

## Development of Integrated Thematic Learning Models in Primary School Education

Faqih Hakim Hasibuan<sup>1</sup>, Sri Minda Murni<sup>2</sup>, Abdurrahman Adisaputera<sup>3</sup>  
*Universitas Negeri Medan, Indonesia<sup>1,2,3</sup>*

**Abstract:** This study aims to describe the level of student activity in the learning process of the integrated thematic learning model and how the level of validity of the integrated thematic learning model. Learning that is carried out with separate subjects will cause less development of children to think holistically and make it difficult for students to relate concepts to their real life everyday. This research was conducted at SD N 101788 and SD N 101789 Marindal I, Patumbak District. Research is carried out through research and development or in English Research and Development is a research method used to produce certain products, and to test the effectiveness of certain products Thematic learning in elementary schools is a relatively new thing, so that its implementation is not as expected. . It can be concluded that integrated thematic learning is that students are given the opportunity to investigate various strategies and ways they believe are in accordance with their abilities to collaborate on problems. This model emphasizes the process of fully student involvement to be able to find the material they are learning and relate it to real life situations so as to encourage students to be able to apply it in student life.

**Keywords:** *Model Development; Integrated Thematic; Primary school;*

### Introduction

Education is basically inseparable in human life. Because with education, humans will get knowledge. In Indonesia, formal education is mainly divided into several levels, namely primary education, secondary education and higher education. It is assumed that basic education is the reference before moving on to the next level of education. If the primary education level is not paid attention to, it is likely that the quality of secondary and tertiary education will be less good. According to J.J. Rousseau (in Prasetyo, 2003: 69) that "Education provides us with supplies that did not exist in childhood, but we need it in adulthood" which distinguishes adult education from primary school, which lies in the participants ".

The purpose of education is how to form a complete generation that has intellectual intelligence, good attitudes, and with the skills needed to live life in society. The teacher must be able to act as a facilitator as well as identify all the advantages and disadvantages of the learning models that will be applied so that they actually create an effective learning, because the teacher "teaching is basically an attempt to create conditions or environmental systems that support and allow the process to take place. learn "(Sardiman, in Santika, 2011: 47).

According to BSNP (Widyaningrum, 2012: 108) the determination of a thematic approach to learning in SD is due to the development of students in the lower classes of Elementary School, generally at a developmental level that still sees everything as a whole (holistic) and is only able to understand the relationship between concepts. simply. Therefore,

---

<sup>1</sup> Email: [faqihhakim2015@gmail.com](mailto:faqihhakim2015@gmail.com)

the learning process still depends on concrete objects and experiences that are experienced directly.

### **Literature Review**

The Ministry of National Education (in Ananda, 2018: 196) states that thematic learning is integrated learning that uses themes to link several subjects so that they can provide meaningful experiences to students. According to some experts, the integrated thematic model of learning is considered in accordance with the developmental characteristics of elementary school children. Primary school students in grades one, two, and three are included in the early age range where all aspects of intelligence development (IQ, EQ, and SQ) grow and develop very extraordinary, depending on the development of students according to the ability there is. In general, this level of development still sees everything as a holistic one and is able to understand the relationship between simple concepts and the application of everyday life. The learning process still depends on concrete objects and experiences experienced by students directly and in real time for direct experience taking.

Based on the opinions of experts, thematic learning is learning that uses themes in linking several subjects so that it can provide meaningful experiences to students. Based on the background of the problem above, the formulation of the problem of this research is "What is the level of student activity in the learning process of an integrated thematic learning model in primary school education". Based on the formulation of the problem, the purpose of this study is to describe the level of student activity in the integrated thematic learning model learning process. With the application of a thematic learning model properly, ideally teachers can develop students' abilities in creating new ideas or ideas that are either set forth in work or attitudes in the learning process.

### **Research Methods**

This research was conducted at SD N 101788 and SD N 101789 Marindal I, Patumbak District. The research method used in this research is research and development. Thematic learning in elementary schools (SD) is a relatively new thing, so that its implementation is not as expected. There are still many teachers who find it difficult to carry out thematic learning. This occurs partly because teachers have not received intensive training on thematic learning. Besides that, teachers also find it difficult to leave the habit of learning activities whose presentation is based on subjects / fields of study.

Integrated thematic learning is learning that uses themes in the learning process. The Ministry of Education and Culture (in Nasrul, 2018: 82) says that "integrated thematic learning is learning that uses themes to link several subjects with students' real life experiences so that they can provide meaningful experiences for students". From some of the opinions of the experts above, it can be concluded that thematic learning is learning that consists of several subjects that are combined and form a theme.

### **Findings&Discussion**

Thematic learning also has signs that must be considered, namely that not all lessons must be integrated, basic competencies that cannot be integrated, must not be forced to be integrated, but presented separately, basic competencies that are not covered by a particular theme must still be taught through themes otherwise or separately, learning activities emphasize the ability to read, write, count, and instill moral values, the themes chosen are adjusted to the characteristics (students, environment, and local area).

Some of the characteristics of thematic learning include: (1) learning experiences and activities that are highly relevant to the level of development and needs of children; (2) the activities selected in implementing thematic learning are based on the interests and needs of

students; (3) learning activities will be more meaningful and memorable for students so that learning outcomes can last longer; 4) help develop students' thinking skills; (5) presents pragmatic learning activities in accordance with the problems students often encounter in their environment; and (6) develop students' social skills, such as cooperation, tolerance, communication, and responsiveness to other people's ideas (Widyaningrum, 2012: 110).

The implementation of learning by utilizing this theme will get benefits, namely, by combining several basic competencies and indicators and subject content there will be savings, because overlapping material can be reduced or even eliminated and students are able to see meaningful relationships because the content / learning material is more. act as a means or tool, not an end. Thematic learning is learning that uses themes in linking several subjects so that it can provide meaningful experiences for students. In this theme, it is reviewed from several subjects such as Social Studies, Natural Science, Mathematics, Indonesian Language, Character, Physical Education, Cultural Arts and Skills. Themes are the main thoughts or main ideas that are the subject of discussion.

In the implementation of thematic learning, several things need to be done which includes the planning stage which includes mapping activities, basic competencies, developing theme networks, developing syllabus and preparing learning implementation plans. Basic Competency Mapping, This mapping activity is carried out to obtain a comprehensive and complete picture of all competency standards and basic competencies of various subjects that are integrated into the chosen theme.

From this expression, it can be concluded that the emergence of new ideas is expected from a unique person who is able to detail new ideas in problem solving, and innovative products in basic education. Integrated thematic learning, where students are given the opportunity to investigate various strategies and ways they believe are in accordance with their abilities to collaborate on problems.

The learning model designed in this study is an integrated thematic learning model. This model emphasizes the process of full student involvement to be able to find the material they are learning and relate it to real life situations so as to encourage students to be able to apply it in student life.

## Bibliography

- Ahsani, Eva Luthfi Fakhru. 2020. "Analisis Bahan Ajar Kurikulum 2013 Berbasis Multiple Intelligence Kelas IV." *ELEMENTARY: Islamic Teacher Journal* 8 (1): 19–36.
- Anidar, J. Teori Belajar Menurut Aliran Kognitif Serta Implikasinya dalam Pembelajaran. *Jurnal Al Taujih*, <http://ejournal.uinib.ac.id>.
- Aliyah, H. (2017). Pengembangan Model Pembelajaran Tematik Berbasis Proyek Untuk Meningkatkan Kemampuan Berpikir Kreatif Siswa. *JPD: Jurnal Pendidikan Dasar*, 8 (2), 36-50, <http://doi.org/10.21009/JPD>.
- Aunurrahman. (2009). Belajar dan Pembelajaran. Bandung: Alfabeta.
- Gandasari, F.M. (2019). Pengembangan model pembelajaran tematik Pendidikan jasmani olahraga dan kesehatan untuk sekolah dasar. *Jurnal Pendidikan Jasmani Indonesia*, 15(1), 22-27.
- Ibrahim, M. (2008). *Model Pembelajaran IPA Inovatif melalui Pemaknaan*, Surabaya: Universitas Negeri Surabaya.
- Nasrul, S. (2018). Pengembangan Bahan Ajar Tematik Terpadu Berbasis Model *Problem Based Learning* Di Kelas IV Sekolah Dasar. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*, 2(1), 81-92, <http://e-journal.unp.ac.id/index.php/jippsd>.
- Prasetyo, K.A. (2018). *Seputar Sekolah Dasar di Indonesia*. Program Studi Magister Manajemen Pendidikan (online, 20 Desember 2020)

[https://www.researchgate.net/publication/326690232\\_SEPUTAR\\_SEKOLAH\\_DASAR\\_DI\\_INDONESIA](https://www.researchgate.net/publication/326690232_SEPUTAR_SEKOLAH_DASAR_DI_INDONESIA). Nata, Abuddin. 2000. Seri kajian filsafat pendidikan Islam *Pemikiran Para Tokoh Pendidikan Islam*. 2nd ed. Jakarta: Gramedia.

Rachmawati, N. dkk. (2013). Pengembangan Perangkat Pembelajaran IPS Terpadu Berbasis Outdoor Learning. *Journal of Primary Education*, 2 (2), 77-83. <http://journal.unnes.ac.id/sju/index.php/jpe>

Santika, I.W.E. (2020). Pendidikan Karakter Pada Pembelajaran Daring. *Indonesian Values and Character Education Journal*, 3(1), 8-19.

Widyaningrum, R. (2012). Model Pembelajaran Tematik Di MI/SD. *Cendikia*, 10(1), 107-120.

**About the Author:**

<b>Chief Researcher</b>
<b>Faqih Hakim Hasibuan</b> <i>Universitas Negeri Medan, Indonesia</i>
<b>Researcher Member</b>
<b>Sri Minda Murni</b> <i>Universitas Negeri Medan, Indonesia</i>
<b>Abdurrahman Adisaputera</b> <i>Universitas Negeri Medan, Indonesia</i>



**ICHELSS**  
INTERNATIONAL CONFERENCE ON HUMANITIES,  
EDUCATION, LAW AND SOCIAL SCIENCES, 2021