

Integrated Thematic Learning Program For Teachers Of Sd Muhammadiyah In The City Of Medan

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Abstrac: The purpose of this community service is; firstly to fulfill one of the tri dharma requirements of tertiary institutions, secondly to improve the skills of Muhammadiyah elementary school teachers in Medan in developing Integrated Thematic Learning programs and being able to implement them in real class learning. The method used in achieving these objectives is to conduct counseling and training in the form of Workshops and Peer Teaching, as well as mentoring in creating integrated thematic learning programs to the monitoring and evaluation in implementing them in class. The specific target of community service is for Muhammadiyah elementary school teachers in the city of Medan to design, implement and evaluate the Integrated Thematic learning program that they carry out, which in the end the learning process can be carried out effectively and efficiently.

Keyword: Development, Integrated Thematic Learning, Elementary Teachers

Introduction

This Dedicated Partner is the Muhammadiyah Medan Basic Education Council located on Jl. Mandala By Pass Medan, and Muhammadiyah 01 Elementary School (SD) Medan, Jln. Demak No. 3 Medan, as a place for training activities to develop an Integrated Thematic learning program. The Muhammadiyah Regional Leadership Board of Education in Medan City, currently has 26 Elementary Schools (SD) spread throughout the City of Medan. These elementary schools have implemented Curriculum 2013, (although not all, Low grades 1-3 and 4 have already), which require standard learning processes using programs Integrated Thematic learning.

The focus of the problem of partners at this time is not yet the maximum implementation of the development of integrated thematic learning programs in Elementary

Schools under the auspices of the Medan City Dikdasmen Council. In fact, integrated thematic learning is a must be applied to the learning process in Primary Schools that use the 2013 Curriculum. Integrated Thematic Learning is a learning pattern that is demanded by the 2013 Curriculum. Integrated Thematic Learning is carried out by applying integrated learning principles, using themes as a unifying learning activity consisting of several subjects in one face-to-face.

Thematic learning is integrated learning (Integrated Instruction) which is a learning system that allows students, both individually and in groups to actively explore and discover scientific concepts and principles holistically, meaningfully and authentically, (Majid, 2014). In addition, thematic learning must be carried out in accordance with the age aspects of the child to be taught. And it is very appropriate to be applied to elementary school students in grade 1 to elementary school. 6th grade, especially for low grade elementary school. Low grade elementary school students who have an age range of 6 to 9 years. Although this early age is a short period, but it is a very important period for one's life. Therefore, at this time all the potential possessed by children needs to be encouraged, because the Golden Age (Golden period), this is a very strategic time in developing various abilities and values, (Nurzannah, & July: 2016). Integrating abilities and values, naturally requires integrated learning, using themes.

Literature Review

Thematic learning is learning that combines a concept in several different fields of study with the hope that students will learn better and more meaningful. (Majid 2014: 87). The statement is in line with what is said by Sholehah (2017) which states that thematic learning can be interpreted as a learning activity that integrates material from several subjects into one particular topic or topic of discussion. Another source found said that thematic learning is an integrated learning system that uses themes to link several subjects so students have meaningful experiences.

1. Characteristics of Thematic Learning

As a model of learning in elementary schools, thematic learning has characteristics. According to Majid (2014: 89-90) the characteristics of thematic learning are as follows:

- a) student centered
- b) providing direct experience
- c) Separation of subjects is not very clear.
- d) Present concepts from various subjects
- e) Be flexible.
- f) Using the principle of learning while playing and having fun

Characteristics of student-centered thematic learning (student centered) means that students play more active roles and position themselves as learning objects. Whereas the teacher only acts as a facilitator. That is to give ease to the students in learning activities. The second thematic learning characteristic is giving direct experience. This means that in thematic learning students are faced with something tangible (concrete) so that it can be used

to understand things that are abstract. Separation of subjects is not very clear, meaning that in thematic learning displays material that is packaged into a particular theme or topic and is related to students' real lives. Presenting concepts from various subjects. This means that thematic learning presents concepts taken from various subjects with the aim that students are able to understand the concept as a whole and assist students in solving problems in life that are around them.

Be flexible, meaning that thematic learning is flexible where the teacher can associate the subject with other subjects. even associating with students' real lives. The last thematic learning characteristic is having the principles of learning while playing and having fun, meaning that students in thematic learning can learn and play in a fun way.

2. Principles of Thematic Learning

Thematic Learning Principles According to Majid, (2014: 89) some principles regarding integrative thematic learning are as follows: a) Thematic integrative learning has an actual theme, is close to the world of students and exists in everyday life. This theme becomes a unifying tool for diverse material from several subjects. b) Integrative thematic learning needs to choose material from several subjects that may be interrelated. Thus, the selected materials can express themes in a meaningful way. It may occur, there is horizontal enrichment material in the form of application examples which are not contained in the content standards. But remember, the presentation of enrichment material like this needs to be limited by reference to the learning objectives. c) Integrative thematic learning must not conflict with applicable curriculum objectives but instead integrative thematic learning must support the achievement of the full objectives of learning activities contained in the curriculum. d) Learning material that can be integrated into one theme always considers student characteristics such as interests, abilities, needs, and initial knowledge. e) Learning materials that are integrated are not too forced. That is, material that is not possible to be combined should not be combined.

Method

This community activity program is carried out to overcome partner problems. The offer in the program in this activity is in the form of training in developing an integrated learning program for teachers at Muhammadiyah Elementary School in Medan. The method used is the program preparation stage, the program implementation stage, the program evaluation stage and the last stage is program reporting.

The preparation phase of the program is carried out by conducting a field survey of the community service. Coordinating with in this case the Medan PDM Elementary Education Council, explained the activity program to be held. Then the coordination was also carried out together with Head of Muhammadiyah 01 Medan Kota Elementary School to arrange this community service schedule.

The implementation phase in this case includes the provision of material, conducting analysis workshops or curriculum review among subjects, conducting workshops to create

RPPs based on Integrated Thematic Learning, training in learning implementation skills through peer teaching.

Result

The Community Partnership Program Achievement, about the Development of Integrated Thematic Learning Programs for Muhammadiyah Elementary School Teachers in Medan City is as follows:

1. Preparation Stage

Basically, the preparatory phase carried out by the team is to conduct an initial survey long before this activity is approved by LPPM UMSU. However, when the PKM program has been declared graduated and funded, the implementation team reconfirmed the parties who were partners in two meetings, namely: First, confirm with the Head of SD Muhammadiyah 01 Medan. The meeting was held on March 20, 2018. At this meeting discussed the technical issues of implementation at the community service locations that have been determined at the beginning, such as the number of participants who will take part in PKM activities, the place of activities to be used, the facilities needed, the implementation schedule, and determine the material which will be delivered related to training. It is very important to know what material is needed by the participants.

Second, Confirming with the Chairperson of the Elementary and Secondary Education Assembly (Dikdasmen) of the Muhammadiyah Regional Government of Medan. This meeting was held on March 21, 2018. This meeting was held to discuss and determine the source of participants who would participate in training activities. Because Majelis Dikdasmen better knows the needs of elementary school teachers who are under its auspices of the type of training that will be conducted in this PKM.

2. Implementation Stage.

The implementation of the Community Partnership Program was carried out on March 24, 2018 at the Hall of SD Muhammadiyah 01 Medan Kota. This activity takes place starting at 8:00 a.m. to 5:00 p.m. The number of participants involved in the activity was 25 people consisting of teachers from Muhammadiyah elementary schools throughout Medan. This activity was opened by the Chairperson of the Medan City PDM Basic Education Office, Dr. Muhyarsyah, SE., M.Sc.

In his remarks he expressed his appreciation for the activities carried out. Given the importance of this training activity in helping teachers to be skilled in programming and implementing integrated thematic learning in the classroom. Hopefully the training activities can be applied in each school. Integrated thematic learning is a learning model that has been applied by the government for primary school education. For this reason, the teacher must have an understanding and be skilled in using the learning model.

After the activity was opened by the Chairperson of the Medan City PDM Basic Education Board, the next set of activities was counseling and training on the Development of Integrated Thematic Learning Programs for Muhammadiyah Elementary Schools in

Medan. On that occasion, who acted as a guest speaker was Dr. Mardianto, M.Pd. He is a teaching staff at the Tarbiyah Faculty of Education and Education of North Sumatera UIN Medan. He is also an expert in integrated thematic learning and many of his works are related to integrated thematic learning. This training meeting facilitated the training participants to create an integrated thematic learning program. Providing material, conducting analytical workshops or curriculum review between subjects, carrying out workshops making RPP based on Integrated Thematic Learning, training in learning implementation skills through peer teaching.

The initial material delivered by the resource person is an orientation related to integrated thematic learning with several stories and examples of the importance of integrated thematic learning for early grades in elementary school. And he also conveyed the regulation of the minister of national education related to the implementation of integrated thematic learning. In integrated thematic learning for early classes, the term 3 M is known, namely singing, storytelling and guessing. Usually the songs and tales and guesses given must be adjusted to the ongoing theme. On this occasion the guest speaker gave an example and practiced an integrated thematic song entitled right hand and left hand. Then facilitate training participants in understanding and creating integrated thematic learning programs by starting with analyzing Competency Standards (SK) and Basic Competencies (KD) and langkah in making themes. Submission of the material is done in groups consisting of six groups.

After that, the training participants develop an integrated thematic learning program (RPP). The development of the learning program is carried out to add a level of understanding and skills related to integrated thematic learning in the early grades of elementary school.

Conclusion

The activity of the Community Partnership Program (PKM) is very useful for Muhammadiyah elementary school teachers in Medan in improving their knowledge and skills in implementing integrated thematic learning. In addition, this activity also provides teachers with the ability to develop integrated thematic learning planning programs in the hope that these teachers will not only be able to implement integrated thematic learning, but can also develop integrated thematic learning plans.

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