

# The Implementation of Thematic Learning in MIN Medan

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**Keywords:** Implementation, Learning, Thematic Learning.

**Abstract:** Thematic learning is a learning that is carried out by conveying the subject matter through a theme that links various subjects. This study aims to reveal the implementation of thematic learning in *MIN* Medan. The subjects of this research are all students and teachers involved in the implementation of thematic learning in *MIN* Medan Sunggal. The subjects were selected through snowball sampling technique. This research uses field research with qualitative method through social and educational phenomenology approach. The data are collected through observations, interviews, and documentations. There are three findings of this study: first, the teachers' perception on thematic learning is in accordance with the students' development and ability in learning and thinking in *MIN* Medan. In addition, by applying the thematic learning, students will be more familiar with learning materials concretely in accordance with the students' life experience in everyday life. Second, the planning in thematic learning involves seven aspects from defining the themes to developing the assessment. Third, Thematic learning process is done in three stages, namely: (1) the preliminary activities, (2) core activities, and (3) final activities. Preliminary activities contains a warming-up activity seeks to motivate students in learning. This can be done through the counting, singing and telling stories (storytelling), and ask things related to the themes that will be delivered. The conclusion of the research indicates that the teachers in *MIN* Medan strongly support thematic learning. It can be seen from the positive perceptions they provided and their ability to plan and implement it.

## 1 INTRODUCTION

Thematic learning is not a newly emerging term, especially if it is associated with the 2013 Curriculum. Even before the 2013 curriculum was implemented, many schools had implemented thematic learning. But to find out more clearly about this thematic learning, researchers will describe the understanding of thematic learning from various sources and references of scientists firstly.

In terms of understanding, learning is the development of knowledge, skills, or a new attitude at a time when individual information and interact with the environment. Learning is an approach to learning that let children to play an active role in the learning activities (Yunanto, 2004). While the themes is the principal theme is the basic idea of the mind or a staple of conversation (Depdiknas, 2007). Then, Theme is confirms tools or container to put forward various concepts to students as a whole (Kunandar, 2007). In the study, the theme is given with the intention of bringing together the content of the

curriculum in one unified whole, enriching the of student language and make learning that involve multiple subjects to provide a meaningful experience to the students. the coherentsion in this learning process can be seen from the aspect of the process or time, aspects of the curriculum, and teaching and learning aspects. So, thematic learning is integrated learning that uses the theme as a unifying material contained in some subjects and given in one lesson time.

Thematic interpreted as relating to the theme, and the theme itself means "a staple of the mind; the basis of the story (which is discussed, used as the basis for composing, modifying rhymes and so on). " For example, the theme of the play is that vile and evil will surely be defeated by the good and noble (KBBI, 2008). Not much different, in other literary sources, "thematic" defined as "concerning the theme; the subject matter" (Hendro Darmawan, 2011)

Thematic learning is a learning strategy that is applied to the child class elementary school early. In accordance with the stages of child development, the characteristics of the way children learn, the concept

of learning and learning means, then learning activities for grades early *SD* (Elementary School) should do with thematic Learning. Thematic learning model is integrated learning model that uses thematic approach involving multiple subjects to provide meaningful experiences to students.

Based on the condition of the learners, learners in the class 1-3 was at an early age span. In the age of development of all aspects of intelligence such as IQ, EQ and SQ grow and develop very unusual. In general, the level of development is still viewed everything as one unit (holistic) so the lesson depends on concrete objects. In addition, if the learning is done separately, then it will bring up the issue at the beginning of class (the class of 1-3) i.e. high number of repeating classes and dropping out of school. It shows that the majority of school readiness learners class early *SD/MI* in Indonesia is still low. (Trianto, 2011).

Teaching and learning with thematic learning does not equal a learning-based subjects. Therefore, in thematic learning teachers prosecuted for professional develop thematic material. A lot of things that need to be prepared by the teacher in the thematic study. Both before, during and after completion of the study was carried out in the process of teaching and learning. In accordance with the curriculum of 2013, Government oriented learning thematic on *SD/MI* students level. To support these things, then he made a wide range of training for teachers in order to implement the thematic learning in a professional manner. These activities include certification of teachers, thematic learning training, further education for teachers of *SD/MI* who devoted to the thematic learning.

Based on early observations, researchers find the data in the *MIN* Field, in accordance with the expectations of the 2013 Curriculum is supposed to level *SD/MI* thematic learning has been applied since grade one to grade four, but in fact has not been completely carry out thematic learning. This is affected by many things, such as the availability of a book. Which is less than expected, supporting learning not optimal, less conducive learning environment. And the most ironic is a teacher educated with thematic, but not fully lead to thematic learning. The interested researchers in carrying out research with the title "Implementation of Thematic Learning in *MIN* Medan".

## 2 RESEARCH FOCUSED

This research is focused on the implementation of the thematic study conducted in Medan city, with the *MIN* indicator research include: Teacher perceptions of thematic learning, thematic learning implementation plan, management of class on thematic learning, and the learning process on the thematic *MIN* Medan.

## 3 RESEARCH OBJECTIVES

- 1) Perceptions of teachers about thematic learning in *MIN* Medan.
- 2) Thematic lesson planning.
- 3) Thematic learning Process in *MIN* Medan.

## 4 RESEARCH METHODS

This research was carried out at the Level of State Madrasahs (*MIN*) Medan Sunggal, Setting the research it is the whole teacher who carry out thematic learning in classes I and IV in Medan Sunggal Subdistrict *MIN* Medan Sunggal. The research was carried out in class when the learning takes place. In the headmaster's office, teacher's room, the Administration office, and around the area of the school, as well as other locations that evolved with regard to the collection of research data.

This research is the study of the field by using the method mode of qualitative inquiry, qualitative research is selected as the type of research because the researchers wanted to study the more profound things that relate to research data, so it will be found meaning or cultural themes in this research fit data that can be collected. There are two approaches used in this study i.e. social phenomenology and education approach.

This approach is used because researchers want to reveal the phenomenon of social behavior in implementing thematic learning activities at *MIN* Medan Sunggal.

## 5 RESEARCH SUBJECT

The subject of this research is the whole teacher who still actively teaching and implementing thematic study on class I and IV *MIN* Medan Sunggal. The selection of subjects of research researchers using the technique snowball sampling. The source of the data

in this study consists of primary and secondary data sources.

## 6 THE DATA COLLECTION INSTRUMENTS

To criminalize research data in accordance with the focus of his research, then the researcher is using type of research instrument which include: first, the non participant Observation, which the researchers did in-depth observations in accordance with the focus research, but was not involved in full with communities, researchers studied only as observer outside the scene was examined.

Second, In-depth Interview, namely conducting interviews in-depth with the subject and informant research in accordance with the research problem. Data will be collected through this instrument is about the history of the establishment of the *MIN* Medan Sunggal, the profile of *MIN* Medan Sunggal, perceptions of teachers on thematic learning, thematic Learning implementation plan, the management of in-class learning thematic, and thematic learning at *MIN* Medan Sunggal.

Third, the FGD (Focus Group Discussion), rolling out focused interviews with collecting some people focused subject and informant research in a research stage to trawl data effectively and efficiently as well as a deep according to a focus research. The data could be netted through FGD is data about the perceptions of teachers about thematic learning, thematic Learning implementation plan, the management of in-class learning, thematic and thematic learning in *MIN* Medan Sunggal.

Fourth, the study documentation, in which researchers collect documents that can be retrieved via the data archives stored in the salafi community. The archive can be collected relating to the history of the establishment of the *MIN* Medan Sunggal, profile of *MIN* Medan Sunggal, State teachers and students *MIN* Medan Sunggal, RPP thematic in *MIN* Medan Sunggal, work programmes and activities of the *MIN* Medan Sunggal, regulations in *MIN* Medan Sunggal, photographs relating to the focus of the research, as well as other data that developed in the research.

## 7 THE ANALYSIS OF RESEARCH DATA

The data analysis process includes three stages of a cycle as suggested that Miles & Huberman (1984) apply reduction data, data display and the withdrawal of the conclusion. A transcript of the interview and FGD and notes field will be reduced, coded and categorized by type and relevance in answering the research question. The selected data that has been shown to facilitate the process of withdrawal and the definition of the conclusion.

## 8 DATA VALIDITY GUARANTEE TECHNIQUE

This research uses techniques guarantee the validity of the data that is common in qualitative research, namely transferabilitas and credibility. To ensure the level of benefiting the data obtained in this study, the research team will conduct three of the following:

- a) To the possible extend its involvement in the field of research to get a better understanding about certain things, and to test certain information that may be misinterpreted or informant researcher.
- b) Perform a triangulation of sources and methods. Data obtained with different sources checked (informant, records and documents) and by different methods (observation, FGD and interviews).
- c) Member cheks that carry data and interpretation of that data back to the participants and ask them if the data and the interpretation of the data that researchers create are correct or have meaning as understood in accordance with the participants.

## 9 RESEARCH FINDING

### 9.1 Perceptions of Teachers on Thematic Learning

Thematic learning held on *SD/MI* is a very suitable learning applied because according to the needs and abilities of the participants his protégé. Before guru able and willing to apply the pembelajaran theme, then the teacher should have a good perception of pula about it. There is some perception that disclosed the teachers learning about Medan Sunggal *MIN*

thematic. First, there is the teacher who perceives that the thematic learning very helpful understanding student learning about the material either theoretically or contextually in accordance with what they get in everyday life. Students can combine the concepts of theories about a matter of everyday life with hers. In addition, with thematic learning so students will be better able to socialise with your fellow students in his class, especially in the delivery of material through the method of discussion. The application of discussion method in essence already applied since class I *MIN*, so the teachers more easily. Second, there are teachers who suggested in its perception of this thematic learning in order to be able to run well, then the first teachers must understand the capabilities students in understanding the learning material. Third, there are teachers who strongly approve and support the thematic learning class *MI*, because with the thematic of students we can understand what the teacher explained with intact and concrete. What is conveyed directly associated with teacher found students in his life, so that direct students responded in kind. This is the merit of that thematic. While his weakness is, among others, not all students want to reveal what he saw because there is a lot of difference in the attitude of students in learning.

## 9.2 Thematic Lesson Planning

Before the implementation of lessons in school, it is very necessary in the teaching and learning process. Simple learning planning means the process of activities that will be carried out during the Teaching and Learning Process, to achieve the learning objectives effectively and efficiently. Lesson plans can be seen from the teacher's ability to make Lesson Plans (*RPP*). There are factors in the *RPP*, which include: (1) School identity and learning material / themes, (2) Core Competencies (*KI*), (3) Basic Competencies, (4) Indicators, (5) Learning Objectives, (6 ) Learning Materials, (7) Learning Approaches and Methods, (8) Learning Activities, (9) Learning Resources and Media, (10) Assessment.

The ability of teachers to complete the lesson plan varies greatly. Based on data and documents that can be obtained by researchers about this lesson plan, it can be stated that it still needs to be done. In addition, there is a need for trainings on the preparation of a good lesson plan that is carried out in school and outside school. In addition to that, the tagline was held a training-training on the preparation of the lesson plan both kept in the school and outside the school. In addition, there must be discussions

between teachers because not all teachers are less able to develop lesson plan properly, because it relates to the background of each teacher.

Furthermore, in carrying out the planning activities for the learning of this thematic, there are several steps which are:

### 9.2.1 Determine Theme

Determination of the theme is the first step of learning thematic planning activities. The teacher is greatly helped by the determination of the theme, because the Government has been providing books for learning with the determination of the whole theme.

### 9.2.2 Analyzing Graduates Competency Standards (*SKL*), Core Competencies (*KI*), Basic Competencies (*KD*), and Making Indicators

After the teacher sets a theme that is in accordance with what is contained in the teacher's book, then the teacher is tasked with analyzing the *SKL*, *KI* and *KD* that are in accordance with the theme. In analyzing *KI* and *KD*, the teacher must really adapt them to the themes contained in several subjects related to the theme. This is the most difficult thing for the teacher to do because the teacher must really determine the Basic Competencies (*KD*) of all subjects according to their respective themes. But the teachers also do not need to worry because Competence (*KD*) has been arranged in accordance with their respective themes in the thematic book from the government.

So the teacher just copied it. The teacher's task is only to adjust the theme with the Basic Competencies that exist in the subject and allocate the time according to the theme. Sometimes in the thematic book, there are some weaknesses, including the indicators written are not in accordance with Basic Competencies (*KD*), then the teacher at *MIN* Medan Sunggal Medan City will make his own indicator and replace the indicators already listed in the teacher's book. The preparation of indicators that are in accordance with Basic Competencies is very necessary in order to achieve learning objectives effectively and efficiently.

Furthermore, in analyzing the Basic Competencies, core competencies and indicators the teachers in Medan Sunggal *MIN* must see its Core Competencies (*KI-KI-3* and 4). Then, to make the indicators must be seen then it used to be basically a Competence (*KD*). Do not let teachers devise indicators do not comply with the request of what there is on *KD*. Then, after the *KD* is known, the teacher creates a theme network that matches his *KD*

for several related subjects. For example linking mathematics, social studies, and Indonesian subjects in one theme .

### 9.2.3 Determine the Learning Material

After the teacher's formulating indicators, then the teacher determines the material based on charge indicators will respectively. The material is determined by the teachers adapted to the existing theme. So in the end, the material that exists on one theme will relate to the rest of the subjects. How to determine the learning material, then it should be seen from the formula etrdapat in the basic Competence (KD). While to find out the material description, the only thing that can be seen from the indicator.

### 9.2.4 Determine Learning Approaches and Methods

In accordance with the 2013 curriculum, specifically in the determination of learning approaches and methods is not the same as the previous curriculum, namely the Education Unit Level Curriculum (*KTSP*) in 2006. The approach used is Scientific Learning. While the strategies and methods applied are using multi strategies and multi methods. That is, the strategy used in thematic learning is not just one, but the mixing of various strategies that exist in accordance with the subject matter. Similarly, the method used is not just one method, but many methods are in accordance with the subject matter.

In a simple learning approach in definition is the way the teacher views the learning process in two ways. First, how the teacher views learning psychology where the teacher must be able to apply various learning theories that are in accordance with the conditions of students and their teaching materials.

Second, how the teacher views the psychology of his students, when the teacher must be able to adapt the subject matter to the learning needs of his students. In general, the needs of students in learning are tailored to the type of student learning, namely: (1) the type of visual learning, students who have this type can receive subject matter with a concrete picture of the material to be taught, (2) the type of auditory learning is where students with this type can learn with a systematic explanation of the material from the teacher, and (3) the type of kinesthetic learning, which is where in this type of students must be taught through practical activities not just theory.

Following these three types of learning, the learning activities in the 2013 Curriculum are very suitable using the Scientific Learning approach. This

is because the Scientific Learning approach with the terms used in the core activities of the Teaching and Learning Process are: observing, asking, exploring, associating and communicating has reflected the application of these three types of learning. The scientific learning approach focuses more on scientific approaches because it uses scientific methods. Furthermore, in choosing a learning strategy and method, the teacher must implement multi strategies and multi methods in learning.

Furthermore, in conveying learning material in accordance with the theme, the teachers at *MIN Medan Sunggal* used many learning methods, so that they were very supportive of students' learning activities. By using various strategies and methods, students are more active and creative in learning process.

### 9.2.5 Providing Media, Tools and Learning Resources

Media, learning tools and resources aim to make it easier for students to receive subject matter. There are many learning media, such as: learning videos, learning CD, teaching aids, pictures, schemes and so on. As for learning tools such as: flipcharts, markers, LCD and so on. While learning resources are all reference books used as reference for learning materials. Media, learning tools and resources are used to support the effectiveness and efficiency of learning.

Some of the teachers at *MIN Medan Sunggal* choose media that are not too complicated and require large costs. But they make their own media and tools and learning resources. Besides that there are also teachers who brought the original media di to the classroom so that students get to know more concretely the material through the media brought by the teacher.

The media that will be displayed must make students feel interested and motivated to listen to the material presented by the teacher, so that the teachers must be able to make the media as interesting as possible in its appearance, with various colors and shapes that can encourage students to learn. MI teacher creativity is needed in making this media. Regarding the source book, the teacher's and student's books have not been entirely received from the government. So, to prevent the lack of availability of the teacher's book, then the Head of *MIN Medan Sunggal* appealed to all parents of students to copy student books obtained from other sources, for example from the internet. As it turns out, all the

parents of students no one objected by the Principal appeal.

### 9.2.6 Determine Learning Activities

The learning activities contained in the *RPP* consist of: (1) preliminary activities, (2) core activities, and (3) closing activities. The preliminary activity contains motivation and apperception so students are ready and willing to receive lessons. Then, the core activity contains material about scientific and thematic implementation when the teacher presents learning material in a particular theme. The scientific approach in which there are several activities with the use of scientific methods, namely observing, asking, exploring, associating and communicating.

### 9.2.7 Preparing Learning Evaluations

Assessment in thematic learning is an effort to obtain various information on a periodic, continuous, and comprehensive basis about the process and results of growth and development that have been achieved by students through learning activities. Assessment is a series of activities to obtain, analyze, interpret data about student learning processes and results that are carried out systematically, and continuously, so that it becomes meaningful information.

The basic principles of integrated learning assessment are:

- 1) Assessment in grade I and II follows assessment rules of the other lessons in elementary school. Considering that all grade 1 elementary school students have not all been fluent in reading and writing, the method of assessment in grades I is not emphasized in written assessment.
- 2) The ability to read, write and count is an ability that must be mastered by students in grades I and II. Therefore, mastery of these three abilities is a prerequisite for class upgrading.
- 3) Assessment is carried out by referring to the indicators of each Basic Competency and Learning Outcomes from subjects.
- 4) Assessment is carried out continuously and during the teaching and learning process takes place, for example when students tell stories in the preliminary activities, read on the core activities and sing at the end of the activity.
- 5) The work of students can be used as material for teacher input in making student decisions for example: Use of punctuation, spelling of words, or numbers.

Assessment procedures for thematic learning are:

- 1) Formulate or reinforce teaching objectives

- 2) Review the teaching material based on the curriculum and syllabus of the subjects
- 3) Develop assessment tools, both tests and non-tests, which are suitable for use in assessing the types of behavior reflected in the teaching objectives
- 4) Use assessment results in accordance with the objectives of the assessment
- 5) In thematic learning assessment is carried out to assess the achievement of Basic Competencies and Indicators in each subject contained in the theme. Thus the assessment in this case is no longer integrated through themes, but has been separated according to Basic Competencies, Learning Outcomes and Subject Indicators.

The final score on the school report card is returned to the subject competencies found in the first and second grade elementary schools, namely: Indonesian, Mathematics, Natural Sciences, Citizenship Education and Social Sciences, Cultural Arts and Skills, and Physical Education, Sports and health.

Assessment of thematic learning in the 2013 curriculum is using authentic assessment. Authentic assessment is a significant measurement of student learning outcomes for the realm of attitudes, skills, and knowledge.

Conceptually authentic assessment is more significant than even standardized multiple choice tests. When applying authentic assessments to find out students' learning outcomes and achievements, teachers apply criteria related to knowledge construction, observing and trying activities, and achievement values outside of school.

Authentic assessment has strong relevance to the scientific approach to learning in accordance with the demands of the 2013 Curriculum. Because, this kind of assessment is able to illustrate the improvement in student learning outcomes, both in order to observe, reason, try, build networks and others.

## 9.3 Thematic Learning Process

The implementation of thematic learning every day is done using three stages of activity, namely activity opening/early/introduction, core activities, and closing activities. The allocation of time for each stage is the opening events more or less 5-10% of the time the lessons are provided, the core activities more or less 80% of the time the lessons that have been provided, whereas the closing activities implemented

with the allocation of more time less 10-15% of the time a lesson is provided.

Thematic learning procedures include the following: first, the initial activities, including: informing the themes and sub themes that will be studied and clarified the objectives and learning activities to be performed.

Second, core activities, include: giving guided questions that serve to arouse students learning motivation and learning materials, providing associate tasks or activities to students who concerned with themes and give priority to the acquisition of direct experience on the students, gave a report on the results of the activities of the students, and doing reinforcement by discussing together activities that have been carried out from the students.

Third, the closing activity, include: formulating final conclusions of the themes or topics that are discussed and the final test (posttest).

Thematic Learning Implementation phase include the following: first, the activities introduction/beginning/opening. This activity is mainly performed to create the atmosphere of early learning to encourage the students focusing himself to follow the learning process, intended to prepare students to be mentally ready learn the knowledge, skills, and attitudes.

The nature of the opening activity is an activity to warming. At this stage can be done by extracting the child about the themes that will be presented. Some examples of activities that can be done is to pray before learning, storytelling, physical activity/physical and sing.

Second, the core Activities/presentation. This activity focuses on activities aimed at developing the ability of read, write, and count. Presentation of learning materials is done using a variety of strategies/methods vary and can be done in a classical, small group or individual.

Third, end cover/activities and follow-up. The nature of the activities of the cover is to compose. Some examples of kegiatn cover can do is infer/reveal the learning outcomes that have been done, read short passages of the qur'an, storytelling, reading the story/stories from the book example, pantomime, moral messages, music/music appreciation.

Based on the results of observation is done, the researcher can describe the atmosphere of the implementation of thematic learning activities. First, the teacher set some seats while students will begin the learning material, and the teacher told the students to sit neatly. start learning by reading the prayer and some verses of the Qur'an. Then, the teacher asked the students to observe the media images that fit the

theme. Although it looks less conducive atmosphere of the class, but the teacher's patience looks to guide students to mengkondusifkan atmosphere with a variety of activities that are more active. To lure students asked, teachers provide the stimulus among others by the way students in pairs advanced to the next grade and demonstrate what is said by the teacher. And after that, the teacher gives a question. Then, the teacher also gave awards to students who can ask questions with handclaps.

In reasoning activities, teachers provide a wide range of problems that are found in everyday life and students are matched with material based on the themes presented. This activity is done as an attempt to trigger the students ' critical thinking, logical and systematic in reasoning something.

For example: teachers ask students independently based on the text that he passes on "how facial expressions people sad and excited, and just about anything that can make the heart sad and joyful every day of his life?Still with regard to the activities of the reasoning in exploration, for example, students name the angles of a triangle on the origami paper that has been formed and the students are asked to determine the angles A, B, C, and D through thematic guide book.

Next after you have finished the process of reasoning of the students either individually or in a group, then each student collect knowledge that has been gained by the knowledge of her friend in pairs and exchange information with each other.

Furthermore, as a sense of accountability as a result of the group discussion, students are asked by the teacher to present the results of the group discussion through a partner in front of the class.Each couple ordered a teacher to alternately convey the area of a triangle in front of the class is then defined by the teacher.

To end the activity of learning, teachers ask students to summarize the material that was submitted by way of writing the reviews about the material that has been studied. The teacher asked the students to deliver some content reviews the material they have written. Then the teacher emphasized the review of the material they wrote, and the teacher delivered a moral message related to the material presented.

The implemented of the activities of the thematic study concludes with the assessment. Teachers assess the learning process by means of conducting observations in learning activities from the beginning to the end of the activity. Teachers also conduct assessment with written test instruments and test orally. Assessment attitude also is done by the teacher

in the form of a journal entry teacher, good spiritual attitude or social attitudes.

## 10 CONCLUSIONS

Thematic learning is learning that does not serve the material such as the delivery of the learning material based on one particular subject. But thematic learning presented with based on a particular theme. The theme of the taught with regard to many subjects. Themes taught in thematic learning in accordance with the level of maturity and capacity *SD/MI* students.

Teacher perceptions of thematic learning in Medan city Medan Sunggal *MIN* can be disimpulkan that they strongly supported the existence of learning themes. This is because through a specific theme, then the student will be better acquainted himself with the surrounding environment. In addition, the teachers are also very sued his creativity in the thematic learning because learning requires concentration very thematic in its execution. Then, the teacher must also understand all the students' abilities so that when the teacher explains the material, all students are truly able to understand it.

Planning of thematic learning compiled by the teachers in Lesson Plan (*RPP*). There are several steps in drawing up thematic *RPP*, namely: (1) determine the themes, (2) Conduct an analysis of the standard of competence of graduates (*SKL*), core competence (*KI*), Basic Competencies (*KD*), and create indicators, (3) determine the Learning Material, (4) determines the Approaches and methods of learning, (5) provides Media, tools and learning resources, (6) determine the learning activities, and (7) devised an evaluation of learning

Thematic learning process is done in three stages, namely: (1) the preliminary activities, (2) core activities, and (3) final activities. Preliminary activities contains a warm-up activity seeks to motivate students in learning. This can be done through the counting, singing and telling stories (storytelling), and ask things related to the themes that will be delivered. After that, the core activities will be carried out in the form of delivering themes related to many subjects. In presenting this theme the teacher takes a scientific thematic approach.

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