

## THEMATIC LEARNING MANAGEMENT DURING THE NEW NORMAL ERA AT STATE ISLAMIC ELEMENTARY SCHOOL

Sri Enggar Kencana Dewi<sup>1\*</sup>, Ratih Purnama Pertiwi<sup>2</sup>, Dyah Pravitasari<sup>3</sup>

<sup>1,2,3</sup>Nurul Huda University, East Ogan Komering Ulu, Indonesia

\*Correspondence Address: [enggar@stkipnurulhuda.ac.id](mailto:enggar@stkipnurulhuda.ac.id)

### Abstract

This research was motivated by the importance of understanding the thematic learning management in the New Normal Era. This study aimed to determine planning, implementation and assessment of the thematic learning in the new normal era in State Islamic Elementary School (MIN) at East OKU. The researcher used a qualitative research that was carried out at MIN at East OKU. The data collection techniques which were used are observation, interviews and documentation. The used validity test of the data was triangulation technique. The results of this study indicated that the planning process continues to make learning media (the details on effective week, the annual program, the semester program, the syllabus, the lesson plans, the analysis of learning outcomes, as well as remedial and enrichment programs) adapted to offline or online learning patterns. The implementation of learning in the new normal era continues to carry out learning as usual in line with the lesson plans which was made and learning media that are in line with the material presented. The implementation pattern of learning was adjusted to the predetermined time, namely shifts (odd-even) for low and high grades. One class was limited to a maximum of 20 students and the study hours are also reduced, usually learning is until 12:45 while in the new normal era students only arrive at 09.00 or 10.00. Then in the assessment process carried out at MIN, namely daily tests (after completing 1 sub-theme or 2 sub-themes), in addition to UTS (mid-semester assessment), and PAS (final semester assessment) which has been scheduled on the educational calendar. In this school, the assessment applied also carries out a character assessment.

**Keywords;** Management, thematic learning, New Normal

### Abstrak

*Penelitian ini dilatarbelakangi oleh pentingnya pemahaman mengenai manajemen pembelajaran tematik di Era New Normal. Penelitian ini bertujuan untuk mengetahui perencanaan, pelaksanaan dan penilaian dalam pembelajaran tematik pada era new normal di Madrasah Ibtidaiyah Negeri (MIN) se-OKU Timur. Peneliti menggunakan penelitian kualitatif yang dilaksanakan pada MIN se-OKU Timur. Pengumpulan data yang digunakan yaitu observasi, wawancara dan dokumentasi. Uji keabsahan datanya menggunakan teknik triangulasi sumber. Hasil penelitian ini menunjukkan bahwa untuk proses perencanaan tetap membuat perangkat pembelajaran (rincian minggu efektif, prota, prosem, silabus, RPP, analisis hasil belajar, serta program remedial dan pengayaan) disesuaikan dengan pola pembelajarannya luring atau daring. Pelaksanaan pembelajaran pada era new normal tetap melaksanakan pembelajaran seperti biasanya sesuai dengan RPP yang dibuat serta media pembelajaran yang sesuai dengan materi yang disampaikan. Pola pelaksanaan pembelajaran disesuaikan dengan waktu yang sudah ditentukan yakni shift (ganjil-genap) untuk kelas rendah maupun tinggi. Satu kelas dibatasi maksimal 20 siswa dan jam belajarnya juga dikurangi, biasanya pembelajaran sampai pukul 12.45 sedangkan pada era new normal siswa*

*hanya sampai pukul 09.00 atau pukul 10.00. Kemudian pada proses penilaian yang dilaksanakan pada MIN yaitu ulangan harian (setelah menyelesaikan 1 subtema atau 2 subtema), selain itu UTS (pertengahan semester), serta PAS (akhir semester) yang telah dijadwalkan pada kalender pendidikan. Pada MIN ini penilaian yang diterapkan juga melakukan penilaian karakter.*

***Kata Kunci;*** *Manajemen, Pembelajaran Tematik, New Normal*

## **INTRODUCTION**

Quality education can be seen in terms of the teaching and learning process that takes place directly and effectively. (Danarwati, 2013) To improve the quality of the generation of society. It is hoped that there will be adequate education for their children, especially for elementary-level children. (Ita, 2018) The challenge in the development of education and learning in Indonesia is to prepare human resources (HR) for teachers and the profession as teachers. Learning is always influenced by HR factors. Many sources explain that learning is a process of student interaction with teachers and learning resources in the learning environment. Learning is the assistance provided by the teacher so that the process of knowledge transfer can occur, mastery of skills and behavior as well as the formation of attitudes and beliefs in students. (Syaifurahman, 2013) Therefore, learning is not only defined as the transfer of knowledge but also a process to shape the character of students so that they are able to deal with any conditions, especially in the current transition from pandemic conditions to the new normal era.

Learning in the New Normal Era is a new learning pattern. During the COVID-19 pandemic, the ongoing learning process must implement physical distancing. The application of physical distancing by maintaining a distance such as student seats has an impact on the capacity of the classroom and the time spent in learning. Previously, the class room could be used by the maximum number of students according to the number of students, now it is only used by half or one third of the number of students. This problem shows that teachers must be able to manage learning in the New Normal era that is currently taking place properly and appropriately. The task of a teacher is to educate, carry out learning, and evaluate student learning outcomes. (Gemnafle & Batlolona, 2021) Management can be understood as a science that can influence and or empower organizational resources to achieve the goals that have been set effectively and efficiently. (Tadriana, 2014; Gemnafle & Batlolona, 2021) Management, basically, has a good level of structure, authority and function. (Maisaro, Atik, 2018) Management is a very important thing to be considered by teachers who will start the learning process so that they are able to face any situation for the learning process.

Planning thematic learning materials should use materials that can be combined. As in the 2013 curriculum in elementary school, it is carried out by applying integrative thematic learning. (Syaifuddin, 2017; Rukayah, 2018) This learning is appropriate if applied to MI or SD level students because at that age it is expressed in a concrete operational period, able to develop systematic thinking skills, but this happens when they can make contact with concrete objects and activations. (Muhith, 2018) Thematic learning is an approach to learning that intentionally combines material from several subjects on a theme to provide a meaningful experience for students. As known, learning that is carried out in elementary schools is thematic learning. (Amanaturrakhmah & Rc, 2017) In addition, thematic learning is learning based on themes that is used to relate several subject concepts so that students will more easily understand them based on these themes for some the lessons taught. (Wahyuni et al., 2016) The theme is then reviewed from various points of view both from the point of view of science, humanities and religion, so that it provides a meaningful experience for students. Thus, it is hoped that optimal and maximum learning outcomes will be obtained and avoid learning failures that still occur with other learning models. (Kadir, 2014) Thematic learning is defined as a learning pattern that integrates knowledge,

skills, values and attitudes in the learning process. (Muklis, 2012) Through this thematic learning as well, students can gain direct experience so that they can add strength to receive, store and apply the concepts that have been taught. So that students are trained to find various concepts that are taught thoroughly, authentically and actively. (Dewi & Effendi, 2018)

Several studies show that in good learning there is a plan and has a connection with good implementation. These studies include research conducted by Isna Amanaturahmah, et al. in this study, it was stated that there was a significant relationship between planning and the implementation of learning, well-developed planning accompanied by appropriate learning implementation, there was a significant relationship between the implementation of learning and the assessment of the learning process. (Amanaturrahmah & Rc, 2017) Research by Retno tyas Utami shows that planning begins with preparing learning tools, good implementation, implementation of evaluations that are in accordance with learning preparation. (Utami, 2016) Likewise with Fahmi Hidayati who stated that thematic learning management here includes planning and organizing thematic learning namely preparation, implementation and closing. (Hidayati, 2018) The results of research by Hayati in her thesis are related to the management of thematic learning at SD Djama'atul Ichwan Surakarta including planning, implementing and evaluating thematic learning. The learning planning begins with mapping the basic competencies, developing a theme network, syllabus, compiling a Lesson plan (LP), preparing learning media, then the implementation of learning includes learning objectives, learning materials developed in accordance with the established curriculum. And for the evaluation of learning using test and non-test evaluation models. (Hayati, 2013)

Learning management in the new normal era is learning management carried out after the pandemic period. This management means management, management or leadership. (Rahayau, 2015) Learning management in the new normal era is certainly different from learning management in normal conditions both in terms of planning, implementation and assessment of learning. This study aims to determine the planning, implementation and evaluation of thematic learning in the new normal era at MIN among East OKU.

## **RESEARCH METHOD**

This research is a qualitative research. Qualitative research is research aimed at describing and analyzing natural phenomena, events and social activities. (Sutama, 2012) The research was conducted at the MIN (State Islamic Elementary School) among East OKU, consisting of 4 MIN in the district this East OKU. The MIN is MIN 1 East OKU in Pandan Agung, MIN 2 East OKU in Tawang Rejo, MIN 3 East OKU in Tanjung Kemuning and MIN 4 East OKU in Trimoharjo. Data collection techniques used in this qualitative research are observation, interview and documentation techniques. The data analysis in this study is about the planning, implementation and assessment of thematic learning in MIN in East OKU. The analysis was carried out starting from the beginning of the study to the end of the study. The data analysis techniques used in this study are the interactive model of Miles and Huberman (Sugiyono, 2019), namely: Data Reduction, Data Display, and Data Verification. Then the validity of the research data using triangulation of sources and techniques.

The researcher determined the validity of the data by using the triangulation technique of source data, namely by comparing and re-checking the degree of trustworthiness of the information that had been obtained. Validity is an assessment of the accuracy of a measure for specific inferences or decisions resulting from the resulting score. To determine the validity of the data using analytical techniques, this research uses the interactive model of Miles and Huberman (Sugiyono, 2019), namely: Data Reduction, Data Display, and Data Verification. The validity of the data in this study uses triangulation. Triangulation is defined as checking data from various sources in various ways and times, thus there is triangulation of sources, triangulation of techniques and

time. (Dewi & Effendi, 2018) Test the validity of this research data using triangulation of sources and techniques.

## **RESULT AND DISCUSSION**

The results of the research on management of thematic learning in the new normal era at MIN (State Islamic Elementary School) in East OKU include: 1) Planning on thematic learning in the new normal era at MIN in East OKU, 2) Implementation of thematic learning in the new era normal at MIN in East OKU, and 3) Assessment of thematic learning in the new normal era at MIN in East OKU.

### **1. Planning of Thematic Learning in the New Normal**

The results of the study indicate that learning planning is something that a teacher does before starting learning. Based on observations obtained through informants at MIN among East OKU, in the current new normal era, the policies taken by these teachers are government regulations. This policy is under the auspices of the same ministry of religion. Therefore, the learning management of all Ibtidaiyah madrasas is the same in terms of planning, implementation, and assessment.

Based on interviews conducted with the madrasa principal and class teachers, both low and high grades, in this MIN, lesson planning has been carried out as much as possible before learning in madrasas is active. This means that the teacher prepares learning tools for 2 days of active learning at the madrasa. So that in this MIN, the learning planning has been quite good which will produce good outputs.

In planning learning, the teacher prepares learning tools, including details of the effective week, annual program, semester program, syllabus, lesson plans, daily assessment analysis, remedial programs and enrichment programs. However, offline or online lesson plans sometimes differ according to regional conditions during the pandemic. The lesson plans designed by the teacher are guided by KI (core competence) and KD (basic competence) in the 2013 curriculum. Lesson plans are prepared by taking into account the formulation of existing indicators. Teachers, in making lesson plans, do not experience problems because every teacher is always given training or examples before writing lesson plans in order to produce lesson plans properly and correctly. In addition, to write lesson plans, of course, the teacher also prepares a learning syllabus. The preparation of the syllabus and other instruments is based on the educational standards that have been prepared in the 2013 curriculum. This is in line with the information obtained from the interviews with the heads of the MIN (Islamic elementary public school) among East OKU, namely "Here, the teachers are recommended to have prepared learning instruments, namely the educational calendar, details of the effective week, program of , promissory notes, syllabus, lesson plans and analysis of routine learning assessments before the implementation of learning begins or early after the holidays are almost over so madrasas will start to re-enter."

The class management plans in this new normal era are: for low and high class classes, they are divided into groups or odd-even with class learning in turns in predetermined groups. For example, in 1 class there are 24 students, then they are divided into two groups, group one (odd) consists of 12 students entering on Monday, Wednesday, and Friday. Meanwhile, group two (even) consisting of 12 students entered on Tuesday, Thursday, and Saturday. The division of the group aims to avoid overcrowding in one class, so that health protocols are still applied during the COVID-19 pandemic.

The teacher designs thematic learning by combining a scientific approach. The selection of the right learning approach in teaching and learning activities will make students interested in the subject and the teacher in delivering the subject matter will be easier to understand and the learning objectives will be easily achieved optimally. In this scientific approach, there are activities of

observing, asking, exploring, associating and communicating. These activities greatly affect the activeness of students in learning activities, so that in this case the teacher can have good control. One of the expected goals of thematic learning is the realization of meaningful learning. The implication used by the teacher, in this case, is the use of surrounding resources. This has a positive effect on students, specifically students get a meaningful learning experience.

In addition, in this planning the teacher also chooses learning materials and tools that will be used in the learning process by adjusting to the material to be discussed at that time so that the material presented will be maximally accepted by students. Teachers also use the facilities provided by the madrasa, namely teaching aids that already exist in schools and those around the MIN (Islamic Elementary Public School) environment. Based on the informant, one of the teachers at MIN, the learning carried out is sometimes also environment-based. The learning goes outside the classroom to observe directly what is around the MIN which is still related to the topic being taught or often referred to as direct learning? Then, planning for teacher assessment is also seen from KD in accordance with the indicators made. Thus, it can determine the assessment to be made including the assessment of attitudes, skills, knowledge, and assessments that lead to student characteristics.

## 2. The Implementation of Thematic Learning in the New Normal Era

Implementation of learning in the new normal era requires the expertise of teachers to manage learning in order to increase student interest in learning and create fun learning. Based on research at MIN among East OKU, it was found that the method of implementing learning during the new normal was carried out online and offline according to local conditions. Thus learning can create a comfortable and safe learning atmosphere by implementing health protocols of course. Then, during the learning process in class, students must keep their distance and wear masks, as in the following picture...



Figure 1. Offline Learning Situation

In Figure 1, it shows that students are in the process of carrying out scheduled offline learning at the madrasa. Students who take part in this learning in class must follow the rules from the government which are emphasized by the madrasa, namely using health protocols. The number of students in the learning process in the classroom is limited to only half of the number of one class, by applying the rules of the attendance rotation system. In addition, the time to go home is also accelerated and the break time is also abolished. This can also lead to a lack of enthusiasm for student learning in the learning process.

In addition, based on research on MIN (Islamic Elementary Public School) among East OKU, it was found that the implementation of thematic learning for the new normal era is certainly not the same as normal learning. In the current new normal era, the learning system must always apply health protocols. In addition, the material in learning cannot be resolved, both for each theme and for each sub-theme or for each lesson. In this case, the teacher adjusts to the needs of the

material that is considered important and is classified as difficult for students. This is because it is adjusted to conditions that are limited by time, of course the learning objectives will be achieved but not optimally.

The meaning of learning in the new normal era is offline or online patterned learning. Both are applied according to the conditions of each area. So, according to the informants, this is not very effective because the learning carried out is limited by time. This includes the use of methods that should be carried out with variations and collaboration effectively, for example using lecture methods and media that are in accordance with the material being taught so that learning objectives can be achieved.

The learning process carried out by the teacher begins with apperception, namely asking students about past material. Then ask questions about the material being taught. Then convey learning information by mentioning the themes, indicators and objectives to be discussed. The core activities designed by the teacher are quite interactive and provide space for students to learn independently using a scientific approach. It can be seen that the learning activities have guided students to develop an attitude of responsibility, independence, mutual cooperation and others related to the group. The teacher has created a two-way interaction (teacher to student, student to teacher). Teaching materials are written according to the level of students' thinking abilities. Based on the results of observations and interviews, it shows that all teachers use media and learning tools that match the basic competencies to be achieved. Teachers who want to understand the character and type of learning of their students will of course choose media that not only unites in teaching, but also helps students understand the lessons given. , because learning becomes more interesting so that it can foster student learning motivation, and learning will be more meaningful so students will understand faster.

Based on the explanation above, the teachers at MIN (Islamic elementary public school) among East OKU are quite good in carrying out thematic learning in the new normal era. This includes starting lessons, providing material using a variety of methods and media, using communicative language, motivating students, and being able to make good use of time in a limited learning process. Although there are a few obstacles in conveying the learning theme, all of them have not been achieved due to time constraints in the new normal era.

### **3. The Assessment of Thematic Learning in the New Normal Era**

Assessment of thematic learning, in this study, is to determine the achievement of learning objectives that have been carried out in the new normal era with online and offline patterns. So this assessment is a way to find out student learning outcomes at the time after doing the learning process. This assessment is carried out to obtain student learning outcomes in the learning process which includes Daily Tests (in the form of essays and multiple choice), Mid-Semester Tests and End Semester Tests. With this assessment, the teacher not only knows the student's competence after learning but also knows the changes in student behavior progress. This learning assessment is carried out to find out how far the students' understanding of the material is and is also used as material for compiling reports on student learning progress. (Wahyuni et al., 2016)

Based on the results of interviews with informants at MIN (Islamic elementary public school) among east OKU, the assessment process with an online learning pattern is carried out by giving assignments to students, then asking students to collect them in turn with a schedule that is in 1 week collecting assignments 2 times. In this learning assessment activity, the teacher conducts daily assessments or daily tests, mid-semester tests and end-of-semester tests. Daily assessments or daily tests are given by the teacher when 1 sub-theme has been completed from the cognitive, affective and psychomotor aspects. Then the mid-semester test is carried out in the middle of the semester and the final semester test is carried out at the end of the semester along with the character assessment. The assessment material is developed based on the curriculum, is cross-loaded or subject, relates to the ability of students, is performance-based, provides motivation and emphasizes

the activities and learning experiences of students. However, in the learning pattern that is applied is offline learning, daily assessments or daily tests are held at the end of each lesson on that day or each lesson carries out the daily assessment. From the results of this study, the thematic learning assessment in this madrasa has been carried out well and has been in accordance with what is to be achieved.

## CONCLUSION

The researcher concludes that the new normal era learning management at MIN (Islamic Elementary Public School) among east is carried out by planning which includes preparation of learning steps, learning methods and media, and learning tools and evaluation or assessment. This preparation is summarized in the lesson plans and other learning tools needed in madrasa administration. Then, the implementation of learning uses learning methods and media that are in accordance with the material being taught, although the material cannot be conveyed, all of this is due to time constraints. Before the evaluation activity, the teacher conducts an assessment of thematic learning on the assessment of aspects of students' attitudes, knowledge and skills where this aspect of the assessment is an authentic assessment. Then, the teacher conducts an overall evaluation. This evaluation is in accordance with learning preparation (syllabus and lesson plans and other tools needed in learning). The results showed that the planning process was carried out by making offline or online lesson plans in accordance with instructions from the center and adapted to the conditions of each region. In the implementation of learning in the new normal era, teachers continue to carry out learning as usual. Teachers actively use lesson plans and learning media but all learning implementation is adjusted to the time that has been made shifts for low and high classes. One class is limited to 20 students and the study hours are also reduced. Usually, students come in at 7 and leave at 12:45. However, in the new normal era, the return time will be 10:00. The evaluation process is carried out in accordance with the 2013 thematic curriculum assessment procedures. However, in MIN, assessment research is carried out, namely UTS daily assessments and Semester Final Tests and character assessments...

## REFERENCE

- Amanaturrakhmah, I., & Rc, A. R. (2017). Manajemen Pembelajaran Tematik di Kelas Tinggi SD Percontohan Kabupaten Indramayu. *Journal of Primary Education*, 6(2), 159–165. <https://doi.org/10.15294/jpe.v6i2.17570>
- Danarwati, Y. S. (2013). Manajemen Pembelajaran Dalam Upaya Meningkatkan Mutu Pendidikan. *Jurnal Mimbar Bumi Bengawan*, 6(13), 1–18.
- Dewi, S. E. K., & Effendi. (2018). Pembelajaran IPA di Madrasah Ibtidaiyah. *JPGMI*, 4(2), 70–89. [https://scholar.google.co.id/citations?view\\_op=view\\_citation&hl=id&user=vTcmn4cAAAAJ&citation\\_for\\_view=vTcmn4cAAAAJ:u-x6o8ySG0sC](https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=vTcmn4cAAAAJ&citation_for_view=vTcmn4cAAAAJ:u-x6o8ySG0sC)
- Gemnafle, M., & Batlolona, J. R. (2021). Manajemen Pembelajaran. *Jurnal Pendidikan Profesi Guru Indonesia (Jppgi)*, 1(1), 28–42. <https://doi.org/10.30598/jppgivol1issue1page28-42>
- Hayati, wiwik nurul. (2013). Pengelolaan pembelajaran tematik di SD Djama'atul Ichwan Surakarta. *Doctoral Dissertation, Universitas Muhammadiyah Surakarta*.
- Ita, E. (2018). Manajemen pembelajaran pendidikan anak usia dini di TK Rutosoro Kecamatan Golewa Kabupaten Ngada Flores Nusa Tenggara Timur. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 6(1), 45–52. <http://journal.umpo.ac.id/index.php/dimensi/article/view/889/671>
- Maisaro, Atik, dkk. (2018). Manajemen Program Penguatan Pendidikan Karakter. *Jurnal*

*Administrasi Dan Manajemen Pendidikan, 1*(September), 302–312.

- Maria, E., & Sedyono, E. (2017). Pengembangan Model Manajemen Pembelajaran Berbasis Tik Di Sekolah Dasar. *Kelola: Jurnal Manajemen Pendidikan, 4*(1), 59. <https://doi.org/10.24246/j.jk.2017.v4.i1.p59-71>
- Muhith, A. (2018). Problematika Pembelajaran Tematik Terpadu di Min III Bondowoso. *Indonesian Journal of Islamic Teaching, 1*(1), 45–61.
- Muklis, M. (2012). Pembelajaran Tematik. *Fenomena, IV*(1), 63–76.
- Rahayau, E. F. (2015). Manajemen Pembelajaran dalam Rangka Pengembangan Kecerdasan Majemuk Peserta Didik. *Manajemen Pendidikan, 24*(5), 357–366.
- Rahmawati, D. N., & Puspita, R. D. (2020). Penerapan manajemen pembelajaran di sekolah dasar selama pandemi. *Prokurasi Edukasi Jurnal Manajemen Pendidikan Islam, 2*(1), 50–62.
- Rukayah, R. (2018). Peningkatan Kompetensi Guru Dalam Perencanaan Pembelajaran Tematik Melalui Supervisi Kelompok Pendekatan Kolaboratif. *Kelola: Jurnal Manajemen Pendidikan, 5*(1), 37–46. <https://doi.org/10.24246/j.jk.2018.v5.i1.p37-46>
- Sary, Y. N. E. (2018). Relationship of Parenting with Child Interpersonal Intelligence in Wonokerto Village, Lumajang Regency. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2*(2), 137. <https://doi.org/10.31004/obsesi.v2i2.93>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Suherman, F., Kardoyo, & Prasetyo, P. E. (2015). Journal of Economic Education. *Journal of Economic Education, 4*(1), 1–7.
- Sutama. (2012). *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, PTK, R&D*. Fairuz Media.
- Syaifuddin, M. (2017). Implementasi Pembelajaran Tematik di Kelas 2 SD Negeri Demangan Yogyakarta. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah, 2*(2), 139. <https://doi.org/10.24042/tadris.v2i2.2142>
- Syaifurahman, T. U. (2013). *Manajemen Dalam Pembelajaran*. PT. Indeks.
- Tadriana. (2014). Manajemen pembelajaran tematik pada min kota sigli kabupaten pidie. *Jurnal Mudarrisuna, 4*(1), 146–167.
- Wahyuni, H. T., Setyosari, P., & Kuswandi, D. (2016). Implementasi Pembelajaran Tematik Kelas 1 Sd. *Edcomtech, 1*(2), 129–136. <http://journal2.um.ac.id/index.php/edcomtech/article/download/1799/1039>