



Study of Active Learning Processes in Integrated Thematic Learning in Class IV

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Abstract

This research aims to investigate the implementation of the active learning process in integrated thematic learning in class IV of SDN No. 112/I Muara Bulian National Housing Complex. The research method used is descriptive qualitative with data collection techniques through observation, interviews and documentation. The research results show that integrated thematic learning is student-centered, with an approach that allows students to experience integrated teaching from various subjects. The active learning process really encourages student participation, with observing activities as one of the main aspects that allows students to interact directly with learning content. Observations show that students responded positively to this learning approach, demonstrating high levels of engagement and the ability to think critically. The implication of this research is that the implementation of an active learning process in integrated thematic learning makes a significant contribution in improving the quality of learning and preparing students to face future challenges. These findings provide new contributions in the context of developing more dynamic and effective learning methods at the elementary level.

Keywords: Active learning; Integrated Thematic; Study

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INTRODUCTION

The quality of education really depends on awareness, understanding, commitment, and participation and dedication of educators and education staff, especially teachers as the spearhead who directly deal with students (Pratiwi, 2020; Supandi, 2019). If teachers can create a learning process that can change student learning outcomes, and can increase learning motivation, which can increase students' self-confidence, can increase self-esteem by implementing various learning strategies and models, then the teacher's vision and mission as a learner can be said to be succeed. The learning recommended in the 2013 curriculum is integrated thematic learning (Muhardini et al., 2020; Winda & Firmansyah, 2021). This integration is carried out in two ways, namely the integration of attitudes, skills and knowledge in the learning process and the partial integration of various basic concepts (Gunawardana et al., 2020; Yulisot et al., 2017).

In this way, learning provides complete meaning to students as reflected in the various themes available. In the scientific approach, teachers are not equipped with enough textbooks in the classroom. Teachers need to always prepare learning materials that students will observe before carrying out learning activities (Fadila, 2021; Fauzi, 2019). The teacher does not start by telling students so that the teacher does not act as the only source of learning (Nurdanti, 2020; Purnawati et al., 2019). Teachers

have an important role in helping students to develop a positive attitude to learning, arousing curiosity, encouraging independence, and creating conditions for success in learning (Hasibuan, 2020; Rosidin et al., 2020).

In initial observations and interviews at SD Negeri No. 112/I Perumnas, it was discovered that the school had implemented the 2013 curriculum since the 2013/2014 academic year and carried out learning in accordance with the recommendations of the 2013 curriculum, namely thematic-integrative learning and prioritizing active learning processes in class. The active learning process prioritizes students as the center and source of learning. This means that teachers are required to reduce the one-way learning process in learning.

The Active Learning Process has an important meaning in this context. The active learning process is learning that involves more student activities in accessing (Rusliani, 2020; Yulisot et al., 2017) various information and knowledge to be discussed and studied in the learning process in class, so that they gain various experiences that increase their understanding and competence. The active learning process is learning that provides opportunities for students to actively build their own concepts and meanings through various activities (Agustina, 2021; Zarei et al., 2020). This active learning process requires students to be active, not active teachers (Hasanah, 2020; Syaparuddin et al., 2020).

Teachers must be creative in managing learning and preparing learning media that is appropriate to the subject so that an active learning experience will be obtained (Putra, 2021; Wulandari, 2020). Thus, the active learning process is student-centered learning, orienting students to meaningful, contextual, real-world situations, providing learning resources, guidance and instructions for students when developing knowledge about the subject matter they are studying as well as problem-solving skills (Purwasi & Fitriyana, 2019; Sutrimo, 2021).

Thematics education at all levels is intended to build knowledge, skills and attitudes related to mathematics. Active learning in thematics education can take place in the process of inquiry or questioning (Andriyani, 2021; Asiksoy & Özdamlı, 2016). Students are conditioned in an attitude of seeking (active) not just receiving (reactive (Al-Okaily et al., 2020; Ardianti, 2021). This condition occurs if students are involved in tasks and activities that subtly urge them to think, work and feel.

Implementation of an active learning process in integrated thematic learning in class IV of SDN No. 112/I Perumnas Muara Bulian has significant implications in improving the quality of education and learning at the elementary level. The main goal of this application is to create a learning environment that allows students to be active, creative, and independent in acquiring knowledge and skills. With students at the center of learning, this process allows them to build deeper understanding, relate concepts from various subjects, and develop critical and collaborative thinking skills. Apart from that, the aim of this implementation is also to increase students' learning motivation, build self-confidence, and help them develop the ability to face future challenges. Thus, learning based on an active learning process not only produces better understanding, but also helps students become lifelong learners who are ready to face change and contribute to society in a positive way.

RESEARCH METHODS

Research Design

The research design that will be used in this study is descriptive qualitative research. This approach was chosen because it provides ample space to understand in depth the phenomenon being investigated, namely the implementation of an active learning process in integrated thematic learning in class IV of SDN No. 112/I Muara Bulian National Housing Complex. In descriptive qualitative research, the main focus is on the process and context that allows the researcher to explore various perspectives, experiences, and understandings of the research subjects. Thus, this research design will provide a comprehensive picture of how the active learning process is implemented in the context of integrated thematic learning at the school.

Research Target/Subject

The main aim of this research is to understand the implementation of the active learning process in integrated thematic learning in class IV of SDN No. 112/I Muara Bulian National Housing Complex. The research subjects were teachers and class IV students at the school. This research aims to gain in-depth insight into how teachers implement active learning processes in integrated thematic learning and how students respond and experience this learning approach.

Research Procedure

The research procedure will be carried out in several stages. The first stage is preparation, where researchers will plan data collection methods and strategies and prepare research instruments. The second stage is data collection, which will be carried out through observation, interviews and documentation in class IV of SDN No. 112/I Muara Bulian National Housing Complex. The third stage is data analysis, where the collected data will be analyzed in depth to gain a comprehensive understanding of the implementation of the active learning process. The final stage is presentation of findings, where the results of the analysis will be compiled and presented in a research report.

Instruments, and Data Collection Techniques

Instruments that will be used in data collection include observation guidelines, a list of interview questions, and a checklist sheet for documentation. The observation technique will be carried out by directly observing the learning process in class IV of SDN No. 112/I Muara Bulian National Housing Complex. Interviews will be conducted with teachers and students to gain a deeper understanding of the implementation of the active learning process. Documentation will be carried out by collecting various documents related to integrated thematic learning.

Data analysis technique

The data analysis technique that will be used in this research is qualitative analysis. Data collected from observations, interviews and documentation will be analyzed in depth to identify emerging patterns, themes and meanings. The steps in data analysis include organizing data, interpreting, classifying, synthesizing, and presenting findings. This analysis will be carried out using an inductive approach, where findings will be drawn from the data directly without any previous assumptions.

RESULTS AND DISCUSSION

Based on observation results, integrated thematic learning has distinctive characteristics. This learning is child-centered, provides direct experience to children, and has a clear separation between learning content, which is integrated into one understanding of the activities. Apart from that, integrated thematic learning also presents concepts from various lessons in one learning process which are interconnected between the content of one lesson and another. Then, this learning is flexible with the integration of various lesson content, and the learning outcomes can develop according to the child's interests and needs through assessing the learning process and outcomes (Anggara, 2021; Fransiska et al., 2018). Integrated thematic learning emphasizes active student learning, with each step in learning emphasizing the active learning process.

The act of observing is an important aspect of the active learning process in integrated thematic learning (Dewinta et al., 2021; Ewit, 2021). Students can carry out observation activities both directly and indirectly. Direct observation refers to directly observing real activities or situations, such as visiting a bank to learn the ins and outs of life at the bank. Meanwhile, indirect observation involves observing situations or activities through simulations of real situations.

The active learning process carried out in integrated thematic learning in class IV of SD Negeri No. 112/I Perumnas involves observing activities. Students listen to information from the teacher regarding the learning activities that will be carried out and read to find out about the activities that will

be carried out in the learning process. This activity is in accordance with the concept of integrated thematic learning which is student-centered and encourages students to play an active role in developing independent learning methods, including through observing activities.

During the learning process, students respond positively to the delivery of information provided by the teacher. They interact two-way with the teacher, and dare to provide critical comments if something is not in accordance with the actual situation. This shows that students actively participate in learning, with a two-way and three-way learning process, both between students and teachers and between students and fellow students and teachers.

Active learning process in integrated thematic learning in class IV SDN No. 112/I Perumnas Muara Bulian has a very important role in improving the quality of education at the elementary level. In this context, integrated thematic learning integrates various aspects such as attitudes, skills and knowledge in the learning process. Thus, the active learning process allows students to be directly involved in learning, build better understanding, and improve learning skills and motivation.

At grade IV level at SDN No. 112/I Perumnas Muara Bulian, the implementation of an active learning process encourages students to become the center and source of learning. Teachers are no longer the only source of knowledge, but act as facilitators who guide and provide direction to students in the learning process. This creates a more dynamic and interactive learning environment, where students are encouraged to actively seek information, express opinions, and collaborate with classmates.

In the context of integrated thematic learning, students are given the opportunity to relate concepts from various subjects in a broader context that is relevant to everyday life. Teachers need to be creative in designing learning activities that encourage students to link knowledge from various disciplines in answering questions or solving complex problems. Apart from that, the active learning process in integrated thematic learning in class IV of SDN No. 112/I Perumnas Muara Bulian also involves the use of various learning resources and learning media that are appropriate to the theme being studied. Teachers need to choose and arrange learning materials carefully so that they can arouse students' interest and motivation to learn.

Thus, the implementation of the active learning process in integrated thematic learning in class IV of SDN No. 112/I Perumnas Muara Bulian not only improves understanding of concepts, but also develops students' critical, collaborative and creative thinking skills. This is an important step in preparing students to face future challenges and become competitive individuals in an increasingly complex and rapidly changing society.

CONCLUSION

From the results of observations and analysis of the integrated thematic learning process in class IV of SDN No. 112/I Perumnas Muara Bulian, it can be concluded that the implementation of an active learning process plays an important role in creating a dynamic and participatory learning environment. Integrated thematic learning encourages students to actively observe, interact and participate in learning, with the teacher as a facilitator who guides and supports the student learning process. Students responded positively to this learning approach, demonstrating high engagement and the ability to think critically. In addition, observing activities is an important aspect of the active learning process, allowing students to link learning concepts with direct experiences from the environment around them. Thus, the implementation of active learning processes in integrated thematic learning makes a significant contribution to improving the quality of learning and preparing students to better face future challenges.

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