

The Implementation of Thematic Learning of an Ethnographic Study in Early Grade at Elementary School Ternate

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Abstract

The purposes of the research are 1) to know the thematic learning planning process, 2) to find out the thematic learning implementation, 3) to find out the results of thematic learning evaluation. This research is a qualitative descriptive study using an ethnographic research approach. Ethnographic research is research that involves learning activities about the world of people who have learned to see, hear, talk, think, and act in different ways. The population taken is the students of elementary schools in Ternate. The sampling technique in this study is the equal probability technique. This technique can be done by means of each population group can be selected a certain number of members to be included in the sample and each group member has the same probability to be included in the sample. Data collection procedures using questionnaires, interviews, (FGD) and documentation. The findings of the research are as follows (1) the results of thematic learning planning are 56.4%, (2) the results of the implementation of thematic learning are 55.41% and (3) the thematic learning assessment results are 51.35%. Thus, the average achievement of the implementation of thematic learning in Elementary School are 54, 38%.

Keywords: *thematic learning, ethnographic study, elementary school ternate*

1. Introduction

Thematic learning assessment is one of the most essential factors that must be mastered by teacher in elementary school. The ability to apply the assessments in thematic learning becomes an important tool for teachers because to know the students learning achievement depends on the teacher's assessment system in the learning process. If an elementary school teacher has a good assessment system, they will certainly be able to know the student learning achievement of all learning, and vice versa, if elementary school teachers do not understand the assessment system in thematic learning, the teacher will get difficulties in making decision [1]-[4].

The ability to apply the assessment in this context is the ability of elementary school teachers in implementing an assessment system on thematic learning. Thematic learning in elementary school can be interpreted a learning activity by integrating the material of several subjects into one theme / topic discussion [5]-[7]. Therefore, according to [8] thematic learning models are also often referred to as models integrated learning.

In accordance with the explanation, [9]-[11] state that thematic learning is the effort to integrate knowledge, skills, values, or learning attitudes, as well as thinking creative by using themes. From these statements, it can be emphasized that thematic learning is carried out with the intention as an effort to improve and increase the quality of education, especially to compensate the great deal of dense curriculum material. In addition, thematic learning will provide opportunities to integrated learning that place more emphasis on students' participation / involvement in learning.

Considering the importance of good assessment in supporting the implementation of thematic learning processes in elementary schools, therefore a study is needed to know how to implement thematic learning assessments at school, especially the elementary School in Ternate. This study has specific purposes, namely: (1) to find out the process of implementing thematic learning assessment, (2) to find out the implementation of thematic learning and (3) to find out the assessment system of thematic learning at Elementary School Ternate.

The thematic learning is an integrated learning concept in elementary schools that uses themes to connect several subjects in order that students gain the meaningful experience. The theme in thematic learning is a theme that is generally used as the main thought or principal of discussion in learning activities in Elementary School classes. The characteristics of thematic learning approach namely: (1) student centered learning, (2) provides direct experience to students, (3) the separation of subjects is not very clear, (4) presents concepts of various subjects in a learning process, (5) flexible, (6) learning outcomes can develop based on students' interests and needs, and (7) uses the principles of learning while playing and pleasing [12]-[14].

The principles of assessment in thematic learning are the same as the principles which should be the basis of integrated learning. According to [15]-[16], assessment in integrated learning uses authentic assessments. Authentic assessment is a meaningful measurement of student learning outcomes for the realm of attitudes, skills and knowledge. Authentic assessment means evaluating students' knowledge or expertise in contexts that close to the real world or real life as closely as possible [17]. The American Library Association, [18], 12 states that authentic assessment is an evaluation process to measure student performance, achievement, motivation, and attitudes in learning activities. Based on the explanation, it can be seen that authentic assessment is a measurement activity towards the process and learning outcomes that are truly mastered by students.

The basis for authentic assessment is supported by Minister of National Education Regulation Number 65 of 2013 concerning the Standards of Basic and Secondary Education Process which stipulate that learning planning is designed in the form of Syllabus and Learning Implementation Plan, learning process assessment uses authentic assessment approaches that assess attitudes, knowledge and skills.

Attitude assessment is an activity carried out by educators to obtain information about the behavior of students inside and outside of learning. The goal of evaluating learning outcomes in the realm of spiritual attitudes and social attitudes is accepting values, responding to values, valuing values, living values, and practicing values. Assessment techniques that can be used to assess students' attitudes are through observation, self-assessment, peer-to-peer assessment, and teacher's journal / notes assessment. The instruments used included check lists or rating scales accompanied by rubrics.

Knowledge assessment is an activity carried out to measure students' knowledge mastery. The goal of assessing learning outcomes in knowledge is to remember, understand, apply, analyze, evaluate and create. Assessment of learning outcomes in the dimension of knowledge includes factual, conceptual, procedural, and metacognitive knowledge [19], Knowledge competency assessment techniques consist of written tests, oral tests, and assignments.

Assessor Skills assessment is an activity undertaken to measure the ability of students in applying knowledge in carrying out tasks. The target assessment of learning outcomes in skills, namely, the ability to learn to observe, ask, gather information / try, reason /

associate, and communicate. Skills competency assessment techniques can be carried out by using performance / practices, projects, products, and portfolio [20].

2. Methodology

This research is a descriptive qualitative research. The researcher tries to reveal the empirical facts that exist in the process of implementing thematic learning at Elementary School Ternate and use the ethnographic approach. Ethnographic research is a research that involves learning activities about the world of people who have learned to see, hear, talk, think, and act in different ways. Ethnographic procedures are as follows; (a) intensive direct involvement of researchers in the classroom setting, (b) continuous recording (processes), and (c) caution in interpreting. In addition, data collection procedures use questionnaires, interviews, (FGD) and documentation. Affordable population in this research is all of Elementary Schools in Ternate. The research sample was taken from population groups, but not all members of population groups are sample members. Only a portion of the population members become sample members. The method used for sampling that is equal probability can be done by means of each population group can be selected a certain number of members to be included in the sample and each group member has the same probability to be included in the sample, [21], [22].

In determining the research sample, researcher conducted sampling. According to [23], sampling is the selection of a number of research samples as representatives of the population. In this case, in [24] also state that sampling is a sampling process. In each research, the sampling conducted by the researcher aims to obtain a representative sample of the population. By examining a representative sample, the results of the research are expected to be able to be used to generalize the population. In [25] said that the sampling technique is a sampling technique. In this study, sampling was carried out using random sampling techniques.

Data were collected using direct observation, questionnaire, and Focus Group Discussion. Questionnaire data and FGD complement each other in which there are some cases that are not appear in the FGD can be studied in depth with a questionnaire database, as well as various questionnaire data can be interpreted more deeply with the FGD database. The scope to be explored in this research activity are (1) thematic learning planning at Elementary School Ternate, (2) implementation, application of thematic learning approaches; (3) thematic learning assessments include attitude competencies, knowledge competencies, and skills competencies.

Data analysis in this research uses quantitative and qualitative descriptive approaches. Referring to [26], the stages of qualitative data analysis are data collection, reduction, display, and conclusion. The analysis process starts from the data recap. The data reduction is done by simplifying the data by sorting through the data needed. The results of the reduction data are classified according to the analysis design that has been designed which is then displayed. The data is reduced, verified with various field facts, including the results of validation. After the data display has been verified, a conclusion is drawn.

3. Results and Discussion

Basically there are three stages in the process of taking thematic learning research data at Elementary School Ternate, namely: (1) planning data, (2) implementation data, and (3) evaluation data. The research and discussion data can be described as follows;

3.1. Thematic Learning Planning

Planning is the beginning of a learning program, namely managing, organizing and formulating learning elements such as formulating goals, content, methods, learning, and formulating learning evaluations. In addition, planning contains a series of decisions and must consider the situation and conditions and the potential that exists in each school. This clearly have implications for the model or content of learning planning developed by each teacher, and adjusted to the real conditions faced by each school. Thus the teacher is required to plan a thematic learning program properly.

Planning the development of lesson plans of Elementary School in Ternate by accommodating thematic learning called thematic lesson plans. Thematic lesson plans are integrated thematic learning plans that are developed in detail from a theme. The steps for developing thematic lesson plans are (1) reviewing thematic syllabus, (2) identifying learning material, (3) determining learning objectives, (4) developing learning activities, (5) elaborating on the type of assessment, (6) determining time allocation, and (8) determine the source of learning.

In accordance with the results of the analysis of teachers' documents on learning planning activities at Elementary School Ternate, it can be obtained that before doing the learning process, the teachers prepared the lesson plan (Thematic lesson plan). The lesson plan's components in thematic learning prepared by teachers in accordance with standards set by the government include: (1) Competency standards and basic competencies, (2) Indicators of achievement, (3) Time allocation, (4) Learning objectives (5) Learning methods, (6) Steps of learning activities, (7) Learning resources and media, and (8) Learning assessment. In addition, during the research process it could be identified that the teachers still found difficulties in compiling thematic learning tools. This was due to the lack of mastery of the concept of drafting the devices. Generally, the source of teachers' learning tools are from internet downloads and used based on the themes in each learning plan.

The results of the FGD also showed that almost all the teachers had difficulties in making learning plans (thematic lesson plans). The majority of respondents said that they did not arrange it themselves. The lesson plan used is the result of downloading on the internet and adjusted to the themes at each meeting. In general, teachers only change the identity of the lesson plan based on their respective schools. The data is in line with the questionnaire data which shows that many teachers do not know how to arrange thematic learning devices. The teacher only relies on lesson plan documents that have already been spread on the internet and various other sources such as textbooks, etcetera. From the results of the FGD it was obtained that at the planning stage of thematic learning, many teachers only relied on lesson plans that were already available. Teachers should be able to design these learning devices based on the material, learning resources, and characteristics of students in their respective schools. The non-ideal conditions related to the preparation of elementary thematic learning tools are that most of the teachers have not yet participated in training on the preparation of learning devices (Thematic Lesson plan). Teachers also do not have the opportunity at home or at school to prepare lesson plans. This is all due to the main task of teachers at school is 24 hours per week and lots of basic work at home. This fact shows that teachers do not fully understand the roles, uses, and benefits of learning devices that are prepared before the learning process.

Based on the analysis of the activities of the process of developing learning devices at Elementary School Ternate shows that the ability to plan thematic learning is still very low namely; formulating indicators of learning achievement and the goals is 65%, Developing and organizing learning materials, media, and resources is 55%, Planning learning activities scenarios is 60.85%, designing Class management is 65%, and Planning procedures, types and preparing assessment instruments is 40.5%.

Table 1: The Results of Thematic Learning Planning in Elementary Schools

No .	Lesson Plan	Indicator	Qualification					Score (%)
			Excellent	Good	Average	Poor	Unsatisfactory	
1	Determining learning objectives	a. Formulating the achievement indicators		√				65%
		b. Formulating the learning objectives		√				65%
2	Developing and organizing learning materials, media and resources	c. Developing and organizing learning materials				√		50%
		d. Determining and developing learning media			√			65%
		e. Choosing learning resources						
3	Planning the learning activity scenarios	a. Determining the type of learning activity		√				65
		b. Developing learning steps		√				61%
		c. Determining the allocation of learning time			√			65%
		d. Determining ways to motivate students			√			55%
		e. Preparing questions / instruments			√			50%
4	Designing Classroom management	a. Determining classroom design and learning facilities		√				65%
		b. Determining		√				65%

		ways of organizing students participating in learning activities						
5	Planning the procedures, types, and preparing assessment instruments	a. Determining the procedure and type of assessment b. Making instruments / marking assessments				√ √		40% 41%
		Average						56,4 %

From the table above shows the thematic learning design which is designed and developed by teachers reaches the unfavorable category. This can be seen in the average score of all components is 56.4% (less).

3.2. Implementation of Thematic Learning in Elementary School

The implementation of thematic learning at Elementary School Ternate refers to the lesson plan that has been prepared at the planning stage. Implementation of learning with the approach at each meeting begins with the initial interaction which includes: (1) The teacher gives a greeting, (2) Directs the student to concentrate before the teachers start learning, (3) The teacher checks the presence of students. (4) Apperception and motivation of students to be ready to learn.

The next steps are teacher explains the basic competencies and learning objectives as stated in the lesson plan. Before delivering the learning material, the teacher distributes teaching materials and student worksheets to students. The fourth step, the teacher presents learning material. The learning material delivered by the teacher is material related to basic competencies and competency standards designed in learning devices.

Table 2: Implementation of Thematic Learning Process at Elementary School Ternate

Learning Stages	Indicator	Qualification					Score (%)	Reflection
		Excellent	Good	Average	Poor	Unsatisfactory		
First stage	a. Performing the initial interactions		√				60%	Need to deliver more
	b. Apperception and motivation		√				65%	
	c. Delivering basic		√				75%	
				√			60%	

	competencies and learning objectives		√				50%	detailed material
	d. Delivering learning material		√				60%	
	e. Delivering the steps of the activity		√				70%	
	f. Explaining students' assignments						50%	
	g. forming study group							
	h. Guiding students to do activities							
	Average						61,25 %	
Main stage	Guiding students to do activities			√			60%	Need intensive guidance
	Average						60%	
Final stage	a. Guiding students to present the results of activities		√	√			50%	Need to be given additional knowledge
	b. Providing an assessment of student activities						40%	
	Average						45%	
	Average 1+2+3						55.41 %	

3.3. Thematic Learning Assessment in Elementary School

The implementation of the thematic learning assessment at Elementary Schools ternate can be described that teachers have knowledge of the aspects of assessment in thematic learning, namely the teacher uses authentic assessment. Authentic assessment is a form of learning assessment that allows students to demonstrate their ability to solve tasks and solve problems, as well as expressing their knowledge and skills by simulating situations that can be found in the real world outside the school environment. In addition, authentic assessment as a comprehensive assessment on both aspects of attitude, which is consist of social attitudes and religious attitudes, aspects of knowledge, as well as aspects of skills that are carried out continuously. Authentic assessment as an assessment that is inherent in the learning process includes the assessment of religious attitudes, social attitudes, knowledge, and skills through assessment instruments prepared by the teacher before the assessment process.

Table 3: Assessment of Thematic Learning at Elementary School Ternate

No	Rating stages	Indicator	Qualification					Score (%)	Reflection
			Excellent	Good	Average	Poor	Unsatisfactory		
	Knowledge Assessment	a. The ability to carry out written tests using instruments; true false, matchmaking, multiple choice, stuffing, and completing the description.		√				60%	Need to submit more detailed assessment material
		b. The ability to perform oral tests, namely the ability to do question and answer		√				50%	
		c. Carry out the assignment test that is the ability to do student assignments			√			60%	
		d. Ability to do portfolio assessment						50%	
		Average						55%	
	Skill Assessment	a. Ability to measure learning achievement in the form of process skills / product outcomes [performance appraisal]			√			50%	Need intensive guidance
		b. The ability to measure student knowledge			√			50%	
								55%	

		e through the application of knowledge to a task in a certain period of time [project]			√				
		c. The ability of teachers to assess student portfolio [potopoli o assessment]							
		Average						51,66%	
	Attitude Assessment	a. The ability to assess spiritual attitudes			√			50%	Additional knowledge is needed
		b. The ability to assess social attitudes		√				45%	
		Average						47,5%	
		Average 1+2+3						51.36%	

The table above shows that the Implementation of Attitude Competency Assessment in Learning is known that the classroom teachers use observation techniques to assess student attitudes on a daily basis by using instruments in the form of rating scales. Student attitude competency assessment using observation techniques is done by the teacher through several steps, namely the teacher conveys the attitude competency that needs to be achieved by the student, the teacher conveys the assessment criteria and attitudes achievement indicators, the teacher observes every display of student attitudes, the teacher records the display of student attitudes in the process assessment book, the teacher compares the display of student attitudes with the assessment rubric, and the teacher determines the level of student attainment achievement.

Self-assessment is carried out once a semester. The self-assessment is carried out by the teacher through several steps, namely the teacher submits the assessment criteria to students, the teacher distributes the self-assessment format to students, and the teacher asks students to conduct a self-assessment. Peer assessment is carried out once a semester.

Peer assessment is carried out by the teacher through several steps, namely the teacher conveys the assessment criteria, the teacher distributes peer assessment formats to students, the teacher equates the perception of each indicator to be assessed, the teacher determines the assessor for each student, and the teacher asks students to make an assessment of their friends' attitude on the assessment sheet.

Journal assessments are carried out by teachers incidentally, both positive and negative. Journal assessments are carried out by the teacher through several steps, namely the teacher observes student behavior, the teacher makes notes about the attitudes and behaviors of students to be assessed, the teacher records the time sequence of events by affixing the date of recording of each student display, the teacher identifies students' strengths and weaknesses.

Knowledge Assessment in Learning is carried out by classroom teachers in Elementary School of Ternate using two terms, namely summative assessment and formative assessment. The examination is carried out in each lesson to determine the completeness of the particular learning. It is done both in writing and verbally, while formative assessment is carried out every one sub-theme at the end of the lesson and is always done in writing.

The written test conducted by the teacher consists of two kinds, namely summative assessment and formative assessment. The results of the identification of the re-implementation of Teachers gave a test item in writing. The form of questions prepared by the teacher is in the form of essay question. In answering questions in examination, students answer questions by writing their answers in a notebook. The second type of written test is the formative assessment formative assessment in one semester are carried out in two, namely at the 4th and 9th observations. The form of UH questions given is in the form of description questions, where each Basic Competency and indicators consist of several questions. Students are asked to answer each question and write it on folio paper.

In addition to written tests, class teachers often carry out oral tests on students. Oral tests can be carried out by the teacher to all students. Every teacher carrying out an oral test the class teacher has prepared test instruments or oral test questions in advance. However, based on the study of learning instrument documents, it was obtained that the teacher did not prepare the questions in advance. The questions were prepared during the test. The procedure for implementing the test namely; teachers provide sufficient waiting time for students to think of answers. During the oral test in the form of formative assessment, the teacher always avoids attitudes that are oppressive and judgmental to students.

Giving students the assignment during the learning process, teachers always carry out the assignment techniques at end of learning. The assignment instrument given by the teacher is in the form of group, individual and homework assignments. The assignment assessment is carried out by the teacher through some steps, namely the teacher conveys assignments that must be done by students, the teacher gives a deadline for assignments, the teacher collects student assignments according to the deadline, the teacher evaluates the assignment according to established criteria, the teachers gives feedback.

Implementation of Skills Assessment in Thematic Learning can be used in three forms namely; Performance / achievement / Practice Assessment. The more dominant students' skill technique is performance evaluation using observation sheets. Performance evaluation is done by the teacher through several steps, namely the teacher submits the assessment rubric, the teacher gives an understanding of the assessment criteria, the teacher conveys the assignment, the teacher checks the availability of tools and materials, the teacher carries out the assessment, the teacher compares student performance with the

rubric, the teacher records the results of the assessment, the teacher documents the results of the assessment.

Project Assessment; one-time project appraisal techniques is the 5th observation. Project assessment is carried out by the teacher through several steps, namely the teacher submits the assessment rubric before the implementation of the assessment to students, the teacher gives an understanding to students about the assessment criteria, the teacher conveys assignments to students, the teacher gives the same understanding to students about the assignment, the teacher performs assessment during project planning, implementation, and reporting, the teacher monitors student project work and provides feedback at each stage of project work, students compare the performance of other students with the assessment rubric, the teacher records the results of the assessment. Product Assessment Based on the results of the study, it is known that teachers use product assessments in assessing students' competency skills. The steps are taken by the teachers in the implementation of product assessment that students are asked to plan their work, the teacher observes students in making works, students products are collected in front of the class.

Portfolio Assessment; portfolio assessment is rarely applied in the learning. The teachers find difficulties to carry out the portfolio assessment because not all basic competencies can be included into Portfolio. Portfolio assessment is also carried out through several steps, namely the teacher carries out portfolio assessment in accordance with basic competencies. The teacher makes portfolio assessment criteria agreed upon with students, students not only record the results of their portfolio assessment, but students are also invited to assess their own work, so students are able to assess the strengths and weaknesses of their work, the teacher documents the results of the portfolio, the teacher gives feedback, the teacher checks student identity, especially name, the teacher gives students the opportunity to correct it completely, the teacher displays the documentation of student portfolio results, the teacher documents and stores all portfolios in a folder that has been given an identity, the student lists the date of manufacture, the portfolio the teacher evaluates is the final mark.

4. Conclusion

Based on the results of data analysis and discussion about the implementation of thematic learning at Elementary School Ternate, it can be concluded as follows; (1) for the design of learning device planning, it appears that the teachers do not understand the preparation of lesson plans properly. In the preparation of learning devices, teachers only rely on learning devices that are already available on the internet which is downloaded and used in accordance with the learning theme. Therefore, based on the questionnaire, the results of interviews, discussions [FGD] showed that the quantitative data achieved by the teacher on thematic learning plan was 56.4%. (2) The achievement of the implementation of the thematic learning implementation was 55.41% and (3) the results of the thematic learning assessment were 51.35%. Thus the average achievement of the implementation of thematic learning was 54, 38%. Thus it can be emphasized that the teachers are not able to plan, implement and evaluate the implementation of thematic learning.

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