

IMPLEMENTATION OF INTEGRATIVE THEMATIC LEARNING IN THE PANDEMIC TIME COVID-19 AT SD MUHAMMADIYAH SUBSIDIED PANDULANGAN

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Abstract

This research was motivated by the existence of innovations in integrative thematic learning during the Covid-19 epidemic at SD Muhammadiyah Subsidized Pandulang. This study aims to describe the implementation of class V integrative thematic learning during the Covid-19 pandemic at SD Muhammadiyah subsidized Pandulang. The subjects in this study were the fifth grade teachers at SD Muhammadiyah Subsidized Pandulang and the object of the research was the implementation of class V integrative thematic learning during the Covid-19 pandemic at SD Muhammadiyah subsidized Pandulang. This study uses a qualitative approach with the type of field research (field research). Data collection procedures using observation, interviews, and documentation. The data analysis used was the Miles and Huberman model with the following steps: data reduction, data presentation, and drawing conclusions and data verification. The results showed that class V integrative thematic learning during the Covid-19 pandemic at SD Muhammadiyah Subsidized Pandulang was carried out face-to-face, but learning activities were carried out outside the classroom by paying attention to health protocols such as wearing masks and maintaining distance. The learning process is carried out for 1 hour and students who take part in the learning are divided into several groups with different study schedules. In the initial activity, learning begins with the activity of opening learning and giving perceptions by the teacher. In core activities, most of the learning has used a thematic learning model, seen from the delivery of material that has been integrated with the surrounding environment as a learning resource. At the end of the lesson, Evaluation activities are only carried out by verbally answering the questions in the LKS book. This research contributes to the implementation of integrative thematic learning during a pandemic by still paying attention to health protocols.

Keywords: Implementation, Integrative Thematic Learning, Covid-19 Pandemic.

1. PRELIMINARY

As the orientation, the 2013 Curriculum which is applied in Indonesia is currently being developed to improve and balance soft skills and hard skills in the form of attitudes, skills, and knowledge. (Fadlillah, 2014). In this context, the 2013 Curriculum seeks to further inculcate the values that are reflected in attitudes so that they are directly proportional to the skills acquired by students through knowledge in school. With the 2013 Curriculum, it is hoped that students can have competency attitudes, skills, and knowledge that increase and develop according to the level of education they have taken so that they will be able to influence and determine success in the next life.

In the 2013 Curriculum, learning at all levels is carried out using the scientific approach (scientific), namely learning must touch three domains, namely attitudes, knowledge, and skills. (at-Taubany & Suseno, 2017). The scientific (scientific) approach is known as the process skills approach, which is a total directed scientific skill (both cognitive and psychomotor) that can be used to find a concept or principle or theory, to develop pre-existing concepts, or to deny an invention / classification. The scientific approach in learning all subjects includes extracting information through observation, asking questions, experimenting, then processing data or information,

presenting data or information, followed by analyzing, reasoning, concluding, and creating (at-Taubany & Suseno, 2017).

The learning model in the 2013 curriculum emphasizes the implementation of thematic learning (Susilawati, Gunarhadi, & Hartono, 2020). Basically thematic learning is a model of an integrated curriculum using themes to link several subjects so that it can provide meaningful experiences to students. (Akbar et al, 2016). Thematic learning is an amalgamation or combination of several subjects within the scope of Madrasah Ibtidaiyah / Elementary Schools which includes Pancasila and Citizenship Education (PPKn), Social Sciences (IPS), Natural Sciences (IPA), Mathematics (MM), Indonesian Language (BI), Cultural Arts and Crafts (SBdP), Physical Education, Sports and Health (PJOK) (Arafat Lubis, 2018).

Integrative thematic learning is a learning approach that is carried out by combining subjects (Interdisciplinary), setting priorities for subject matter, skills, concepts and attitudes that are interrelated in subjects. To create a theme, the teacher must first select the concepts from several subjects, then link them in one theme to cover several subjects, in a themed learning package. (Prastowo, 2019). The steps for implementing integrative thematic learning include three main components, namely preliminary activities, core activities, and closing activities (Prastowo, 2019). Integrative thematic learning allows students to be more active (Rahmadhani, Yunisrul, & Helsa, 2020). The advantage of integrative thematic learning is that it can provide meaningful learning and create a pleasant learning atmosphere (Watipah, 2019).

The learning process generally has problems or problems in its application (Jefryadi, 2020). Such as the lack of facilities and infrastructure that support the learning process (Susiana, 2017), the lack of teacher skills in using learning methods and media (Prastika, Hawanti, & Mareza, 2019), students who are passive in learning (Mislinawati & Nurmasyitah, 2018), and difficulties in the evaluation process based on authentic assessment (Usriyah & Prayogo, 2018). In addition, there are new problems in the world of education, namely the Covid-19 pandemic which forces social distancing, where we must not crowd and must maintain physical distance to prevent the spread of Covid-19. (Dina, 2020). In that case, teachers are required to innovate in changing face-to-face learning patterns into face-to-face learning patterns (Anugrahana, 2020). Likewise, in integrative thematic learning during the Covid-19 pandemic, teachers were required to innovate in learning, from face-to-face learning to face-to-face learning, the methods or media used, and so on. To ensure the quality of these learning innovations, teachers must as much as possible manage learning starting from planning, organizing, implementing, and evaluating (Saifulloh & Darwis, 2020).

Research on the implementation of integrative thematic learning is not new, it has previously been studied by Lalu Asriadi (Asriadi, 2018), Yuris Indria Persada, Ery Tri Djatmika, and I Nyoman Sudana Degeng (Persada, Djatmika, & Degeng, 2020), Nury Yuniasih, Iskandar Ladamay, and Dyah Tri Wahyuningtyas (Yuniasih, Ladamay, & Wahyuningtyas, 2014), Bayu Phurba Sakti and Sri Budiyo (Bayu Phurba & Budiyo, 2019), Mohamad Maskana Cahya (Cahya, 2018), Yovita Dian Putranti (Putranti, 2017), Lilis Tri Karyani (Karyani, 2017), and Rona (Rona, 2018). Based on previous studies, the researcher stated that this study was different from previous research, because in previous studies no one had studied the implementation of integrative thematic learning during the Covid-19 pandemic.

In terms of the above problems, the researchers consider this research necessary and important to do to reveal the implementation of integrative thematic learning during

the Covid-19 pandemic. The research location that the researchers chose was SD Muhammadiyah Subsidized Pandulang, located on Jl. North Polder Rt. 1 No. 6-7 Pandulang, Alabio, Hulu Sungai Utara Regency, zip code 71455. The main data studied were the implementation of class V integrated thematic learning during the Covid-19 pandemic at SD Muhammadiyah subsidized Pandulang which included initial activities, core activities and final learning activities. Class V teachers, school principals and fifth grade students at SD Muhammadiyah Subsidized Pandulang were sources in extracting research data. This study aims to describe the implementation of class V integrative thematic learning during the Covid-19 pandemic at SD Muhammadiyah subsidized Pandulang. The contribution in this research is expected to be an illustration of the implementation of integrative thematic learning during a pandemic by still paying attention to health protocols.

2. RESEARCH METHODS

The approach used in this research is a qualitative approach, meaning that the data collected is not in the form of numbers, but the data comes from interviews, notes, documents and other official documents. Lexy J. Moleong in his book quotes the opinion of Bogdan and Taylor which states that qualitative research is "a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.(Moleong, 2017). The type of research used is field research (field research). This type will be used to describe the situation in the field being researched, observed, and based on the observations made. In this study, the time used for preparation, implementation and preparation of reports was from August to November 2020.

Before conducting research, the researcher first determines the subject and object of research. The subjects in this study were the fifth grade teachers at SD Muhammadiyah Subsidized Pandulang and the object of the research was the implementation of class V integrative thematic learning during the Covid-19 pandemic at SD Muhammadiyah subsidized Pandulang. In qualitative research, data collection is carried out in natural conditions (natural setting), primary data sources and more data collection techniques on participant observation, in-depth interviews and documentation.(Sugiyono, 2018). The data collection procedures used in this study were non-participant observation, semi-structured interviews, and documentation.

Observation is a way to collect systematic data on the object of research, either directly or indirectly (Hardani et al., 2020). In terms of the implementation process of data collection, observation can be divided into two, namely, participant observation (participant observation) and non-participant observation (non-participant observation). In terms of the instrumentation used, observation can be divided into structured and unstructured observations(Sugiyono, 2018). When viewed from the point of view of the implementation process of data collection, in this study the researcher used non-participant observation because the researcher was not involved / participated and was only an independent observer. Meanwhile, when viewed in terms of the instruments used, this study uses structured observation because observations have been systematically designed about what is observed, when, and where it is. Before carrying out observations, the researcher first makes an observation guide as a reference so that the observation process to be carried out remains focused and does not come out of the context which is the main objective of the researcher.

An interview is a conversation with a specific purpose. The conversation was conducted by two parties, namely the interviewer who asked the question and the interviewee who gave the answer to the question (Moleong, 2017). Sugiyono in his book quotes Esterberg's opinion, which suggests several types of interviews, namely structured interviews, semistructured interviews, and unstructured interviews. (Sugiyono, 2018). In this study, the researcher used semistructured interviews because this type of interview was included in the in-depth interview category, that is, in practice it was freer when compared to structured interviews. The purpose of this type of interview is to find problems more openly, so that researchers can add questions outside of the interview guide to get opinions and ideas from respondents.

Apart from using interview and observation data collection techniques, researchers also collected data from non-human sources, namely documentation. Documents are records of events that have passed. Documents can be in the form of writings, pictures, or monumental works of a person (Sugiyono, 2018). In this study, researchers will document the process of integrative thematic learning for class V during the Covid-19 pandemic at SD Muhammadiyah subsidized Pandulang. Researchers took documents in the form of school profiles, lesson plans, a list of values with the 2013 curriculum assessment technique, and integrated thematic report cards to obtain documentation data. This technique is used to describe the research location from written documents related to the location itself.

Data analysis used in this study is the Miles and Huberman model with the following steps: data reduction, data presentation, and drawing conclusions and data verification. (Hardani et al., 2020). Data reduction is defined as the process of selecting, focusing on simplification, classifying, directing, removing unnecessary, transforming data from field notes, and organizing data in such a way that conclusions can be drawn and verified. (Hardani et al., 2020).

After reducing the data, the next step is to present the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcards, and the like. By displaying the data, it will be easier to understand what happened, plan the next work based on what has been understood (Hardani et al., 2020).

The final step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. Conclusions are the essence of research findings that describe recent opinions based on previous descriptions or decisions obtained based on inductive or deductive thinking methods. The conclusions made must be relevant to the research focus, research objectives, and research findings that have been interpreted and discussed. Thus, conclusions in qualitative research may be able to answer the formulation of problems formulated from the start, but maybe not, because the problems and problem formulations in qualitative research are still temporary and will develop after the researcher is in the field. (Hardani et al., 2020).

3. RESULTS AND DISCUSSION

The result of the research is the exposure to the data obtained by the researcher after making observations, interviews and documentation tailored to the focus of the problem in this study. The focus of the problem in this research is related to the implementation of class V integrated thematic learning during the Covid-19 pandemic at SD Muhammadiyah Subsidized Pandulang which includes initial activities, core activities and final activities of learning. The following describes the research results

that researchers have found in the field from several sources in the form of observations, interviews, and documentation.

Considering several obstacles such as students not having cellphones, unstable networks, and online learning which are considered less effective for elementary school age children, the school at SD Muhammadiyah Subsidized Pandulang made a policy in the form of implementing integrated thematic learning, but still face-to-face, but activities learning is carried out outside the classroom by paying attention to health protocols such as washing hands, using masks, and maintaining distance during the learning process. The learning process is carried out for 1 hour and students who take part in the learning are divided into several groups with different study schedules. There are 18 students in grade V at SD Muhammadiyah Subsidized Pandulang, then 18 students are divided into 4 study groups with each group consisting of 4-6 students. Groups 1 & 2 get a study schedule on Tuesday and groups 3 & 4 get a study schedule on Thursday. Mondays and Wednesdays are the schedule for fifth grade students to take part in one of the programs owned by the Subsidized Muhammadiyah SD Pandulang, namely the tahfizh program.



The implementation of class V integrative thematic learning during the Covid-19 pandemic at SD Muhammadiyah subsidized Pandulang still includes early learning activities, core learning activities, final learning activities.

Early Learning Activities

The initial learning activity is the first activity carried out when starting learning. This activity is mainly carried out to create an atmosphere of early learning to encourage students to focus themselves so that they are able to follow the learning process well, intended to prepare students to be mentally ready to learn new knowledge, skills and attitudes. The nature of the opening activity is an activity to warm up. At this stage, children's knowledge can be extracted about the theme to be presented. Some examples of activities that can be done are praying before studying, telling stories, physical / physical activities, and singing.

The existence of the Covid-19 pandemic has resulted in learning activities that are usually carried out in the classroom, now being carried out outside the classroom. So, before entering into learning activities, teachers and students first prepare a place for learning activities outside the classroom, such as looking for a yard or a house terrace that allows for teaching and learning activities and preparing a tarp for seating. The

teacher also directs students to use masks and keep their distance during the learning process.

Initial activities in class V integrative thematic learning at SD Muhammadiyah Subsidized Pandulang began with the teacher opening the lesson by saying greetings and giving directions to students to pray together. After praying, the students were then abused by the teacher. Students are given an apperception in the form of a story or a picture is displayed in the theme book related to the material to be studied and the delivery of learning objectives by the teacher.

Core Learning Activities

In this activity, the focus is on activities aimed at developing reading, writing, and arithmetic skills. Presentation of learning materials is carried out using a variety of strategies / methods that vary and can be done classically, in small groups, and individually. Teaching activities in presenting the material are expected to provide examples of objects or activities that are relevant and found in student life. Relevant examples can be in the form of oral descriptions, written, audio-visual media, posters, real objects, and so on. These descriptions and examples are signs and learning conditions that stimulate students to respond to the content of the lesson they are learning.

Core activities in class V integrative thematic learning during the Covid-19 pandemic at SD Muhammadiyah Subsidized Pandulang was implemented using a scientific approach even though it had not been fully implemented, it seems from students observing the pictures in the theme book and giving their comments or opinions about the picture. Students also ask questions to the teacher about pictures or information that are not understood from what is observed. Then students listen to the teacher's explanation of the image being observed and the material being studied. After that, students took turns reading the material in the theme book and in the LKS book.

In addition to using textbooks facilitated by schools as a learning resource, learning outside the classroom during the Covid-19 pandemic made students take advantage of the surrounding environment as a learning resource. Learning using the environment allows students to find a very meaningful relationship between abstract ideas and practical application in real-world contexts, and concepts are understood through the process of discovery.

In addition to learning resources, the methods and abilities of teachers to deliver material in the learning process are also important factors in implementing integrative thematic learning, so that the learning process can run smoothly and in accordance with the objectives that have been formulated. The delivery of material by the teacher in class V integrated thematic learning at SD Muhammadiyah Subsidized Pandulang has been conveyed in an integrated manner, so that students do not realize that they are learning material from several subjects at once. It's just that sometimes learning is still teacher-centered, it can be seen from the method used by the teacher, namely the lecture method.

Final Learning Activity

The nature of the final activity is to be calming. Some examples of closing activities that can be carried out are concluding / disclosing the results of learning that has been carried out, reading short verses of the Koran, telling stories, reading exemplary stories / stories from books, moral messages, and so on. In this closing

activity, tests can also be proposed in oral form, in addition to measuring student progress, the test is part of student learning activities that actively responds. The test results must be notified to students and followed by an explanation of the student's progress. This is important for students so that the teaching and learning process becomes effective, efficient, and fun.

The following activities that can be done at the end of the lesson are follow-up. This activity is carried out by students after conducting a formative test and getting feedback. Students who show good results in formative tests can continue to the next part of the lesson or study additional material to deepen the knowledge that has been learned. Students who get less results in the formative test must repeat the content of the lesson using the same or different learning materials. Instructions from the teacher about what students should do is a form of signaling and assistance to students to facilitate further learning activities.

The final activity in class V integrative thematic learning during the Covid-19 pandemic at SD Muhammadiyah Subsidized Pandulang was carried out by verbally answering the questions in the LKS book together. One student is given the opportunity to read the question and the other friends are given the opportunity to answer, if all students cannot answer the teacher helps answer by including the correct reason for the answer. After all the questions are answered, students and teachers conclude the material that has been studied together. Finally, the teacher and students say hamdalah to close the lesson.

Based on the research conducted by the researchers, it was found that class V integrated thematic learning during the Covid-19 pandemic at SD Muhammadiyah Subsidized Pandulang was carried out face-to-face, but learning activities were carried out outside the classroom by paying attention to health protocols such as wearing masks and maintaining distance. The learning process is carried out for 1 hour and students who take part in the learning are divided into several groups with different study schedules. In the initial activity, learning begins with the activity of opening learning and giving perceptions by the teacher. In core activities, most of the learning has used a thematic learning model, seen from the delivery of material that has been integrated with the surrounding environment as a learning resource. At the end of the lesson, Evaluation activities are only carried out by verbally answering the questions in the LKS book. This research contributes to the implementation of integrative thematic learning during a pandemic by still paying attention to health protocols.

4. CONCLUSION

Based on the results of research and discussion regarding the implementation of integrative thematic learning during the Covid-19 pandemic at SD Muhammadiyah Subsidized Pandulang, it can be concluded that: (1) Activities at the beginning of learning are prayer, student attendance, apperception, and delivery of learning objectives. (2) The core activities of learning use a scientific approach although not yet fully, learning uses textbooks and the surrounding environment as a learning source, delivering material in an integrated manner, using the lecture method, making learning sometimes still teacher-centered. (3) The final activity of learning is answering the questions in the LKS book verbally, concluding the material together, and saying hamdalah to close the lesson. (4) Even under the conditions of the Covid-19 pandemic, integrative thematic learning can still be carried out face-to-face using an outdoor group

learning system while still paying attention to health protocols such as washing hands, using masks and maintaining distance during the learning process.

5. SUGGESTION

Based on the results of the research that researchers have conducted at SD Muhammadiyah Subsidized Pandulang, there are several suggestions recommended, namely: (1) The school should pay more attention and provide facilities and infrastructure to support the integrated thematic learning process outside the classroom, such as providing a small blackboard. which is easy to carry, so that it can facilitate the delivery of material by the teacher. (2) The policy to carry out face-to-face learning during the Covid-19 pandemic provides a way out for students who do not allow online learning, either because they do not have cellphones, inadequate internet access, and inadequate understanding of material. Therefore, you should always pay attention to health protocols in learning activities during the Covid-19 pandemic and provide confirmation that children must return home after the learning process, not playing or traveling to other places.

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