



Analysis the Process of Observing Class IV Students in Thematic Learning in Primary Schools

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Info Article

Received: 13 Jan 2021

Revised: 13 Feb 2021

Accepted: 19 Mar 2021

OnlineVersion: 20 Apr 2021

Abstract

This research describes research conducted to explore the implementation of thematic learning with a scientific approach at SD Negeri No. 112/I. The introduction explains the background of the research, highlighting the importance of thematic learning in increasing student engagement and providing meaningful learning experiences. The research method involves observation, interviews, and documentation to collect data about the learning process. The results of the research show that students are actively involved in learning activities by carrying out various activities observing, reading, listening, listening and looking. The discussion highlights the effectiveness of the thematic learning approach in facilitating holistic and authentic understanding, and shows teacher support plays an important role in the delivery of material and understanding concepts. The novelty of this research lies in the scientific approach to thematic learning, which provides a comprehensive and problem-solving oriented learning experience. The implication of this research is the need to continue to improve and develop thematic learning approaches by paying attention to the role of teachers and the application of scientific principles in the learning process. In conclusion, this research confirms that thematic learning with a scientific approach can be an effective learning model in enriching students' learning experiences and improving the quality of learning in elementary schools.

Keywords: Analysis; Observing; Process; Thematic Learning

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INTRODUCTION

Innovations in the education curriculum need to be carried out regularly to increase the effectiveness of learning and students' understanding of the material (Chalkiadaki, 2018; Ependi & Pratiwi, 2020). This curriculum is based on five pillars of learning: faith, understanding, skills, benefit to others, and development of self-identity, through active, creative, effective and fun learning, with a focus on students' active participation (Rubiyati & Effendi, 2021; Yan et al., 2019). Learning must provide services that are appropriate to the potential, stage of development and individual needs of students, taking into account their overall personal development in spiritual, individual, social and moral dimensions (Arliani, 2021; Ningsi, 2020).

The quality of education is very dependent on the awareness, commitment and participation of teachers and educational staff, especially in creating a learning environment that can increase student motivation and self-confidence (Ariyana et al., 2018; Astuti & Fitriani, 2021). Learning must use various approaches, strategies and methods to provide services that suit students' needs and potential, while still paying attention to their overall personal development (Juita, 2020; Marniati, Sanova et al.,

2019; Pratiwi, 2020). Effective learning must be built on a good relationship between teachers and students, with the principles of mutual acceptance, respect and support (Nurmadanti, 2020; O'Rourke, 2019). This is especially important for students in early grades who need extra guidance and attention.

Learning must be conditioned in an atmosphere that allows students to understand the world around them rationally, and to develop critical thinking skills (Azahara, 2020; Setiawan, 2019). This is important so that students can understand the relevance of learning to their daily lives (Kamza et al., 2020). Learning should utilize various available resources and technology, as well as the surrounding environment as a means of learning (Novalia, 2020; Nurmaliah, 2020). The principles of nature as a teacher can be used as a basis for developing students' skills.

The scientific approach in thematic learning places emphasis on the role of students as the main learning source, with the teacher as a guide and facilitator (Muhardini et al., 2020; Rezki, 2020). One of the important activities in this approach is observing, which prioritizes a meaningful learning process for students (Amnah, 2021; Malisi, 2020). By paying attention to these principles, learning in schools can be adapted to the individual needs and characteristics of students, so that they can achieve the competencies set out in graduation standards (Khairah, 2020; Wireko-Gyebi et al., 2020).

The implication of this research is the importance of developing a thematic learning approach with a scientific approach at the elementary school level to increase student involvement and facilitate holistic and authentic understanding. The aim of this research is to provide a better understanding of the effectiveness and relevance of thematic learning in the context of basic education, as well as identifying the role of teachers in supporting the implementation of innovative and problem-solving oriented learning methods. As such, this research has significant practical implications for curriculum development and learning approaches in primary schools, as well as providing a basis for further research in this area.

RESEARCH METHODS

Research Design

The research design chosen for this project is descriptive qualitative, which allows researchers to deepen their understanding of the process of observing fourth grade students in the context of thematic learning at SD Negeri No. 112/I Perumnas. With this approach, researchers can holistically explore the practices and experiences related to observational activities in learning, providing an in-depth view of the interactions between students and learning material in real situations.

Research Target/Subject

The research targets or subjects focused on fourth grade students and teachers at SD Negeri No. 112/I Perumnas. Through this research, researchers aim to gain an in-depth understanding of the process of observing students in thematic learning, by revealing their practices, perceptions and experiences related to observation activities in the school environment.

Research Procedure

This research procedure includes several stages, starting from preparation, implementation, to completion. The preparation stage includes preparing research instruments and inviting informants, while the implementation stage involves collecting data through observation, interviews and documentation. This process is followed by a data analysis and conclusion stage to gain a comprehensive understanding of the phenomenon under study.

Instruments, and Data Collection Techniques

The instruments and data collection techniques used in this research include observation, interviews and documentation. Observations are carried out to directly observe interactions

between students and learning materials, while interviews are used to gain a deeper understanding from teachers and students about their experiences in the observing process. Documentation techniques are also used to collect relevant notes related to the research topic.

Data analysis technique

The data analysis technique in this research was carried out interactively and continuously, using a data reduction, data presentation and conclusion drawing approach. Data triangulation is used to ensure the validity and reliability of the data obtained, thereby enabling researchers to produce strong and reliable findings as a basis for making convincing conclusions.

RESULTS AND DISCUSSION

The results of this research were obtained by the researcher using observation instruments, interviews and documentation instruments that were carried out by the researcher. With the results of this research, the results of this research will be processed so that conclusions can be obtained that will answer the research questions in this research, observations made by researchers using observation sheets and also when learning activities are in progress regarding the process of observing students in thematic learning. The aspects of the process of observing students that are observed are reading, listening, looking, and processing the results of observations. Observation of the process of observing students in the reading aspect, the theme to be studied is the Beauty of My Country, sub-theme The Beauty of the Nature of My Country, learning 4, 5, and 6. In the first activity indicator, namely reading, the students in the class all carry out activities assigned by the teacher, namely the first students are asked to read an article in the student book about the natural beauty of Indonesia.

Students read intensively to understand the content of the reading about the natural beauty of Indonesia. Furthermore, after students read the article, in the student's book there is a picture of natural scenery in an area in Indonesia, and students are asked to observe and read instructions regarding learning activities under the picture of the view, all students carry out these activities. The next aspect that is observed in this research is the listening aspect. Listening is one aspect of observation activities. The learning that takes place is still about the beautiful nature of my country. In the activity of listening to information, instructions from sources such as the teacher, and voice recordings in this activity, students look serious and listen carefully to what the teacher says.

In delivering the information the teacher explained about the natural beauty that exists in Indonesia, especially the beauty that exists in the province of Jambi, however there were three students seen playing with their friends, when asked by the teacher what the teacher had just discussed in front of the class the students did not can repeat again. In the activity of listening directly to information from the source that was the object of observation, when the teacher played a voice recording containing stories about the natural beauty of Indonesia, and students were asked to listen to it, it was seen that there were students who did not listen, these students were seen joking with their friends (Ardianti, 2021; Sari et al., 2020). The next aspect of the observing activity carried out by students is listening, the listening activity carried out is listening to the source of observation in order to obtain information using a recording device, namely a tape recorder.

The listening activity carried out is listening to the recorded sound played by the teacher, the content of the recording is a narrative that explained about the natural beauty of Indonesia. While listening to the recording being played, students wrote down important information from the recording. In this activity the students sat in their respective chairs (Purnama, 2021; Sudibyo et al., 2018). The classroom became quiet, and only the sound of the recording could be heard. The next aspect contained in students' observing activities is the seeing aspect, namely looking at pictures that are the object of observation. During the learning process, students carry out observing activities by paying attention to pictures about the beauty of nature in Indonesia. All students look carefully at what is seen in the pictures. There is. So it can be concluded that the activity of observing students in the viewing aspect is carried out in the learning process.

After students carry out observation activities, the next task carried out by students during or after observations is to process the results of observations, among other things, namely students have an observation schedule, record the results of observations in a daily notebook regarding observation activities. From the results of the observations that have been made, it can be explained that all students in the class carry out activities to record the results of observations that have been made, all students have diaries that are used to record the results of observations, and all students have a schedule of observations that will be carried out, which has been determined. with the previous teacher. In the reading aspect, students read the learning material and instructions for carrying out the tasks to be carried out. In the listening aspect, students listen to information from the teacher and listen to a narrative from a voice recording which contains stories about the natural beauty of Indonesia.

In the listening aspect, students listen carefully to information from the voice recording, then record it in a notebook. In the viewing aspect, students pay attention to the picture with the theme of the beauty of my country's nature, students pay close attention to the things in the picture, then write them down in a notebook (Hidayat, 2021; Wilson et al., 2020). The next research activity carried out to strengthen the results of existing observations, was an interview with the fourth grade teacher at SD Negeri No. 112/I to find out how thematic learning activities in the classroom, in the process of observing carried out by students.

The documentation carried out aims to collect various things in the form of documents such as lesson plans, grade books, and photos of activities whose aim is to strengthen or confirm the data that has been obtained from observation activities that have been carried out. In this research, the documentation collected by researchers is the lesson plans, theme 6 student packet book, and photos of research activities that have been carried out. Research Results Thematic learning or what can also be called integrated learning is a learning approach that combines/links subjects in at least two or more subjects into one study-related theme to provide meaningful experiences to students.

Basically, thematic learning is a learning system that allows students both individuals and groups actively seek, explore and discover scientific concepts and principles holistically, meaningfully and authentically. Through integrated learning, students get direct experience in the learning process, this can increase students' abilities to become stronger regarding the things they learn. From the results of research based on observation and interview data, SD Negeri No. 112/I has implemented thematic learning. In its application, thematic learning is carried out using a scientific approach, one aspect of science is observing, the elements involved in observing are reading, listening, listening and seeing. Based on the results of observations in thematic learning activities in theme 6 subtheme 1, students carry out observing activities, the first observation activity carried out is reading, from the results of observations in this activity students read material about the beauty of Indonesia's nature, and students read information/instructions regarding learning activities that will be implemented.

CONCLUSION

Based on the presentation of research data which includes the results of observations, interviews and documentation regarding thematic learning activities at SD Negeri No. 112/I, it can be concluded that the thematic learning approach has been implemented effectively. Students are actively involved in the learning process by observing, reading, listening, listening and looking. The results of this research show that thematic learning with a scientific approach provides a meaningful learning experience for students, enabling them to be active in discovering scientific concepts and principles holistically and authentically. The presence of support from teachers in delivering material and a deep understanding of thematic learning activities are also important factors in the successful implementation of this approach. Therefore, it is recommended that thematic learning approaches continue to be improved and developed to improve the quality of learning at SD Negeri No. 112/I.

ACKNOWLEDGMENTS

This research would not have been possible without the support and valuable contributions from various parties. We express our deepest gratitude to all respondents who participated enthusiastically in this research. We would also like to express our deep appreciation to all parties who have provided meaningful guidance, support and suggestions during this research process. Thank you for your extraordinary dedication and cooperation.

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