



Analysis of the Application of Observation in Thematic Learning in Class IV Elementary School

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Abstract

This study investigates the effect of implementing authentic assessment on student learning activities and outcomes in the context of elementary school history education. The research design involved an experimental approach, with one group receiving authentic assessment and another group receiving conventional assessment. Participants were fifth-grade students from a specific school. Data collection methods included pre-test and post-test assessments, observation of student activities during lessons, and a questionnaire to gauge student attitudes toward the learning process. The findings revealed that students who underwent authentic assessment demonstrated higher levels of engagement in learning activities compared to those subjected to conventional assessment. Additionally, significant improvements were observed in the learning outcomes of students in the authentic assessment group. This suggests that authentic assessment not only fosters greater student involvement in the learning process but also enhances their understanding and retention of the subject matter. These results underscore the importance of incorporating authentic assessment practices in educational settings to promote more meaningful and effective learning experiences for students.

Keywords: Analysis; Application; Thematic Learning

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INTRODUCTION

The Indonesian government, through the Ministry of Education and Culture, is trying to improve the quality of education in the country by updating the curriculum. This change involves replacing the previously applicable 2013 Curriculum, implemented comprehensively in all educational institutions. The 2013 curriculum places students as the main focus with the role of teachers being crucial in its implementation (Ho & Devi, 2020; Ma`arif & Rofiq, 2018; Zesra, 2020). However, after the implementation of the 2013 Curriculum, many found it difficult to implement (Pratiwi et al., 2021; Suryawati & Osman, 2018). In response, the government decided to implement the 2013 Curriculum only in schools that met certain requirements, limiting its scope.

The 2013 curriculum adopts a scientific or scientific approach in learning, aiming to help students understand various materials through an in-depth understanding of concepts (Benes et al., 2021; Suciwati & Masrita, 2020). This approach is designed to encourage active student involvement according to general steps in the scientific process. Implementation of this approach requires competence from both teachers and students. Teachers must be able to implement this approach in learning, while students are expected to be able to use their thinking skills to solve problems (Novalia,

2020; Yulisot et al., 2017).

In a scientific approach, teachers do not only rely on thematic books. They need to prepare material that students will observe before carrying out learning activities. One important component of this approach is observing activities, which arouse students' curiosity and give meaning to learning. Teachers must master several activities related to observing, such as determining the object of observation, to ensure direct involvement of students in the learning process (Debatara, 2021; Hawa & Yosef, 2019). The success of implementing the observing component in a scientific approach is very dependent on the teacher's ability, which in turn influences students' understanding and skills in applying it.

Observing prioritizes the meaningfulness of the learning process (meaningful learning). This method has certain advantages, such as presenting real media objects, making students happy and challenged, and easy to implement. Of course, observing activities in the context of learning usually requires a long and thorough preparation time, costs and relatively a lot of energy and if not controlled will obscure the meaning and objectives of learning. Observing is very useful for fulfilling students' curiosity. So that the learning process has high meaningfulness (Dehkordi, 2017; Wahyuni, 2021; Widiyatningsih, 2021). By observing activities, students discover the fact that there is a relationship between the object being analyzed and the learning material used by the teacher (Anas & Firmansyah, 2020; Ariyanto et al., 2018).

Thematic learning as a concept can be said to be a teaching and learning approach that involves several fields of study to provide meaningful experiences to children (Hidayat, 2021; Setiawan, 2019; Sukarni, 2021). It is said to be meaningful because in thematic learning, children will understand the concepts they learn through direct experience and connect them with other concepts they already understand. Thematic learning is an integrated learning model (integrated instruction) which is a learning system that allows students, both individually and in groups, to actively explore and discover scientific concepts and principles in a holistic, meaningful and authentic manner (Cintia et al., 2018; Salmawati & Oktavia, 2022).

The implication of this research is to increase understanding of the importance of implementing observation activities in thematic learning in class IV of SD Negeri No. 112/1 Perumnas Muara Bulian. By showing that teachers have successfully implemented observing steps with students well, this research contributes to strengthening effective teaching practices in the school. This research aims to describe the application of observation in Thematic Learning in Class IV of SD Negeri No. 112/1 Perumnas Muara Bulian. The subject of this research was the fourth grade teacher at SD Negeri No. 112/I Perumnas Muara Bulian.

RESEARCH METHODS

Research Design

This research adopts a qualitative approach with a case study design. A qualitative approach was chosen to gain an in-depth understanding of the application of observing activities in thematic learning in class IV of SD Negeri No. 112/1 Perumnas Muara Bulian. The case study design was chosen because it allows researchers to explore the phenomenon thoroughly in a real and complex context, while paying attention to the various factors that influence it.

Research Target/Subject

The target of this research was the fourth grade teacher at SD Negeri No. 112/I Muara Bulian National Housing Complex. These teachers were chosen because they are directly involved in the thematic learning process and have a direct influence on the application of observing activities in learning. This research aims to understand their experiences, views and practices in implementing observation activities in thematic learning.

Research Procedure

The research procedure begins with the preparation stage, including the development of an observation guide, a list of interview questions, and the preparation of necessary documents. Then, researchers carried out direct observations of interactions between teachers and students during the learning process, including accurate recording of the implementation of observing activities. After that, the researcher conducted interviews with teachers to clarify the findings from observations. Apart from that, researchers also collected data through documentation studies, including lesson plans and photographs related to the application of the scientific approach.

Instruments, and Data Collection Techniques

The instruments used in this research include observation sheets, a list of interview questions, and documentation studies. Data collection techniques used include direct observation, open interviews with teachers, and analysis of documents related to thematic learning. The use of this combination of techniques is expected to provide rich and in-depth data to answer research questions.

Data analysis technique

The data analysis process begins with collecting raw data from observations, interviews and documentation studies. The data were then reduced, simplified, and grouped to focus attention on the main findings (Fauzi, 2019). Researchers summarize the data and display information and the validity of the data to draw conclusions. The final step involves data verification, drawing conclusions, analysis, and decision making regarding the application of observing in thematic learning in class IV at SDN Perumnas Muara Bulian. The results of this analysis are then compiled in a research report.

RESULTS AND DISCUSSION

This research aims to understand the application of observing activities in thematic learning in class IV of SD Negeri No. 112/I Perumnas Muara Bulian, with the theme "The Beauty of My Country" and the research subject is a class IV teacher at the school. The research was conducted from January 4 2016 to February 1 2016, producing data from observations, interviews and documentation. The next discussion will answer the problem formulation regarding the application of observing in thematic learning in the class.

Class IV teacher at State Elementary School No. 112/I Perumnas Muara Bulian, when determining the objects to be observed, asked students to observe the pictures in the package book on the theme "The Beauty of My Country". The images include the diversity of plants and animals in the school environment. After observing the picture, the teacher determines the object that the students will observe, namely the school environment. Interviews with teachers confirmed that after seeing the picture, students would be motivated to ask questions directly about the objects they observed. This shows that the teacher has tried to start observing activities by determining objects that are appropriate to the learning context.

The teacher creates observation guidelines that are appropriate to the scope of the object to be observed, in the form of a rubric or observation instrument (Khairah, 2020; Mieghem et al., 2020; Oktaviani, 2020). The teacher explains that the guidelines cover what students observe and how to record the results of observations. This was confirmed in interviews with teachers, who showed that the making of the observing rubric was in accordance with the results of student observations. Teachers have attempted to ensure that students have clear guidance about what to observe and how to record the results.

The teacher clearly determines the data that students need to observe, including the diversity of animals and plants and other objects in the school environment. Students are given the task of recording the things they see, so they can detail what they observe in the classroom environment. This shows that the teacher has attempted to ensure that students have a clear understanding of what to observe and how to record the results.

The teacher determines where the object will be observed, following the learning in the theme book. Even though the objects in the book are pictures, the teacher chooses objects in the school environment that can be considered the same as the learning material. The teacher has tried to ensure that the objects that students will observe are appropriate to the learning context and can provide real experiences for students.

The teacher directs students on how to observe by making it easier for them to carry out observations. Students are grouped to observe together, with each student having their own responsibilities. The teacher also shows how to record the results of observations using a notebook. This shows that the teacher has attempted to ensure that students have a clear understanding of how to observe and record the results.

After observing, students record the results of the observation using a notebook. The teacher explained that students did not use other media such as cameras and video recordings because of these limitations. However, the teacher has tried to ensure that students can record the results of observations well. This shows that the teacher has attempted to ensure that students have a clear understanding of how to observe and record the results.

The teacher has implemented observing steps in the learning process well. Even though there are limitations in the media used to record observation results, students' enthusiasm in participating in learning is visible. In its application, observing activities still require guidance from the teacher, but this has had a positive impact by making students more active in learning. Through the results of observations, interviews and documentation, it can be concluded that the implementation of observing has been carried out in accordance with the specified steps. Even though there are limitations in the media, the teacher has been able to direct students well in implementing observing activities. Thus, thematic learning in class IV of SD Negeri No. 112/I Perumnas Muara Bulian has succeeded in implementing observation activities effectively, which has had a positive impact on students in their learning.

One of the main contributions of this research is the disclosure of how class IV teachers at SD Negeri No. 112/I Perumnas Muara Bulian implements observation activities in thematic learning with the theme "The Beauty of My Country". This research highlights the concrete steps that teachers take in determining the object to be observed, creating observing guidelines, determining the data that needs to be observed, determining the location of the object to be observed, determining how to observe, and how and recording the results of observing. This research provides insight into real practice in the field in implementing observation activities in thematic learning at the elementary school level, which can be a basis for developing more effective learning strategies in the future.

CONCLUSION

Overall, this research revealed that class IV teachers at SD Negeri No. 112/I Perumnas Muara Bulian has implemented observation activities in thematic learning well in accordance with the steps that have been determined. The teacher succeeded in determining the object to be observed, making observing guidelines, determining the data that needed to be observed, determining the location of the object to be observed, determining how to observe, and recording the results of the observation. Even though there are limitations in the use of recording media such as cameras and other recording devices, the enthusiasm of students and the success of teachers in directing the learning process shows the success of implementing observing activities. Thus, the application of observing in thematic learning in class IV of SD Negeri No. 112/I Perumnas Muara Bulian can be considered successful and can be a reference for improving more effective learning practices in the future.

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Hopefully the results of this research can make a positive contribution to the development of education in the future.

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