



## **THE USE OF MEDIA BASED ON THE THEME OF SCHOOL HYGIENE IN 61 STATE PRIMARY SCHOOLS OF BANDA ACEH CITY**

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### **ABSTRACT**

This research uses descriptive qualitative research methods. Namely research based on the phenomenon that occurred in one case at SD Negeri 61 Banda Aceh. Based on the facts seen in the school that teachers still use old/conventional methods in the thematic learning process, thematic learning which integrates various subjects in one theme or topic, allows students to understand the relationship between concepts as a whole. Researchers observe the learning carried out by elementary school teachers Negeri 61 Banda Aceh, in fact, thematic learning really provides opportunities for teacher creativity in the active learning process and can also facilitate the process of students' understanding and the learning process carried out by teachers at school. 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 that some classes still use the independent learning curriculum, namely only in classes 1 and 4, some still use the old curriculum, namely K13, so that the learning process carried out is quite different and not significant to the results obtained by students in integrative thematic learning.

**Keywords:** *Media, Thematic.Hygiene*

## **INTRODUCTION**

Integrative thematic learning is a learning approach that integrates various competencies from various subjects into various themes. Integration is realized in two things, namely: (1) integration of attitudes, skills and knowledge in the learning process; and (2) integration of various related basic concepts. The theme weaves together the meaning of various basic concepts so that students do not learn basic concepts partially. In this way, learning provides complete meaning to students as reflected in the various themes available.

Media from an educational perspective is a very strategic instrument in determining the success of the teaching and learning process. Because its direct presence can provide its own dynamics to students (Tri Wulandari & Adam Mudinillah, 2022). The word learning media comes from the Latin "medius" which literally means "middle", intermediary or introduction (Safaruddin et al., 2020). In Arabic, an intermediary medium or messenger from the sender to the recipient of the message (Hapsari & Zulherman, 2021). Gerlach and Ely say that media, when understood in broad terms, are people, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes (Mastiah et al., n.d.). In this sense, teachers, textbooks and the school environment are media (Mardhatillah et al., 2019). More specifically, the definition of media in the teaching and learning process tends to mean graphic, photographic or electronic tools for capturing, processing and reconstructing visual and verbal information (Sari et al., 2019).

## **METHOD**

This research uses descriptive qualitative research methods. According to Sugiyono (2008: 15), descriptive qualitative research is a research method based on postpositivism philosophy which is usually used to research natural, objective conditions where the researcher acts as an observer in the learning process

## **RESULTS AND DISCUSSION**

Based on the researcher's observations through interview data with teachers in grades 1, 2, 3, 4, 5, SD Negeri 61 Banda Aceh with the following questions: 1. Have teachers at this school ever implemented thematic learning methods? According to the teacher, he said he had implemented thematic learning methods since the K13 curriculum, although this class had not implemented the independent curriculum because the implementation was gradual. 2. If so, how does the teacher apply this learning? By providing several examples related to

thematic learning, such as objects used, the teacher can explain the combination of several subjects with these objects, then use something that is easy to suit the character and abilities of the students. 3. Why is thematic learning necessary in elementary schools? Because in elementary school the learning is interrelated, such as language, science and social studies. In contrast to junior high school, in junior high school each teacher is different in subject matter, whereas in elementary school there is the term class teacher, there is no term teacher in the field of study except PAI and PJOK learning. Therefore, this thematic is very relevant in elementary school. 4. What if students experience difficulties during learning? By approaching the student and finding out what makes them feel difficult. 5. What are your goals as a teacher in implementing integrative thematic learning for students? So that students are capable of skills, knowledge and have good character.

Based on the researcher's observations through interview data with students in grades 1, 2, 3, 4, 5, SD Negeri 61 Banda Aceh with the following questions: 1. Before learning takes place, does the teacher apply prayer reading before learning? Teachers always use prayer reading before starting learning. 2. Do students like thematic learning? Like, students are happy with the examples of objects used by the teacher. 3. Does the teacher ever give homework assignments? The teacher never gives school assignments, but not too often. 4. When learning is taking place, is it easy for students to understand what the teacher is saying? Every student is different, some find it easy and some find it difficult, depending on how the student responds to the material given. 5. In the learning process, has the teacher ever divided group activities? In the learning process teachers often distribute group activities.



Interview with class 1, 2, 3, 4, 5 teachers and school principal



Interview with students at SD Negeri 61 Banda Aceh



Interview with students in grades 1, 2, 3, 4, 5 at SD 61 Banda Aceh



## **CONCLUSION**

The conclusion that can be drawn from research observations at SD Negeri 61 Banda Aceh, is that this school has implemented integrative thematic learning since the K13 curriculum until the current independent curriculum, although it still applies confessional learning, but in this school it uses more thematic learning in accordance with the current independent curriculum rules. This. By implementing this thematic learning to strengthen students' understanding of combining several subjects such as mathematics, Indonesian, science and other subjects with a comprehensive thematic approach, this can improve students' critical thinking skills or motivate students and their communication skills from an early age.

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