

## IMPLEMENTATION DESIGN OF CURRICULUM 2013 IN THE THEMATIC LEARNING PROCESS IN INTEGRATED ISLAMIC ELEMENTARY SCHOOL

Zaenuri<sup>1\*</sup>, Mohamad Agung Rokhimawan<sup>2</sup>

<sup>1,2</sup>Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

\*Correspondence address: [nurizae07@gmail.com](mailto:nurizae07@gmail.com)

### Abstract

In the 2013 curriculum, thematic learners are no longer teacher-centred but rather on students, learning is no longer one-way but more participatory because it is more student-centered. The focus of this research is to look at the implementation of thematic learning at SDIT Bina Ilmi Palembang. This research applies qualitative methods, namely taking descriptive approaches and field observations, as well as studying relevant books. Data retrieval techniques use observation and interview guidance instruments while data analysis techniques use Miles and Huberman's interactive analysis models, which include data reduction, data presentation, and conclusion drawing. The results showed that SDIT Bina Ilmi Palembang in the implementation of thematic learning of teacher using thematic guidebooks and packaging materials as best as possible by making learning media so that students could achieve affective, cognitive, and psychomotor aspects. The methods of implementation of the learning process used in thematic learning vary so that students do not get bored such as, role playing, Q&A, singing, assigning tasks, group discussions, observations, and exercises then also apply integrated methods, namely, study, exploration, formulate, present, apply (worldly and ukhrowi) in which students can play an active role and also other goals so that students do not only master the cognitive realm but its affective and psychomotor are constantly evolving.

**Keywords:** Curriculum 2013, Learning, Thematic

### Abstrak

*Dalam kurikulum 2013 pembelajaran tematik tidak lagi berpusat pada guru, melainkan pada siswa, pembelajaran tidak lagi satu arah tetapi lebih partisipatif karena lebih berpusat pada siswa. Fokus penelitian ini adalah untuk melihat implementasi pembelajaran tematik di SDIT Bina Ilmi Palembang. Penelitian ini menggunakan metode kualitatif yaitu melakukan pendekatan deskriptif dan observasi lapangan, serta penelaahan terhadap buku-buku yang relevan. Teknik pengambilan data menggunakan instrument pedoman observasi dan wawancara, sedangkan teknik analisis data menggunakan model analisis interaktif Miles dan Huberman, yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan SDIT Bina Ilmi Palembang dalam implementasi pembelajaran tematik guru menggunakan buku panduan tematik dan mengemas materi sebaik mungkin dengan membuat media pembelajaran agar siswa bisa mencapai aspek afektif, kognitif dan psikomotorik. metode implementasi proses pembelajaran yang digunakan dalam pembelajaran tematik bermacam-macam agar siswa tidak bosan seperti, bermain peran, tanya jawab, bernyanyi, pemberian tugas, diskusi kelompok, pengamatan, dan latihan kemudian juga menerapkan metode Terpadu yaitu, telaah, Eksplorasi, Rumuskan, Presentasikan, Aplikasikan (duniawi dan ukhrowi), yang mana murid agar bisa berperan aktif dan juga tujuan*

*lainya agar juga peserta didik tidak hanya menguasai ranah kognitif saja, tetapi afektif serta psikomotoriknya terus berkembang.*

**Kata Kunci:** *Kurikulum 2013, Pembelajaran, Tematik*

## INTRODUCTION

Education has an important role in the order of life. Education is realized in the teaching and learning process with the aim of educating human life. In the implementation of education, a plan and rule are needed in its implementation where the planning and rules are made in the curriculum (Akrimullah, 2018). The 2013 curriculum is the government's new education strategy which is believed to be able to answer the problems that will be faced by the Indonesian state in the future. The 2013 curriculum is significantly different from the previous curriculum because it is applied at the education unit level starting from Elementary School, Junior High School, and Senior High School or Vocational High School. Another difference can be found in the 2013 curriculum concept (Sinambela, 2017).

The Ministry of National Education launched the 2013 Curriculum in 2013 as a development of the previous curriculum, namely the 2006 curriculum or the Education Unit Level Curriculum which has integrated attitudes, knowledge, and skills competencies. "Authentic assessment is a form of assessment that is obtained from learning," according to Permendikbud No. 104 of 2014, which contains an assessment of learning outcomes by educator in primary and secondary schools. In addition, the 2013 curriculum emphasizes scientific learning by requiring students to ask question, observe, collect fact, associate, and communicate (Mardiana, 2019).

According to John Franklin Bobbit, the curriculum as an idea which has its roots in the Latin word *Race-Source*, explaining the curriculum as "the subject of action" and the experiences that children experience until they become adults so that they will be successful in adult society. According to Hilda Taba, the curriculum is a lesson plan. Meanwhile, according to Edward A. Krug, the curriculum consists of the methods used to achieve or carry out the goals given by the school. It can be concluded that the curriculum is a set of plans and regulations regarding the content and learning materials as well as the methods used in conducting teaching and learning activities (Hidayani, 2017).

The curriculum used at the elementary level is the 2013 curriculum which applies subject-oriented integrated learning. The implementation of the thematic teaching and learning process is an integrated teaching and learning model that applies themes to connect different topics and present a memorable experience to students. Integrated learning is a learning approach that seamlessly integrates different materials and related topics to provide students with a meaningful learning experience. According to (Indriyani et al., 2019), she said, the changes made to the 2013 curriculum so far are an effort to improve the delivery of the educational process. Integrated theme learning is learning that can be given to students with meaningful experiences and integrated theme learning focuses on students and direct experiences are also provided so that students are researched in depth, meaningfully, and have various original concepts of their own (Amris & Desyandri, 2021).

In implementing the 2013 curriculum, learning is no longer teacher-centered but student-centered. Learning is no longer one-way but more participatory because it is more student-centered. The 2013 curriculum also demands active participation and investigation in learning and is intended so that instructors as learning facilitators can design lessons so that students can solve contextual and real-world challenges. So far, learning is too broad so that the material being taught is too much (Sinambela, 2017).

Thematic learning is one of the integrated learning models at the kindergarten or elementary school level (Prastowo, 2019). Thematic learning in elementary schools is a relatively new thing so its implementation has not been as expected. There are still many teachers who find it difficult to

implement this thematic learning. This is partly because teachers have not received intensive training on this thematic learning. Besides, it is also difficult for teachers to leave the habit of learning activities whose presentation is based on subjects/fields of study (Hidayani, 2017).

However, there are still obstacles in its implementation in this scenario, including funding, government preparation in developing curriculum material, teacher readiness, socialization, and book distribution. Among all the problems listed above, the most significant stumbling block is teacher readiness as the key to successful implementation. All disciplines are combined into one theme in thematic ideas when adopting the 2013 curriculum, because the 2013 curriculum does not include the name of a single course. In this case the delivery of content for all subjects is carried out in one theme of course as a teacher must have a strong understanding of how to convey information. That is what should be classified into certain subjects that have now been rearranged into planned themes (Pasili et al., 2020).

The effect of this type of thematic learning certainly creates learning seem piecemeal. Students do not appear to be affected by the modifications in these subjects. In addition to the material obtained by students, the 2013 curriculum also contains a fairly complex evaluation methodology, ranging from attitude assessment to product assessment and so on. During the learning process, the teacher must carry out this assessment. This clearly requires the teacher to observe each student individually so that the value is really valid. (Pasili et al., 2020).

In a previous study, the finding of Mustabsyiroh & Supriyanto (2020), entitled "The Influence of the 2013 Curriculum on Improving Student Achievement in Mojokerto City". The research methodology used in this study is a qualitative descriptive research method. The author obtained information through direct interviews with sources who occupy the curriculum department of the deputy head and one of the school's economics subject teachers as well as two grade 12 students. The difference between this study and the research is conducted by the researchers located in the research variables, research focus and agency, and research location. Meanwhile, the similarities lie in the research methodology and research instruments. Furthermore, in a previous study conducted by Wahyuni & Berliani (2019), entitled "The Problems of Implementing the 2013 Curriculum in Elementary Schools". This study uses a qualitative method with a case study design. The difference between this research and the research is conducted by the researchers located in the problematic research variables in the 2013 curriculum and the approach taken. While, the similarities lie in the research method.

The thematic learning process at SD IT Bina Ilmi Palembang has implemented thematic learning curriculum 2013. With the change in the 2013 curriculum, SD IT Bina Ilmi Palembang first held a socialization related to how to implement the thematic learning curriculum 2013. In the thematic learning, the teacher used the 2013 curriculum thematic guidebook which in its implementation the 2013 curriculum thematic learning related to integrated/thematic subjects. Teachers teach these subjects separately. Therefore, researchers are interested in conducting this research with the intention of studying how to implement the thematic learning process in elementary schools as an effort to improve the learning system. The focus in this research is on the implementation of thematic learning at SDIT Bina Ilmi Palembang. The urgency in this research is to provide information related to thematic learning in the 2013 curriculum. Based on the discussion that has been described, the purpose of this study is to determine the implementation of the thematic learning process at SDIT Bina Ilmi Palembang.

## **RESEARCH METHOD**

Researchers apply research method with qualitative methods, namely carrying out a descriptive approach and field observations and also reviewing relevant books. According to Setiawan (2018), qualitative research is the collection of information or data from a natural or

natural environment by explaining interpretations and phenomena that occur with researchers as the main instrument or tool for analyzing data in inductive form and research results.

This research was conducted at SDIT Bina Ilmi Palembang which was located in 2 Ilir, east Ilir II District, Palembang City, South Sumatra. This research started on November 10<sup>th</sup>, 2021 until December 20<sup>th</sup>, 2021. During the research, the researchers immediately compile the results of the study and analyze the data obtained during the time of the study. Then the research results are compiled by researcher in the form of research reports. This research was conducted using an indirect interview approach, namely WhatsApp interviews.

Data collection techniques to structure their findings apply primary and secondary data. Teachers at SDIT Bina Ilmi Palembang are the main data source used by key informants. Journals and books are examples of secondary data. Observations and interviews are used to obtain data. The data analysis technique applies the Miles and Huberman interactive analysis model which includes data reduction, data display, and conclusion drawing/verification (Gunawan, 2018).

Firstly, Data Reduction, the data reduction stage is carried out by a number of activity processes, namely, summarizing data, taking main and important data, making categorization, and discarding data which is not used. Secondly, display data, at the data display stage, the activity process is carried out, namely: presenting data in the form of brief descriptions, relationships between categories and the like, in this case Miles and Huberman in Sugiyono stated "the most frequent form of display data for qualitative research data in the past has been narrative text". The most frequently used to present data in qualitative research is narrative text. Thirdly, Conclusion Verification, the conclusion verification stage is carried out by the activity process, namely drawing conclusions and verification.

To obtain the validity of the research data, the researchers utilize the concept of triangulation, namely as checking data from various sources in various ways, and at various times. Thus, triangulation in testing this research is using triangulation of data collection and data collection.

## **RESULTS AND DISCUSSION**

### **Implementation of Thematic Learning**

From observations conducted at SDIT Bina Ilmi Palembang, there are many components which must be reviewed firstly for the implementation of theme learning, including technique, evaluation, media, learning process, and the role of the teacher. Procedures for developing learning themes, as well as examples of thematic matrices, syllabus, and lesson plans, will be discussed later.

From the results of interviews in the learning process at SDIT Bina Ilmi Palembang, they have implemented 2013 curriculum thematic learning. Prior to implementing the 2013 curriculum thematic learning, the school had held socialization and technical guidance and was always upgraded with regular training from the school. Then, the learning process for the 2013 curriculum, the teachers at SDIT Bina Ilmi use the 2013 curriculum thematic guidebook while for the learning process applied, the teacher repackages the material from the book into more interesting forms such as making learning videos to avoid boredom of students in learning because schools utilize a hyflipped learning system that combines online and offline learning.

Thematic learning of the 2013 curriculum applied by the teachers uses learning media to make it easier for students to understand the material to be delivered. Then, the media used varies when learning online which is in the form of online tools such as power points, learning videos, and several online learning applications such as gform, peardeck, quizziz and the like. Meanwhile, offline learning is more about real objects, depending on the context of the material being conveyed, for example studying thematic Mathematics and PKN in which the material is flat and

Pancasila so that flat shapes will be provided in real form, whether objects that are around or in the form of images.

The difference in the learning process in the 2013 curriculum between low and high grades at SDIT Bina Ilmi Palembang is located in the subjects themselves. If the thematic low class consists of Mathematics, PKN, SBdP, and Indonesian subjects (IPA and IPS subjects are still integrated with Indonesian), while in high thematic classes consist of Indonesian, Natural Sciences, Social Sciences, SBdP subjects (for Mathematics, it is separated from thematic). The implementation and learning process may be slightly different in the lower class thematic, namely, the material is packaged as attractively as possible so that students do not get bored because when they are still in the low class, children tend to get bored easily and conversely in the high class, packaging material is not too concerned with being interesting or not because the child -Children in high grade tend to focus more on the content of the material (but it is possible for the teacher to continue to display interesting learning).

The 2013 curriculum is a new curriculum WHICH was implemented in the 2013/2014 school year which was the development of the previous curriculum such as the Competency-Based Curriculum (KBK) in 2006 but the 2013 curriculum emphasized an increase in the balance of soft skills and hard skills covering aspects of attitude, knowledge, and skill. In this context, the 2013 curriculum seeks to further instill values that are reflected in attitudes that can be directly proportional to the skills acquired by students through school knowledge so that they can balance soft skills and hard skills in the application of daily life (Hisbullah, 2020).

The 2013 curriculum uses thematic learning, namely a learning approach that integrates several competencies and subjects into various themes. SD/MI students no longer study partially such as Mathematics, Natural Science, Social Science, Indonesian Language, but all subjects are merged into one unified whole in a certain theme. Learning materials are arranged thematically to make it easier for students to build concepts because the material is presented in the context of clear themes so that learning is more meaningful. The 2013 curriculum for SD/MI levels uses thematic learning, a learning approach which integrates various competitions from various competitions from various subjects into various themes. This shows that the new curriculum that will be implemented is increasingly eliminating the boundaries between subjects by considering the level of thinking of elementary school students who are still holistic (Fajri, 2018).

The implementation of thematic learning is very relevant to the stage of child development. the characteristics of children's learning styles, understanding of learning, and meaningful learning is by creating integrated themes that connect various disciplines into one unified meaning and relate them to students' livesn (Hidayani, 2017). In the implementation of thematic learning, teachers from grades 1 to grade VI receive provisions from the principal in the form of curriculum documents, analysis of teaching materials, and socialization related to the design of learning models. To support the implementation of learning activities in accordance with the 2013 curriculum description, school principal prepares the necessary media, try to provide teacher and student books, improve school facilities and infrastructure, and develop the teaching profession (Siregar et al., 2022).

The success of the implementation of thematic learning is influenced by how far the learning is planned according to the conditions and potential of students (talent, interest, need, and ability). Competency standards and basic competencies which must be mastered are written in the curriculum. With regard to thematic learning planning, the first thing is to get a SK/KD and set indicators for each subject that will be integrated. Teachers must be able to fully understand the content of each basic competency and indicators in each subject that will be integrated. The focus of attention in thematic learning is located in the process that students take when trying to understand the content of learning in line with the forms of skills that must be developed (Sumar, 2018).

Based on the results of observations and interviews, SDIT Bina Ilmi Palembang has implemented the thematic learning process for the 2013 curriculum. Then, for the implementation

of thematic learning, there are several components that need to be discussed firstly, such as method, assessment, media, learning step, and the role of the teacher. After that, the steps for the preparation of thematic learning will be discussed as well as examples of thematic matrices, syllabus, and lesson plans. Previously, there had been socialization for teachers and training. In its application, the teacher uses thematic guidebooks and packs the material as well as possible by making learning media so that students can achieve affective, cognitive, and psychomotor aspects. Then, the difference in thematic learning between low class and high class is located in the learning material.

### **Thematic Learning Process Method**

From observations made such as role playing, question and answer, singing, assignments, group discussions, and exercises are some of the methods used in thematic learning at SDIT Bina Ilmi Palembang with the aim that students do not get bored in the learning process.

The learning method applied at SDIT Bina Ilmi Palembang uses an INTEGRATED system, namely study, explore, formulate, present, apply (worldly and ukhrowi) where in this system the teacher remains in their duties, namely educating, teaching and directing but as much as possible students play an active role in the learning process. Another goal, students do not only master the cognitive domain, but also develop affective and psychomotor.

In the application of this method, students are involved and play an active role in the learning process by applying the learning method with the INTEGRATED system earlier. In this case, students do not receive material from the teacher but also participate in studying, exploring, formulating, presenting, and applying only.

One way to make integrated subject-based learning more effective is the method used by educators in selecting and applying learning methods which are in accordance with teaching materials. According to Efendi & Wardani (2021), the learning method is a form of document preparation utilized by educators as a basic rule in the implementation of learning activities. The method which can be applied is the Problem Based Learning (PBL) method. Problem Based Learning learning method is a learning method by involving students in problem solving so that they can experience firsthand the process of investigating the concepts they learn so that students can think critically in solving problems. According to Handayani & Muhammadi (2020), the Problem Based Learning learning method is all models so that they can inspire to be actively involved in the implementation of teaching and learning carried out by students by presenting problems and asking questions to help them expand their knowledge.

The method or strategy operated in the curriculum affects whether the material presented or the desired goal can be achieved or not which makes it an important component in the learning process (Bujuri et al., 2021). In practice, a teacher must be able to design various learning strategies using various techniques which allow students to engage in the process actively, creatively, and with a high level of enjoyment. The technique of implementing the 2013 Curriculum learning theme must be chosen or made according to the material to be presented and the objectives to be achieved (Hidayani, 2017).

Based on the results of observations and interviews at SDIT Bina Ilmi Palembang, the method uses in thematic learning vary so that students do not get bored such as, role playing, question and answer, singing, giving assignment, group discussion, observation, and exercise then also apply the INTEGRATED method namely study, explore, formulate, present, apply (worldly and ukhrowi) in which students can play an active role and also other goals so that students not only master the cognitive domain but their affective and psychomotor skills continue to develop.

### **Assessment in thematic learning**

From observations made at SDIT Bina Ilmi Palembang, the assessment is carried out not only on the cognitive side but also on other aspects such as psychomotor and affective when the

learning process took place. From this it can be seen that the process and product are both measured in the ongoing learning process and are carried out continuously.

In the learning assessment process at SDIT Bina Ilmi Palembang, the teachers create their own assessment instrument to assess students because what is being taught and how the students are in which the teacher is the one who knows better but still pays attention to the applicable rules. For the steps if the assessment of knowledge and skills is adjusted to the achievement indicators of each KD, Meanwhile, the attitude assessment is adjusted to the circumstances and the required assessment standards. In the assessment process, the teacher gives written questions to students in written form. Even in answering questions, students do not only respond in the form of writing but can also take other forms such as marking, coloring, drawing, and so on.

The assessment is an activity which is carried out consistently and experimentally to obtain, analyze, and monitor data regarding the process and student learning outcomes. It is very important in decision making. It has been determined in the syllabus depending on the assessment. On the basis of indications, the achievement of students' basic competencies is evaluated. Written and oral tests and non-tests are used in the assessment process. Performance evaluation, attitude measurement, assignment, project, and/or product evaluation, and self-evaluation so that each peer-to-peer learning must assess to produce work and portfolio presentations are assessment methods for basic education levels (Prastowo, 2017).

Assessment of learning outcomes in the 2013 curriculum is an assessment carried out authentically to measure the core competencies of spiritual attitudes (KI-1) and social attitudes (KI-2), core knowledge competencies (KI-3), and core skills competencies (KI-4) owned by students. For this reason, it is important for a teacher to have good skills, understanding, and perception of learning assessment. The teacher's skills in developing assessment tools can help to select and determine which assessment technique to use. The need for assessment tools in learning is very important for teachers to evaluate the effectiveness of the learning carried out (Prasetyo, 2017).

The aspect of the assessment process in the thematic learning of the 2013 curriculum is quite different from the 2006 KTSP. The assessment is intended to determine the extent to which students are able to achieve learning objectives (Kurniawati & Mawardi, 2021). Assessment is referred to as a directed effort to gather information for consideration for making decisions. The process of collecting data in the assessment can be useful to determine the acquisition of student learning outcomes. Assessment can be a benchmark for the quality of education implementation. Implementation of the 2013 curriculum assessment directs teachers to conduct a holistic assessment covering three areas of ability, namely affective, psychomotor, and cognitive. The cognitive domain is related to the knowledge or understanding that students' abilities at each age level differ (Bujuri, et al., 2018). The affective domain is related to attitudes and interests and the psychomotor domain is related to skills. The 2013 curriculum assessment is intended so that students do not feel pressured to participate in learning (Andriani & Hamdu, 2021).

Learning outcomes are interpreted as the results that students get as a form of learning achievement which includes knowledge, attitudes, and skills. Learning outcomes can serve as guidelines for changing student behavior in accordance with the achievement of basic competencies and the material being studied. The forms of assessment of learning outcomes are self-assessment, authentic assessment, test, mid-semester test, daily test, portfolio-based assessment, semester daily test, competency level quality test, school exam and national exam (Mustika et al., 2021).

Based on the results of observations and interviews, SDIT Bina Ilmi Palembang in the assessment carried out not only on the cognitive side but also on other aspects such as psychomotor and affective during the learning process. From this it can be seen that the process and product are both measured in the ongoing learning process and are carried out continuously, the teacher makes his own assessment instrument to assess students. In the steps, if the assessment of knowledge and

skills is adjusted to the achievement indicators of each basic competition, while for the assessment of attitudes it is adjusted to the conditions and assessment standards needed.

### **Thematic Learning Evaluation**

In the observations of SDIT Bina Ilmi Palembang, the evaluation of theme learning is carried out individually to see firsthand their activities in class, such as asking questions and answering questions which have been asked. In this situation, assess students in writing by asking questions that they must answer to receive feedback on their progress and talents. Student assessment by SDIT Bina Ilmi Palembang teachers is in oral form with the aim of assessing student activity during the interaction of the learning process.

In evaluating the learning process at SDIT Bina Ilmi Palembang, when the learning process is complete, it conduct an evaluation or CFU (checking for understanding) to check whether students capture and understand the material to be delivered during the ongoing learning process. For the CPU itself, it is usually in the form of quizzes containing questions related to the material that is packaged in various ways, for example in the simplest form, namely direct questions, or by asking children to fill out gforms also in the form of games so that students feel excited, not haunted with existing evaluations.

Law No. 20 of 2003 concerning the national education system explains that education evaluation is an activity of controlling, guaranteeing and determining the quality of education for various components of education at every path, level, and type of education as a form of accountability for education. In the educational evaluation process, it is necessary to have a learning evaluation which is a process to determine the effectiveness and efficiency of the learning system in general. The scope of learning evaluation includes all matters related to learning so that it becomes the scope of evaluation in learning (Magdalena et al., 2021).

Learning evaluation aims to obtain evidence data that will be an indication of the level of ability and level of success of participants in curricular goals after the learning process within the specified time period. Measuring and assessing to what extent the effectiveness of teaching and teaching methods that have been applied or implemented by educators and activities carried out by participants (Magdalena et al., 2021).

The focus of the thematic learning evaluation is on the process and results. The amount of involvement, interest, and enthusiasm of students in the learning process becomes the focus of process evaluation. While the evaluation of results focuses more on the degree of understanding and attitudes of students towards the content of the course and its implications in everyday life. In addition, evaluation can be in the form of a collection of student work produced during learning activities that can be displayed at student work exhibitions (Hidayani, 2017).

The purpose of evaluation in education and learning is to find out the achievement of educational program objectives that have been implemented based on the information and data obtained to be used as a basis for the Discrepancy Evaluation Model (DEM) is one of the evaluation models used to measure the gaps which exist between the existing system. (performance) and standards (standard) that have been set. Malcolm Provus developed DEM. Emphasizing or evaluating gaps aims in the implementation of DEM to determine the level of conformity between the standards that have been determined in the program and performance (Famaney & Wardani, 2021).

SDIT Bina Ilmi Palembang assesses students individually to see firsthand their activities in class, such as asking questions, answering questions that have been asked, based on the results of observations and interviews. Assessing students in writing by giving questions that must be answered by students which are obtained in return for the progress and abilities of students. Assessment of SDIT Bina Ilmi Palembang teachers to students is in oral form with the aim of assessing student activities during the interaction of the learning process.



Then, evaluate the learning process at SDIT Bina Ilmi Palembang when the learning process is complete, conduct an evaluation or CFU (checking for understanding) to check whether students capture and understand the material that will be delivered during the ongoing learning process.

## CONCLUSION

The results showed SDIT Bina Ilmi Palembang in implementing thematic learning the teacher used thematic guidebooks and packaged the material as best as possible by making learning media so that students could achieve affective, cognitive, and psychomotor aspects. The method of implementing the learning process applied in thematic learning varies so that students do not get bored such as, role playing, question and answer, singing, giving assignment, group discussion, observation, and exercise and also applying the INTEGRATED method namely, study, explore, formulate, present, Apply (worldly and ukhrowi) in which students can play an active role and also other goals so that students not only master the cognitive realm, but their affective and psychomotor skills continue to develop. SDIT Bina Ilmi Palembang in conducting assessments to students is carried out individually to see firsthand their activities in class such as asking questions and answering questions. However, this research has drawbacks namely in data collection at the interview stage in which it is only carried out with teachers and does not involve students, observations and interviews are conducted online so that it is less effective and the specifics of the implementation of thematic learning in Integrated Islamic Schools are not known specifically and comprehensively. Therefore, this note of deficiency is important to be answered in subsequent studies.

## REFERENCES

- Amris, F. K., & Desyandri, D. (2021). Pembelajaran Tematik Terpadu menggunakan Model Problem Based Learning di Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2171–2180. <https://doi.org/10.31004/basicedu.v5i4.1170>
- Andriani, D., & Hamdu, G. (2021). Analisis Rubrik Penilaian Berbasis Education for Sustainable Development dan Konteks Berpikir Sistem di Sekolah Dasar. *EDUKATIF: Jurnal Ilmu Pendidikan*, 3(4), 1326–1336. <https://doi.org/10.31004/edukatif.v3i4.514>
- Efendi, D. R., & Wardani, K. W. (2021). Komparasi Model Pembelajaran Problem Based Learning dan Inquiry Learning Ditinjau dari Keterampilan Berpikir Kritis Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(3), 1277–1285. <https://doi.org/10.31004/basicedu.v5i3.914>
- Fajri, Z. (2018). Bahan Ajar Tematik dalam Pelaksanaan Kurikulum 2013. *PEDAGOGIK: Jurnal Pendidikan*, 5(1), 100–108. <https://doi.org/10.33650/pjp.v5i1.226>
- Famaney, H. S., & Wardani, N. S. (2021). Evaluasi Pembelajaran Tematik Terpadu Daring Siswa Kelas V SD. *Jurnal Studi Guru Dan Pembelajaran*, 4(2), 455–465. <https://doi.org/10.30605/jsgp.4.2.2021.1316>
- Gunawan, I. (n.d.). *Metode Penelitian Kualitatif*.
- Handayani, R. H., & Muhammadi, M. (2020). Pengaruh Model Pembelajaran Problem Based Learning Terhadap Hasil Belajar Siswa dalam Pembelajaran Tematik Terpadu di Kelas V SD. *e-Journal Pembelajaran Inovasi, Jurnal Ilmiah Pendidikan Dasar*, 8(5), 79–88.
- Hidayani, M. (2017). Pembelajaran Tematik Dalam Kurikulum 2013. *At-Ta'lim : Media Informasi Pendidikan Islam*, 15(1), 150–165.
- Hisbullah, H. (2020). *Implementasi Manajemen Pembelajaran Kurikulum 2013 di MI Darul Khaeriyah Kecamatan Suli Kabupaten Luwu*. *Didaktika: Jurnal Kependidikan*. <https://www.jurnaldidaktika.org/contents/article/view/5>

- Implementasi Kurikulum 2013 dalam Pembelajaran Sejarah di SMA Negeri 1 Metro* | Mardiana / *HISTORIA : Jurnal Program Studi Pendidikan Sejarah*. (n.d.). Retrieved October 28, 2021, from <http://fkkip.ummetro.ac.id/journal/index.php/sejarah/article/view/732/591>
- Implementasi Model Cipp Dalam Evaluasi Kurikulum Pendidikan Teknik Informatika* | Mubai / *EDUKATIF : Jurnal Ilmu Pendidikan*. (n.d.). Retrieved May 12, 2022, from <https://edukatif.org/index.php/edukatif/article/view/549/pdf>
- Indriyani, D., Desyandri, D., Fitria, Y., & Irdamurni, I. (2019). Perbedaan Model Children's Learning in Csinece (CLIS) dan Model Scinetific terhadap Hasil Belajar Siswa pada Pembelajaran Tematik Terpadu di Kelas IV SD. *Jurnal Basicedu: Research Dan Learning in Elemnetary Education*, 3(2), 627–633.
- Kurniawati, D., & Mawardi, M. (2021). Pengembangan Instrumen Penilaian Sikap Gotong Royong dalam Pembelajaran Tematik di Sekolah Dasar. *EDUKATIF : Jurnal Ilmu Pendidikan*, 3(3), 640–648. <https://doi.org/10.31004/edukatif.v3i3.387>
- Magdalena, I., Ardelia, E., Maula, N. H., & Anggestin, T. (2021). Evaluasi Pembelajaran Tematik di Kelas III SDIT Ar-Rahman Tangerang. *EDISI*, 3(1), 28–37. <https://doi.org/10.36088/edisi.v3i1.1226>
- M.Pd.I, A. P., S. Pd I. (2017). *Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Tematik Terpadu: Implementasi Kurikulum 2018 Untuk SD/MI*. Kencana.
- M.Pd.I, D. A. P., S. Pd I. (2019). *Analisis Pembelajaran Tematik Terpadu*. Prenada Media.
- Mustabsyiroh, N., & Supriyanto, A. (2020). Pengaruh Kurikulum 2013 Terhadap Peningkatan Prestasi Siswa di MAN Kota Mojokerto. *Seminar Nasional Arah Manajemen Sekolah Pada Masa Dan Pasca Pandemi Covid-19*, 0, Article 0. <http://conference.um.ac.id/index.php/apfip/article/view/419>
- Mustika, D., Ambiyar, A., & Aziz, I. (2021). Proses Penilaian Hasil Belajar Kurikulum 2013 di Sekolah Dasar. *Jurnal Basicedu*, 5(6), 6158–6167. <https://doi.org/10.31004/basicedu.v5i6.1819>
- Pasili, R., Luneto, B., & Mala, A. (2020). Implementasi Manajemen Pembelajaran Pada Kurikulum 2013 Mata Pelajaran PAI Dan Implikasinya Terhadap Hasil Belajar Peserta Didik. *Al-Minhaj : Jurnal Pendidikan Islam*, 4(1), 21–43.
- Prasetyo, T. (2017). Pengembangan Perangkat Penilaian Hasil Belajar dalam Pembelajaran Tematik Integratif Kelas V SD. *Jurnal Prima Edukasia*, 5, 102. <https://doi.org/10.21831/jpe.v5i1.7528>
- Setiawan, A. A., Johan. (2018). *Metodologi penelitian kualitatif*. CV Jejak (Jejak Publisher).
- Sinambela, P. N. J. M. (2017). Kurikulum 2013 dan Implementasinya dalam Pembelajaran. *Generasi Kampus*, 6(2), Article 2. <https://jurnal.unimed.ac.id/2012/index.php/gk/article/view/7085>
- Siregar, P. S., Marta, E., Efendi, R., Hasrijal, H., & Sari, N. T. (2022). Implementasi Pembelajaran Tematik dalam Pencapaian Standar Proses Kurikulum 2013 di Sekolah Dasar. *Jurnal Basicedu*, 6(1), 540–551. <https://doi.org/10.31004/basicedu.v6i1.1858>
- Sumar, W. T. (2018). Implementasi Kompetensi Guru Mengelola Kurikulum K13 dalam Pembelajaran Tematik di SDN Se Kecamatan Telaga Kabupaten Gorontalo. *Pedagogika*, 9(1), 71–87. <https://doi.org/10.37411/pedagogika.v9i1.28>
- Wahyuni, R., & Berliani, T. (2019). Problematika Implementasi Kurikulum 2013 di Sekolah Dasar. *JMSP (Jurnal Manajemen Dan Supervisi Pendidikan)*, 3(2), 63–68. <https://doi.org/10.17977/um025v3i22019p063>