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THEMATIC LEARNING DESIGN AT SDN KUTA BAKMEE

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ABSTRACT

This study uses descriptive qualitative research, which is research based on phenomena observed by researchers in accordance with events that occurred at Kuta Bakmee State Elementary School. Based on the existing phenomenon, the research concluded that the learning carried out by teachers at SD Negeri Kuta Bakmee as a whole has used the new Knowledge learning model, From the observations of the research found that in the Kuta Bakmee State Elementary School Banda Aceh has a special learning model model in the learning process which affects the character of students, related to this the teacher applies the learning model strategy in each high class corresponds to the subject to be delivered. Class teachers encourage student interaction and collaboration through group discussions, joint projects or classroom activities that promote cooperation. The data used in the study used primary data sources, which were obtained directly in the field by observation and interviews through informants, namely principals, teachers and several students in lower grades 1-2 SD Negeri Kuta Bakmee. This article focuses on thematic learning design, where there are several subjects combined into one theme, and how much the level of understanding of students in the learning design used.

Keywords: *Design, Learning, Thematic*

INTRODUCTION

Education is a conscious and planned effort, not an activity that is held regularly without having goals and careful planning. Education, especially in schools, has a very important role in educating the nation's life, the forum for education is biased in schools. Schools are educational institutions that prepare students to become a generation that has knowledge, insight / attitudes and actions in the life of the nation and state that pay attention to the background of multiculturalism (Widyanto & Wahyuni, 2020). The school is also an institution that manages and organizes education and teaching to students in an effort to achieve the expected goals and is a powerful place in building the intelligence (Dhita Fitriani, Nurwidodo, 2019), attitudes and skills of students in facing the reality of their lives (Chabibie et al., 2016), and to realize it a school that can be a place of pursuit for students (Ubaidillah, 2018) then in the school there must be human resources. quality and learning process (Jalaluddin & Azwir, 2016). This learning itself is an active interaction between teachers who provide learning materials with students as objects (S. M. Sari et al., 2020). The learning process is an activity in which there is a learning design system to cause an interaction between the speaker (teacher) and the recipient of the material (M. Sari & Lubis, 2019). After learning in the school, the school must have its own way or strategy to achieve educational goals perfectly (Guru et al., 2020) among others, the school must apply design in the learning process (Mardhatillah et al., 2019).

Learning design is the development of systematic teaching that is used specifically learning theories to ensure the quality of learning (S. M. Sari, Amelia, et al., 2019). The statement means that the preparation of learning plans must be in accordance with the concepts of education and learning adopted in the curriculum used (S. M. Sari et al., 2021). Just like when we conducted a review of the Kuta Bakmee Elementary School, the school has a learning design in each class, when we look directly at the field of grades 1 and 2, we see various methods, designs carried out by the teacher to achieve the goals of learning, the learning that takes place in the school is thematic learning.

Thematic learning is a learning program that departs from one particular theme/topic and then elaborated from various aspects or reviewed from various perspectives of subjects commonly taught in schools (S. M. Sari, Surjono, et al., 2019). Basically, thematic learning is implemented in the early grades (grade 1 to grade 3) of elementary school or madrasah ibtidaiyah. Such implementation refers to the consideration that thematic learning is more in line with the physical and psychological development of children (S. M. Sari et al., 2023). Thematic learning is integrated learning that uses themes to associate

several subjects so that it can provide meaningful experiences to students (Widyanto & Wahyuni, 2020)

METHODS

This research is descriptive qualitative, where research seeks to tell the solution of existing problems based on data, so this study also seeks to present data, analyze, describe and interpret what is studied. Descriptive research is generally carried out systematically the facts and characteristics of the object or subject under study. Related to the location of this observation was carried out at SDN KUTA BAKMEE Kp. Tanjung Deah, Darussalam District, Aceh Besar Regency.

The choice of learning methods and strategies in grades 1-2 should be related to the characteristics of the subject matter, such as the level of difficulty and type of student learning, often based on a combination of lectures, discussions, and practical activities. The data used in this study used primary data sources, this primary data is primary data obtained directly in the field by observation or through interviews with informants. The primary data collection method in this study was through interviews with the principal, class teachers and grade 1 & 2 students. And the data used in the study there is secondary data. Where this data is obtained from various sources such as books, the internet, and journals, and so on. The data used in this study used primary data sources, this primary data is primary data obtained directly in the field by observation or through interviews with informants. The primary data collection method in this study was through interviews with the principal, class teachers and grade 1 & 2 students. And the data used in the study there is secondary data. Where this data is obtained from various sources such as books, the internet, and journals, and so on. Data collection is done by taking part or all of the available data set.

RESULTS AND DISCUSSION

Based on the data we obtained during the review to SDN Kuta Bakmee that the class teacher designed the structure and lesson plan for one week by paying attention to the curriculum that must be covered and setting learning goals and arranging a logical sequence of material, and teachers in schools also when choosing learning methods and strategies in accordance with the subject matter which was conveyed or implemented, because as Mrs. Nasriah said that the selection of learning methods and strategies is closely related to the characteristics of the subject matter, such as the level of difficulty and type of student learning, the level of difficulty experienced by students at SDN Kuta Bakmee is also one of the obstacles also for teachers in presenting the material,

in addition to the level of difficulty that is an obstacle. The type of student learning is also a major factor in the learning process, because not all students can be treated equally, therefore the methods that are often used in learning are based on a combination of lectures, discussions, and practical activities.



Figure: 1. Location of Kuta Bakmee State Elementary School, Banda Aceh

During the interview we also asked about the class teacher's considerations in adjusting the learning design to meet the needs of various students, the class teacher considers the student's learning style, ability level, and special needs to adjust the learning design, sometimes with a variety of assignments or additional support, because if the teacher does not consider the things mentioned, then the learning process and learning objectives will not be achieved. Furthermore, regarding classroom teacher learning design includes activities and feedback in schools, this includes formative and summative assessment activities, and regarding feedback helps student understanding and adjustment of learning policies.



Figure: 2. Interview with Deputy Principal of SDN Kuta Bakmee.

The way classroom teachers ensure that learning objectives are achieved through the instructional design they create by ensuring learning objectives are achieved involves continuous evaluation, and adjusting teaching strategies if necessary to ensure all students understand the material, and evaluating the effectiveness of learning design by engaging classroom teacher reflection and making improvements by receiving feedback from students and analysis of evaluation results for continuous improvement. Amazingly, the class teacher at the school in facing classroom challenges and adapting student learning designs according to the needs of the students themselves responsively and making changes if needed aimed at overcoming student learning barriers or to ensure all students understand the material presented.



Figure: 3. Students listen to the teacher teaching well.

What is more interesting is that the classroom teacher at the school integrates technology in the learning design, this technology integration is done by choosing appropriate learning tools, such as educational applications or digital presentations, the aim is to increase engagement and enrich learning. And in a learning also the class teacher combines elements of practical experience based on projects, The effort is made to combine practical experience or projects in classroom learning that allow students to apply knowledge in real contexts. Furthermore, class teachers also promote student interaction and collaboration in learning through group discussions, joint projects, or classroom activities that encourage students to work together.



Figure: 4. Interview with Class I Teacher

The level of student understanding of the subject matter depends on the initial stage of the student's experience in classroom learning. The teaching method uses interactive and visual methods, such as stories and games to increase effectiveness in learning so that it can help student understanding in certain classes. In a learning process the level of ability of different students can be seen from the reading ability of students at the elementary level, especially the first grade, based on the results of student observations still in the early development stage, teacher support is needed to improve it.

One example of skills in learning mathematics in students at various elementary levels varies, so it is important for teachers to provide an approach that is appropriate to the level of understanding of students. Based on the results of observations of the ability of first graders are not yet fully comfortable speaking in public, so gradual learning is needed to build confidence. While in writing skills, students are given an inclusion policy in elementary schools, it is hoped that this inclusion is an approach to build an environment that is open to anyone with different backgrounds and conditions by providing benefits for students with special needs, including their integration in learning activities. There are several factors that affect student performance outside the school environment such as internal faktor namely support from the family and student health, this can affect student performance, especially in the first grade. In developing knowledge, on the other hand, students must also increase participation, namely in extracurricular activities, student participation in extracurricular activities, especially in grade one, is more focused on activities that are interesting and support the development of basic skills.

Thematic learning is integrated learning that uses themes to associate several subjects so that it can provide meaningful experiences to students. By creating a pleasant classroom atmosphere for students' feelings of the school environment and their learning experience varies greatly, it is important for teachers to create a supportive and positive atmosphere.



Figure: 5. Students are active in learning

CONCLUSION

Based on the existing phenomenon, the research concluded that the learning carried out by teachers at SD Negri Kuta Bakmee as a whole has used the new Knowledge learning model, From the observations of the research found that in the Kuta Bakmee State Elementary School Banda Aceh has a special learning model model in the learning process which affects the character of students, related to this the teacher applies the learning model strategy in each high class corresponds to the subject to be delivered. The level of student understanding of the subject matter depends on the initial stage of the student's experience in classroom learning. The teaching method uses interactive and visual methods, such as stories and games to increase effectiveness in learning so that it can help student understanding in certain classes.

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