



## **INCREASING STUDENT LEARNING ACTIVITIES THROUGH THEMATIC LEARNING IN GRADE 4 OF KUTA BAKMEE STATE ELEMENTARY SCHOOL**

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### **ABSTRACT**

Teachers have a major role in achieving educational goals and student success, especially in the context of formal learning at school. In an effort to develop students' potential, teachers are expected to be able to create an interesting and enjoyable learning atmosphere, using methods, strategies or methods that activate students to learn. One learning model that can be applied is thematic learning. This research aims to determine the increase in learning activities and student learning outcomes through thematic learning in class 4 of the Kuta Bakmee State Elementary School. This research uses a descriptive qualitative research method, namely research based on phenomena observed by researchers in accordance with events that occurred in class 4 of the Kuta Bakmee State Elementary School. The subjects of this research were class teachers along with several staff and also students who were in grade 4 at the Kuta Bakmee State Elementary School, totaling 13 people. This research uses direct observation techniques, interviews and documentation techniques as data collection tools. Based on the results of observations and interviews with class teachers, results showed that there was an increase in student activity and learning outcomes by using thematic learning. So it can be concluded that through thematic learning it can improve learning activities and learning outcomes for grade 4 students at Kuta Bakmee State Elementary School.

**Keywords:** *Activities, Thematic Learning.*

## **INTRODUCTION**

Education is one of the most important things in human life, because through education it will be possible to create people who are potential, creative, superior and have the goal of having a good future. Education is basically a two-way interaction between teachers and students in teaching and learning activities to achieve an educational goal that takes place during learning (Sianturi et al., 2022). Education is an important factor in creating quality human resources. One way to improve education in Indonesia is by implementing curriculum-based learning as we know it, starting from KTSP, K-13 to the Independent Curriculum in schools. In learning, especially the 2013 Curriculum, integrated thematic-based learning is implemented. Teachers are one of the most important parts that determine the achievement of educational goals. Teachers play a major role in educational development, especially those held formally in schools (Widyanto & Wahyuni, 2020). Teachers also greatly determine the success of students, especially in relation to the teaching and learning process. In an effort to develop the potential possessed by students, a teacher is required to be able to create a learning atmosphere that can activate students to learn through the application of interesting and enjoyable methods, strategies or methods (Bruce et al., 2015). One learning model that can be applied is thematic learning (Mardhatillah et al., 2019a).

In thematic learning, the teacher creates an interesting and enjoyable atmosphere as much as possible, where the material taught starts from a theme determined together with the students (Khairul Basyar, 2017). Thematic learning the priority is for students to be actively involved and experience it themselves (Syarifuddin, 2017). Students have the urge to do something, they have their own will and aspirations, because learning must be done by themselves, what students have to do is not forced, learning cannot be delegated to others but is directly involved in the action and is responsible for the results (Rulyansah & Hasanah, 2018). Activities that look like taking notes on lesson material, listening to teacher explanations, observing teacher explanations, and seriousness in following lessons still do not reflect students' actual learning activities (Hanannika & Sukartono, 2022). There are still several other aspects that need to be used as an assessment of student activities, such as the courage to ask questions, the courage to answer questions, cooperation in discussions, the courage to express opinions, a sense of enjoyment and joy in following lessons and other aspects (Sari et al., 2019). To overcome this gap, it is deemed necessary to take action to improve performance in the learning process so that it becomes real learning with high levels of student learning activity (Sari et al., 2023). From the background of this problem, the author intends to conduct classroom action research with the title: "Increasing Student Learning Activities through Thematic Learning" because it is deemed suitable to be applied to middle class students (Mayang et al., 2023).

Student activity in the learning process causes high interaction between students and teachers and between fellow students themselves. This can be seen in the class atmosphere which is fresh and running conductively which reflects the real learning process. The activities that arise from students also result in the formation of knowledge, skills and high curiosity which will ultimately lead to increased student achievement (Sari, 2018). Thus, what students get in the learning process should be useful for their lives. It is very important for teachers to be able to understand the teaching and learning process, so that they can provide guidance, direction, facilitation, and provide a learning environment in learning activities, this is to achieve learning success that will be achieved (Mardhatillah et al., 2019b). In learning, students need direct involvement in actions, observing and appreciating them and being responsible for the results (Sari et al., 2022). This change is not only about a number of experiences, knowledge, but also forms skills, habits, attitudes, understanding, interests, and personal adjustments. In this case, it covers all aspects of the organization or individual who is studying. The learning process must be pursued effectively so that changes in student behavior occur due to these processes (Sari et al., 2020). Hilhard Bower in the book *Theories of Learning Learning* is related to changes in a person's behavior towards a situation which is caused by repeated experiences in that situation, where the change in behavior cannot be explained or based on the tendency of a mature response.

## **METHODS**

This research uses a qualitative approach. Albi Anggito (2018:42), said "Qualitative research is collecting data in a natural setting with the aim of assessing the phenomena that occur". Based on the opinion above, it can be concluded that qualitative research is a research approach that prioritizes data collection in a natural setting with the aim of going in depth and detailing the phenomena that occur. This method focuses on a deep understanding of the context and complexity of a situation or event, which is then carefully analyzed to explore meanings, patterns and relationships that may not be quantitatively measurable. Data collection in qualitative research can involve direct observation, in-depth interviews, document analysis, or active participation in the situation under study. With this approach, researchers seek to understand the subjective and contextual aspects of phenomena, allowing research to better capture the diversity and complexity in the human experience or natural event being studied.

The type of this research is descriptive. According to Salim (2019:49) "Descriptive research is research that attempts to describe a symptom, event, event that is happening now." Based on the opinion above, it can be interpreted

that descriptive research is a scientific research method which aims to provide a detailed and detailed description of a symptom, event or occurrence that is occurring in the current context. The main aim of this research is to provide an accurate and in-depth description of the phenomenon being studied.

This research was carried out at the Kuta Bakmee State Elementary School in class 4 in the odd semester of the 2023/2024 academic year. The subjects of this research were class teachers, administrative staff, and 13 grade 4 students at Kuta Bakmee State Elementary School. Data sources were obtained from direct observations as well as interviews and documentation. The research data is in the form of observations during learning from each thematic lesson action in class 4 of the Kuta Bakmee State Elementary School.

### **RESULTS AND DISCUSSION**

Research conducted at SDN Kuta Bakmee has been carried out. The results of this research were compiled based on the results of direct observations and interviews with class teachers in class 4 at SDN Kuta Bakmee.



Figure: 1. Colaborate With Teacher

This observation is designed to provide an in-depth understanding of the changes that occur in students' activities and learning outcomes during the thematic learning process. Analysis of observational data showed a substantial increase in student participation during thematic learning activities.



Figure: 2. Procecing by learning

This observation includes direct monitoring of students' interactions in discussions, their level of active involvement in group activities, and their level of interest in the overall learning material. The results reflect a positive change in students' responses to thematic learning, where students' participation became more active, and their level of interest in the learning material increased significantly.



Figure: 3. Colaborate With Theacher

Interviews with classroom teachers provide an additional dimension to understanding the results of this study. Class teachers consistently emphasize that the implementation of thematic learning is effective in increasing students' interest in learning. Moreover, the teacher explained the increase in students' motivation to participate actively in the learning process.

A more dynamic classroom atmosphere is also one of the positive impacts of implementing thematic learning, creating a stimulating and enjoyable environment for students.



Figure: 4. Proses by Learning

The interview results also provide an indication that students show a better understanding of the learning material. The teacher explains that the thematic approach allows students to relate the concepts studied to a broader context.



Figure: 5. Colaborate with Students

This contributes to students' deeper and more comprehensive understanding of the teaching material, providing additional evidence of the effectiveness of thematic learning in improving the achievement of learning outcomes. Thus, the results of this research consistently support the claim that the implementation of thematic learning in class 4 at SDN Kuta Bakmee significantly has a positive impact on increasing student activity and learning outcomes. These findings not only provide a solid foundation for further development in thematic learning methods, but also offer valuable insights for improving educational strategies at the elementary school level as a whole.



Figure: 5. Tag With Students

## **CONCLUSION**

Based on the results of research conducted at SDN Kuta Bakmee, the researchers concluded that the implementation of thematic learning in class 4 of SDN Kuta Bakmee succeeded in increasing student activity and learning outcomes significantly. The results of observations and interviews with class teachers revealed increased student participation, active involvement in group activities, as well as increased interest and motivation to learn. With a more dynamic classroom atmosphere, thematic learning creates a meaningful and fun environment. Students' understanding of the material also increases through linking concepts with a broader context. These findings support the claim that thematic learning has the potential to be an effective method at the elementary school level, providing a basis for further development in improving educational strategies

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