



Perception Of Early Grade Teachers Of Madrasah Ibtadaiyah Towards Attributes Innovations Of Thematic Learning

Aminah^{1(*)}, Robinson Situmorang², M. Syarif Sumantri³

^{1,2,3}Educational Technology Department, State University of Jakarta, Indonesia

Abstract

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Thematic learning is an integrated learning model that links or combines several subjects in one particular theme, in order to make it easier for students to see meaningful relationships, and make it easier for them to understand the material/concept as a whole. This study aims to analyze the perceptions of early grade MI teachers in Bireuen Regency towards thematic learning as an innovation based on its attributes (relative advantage, compatibility, complexity, trialability and observability). This study used a quantitative approach and diffusion research procedures developed by Rogers. The data in this study were collected by giving questionnaires to 29 MI early grade teachers in Bireuen District. The results showed that the thematic learning innovation attributes were relatively positively perceived by MI early grade teachers. Thus thematic learning is perceived to be more profitable (relative advantage) than previous learning models, a high level of compatibility with the values and norms adopted by the community, easy to implement (low level of complexity), trialability (can be tried out) and Early grade MI teachers perceive negatively the observability attribute.

Keywords:

attributes innovations, perception of early grade teachers, thematic learning

(*) Corresponding Author: amimhdp@gmail.com / 081360060450

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INTRODUCTION

Based on the learning theory driven by Gestalt Psychology figures, among others Piaget, that children in the early grades are in the early age range. In this range, the child's cognitive development is at a concrete operational stage, so the child's thinking ability cannot yet understand things that are abstract. The ability to understand the abstract is generally only formed at age when they sit in the last grade of elementary school and develop further in middle age (Feldman, 2003).

The application of Thematic Learning in Madrasah Ibtidaiyah is expected to be able to overcome the problems of education at the primary level so far. Research conducted by (Lastiningsih, 2017), concluded that thematic learning can improve critical thinking skills and can improve learning achievement in the realm of knowledge, realm of attitude, and, skills. (Paimun, 2014), stated the average affective learning outcomes of students for honest character, is 99.5 and discipline is 98.66. In addition, thematic learning also has a significant positive effect on improving the character of honesty and discipline of students (Masnur, 2017).



Based on the explanation above about the advantages of thematic learning, it is necessary to further study the teacher's perception of the innovation attributes of Thematic Learning in Madrasah Ibtidaiyah. This is considering the important role of teachers in learning in schools. Teachers are an example of people who play the role of catalyst in the talent development process (Gagné, 2007). Research conducted by Hannah on perceptions of the attributes of innovation. The percentage of perceived relative advantage is 12.41%, Compatibility is 7.59%, complexity is 6.05%, Trialability is 10.34% and Observability is 9.35%. In all the total effect of the five traditional perceived attributes of eLearning diffusion is 45.75% influence on eLearning diffusion (Tanye, 2016).

Finally, a research report conducted by Glenn "Rogers and Shoemaker's designated attributes of innovation represents one of a half dozen lists in the literature in recent years. Each of these lists rested upon research completed for the most part in disciplines other than education. These attributes are supposedly relate to subsequent adoption or rejection of innovations. Results of this investigation, based entirely on data drawn from educational settings, suggested innovation attributes selected for study provided marginal insight into the adoption of educational innovations. (Glenn, 2006). Glenn said that the attributes of innovation were thought to determine whether an innovation was rejected or adopted. The purpose of this study was to describe how the perceptions of early-grade MI teachers in Bireuen Regency towards the attributes of thematic learning innovations proposed by Rogers (relative advantage, compatibility, complexity, trialability and observability).

METHODS

This research was conducted in MI in the district of Bireuen, with the subjects of this study being 29 early grade teachers. The data in this study were collected using a survey method. Data collection was carried out by distributing questionnaires to MI early grade teachers in Bireuen District. Testing the validity of the instrument was carried out by testing the validity of the content, namely testing the degree of measurement of the items on the scope of the perception of the substance of early grade MI teachers on thematic learning in Bireuen Regency. Content validity testing was carried out through the consideration of two experts. The questionnaire used a Likert scale in the form of a closed question, for each choice of answers the researcher gave a numerical score as follows: a. strongly agree = 1, b. agree = 2, c. undecided = 3, d. disagree = 4 and e. strongly disagree = 5. With thus the lowest score is 1 and the highest score is 5, then added up and calculated the percentage for each answer choice. Based on these percentages, it was concluded how the perceptions of MI early grade teachers for each indicator of thematic learning innovation attributes.

RESULTS & DISCUSSION

Results

The perceptions of MI teachers' on innovation attributes of Thematic Learning

1. Relative advantage

Relative advantage of an innovation in the form of financial and non-financial. These benefits can be measured in terms of economy, prestige, social, convenience, and pleasure. What are the perceptions of MI teachers in Bireuen Regency regarding the relative superiority of innovation attributes and their data in the following table

Table 1. The percentage of MI teachers' perceptions on innovation attributes relative advantage of Thematic Learning

Question	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The costs incurred during the implementation of thematic learning are greater than the costs of previous learning	6.9 %	48.3 %	10.3%	24.1%	10.3%
2. Have more time to provide remedial for students with low academic achievement by applying thematic learning.	20.7%	48.3%	10.3%	17.2%	3.4%
3. More time is available to provide enrichment for students with high academic achievement by implementing thematic learning.	6.9 %	37.9 %	20.7 %	34.5 %	0.0 %
4. Learning objectives are achieved more quickly by applying a thematic learning approach.	10.3%	72.4%	10.3%	6.9%	0.0%
5. The principal really supports the teacher in carrying out thematic learning.	89.7%	6.9%	3.4%	0.0%	0.0%
6. Classroom learning is always carried out with a thematic learning approach.	89.7%	6.9%	3.4%	0.0%	0.0%

Question	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
7. The teacher's prestige is higher by applying a thematic approach in classroom learning compared to the previous learning approach.	6.9 %	69.0 %	13.8%	6.9%	3.4%

Base on the data above, for question item 1 about relative advantages in financial form. A total of 48.3% of the initial MI Teachers in Bireuen District had negative perceptions of thematic learning. This is because the amount of money spent on thematic learning is greater when compared to the cost of previous learning. But in terms of the time they have to provide enrichment and remedial and speed in achieving goals, respondents respond that more time is available. In terms of the support of the principal's support for the implementation of thematic learning, almost 90% of respondents chose very supportive answers. Furthermore, for the pretise items, respondents generally have the perception that Thematic Learning is more prestigious than previous learning. Therefore, Thematic Learning is more profitable than previous learning.

2. Compatibility

The degree to which the innovation is perceived as consistent with prevailing values, past experiences, and the needs of adopters. The degree of compatibility of thematic learning innovations can be seen in the following table.

Table 2. The percentage of MI teachers' perceptions on compatibility of thematic learning

Question	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The principle of thematic learning is in accordance with the teacher's needs because it can help early grade MI students master their developmental tasks.	31.0%	44.8%	20.7%	3.4%	0.0%
2. Thematic learning provides experiences and teaching and learning activities that are relevant to the level of development and students' needs to realize their feelings.	24.1%	24.1%	51.7%	0.0%	0.0%

3.	Thematic learning according to religious values	20.7%	72.4%	6.9%	0.0%	0.0%
4.	The thematic learning approach is in accordance with the teacher's duties as a designer, learning implementer, and learning evaluator.	13.8%	69.0%	13.8%	3.4%	0.0%
5.	Thematic learning approaches are in accordance with school norms	6.9%	62.1%	31.0%	0.0%	0.0%

In terms of compatibility attributes, the average early grade teacher of Madrasah Ibtidaiyah in Bireuen Regency has a perception that Thematic Learning is more appropriate with the teacher's needs in the form of learning that can help students in mastering their developmental tasks with a 44.8% answer percentage. Feeling comfortable 51.7%, according to the religion of the people of Bireuen District, was answered by 72.4% of respondents. Thus it can be concluded that Thematic Learning in the perception of early grade Madrasah Ibtidaiyah teachers has a high level of compatibility.

6. Complexity

Complexity is the degree to which an innovation is perceived as difficult to understand and use. An innovation that is simpler to understand will be adapted more quickly. About how the perception of MI teachers in Bireuen district can be seen in the following table

Table 3. The percentage of MI teachers' perceptions on complexity of thematic learning

Question	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The principles of thematic learning are easy to understand.	27.6%	31.0%	41.4%	0.0%	0.0%
2. The steps for preparing thematic learning lesson plans are already in a state	13.8%	75.9%	10.3%	0.0%	0.0%

3.	There are clear guidelines in implementing thematic learning evaluations	13.8%	75.9%	10.3%	0.0%	0.0%
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Based on the data above, 27.6% of respondents chose the answer "strongly agree" and 31% chose the answer "agree" to the question "thematic learning easy to understand the principles". Next to the question "The steps of implementing thematic learning are in a structured and orderly state", 86.2% of respondents chose the answer "strongly agree and agree". While for the Question "Guidelines for carrying out evaluation in thematic learning", 75.9% of respondents chose the "agree" answer. Thus it can be concluded that the early grade teachers of Madrasah Ibtidaiyah in Bireuen Regency have the perception that Thematic Learning is easy to be implemented.

4. Trialability

Trialability is a level where the perceived innovation can be tried out. About how the perceptions of MI teachers in Bireuen district regarding the trialability of thematic learning can be seen in the following table

Tabel 4. The percentage of MI teachers' perceptions on Trialability Thematic learning

Question	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Agents of change (tutors/school supervisors) provide examples of implementing thematic learning for MI teachers	17.2%	58.6%	13.8%	10.3%	0.0%
2. There is an opportunity to practice thematic learning before implementing it in class.	20.7%	27.6%	31.0%	7.2%	3.4%

Based on the table above, for the question item "The agent of change (tutor/school supervisor) provides an examples of implementing thematic learning for MI teachers, 58.6% of respondents choose the answer" agree ". There is an opportunity to practice thematic learning before implementing it in class, 31.0% of respondents answered "undecided". Thus, the perception of early grade Madrasah Ibtidaiyah Teachers in Bireuen District that thematic learning can be tried well.

3. Observability

Observability is the idea that an innovation is easy to observe and communicate to others. About how the perceptions of MI teachers in Bireuen district regarding the observability of thematic learning can be seen in the following table

Table 5. The percentage of MI teachers' perceptions on observability of Thematic learning

Question	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Visit schools that have implemented thematic learning, before implementing it	10.3%	3.4%	20.7%	27.6%	37.9%
2. The cognitive learning outcomes of students whose schools have implemented thematic learning are higher	10.3%	65.5%	24.1%	0.0%	0.0%
3. Easily teach thematic learning to others	3.4%	34.5%	44.8%	17.2%	0.0%

The data above shows that 37.9% of responses chose the answer "strongly disagree" for the question item: Before applying thematic learning, they have visited a school that has implemented it. However 65.5% of respondents chose the answer "Agree" for the question items The cognitive learning outcomes of students whose schools have implemented thematic learning are higher. While for the question item "Thematic learning is easy to teach others" 44.8% of respondents answered "undecided". It shows that the perception of early grade Madrasah Ibtidaiyah Teachers in Bireuen District is positive on the attributes innovation of Thematic Learning can be observed.

Based on the research data above, the percentage of early grade MI teachers' perceptions of the thematic learning innovation attributes is as follows: the relative advantage attribute was perceived positively by 71.5% of teachers, the compatibility attribute was perceived positively by 75% of teachers, the complexity attribute was perceived positively by 79% teachers, the attribute of trialability is perceived positively by 62% of teachers, and the attribute of observability is perceived positively by 42.4% of teachers. Overall 66% of early grade MI teachers in Bireuen district have a positive perception of thematic learning.

Next, we will discuss Rogers' generalization of innovation attributes and the results of previous research.

The relative advantage level of thematic learning innovations in MI Bireuen district is expressed by the average perception stating that it is neutral for the

aspect of implementing thematic learning innovations with the need to use the costs incurred, agreeing that the application of thematic learning innovations makes learning higher quality, agreeing that the application of thematic learning innovations makes learning more enjoyable, agreed that the application of thematic learning innovations made learning more effective, and agreed that the application of thematic learning innovations encouraged the achievement of students' high-level abilities. As emphasized by Rogers (2003) the relative advantage of an innovation, as perceived by members of a social system, is positively related to its rate of adoption (Generalization 6-1).

In terms of compatibility, thematic learning innovations are seen as positive with on average stating that thematic learning innovations are compatible applied by MI in Bireuen district, thematic learning matches the character of learning in MI, supporting the achievement of positive character values. This also makes thematic learning acceptable in MI. As explained, the adoption rate of an innovation is based on conformity with existing values in a social system, according to the experience of a social system and the needs of adopters (Rogers, 2003). So it is true that it is concluded in a generalization from Rogers (2003) that the compatibility of an innovation, as perceived by members of a social system, is positively related to its rate of adoption (Generalization 6-2), so that positive thematic learning innovations are accepted because have conformity with values, character, experience and learning needs in MI. Meanwhile, from the level of complexity, thematic learning innovations are expressed as learning that is simple, which means positively that it can be accepted at MI, it is not difficult to be able to understand thematic learning themes from various thematic learning subject contents that can be learned in a short time. It is also emphasized that as an observable innovation, thematic learning becomes visible learning for others who want to carry out thematic learning.

Thematic learning approaches are not complicated given the material that is in accordance with the knowledge that the teacher already has, and the steps of planning for learning can be followed easily. The complexity referred is the quality of the degree to which innovation, in this case the thematic learning approach by MI teachers in Bireuen district is felt to be easy to understand and use.

Risminawati's research on positive teacher perceptions of learning is as stated by the "perception of teachers on the implementation of thematic learning integrative curriculum in 2013 that the learning has been interesting, learning students are invited active discussions, Risminawati, 2016). And Ediana's research on thematic learning has been accepted and implemented at Madrasah Ibtidiah South Tangerang in 2013 (Ediana, 2020)

The existence of thematic learning innovations that are perceived as having positive levels of innovation attributes can accelerate the diffusion process of thematic learning innovations, especially in the innovation decision process. In his research and theory, Everett M. Rogers analyzes that innovations in various fields that show a balanced relationship between these five attributes will be successful. This is obtained from the evaluation process of innovative products and also user impressions of these products.

Although in general early grade teachers perceive positively the innovation attributes of thematic learning with a percentage of 62 for MI teachers and 42.4% for SD teachers. However, it is necessary for school principals, school inspectors/supervisors and related offices to pay more attention to the attributes of trialability and observability innovations.

CONCLUSION

Based on the discussion above it can be concluded that: the perception of early grade teachers of MI towards the innovation attributes of thematic learning as follows: thus thematic learning is perceived to be more profitable (relative advantage) than previous learning models; a high level of compatibility with the values and norms adopted by the community; easy to implement (low level of complexity); trialability (can be tried out) and early grade MI teachers perceive negatively the observability attribute.

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