

## Implementation of Thematic Learning in Elementary School

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### ABSTRACT

Education in elementary schools is very close to learning; for example, thematic learning contained in the 2013 curriculum is very close to the implementation of learning in the classroom. This study aims to describe the implementation of thematic learning in class V of elementary school so that by describing this, the teacher knows practical learning. This type of research is qualitative descriptive. Three data collection techniques are observation, interviews, and documentation. The informants in the study were two homeroom teachers of class V. This research was conducted in a State Elementary School in Pekanbaru. Data analysis uses data reduction techniques, data presentation, and conclusion drawing. The results showed that the thematic learning process includes 1) student-centred. 2) Provide hands-on experience. 3) subject separators. 4) present a concept of various subjects. 5) is flexible. Based on the research results, the implementation of thematic learning is still rudimentary, and there are still those who have not focused on learning mathematics. Nevertheless, most of the research indicators are appropriate.

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## 1. INTRODUCTION

A meaningful, dignified, and well-informed existence is within reach for those who invest in themselves via education. The value of education is increasingly being recognised for the many benefits it provides individuals and society. Education for Indonesia's youth is crucial if the country is to stay up with the rapid technological change and globalisation rate. It is important to provide a solid education to the younger generation so that they can distinguish between positive and negative information and avoid being influenced by it, which can contribute to moral decadence in Indonesia (Junissa & Ain, 2022).

In this case, the school is where the road to education is carried out, and it has important functions and tasks to do in order to reach national education goals. (Halidjah et al., 2018) say that for national education goals to be met, the government and schools must play an important part in helping students use what they learn in elementary schools. In Indonesia, the curriculum keeps changing so that learning in basic schools can keep up with the times. The 2013 curriculum is still used today. Even though the 2013 curriculum is still being used and a new curriculum, the independent curriculum, has been put in place this year, it is still being done slowly so that each school can get ready for it. Even so, the 2013 curriculum still remains because it is still based on the independent curriculum.

Thematic learning has implications for teachers to be creative in preparing learning activities/experiences for children, as well as in determining the competencies of various subjects and organizing them so that learning becomes more meaningful, interesting, fun and complete. In connection with thematic learning, the implementation of learning is very important and is considered by the teacher in the classroom so that students can understand and seem interested and convey the learning correctly and in accordance with thematic learning (Syaifuddin, 2017).

Learning around a central theme encourages students to investigate a topic from multiple angles and form their own opinions (Magdalena et al., 2021). There is a need for a wide range of educational infrastructure and facilities to support its rollout. In order to be effective, this learning must make use of several learning tools created for this same reason. Books for each subject are readily available, and so are supplemental books that contain integrated teaching materials (Ananda & Hafizah, 2020). It is important to make the most of these resources by optimising the use of various learning media as a tool to help children understand abstract concepts and the application of learning. Here, school represents a critical node in the path to national education. After the researcher observes in the school of study, they find that some teachers have not fully implemented this thematic learning, and even the researchers find that there are still some teachers who focus on one subject only for certain reasons (Kurniasari & Adri, 2022).

Based on research conducted by (Ahmad Zainul Irfan, 2020), the learning process still depends on concrete objects and experiences experienced directly. Then according to (Nurchayani et al., 2022), in the implementation of thematic learning, teachers lack understanding in making thematic learning plans and in the implementation of learning students are lazy. Furthermore, according to (Rona, 2018), in the implementation of thematic learning, teachers do not use media every day in delivering material, but students still follow learning well, teachers provide explanations students listen to information, do questions and answers, do exercises then teachers provide reinforcement of student answer results. Then according to (Sekarinasih & Purwokerto, 2020) teachers have difficulty in relating material from one subject to another. Connections between subjects and the students' everyday lives that make learning easier and more enjoyable. Based on what has been discovered (Muhsinin et al., 2019) Because there is only a five-day window in which the active day may be used, the implementation of thematic learning does not go according to plan. However, this does not mean that learning objectives and character values are abandoned.

Based on the aforementioned studies, the only thing that sets this research apart from its predecessors is the larger sample size and the absence of incompatibilities that may otherwise have an impact on the findings. In this case, the educator is still relatively uncomplicated, and she has a firm grasp on the concepts of lesson preparation, classroom management, and student assessment. There is still a need to investigate how the process of adopting thematic learning in a classroom occurs during learning, as students' progress within this mode of instruction is somewhat slow. It is hoped that by engaging in thematic learning, educators will gain a deeper appreciation for the challenges students face in the classroom and be better equipped to help them solve them by using all of their senses, not just hearing the teacher's explanations.

## 2. METHODS

State Elementary School 35 in Pekanbaru was the site of this study. This research took place over the course of two weeks, beginning in late August/early September of the year 2022. Descriptive qualitative research methods were used for this study. Ada's three methods of gathering information are observation,

interviews, and written records. Two fifth-grade educators participated as interviewees for this study. Analysis of field data through data reduction techniques or fundamental simplicity of written records, data presentation as information or set that will provide conclusions in the actions carried out in the study and the data are merged, then concluded, and draw conclusions. One that is compiled from independently verified data sources. Source triangulation and other approaches are used to ensure the reliability of the data. Data retrieval using source triangulation compares and double-checks information gathered using various methods and time periods. Using triangulation, researchers collect data from multiple angles on a single topic. This study aims to illustrate how class V students at State Elementary School 35 in Pekanbaru use themes in their learning.

The research stage is carried out by the researcher by preparing a research instrument and making interview questions according to the instrument and will later be used to collect information from informants. After that, the researcher determines the school's informant who will conduct the research. Furthermore, make observations with informants during learning with reference instruments that have been prepared by the researcher. Then, conducting interviews with predetermined informants then conducting research for one week and collecting data for one week and then the researcher processed the data from the results of interview observations and documents that had been obtained from two class V teachers and reduced the data, presented the data, and made conclusions to get the results of the study and develop it into verbatim.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Observation

Based on observations that have been carried out in as many as 6 (six) meetings, it can be described that the researcher saw that teacher V had already performed and carried out his duties as an educator during learning. In learning, the compatibility between the learning process carried out by the homeroom teacher V and the research indicators has been carried out properly. This statement is also seen by researchers in the process of observation and interviews with teachers and students. At the time of observation of teachers and students from a series of research indicators such as student-centered, providing direct experience, separating subjects, presenting concepts from various subjects, being flexible has been well implemented even though there are still some that have not been carried out in the process of implementing thematic learning.

Class V teachers, in this case, they always use learning media and it can be seen in the research carried out by teachers using various kinds of teaching aids. In this case, the characteristics of thematic learning are appropriate but there are still shortcomings in terms of connecting from one subject to another. Several times researchers have seen that teachers only focus on one subject and always use learning media in the form of Audio from the *teacher's cellphone*. In this case, it is in accordance with the characteristics of thematic learning and indicators in the study, but there are still shortcomings in directing students to focus on the ability to answer in their own language. The conclusion of the observations that have been made with the class V teacher can be said that the class teacher has carried out his duties as an educator well and is in accordance with the thematic learning characteristics. However, there is still something that must be considered by teachers in learning and students are not passive in the classroom so as to create active learning.

Based on the observations above, in the implementation of thematic learning with observation, there are 6 observations made in class V. The results of observations on the implementation of thematic learning in class V elementary schools are as follows.

##### 3.1.1 Results of Observations at the first meeting

This observation was carried out in the VA class on the subject of Indonesian on Advertising. At the beginning of the lesson the teacher asks the students to read in the student worksheet book what advertising is and the students read alternately. By the time one of the students was reading, there was still a student who spoke to the theme and did not listen to what his friend read. Because the student did not listen, the teacher asked the student what his friend read. After that, the teacher asked about things related to the

Advertisement that had been read earlier. In this learning activity, students are invited to discuss and form groups. Through the teacher's questions about Advertising, students are directed by the teacher to discover for themselves what is being learned. When finished reading the teacher again explains about advertising to students and relates it to everyday life. The media teachers use is newspapers; students are asked to bring newspapers and HVS papers. After that, the teacher explains about the Advertisement more broadly and relates it to a job that is around the students contained in the Ad. In delivering material about advertising, teachers convey it clearly, in detail, systematically and structured so that it will be easy for students to understand in learning.

This learning activity the teacher uses reading techniques, uses teaching aids, and draws and searches for the advertisement from the newspaper that the students have brought. The existence of newspapers and HVS students are also asked by the teacher to make an advertisement on the paper they bring and make it according to the teacher's direction with the theme of each group is different. At the end of the lesson, the teacher and the students together conclude what is learned today, the teacher gives assignments at home related to today's and tomorrow's lessons so that students read tomorrow's material so that students understand more about learning, motivate students and pray before going home according to their respective religions and beliefs. Based on these observations, researchers can conclude that the learning activities carried out by teachers and students in the VA class have used thematic, are perfect and good, however, at the beginning of learning, the time should be longer and then shortened due to Scout activities in the morning.

### 3.1.2 Results of Observations of the second meeting

This observation was carried out on the subjects nCivic Education, Social Sciences and Indonesian. The first activity carried out by teachers is to tell stories about professions in Indonesian society. In learning, the teacher provides an opportunity for students to ask questions after the teacher has finished delivering the material. In the early stage the teacher asks about the profession in the community around the student and the student answers it enthusiastically. Then the teacher connects the professional material that exists in the community with Civic Education about the socio-cultural diversity that exists in Indonesia. This material is connected with daily life as can be seen from the teacher giving pictures of traditional houses and traditional clothes from 34 provinces in Indonesia. Students are directed to discover for themselves what they learn through describing and what traditional houses and traditional clothing exist in Indonesia.

In this activity, the teacher provided props with pictures of traditional clothes and traditional houses and distributed them to students. From the beginning of learning, the teacher has formed a discussion group so that students can work together with their group in solving problems from the material of socio-cultural diversity in Indonesia. After the group was formed students were given some pictures of traditional houses and traditional clothes and asked the group to draw one of the custom houses and create it according to what they wanted. In the delivery of the material, the teacher performs systematically, structured very clearly and in detail. The methods used by teachers are drawing, writing, and group discussions. At the end of the lesson, the teacher and students together conclude what is learned today, the teacher gives assignments at home related to today's and tomorrow's lessons so that students read tomorrow's material so that students understand more about learning, motivate students and pray before going home according to their respective religions and beliefs. Based on these observations, researchers can conclude that the learning activities carried out by teachers and students in the VA class have used thematic, are perfect and good.

### 3.1.3 Results of Observations of the third meeting

This observation is carried out by observing the learning of Natural Sciences, namely about the digestive system in animals and humans. The first activity carried out was to recall the previous material on animals and humans related to the meeting material this time. This way, the teacher invites the students to recall what they have learned. Entering the next material, the teacher asks students to read about the animal digestion system in student worksheets for five minutes, and then the teacher prepares learning media, namely videos, to show students during learning. Sometimes teachers give students questions about what they've read for five minutes and give students the opportunity to answer them.

The material presented by the teacher is connected to the daily life of the students, as evidenced by the teacher giving a video about the digestion of animals and humans, then the teacher mentioned that students must take care of the health of the organs in the digestion so that our digestive system is always smooth and has no problems and is associated with the food consumed by students at home in the environment around the students. Students are directed to discover for themselves what they learn through activities describing the sequence of the digestive system in animals and humans. In this learning activity, the teacher provides props, namely *infocus* and *speakers* as props that are used by the teacher to display a video about the digestive system in animals and humans to make it easier for students to understand learning.

In this learning activity, there was no discussion about the digestive system of animals and humans, only delivered material and asked students to understand by looking at videos about the digestive system in animals and humans with *Infocus*. In delivering the material, the teacher does it systematically so that it does not make it difficult for students to understand the concepts of the material. Activities in the classroom are observing, listening to the teacher inject the material, reading books on student worksheets. The focus of the material has been directed to the theme, proven in the learning of Natural Sciences, students observe carefully the media used by the teacher, namely videos and other images. Even so, there are still shortcomings in learning, namely, students do not play a direct role in a medium that the teacher brings so that it makes students not excited about learning. For example, at the time of the third observation, students only observed *infocus* and students did not seem to understand what was learned about the digestive systems of animals and humans. The evidence is with the teacher asking about an enzyme in the human digestive system and then the students cannot answer it even though the students, when asked have understood the material they said they already understood.

In this learning material, it can be seen that students do not understand the lesson and are less active in class, but for example, the teacher brings pictures about the digestion of animals and humans and then students are asked to create it, surely students can understand more about what is learned and not just observe and watch videos. At the end of the lesson, the teacher and the students together conclude what is learned today, the teacher gives assignments at home related to today's and tomorrow's lessons so that students read tomorrow's material so that students understand more about learning, motivate students and pray before going home according to their respective religions and beliefs. Based on these observations, researchers can conclude that the learning activities carried out by teachers and students in the VA class have used thematics, are perfect and good.

#### 3.1.4 Observations of the first meeting in the VB class

These observations were made in natural Sciences subjects and Indonesian on respiratory disorders in humans and made disease charts from the material. The first activity carried out by the teacher was to invite students to sing about diseases in human breathing and it seemed that the students were very excited about singing. Then the teacher asks the students to read in the Student worksheet about respiratory disorders in humans. Next the teacher asks about one of the diseases in human breathing.

*"What is asthmatic disease? Anyone know?"*

Some students answered accordingly in the book and there were some students who answered according to their understanding. In this lesson, there was no group discussion, only that they were asked to make a chart about the causes of respiratory system disorders in humans. In delivering the material, the teacher does it systematically, clearly, in detail and structured so as not to make it difficult for students to understand the material. The activities in the classroom are not only singing and reading books but students also make a chart about the causes of human respiratory disorders on HVS paper and written using their own language. In this learning activity, students are invited to sing, create, and observe pictures on student worksheets.

At the end of the lesson, the teacher and the student jointly conclude what is learned today, motivate the students, pray before going home, the teacher gives questions to evaluate today's learning to the students and who can answer it is welcome to go home first. At the end of the lesson the teacher and the student

jointly conclude what is learned today, motivate the students, pray before going home, the teacher gives questions to evaluate today's learning to the students and who can answer it is welcome to go home first. Based on these observations, researchers can conclude that the learning activities carried out by teachers and students in the VB class are good with the Audio media used by teachers. However, there was no discussion at this time of learning and researchers saw the absence of teachers directing students to express their own opinions and fixate on books.

### 3.1.5 Results of Observations of the second meeting

This observation was carried out in the subjects of Social Sciences, Indonesian, Cultural Arts and Crafts. The first activity that the teacher does is to appoint some students to read a story about a tofu merchant. Then when the student finishes reading the teacher asks the student about this tofu trader.

*" why do traders know this is sad? Does anyone know and what caused it?"*

Students answer it according to what they understand with the text they read. Then the teacher proceeds to the next material, on the economic activities of society. This time the teacher made a discussion group for students to be able to be creative in this discussion. Next, the teacher pastes pictures of people's economic activities related to production, distribution, and consumption. In the picture it is already clearly seen that there is an economic activity of the community and the teacher explains to the students about the picture. The material presented by the teacher is connected to everyday life, the evidence exemplifies the small vendors who are around the students. Students are also directed to discover for themselves what they are learning by describing the various economic activities according to their own abilities and language. In delivering the material, teachers have done it systematically, clearly, in detail and structured so as not to make it difficult for students to understand learning. With the existence of learning media and singing activities, students are more enthusiastic and easy to understand by students.

At the end of the lesson, students are asked to make a work by pasting pictures of various community economic activities in HVS and in pictures as interesting as possible and then presented with the group in front of the class. So in this learning activity, students understand many things, from singing, telling stories, discussions, and creating/drawing in the classroom during learning. At the end of the lesson the teacher and the student jointly conclude what is learned today, motivate the students, pray before going home, the teacher gives questions to evaluate today's learning to the students and whoever can answer it is welcome to go home first. Based on these observations, researchers can conclude that the learning activities carried out by teachers and students in the VB class are good and in accordance with thematic. Through the Audio media used by teachers, students are more enthusiastic about learning in class.

### 3.1.6 Results of Observations of the third meeting

Implemented the findings of natural science research into the best ways to keep people's lungs healthy. The instructor begins by singing about the various respiratory ailments that affect humans and recalling what she has learned in the past about their causes. The instructor then had the class list the various respiratory illnesses that affect humans. The instructor emphasises the relevance of the subject matter by showing how breathing in cigarette smoke can damage the respiratory system and lead to shortness of breath. The teacher explained the signs and symptoms of a condition and provided pupils with information on how to treat it and its proper name. The instructor does not make use of any aids in this lesson. The teacher went over the signs and symptoms of respiratory disorders in humans, and then the students were tasked with drawing their own illustrations of respiratory ailments in their exercise books, complete with the diagnosis and treatment options.

Furthermore, the teacher delivers the material systematically, clearly, in detail and structured so that it does not make it difficult for students to understand learning. The focus of the material is in accordance with the theme but still does not direct the student to answer in his own language so the student still focuses on the book. Learning activities are in accordance with the characteristics of students. Judging from the material of Natural Sciences and Cultural Arts and Crafts, students observe clearly what are the symptoms of respiratory diseases in humans and sing diseases of the respiratory system that support the learning. It is proved that students enjoy and are interested in this learning.

At the end of the lesson the teacher and the student jointly conclude what is learned today, motivate the

students, and pray before going home, the teacher gives questions to evaluate today's learning to the students and who can answer it is welcome to go home first. The implementation of learning is a learning that was compiled earlier. The better the implementation made, the better the results in its implementation (Nurchayani et al., 2022). So, based on these observations, researchers can conclude that the learning activities carried out by teachers and students in the VB class are good. However, in this learning, the teacher does not use teaching aids in learning.

### 3.2 Interview

Based on interviews conducted by researchers with VA and VB homeroom teachers about the implementation of thematic learning at State Elementary School 35 Pekanbaru. It can be described that when interviewing the VA and VB homeroom teachers, they performed their role as teachers well based on research indicators, namely student-centred, providing direct experience, separating the subjects, presenting concept from various subjects, is flexible. In this case, the results of the interview were obtained from the interview, some of which did not match the observations that occurred in the field. However, only one of the five research indicators. So the conclusion is that teachers are good at delivering thematic learning, but only one indicator has not been achieved. The following are the results of interviews according to five characteristics of thematic learning.

#### 3.2.1 Student-centered

Student-centred or learning that discovers for itself what is learned. Being student-centered means that students are more active and less passive in the classroom. In this case, the teacher's student-centered teacher is only a facilitator who aims to help students be more independent and actively involved in learning. Active learning is student-centred learning that emphasizes that students are not passive in learning (Raharja et al., 2022). In this context, it aims to build effective learning and create positive learning that allows students to achieve their abilities. Effective learning is about the ability of students to learn in their own way. In research activities carried out in VA and VB classes, teachers have directed students to discover for themselves what is learned and teachers also use various ways so that students can find for themselves what is learned.

This was reinforced by the results with Mrs. Herliana and Mrs. Amel Anggraini related to student-centred in the research indicators:

*"Usually before entering into the material they will find themselves, I give some tasks to search for the material through various references, independently and then discuss it with the group" (according to Herliana)*

*"Usually by asking students to read in advance in books about what is learned today and linking with previous material related to today's material so that students understand better" (according to Amel Anggraini)*

#### 3.2.2 Provide hands-on experience

To facilitate direct instruction and learning, giving pupils opportunities to learn through hands-on practice is helpful. For example, educators can encourage student engagement and participation by providing them with instructional aids and learning media that they themselves have created. In this example, students benefit from first-hand knowledge gained through their instructor's application of course concepts to real-world scenarios. This learning activity provides students with meaningful experiences that are relevant to their everyday lives, such as, learning experiences relating to real-world (conceptual) situations, which enhance the efficiency of the learning process. To ensure that students graduate with full and accurate information, it is important to ensure that the courses studied are conceptually related (Personal et al., 2022). This remark is consistent with the constructivist approach to education, which emphasises helping students understand how they can construct knowledge based on their own experiences (Suhendi &, 2018). Indicators used in thematic learning give students real-world experience and show how the teacher applies classroom material to their lives. Two teachers were interviewed, and their responses revealed that they had made relevant connections to students' lives and given students active roles in using instructional technologies. This is reinforced by the results of

interviews of Mrs. H and Mrs. AA related to providing direct experience in the research indicators:

*"Yes, and it really has to be done to make learning more meaningful, and students feel that what they learn turns out to be very closely related to everyday life" (according to Herliana)*

*"Yes, because if it is not connected, it will be difficult and there are no examples in the life around students" (according to Amel Anggraini)*

This is reinforced by (Nurgiansah, 2022), which states that competent teachers can use various learning media, both modern and traditional. Quality improvement in learning is one of the goals that every educator must pursue in learning.

### 3.2.3 Subject Separator

The subject separator is that it is very clear that from learning there are several subjects in it is a combination of several subjects in each learning material (Purwanti et al., 2022). Contained in this subject separator is that the focus of learning is directed to the discussion of themes and concepts in one subject connected with the concepts of other subjects. In the learning activities in the second grade of the class, there is a teacher who has connected the concepts from the subject to the concepts of other subjects.

The observations made in class V tend to solely focus on one subject, and not necessarily make connections between different types of content. The context provided by these courses makes it easier and more enjoyable for students to study and engage in class. There are learning activities in VA and VB classrooms, and teachers have connected concepts from subjects to concepts in other subjects, however this goes against the results of interviews that have been performed. Interviews with H's mum Erliana and Amel Anggraini's mum further affirmed this with regards to the subject-verb separation:

*"Yes, definitely, because it is in the theme so I adjust to what will be learned" (according to Herliana)*

*"Always, both during apperception, the core of learning, and the moment of reflection" (according to Amel Anggraini)*

### 3.2.4 Presentation of Concepts from Various Subjects

By bringing together ideas from different disciplines, thematic learning aims to provide a more engaging and enjoyable classroom experience (Setyawan et al., 2019). An example of this would be fusing the ideas of an Indonesian subject and a Natural Science subject. Teachers can make lessons more engaging for their students by tying them to a specific theme, and by treating the classroom like an educational playground. Based on his observations of classes 5 and 6, the researcher concluded that both teachers presented their lessons in a logical progression from the introductory to the summative stages of learning. The findings from my interviews with Herliana and Amel Anggraini, which provide light on how concepts from different disciplines are presented in the research indicators, corroborate this.

*"Yes, so as not to be ambiguous, because usually the material always connects the previous material." (according to Herliana).*

*"Yes, from the introduction, the core and the cover it is always systematically." (according to Amel Anggraini).*

### 3.2.5 Flexible

Being flexible means that the teaching materials taught can be related to the environment around other students (Rahmadona & Astimar, 2020). So that students' understanding of the lesson is more meaningful and even adds to the student's interest. With flexible learning, for example, students learn while playing so that it will be more fun for students. The results of the observation of the class V teacher have carried out their duties well, namely by using each technique in the classroom. The class teacher uses flexible techniques in terms of involving students in props and asks students to play a direct role in the media so that it can be seen that students are happy and enjoy the teacher-directed learning and use singing techniques so that students can better understand what is being taught in class by singing. The delivery of the material clearly and supported by singing makes it easier for students to memorize and understand

the purpose of the learning material using a variety of props ranging from drawings, Audio and others. In this thematic learning activity that is flexible, there are core stages that are adapted to class conditions that have various stages for each teacher. This was also reinforced in interviews with H's mother Erliana and Amel Anggraini's mother.

*"The core stages are carried out with reference to what goals will be achieved and looking at the conditions of the class" (according to Herliana).*

*"I also apply a scientific approach by observing, questioning, reasoning, discussing, communicating" (according to Amel Anggraini).*

Based on the results of interviews conducted and observations of researchers, it is known that teachers answer questions from researchers, but not all of them are in accordance with what happens when observations take place in the classroom. In this case, the results of interviews and observations are slightly different, but overall the teacher has done according to the thematic learning in the research indicators and has been good in learning. From the discussion above, class V teachers always use learning media in the classroom that make students more active in the classroom. According to (Sartika, 2020) learning media means everything used by teachers when carrying out learning activities, in the form of tools and materials that facilitate, facilitate, and improve the learning process in the classroom to convey knowledge, knowledge, and meaning and value values to students. Using learning media in teaching is very helpful and increases the speed of the learning process, because students will more actively interact using learning media, and the use of media can also activate more than one student tool.

There are three stages in a teacher's thematic lesson plan: introduction, body, and conclusion (Fatmawati et al., 2021). Using modern learning strategies, which immerse students more deeply in their coursework, teachers take on the role of facilitator, providing students with the resources they need to complete assigned tasks (Ahmad Zainul Irfan, 2020). Opportunities to respond to questions posed by the instructor and raised by classmates are built into every aspect of the classroom experience. The instructor encourages students to pose questions on the course topic during class time.

Through the questions given by the teacher, students are directed to be able to find for themselves what is learned in the classroom, then the teacher also connects it with students' daily lives so that students can more easily understand and understand the material. In classroom learning activities, teachers provide teaching aids that make it easier for students to understand the material being studied. The props used vary from a video, media presented by teachers and students, and *infocus* used in displaying learning. When delivering the material, the material is associated with other materials and there is also only one material presented. In the discussion of material in a lesson there is material that is focused on the theme and the teacher focuses on the theme in learning. The material presented by the teacher is very clear and systematic, starting from the beginning of the lesson to the closing part of the lesson. With this systematic delivery, students better understand and do not interfere with the learning flow conveyed by the teacher. Through question and answer between teachers and students, the material is connected to daily life so that students gain experience and will better understand learning because it is combined with their daily activities.

#### 4. CONCLUSION

Based on the research data and discussion above, the researcher concluded that the implementation of thematic learning is divided into 5 characteristics of thematic learning, including: 1) student-centred, meaning a learning that is not focused on the teacher alone but the teacher as a facilitator in the classroom. 2) provide hands-on experience, meaning students are faced with Learning media/teaching aids and materials presented are connected to students' daily lives. 3) subject separator, meaning that the delivery of concepts from one subject to another is linked so that the teacher focuses on discussing the theme of each material. 4) the presentation of concepts from various subjects means, the teacher's delivery of the material is clear, systematic, detailed and structured. 5) Flexible means that subjects are combined with simple things and go through the core stages that the teacher expects in the classroom. The next suggestion for researchers is to pay more attention to learning planning and evaluation in learning.

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