Islamic State
University Sunan Kalijaga
Faculty of Tarbiya
and Teacher Training

Jl. Marsda Adisucipto Yogyakarta, Indonesia
+62 274 513056, 7103971, Fax.+63 274 519743
e-mail: tarbiyah@uin-suka.ac.id

Thuesday, November 13rd 2014

PROCEEDING
International Seminar

" EDUCATION TRANSFORMATION TOWARD EXCELLENT QUALITY BASED ON ASEAN COMMUNITY CHARACTERISTICS"

THE DEVELOPMENT OF THE INTEGRATED THEMATIC LEARNING MODEL IN THE ELEMENTARY SCHOOL

By: M. Jamroh Latief

Abstract

Curriculum of 2013 on the basic education implements learning model which is packaged in the form of themes (thematic). The theme is a mean to introduce various concepts of material to students wholly. Thematic is given with the intention of bringing the content of curriculum together in whole unified units, thus making integrated and meaningful learning, and easy to be understood by the learners. The process of integrated thematic learning will go well but it would require various alternatives for developing learning models. There are several models of integration (integrative) which can be modified into a learning model. Among the experts who develop an integrated learning model, the one which is considered as representative is Robin Fogarty (1991) which offers 10 models, namely: fragmented, connected, nested, sequenced, shared, webbed, threaded, integrated, immersed and networked.

A. Introduction

Change and renewal of education in the field of curriculum periodically, are intended to be able to change and improve the way of learning and teaching the materials to the students. Basically, the changes of curriculum are conducted by establishing the

five pillars of learning, namely: (a) learning to have faith and fear toward God, the Almighty, (b) learning to understand and comprehend, (c) learning to be able to implement and act effectively, (d) learning to live together and become useful person for others, and (e) learning to invent and find self-discovery, through a process of active learning which is creative, effective, and fun[1], with prioritizing the learners to be more active and innovative.

The implementation of the curriculum of 2013 has been running a year for unit of elementary school (SD) and for the Islamic Elementary School (MI) has been running only for about five months. Limited observation to the record of curriculum of 2013 with an integrated thematic approach for SD and MI seems to run less optimally. Ironically, failure or the lack of optimization in integrated thematic learning process is even found in the hands of teachers. The teachers have just been introduced and equipped with the understanding about the curriculum of 2013, the changes which is included, what approach which is used the learning process, and how to evaluate.

Ideally, after the teachers are given with the understanding about the curriculum of 2013, and then, it continues to how to make learning process be able to run properly based on spirit that is built and developed by the changes and improvements are intended in the curriculum itself. The mentioned learning is the learning which enables learners to receive learning service that is improving, enriching, and accelerating in accordance with potential, stage of development, and the condition of learners with regard to the integration of the personal development of students that dimension to the deity, individualism, socialism, ethics and morals.

For that reason, the teachers still require enrichment and their experiences in a variety of approaches, strategies, active learning methods as well as various models of development in Integrated

---

[1] Ai Ofiayanti, Implementasi *Pembelajaran Tematik Terpadu Dengan Pendekatan Scientific,* Kemendikbud, 2013, p. 6

Thematic Learning (PTT) or Integrated Thematic Instruction (ITI), which is now believed as one of the models for effective learning (highly effective instruction models), because it is able to accommodate and touch in the integration with in physical, emotional, and academic dimension in the classroom and outside the classroom.

It is true that learning is a complex phenomenon. Teachers have more contact with the mindset of learners that every learner - anyone, anywhere, and anytime - has a stack of words, thoughts, feelings, actions that can change the environment whether in the school, family, or community.

This paper intends to describe the purpose of developing an integrated thematic learning model, and in its concept, it describes the various alternatives of integrated learning model that can be implemented in elementary school.

B. The Concept of Integrated Thematic Learning

Thematic learning is one of the models in integrated learning (integrated instruction) which is a learning system that enables learners, either individually or in groups, to actively explore and discover concepts and principles of science holistically, meaningfully and authentically[2]. Integrated learning is oriented in teaching practices in accordance with the needs and development of learners. For that reason, an integrated learning is started from learning theory that rejects the practice drills and memorization as a basic formation of science and scientific structure of learners.

Thematic learning theory is the development of thought from two educational figures who are Jacob (1989) with the concept of interdisciplinary learning and Fogarty (1991) with the concept of integrated learning. The support of style of integrated learning roots in the tradition of progressive education, inspiration, from the philosophers

---

[2] Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru,*(Jakarta, Raja Grafindo Persada),2013, p, 254

such as Frederich Frobel and Dewey. Besides, integrated thematic learning is also supported with Gestalt's learning theory including Piaget who emphasizes that learning must be meaningful and oriented to the needs and development of learners.

In practice, integrated thematic learning (Integrated thematic Instruction) uses theme as a unifier of learning activities that integrate several subjects at once in one direct meeting. These learning process activities are intended to provide meaningful experiences for learners. So, the implementation of integrated thematic learning starts from the theme which is chosen and developed by teachers in accordance with the needs of the learners. If it is compared to conventional learning, integrated thematic learning seems to give more emphasis on the theme as a unifier of various subjects that prioritize meaningful learning and linkages of various concepts of subjects.

Meaningful means that in the integrated thematic learning, learners will be able to understand the concepts that they learn through direct experience and real links between every subject. Meaningful learning (meaningful learning) is a learning process that relate new information with relevant concepts which are existed in a person's cognitive structure. Meaningfulness of learning is the result of teaching event which is marked by the substantive relationship between concepts and information which is the relevant to components in the cognitive structure of learners.

C. The Urgency of the Development of Integrated Thematic Learning

Integrated thematic learning gives more emphasis on engaging students in the learning. Through an integrated thematic learning, students can gain direct experience and are trained to be able to find its own variety of knowledge which is learned authentically, holistically, and meaningfully. Meaningful learning (meaningful learning) is a process of linking new information to relevant concepts which is

existed in the cognitive structure of learners[3]. This means that the significance of learning as a result of learning that is marked by the relationship between various aspects, concepts, information or new situations with a relevant component in learner's cognitive structure. To make learning more meaningful, learners are expected to experience what is learned directly by activating various senses than just listening to the explanation of teachers.

Ausuble and Robinson (1968) as quoted by Abdul Majid, states that there are four poles of learning as an effective learning model, namely: (1) learning to search (discovery learning), (2) learning to accept (reception learning), (3) meaningful learning (meaningful learning), and (4) rote learning (rote learning)[4]. From the four poles of the study, the poles which is considered as effective is the meaningful learning which emphasizes the meaning (meaning) of the material which is provided for the necessary of learners.

Therefore, an integrated thematic learning which bring the theme that exist in curriculum of 2013 for elementary school and closer to the life and environment of the learners so that it will give a meaning because it is in accordance with the needs, interests and talents of students. The hope is that with this experience, it will help learners in solving various problems in their future.

D. The Model of Integrated Thematic Learning

Integrated Thematic Learning can be implemented with various models. According to Robin Fogarty which is quoted Asep Herry Hernawan[5], there are ten integrated thematic learning model which are presented below.

---

[3] Abdul Majid, *Pembelajaran Tematik terpadu, (*Bandung, Remaja Rosdakarya), 2014, p.16

[4] Ibid, p. 17

[5] Asep Herry Hernawan, *Pembelajaran Tematik Terpadu,* (Direktorat Jenderal Pendidikan Islam Departemen Agama RI, 2009, p. 18

1. Fragmented model (fragmented models). This model is implemented with integration which is limited in one subject. For example, in Indonesian subjects, learning materials about listening, speaking, reading and writing can be integrated into the learning material of lingual skills.

2. Connected model (connected models). This model is implemented based on the assumption that some substances of learning come from certain subjects. The points of learning: vocabulary, structure, reading, and writing such can be involved on subjects of language and literature.

3. Nested Model (nested models). This model is implemented by combining various forms of mastery of conceptual skills through a learning activity. For example, at certain hours, teacher focus on learning activities for understanding the shape of the word, the meaning of words, and expressions to the conception of advice in developing the force of imagination, the force of logical thinking, determining the characteristics of shape and meaning of words in poetry, making the expression and writing poetry.

4. Model of Order/ Sequence (sequenced model). This model combines topics between every different subject in parallel. In the content in historical romance story, for example: the discussed topics in parallel or in the same clock can be combined with historical matters of national struggle which is characterized with social life in certain periods or topics relating to changes in the meaning of the word.

5. Sharing model (shared / participative model). This model is the integration of learning which is caused by the overlapping (overlapping concept) or ideas in two or more subjects. The points of learning in Civics for example, can overlap with the point of learning in State Administration, History of National Struggle, and so on.

6. Model of Spider Web (webbed models). This model departs from a thematic approach as the basic reference of materials and learning activities. Theme created can bind learning activities, either in certain subject or between every subject.

7. Model of strains (threaded model). This model combines many models of skills. For example: it is like doing a prediction and estimation in math, prediction of events, the anticipation of the story, and so on. The form of this model is focused on meta-curriculum.

8. Immersed Models (immersed models). This model is designed to assist learners in filtering and combining various experiences and knowledge which are associated with field of its usage. Learning activities are directed to facilitate the exchange of experience and utilization of each experience.

9. Network models (networked models). This model is a model of integration of learning which presupposes the possibility of change of conceptions, the form of problem solving, or demands of new form of skills after learners has conducted a field studies in different the circumstances, conditions, or contexts.

10. Integrated model (integrated models). This model is the integration of a number of topics from different subjects, but the essence is the same in a certain topic. The evidence of topics which is originally contained in math, Indonesian, science, and social studies is made to avoid the excessive burden in the curriculum just by putting in a particular subject, such as science.

From the ten integrated learning models as described above, not all of them can be used in basic education, especially in elementary school and Islamic elementary school. There are only three or four models that can be implemented in basic education (elementary school and Islamic elementary school) and those are connected learning model (connected), a model of spider webs (webbed), the integrated model (integrated), and network models (networked). From the four learning

models, if we take a look in class organization which is generally held by the class teacher, the integrated learning model of spider webs (webbed) is easier and more likely to be implemented.

E. The Procedures of Integrated Thematic Learning

Structure of curriculum of 2013 is a reference in designing a learning that will become the base of determining the percentage of presentation in learning. In first grade to sixth grade, teaching material with theme as the unifier, not partially for each subject. The decision for the allocation of time is done in order to make teachers be able to consider the limits of discussion, so that it no longer focuses or linger on one subject. Although allocation of time has been implemented into the in each structure of subject, but it still become a single weekly cumulative unit which is 30 hours for first grade, that means 5 hours per day. For second grade, there are 32 hours for weekly cumulative unit as there are 5 hours and 6 hours per day. Third grade weekly cumulative hours are 34 hour and there are 5 hours and 6 hours per day. While the fourth to the sixth grade weekly cumulative unit are 36 hours, so the average of hours per day is 6 hours, for regular school. The structure of curriculum is as follow:

The Structure of Curriculum of Elementary School/ Islamic Elementary School

	SUBJECTS I	THE ALLOCATION OF LEARNING TIME PER WEEK					
		II	III	IV	V	VI	
	A Group						
1.	Religious and Moral Education	4	4	4	4	4	4
2.	Civics	5	6	6	4	4	4
3.	Indonesian Language	8	8	10	7	7	7
4.	Mathematics	5	6	6	6	6	6
5.	Science	-	-	-	3	3	3
6.	Social Science	-	-	-	3	3	3

B Group							
1.	Arts and Crafts (Involved in Local Contents)*	4	4	4	5	5	5
2.	Physical education, Sports, and Heatlh (Involved in Local Contents)	4	4	4	4	4	4
	Weekly Time Allocation	30	32	34	36	36	36

1. The Load of Learning

The Load of learning is stated in weekly hours of study for a period of study during one semester. Load of learning in elementary school / Islamic elementary school in the first, second, and third grades are respectively 30, 32, 34 hours whereas for fourth, fifth, and sixth grades are respectively 36 hours per week. Learning time for elementary school/ Islamic elementary school is 35 minutes.

With this additional time for study and a reduction in the number of basic competencies, teachers have a great time management to develop the learning process which is oriented in active learners. The active students' learning process take longer than the learning process of information delivery for because learners need to practice to observe, ask, gather information / experimentation, process information / associate, and communicate. The learning process requires patience of teacher in teaching the learners so that they become aware, able and willing to learn and apply what they have learned in school and the surrounding community. In addition, the increase in hours of study allows teachers to evaluate the process and results of learning. School had the opportunity to condition the load of learning according to the agreement of the school community, Principal, Teachers, and School Committee

2. The Sequences of Integrated Thematic Learning

The steps for teacher which will teach a material using the integrative thematic approach are as follow:

a. Choosing/Deciding Theme

The table below is the themes from the material for learning which is presented for learners in elementary school from the first to sixth grade. These are the following themes.

The Themes of Learning Materials in Elementary School

First Grade	Sixt Grade
Myself My Hobby My Activities My Family My Experience Clean and Healthy Environment Surrounding Things, Animals, and Plants Natural Phenomena	The Beauty of Togetherness Always Saving Energy Caring to Creatures Various Works Appreciating Hero's Service The Beauty of My Country My Dreams My Hometown Healthy and Nutritious Food

b. Conducting an Analysis Toward Standard Competency for Graduate, Core Competency, Basic Competency, Creating Indicator

   In conducting an analysis Curriculum (SKL, KI and KD and creating Indicators), the methods are done by reading all the Standard Competency and Core Competencies, and Basic Competence of all subjects.

   After having a number of themes for one year, then we can proceed to analyze the Graduate Standard Competency and Core Competencies and Competency Basic (SKL, KI and KD) which are available from a variety of subjects (Indonesian, science, social science, Civics, Mathematics, Art-Culture and Skills, Sports and Health and religion with character of politeness, and Morals. Then each indicator Basic Competence is made by following the criteria of the creation of indicators

c. Conducting a Mapping of The Basic Competency and Indicators with Theme

   Basic competencies of all subjects have been provided in the curriculum of 2013, as well as a number of themes for the learning process for one year in First Grades to the Sixth Grade has also

been provided as well. However, teachers still need to make the indicator and perform the mapping of activity of basic competency and the indicators which are associated with available themes, and then it is incorporated into the mapping format so it will more ease the presentation of the learning process, which indicator that can be presented with the integration by marking with a check (√).

d. Making The Network of Basic Competency

The next activity after mapping of basic competency and indicators with the theme for one year and after the indicators has been mapped in which it will be presented in each theme, then you should proceed with making the network of the basic competency and indicators by lowering the result of check from the mapping to the format of the network of the basic competency & indicators.

e. Arranging Integrated Thematic Syllabus

Once the network of basic competency and indicators created, the teacher's next step is arranging Thematic Syllabus to facilitate the Teacher in seeing the whole design of learning for every theme in till all themes are served in the learning process. In this Thematic Syllabus, it gives an overall image about the theme that has been chosen and it will be presented in a few weeks and what activities which will be done in the presentation of the theme will also be presented. Integrated Thematic syllabus includes components as what is written in guide of Standard Process which includes 1) Which basic Competency that has been chosen (from Network of Basic Competency), 2) Indicators (made by teachers and also derived from Network) 3) Teaching which loads the planning of presentation for a few week with theme will be taught, 4) assessment of learning process and results (required to contain the evaluation from the aspects of attitudes, skills and knowledge) during the learning process happens 5) Allocation of time written in full weekly cumulative hours of meeting (e.g. 30 hour of learning x 35 minutes) x 4 weeks) 6) Sources and Media.

f. Arranging the Plan (RPP) of Integrated Thematic Learning Implementation

The final step of a planning is to arrange a plan of integrated thematic learning implementation. In this, Integrated Thematic RPP, it is expected to get the image of the whole presentation of learning by including various concepts of subjects which are incorporated into a theme. In the Integrated Thematic RPP, students are invited to learn to understand the concept of life as a whole. Writing of the identity does not reveal of the subjects, but it is direct writing of what themes which will be taught.

Arrangment of Integrated Thematic RPP as in the arrangement of syllabus should refer to the components of the arrangement of RPP from Standard Process which includes: Identity: Educational Unit, Themes, Class, semester, Time Allocation. 1) Core Competency: an explanation of Standard Competency of Graduate and there are 4 core competencies that must be written completely, because it is a unified whole and should be achieved. 2) Basic Competence is the standards content of redesigned Curriculum of 2013 from all the subjects that have been written and chosen in the Network of basic competency & Indicator 3) Indicators are all of the subjects that have been made and pour in Mapping 4) Learning objectives are expected to be achieved from the integration of various subjects 5) learning Materials include various subjects 6) learning approach and methods 7) Step learning includes introductory activities, Core Activities (includes the step of Integrated Thematic learning which is combined with various subjects that are unified in one theme, and also it describe the scientific approach and it is ended with closing activities 8) source and media which includes all sources and media that are used in learning process 9) Ratings which include learning process and outcomes should be attached with the instrument and rubrics of the assessment, whether it is for the benefit of the process and the achievement of student learning results.

While the scientific approach include: observing, questioning, gathering information / experimenting, associating / processing information, and communicating.[6]

The following is the example of the application from the five learning events (learning events).

a. Observing

In the activities of observing, teacher vastly and in various ways gives a chance for the learners to do an observation through activities: seeing, scrutinizing, listening, and reading. Teacher facilitates the learners for doing observation, train them to pay attention (seeing, reading, and listening) to the important parts of things or objects.

b. Questioning

In the observation, teacher opens a vast chance for the learners to ask about what has been seen, scrutinized, read, or looked. Teacher need to guide learners for being able to ask questions about the result of the observation toward the concrete object to the abstract object which relates to the fact, concept, procedure, or other things which are more abstract. It can be question which is more factual up to the question which is hypothetic. From the situation when the learners are trained to use questions from teachers, they still need the assistant of teacher to ask a question till they reach the level where they can make their own question. From the second activities, it can be got a number of questions. Through the questioning activity, the learner's curiosity can be developed. As a learner is more trained is asking a question, thus their curiosity will be more developed. The question becomes the base for searching for advanced information and variety of information from the chosen source of learning which is started from a single source of learning up to the various sources of learning.

---

[6] Kemendikbud, PP. Number 81 A Year 2013, Tentang Implementasi Kurikulum 2013, Jakarta

c. Gathering Information/ Experimenting

The advanced activity of questioning is digging and collecting information from the various sources through various methods. For that reason, learners can read more books, pay attention to phenomena or thorough object, or even conduct an experiment. From this activity, it will be collected a number of information. This information becomes the base of the next activity which is processing the information for getting the linkage of one information to the other information, for getting the pattern of the linkage of the information, and even for getting the various conclusions from the derived pattern.

d. Associating/ Processing Information

Based on the derived information, students can find the linkage of information to the other information, find the pattern of the linkage of the pattern, and take various conclusions. Processing information can be done from processing the information that has been collected both from the collecting/ experimenting activity and from the seeing and collecting information. Then we have processing information from those which will widen and the deepen the insight up to the processing information which can look for solution from various sources which have different opinions till the contra opinions.

e. Communicating

The activity of communicating can be conducted orally or in writing. Oral communicating can be done by learners in presenting their result in learning process in front of the class whether individually or in group. Written communicating can be done through learners who makes a written report about their result in learning, whether individually or in group.

F. Closing

Integrated thematic learning as the implementation of the curriculum of 2013 in elementary school will be effective if the process of learning uses the approach of collaborative learning model and cooperative learning model. Collaborative learning emphasizes more in the cooperation in learning cooperative learning emphasizes more in the participation of individual in learning.

In developing the cooperation and participation of learners in the learning of elementary school, not all model of learning automatically can be applied in the integrated thematic learning. Among those models, the learning model which can be developed are the connected model, nested model, shared model, webbed model, and networked model.

Bibliography

Abdul Majid, 2014, *Pembelajaran Tematik Terpadu,* Remaja Rosdakarya, Bandung.

-----------------, 2014, *Implementasi Kurikulum 2013 Kajian Teoritis dan Praktis,* Interes Media, Bandung.

Asep Herry Hernawan, 2009, *Pembelajaran Tematik Terpadu,* Dirjen Pendidikan Islam Departemen Agama RI, Jakarta, 2009

Forgarty, Robin, 1991, *How to Integrated Curricula,* Palatine, Ilionis : IRI/Skylight, Publishing, Inc.

Kemdikbud. 2013. *Permendikbud No. 65 Tahun 2013 tentang Standar Proses*. Jakarta.

Kemdikbud. 2013. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indomesia Nomor 81 A tahun 2013 tentang Implementasi Kurikulum*. Jakarta.

Kemdikbud. 2013. *Panduan teknis Penyusunan Rencana Pelaksanaan Pembelajaran (RPP) di Sekolah Dasar*. Jakarta.

Mel Silberman, 2009, *Active Learning-101 Strategi Pembelajaran Aktif,* Insan Madani, Yogyakarta

Miftahul Huda, 2011, *Cooperatif Learning – Metode, Teknik, Struktur dan Model Penerapan,* Pustaka Pelajar, Yogyakarta

Mulyasa, 2014, *Pengembangan Implementasi Kurikulum 2013,* Remaja Rosdakarya, Bandung

Oemar Hamalik, 2008, *Manajemen Pengembangan Kurikulum*, Bandung, Remaja Rosdakarya.

Rusman, 2013, *Model-Model Pembelajaran – Mengembangkan Profesionalisme Guru,* PT. Raja Grasindo Persada, Jakarta

Trianto, 2010, *Model-Model Pembelajaran Trepadu- Konsep, Strategi dan Implementasinya dalam Kurikulum Tingkat Satuan Pendidikan,* Bumi Aksara, Jakarta

Trianto, *Model Pembelajaran Terpadu,* Bumi Aksara, Jakarta, 2010.

Wilfred F Hill, *Theories Of Learning,* Nusa Media, Bandung, 2011