

## **EVALUATION OF THEMATIC LEARNING IN 2013 CURRICULUM IN PRIMARY SCHOOL**

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### **Abstract**

The research was carried out with the aim of: (1) knowing the thematic learning process (2) knowing the type of assessment used by the teacher in thematic learning. This type of research is evaluation research with a formative approach from Scriven. Evaluation is carried out in the ongoing thematic learning process. The location of this research is at Kaliagung Public Elementary School, SentoloKulonprogo. The respondents included were teachers and elementary students, with the number of respondents 3 teachers and 50 students. Data collection techniques in this study use instruments in the form of questionnaires with sumative rating scale models that modify the Likert and Interview scales. Data analysis techniques are quantitative descriptive, with the help of an excel program. The results of the analysis are presented in the histogram to illustrate the achievement of the learning process and assessment conducted by the teacher. The results of this study are: (1) it is known that the achievement of the thematic learning process which is divided into 3 preliminary sections is categorized very good, the learning model used is in very good category and learning activities outside the classroom are in the very good category. (2) assessment of learning conducted by the teacher is in the Good category. Overall evaluation results show that the thematic learning done by the teacher is good. Suggestions are given to teachers in terms of education or preparation in teaching which needs to be improved.

Keywords: evaluation, thematic learning, formative

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### **Background**

The primary education curriculum is structured in order to achieve the goals of national education by paying attention to the development of students' social attitudes and conformity with the environment, national needs, the development of science and technology and the arts. Primary school children as one of the sources to determine what will be used for materials that make it possible for children can be optimally improved. For that, it is necessary to learn how to grow, develop and learn, what are their needs and interests (Abdul Madjid, 2014: 2). Primary school children constitute a unified whole. Development and socialization by developing, need to be conceptualized in the learning process and its assessment.

Curriculum development since the competency-based 2004 curriculum, followed by the 2006 curriculum (KTSP) and most recently the 2013 curriculum, began to emphasize social attitudes as learning outcomes. Planting social attitudes in elementary school is an important component in learning activities in addition to cognitive and psychomotor components. These components are interrelated between one another. To support the educational success of the three components must be balanced and proportionate, and well arranged in the basic education curriculum.

Learning in elementary schools that implement the 2013 curriculum uses an integrated thematic model approach. This model expects teachers and students to collaborate during the learning process. Students will be helped in terms of seeing the relationships between subjects and providing a more varied experience. This makes it easier for students to understand the lessons learned, because in accordance with concrete conditions. Concrete conditions will teach how students must behave towards the real environment in this case is a social condition.

According to Dixon and Collins (1999: 7) thematic learning is a learning that involves several fields of study to provide meaningful experiences to students by linking with a theme. Therefore students will understand the concepts they learn through direct experience and relate them to other concepts they already understand. When compared to conventional approaches, thematic learning involves more active students mentally and physically in teaching and learning activities in the classroom. This has not been implemented before because the thematic learning requires active students both physically and mentally to the teaching material given, given that this teaching material is more real.

Another opinion expressed by Meinbach, Rothlein, & Frederick (1995: 5) which states that:

*Thematic unit is multidisciplinary and multidimensional, it knows boundaries. it is responsive to the interests, abilities, and needs of children is respectful of their developing aptitudes and attitudes.*

Based on this statement, thematic learning is multidisciplinary learning (involving various subjects) and multidimensional (involving several aspects such as skills, attitudes and knowledge) as well as thematic learning in accordance with the interests, abilities and needs of students. Besides this learning also appreciates the talents and attitudes that develop in each student, so that thematic learning is expected to develop students' interests, talents and attitudes.

SD Kaliagung All this time implementing thematic learning was mandated in the 2013 curriculum. During this trip there was no evaluation of the learning done. Evaluation

is an important part of efforts to improve learning. Evaluation is defined as the process of obtaining information in order to choose the best alternative (Stufflebeam & Shinkfield: 1985). Evaluation can also be interpreted as determining the suitability between the results achieved and the objectives to be achieved. Evaluation is always related to policy and is carried out together with policy makers. In practice, to get the right and accurate results, the team that conducts the evaluation must work with those who make the policy. This team is basically responsible for helping policy makers to choose the right alternative solutions to problems in implementing a program.

Learning evaluation can be categorized into two, namely formative and sumative. Formative evaluation aims to improve the learning process. Test results such as quizzes for example are analyzed to find out which concepts have not been understood by most students. Then followed by remedial activities, which is to explain the concepts again. Evaluation for improvements can be done by making a questionnaire for students. This questionnaire contains questions about the implementation of learning according to students' perceptions. The results are analyzed to find out which aspects should be studied again.

Based on the description, the researcher is interested in evaluating thematic learning in elementary school. This evaluation is expected to provide an overview of the implementation of thematic learning in the SD and assessment systems that are carried out. This evaluation is also expected to contribute to the improvement of learning.

## **Methodology**

The method used in this study is an evaluation with a formative approach proposed by Scriven. Michael Scriven (in Arikunto, 2007: 222-223) suggests that in general the evaluation research function can be divided into two. Formative evaluation is functioned as data collection when education is still ongoing. Data from this evaluation can be used to "form" (to form) and modify program activities. If in the midst of the activity is already known what are the negative things and the decision makers have been able to determine the attitude about the ongoing activities then the occurrence of waste that might occur, can be prevented.

Respondents involved were elementary students, with 50 respondents. Data collection techniques in this study used an instrument in the form of a questionnaire with a sumative rating scale model that modifies the Likert scale. Data analysis techniques are quantitative descriptive, with the help of an excel program.

## **Result And Discussion**

The results of this study include two major parts, namely the achievement of the

learning process and the assessment of thematic learning. The results of the learning process achievement are divided into 3, namely introduction, learning model, practicum / outlaas activities in learning.

The first result is the learning process related to the introduction. Based on 50 students obtained the following results

Tabel 1.  
Introduction in Learning

No	Criteria	Number of Respondents	Persentase
1	Very good	25	50%
2	Good	15	30%
3	Pretty good	8	16%
4	Not good	2	4%
	Total	50	100%

Seen in Table 1 the teacher carried out preliminary activities in thematic learning very well. Seen 50% of all respondents rate well. In the table there is still a student response that assesses that teachers are not good at introducing thematic learning. Preliminary learning activities are an important beginning in the thematic learning process. The introduction conducted by teachers in elementary schools is good and needs to be improved. The teacher preliminaries by greeting and explaining in detail the thematic learning objectives to be delivered.

Subsequent results in the learning process in the components of the learning model used.

Table 2.  
Learning model

No	Criteria	Number of Respondents	Persentase
1	Very good	30	60%
2	Good	15	30%
3	Pretty good	5	10%
4	Not good	0	0 %
	Total	50	100%

Seen in Table 2 the thematic learning model used by the teacher responded very well as much as 60% and with a good percentage of 30% based on student assessment.

There are still learning models used by teachers that are responded well enough by students. There are still students who respond fairly well to the learning model indicating that teachers must continue to innovate in learning. The intended innovation is more to add a variety of learning models so that students are not easily saturated. The learning model used will greatly assist students in understanding the material given by the teacher.

Table 3  
Practical / outingclass activities

No	Criteria	Number of Respondents	Persentase
1	Very good	32	64%
2	Good	17	34%
3	Pretty good	1	2%
4	Not good	0	0%
	Total	50	100%

It can be seen in Table 3 that the practical / outing activities carried out by the teacher are very good. This is evidenced by 64% of student ratings. And 32% of students give good category assessments. Only 1 student response is good enough. Based on these data it can be concluded that the teacher is able to do practical activities very well. The teacher really understands practical, innovative and fun material.

The next aspect is the assessment of learning conducted by the teacher. Data of students' assessment results are presented in the table as follows:

Table 4.  
Assessment in Learning

No	Criteria	Number of Respondents	Persentase
1	Very good	32	64%
2	Good	17	34%
3	Pretty good	1	2%
4	Not good	0	0%
	Total	50	100%

Seen in Table 4 based on student responses the assessment of learning done by the teacher is good, 76% of students who give an assessment in this category. Even those who give a poor assessment don't exist. This shows that the teacher has conducted an assessment of the learning done. Assessment of learning is an important stage, in addition to evaluating this material also provides a benchmark for the success of learning.

Successful learning can be proven with good judgment.

Good thematic learning activities must contain preliminary aspects, the application of learning models, practical activities and assessment well. A summary of the assessment results for each aspect can be described in the bar diagram as follows.

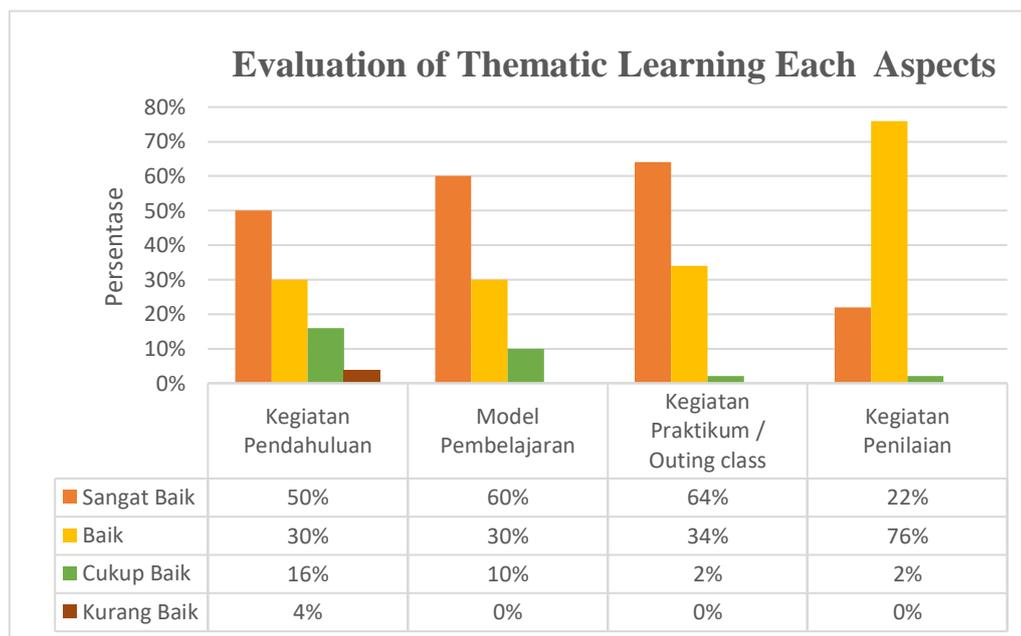


Figure 1. Results of Evaluation of Each Thematic Learning Aspect

Overall, the implementation of thematic learning in elementary schools has run very well for all aspects. This is an important aspect because if the teacher teaches quality facilitates quality learning among students (Yin, Wang, & Han, 2016). In addition, teacher quality (professional qualifications, experience) is one of the most important factors that contribute to learning activities (Singh & Sarkar, 2015). The quality of learning depends on how information is presented so that students can easily learn it, the teacher must often repeat important concepts, remind students of the material previously learned at relevant points in the lesson, and use formal or informal assessments often with feedback directly to students (Berger & Hänze, 2015).

Preliminary activities as the beginning of the thematic learning process must always be modified by the teacher other than by opening lessons and telling the purpose of learning. For example, by providing stimuli to know the students' initial knowledge,



starting with one paragraph information literacy activities related to the material or with a small game activity that supports the material to be taught.

The second aspect is the learning model. Learning model is an aspect that gives teachers the freedom to develop their creativity in delivering learning. If the teacher applies the traditional teaching approach, it will produce text-oriented classes that encourage rote learning (Lui & Bonner, 2016). Increasing the application of learning models can always be done using integrated learning models, applying learning strategies and learning methods that are appropriate to the material, student characteristics and the ability of the teacher to use the learning model. The use of learning models can also be varied by adding media and teaching aids so that they can bring learning activities more active, fun and meaningful for students.

Learning activities that also support thematic learning are practical activities. Practicum activities that have been carried out by the teacher provide a real experience to students about what is learned. This contributes to students being able to think from real to abstract or vice versa.

Of the four aspects, assessment activities are activities with good category achievements, so that various improvements are still needed, for example using various assessment techniques in the classroom. Not only use multiple choice test techniques as replications, so that assessment can provide meaningful results according to the measured competencies. In addition, assessment activities can be improved by using standardized assessment instruments and meeting good assessment criteria.

## **Conclusion**

The results of this study are: (1) it is known that the achievement of the thematic learning process is divided into 3 introductory parts into the very good category, the learning model used is in the very good category and the practical activities in learning are in the very good category. (2) the assessment of learning conducted by the teacher is in the Good category. Overall evaluation results show that the thematic learning done by the teacher is good. This learning evaluation can be used as a means to provide feedback to teachers with the aim of improving their teaching skills.

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