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APPLICATION OF THEMATIC LEARNING BASED ON OBSERVATION OF STUDY CLAUSES IN SD NEGERI 14 BANDA ACEH

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ABSTRACT

This research uses a descriptive qualitative research method, namely research based on phenomena that occurred in one case at SD Negeri 14 Banda Aceh. Based on the facts seen in the school, teachers still use old/conventional methods in the thematic learning process. Researchers observed the learning carried out by teachers at SD Negeri 14 Banda Aceh, that thematic learning really provided opportunities for teacher creativity in the active learning process. Through this research method, it will be explained transparently to produce the application of integrative thematic learning using a causal study. It is known that the curriculum used in this school is still some classes using the independent learning curriculum so that the learning process carried out is quite different and not significant to the results obtained by students in integrative thematic learning. Based on the research results, SD Negeri 14 Banda Aceh has implemented integrative thematic-based learning from K-13 until now the Merdeka Curriculum. Integrative thematic learning that combines several subjects into one aims to make students more active and creative and improve critical thinking skills.

Keywords: Learning, Thematic, Clausal Study

INTRODUCTION

Learning is a process of student interaction with teachers and learning resources in a learning environment. Learning is assistance provided by teachers so that the process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students can occur. Learning is a process to help students learn well according to the student's interests and talents(Elendiana, 2020).

One definition of learning put forward by Gagne (1977) is that learning is a set of external events designed to support several internal learning processes.(Riyan, 2021). Gagne (1985) put forward his theory more completely, stating that learning is intended to produce a learning process(Zahara & Sina, 2020), external learning situations must be designed in such a way as to activate(Syaparuddin et al., 2018), support(Mahmudah & Fauzia, 2022), and maintaining the internal learning process contained in every teaching and learning process(Mardhatillah et al., 2019).

Thematic learning is a form of integrated learning model that combines a concept in several materials(Sutrisno, 2015), lessons or fields of study become one particular theme or topic of discussion so that there is integration between knowledge, skills and values which allows students to actively discover scientific concepts and principles holistically(Musdiani et al., 2019), meaningful and authentic(Sari et al., 2019)

Sutirjo and Mamik (Suryosubroto, 2009: 133) argue that thematic learning is an effort to integrate knowledge, skills, values, or learning attitudes and creative thinking using a theme.

Thematic learning using causal studies is to find out research approaches that focus on analyzing cause-and-effect relationships between variables or events. The goal is to understand how changes in one variable can affect changes in other variables.

METHODS

This research uses a descriptive qualitative research method, namely research based on phenomena that occurred in one case at SD Negeri 14 Banda Aceh.According to Sugiyono(2008:15) thatdescriptive qualitative researchisresearch methodswhich is based on the philosophy of postpositivism which is usually used to research objective natural conditions whereresearcheract as an observer in the learning process.

RESULTS AND DISCUSSION

Based on the researcher's observations through interview data with grade 1 teachers at SD Negeri 14 Banda Aceh with the following questions: 1. Does integrative thematic learning at school use learning media in accordance with the theme being taught? According to the teacher, he said that it had been implemented in the learning process in the classroom, namely media in the form of images and used as examples for learning mathematics lessons. 2. Is it easier to implement thematic learning with a clock pattern or integrative thematic? It is easy to use the clock pattern because students understand learning better and thematic learning is taught in all mandatory subjects such as Indonesian, PKN, Natural Sciences, Social Sciences and Mathematics which have been combined in one book. Based on the researcher's observations through interview data with grade 1 students at SD Negeri 14 Banda Aceh with the following questions: Do students enjoy using image media in mathematics lessons? According to students, using image media in mathematics lessons is very fun because apart from being able to learn to count, image media can also be used to learn to recognize colors.

Based on the researcher's observations through interview data with grade 2 teachers at SD Negeri 14 Banda Aceh with the following questions: Do students experience difficulties in integrative thematic learning? Some students have difficulty reading and writing so that when the teacher provides learning material the students do not understand the learning being given as a result the students miss out on a lot of the material. Based on the researcher's observations through interview data with grade 2 students at Banda Aceh State Elementary School with the following questions: Has the teacher ever given group assignments to observe the surrounding environment? The teacher gives groups assignments to observe plants and then explain the parts of the plant.

Based on the researcher's observations through interview data with the 3rd grade teacher at SD Negeri 14 Banda Aceh with the following questions: In implementing integrative thematics, do teachers experience difficulties? In its implementation, teachers experienced several difficulties, both in terms of preparing lesson plans, combining themes between contents, providing learning media such as a lack of printed books, as well as the fact that there were still students who could not read and count. Based on the researcher's observations through interview data with 2nd grade students at Banda Aceh State Elementary School with the following question: Has the teacher ever given group assignments to students to create experiments? Students carry out experimental

tasks in making ice cream using simple ingredients such as salt, milk, ice cubes and cans.

Based on the researcher's observations through interview data with the 4th grade teacher at SD Negeri 14 Banda Aceh with the following question: Can integrative thematic learning be well received by students in the learning process? Integrative thematic learning is well received by students because thematic learning is fun learning. Based on the researcher's observations through interview data with 4th grade students at SD Negeri 14 Banda Aceh with the following questions: What do students like about integrative thematic learning? With thematic learning, students don't need to bring too many books because all the learning is combined into one theme.



Figure: 1. Interview with Teacher



Figure: 2. Implementation of thematic learning on Mathematics themes



Image: 3. Photo with the teacher council of SDN 14 Banda Aceh



Image: 4. Class 3 students' ice cream making experiment

CONCLUSION

Based on the research results, it can be concluded that SD Negeri 14 Banda Aceh has implemented integrative thematic-based learning from K-13 until now the Merdeka Curriculum. Integrative thematic learning that combines several subjects into one aims to make students more active and creative and improve critical thinking skills. This integrative thematic learning can also provide several benefits for students, including improving students' memory,

encouraging students to be more active in learning, and developing students' life skills and thinking skills in everyday life.

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