The Themeatic Instruction at Islamic Elementary School Padang: Preliminary Study Toward the Model Construction

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Abstract: As the thematic viewed as the major characteristic of the curriculum 2013 applied in Indonesia, there is a need on the Islamic School teacher especially for the elementary to have a special model as standard guidelines. To begin, it is very important to have a pre-research to know the real condition that concerned with how the teachers apply the curriculum. This study is categorized as a qualitative research since the purposes are to know the real condition of the teachers in combining the Islamic values into leaning process and material. The process may refers to syllabus, presentation, learning process, choices of learning resources, learning profiles, lesson identity, learning goals formulation, material choices, methods and steps, and the choice of resources. Furthermore, the observation list and interview were applied in this research. Finally, the research indicates that most of teachers at the Islamic Elementary School still have conventional learning process and material with less integration in Islamic value.

Keywords: Thematic, Islamic Elementary School, model.

1. Introduction

The development of science and technology has changed the paradigm of education and bring shifts in ethical values and morals in the community. The change of paradigm in the ethics of human life requires the values of education that can serve as the basis or basis value human life. Man will survive his life as long as adhering to the values of Islamic teachings derived from the Qur'an and Sunnah.

The above verse asserts that human beings always improve themselves towards the better as kamil human beings (man of faith, piety and noble character). That expectation can be achieved by developing all the potencies. Human perfection in question is belief, taqwa and be noble.

In line with the purpose of national education, to develop the learners to become human believers, piety and noble character starts from elementary to higher education. One of the problems facing the world of education today is the lack of applied Islamic values in the learning process so that less formation of noble character of learners.

Thus, learning in Madrasah Ibtidaiyah (Islamic Elementary Education) focus characteristics and development of learners’ ability in the learning process as a meaningful unity. Characteristics of MI learners in its development still view itself as the totality and as the center of the environment. Therefore, integrated learning is believed to have a tendency that can accommodate in responding to the demands and development of learning process in MI [9].
The usual form of curriculum integration is through the organizing of subjects, as if they are related to each other. Yet as long as they attend school, the independence of the substance of each subject is maintained. The intention is that integration between the materials is built to accentuate the horizontal relationship of learners’ learning experiences, both in one subject and between subjects. The implementation of the integration curriculum as proposed, lately known as the Integrated Thematic Learning term.

Integrated thematic learning (integrated instruction is a learning system that allows learners both individually and in groups, actively explore and discover the concept and principles of science holistically, meaningful and authentic. Integrated thematic learning can be packed with themes or topics about a discourse that is discussed from various perspectives or scientific disciplines that are easily understood and known to learners. In integrated thematic learning, a concept or theme is discussed from various aspects of the field of study.

2. Related Works

2.1. Thematic Learning

From the philosophical perspective, thematic learning is strongly influenced by three streams of philosophy i.e. progressivism, constructivism, and humanism. Progressivism term defines that learning process concerns with the formation of creativity, giving a number of activities, a natural, and having regard to the students’ experiences [3].

In the late curriculum, some subjects in elementary school/madrasah ibtida’iah study in Indonesia were taught partially and some other subjects were given in an integrated way. The partial elementary school learning means that the subjects are given separately from each other. Integrated learning means there is unification of some subjects with a close connection of knowledge. The elementary school has applied the integrated thematic curriculum. Although the fact remains many subjects are taught partially. According to the subjects taught for grade 3 elementary school are Mathematics, Religious Education, Indonesian Language, Pancasila and Citizenship Education, Physical and Health Education, and Crafts and Arts.

The subjects taught in an integrated way are Natural Sciences and Social Sciences. Natural Science is the result of a combination of Biology, Chemistry, and Philosophy, while Social Sciences is the mixture of History, Sociology and Geography. Partial learning is intended to strengthen the science structure of the subject matter. Math are separated to make learners can understand the concepts, facts, skills, and principles of mathematics well hierarchically ranging from axioms, definitions, theorems, and so on. According to Daryanto (2014: 72), the child sees the world as a connected whole, not a loose and separate fragments.

According to Rusman (2015: 153) among the thematic learning signs are: 1) not all subjects should be integrated. 2) it is possible to combine basic competencies across the semester. Basic competencies that can not be integrated. 3) basic competencies that are not integrated, taught in a separate way. 4) basic competencies are not covered on a particular theme, should be taught either through other themes or presented separately. 5) learning activities are emphasized on literacy, writing and numeracy as well as understanding the moral values, and 6) selected themes adapted to the characteristics of learners, the environment and the local area [12].

In addition, there are some points that are not less important like a conception guideline for educators in implementing the learning process by using thematic learning models. Hamzah B. Uno (2008: 7) reveals that the teaching based on the experiences that students already have [2]. The level of learner's ability before the learning poses take place must be known to the educator. Then the knowledge and skills taught should be
practical because practical knowledge is more contextual and functional, so that can make learners interested as well as learning more meaningful. Furthermore, teaching should take individual differences in each learner in to account because they have differences in leaning.

Learning is not only focused on providing theoretical knowledge capabilities only, but this also prioritizing how to have the learning experience of the learners is always related to the actual problems that occur in the environment. To relate, it can be done in various ways, other than because the material directly related to the factual conditions, can also accommodated by giving illustrations or examples, learning resources, media, and so forth, either directly or not pursued related to real life experience. According to Majid (2014: 80), thematic learning is one of the integrated learning model which is a learning system that enables learners individually, as well as active groups to explore and find holistic, meaningful and authentic concept and principles of science [7]. Sukandi (2001: 109) states that integrated learning has an actual theme, is close to the world of learners, and has something to do with day-to-day life [13]. Furthermore, Mulyasa (2014: 6) states that one of the reasons for the change of the Indonesian curriculum to the 2013 curriculum is caused by the desire of various parties for the application of competency-based curriculum and character based curriculum that can equip participants educated with a variety of attitudes and abilities in accordance with the demands of the times and the demands of technology [8].

2.2. The Teacher’s role

In implementing of character education, which provides guidance and examples in the learning process, there is a change in attitude to the students [4]. Thematic Lesson plans and thematic leaning implementation is in accordance with decree No. 41 in 2007 and CBC Curriculum, while the thematic learning can enhance learner’s learning activities both from physical activities, mental and emotional.

Robiansyah (2013) found that the strategy of integrating education in Islamic Religious Education (PAI) in Madrasah Ibtidaiyah (MI) can be seen from three implementation levels: designed concept, operational concept, and institutional concept [11]. The process of integrating educational value can be seen in the learning process of PAI which includes objectives, materials, methods, media, and learning resources. In the other side, Susilawati (2014) concludes that before the implementation of the training, thematic learning has not been fully done by educators in classroom learning [14]. The tendency of educators still use subjects. This is due to lack of understanding of educators on thematic learning and lack of support facilities and infrastructure.

3. Methodology

3.1. Data

The data resources were derived from questionnaire and interviews. As the purposive sample were required in this study the researcher need to present the data. Interpretation is acquired from the interview. The sample of this research were The Islamic Elementary School (MI) as the sample and population. Thematic Learning Profile which was held in Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. Madrasah Ibtidaiyah of Korong Gadang, Sungai Sariak and Korong Gadang were selected as the sample.

3.2. Method

In the application, the researcher set the questionnaire as one of the instrument that aimed at identifying the thematization between the general material and the Islamic
education. Then, it terms of explaining the finding derived form questionnaires, the researcher had the interview with some teacher of the Elementary Schools.

4. Result and Discussion

4.1. Result

The making of syllabus and Lesson Plan (RPP) in Madrasah Ibtidaiyah of Padang city showed that all school follows the standards set by the Ministry of Education and Culture. The private School, Madrasah Ibtidaiyah Sungai Sapi for example, uses syllabus by adopting directly as referring to government regulation No. 32 year 2013 article 19 paragraph 1 that "learning process in educational unit is held interactively, inspirational, fun, challenging and motivate learners to participate actively beside provide enough space for initiative, creativity and independence according to talents, interests, and physical development and psychology of learners”.

| Table 1. The profile of the Thematic Learning of Islamic Elementary School Padang |
|---------------------------------|--------|------|------|--------|
| **Indicators**                  | **Items** | **1** | **2** | **3** | **Score** |
| Syllabus                        | 6       | 21   | 21   | 4      | 1        |
| Presentation                    | 6       | 21   | 21   | 4      | 1        |
| Learning Process                | 4       | 13   | 13   | 4      | 1        |
| Choice in Learning Resources    | 3       | 9    | 9    | 4      | 1        |
| Learning Profile                | 4       | 13   | 13   | 4      | 1        |
| Lp Identity                     | 2       | 8    | 8    | 4      | -        |
| Goal Formulation                | 4       | 13   | 13   | 4      | 1        |
| Material Choice                 | 5       | 15   | 15   | 4/2    | 2/1      |
| Method and steps                | 10      | 25   | 16   | 4      | 1        |
| Learning Resources              | 6       | 15   | 14   | 4      | -        |

Remarks:

4= 86-100% Full Ideal
3= 76-85% Very Ideal
2= 56-74% Ideal
1= < 50% Less Ideal

The result of the study showed that the material presentation has been done based on the ideal teaching. In fact, there are 86-100% of the teacher just quotes the pure items in the curriculum (see Table 1).

To find the explanation related to the calculation Based on the authors' observation of the lessons in Madrasah Ibtidaiyah Negeri (MIN) and private madrasah (MIS) of Padang city, November 2015 shows that an integrated thematic learning model has been implemented. In fact, the implementation has not been able to form learners noble character to the maximum. This is evident from some of the phenomenon and behavioural symptoms of MI students in their daily life. Then the next interview was conducted with two class IV/a and fourth grade teachers/MIN Korong Gadang about the readiness of learning tools. It was revealed that they had prepared a learning tool designed for the next semester and educators in grade IV/b were preparing their learning tools. Then, when addressed and asked about the set-up tools in general, are more national, educators have not yet developed learning tools and learning models based on the needs of learners.

Furthermore, based on the results of research that the authors do in MIN Lubuk Buaya, the author's observation about the attitudes and behaviours of learners show that their morals look not much different from each other. However, the advantages and
disadvantages in conducting the moral character of the students in each school still exist. When asked about the fourth-grade learning tool that is being observed in the implementation of its learning, the educator stated that the learning tool has not yet been completed and is still in perfection. However, the fourth grade teacher when interviewed on integrated thematic learning seemed to be quite masterful. Although, the integration of learning with Islamic values has not been done in an integrated manner, but already in the planning phase.

4.2. Discussion

This research reveals that there is still a space between the boundaries of subjects and materials developed by educators in the classroom. In general, learning tools and learning models appear to be national in nature have not been attempted to develop an integrated learning model with Islamic values. Furthermore, the interviews that the authors do with the vice principal of the curriculum field and educator class IV states that the leadership of institutions together with educators are facing problems in improving and perfecting the morals of learners.

Given the importance of learning achievements that can realize graduates of noble character, especially in Madrasah Ibtidaiyah (MI) as a basic educational institution. Therefore, it is necessary to formulate a thematic learning model based on Islamic values that can form learners noble character. Therefore, the authors are interested in conducting development research under the title "Integrated Thematic Learning Based on Islamic Values in Establishing Students of Noble Behaviour in Madrasah Ibtidaiyah Kota Padang".

The result from interview revealed that some religious activities are programmed and performed in madrasas, has not much impact on learners. Nevertheless, the principal as the head of the institution, together with the educators and the educational staff, always make the best effort for the students.

Revealed data about the shift behaviour and morals of learners, among them most of them lack of respect-respect both with educators and with educational staff, a lack of mutual pride-valuing friends, are indifferent and accustomed to malicious or dirty words in madrassas, one of the heads of madrasahs said. Some learners look fussy with friends, do not budge, throw garbage carelessly, when given the task of learners away from responsibility, lazy to do the tasks given educators; such as watering flowers, sweeping classes and lack of embarrassment, if not performing the tasks provided by educators.

This shows that the unmatched Islamic thematic learning and the lack of ongoing transformation of Islamic values in the learning process. In the end learners have not been able to internalize Islamic values in life. So, it is not uncommon to hear a good complaint from educators and families and the community on how to improve students' morals in a better direction.

5. Conclusion

This study outlines that the teachers in the three school categories as represented in the sample still have dominant limitation both in term of material, plans and application in integrating the subject with the Islamic values since the concept in its application is not yet been formulated. This point lead a motion on the need for creating and developing a teaching model in attempts to accommodate the teacher applying the curriculum 2013 in Islamic Elementary School.
References