



IMPLEMENTATION OF INTEGRATIVE THEMATIC LEARNING IN THE 2013 CURRICULUM THE INDEPENDENT CURRICULUM WAS INTEGRATED AT SDN 61 JEULINGKE BANDA ACEH

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ABSTRACT

This research aims to describe the implementation of integrative thematic learning in the 2013 independent curriculum at SDN 6 Jeulingke Banda Aceh. The method in this research is descriptive qualitative which describes the real conditions at the time of the research. The subjects of this research were the principal, class I and IV teachers, as well as administrative staff. Data collection techniques include interviews and documentation with several of these subjects. Researchers want to know the curriculum implemented at SDN 61 Jeulingke Banda Aceh with integrative thematic learning, what obstacles were found during implementation, as well as the role of the school in making the independent curriculum a success. The research results show that the implementation of integrative thematic learning in the 2013 curriculum has gone well in accordance with government policy. The new independent curriculum has been implemented at SDN 61 Jeulingke Banda Aceh for the last 3 months in grades I and IV. While implementing integrative thematic learning in the 2013 curriculum so far there have been no problems because the teachers refer to guidelines in the form of books and syllabi. However, in this independent curriculum, SDN 61 Jeulingke Banda Aceh does not use integrative thematics because the learning is separated according to the textbook the teacher receives, unlike the 2013 curriculum which combines several materials into one theme.

Keywords: *Integrative Thematic Learning, 2013 Curriculum, Independent Curriculum*

INTRODUCTION

This mini research activity is descriptive qualitative in nature. This means that the data collected is in the form of detailed descriptions or narratives, not numerical measurements. The qualitative descriptive approach allows for a comprehensive and in-depth exploration of the phenomena observed, thus providing rich insight into the social and behavioral aspects studied.

On Friday 13 October 2023 at 09:30 WIB we were in group 1 on behalf of Mariana Hardianti, Abdul Hakim and Moh. Yudi Nursyaid conducted a mini research study at SDN 61 Jeulingke Banda Aceh to find out the curriculum used at the school. The efforts we made in this research were in the form of direct observation by preparing 30 questions for each party at SDN 61 Jeulingke Banda Aceh. 10 questions for school principals, 10 questions for teachers and 10 questions for administrative staff. After conducting interviews with several parties, the researcher concluded that the curriculum used was the 2013 curriculum and the independent curriculum. The new independent curriculum has started to be implemented in the last few months and is being implemented in grades 1 and 4. The 2013 school curriculum uses an integrative thematic approach in its learning.

Thematic learning can be interpreted as a learning process that is based on themes from various subjects. Thematic learning provides the widest possible opportunity for students to develop knowledge by answering their own questions and satisfying their curiosity by searching for themselves in the world around them. Thematic learning as a learning model is one type or type of integrated learning model. The term thematic learning is basically an integrated learning model using themes to link several subjects so that they can provide meaningful experiences to students (Sari et al., 2020). Thematic learning has been known since the implementation of the education unit curriculum and has been implemented in elementary schools (Guru et al., 2020).

According to the regulation of the Minister of National Education of the Republic of Indonesia number 22 of 2006, learning in grades I to III is carried out through a thematic approach, while in grades IV to VI it is carried out through a subject approach. In the 2013 curriculum, thematic learning will be treated from grades I to VI. This is suitable for use because elementary school (SD) students are in the early age range where all aspects of intelligence development, namely IQ, EQ and SQ, grow and develop very extraordinary. In general, this level of development still views everything as a whole (holistic) and is able to understand the relationship between concepts in a simple way. The learning process still depends on concrete objects and experiences that students experience directly. In this regard, it is deemed necessary to use

holistic learning as well. Holistic learning can be used with thematic learning (Baidowi, 2020).

By implementing thematic learning, it will build student competency. Thematic learning places more emphasis on student involvement in the learning process actively in the learning process, so that students can gain direct experience and be trained to discover for themselves the various knowledge they learn. Thematic learning places more emphasis on applying the concept of learning while doing activities (learning by doing) (Mardhatillah et al., 2019a). Therefore, teachers need to package or design learning experiences that will influence the meaningfulness of student learning (Sari, Amelia, et al., 2019). Apart from that, implementing thematic learning in elementary schools will really help students, because it is appropriate to the stage of development of students who still see things as a whole (holistic) (Sari et al., 2021). By implementing thematic learning, it is hoped that the ongoing learning will become student-centered learning (Sari, Bina, et al., 2023).

The 2013 curriculum is a curriculum that emphasizes that subject matter is appropriate to the students' developmental stages. There is also a need for learning that is able to develop student creativity. And what is really needed is character education. The 2013 curriculum is often called the character-based curriculum. This curriculum is a new curriculum issued by the Ministry of Education and Culture of the Republic of Indonesia (Jalaluddin et al., 2020). The 2013 curriculum itself is a curriculum that prioritizes understanding, skills and character education, where students are required to understand the material, be active in the discussion and presentation process and have good manners and a high level of discipline (Sari, Surjono, et al., 2019). Abidin said that learning in the context of the 2013 curriculum is believed to be carried out well and achieve its goals if it is developed fundamentally, in detail, comprehensively and evaluatively reflective (Lili et al., 2020). In the 2013 curriculum, thematic learning is an approach to learning that deliberately links or combines several basic competencies (KD) and indicators from the curriculum or content standards (SI) from several subjects into one unit to be packaged in one theme (Sari, Kasmini, et al., 2023). Thematic learning is defined as learning that uses themes to link several subjects so that it can provide meaningful experiences to students (Mardhatillah et al., 2019b). Integrated/integrated learning is learning that begins with a particular subject or theme which is linked to other subjects, certain concepts are linked to other concepts, which is carried out spontaneously or planned, both in one or more fields of study, and with a variety of children's learning content experiences (Mastiah et al., n.d.). Then learning becomes more meaningful.

METHOD

This research uses a qualitative approach. The results of qualitative research are descriptive data presentations of information obtained from sources. Sources of data obtained to be presented or described are data from

direct observations by researchers, data from interviews, and documents that can be used as data sources in research. Nusa Putra (2012:64) states that qualitative research has a natural or naturalistic background, where the understanding of the processes and patterns that will be explored or discovered is the meaning of what it is in accordance with the subject being researched and felt as it was before the researcher came to the research location. In other words, qualitative research is research that is scientifically guided by a person's words/events or behavior as a source in actual research and what is in accordance with what the research subject feels. This research uses a qualitative descriptive research design that focuses on the research object, namely implementation activities of the 2013 curriculum and the independent curriculum at SDN 61 Jeulingke Banda Aceh. Events or occurrences related to implementation activities of integrative thematic learning in the 2013 curriculum and the independent curriculum. Where the data obtained is data that comes from direct observations of researchers in the field in the form of interviews with research subjects and documentation. The location of the research was SDN 61 Jeulingke, Syiah Kuala District, Banda Aceh City. The research location is determined by looking at its suitability to the theme and objectives of the research to be conducted. The reason the researcher chose the research location at SDN 61 Jeulingke Banda Aceh was because this school was a recommendation from Mrs. Dr. Mayang Sari, as the teacher of the Integrative Thematic Education course, is also a researcher who wants to know about the curriculum implemented at this school.

The important thing in research is the research object and subject. The research object is everything that is the target of the research, the research object is a concrete description of what is in the problem formulation. Meanwhile, the research subject is someone who can provide information about the research object or can be said to be the parties involved in the research as a resource person whose existence is a source of research. The object of research in this research is the implementation or implementation activities of the 2013 curriculum and the independent curriculum at SDN 61 Jeulingk

RESULTS AND DISCUSSION

Here learning is united in a theme so that it makes it easier for students to connect the new information they get, and not only in the form of knowledge of concepts or facts, but can be in the form of activities connecting concepts to produce a complete understanding so that the concepts will really be understood. well understood and not easily forgotten. Students will understand better if children directly experience what they are learning, they can activate more of their senses than just listening to the teacher's explanation. To get the meaning of learning for students, it is necessary to package or design learning by the teacher. Thematic learning is a model in integrated learning. This themed learning is a spider web model that uses certain themes as a unifying concept. According to Rusman, thematic learning is a model of integrated learning

(integrated instruction), which is a learning system that enables students, both individually and in groups, to actively explore and discover scientific concepts and principles in a holistic, meaningful and authentic manner. Learning Thematic is a form of integrated learning model that combines a concept in several materials and subjects into one particular theme or discussion topic so that there is integration between knowledge, skills and values which allows students to actively discover scientific concepts and principles in a holistic, meaningful and authentic manner.



The independent curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. In the thematic method, in accordance with what is mandated by the independent curriculum, all components of learning material are integrated into the same theme in one meeting unit. What needs to be understood is that themes are not goals but tools used to achieve learning objectives. This theme must be processed and presented contextually, contemporary, concrete and conceptual. The themes that have been determined must be processed with developments in the student environment that are currently occurring. Their culture, social and religiosity are of concern. Likewise, the theme content is presented in a contemporary manner so that students are happy. What is happening now in the student environment must also be discussed and discussed in class. Then, the theme is not presented abstractly but is given concretely. All students can follow the learning process with their logic. Basic concepts cannot be separated. Students go from concept to analysis or from analysis to linguistic concepts, use, and understanding. Thematic learning, as implied in the independent curriculum, is integrated learning that emphasizes student involvement in learning. This

learning involves several basic competencies, learning outcomes and indicators from a subject, or even several subjects.

Through thematic learning, students are expected to be able to learn and play with high creativity. Because, in thematic learning, learning does not merely encourage students to know (learning to know), but also learning to do (learning to do), to be (learning to be), and to live together (learning to live together). Thematic learning places more emphasis on applying the concept of learning while doing something (learning by doing). Therefore, teachers need to package or design learning experiences that will influence the meaningfulness of students' learning. Learning experiences that show the relationship between conceptual elements make the learning process more effective. Conceptual connections between the subjects studied will form a scheme, so that students will gain completeness and completeness of knowledge.

The Merdeka Curriculum is an educational curriculum developed by the Ministry of Education and Culture (Kemendikbud) of the Republic of Indonesia in 2021. The main aim of this curriculum is to create students who have global competence, who are able to compete at the world level. The Merdeka Curriculum uses a thematic approach, where each lesson material is packaged in a theme that is related to students' daily lives. Apart from that, this curriculum also emphasizes the importance of direct learning experiences (hands-on learning) and learning through projects. In this way, students are expected to be able to understand the subject matter more easily and with pleasure. The Merdeka Curriculum uses a thematic approach, where each lesson material is packaged in a theme that is related to students' daily lives. In this way, students are expected to be able to understand the subject matter more easily and with pleasure.



Figure: 2. Teacher Interview

The thematic approach is an approach method in the learning process that integrates various subjects or scientific disciplines into one particular theme or topic. In this approach, learning is not carried out separately for each subject, but rather focuses on a particular theme or topic, and all relevant material from various subjects is linked to that theme. The thematic approach aims to create more meaningful and contextual learning for students. By integrating various subjects, students can see the relationships and connections between various concepts and their applications in everyday life. This also helps overcome a curriculum that is too fragmented, so that learning becomes more holistic and enjoyable.

The learning process in a thematic approach usually involves the following steps:

1. Determining the theme. Teachers choose themes or topics that are relevant and interesting to students, such as the environment, family, or heroes.
2. Integration of subjects. Once a theme is selected, the teacher identifies concepts and content from various subjects that can be linked to the theme. For example, within the theme of "environment," the scientific concept of ecosystems can be linked to the social science of the impact of industry on the environment.
3. Learning development. Teachers design learning plans that include activities, projects, and assignments that are relevant to the theme, and integrate various aspects of the subjects involved.
4. Collaborative learning. In the thematic approach, collaboration between students is emphasized. They work together in groups to complete projects or tasks, allowing for an exchange of ideas and better understanding.
5. Evaluation. Evaluation in the thematic approach focuses more on understanding and applying concepts in the context of the theme, not just on assessment per subject.

The thematic approach has advantages such as increasing students' interest and motivation in learning, increasing overall understanding, and developing critical thinking skills and creativity. However, it also requires careful planning and collaboration between teachers from various subjects to integrate the curriculum effectively.

The application of thematic - integrative learning will provide its own benefits for teachers and elementary school age students, as Kunandar (2007: 337) suggests that there are at least seven advantages in the application of thematic - integrative learning, namely:

1. Fun, because it starts from the interests and needs of students.
2. Providing teaching and learning experiences and activities that are relevant to the level of development and needs of students.

3. Learning outcomes last longer because they are more memorable and meaningful.
4. Develop students' thinking skills according to the problems they face.
5. Develop social skills through cooperation.
6. Have the qualities of tolerance, communication and responsiveness to other people's ideas.
7. Presenting real activities in accordance with the problems faced in the students' environment.

So that the above benefits can be felt by teachers and students, an understanding of the implementation of good integrative thematic learning is needed. Because, the main weakness in integrative thematic learning basically lies in the implementation of integrative thematic learning, as expressed by Tarmizi Ramadhan (in Kunandar, 2007: 334) according to him "the weakness of integrative thematic learning lies in its implementation. This happens because we do not fully understand the procedures for implementing learning integrative thematic, so they still have difficulty choosing learning methods that are innovative and appropriate to the theme being taught." This condition will certainly

make it difficult to achieve the learning objectives that have been determined and will definitely again become a starting point for failure of national education in implementing the 2013 curriculum.

To better understand the integrative thematic learning planning procedures in the 2013 curriculum, they will be described one by one as follows:

1. Determine the subjects that will be combined
The process of determining the subjects that will be combined by paying attention to the important role of one subject that can bind and develop Basic Competencies (KD) for other subjects.
2. Determine the KD and indicators that will be combined
Determination activities are carried out to obtain a comprehensive and complete picture of all basic competencies and indicators from various subjects which are combined into the theme that will be used. Specifically, the integration of Basic Science and Social Sciences Competencies is based on the closeness of the meaning of the Basic Science and Social Sciences Competency content with the content of Religious and Character Education, PPKn, Indonesian Language, Mathematics, and Physical Education, Sports and Health which applies to classes I, II, and III . Meanwhile for classes IV, V and VI.
3. Take inventory of the themes to be used
The process of determining the theme is intended to provide meaning to the basic concept of the relationship between learning competencies and real life. Thus, learning provides real meaning to students.

4. Compiling a Matrix

The process of compiling a matrix is a process of connecting basic competencies and themes of myself, my hobbies, my activities, my family, my experiences, my clean environment, healthy objects, animals and plants around me, and indicator natural events with a unifying theme so that the connection between themes, basic competencies and indicators of each subject. This theme network can be developed according to the time allocation for each theme.

5. Preparation of Thematic Calendar

6. Designing Learning

Learning planning is intended as an activity to prepare lesson plans according to the systematics in Minister of Education and Culture Regulation Number 81A of 2013 where the specific identity of the subject is replaced with a theme.

The results of research on the implementation of integrative thematic learning in the 2013 integrated independent curriculum at SDN 61 Jeulingke Banda Aceh based on interviews with the Principal, Mrs. Ida Parazila, S. Pd are as follows:



Figure: 3. Colaborate With Headmaster

SDN 61 Jeulingke Banda Aceh is a school that has implemented the 2013 curriculum and the independent curriculum. According to him, the reason for implementing the independent curriculum is because on average all elementary schools in Banda Aceh have implemented the independent curriculum. However, at SDN 61 Jeulingke, not all classes use the independent curriculum, it's just been implemented in classes I and IV. But there are also elementary schools in Banda Aceh City that have implemented an independent curriculum in all classes. This independent curriculum is very supportive, because there are many changes for the better. This independent curriculum is very good and very suitable for students. For example, students' talents are more active in learning. Previously, the 2013 curriculum focused more on target material, but now students have to understand it. If you don't understand, the teacher must be able to make the child understand. In terms of facilities and

infrastructure, SDN 61 Jeulingke Banda Aceh is categorized as still minimal because it still focuses on the KMM community at school. In terms of implementing the independent curriculum, the school collaborates with schools throughout the city of Banda Aceh, as well as supervisors. In implementing the independent curriculum, so far there have been no obstacles because the independent curriculum has only been implemented for 3 months. The things that the school does to monitor the implementation of this independent curriculum are administration, written reports, and also being active in PMM. The school principal's hope with the implementation of this independent curriculum is that this independent curriculum can be implemented simultaneously from grades I-VI and hopefully there will be support from the independent curriculum institution such as equitable socialization. The results of research on the implementation of integrative thematic learning in the 2013 integrated independent curriculum at SDN 61 Jeulingke Banda Aceh based on interviews with the homeroom teacher of classes I and IV, namely Mrs. Nazariah, S. Pd. And Mrs. Nola Fajriah, S. Pd. As follows:

The teachers at SDN 61 Jeulingke Banda Aceh previously used integrative thematic learning in the 2013 curriculum. SDN 61 Jeulingke Banda Aceh used an independent curriculum but was not based on integrative thematic. Previously, the 2013 curriculum used integrative thematic, namely combining several materials into one theme. But during the independent curriculum the learning material is separate according to the textbook according to what the teacher receives. The implementation of the independent curriculum at SDN 61 Jeulingke Banda Aceh has only been implemented in grades I and IV but is not based on integrative thematic. The lessons are separate and the books are separate. The 2013 curriculum uses one theme. Classes I – III have one theme and classes IV – VI have one theme. Implementation of integrative thematic learning in the learning process, for example about Pancasila. In Pancasila there are mathematics lessons such as counting stars, Indonesian language lessons namely reading and PKN lessons discussing norms. According to the homeroom teacher, this integrative thematic learning is very appropriate to use, especially in lower grades. As a teacher, you must be prepared to combine various subjects into one theme so that all aspects can be well-continuous, namely considering the allocation of time for each topic, the amount of material available in the environment, choosing the theme closest to the students and prioritizing the basic competencies that will be achieved. This integrative thematic learning can improve the quality of student learning because it is student-centered and more focused on students' talents and interests. According to the class teacher, the implementation of integrative thematic learning at SDN 61 Jeulingke Banda Aceh has been optimal. According to the homeroom teacher at SDN 61 Jeulingke Banda Aceh, so far there have been no difficulties in implementing integrative thematic learning in class because there are references and guidelines in the form of student books

and syllabi. Regarding time allocation, there is usually not enough time. Because there are smart children who can understand quickly and students who are less often need time to be taught to understand. The way teachers carry out assessments in integrative thematic learning is by looking at competency, determining the type of assessment (summative and formative) and cognitive, affective and psychomotor.

The results of research on the implementation of integrative thematic learning in the 2013 curriculum integrated into the independent curriculum at SDN 61 Jeulingke Banda Aceh based on interviews with administrative staff Mr. Yuslima are as follows:



Figure: 4. Collaborate With Staff.

According to Mr. Yuslima, regarding the facilities and infrastructure at SDN 61 Jeulingke Banda Aceh in supporting the independent curriculum, some facilities have supported others, others have not. On average, schools in Banda Aceh have started implementing the independent learning curriculum because they meet the criteria. Especially maybe the school is running smoothly and there are lots of teachers. Since the use of the independent curriculum at SDN 61 Jeulingke Banda Aceh, there have been changes to lesson hours. The latest time for students to go home is 12:00 noon. At SDN 61 Jeulingke Banda Aceh there are also rules that apply to all school officials. The ways for the independent curriculum to be implemented sustainably at SDN 61 Jeulingke Banda Aceh are school readiness, increasing school accreditation, as well as support from student parents. Mr. Yuslima works in the administrative sector, whatever teachers need will automatically be related to administration such as preparation for making subject schedules, writing assignments for students, and so on. The teachers at SDN 61 Jeulingke Banda Aceh have also met the criteria for implementing the independent curriculum in learning. In terms of assessment, teachers have not carried out assessments every semester, because this independent curriculum has only been implemented in grades I and IV. Automatically, the only teachers who have carried out the assessment are the homeroom teachers of classes I and IV. In implementing the. Independent curriculum in the field of administration so far there have been no obstacles. Because Mr. Yuslima, in the operator field, works by carrying out what is instructed by the principal. Meanwhile, in the field of administration, modules

are not prepared, but modules are prepared by teachers. If the teacher needs prints, browsing will be assisted by administration.

CONCLUSION

Based on data analysis from the research "Implementation of thematic learning in the 2013 Curriculum integrated with the independent curriculum at SDN 61 Jeulingke Banda Aceh" the researchers can conclude that SDN 61 Jeulingke Banda Aceh is a school that has implemented the 2013 curriculum and the independent curriculum. However, at SDN 61 Jeulingke, not all classes use the independent curriculum, it's just been implemented in classes I and IV. The teachers at SDN 61 Jeulingke Banda Aceh previously used integrative thematic learning in the 2013 curriculum. SDN 61 Jeulingke Banda Aceh used an independent curriculum but was not based on integrative thematic. Previously, the 2013 curriculum used integrative thematics, namely combining several materials into one theme. But during the independent curriculum the learning was separated according to the textbook the teacher received. According to the homeroom teacher at SDN 61 Jeulingke Banda Aceh, so far there have been no difficulties in implementing integrative thematic learning in class because there are references and guidelines in the form of student books and syllabi. The way teachers carry out assessments in integrative thematic learning is by looking at competency, determining the type of assessment (summative and formative) and cognitive, affective and psychomotor.

ACKNOWLEDGEMENT

Finally, by expressing gratitude for the presence of Allah SWT, even though obstacles and obstacles have come our way. Thank God, the researcher was able to complete this article even though it is still far from perfect, both in terms of material content, written language and so on. The researcher is aware that as humans we will not be free from mistakes and forgetfulness, so the researcher apologizes in writing this article. Researchers really hope for suggestions and criticism as provisions for taking the next steps as researchers. The researcher would like to express his thanks to all those who have helped the researcher to the Lecturer in the Integrative Thematic Education Course (Dr. Siti Mayang Sari M. Pd. And Dr. Lili Kasmini, S.Si, M.Si) for the guidance, direction and valuable input provided during the research. Thank you also to the principal, homeroom teacher, as well as administrative staff at SDN 61 Jeulingke Banda Aceh for the forum provided to researchers to conduct research. The researcher would also like to thank all parties who have helped with this research from the beginning of writing to the completion of this article. Researchers can only pray that Allah SWT will reward all goodness with more goodness.

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