

Thematic Learning Based on Local Sea-Results Processing to Answer Global Challenges

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Abstract: This study aims to explain the benefits of thematic learning based on local sea-processed. Thematic learning becomes a bridge for students to build knowledge based on local sea-results processing. Learning by using the environment as a media of learning so that students are easier to understand and stimulate students to be more critical thinking and improve the curiosity of the natural products that exist in the environment. Knowledge of local sea-result processed will improve natural resources and be able to manage the available resources effectively and efficiently so as to respond to global challenges. This research is library research, the collecting data using journals and literature related to the theme of writing. This research can be study to use thematic learning based local sea-result to provide knowledge on economics. Thematic learning based on local sea-results processing so that students can face global challenges and maintain the originality of the nation.

1 INTRODUCTION

Education is one of the key developments of a country. This is stated in Law no. 20/2003 which defines that education is a conscious effort to create a learning atmosphere and learning process whereby a teacher actively develops their potential to have the spiritual power of personality, intelligence, noble character, as well as the skills they need as well as their country. The review shows that education is one of the best "embryos" to produce educated citizens.

Education in Indonesia often undergoes some changes related to technical learning, for example in 2013 the education curriculum in Indonesia is changing, although not very significant. In the Curriculum 2013 (K-13) more emphasis on the role of students is more dominant than the role of teachers. The 2013 curriculum is designed with a scientific approach that further accentuates the role of students in the learning process, and the teacher is only a facilitator. Student involvement is expected to be able to hone students' skills in critical and creative thinking. To train students' creativity, teachers need to pack an interesting learning process so that

students can think creatively and stimulate students to think critically, just as teachers can learn from the natural wealth around them.

Learning based on the wealth of the surrounding environment can foster a sense of pride in the region's potential. In addition, learning derived from the environment can also hone the ability of students to explore potential areas that can be developed. Thematic learning becomes one of the answers to develop the potential of the region, where through thematic learning the students' knowledge can be built based on the learning they have experienced or done, and through thematic learning also the local content can be known by the students, as well as the local content in the district of Sidoarjo, fish's processing. Remembered, that Sidoarjo is one of the producers of freshwater fish and processing of some seafood such as bandeng presto, bandeng asap, etc.

By applying thematic learning based on sea fish processing will make the students are encouraged to know some of the uniqueness that becomes a local content that can be improved through learning in the classroom. As well as research conducted by Rindarjono and Lidia (2016) said that the local content presents as an effort to enable educational

administrators to improve the relevance of the subject to conditions and needs in their regional areas.

To apply scientific learning there are several lessons that can be applied as listed in Permendikbud (Regulation by Ministry of education and culture) No. 22/2016 which states that the characteristics of the learning process in SMA / MA / SMALB / SMK / MAK / Paket C / Paket C Kejuruan as a whole subject-based, even though thematic shortcuts are still retained. Thematic lesson is indeed expected to be applied at the senior high school level, on the grounds that meaningful and joyful thematic learning can be realized by linking thematic learning materials to students' world (Utari et al, 2015) besides the thematic learning provides opportunities for children To build and learn from others with other subjects so that they will be able to add new vocabulary to be more expressive in communicating (Varun, 2016). Although in high school almost no teachers are implementing thematic learning on the subjects. If the thematic learning based on local marine pro-cessing is applied then it will enrich the students' knowledge about the natural wealth in their respective areas. It can also be a way to introduce local seafood to students, but it can also be a source of learning.

The results of one the research by Wartini (2016) said that the implementation of multicultural education based on SALAM ECE, namely the development of curriculum based on environment or local wisdom, learning and Indonesian character-based thematic integrative that prioritize Pancasila forming the nation's identify. The same results were found by Bakhtiar and Nugroho (2016) which says results of this study certainly suggest that the environmental education curriculum based on local wisdom show satisfactory results in which the development already refers to the stage of curriculum development.

So, necessary for learning based on local sea-result processing in order to increase the curiosity of students to contribute to preserve the natural wealth around. And also, be able to campaign programs that have been initiated by the Government then through thematic learning students can interpret the meaning of the implementation the program, and if thematic learning applied to economic subjects with the theme of local sea-result processing will be able to make the generation active and analytical. And it can be beneficial to maintain local sea potential to face of global challenges was more increasingly.

2 LITERATURE REVIEW

2.1 Thematic Learning

Thematic learning is a learning that uses themes to link some learning materials so as to provide experience and meaning to the students. This lesson emphasizes the involvement of learners to follow active and creative learning, therefore students can gain hands-on experience and train themselves to be able to discover the various knowledge that has been learned.

The concept of this thematic learning arises from the development of the two educational leaders Jacob (1989) with the concept of interdisciplinary learning and Fogarty (1991) with the concept of integrated learning. Thematic lessons provide the flexibility in deepening the implementation of the curriculum, offering many opportunities to the pupils for creating some ideas. In these thematic lessons it provides opportunities for the pupils to develop three realms of educational goals with simultaneously that include: (1) honest, meticulous, diligent, open to scientific ideas, (2) skills acquiring, selecting, utilizing information, using tools including skills Such as co-operation and leadership, (3) have conceptual insights such as conceptual ideas about the environment and the natural environment. Thematic learning has benefit not only for students but also for teachers that successful implementation means that teachers engage in an extensive amount of professional development. Professional development should include a significant intervention of two or three weeks of knowledge development in curriculum areas other than the one they used over the last decade (John, 2015)

For higher education, thematic learning method is not only as subject matter given to students in theory but it must be implemented in real life, in daily life, in each activity. In turn, future teachers will have confidence and they will also apply at schools (.

In this learning, a theme is formulated and given for the purpose of uniting and synergizing and enriching the vocabulary of the students. And ultimately aspects of attitude and behavior, skills and knowledge can be obtained comprehensively and integrative. Because thematic learning has characteristics (Suyanto and Jihad, 2013) as follows: (1) student-centered, (2) providing direct experience, (3) presenting concepts from various materials in a learning process, (4) flexible, (5) Learning outcomes according to the students' intentions and needs, and (6) using the principle of learning while playing a fun. From John (2015) said if the thematic units increase

students interest, help students connections, expand assessment strategies, keep students en-gaged, compact the curriculum, save teachers time because it incorporates all subjects and draw on connections from the real world and life experience.

2.2 Local Sea-Result Processing

Based on the above words can be described meaning by Kamus Besar Bahasa Indonesia (KBBI) means that the results / hasil / n something held by the business. Then, the preparations / exercises / a likes to nip, n: create, create. And, local / lokal / a somewhere; local. So that when combined into a understanding that the local sea processing is something that resulted from existing businesses in the local sea. So in general shows that local sea-result processing is one of the local wealth in a local area that is processed so as to generate added value.

Local wisdom is a term frequently used by scholars to represent value system and norm organized, held, understood, and applied by the local society based on their understanding and experience in interacting and interrelating with environment (Leo, 2015). Using local wisdom as science learning model may has an effect to build contextual learning, stimulating students to learn more about their environment around where they live in (Anwari dkk, 2015). Local sea-result can be classified in several kinds such as fish, seaweed, squid, etc. The local sea produce for each region varies depending on the condition of the area. Processing of local marine products to be one of the flagship in some areas in Indonesia, as in Sidoarjo District.

Local sea-result processing is now one commodity that is quite popular by some communities in coastal areas such as, Sidoarjo. Sidoarjo is one of the districts in East Java that produce some processed sea-food such as Bandeng, and Bandeng became one of the icons of Sidoarjo. Various processed from Bandeng is now getting a lot of interest by the society, including Bandeng presto, Bandeng tanpa duri, and so on. Bandeng is processing industry has developed in Sidoarjo, especially in the Kalanganyar villages. Almost all the villagers are livelihood as a fisherman of Bandeng so that there are many pro-cessed industries of Bandeng that exist there.

2.3 Global Challenges

Globalization cannot be avoided in the present. The influence of globalization is felt by the public at large, because its influence almost covers every segment of

life. The influence of global challenges both positive and negative. The global challenge not only looks at whether the country is progressing or developing, the global challenge will only be able to see how a country is able to deal with it.

In the face of the various impacts of this global challenge, the need for alertness in every country to survive in a fast and instant global era. So every country is expected to have a way to be able to face globalization.

Like our country, it is necessary to prepare a precise formula to make Indonesia able to survive in the face of global challenges that can affect all aspects of life. Aspects sufficient to affect the joints of life are from technology and communication. The development of technology and communication today is very rapid, almost every year businessman engaged in telecommunications they are competing to create a tool that is able to make someone feel easy to get something. They offer ease by providing systems on the tools they produce with the support of the latest technology.

As a result, the development of technology and communication became one of the components that must be immediately addressed by a country. Are they able to take advantage of technological developments or not. Utilization of technology and communication should be addressed wisely, as well as used as a tool that can support the learning process.

3 METHODS

The data was used in arranging this paper is study literature related to the ideas is discussed. Some of the main references which are used: Thematic learning, Local sea-result processing, and journal online edition and some articles are sourced from internet. The collected data were selected and sorted according to the study topic. The do the preparation of papers on the data that has been prepared logically and systematically. The data analysis technique is descriptive argumentative. The conclusion obtained after referring back to the statement of the problem, the purpose of writing and discussion.

4 RESULTS AND DISCUSSION

Globalization is a phenomena happens in society. Life pattern changes into more efficient is a major characteristic of globalization. As if we live in an era where there is no partitions nor distances among each

territory or country. To fight against global challenge, it's important to build a strong human re-source. In order to compete in this global era. The enhancement of Human Resource become fundamental and it's essential for the government to effectively conceived upon human resources, as how a country can be said as developed country once they have qualified Human Resources and high competitiveness and the ability to analyze both effectively and efficiently, and also be responsive in dealing changes among society.

Accuracy in responding the change which born from surrounding environment will make an increasing level of sensitivity that causes an improve of competitiveness among society. One way to improve competitiveness in society is through education. Education becomes the key to obtain high qualified and highly educated human resources. Through education, the learning process whether formal or informal can be an alternative for individual to survive in a current era of globalization.

In Indonesia educational system in Indonesia is not good enough comparing to the other countries. The education curriculum in Indonesia has been changed for several times. The curriculum changes are expected to fulfil the necessity to deal with the global challenges. The aim of the curriculum's preparation is to improve the quality of the students, so that the students will not only become critical humans, but also to be analytical and creative. What Kurikulum 2013 (K13) was aspired, has been included to the main competency as a benchmark in achieving learning purposes.

Education in Indonesia needs a lot of improvement. The development of education should be followed by the role of the entire learning environment or commonly referred as three education center (family, school and society). The pupils will find it easier to accept learning based on their experience, so that experience is the one who constructs their knowledge. Scientific Approach becomes the recommended learning approach in K13, however without losing thematic learning in it.

Thematic learning method becomes one of enjoyable method to be applied in the classroom. Thematic learning method is a theme based learning method, through that theme the pupils try to discover new knowledge. The themes arranged based on their own experiences, not from the printed nor electronic media. Both of these media become one of learning media that can be used to support learning process.

Through the thematic learning method which applied to the learning process, the theme is selected where based on local wisdom was applied by Utari, et al (2016) by promoting thematic learning based on

Bugis-Makassar's local wisdom. The introduction of Bugis cultural value become one of learning sources. For example "sirri" in Bugis which means "rasa malu" in Bahasa Indonesia. The introduction of values from Bugis-Makasar has become one of the sources of learning, such as the "sirri" culture in Indonesian "shame". This will shape the independence to enrich themselves by upholding a sense of kinship and togetherness. The research which held by Ardan et al (2015) at high school level by promoting thematic learning based on the local wisdom become one of the materials that can be applied to the teaching and learning process, which is integrated to the local wisdom of "Timor" in the form of Textbook that can be used as Students' learning source.

At the level of Elementary school, the application of the integrative, based on Wayang Kancil can be used to build education character to students who carried out by Wardani and Widiyastuti (2015) through learning thematic integrative based on a puppet with the method of learning role-playing so the students are able to make sense of an art that comes from the local area and can contribute in building education character the pupils, such as: self-reliance in forwarding ones ideas, ability to work together in groups, discipline, democratic, responsibility in doing assignments and having spirit in finishing the task whether or not facing obstacles. Therefore, a research by Saputri (2017) using Indonesia culture based comic for teaching English in elementary student stated that the process of learning language would be easier to understand if using a media or learning models where is closeness theme with students. And it can also used as a vehicle to maintain local culture and local wisdom.

Each local area have their own characteristic indeed, both in culture or natural wealth. There is one of the research has been doing by Soenaryo dkk (2016) states that the potential benefits based on the education of local excellence will further be integrated the study tour models where learners through tourism activities will learn to utilize natural resource, human resources, geographic, cultural, historical and other potential areas. And also, the research by Saddhono (2016) said that teaching materials with a basis of Indonesia culture is highly needed for foreigners whom are willing to learn Bahasa as well as introducing Indonesia's cultures ad commonly foreigners admire Indonesia for its culture. One of the natural wealth that will be the topic of this article is the result of the processing of the local marine. Through thematic learning, the pupils will be introduced about some variation in the processing of

sea-food. One of the result of the sea which is quite famous in coastal areas in the district of Sidoarjo its Bandeng fish. The fish that live in fresh water is widely cultivated by Kalanganyar villagers. there are lot of bandeng's proceed which is become one of the commodities that attract tourists to find these kinds of bandeng's processed, furthermore, bandeng's processed became one of the commodities that are sold to some areas across the country.

Through thematic learning that based on the result of the processing of local marine, so the students can build knowledge from their experience in observing or become perpetrators in the process of local sea-result. Through economic lessons, some materials can be connected with the theme, such as the material of scarcity, supply and demand, and the other material. In addition, through these thematic learning, the students are expected to be able to inspire the expression of Mr Ki Hajar Dewantara, the mister of education, which is contained in Permendikbud No. 22 Tahun 2016 about the standard of learning process that apply the values by giving the examples (ing ngarso sing tulodo), building the willingness (ing madyo mangu karso), and develop the creativity of the students in the learning process (tut wuri handayani).

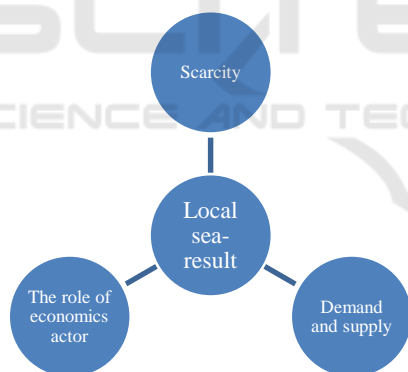


Figure 1: The theme webs.

In addition, with these thematic learning with the theme “local sea-result processing” so, the students are be able to imagine how is the condition of the location fish processing that they ever know or they have done the manufacture of fish processing and then integrate with the material that being taught to them so that there is effective communication between teachers and students. This effective communication is become one of the indicators for teachers to assess the enthusiasm of the students to participate in learning process. As revealed by Varun (2014) said that thematic learning give wide opportunity for the students to express themselves in accordance with the levels.

Definitely, through thematic learning the pupils can express themselves by giving a statement and be brave enough to say an opinion about the theme that are being studied. Thematic learning showed the collaborations of teachers, students, and parents in the development of the design can initiate the process of democratization. It also, implementation of thematic assignment instruction involving parent’s role, can motivate students and encourage the activities of students groups to increase from the first until last meeting (Medellu dkk, 2015). It is hoped that through the thematic learning that based on the result of the local marine process can develop cooperation not only with the peers, but also with the teachers and environment. It’s not necessarily all students know about the process of the local sea-result in the area that they lived through these thematic learning which is based on local wealth be-come one of the form of recognition about the wealth of the country for the students to keep the national wealth. The process of the local sea-result is an investment in the future so that it is important to provide supplies for students in the form of skills, abilities, and self-quality to answer the global challenges without leaving the identity.

5 CONCLUSIONS

Thematic learning is a learning that uses themes to link some learning materials so as to provide experience and meaning to the students. This lesson emphasizes the involvement of learners to follow active and creative learning, therefore students can gain hands-on experience and train themselves to be able to discover the various knowledge that has been learned.

Thematic learning based on local sea-result processing is intended as a bridge to provide knowledge to the pupils so that they can retain local knowledge in the face of educational developments and advancements as well as very tight competitiveness in today's modern era. The importance of equipping learners with local knowledge is an attempt to prepare them to be competent and qualified human resources without having to abandon their identity.

In response to global challenges, all parties are expected to be equally involved both in the implementation of learning and the preparation of written rules as a guide to welcome the current era of globalization. As educators are the responsibility to prepare learners in facing global challenges. One of the efforts that can be done is by realizing thematic learning based on local sea-results processing so that students can face global challenges and maintain the originality of the nation.

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