

Thematic Learning Model on Lower Class Student in SDIT Ukhuwah Banjarmasin

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Abstract: Thematic learning is one of the integrated learning model that uses themes to link some subjects so as to provide meaningful experiences to students. The purpose of this research is to describe the basic concept of thematic learning model which applied to SDIT Ukhuwah Banjarmasin, its implementation and implication. This research is a qualitative research using descriptive phenomenological method. Furthermore the authors use content analysis to analyze information on curriculum documents SDIT Ukhuwah Banjarmasin. The results of this study are the basic concept of thematic teaching model applied to SDIT Ukhuwah Banjarmasin, implementation of thematic learning model including planning, implementation and evaluation. The thematic learning model has implications for teachers, students, textbooks and has implications for facilities, infrastructure, learning resources and instructional media.

1 INTRODUCTION

The core of education is the learning process. In the process of learning, teachers have a very important role, even as a key to the success of the teaching and learning process in various levels of education (Prastowo, 2017). Education aims to maintain and develop the potential (resources) to the whole human beings through educational process with the orientation of developing aspects of humanity, namely the physical-biological and spiritual-psychological aspects. Giving priority to humanity is the basic principle of humanism, as well as the khalifatullah (divine agency), so that in order to create a humanist religious of human being, it is necessary that teachers are able to equip their students to have environmental and social responsibility. In this case the teacher is not only required to transfer the knowledge and values to the students, but also responsible to build a humanist and religious human-teacher relationship (Mas'ud, 2002).

Thematic learning is one of the alternative models of learning that can support the process of humanization in the whole of educational process in

schools. This is in line with Rusman's opinion that the thematic learning model enables students both individually and actively groups to explore and discover concepts and holistic principles, authentic and sustainable. (Rusman, Model-model Pembelajaran: Mengembangkan Profesionalisme Guru, 2010) There are several reasons that become the benchmark on the importance of thematic teaching model for elementary students (SD/MI), first, students of SD/MI psychologically is at the stage of development of cognition that is concrete operational. According to Jean Piaget (Piaget, 1950) that at that age still requires a concrete (media) visual tool (real) to explain a concept. (Santrock, 2011) Second, elementary students still think holistic in general. Third, elementary school children are still happy to actively move with the rough psychomotor. Fourth, almost all of lower class students have a high curiosity. (Depdiknas, 2007)

Elementary school student or lower grade primary school students, namely the 1th class, 2nd class and 3th class are in the early age range. Early childhood is a short period, but it is very important for one's life, because at this time all the potential of the child should be encouraged so that will develop

optimally. At such an early age, various intelligences such as IQ, EQ, and SQ are growing very rapidly. In their developmental level, they still understand everything as a whole (holistic), they also understand the relationships between concepts in a simple way. So, the learning process in this age is still depend on concrete objects and direct experience. (Muhammad Nur Wangid, 2014)

In principle, thematic learning is learning by using the theme serves to provide convenience for students in understanding and exploring the concept of materials integrated in the theme. Thematic learning adds to the spirit of learning because the lessons taught are real, meaningful and well-known. This study is intended to examine the basic concepts of thematic learning model applied to SDIT Ukhuwah Banjarmasin, its implementation and its implications..

2 THEORETICAL REVIEW

2.1 Thematic Learning

Thematic learning comes from the word integrated teaching and learning or integrated curriculum approach whose concept has long been proposed by John Dewey as an effort to integrate the student's growth and their developmental ability (Saud, 2008). Jacob views thematic learning as an interdisciplinary curriculum approach (integrated curriculum approach). Thematic learning is an approach in the learning process by linking and combining teaching materials in a subject or inter subjects with all aspects of child development, as well as the needs and demands of educational, social and family environments.

Another definition of a thematic approach is the holistic approach, which combines aspects of epistemology, social, psychology, and pedagogic approaches to educate children, connecting the brain and body, between person and person, between individuals and communities, and between knowledge domains (Saud, 2008).

Thematic learning as a concept can be interpreted as a learning approach involving several subjects to provide meaningful experience for students. It is said to be meaningful because in thematic learning, students will understand the concepts they learn through direct experience and relate them to other concepts that already understood.

Thematic learning is a learning-oriented approach that is tailored to the child's developmental

needs. This learning derives from learning theories that reject the drill process as the basis for the formation of children's intellectual knowledge and structure. This learning theory is driven by Gestalt psychologists, (including Piaget's theory) who emphasize that learning should be meaningful and emphasize the importance of learning programs that are oriented to the child's developmental needs.

As Soekamto et al. say that the thematic learning model is "a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals and serves as a guide for instructional designers and teachers in planning teaching and learning activities." it was suggested by Joyce that the learning model is a planning or a pattern used as a guide in planning classroom lessons or learning in tutorials and for defining learning tools including books, films, computers, curriculum and others. So that each learning model directs the student into the learning design to help the student in such a way that the learning objectives are achieved. (Trianto, 2013)

Some of the characteristics of thematic learning are:

- a. Student-centered thematic learning. This is in keeping with modern learning approaches that put more students into study subjects. The role of more teachers as facilitators is to provide convenience to students to do learning activities.
- b. Thematic learning can provide hands-on experience. With this direct experience, students are confronted with something concrete as the basis for understanding more abstract things.
- c. In thematic learning the separation between subjects becomes less clear. Even in the implementation in the early classes of madrasah ibtidaiyah (MI), the focus of learning is directed to the discussion of the closest themes related to student life.
- d. Thematic learning presents concepts from various subjects in a learning process. Thus, students can understand the concepts in their entirety. It is necessary to assist the student in solving the problems encountered in everyday life.
- e. Thematic learning is flexible because teachers can link learning materials from one subject to another, even with the student's life and the circumstances in which the school and students are located.
- f. Learning outcomes can develop in accordance with the interests and needs of students. Thus, students are given the opportunity to optimize their potential.

2.2 Thematic Learning Model

How to pack a learning experience designed by the teacher is very influential on the meaningfulness of learning for students. Learning experiences that show the interrelationships of conceptual elements make learning more effective. Acquiring the wholeness of learning, knowledge, and unanimity of real life views can only be reflected through thematic learning (Saud, 2008).

Based on how to combine concept, skill, topic and thematic unit, Forgy (1991) suggests that there are ten models in planning thematic learning, that is, 1) the fragmented model, separating disciplines based on subjects, such as mathematics, Indonesian, IPA and so forth. 2) The Connected Model is based on the assumption that topics in one discipline relate to one another. 3) The Nested Model is the integration of the concept of mastering the concept of skills through a learning activity. 4) The Sequenced Model is a model of integrating topics between different subjects in parallel. 5) The Shared Model is a combination of learning due to the "overlapping" concept or idea on two or more subjects. 6) The Webbed Model of this model departs from a thematic approach as a blend of materials and learning activities. 7) The Threaded Model is a model of integration of skills form. 8) Integrated Model is the integration of a number of topics from different subjects, but essentially the same in a particular topic. 9) Immersed Model, this model is designed to assist students in filtering and integrating experiences and knowledge related to their use. 10) Networked Model is a learning integration model that relies on the possibility, the change of conception, the form of problem solving, and the demands of new skill form after the students conduct field study in different situations, conditions and contexts (Forgy, 1991).

2.3 Implementation of Thematic Learning Model

Learning in schools is a form of curriculum implementation. In learning activities, all the concepts, principles, values, knowledge, methods, tools and skills of teachers in the form of a real curriculum (actual curriculum). Miller and Saller state that in some cases, implementation has been identified with instruction. Similarly, Saylor, said that instruction is thus the implementation of the curriculum plan, usually, but not necessarily involving teaching in the sense of student teacher interaction in an educational setting. This

understanding provides an understanding that the curriculum in the actual dimension is the implementation of the written curriculum in a series of learning activities.

The implementation of a competency-based curriculum is developed with a personality-oriented development (humanistic curriculum), towards a life-oriented and work-oriented curriculum (social and technological reconstruction). The public relations curriculum is applied at the beginning of basic education, where a number of basic skills for personal development such as literacy, writing, critical thinking skills, courage put forward ideas and cooperative skills. While the social and technological reconstruction curriculum is integrated with the curriculum of academic subjects used in the middle and end of primary education (Rusman, Manajemen Kurikulum, 2012).

The 2004 competency-based curriculum (KBK) is revised by the 2006 curriculum (KTSP), demanding a paradigm shift in education and learning. The next 2006 curriculum is enhanced by the presence of the 2013 curriculum that aims to encourage students to be better able to observe, ask questions and present what is obtained or known after the students receive the subject matter. The target of the 2013 curriculum is that learning is basically not just learning concepts, theories and facts, but also the applications in everyday life (al-Tabany, 2014).

2.3.1 Planning

Planning in the educational context is part of the curriculum which is a guide that contains guidance on the type and source of the individual required, the learning media used, the actions that need to be done, the source of the cost, the necessary personnel and facilities, the monitoring and evaluation system, the role of the element - the element of energy to achieve the goals of educational institutions (Rusman, Manajemen Kurikulum, 2012). Curriculum planning becomes the starting point of curriculum validity as a reference in an institution.

Integrated learning planning in elementary school highly prioritizes the attention of teachers, namely attention and carefulness in identifying KD/KI and set indicators on each subject to be integrated. Teachers must understand deeply the content of each of their core competencies and indicators before integrating in a theme. In applying integrated learning, a teacher should have experience teaching the theme, subtheme of the entire content of subjects, teachers can more quickly see the

connectedness of Basic Competence, Core Competence and Indicators of instructional interface.

2.3.2 Application

The learning process in the 2013 curriculum should be touch on three domains, namely attitude, knowledge and skills. The dominant nature of transforming substance or teaching material so that students know about "why," while the realm of knowledge leads to the transformation of substance or teaching material so that students know about "what." The skill dominates the transformation of substance or teaching material so that students know about "how." , after applying the curriculum, there is an increase and balance between the ability to be a good human (soft skills) and people who have the skills and knowledge to live properly (hard skills) of the students. The improvement and balance between soft skills and hard skills is contained in the competence of attitudes, competence of knowledge and skill competence (Trianto Ibnu Badar at-Taubany, 2017).

2.3.3 Evaluation

Evaluation is a systematic and continuous process for collecting, describing, interpreting and presenting information about a program to be used as a basis for making decisions, preparing policies or subsequent programming (Widoyoko, 2014).

Evaluation/assessment on integrated thematic learning refers to Permendikbud 66/2013 on Assessment Standards, where assessment should be conducted comprehensively in inputs, processes, and products. The assessment standard aims to; a) ensuring student assessment of the assessment, b) ensuring the implementation of professional appraisal, educative, effective, efficient and appropriate to the socio-cultural context, c) ensuring objective reporting of student appraisal results, accountable and informative (Trianto Ibnu Badar at-Taubany, 2017)

The assessment object in thematic learning involves an assessment of the student's learning outcomes and outcomes. Assessment of the learning process is an effort to provide value to the learning activities undertaken by teachers and students, while the assessment of learning outcomes is the process of assessing the learning outcomes achieved by using certain criteria. Learning outcomes are an achievement of how the learning process is conducted based on competencies that include

aspects of knowledge, attitudes, skills and values embodied in the habit of thinking and acting (Rusman, Pembelajaran Tematik Terpadu, Teori, Praktik dan Penilaian, 2015).

The types of assessments on the thematic curriculum based on the tools used consist of test assessments and non-test assessments. Assessment by using test techniques is also called conventional appraisal, student assessment results are described in the form of letters or numbers. This test technique is performed by oral test, written test and action test. The assessment by using non-test techniques (alternative assessment) is used as a support in providing an overview and progress of student learning as a whole in accordance with the authentic assessment in the implementation of the curriculum 2013, the assessment is implemented in an integrated manner with learning activities conducted through the collection of student work (portofolio), work (product), assignment (project), performance and written tests.

2.4 Implications of Thematic Learning Model

The thematic lessons applied to the early grades of elementary school bring some implications that all parties must be aware of. The application of the 2006 curriculum and the 2013 curriculum by using thematic and thematic learning models has implications for teachers, students, textbooks and also implications for facilities and infrastructure, learning resources and instructional media (Rusman, Pembelajaran Tematik Terpadu, Teori, Praktik dan Penilaian, 2015)..

3 RESEARCH METHODOLOGY

This research is a qualitative research (Miles B. , 1986) using descriptive phenomenological method. Furthermore the author use content analysis to search information on curriculum documents SDIT Ukhuwah Banjarmasin

3.1 Data and Data Sources

The authors take the main data in this study in the form of data from the informant, especially the headmaster, vice principal of the academic field, teachers and staff, namely in the form of ideas and thoughts that are the forerunner of curriculum or the occurrence of changes in curriculum and observed events and all forms of documents (written

curriculum as documents), photographs related to thematic learning in SDIT Ukhuwah.

The curriculum document in this case is extracted from official documents that are internal and external (Eriyanto, 2011). While the additional data is other documents that can be used as research materials related to the focus of the study.

3.2 Research Instrument

The researcher as a functioning instrument sets the focus of research, selects information as a source of data, conducts data collection, assesses data quality, analyzes data, interprets data and draws conclusions on its findings.

Glaser and Strauss (Glaser, 1967), and Strassus and Corbun (Strauss, 1990), suggest that researchers have theoretical sensitivity. This concept will certainly be useful in order to evaluate the researcher's skills and readiness in conducting qualitative inquiry.

3.3 Data Collection Technique

Data collection techniques conducted by the authors obtained through four strategies, as proposed by Bogdan & Biklen, Merriam and Creswell (Creswell, 2012). The four strategies are observation, interview, documentation and audio-visual material.

3.4 Data Analysis Techniques

Qualitative data analysis in this research is inductive then developed into hypothesis. Based on the hypothesis formulated, then searched data repeatedly so it can be concluded whether the hypothesis is accepted or rejected (Bungin, 2003).

Miles and Huberman, argued that activity in qualitative data analysis is done continuously until complete, so the data is saturated. Stages in data analysis are data selection, data reduction, display data, and conclusion drawing/verification (Miles B. , 1986).

3.5 Data Validity Checking

The researcher tested the validity of this research with triangulation method. The triangulation process mentioned above is done continuously throughout the process of data collection and data analysis, until the researchers believe that there are no more differences, and nothing else needs to be confirmed. (Rofam, 2018)

4 FINDING AND DISCUSSION

4.1 Thematic Learning Model Applied to Sdit Ukhuwah Banjarmasin

Theme as a unifying activity that combines several subjects at once, by making thematic learning, which is integrated between the subjects of Religion, Civic Education and Personality, Science and Technology consisting of (Bahasa Indonesia, Mathematics, Social Sciences, Natural Sciences), Aesthetics (Art Culture-Skills), and Physical and Sports and health.

Especially for religious subjects, given the freedom to teachers to make indicators that will be taught based on a predetermined theme. These indicators refer to the weighting of the presentation as set forth in the curriculum Baseline Framework.

Thematic learning for students of grade I, II, and III SDIT Ukhuwah there is no schedule of lessons, because the learning must be done by classroom teachers presented in an integrated theme. So the presentation schedule is a theme lesson that contains several subjects at once. If there are basic competencies and indicators made it turns out to be unmatched in a theme, then the specific indicators need to be made a separate theme in order to achieve mastery of basic competence.

In the preparation of integrated learning, teachers need to look at all curricula and syllabuses of all subjects to find topics and determine the theme of topics that can be linked or integrated. The determination of the theme or topic chosen on the subject at SDIT Ukhuwah involves the students in performing tasks related to the activities that are part of the student's life.

The determination of the theme to be raised in the curriculum of SDIT Ukhuwah is reflected in the indicators of basic competencies on the subjects to be discussed, taking into account the following matters; 1) The selected theme is not too broad, but can be used to combine the desired subjects. 2) Theme full of meaning, so as to give the impression for students for the next learning. 3) The theme corresponds to the child's psychological development level. 4) Themes are developed according to the interests of the child. 5) The theme corresponds to events occurring within the learning timeframe. 6) The theme is in accordance with the applicable curriculum and public expectations of student learning outcomes. 7) Themes are tailored to the availability of learning resources.

Based on the theme integration pattern presented by Forgy, the thematic learning model applied to the student of grade I, II and III in SDIT Ukhuwah is

Webbed Model. The teacher apply thematic teaching using a theme as a basis for learning various subject disciplines.

The Webbed Model is an integrated learning model whose development begins by defining a particular theme which is the central theme for the connectedness of various subjects. After determining the theme, then developed into subthemes by memeperhatikan the theme of the relationship with the content of existing subjects. Webbed models depart from thematic approaches as material guides, and learning activities. The theme binds the learning activities of students, either in the content of various subjects or cross-subject (Rusman, Pembelajaran Tematik Terpadu, Teori, Praktik dan Penilaian, 2015).

The most important thing in integrated thematic learning is that students need extra time to optimize their talents, actualize themselves with their social environment. Integrated thematic learning guides students to achieve maximum ability in thinking skills by optimizing multiple intelligences, as part of the process of developing the dimensions of attitudes, skills and knowledge.

4.2 Implementation of Thematic Learning Model

Implementation of integrated thematic learning demands the ability of teachers in transforming learning materials in the classroom in the form of themes containing the content of the combined subjects. Teachers must understand the core competencies (KI) consisting of spiritual attitudes, social attitudes, knowledge and skills, basic competencies (KD) and indicators of each subject content. The three elements are then integrated into themes that will be taught to students (Rusman, Pembelajaran Tematik Terpadu, Teori, Praktik dan Penilaian, 2015). Subsequent themes are translated into sub-themes and each sub-theme contains six learning activities, so that one theme can be implemented for approximately one month.

SDIT Ukhuwah implements the 2013 curriculum in classes I and II beginning in the 2016/2017 academic year, while for the third class still use the 2006 curriculum (Jamilah, 2017). This is in line with Oliva's idea that curricula need to pay attention to changes that occur in society, the development of science, political conditions and government policies. These developments provide a strong foundation for curriculum change in elementary schools (Oliva, 1992). Furthermore, the implementation procedure of thematic learning

follows three stages: planning, implementation and evaluation.

4.2.1 Planning of Thematic Learning

Thematic Learning Planning Steps of Webbed model that applied on SDIT Ukhuwah; Once the teacher has a theme, the next step is to create a network of Basic Competencies and indicators. All basic competencies and indicators have been drawn from all subjects (Religion, Bahasa Indonesia, Mathematics, Civics Education, Social Sciences, Natural Sciences, Aesthetics / Art-Culture and Physical-Sports and Health) written in the network.

Model of learning with thematic approach especially class I, II and III students through several stages, among others, 1) teachers have chosen the theme as unifying various subjects for one year; 2) the teacher performs analysis of competency standards, basic competencies and indicators of the 2006 curve; for class III and perform analysis for Graduate Competency Standards (SKL), Core Competencies (KI), Basic Competencies (KD) and make indicators while keeping in mind the material content of the Content Standards; 3) establishing a mapping relationship between basic competencies, indicators with themes; 4) create a network of Basic Competencies and indicators; 5) construct syllabus thematic and the sixth step is preparation of thematic learning plan.

The steps are described as follows.

- 1) Theme Selection
The determination of the theme to be developed in class I, II and III is adjusted to the criteria of making the theme as described previously, referring to the determination of Kemendikbud.
- 2) Analysis of Competency Standards, Basic Competencies and Indicators for Class III and Analysis of SKL, KI, KD and Making Indicators for Class I and II Students.
Activities to perform indicator analysis, basic competencies and learning outcomes that match the theme can be fully organized by the school. Thus this activity need not be done alone, but can be done simultaneously with the determination of network indicators. Analyze SKL, KI, KD and make indicators done by reading all Graduate Competency Standards, Core Competencies and Basic Competencies of all subjects. Each Basic Competence of each subject is indicated by indicators adapted to the criteria for making indicators.

3) Making Relationships of Basic Competencies, Indicators with Themes

The teacher identifies all basic indicators and competencies of all subjects eg, Religion, Bahasa Indonesia, Mathematics, Civic Education, Social Sciences, Natural Sciences, Art-Culture and Physical Sports and Health. Next put the results of identification into the format (table) relationship indicator and Basic Competence into the relevant theme. If there are basic indicators and competencies that can not be incorporated into a theme, the basic indicators and competencies are made a check mark or a specific theme and are presented individually, either by classroom teachers or by subject teachers (especially basic indicators and competencies of Religion and *Penjas*).

In the 2013 curriculum, Basic Competencies of all subjects have been provided. Likewise the themes for the learning process for one year. Nevertheless, teachers should still make indicators and mapping Basic Competencies according to available themes.

4) Creating Basic Competency Networks

Creating a network of Basic Competencies and indicators by way of decreasing the results of checks from mapping into the Basic Competence (KD) network format and indicators.

5) Prepare Integrated Thematic Syllabus

After compiling the KD network and indicators, the next step is to construct a thematic syllabus to make it easier for the teacher to see the entire design of the lesson for each theme until thoroughly presented in the learning process. The thematic syllabus provides a comprehensive overview of the selected theme and will be presented in a few weeks (as scheduled theme needs) as well as the forms of activities to be undertaken in relation to the theme.

The components of the integrated syllabus according to the guidelines of the Process Standards include 1) Basic Competencies selected from the Basic Competence Network, 2) Indicators (made by the teacher and also derived from the KD Network), 3) Learning activities that contain presentation planning for several weeks the need for scheduled themes), 4) assessment of the learning process and outcomes during the learning process (containing assessment of

attitude, skills and knowledge aspects); 5) cumulative time allocation in one week in meeting hours, 6) Source and Media.

6) Develop an Integrated Thematic Lesson Plan (RPP)

This step is the last step. In this thematic RPP is expected to illustrate the process of presenting in full by loading various concepts of subjects that are incorporated in the theme.

4.2.2 Application of Thematic Learning

At this stage the teacher essentially applied the lesson plans that have been prepared previously. This thematic learning will be applicable and well implemented if supported by various learning resources needed for learning, so that teachers when organizing thematic learning will easily utilize existing learning resources, either by bringing learning resources into the classroom or taking students to the environment about which is separate from its classroom.

The application phase of learning includes:

1) Introduction/Opening Activity

At this stage can be done apperception activities, teachers introduce to class students about the theme to be presented. It is expected that student experiences related to the theme can be maximally explored, so that the learning process becomes more fun, memorable and easier to achieve the programmed competence. Teachers perform several activities aimed at supporting apperception and attracting students' attention such as story telling, physical activity / sports and singing.

2) Core Activities

The core activities are focused on activities aimed at developing literacy, writing, and arithmetic. The presentation of learning materials is done by using strategies / methods that vary and can be done by class, small group, or individual. Remembering the lower class students of Teachers use joyful learning approach so that students are not saturated.

3) Closing Activity

The nature of closing activities is to infer learning outcomes. Some concluding activities include revealing the learning outcomes, rethinking the material already delivered, storytelling, reading stories from books, pantomimes, moral messages contained in every learning material, music / musical appreciation.

4.2.3 Evaluation of Thematic Learning

The evaluation of thematic learning at SDIT Ukhuwah focused on evaluation of process and outcomes. Process evaluation is directed at the level of involvement, interest, and spirit of students in the learning process, while the evaluation of results is directed at the level of understanding and attitudes of students to the substance of the material and its benefits for the daily life of the students. In addition, evaluation can also be a collection of student work during the learning activities that can be displayed in a presentation/exhibition of student handicrafts.

Instruments used to reveal students' understanding of the subject matter are the test of learning outcomes and to know the level of ability of students to perform a task in the form of tests of deeds or skills and to reveal students' attitudes toward the subject matter used the way interviews or dialogue informally. In addition, the instruments developed in thematic learning at SDIT Ukhuwah are: quizzes, oral questions, daily replication, block replication, and individual or group assignments and observation sheets.

Assessment is a series of activities to obtain, analyze and interpret data about the learning process and learning outcomes of students conducted in a systematic and sustainable, so that becomes meaningful information in decision making (al-Tabany, 2014). The evaluation applied to SDIT Ukhuwah considers the following matters: 1) Assessment is conducted to measure the achievement of Basic Competence (KD) ie at the core competency 3 (KI-3) knowledge and core competence 4 (KI-4) skills, 2) using reference criteria that is based on what students can do after following the learning process, 3) The planned system is a continuous assessment system, by collecting all indicators then the results are analyzed to determine the KD that has been owned and which have not owned. This is used to identify the students' difficulties, 4) The results of the assessment are analyzed to determine the follow-up in the form of the improvement of the next learning process, remedial program for students whose competence has not reached the completeness and the enrichment program for students who have fulfilled the mastery, 5) The assessment system is tailored to the experience learning taken in the learning process, for example, a study that commissioned field observation, then evaluation of the process by interviewing technique, while evaluation of result/product in the form of the result of doing field observation.

The assessment/evaluation of thematic learning at SDIT Ukhuwah is done to know the achievement of basic competence and indicator on each subject contained in the learning theme, so that the assessment system is not integrated in the theme, but has been separated according to the basic competence, the indicators and the learning outcomes. While the reporting of the results of the assessment is 1) the value or description of the achievement of competence, for the assessment of the competence of knowledge and skills including the results of integrated thematic assessment, 2) description of attitude, to assess the competence of spiritual and social attitudes, 3) assessment by each teacher then reported to parents guardians and students in the form of Student Study Reports.

4.3 Implications of Thematic Learning Model

Application of 2006 curriculum and curriculum 2013 on SDIT Ukhuwah using thematic and thematic integrated thematic learning model that leads to improving the quality of education. This thematic and thematic lesson is able to develop students' insights and activities through a network of themes that contain students' knowledge, skills, values and attitudes through intact and simultaneous learning.

- a. Implications of Thematic Learning for Teachers
In implementing thematic learning, teachers have the most important role. Teachers are required to understand the thematic approach and learning both conceptually and practically. Considering time allocation, selecting themes that are close to and familiar with students and building the basic competencies to be achieved from those themes.
- b. Thematic Learning Implications For Students
Students are prepared to participate in learning activities in which it is possible to perform activities, individually, small group, and classical. Students are prepared to participate in various and active learning activities.
- c. The Implications of Thematic Learning on Textbooks
The application of thematic learning at SDIT Ukhuwah uses integrated teaching materials, considering thematic teaching demands the availability of adequate teaching materials and can meet the needs of integrated

learning, although current textbooks can still be used as a reference for each subject. SDIT Ukhuwah provides an opportunity for teachers to use special supplement books containing integrated teaching materials.

d. Implications of Thematic Learning to Facilities and Prasarana, Learning Resources and Learning Media

Thematic learning essentially emphasizes students both individually and in groups to actively seek, explore and discover concepts and principles in a holistic and authentic way (Rusman, Manajemen Kurikulum, 2012). Therefore, in its implementation requires various facilities and learning infrastructure.

The classrooms on SDIT Ukhuwah are designed in such a way that is interesting and not boring. The classroom wall is used to display some of the students' work and be used as a learning resource. Teachers organize the space according to the theme being taught. Students are invited to compose or move the bench according to the need of the theme taught at that time. The bench and chair at SDIT Ukhuwah is designed for one student so it is light and easy to move as needed. In addition, students are not conditioned to always just sit on a chair, but can sit on the carpet or mat that has been provided. Even the learning activities are varied and workable both indoors and outdoors.

The learning that took place at SDIT Ukhuwah utilized various sources of learning both of which are specially designed for the purposes of learning (by design), as well as the learning resources available in the school environment (by utilization).

Learning on SDIT Ukhuwah optimizes the use of various learning media. Using a variety of media will assist students in understanding abstract concepts, and they are used in learning activities in place of objects that are too dangerous or difficult to obtain, objects that are too large or too small. The use of this medium can be varied into the use of visual media, audio media, and audio-visual media. The use of learning tools and media, and the interaction patterns of learning, teachers use various forms of activities such as experiment, role play, question and answer, demonstration, conversation.

5 CONCLUSIONS

The results of this study, based on the data presented in the research finding and discussion in the previous chapter, some conclusions can be drawn.

First, the basic concept of thematic teaching model applied to the student of grade I, II and III in SDIT Ukhuwah is Webbed Model. The teacher apply thematic teaching using a theme as a basis for learning various subject disciplines.

Second, implementation of thematic learning model including planning, application and evaluation. Thematic Learning Planning Steps of Webbed model that applied on SDIT Ukhuwah; Once the teacher has a theme, the next step is to create a network of Basic Competencies and indicators. All basic competencies and indicators have been drawn from all subjects (Religion, Bahasa Indonesia, Mathematics, Civics Education, Social Sciences, Natural Sciences, Aesthetics/Art-Culture and Physical-Sports and Health) written in the network. At this stage the teacher essentially applied the lesson plans based on Webbed Model that have been prepared previously. This thematic learning will be applicable and well implemented if supported by various learning resources needed for learning, so that teachers when organizing thematic learning will easily utilize existing learning resources, either by bringing learning resources into the classroom or taking students to the environment about which is separate from its classroom.

The evaluation of thematic learning at SDIT Ukhuwah focused on evaluation of process and outcomes. Process evaluation is directed at the level of involvement, interest, and spirit of students in the learning process, while the evaluation of results is directed at the level of understanding and attitudes of students to the substance of the material and its benefits for the daily life of the students. In addition, evaluation can also be a collection of student work during the learning activities that can be displayed in a presentation/exhibition of student handicrafts

Third, The thematic learning model has implications for teachers, students, textbooks and has implications for facilities, infrastructure, learning resources and instructional media.

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