

## **ANALYSIS IMPLEMENTATION OF THEMATIC LEARNING THROUGH CONTEXTUAL TEACHING AND LEARNING FOR PRIMARY SCHOOL IN PANDEMIC**

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### **Abstract**

The success of learning can be shown by the mastery of learning objectives by students. But what about the learning process that occurred during the Covid-19 pandemic. Is it possible that the lesson planning by the teacher at the beginning of the semester can be carried out optimally. This type of research is qualitative research. The research was conducted at SD Muhammadiyah Blora in the four grade. Data obtained by making observations. The researcher went to the research location by looking at the teacher's teaching activities in Theme 2. Always Save Energy. Observation of learning towards initial, core, and closing activities. The results of the analysis showed that the implementation of thematic learning with the CTL model that was applied in grade IV of Primary Schools in the Era of the COVID-19 Pandemic was well prepared by the teacher. This can be seen from the learning implementation plan that has been prepared. However, at the time of its implementation there were still obstacles, so that the learning targets to be achieved were not optimal. The stages in CTL are not carried out as planned in the Learning Implementation Plan.

Key words: CTL, Primary School, Thematic, Pandemic

### **INTRODUCTION**

Education is a must to improve students acquire knowledge because it can be used to fill life in the future. This is in line with Law Number 20 of 2003 which states that National Education aims to develop capabilities and form a dignified national character and civilization in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty. One, have a healthy, knowledgeable, capable, creative, independent character, and become a democratic and responsible citizen. The contents of the law above, indicate a desire to form completely the competence of students both from cognitive, affective and psycho-motor aspects. This competence can be realized by following the learning process properly so that the learning outcomes are quality.

Quality learning outcomes must provide meaning that can bring cognitive, affective and psychomotor improvements as a result of the transfer of knowledge and communication between teachers and students. According to Mudjiono (2009: 9) states that learning is a process that can lead to existing behavior. Changes are called learning outcomes if they are obtained through practice and experience, not changes by themselves. Furthermore, according to Aprizan (2018: 99) learning is a process of interaction between teachers and students and learning resources in a learning environment. The learning process is tasked with providing assistance to students so that the process of acquiring knowledge, mastery, understanding, and formation of attitudes and

self-confidence can occur. Change is a result of the learning process and is indicated in several forms such as increased knowledge, attitudes, behavior, skills, skills, and changes in habits that exist in individuals who are learning. All of that can be obtained through the learning process.

Thematic learning is basically an integrated learning model using themes to link several subjects so that they can provide meaningful experiences to students. The implementation of the thematic learning process needs to pay attention to the following components, namely identifying competency standards, basic competencies, learning indicators, selecting a theme network and compiling a syllabus that includes competency standards, basic competencies, subject matter learning, learning activities, learning models and methods, learning resources and assessments. The components above are part of the preparation of the Learning Implementation Plan (RPP) which must be prepared in thematic learning.

The teacher's ability to compile and implement learning affects the success of the learning. In addition, a successful and conducive learning process can be measured from the level of mastery of learning material through test scores, and student learning outcomes during the learning process. But what about the learning process that occurred during the Covid-19 pandemic. Can the lesson planning by the teacher at the beginning of the semester be carried out optimally? This problem is certainly an interesting study to analyze in order to reveal the learning process during the Covid-19 pandemic.

## **LITERATURE REVIEW**

### **1. Thematic Learning**

Thematic learning is an integrated learning model that uses themes to link several subjects so as to provide meaningful experiences to students. According to Rusman (2012:254) thematic learning is one of the models in integrated learning which is a learning system that allows students, both individually and in groups, to actively explore and discover scientific concepts and principles in a holistic, meaningful, and authentic manner. Thematic learning is a learning model and strategy that integrates various subjects or a number of disciplines through the integration of content areas, skills, and attitudes into a particular theme, by conditioning students so that they can gain a learning experience that is more optimal, interesting and meaningful. Based on some of the opinions of the experts above, it can be concluded that integrated thematic learning is a combination of several subjects formed in one theme so as to create a meaningful and interesting learning experience for students. However, religion and sports are still independent and do not join other subjects.

Thematic learning has several objectives including;

- a. Make it easy to determine attention to a theme or learning topic.
- b. Linking knowledge and developing several competencies in subjects on the same theme.
- c. Have a broader and deeper understanding of the subject matter.
- d. Develop better language competencies by linking various other subjects with the personal experiences of students.

- e. They are more passionate about learning because they can communicate in real situations, such as: telling stories, asking questions, writing as well as learning other lessons.
- f. Learning is more useful and meaningful because the material is presented in a clear theme context.
- g. Teachers can save time, because subjects that are presented in an integrated manner can be prepared at once and given in 2 or 3 meetings or even more and / or enrichment.
- h. The character and morals of students can be nurtured by raising a number of ethical values in accordance with the situation and conditions (Kemendikbud, 2013: 193)

Thematic learning in its application has several advantages. The advantages of integrated thematic learning according to the Ministry of Education and Culture (Trianto, 2015: 88) are as follows:

- a. Learners' experiences and learning activities relevant to their level of development.
- b. Activities selected according to the interests and needs of students.
- c. Learning activities are meaningful for students, so that the results can last a long time.
- d. The thinking skills of students develop in an integrated learning process.
- e. Teaching and learning activities are pragmatic according to the environment of the students.
- f. Social skills of students develop in an integrated learning process, these social skills include: cooperation, communication, and willingness to listen to other people's opinions.

## **2. Model Contextual Teaching and Learning (CTL)**

Contextual Teaching and Learning (CTL) is learning that enables a learning process in which students use their understanding and academic abilities in various contexts inside or outside school to solve problems that are simulative or real, either individually or collectively (Rusman, 2012: 190).

According to Daryanto (2012: 156) the steps for implementing CTL in the classroom are as follows:

- a. Develop the idea that students will learn more meaningfully by working on their own, finding their own knowledge with new skills.
- b. Carry out the activities as far as possible inquiry for all topics.
- c. Develop students' curiosity by asking questions.
- d. Create a "learning society" (learning in groups).
- e. Present the "model" as an example of learning.
- f. Reflect at the end of the meeting.
- g. Perform the actual assessment in various ways.

## **METHOD**

This research was conducted with a qualitative approach. Data obtained by observations, interviews and document studies. The research was conducted at SD Muhammadiyah Blora. The subject of this research is the practitioner who carries out the teaching activities at the school. Data collection using instruments in the form of interview sheets, observation sheets and

document study. The data obtained from this study used the model of Miles and Huberman (1992: 90) with the stages of data reduction, data presentation and conclusion drawing. The quantitative data on the observation of the learning process obtained will be analyzed and categorized based on the percentage tabel 1.

Tabel 1. Categories of the learning process

Categories	Percentage
Very Good	$80\% < P \leq 100\%$
Good	$60\% < P \leq 80\%$
Enough	$40\% < p \leq 60\%$
Bad	$20\% < P \leq 40\%$
Very Bad	$0\% < P \leq 20\%$

(Junaidi, 2017: 20)

## RESULTS AND DISCUSSION

### RESULTS

Thematic learning planning in grade 4 begins with making a Learning Implementation Plan (RPP). Making learning tools starts from reviewing the 2013 curriculum, syllabus and selecting themes from the material to be taught and preparing handbooks for teachers and student books. The results of the observations show that the teacher uses the syllabus from the government to compile RPP with the Contextual Teaching and Learning model. The Learning Implementation Plan is a plan of learning activities to be carried out face-to-face in one or more meetings. RPP is developed from the syllabus to direct the learning activities of students in an effort to achieve Basic Competence (Permendikbud, 2016: 6)

The teacher designs the lesson plan by including the following components;

#### 1. School identity

The school that is written is SD Muhammadiyah Blora.

#### 2. Subject identity

The teacher writes down the identity of the subject, namely Theme 2. Always Save Energy, Sub-theme 1. Energy. Then the teacher included the focus of learning in meeting 1, namely Indonesian, Mathematics, and SBdP.

#### 3. Class The teacher has written Class 4 in the lesson plan that has been designed.

#### 4. Main Material

The main material of the Indonesian Language Content consists of

- a. Identify information related to energy sources appropriately.
- b. Retelling in writing the information about the energy source contained in the text correctly.

Then for the Mathematics content written by the teacher consists of

- a. Identify which activities are longer and which are shorter.
- b. Understand which events are longer and which are shorter.

Furthermore, the SBdP Payload consists of

- a. Understand the form of a simple rhythm pattern in a song.
- b. Identifying the form of a simple rhythm pattern in a song.

#### 5. Allocation of time

In lesson I, the time allocation listed by the teacher is 6x 35 minutes.

Furthermore, the teacher has also written the other components as follows (f) learning objectives, (g) basic competencies and indicators of competency achievement, (h) learning materials, (i) learning methods, (j) learning media, (k) learning resources, (l) learning steps, (m) assessment of learning outcomes. The findings above indicate that the RPP to be used has been adjusted to the standards set by the government as contained in Permendiknas Number 22 of 2016 concerning Basic and Secondary Education Process Standards.

The readiness of the teacher in preparing the lesson plan is very important, because it is hoped that the lesson will be carried out by the teacher to run properly and correctly to achieve the specified learning objectives (Mawardi, 2019). In addition, a good lesson plan is a sign that the teacher is a professional teacher, because one of the competencies that must be possessed by the teacher is the competence in preparing lesson plans (Arman, 2016). So the lesson plan is an important thing that must be prepared as well as possible so that the learning process in the classroom can run well. Apart from that, the teacher too preparing learning media in the form of instructional videos and Student Worksheets (LKPD) in order to present the learning process in an interesting and innovative way.

The learning activities observed during the learning process with the CTL model are implemented as follows.

Tabel 2. Learning Activities by Teachers with the CTL Model

No	ACTIVITIES	Sub theme 1	Sub Theme 2
		SCORE	SCORE
1	Preparing classes and students	2	3
2	Communicating learning objectives	1	2
3	Asking questions according to the learning material	1	2
4	Motivate students	1	2
5	Mastering the subject matter well	1	2
6	The suitability of the material discussed with indicators	1	3
7	Distribute worksheets to each student and provide brief information	2	2
8	Students are grouped heterogeneously	2	2
9	Guiding the course of experimental activities	1	2
10	Give an assignment to make a table of observations and write down the results	1	2
11	Ask students to discuss preparations percentage.	1	3

12	Observe the course of the discussion	1	3
13	Ask each group to present the results of the discussion	2	2
14	Give time to students to respond to the results of the presentation	1	2
15	Provide reinforcement for the answers given by the group and provide examples according to real events of students	1	2
16	Involves students to convey learning conclusions	1	3
17	Associate material with upcoming lessons	1	3
18	Give assignments to students	1	3
19	Evaluation	2	3
	Total Score	24	46
	Percentage	31,5%	60,5%

## DISCUSSION

Thematic learning is carried out using the CTL model. The detailed implementation of thematic learning is as follows. In the preliminary stage, the teacher gave directions to students regarding the conditions that occurred during the Covid-19 period. Teachers and students must be able to apply health protocols even though learning is carried out through small groups at home. Then the teacher focuses the attention of students by providing motivation. Then give appreciation before entering learning. Activities that have been carried out by the teacher aim to prepare students mentally in participating in the learning process. In addition, according to Mansor, et al. (2012) teachers who have implemented open lessons will help create effective learning in the classroom. This is in line with Majid (2014) that there are three objectives of opening learning activities including; 1) attracting the attention of students, 2) fostering learning motivation of students, and 3) providing signs for the learning process that will be carried out.

In connection with the learning process carried out during the Covid-19 pandemic, learning cannot be maximized. Because learning is partially carried out through the Whatsapp group and some students learn in groups at the teacher's house. So that the observation process opens the online learning is not visible, while opening the learning through face-to-face in groups is visible. However, there are still some shortcomings in its implementation, namely, the teacher does not convey Basic Competencies (KD) and indicators of achievement that will be obtained by students.

The implementation of the learning process carried out by the teacher shows that in learning 1 it is 31.5% with a poor category and in learning 2 it is 60.5% with a sufficient category. This is much lower than the research of Megawati & Oktavia (2020) which shows the success of the teaching process of teachers to reach 80%. This is because of the learning carried out in the

conditions of the Covid-19 pandemic, so the teacher had to change the learning process that had been planned at the beginning of the semester. As a result, learning cannot run optimally.

The core activities in thematic learning with the CTL model are as follows:

### 1. Constructivism

Constructivism is an activity to build learners' knowledge in stages, the results of which are expanded through a limited context. The knowledge that is built is not a set of facts, concepts or rules that are ready to be taken or remembered (Depdiknas, 2003: 6). Knowledge itself will influence the concept of the learning process, that the learning process is not just memorizing, but the process of actively constructing knowledge carried out by each student. The active process here involves mental and physical activeness, meaning that the knowledge of students will actively build based on the process of combining real experiences with the knowledge that students already have and this takes place mentally. (Hidayat, 2012: 223). In this activity, the teacher has carried out activities to build students' knowledge by presenting learning materials with theme 2, sub-theme 1, learning 1 about Energy. The delivery of material by the teacher is divided into two, namely face-to-face learning but the number of students is limited and using the Whatsapp group via cellphone for students who cannot participate in direct learning, where the teacher presents learning videos so that students can understand the material.

This remote learning requires extra activities so that students can follow the learning process. So that requires teachers to carry out the learning process optimally. However, not all of the efforts made by the teacher can be accepted by students. The biggest obstacle faced is that not all students have an Android-based cellphone which has but the number is only one, so it is used by all family members. So that there are some students who cannot follow the online learning process through groups. As a result, the learning process in this constructivism phase cannot run optimally.

### 2. Asking (questioning)

The ability of students to ask questions in the learning process is very important, because asking questions will help students improve students' thinking skills, so that it will help them in the learning process. In addition, well-mastered questioning skills will be very helpful in maintaining high learning interactions with students (Saun, 2015: 54). For teachers, giving questions to students enthusiastically will increase the desire to answer and reduce students' doubts. In this phase, the efforts made by the teacher are showing and understanding the instructional videos provided by the teacher. after that students are asked to give questions (if there is material that has not been understood). However, in this phase, the thematic learning process is running well, the obstacles faced are that the teacher cannot provide maximum control with the students who are members of the group. And when there are students who are able to give a response, it happens after this phase has passed. So thematic learning in this phase does not run optimally. As a substitute, the teacher provides an alternative by providing opportunities for students to tell experiences related to the material.

### 3. Inquiry

The inquiry phase is intended to prepare students for the situation to carry out their own experiments widely in order to see what is happening, want to do something, ask questions, and seek their own answers, as well as connect findings with each other, and compare what they find. with being found other students (Budiman, 2017: 20). The teacher provides the opportunity for students to discuss and record the results of the discussion from the findings of the given problem solutions, but there are still many students who have not been able to focus on learning. So this inquiry phase has not been achieved properly when it was carried out during the Covid-19 pandemic for thematic learning.

#### 4. Learning Community

Learning society is the ability to speak and share knowledge with others, cooperation with others to create better learning than learning alone. (Muchsin. 2016). Furthermore, Masnur stated that learning society could occur if learning outcomes were obtained from collaborating with other people. So the role of cooperation in discussions for the learning process very important.

This has been attempted by the teacher in carrying out thematic learning with this CTL. The teacher divides students who can be collected at home into several groups. To help the process of the discussion, the teacher provides directions for each group to be discussed, the group is given the opportunity for discussion, the teacher observes and provides directions in discussion activities.

#### 5. Modeling

Modeling is an activity to share ideas or ideas that are thought of, then demonstrate how the teacher wants students to learn and practice. Modeling activities can be demonstrations related to examples of concepts or other learning activities. According to Subekti (2011), modeling can be a way of operating something, and so that teachers can provide models of how to learn. The application of modeling carried out by the teacher during the learning process by asking students to provide example sentences that can be made from vocabulary related to maintaining the preservation of this energy orally. Then the group that has finished the discussion to present the results of the discussion. Students are quite involved in modeling activities, because this modeling will make learning interactive and attract the attention of other students. The application of modeling greatly encourages the development of the verbal ability to speak for children aged 5-6 years, namely the ability to convey related things around them, make complex sentences, convey ideas and conflicts, and tell stories from several parts (Dyer, 2009: 128- 132). With the existence of learning that uses modeling, it has an influence on the communication skills of students because it supports the development of their ideas through previous events.

#### 6. Authentic Assessment

Authentic assessment is an assessment process that involves several forms of performance measurement that reflect student learning, achievement, motivation, and attitudes in accordance with the learning material. The teacher assesses each student's performance. The existence of authentic assessment will provide an overview of student learning development (Umami, 2018). In the

implementation of this learning, the teacher provides an assessment of the performance of students in discussing the ability to work together, respecting the opinions of others. So it is very important authentic assessment to assess the performance of students to monitor affective and psychomotor progress in the learning that is carried out.

## 7. Reflection

Reflection on learning is a form of activity that must be carried out by the teacher to examine the teaching and learning process that has been carried out by the teacher. Reflective action includes planning, implementation, and learning outcomes that it manages (Sumaryanta, 2018). In the implementation of observed learning, it shows that the teacher has been able to provide good examples and is related to real or contextual events. Furthermore, the teacher is able to provide motivation and close learning well and provide conclusions at the end learning. The existence of reflection in learning is the teacher's obligation to improve the conditions encountered during the learning process in the classroom. So that teachers can improve the quality of learning in order to get good final results (Aulia, 2019). So the reflection of learning is mandatory to be carried out by the teacher at the end of each lesson, in order to know the achievement of the target learning outcomes of students.

## CONCLUSION

Thematic learning through the Contextual Teaching And Learning (CTL) model implemented by SD Muhammadiyah Blora Grade 4 in the Covid-19 Pandemic Era has not been carried out optimally. Even though the teacher has prepared the Learning Implementation Plan (RPP) device properly, the learning process only reaches 60.5% with a sufficient category. The implementation of the learning process is still experiencing obstacles, so that the learning targets to be achieved are not optimal. The CTL stages are not carried out as arranged in the Learning Implementation Plan.

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