Parents are provided with an understanding of how technology is used in learning contexts, so they can be partners in ensuring that the values taught at school are also applied in the home environment. With this approach, KB-TK Arrahman Islamic School has succeeded in bridging the gap between the use of technology and the maintenance of spiritual and moral values. In this way, schools can ensure that the application of technology in thematic learning not only meets the demands of the times, but also remains in line with the principles of the Islamic religion which is the basis of their education.

5. What positive impacts can be seen after implementing thematic learning, both in terms of academics and student character development?

Answer :

The positive impact after implementing thematic learning at KB-TK Arrahman Islamic School is very visible, both in terms of academics and student character development. From an academic perspective, the evaluation results show a significant increase in students' conceptual understanding after implementing thematic learning. Students not only master concepts better, but are also able to relate their knowledge to the context of everyday life, which ultimately increases relevance and deeper understanding. In addition, thematic learning creates a more holistic learning experience, where students not only focus on academic aspects but also on character development. Students are actively involved in discussions, working groups, and show high interest in learning material. These positive changes are also reflected in changes in student behavior. They demonstrate more positive attitudes, collaborate well in groups, and show increased interest in learning. This is in accordance with the educational objectives at KB-TK Arrahman Islamic School, which do not only focus on academic aspects but also on building strong character. These behavioral changes include increases in students' social involvement, ability to collaborate, and acceptance of moral and spiritual values. Overall, the positive impact of implementing thematic learning at KB-TK Arrahman Islamic School is not only limited to increasing academic achievement, but also involves more comprehensive character development. Thematic learning has proven itself to be an effective approach in creating a learning environment that combines academic knowledge with moral and spiritual values, helping students become skilled and ethical individuals in facing the dynamics of modern life.

6. How do schools measure the effectiveness of implementing thematic learning in increasing students' understanding of concepts and internalizing Islamic values?

Answer:

Schools use various evaluation and measurement methods to assess the effectiveness of implementing thematic learning in increasing students' understanding of concepts and internalizing Islamic values. Evaluation is carried out through direct observation of thematic learning activities, including student participation in discussions, active involvement in group activities, and level of interest in learning material. In this way, schools can observe positive changes in student responses to the learning methods implemented. Schools also evaluate student learning outcomes periodically after implementing thematic learning. The results of this evaluation include students' understanding of concepts, ability to relate knowledge to the context of daily life, and mastery of learning material. A significant increase in student learning outcomes is the main indicator of the effectiveness of thematic learning. Measuring effectiveness also involves evaluating students' character development and internalization of Islamic values. Schools can assess the extent to which thematic learning has a positive impact on forming students' character and

strengthening Islamic values in everyday life. With this approach, KB-TK Arrahman Islamic School can ensure that the implementation of thematic learning is not only successful in increasing students' academic understanding of concepts but also successful in internalizing Islamic values in every aspect of students' lives. The evaluation results become the basis for continuing to optimize thematic learning strategies so that they can have a more positive and comprehensive impact on student development.

7. In the context of character formation, is there a change in student behavior after implementing thematic learning at KB-TK Arrahman Islamic School?

Answer:

Yes, the implementation of thematic learning at KB-TK Arrahman Islamic School has brought positive changes in student behavior. Through careful observation and evaluation of student participation, we can see an increase in more positive attitudes, more active involvement in group activities, and increased interest in learning. These changes include social and academic aspects of students. Specifically, students demonstrated increases in social engagement, collaboration skills, and acceptance of the moral and spiritual values embedded in thematic learning. This shows that thematic learning not only has an impact on academic aspects, but also positively influences the formation of students' character in accordance with the Islamic values upheld by the school. Changes in student behavior are an important indicator in evaluating the success of thematic learning as an educational strategy at KB-TK Arrahman Islamic School. Students not only develop a better understanding of concepts, but are also able to apply the values they learn in daily interactions. Thus, thematic learning at this school has succeeded in creating a learning environment that supports the formation of students' character holistically and contextually.

8. How do schools maintain a balance between implementing thematic learning methods and meeting the needs of diverse student characteristics and different learning styles?

Answer:

KB-TK Arrahman Islamic School has taken strategic steps to maintain a balance between implementing thematic learning methods and meeting the needs of diverse student characteristics and different learning styles. In dealing with the diversity of student characteristics, the school understands that each child has unique and different learning styles. First of all, schools recognize the importance of flexibility in learning approaches. Teachers at KB-TK Arrahman Islamic School are trained to recognize differences in students' learning styles and design thematic learning that can be adapted to their individual needs. This approach opens up space for students with visual, auditory, or kinesthetic learning styles to stay engaged and get maximum benefit from learning. Then,

in choosing thematic learning themes, schools ensure to consider the diversity of student characteristics. The selected themes are not only academically relevant but can also stimulate the interest of students with diverse backgrounds and characteristics. For example, learning themes can cover diverse aspects of daily life and can be identified by students, thereby increasing their involvement in the learning process. With this approach, KB-TK Arrahman Islamic School has succeeded in creating an inclusive learning environment, where every student feels valued and supported in their academic and character development. The balance between applying thematic learning methods and responding to the diversity of student characteristics and different learning styles is one of the keys to the school's success in creating a deep and meaningful learning experience for each student.

9. Are there any special challenges faced by KB-TK Arrahman Islamic School in implementing thematic learning, and how does the school overcome them?

Answer :

There are a number of challenges faced by KB-TK Arrahman Islamic School in implementing thematic learning, especially considering the context of basic education which is based on Islamic values. One of the main challenges is changing the learning paradigm from traditional models to thematic learning. Traditional learning models tend to be monotonous and less responsive to the diversity of student characteristics, and less interactive to meet children's learning needs in the digital era. Schools respond to this challenge by conducting training and professional development for their teachers. Teachers are given an in-depth understanding of the principles of thematic learning and how to integrate them with Islamic values. This training helps teachers to adapt their learning methods to better suit the needs of children in the digital era and increase interactivity in learning. Another challenge arises in the context of integrating technology in thematic learning. KB-TK Arrahman Islamic School must ensure that the use of technology does not sacrifice the spiritual and moral values that are the basis of their Islamic education. Schools respond to this challenge by developing guidelines for the wise use of technology and in accordance with Islamic religious principles. In addition, they integrate thematic learning material with daily life contexts that reflect Islamic values, so that technology is used as a tool to enrich the learning experience without sacrificing spiritual and moral aspects. With this approach, KB-TK Arrahman Islamic School succeeded in overcoming the challenges faced in implementing thematic learning. The school's efforts to face changes in learning paradigms and use technology wisely have made a positive contribution to the quality of basic education while maintaining Islamic values as the foundation of education.

10. How does the school motivate students to be active and creative in thematic learning, and how do students respond to this method?

Answer:

At KB-TK Arrahman Islamic School, student motivation to be active and creative in thematic learning is the main focus for developing children's potential. Through a thematic approach, the school creates a challenging and engaging learning environment, allowing students to be directly involved in the learning process. Teachers at this school encourage students' creativity by giving them the freedom to explore their own ideas within the framework of learning themes. Student responses to thematic learning methods are very positive. They show high enthusiasm for learning, taking the initiative to participate in group discussions, thematic projects and practical activities. Children feel personally involved because the learning themes are closely related to their daily lives. Students' creativity is reflected in the results of their projects, which demonstrate a deep understanding of the academic concepts integrated within the themes. By providing space for self-expression and aligning learning materials with students' interests, schools succeed in creating an empowering learning atmosphere. Students' positive responses to thematic learning methods not only increase their motivation to learn but also create a fun and meaningful learning environment at KB-TK Arrahman Islamic School.

2. Discussion

Based on the results of field research which was carried out through direct observation and interviews, the researcher analyzed and conducted discussions related to the application of thematic learning in dealing with basic education problems at the Arrahman Islamic School KB-TK.

The implementation of thematic learning at the Arrahman Islamic School KB-TK has made a positive contribution in overcoming various basic education problems faced by the school. This approach brings a holistic solution by providing a more contextual and relevant approach to students' daily lives. The integration of various subjects into a theme allows students to more easily understand academic concepts and relate them to their life situations. Apart from that, thematic learning is able to overcome the shortcomings of traditional learning models which are monotonous and less interactive. Students are encouraged to learn actively, creatively and think critically. This also provides solutions to the diversity of student characteristics and different learning styles, creating a more inclusive learning environment. The selection of thematic learning themes is based on academic relevance and integration with Islamic values. Themes are selected by considering students' needs in achieving academic competence and can also motivate them to study better. Integration with Islamic values is carried out by aligning learning materials with Islamic religious concepts and moral values valued in Islam. The selection of these

themes involves a curatorial process that considers basic educational needs, Islamic values, and students' daily lives.

KB-TK Arrahman Islamic School responds to changes in learning paradigms, especially in the digital era, wisely through the application of thematic learning. Schools recognize that traditional learning models are no longer adequate and utilize technology as a learning tool. The use of technology is carried out to increase student engagement, support active learning, and provide a more interesting learning experience. Technology is used as a tool, such as online research, multimedia presentations, and discussions based on digital platforms, but still ensuring that Islamic values remain the main focus. KB-TK Arrahman Islamic School ensures that the application of technology in thematic learning does not sacrifice spiritual and moral values. They are selective in choosing technology content, involving teachers in the selection and curation process of digital learning materials. The integration of Islamic religious teachings in each learning theme is also the main guideline. The positive impact after implementing thematic learning is very visible, both in terms of academics and student character development. Evaluations show significant improvements in students' conceptual understanding. Thematic learning creates a holistic learning experience, increases student engagement, and shapes student character with increases in social engagement, ability to collaborate, and acceptance of moral and spiritual values. Schools use various evaluation methods to assess the effectiveness of implementing thematic learning. Evaluation is carried out through direct observation, evaluation of student learning outcomes, and evaluation of student character development. The evaluation results become the basis for continuing to optimize thematic learning strategies so that they can have a more positive and comprehensive impact on student development.

The implementation of thematic learning at KB-TK Arrahman Islamic School brings positive changes in student behavior. Through observation and evaluation, we can see an increase in positive attitudes, active involvement in group activities, and interest in learning. This change in behavior covers students' social and academic aspects, showing that thematic learning does not only focus on academic aspects, but also succeeds in forming students' characters in accordance with Islamic values. KB-TK Arrahman Islamic School maintains a balance between the application of thematic learning methods and the diversity of student characteristics and different learning styles. Teachers are trained to recognize differences in student learning styles and design thematic learning that can be adapted to each student's needs. Learning themes are selected taking into account the diversity of student characteristics, creating an inclusive learning environment. The challenges faced by KB-TK Arrahman Islamic School in implementing thematic learning involve changing learning paradigms and integrating technology. Schools overcome these challenges by training teachers, developing guidelines for the use of technology, and selecting

learning themes that reflect Islamic values. This effort helps schools maintain Islamic values while utilizing thematic learning innovations. The school motivates students to be active and creative in thematic learning by creating a challenging and engaging learning environment. Teachers give students the freedom to explore their ideas within the framework of learning themes. Student response to this method was very positive, with high levels of enthusiasm, active participation, and creativity visible in the results of their projects.

The implementation of thematic learning at KB-TK Arrahman Islamic School has had a significant positive impact. This approach provides holistic solutions to various challenges in the field of basic education. Thematic learning brings a contextual and relevant approach to students' daily lives. The integration of various subjects into a theme not only improves students' understanding but also makes learning more interesting and meaningful. This application also succeeded in overcoming the shortcomings of traditional learning models which are monotonous and less interactive. Students are encouraged to learn actively, creatively and think critically. The selection of thematic learning themes is based on two main factors, namely academic relevance and integration with Islamic values. Themes are selected by considering students' needs in achieving academic competence and are integrated with Islamic religious concepts and moral values valued in Islam. Schools respond wisely to changes in learning paradigms, especially in the digital era, by implementing thematic learning. The use of technology is directed at increasing student engagement and supporting active learning. The school ensures that Islamic values remain the basis for the learning process. The positive impact of implementing thematic learning can be seen in increasing students' understanding of concepts and developing their character. Evaluation of learning outcomes shows significant improvements, while positive changes in student behavior include increased social engagement, ability to collaborate, and acceptance of moral and spiritual values.

Schools use various evaluation methods to measure the effectiveness of implementing thematic learning. Direct observation of learning activities, evaluation of student learning outcomes, and evaluation of character development are the main indicators. The evaluation results are used as a basis for continuing to optimize thematic learning strategies. The application of technology in thematic learning at KB-TK Arrahman Islamic School is carried out carefully so as not to sacrifice spiritual and moral values. Selection of technology content and integration of Islamic values in each learning theme are the main guidelines. Involving students' parents is also a strategy to ensure a balance between technology and spiritual values. Students responded positively to the thematic learning method, showing high enthusiasm, active involvement and creativity in learning. A challenging and engaging learning environment motivates students to participate and develop their potential. KB-TK Arrahman

Islamic School maintains a balance between the application of thematic learning methods and the diversity of student characteristics and different learning styles. Teachers are involved in identifying student learning styles and designing customized thematic learning. Learning themes are selected by considering the diversity of student characteristics to create an inclusive learning environment (Demonika et al., 2020).

Challenges in implementing thematic learning, such as changing learning paradigms and integrating technology, are overcome by teacher training, developing guidelines for using technology, and selecting learning themes that reflect Islamic values. This effort helps schools maintain Islamic values while utilizing thematic learning innovations. By motivating students to be active and creative in thematic learning, KB-TK Arrahman Islamic School has succeeded in creating a challenging and meaningful learning environment. Students' positive responses to this method indicate the success of implementing thematic learning in improving the quality of basic education at the school.



Figure: 1. Interview with teacher



Figure: 2. Implementation of thematic learning on the Animal theme



Figure: 3. Implementation of meronce thematic learning

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