

## Implementation of Integrity Thematic Learning in The New Normal Era at SD Negeri Banua Anyar 2

---

**Yudha Rizky Rawidafany**

yudhahari11@gmail.com

Social Studies Education Department FKIP Lambung Mangkurat University

**Syharuddin**

syahar@ulm.ac.id

Social Studies Education Department FKIP Lambung Mangkurat University

**Mutiani**

mutiani@ulm.ac.id

Social Studies Education Department FKIP Lambung Mangkurat University

---

### *Article History*

---

Received: 01/05/23 Review: 10/05/23 Revision: 20/05/23 Available Online: 30/05/23

---

### **Abstract**

Learning is part of education; education is an essential means of improving the quality of human resources in ensuring the sustainability of a nation's Development so that the application of learning in the education system can become a benchmark for the quality of the nation's future progress. Early education in Indonesia starts from Elementary School (SD) and through the application of cooperative learning in elementary schools with the 2013 curriculum. The government emphasises using integrative thematic learning approaches in learning basic subjects in elementary schools and a scientific approach in the learning process. So that during the implementation period in elementary schools, there was an impact on the new normal era after COVID-19, especially at the Banua Anyar 2 Public Elementary School learning activities. This study used a qualitative approach to examine the subject in the planning process, applying integrative thematic learning. So this study aims to determine the application of integrative thematic learning during the new normal era in class V at SD Negeri Banua Anyar 2 Banjarmasin.

**Keywords:** Training; Learning; Integrative Thematic; Learning Activities; and New Normal.

### **Abstrak**

Pembelajaran bagian dari pendidikan, pendidikan menjadi sarana penting untuk meningkatkan kualitas sumber daya manusia dalam menjamin keberlangsungan pembangunan suatu bangsa, sehingga penerapan pembelajaran dalam sistem pendidikan dapat menjadikan patokan kualitas kemajuan bangsa kedepannya. Jenjang pendidikan awal di Indonesia dimulai dari Sekolah Dasar (SD) dan melalui penerapan pembelajaran yang cocok di SD dengan penerapan kurikulum 2013. Pemerintah menekankan penggunaan pendekatan pembelajaran tematik integratif dalam pembelajaran mata pelajaran pokok di sekolah dasar, dan pendekatan saintifik dalam proses pembelajarannya. Sehingga pada masa implementasi di sekolah dasar terdapat dampak pada era kenormalan baru setelah COVID-19 terutama di Sekolah Dasar Negeri Banua Anyar 2 dalam kegiatan pembelajaran. Penelitian ini menggunakan pendekatan kualitatif bertujuan untuk meneliti subjek dalam proses perencanaan, penerapan pembelajaran tematik integratif. Maka penelitian ini bertujuan untuk mengetahui penerapan pembelajaran tematik integratif saat era kenormalan baru pada kelas V di SD Negeri Banua Anyar 2 Banjarmasin.

**Kata Kunci:** Pelatihan, Pembelajaran, Tematik Integratif, Kegiatan Belajar, dan Kenormalan Baru.

### **Preliminary**

Education is defined as a process of daily learning activities in people's daily lives worldwide. Education is the most crucial thing and is needed for everyone worldwide.

Education is also part of the basis or foundation for advancing one's potential throughout the world. Meanwhile, education should be given in Indonesia as early as possible so that children in Indonesia are educated and broad-minded as early as possible (Hasan, 2013).

Education is essential for improving human resources' quality in ensuring a nation's sustainable Development. The world of education at this time is constantly experiencing developments and changes towards improving the curriculum every year by the government. Education is a must for humans because humans are born in a state of not having direct reason and thought, so without education, humans cannot develop maturely so that they have reason and mind that can be used and utilized (Ningrum, 2016).

Education makes human interaction activities in science. This is because education significantly impacts the Development and improvement of the welfare of a nation. Because every nation must prepare for a proper education, is no exception in Indonesia. The first level of school education in Indonesia starts from Elementary School (SD); in Elementary School, applied education is an introduction to basic science and society. Applying cooperative learning in elementary schools according to the government curriculum by implementing learning based on combining one material with another with an integrative thematic learning system (Hidayah, 2015).

The government officially launched the 2013 Curriculum in Indonesia. The 2013 curriculum was developed using standard-based education theory and competency-based curriculum theory. According to the Ministry of Education and Culture (2013), Conducive learning must also occur in thematic learning, including in SD/MI. Integrated thematic learning is learning by combining several learnings through themes. Students do not study the subject matter separately. All subjects in elementary school have merged into one learning activity tied to a theme (Yasa, 2021).

Integrative thematic learning is part of learning that integrates various subject competencies into a particular learning theme. With this learning, students are expected to think as a whole without being separated, per government curriculum standards. By combining various lessons into one, the learning system is readily accepted by students at the elementary level (Puji, 2021). Thematic learning emphasizes the active involvement of students in the learning process. Students can gain direct experience from the activeness of students and be trained to be able to find new ideas (Syaifuddin, 2017).

Based on various learning matters previously regulated by the government, in 2020 a crucial decision was formed that had to be made by education implementers amid the COVID-19 pandemic that is currently sweeping the world, especially Indonesia. Based on

data from the Ministry of Education and Culture in 2020, many students have been affected by COVID-19, requiring them to study at home using the Distance Learning (PJJ) method (Kemendikbud, 2020). So that at first, learning with the new rules by the government was difficult to do online because the ability level of students in elementary schools did not understand much about online learning technology.

According to Piaget (in Joni, 1996), children in the early grades of elementary school are in the early age range, and during that period, children's ability to associate with abstract things is generally only formed at the age when they are last grade of elementary school and develop further in middle school age. Therefore, learning experiences that show more connections between conceptual elements, intra and fields of study, will increase opportunities for more effective learning. In line with the opinion above, the Ministry of National Education (2006) says that most elementary school students cannot make connections between the knowledge learned using and utilizing that knowledge. Therefore, through thematic training, it is hoped that the problems that occur in learning in the early elementary grades can be appropriately handled. Thematic learning emphasizes more on the involvement of students in the learning process actively in the learning process so that students can gain direct experience and are trained to be able to discover for themselves the various knowledge they are learning. Through direct experience, students will understand the concepts they learn and relate them to others they have understood.

The COVID-19 pandemic that hit Indonesian education for almost two years, first in March 2020, caused learning to experience many indirect changes. Many of the policies that the government has now taken to restore face-to-face or in-person learning at school at this time, as well as integrative thematic learning, have experienced many problems in optimally distributing themes to students who have experienced problems with online learning for almost two years. This prompted researchers to examine the application of integrative thematic learning more deeply during the new normal era at Banjarmasin Banua Anyar 2 Public Elementary School in class V for the 2021/2022 academic year.

## **Method**

This training was carried out directly by going into the field by describing and understanding the application of integrative thematic learning during the new normal era at SD Banua Anyar 2 Banjarmasin by explaining the situation of the learning process implementation activities with actual conditions. It happened immediately at SD Banua Anyar 2 Banjarmasin in class V. This training also involved school principals, class V teachers, and students at Banua Anyar 2 Elementary School, Banjarmasin. This training will

be held on February 16 2022 (First Training), then on February 18 2022 (Second Training). This training is carried out naturally or in natural settings, meaning that during the training process, the subject develops as it happens in the field without disturbing the formation or the training.

## **Results and Discussion**

School In terms of psychology, class I-III students still need to think abstractly to understand the content of separate subjects individually. However, the conditions are different if students are in IV, V, and VI because there is already little understanding of learning in grades IV, V, and VI (Abbas, Mutiani, et al., 2021). So this encourages researchers to prefer learning activities in class V because, before the COVID-19 pandemic, class V had studied commonly for three years at school.

The application of learning in schools will undoubtedly change after the COVID-19 pandemic occurred for two years, so this can be seen from the process of research activities with two observations in this study. So that researchers can explain it below;

### **1. Application of Learning**

#### **a. Observation 1**

Based on the first observation that was observed by researchers on the application of integrative thematic learning, which was carried out on February 16, 2022, at Banua Anyar 2 Public Elementary School with class teacher Ikhwan Karyadi, S.Pd, by observing students in class V with integrated material on Theme VI and sub-themes. The application of learning is carried out in the following steps by adjusting what has been made in the RPP with the theme VI Heat and Its Transfer with the Sub-theme of Temperature and Heat, with the stages of learning activities;

#### **1). Opening Activities**

The opening part begins with a teaching activity with a prayer together before starting the learning activities; the teacher here reminds students of the importance of maintaining and implementing 3M (washing hands, keeping a distance, and wearing masks).

Then try to recall previous learning and explain what was discussed in the previous material and the current material you want to explain by asking students.

Teacher: Does anyone remember what material we studied yesterday?

Students: (students are silent)

Teacher: If no one remembers, yesterday we discussed Ecosystems in living things.

Does anyone remember which living things are on Earth?

Students: Humans, Animals, and Plants

Teacher: Good, Then we will discuss Heat and its Transfer on the Temperature and Heat sub-theme. Does anyone understand this material?

Students: (students are silent again)

Teacher: If no one understands, sir, try to explain.

Based on the results of the first observations, the training in the opening activity section has the first stage with details of the teacher's process of saying greetings and praying together, such as in the reduction section, the teacher tries to make learning time effective not to sing, and for the added part the teacher conveys the main components in learning activities in the new normal era such as implementing 3M (washing hands, wearing masks, and keeping a safe distance) this component is not written by the teacher in the lesson plan but added by the teacher so that it aims to maintain conduciveness of learning by continuing to follow government regulations in CIRCULAR LETTER NUMBER 16 OF 2022 issued Covid-19 task force.

**Picture 1. Learners follow the lesson**



Source: Personal Data, February 16 2022

## **2). Core activities**

The core learning activities carried out by the teacher are indeed not following what has been planned in the RPP that has been made; leaving points to implement learning activities such as sharing time observing, reading, and giving assignments in core activities to students are not carried out because the limited time for this activity by making a core learning plan of only 150 minutes, but the teacher tries to keep explaining everything and finish it in one meeting by continuing to apply discussions to students using the question and answer method and the teacher still finishes it in one sub-theme of the learning material that has been planned.

Incidentally, learning in this elementary school is thematic; how difficult it is for me to try to implement learning activities according to the estimated time set, especially when I also make it in my What is more, the most formidable challenge now is in the new normal era for students who studied at home during the previous two years so that many lessons were left behind. So I try to maximize what I can explain within a predetermined time.

The interviews were conducted with students regarding integrative thematic learning activities during the new normal era with a student named Andika Class V (Monday, February 16 2022) regarding his responses regarding the effectiveness of learning in the new normal era as follows:

In my opinion, Andika, regarding studying at school now, had changed a lot because, before that, I studied at home for two years and often did not understand his assignments and learning. While studying at school now, I am grateful that going back school can meet the teacher and friends in person so that I get a little knowledge that is explained even though it is limited by time, so my activities at this school feel short.

Based on the results of interviews with students about implementing learning activities in schools in the new normal era. Students stated that they did not understand the previous learning material. Students also feel grateful if the school implements face-to-face activities again. The hope is that this will become a new spirit for students to return to face-to-face learning activities at school, even with time restrictions and the application of 3M.

### **3) Closing Activities**

In the closing part, the teacher conveys conclusions to students, and then the teacher gives assignments to students to re-read the day's material that has been explained, different from what is written in the RPP regarding assignments in the form of physical writing about the material that has been explained earlier. Then the teacher and students read a prayer together, and finally, the teacher provides input to maintain health protocols with 3M in and outside the school environment.

Furthermore, in the planning section that has been made, the teacher does not carry out activities to sing nationalism songs the reason to shorten the time, and the teacher also does not carry out learning reflections aimed at cooling the brain or relaxing the brain. Permendikbud RI No. 65 in the 2013 Process Standards (Prastowo, 2015) explains that the teacher must conduct closing activities with students individually and in groups through reflection.

Even though they did not reflect and sing the nationalism song that had been made in the previous RPP. Teachers are directing students to continue implementing health protocols

by emphasizing again on 3M. This is not in the RPP that the teacher has made or planned, but the teacher is still trying to adapt to this new normal era. Moreover, most recently, the teacher closed the lesson meeting by reading a prayer with the students.

## **b. Observation 2**

Based on the second observation that was observed by researchers on the application of integrative thematic learning, which was carried out on February 18, 2022, at Banua Anyar 2 Public Elementary School with the class teacher Ikhwan Karyadi, S.Pd, by observing students in class V with the sub-theme material temperature and heat with the addition of discussion additional content with cultural arts, with the process of implementing learning with the following flow:

### **a. Opening Activities**

The opening activity on the second observation in class V was greeting and praying as usual. Students are still directed to apply 3M in the classroom despite no such component in the RPP. The points above differ significantly from the first RPP and the first observations. In the observation part, the two teachers direct students to read short surahs in the Al-Qur'an for 15 minutes.

We read a short surah in the Al-Qur'an Juz 30 in the opening lesson. This activity is not included in the lesson plan, but it just so happens that every Friday, the teachers at SD Banua Anyar 2 always take the time to recite the Koran in class with the aim that science will coincide with Instilling religious values in students is of course also part of integrative thematic learning.

The observations and interviews showed that the fifth-grade teacher implemented religious activities by reciting the Al-Qur'an surah together. These activities are not included or written in the lesson plan but are included in the school's routine activities. Of course, this is part of thematic learning in elementary schools indirectly. This is following the Ministry of Education and Culture (2013). Islamic education or previous Islamic teachings were delivered separately or using their subjects. This differs from what is happening now, where Islamic religious lessons are no longer delivered partially but packaged and delivered thematically or using integrated themes (Salamah, 2017).

This unwritten opening activity will not follow the RPP. Even though the activities taken are positive, this will reduce the core activities of further learning. So that there must be a teacher planning and making Al-Qur'an reading activities in the opening section so that subsequent activities are not disturbed by the time allocation, moreover there must be

effective learning in the new normal era, which is limited by time allocation so that the delivery of the following material is adequate.

**b. Core activities**

The activities in this core activity are not much different from those in the first observation. As the teacher explained, the teacher continued the material in the second lesson plan with a discussion of Temperature and Heat in linking learning Indonesian, Science and Cultural Arts, which are part of thematic learning. In this second observation, the teacher tends only to explain and return to interact with students about learning Temperature and Heat.

Classroom learning is also a problem of students' activeness in asking and answering about the material. Little time with much material will make it difficult for students, especially students at the elementary school level whose material knowledge must be explained more in a relaxed and fun way for students. According to Posnanski (2002), the application of learning, especially to teachers, must have teacher efficacy beliefs which refer to the teacher has perception of his ability to give assignments and his belief that he has a way to produce maximum learning as expected in the lesson plan (Rostika, 2019). Of course, if this failure occurs, it is not entirely blamed on the teacher,

**c. Closing**

In the closing part, the teacher conveys conclusions to students, and then the teacher gives assignments to students to re-read today's material that has been explained, different from what is written in the lesson plan regarding physical assignments written about the material explained earlier. Then the teacher and students read a prayer together, and finally, the teacher provides input to maintain health protocols with 3M in and outside the school environment.

**Conclusion**

Based on research results, the implementation of integrative thematic learning training at SD Banua Anyar 2 in grade V shows that teachers or teachers have carried out direct learning activities with students directly in class by teaching according to the planned lesson plans. In the activities, there are many RPP incompatibilities with learning activities in class due to the problem of time and material allocation, which tends to be rushed and still contains the values of instilling care for health by always giving directions to comply with health protocols with 3M even though the RPP does not write. The core part of the teacher's learning is to complete one sub-theme in one day, and of course, it will be ineffective if it does not



implement the emergency curriculum and will harm students indirectly. Furthermore, in the assessment section, the homeroom teacher for grade V did not emphasise the value of knowledge but emphasised students' values of discipline, activeness, and class attendance.

### **Bibliography**

- Aeni, K., Zamroni, Z., & Zuchdi, D. (2016). Pendayagunaan Modal Sosial dalam Pendidikan Karakter. *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*, 30-42.
- Ananda, R., & Fadhilaturrahmi, F. (2018). Analisis Kemampuan Guru Sekolah Dasar dalam Implementasi Pembelajaran Tematik di SD. *Jurnal Basicedu*, 2(2), 11-21.
- Hasan, M. H. (2013). *Landasan pendidikan*. Penerbit Tahta Media Group. Hasan, M., Harahap, T. K., Sos, S., & Inanna, M
- Hidayah, N. (2015). Pembelajaran tematik integratif di Sekolah Dasar. *Terampil: Jurnal Pendidikan dan Pembelajaran Dasar*, 2(1), 34-49.
- Maryono, M. (2017). Peran Guru Dalam Menerapkan Pembelajaran Tematik Di Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 2(1), 72-89.
- Mutiani, M. (2017). Education and Multiculturalism: The Road Ahead Harmony in Globalization. In 1st International Conference on Social Sciences Education Education and Multiculturalism: The Road Ahead Harmony in Globalization. *In 1st International Conference on Social Sciences Education-" Multicultural Transformation in Education, Social Sciences and Wetland Environment"(ICSSE 2017)*. Atlantis Press.
- Nugrahani, F. (2014). *Metode Penelitian Kualitatif*. Cakra Books.
- Pribadi, R. E. (2015). Implementasi Sustainable Development Goals (SDGs) dalam Meningkatkan Kualitas Pendidikan di Papua. *E-Journal Ilmu Hubungan Internasional*, 5 (3), 917-923.
- Raharjo, S. B. (2012). Evaluasi Trend Kualitas Pendidikan di Indonesia. *Jurnal Penelitian dan Evaluasi Pendidikan*, 16(2), 511-532.
- Subiyakto, B., & Mutiani, M. (2019). INTERNALISASI NILAI PENDIDIKAN MELALUI AKTIVITAS MASYARAKAT SEBAGAI SUMBER BELAJAR ILMU PENGETAHUAN SOSIAL. *Khazanah: Jurnal Studi Islam dan Humaniora*, 17(1), 137-166.
- Suti, M. (2011). Strategi Peningkatan Mutu di Era Otonomi Pendidikan. *Jurnal Medtek*, 3(2), 1-6.
- Syaifuddin, M. (2017). Implementasi pembelajaran tematik di kelas 2 SD Negeri Demangan Yogyakarta. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 2(2), 139-144.
- Utami, D. B., Rahmawati, Y., & Slamet, R. (2017). Penggunaan conceptual change text dengan model pembelajaran 5e untuk mengatasi miskonsepsi siswa pada materi asam basa di sman 4 tambun selatan. *Jurnal Pendidikan Kimia*, 1(1), 30– 37.
- Wahidah, N., & Saptono, S. (2018). The Development of three tier multiple choice test to explore junior high school students' scientific literacy misconceptions. *Journal of Innovation Science Education*, 7(2), 434–442
- Yasa, I. M. D., Wulandari, P., & Winaya, I. M. A. (2021). PENERAPAN PEMBELAJARAN TEMATIK BERBASIS TRI HITA KARANA DALAM MENINGKATKAN KECERDASAN INTERPERSONAL PESERTA DIDIK KELAS III SD. *Widyasrama*, 31(1), 1-8.