

## Analysis of Thematic Learning Evaluation on Theme 8 "Safety at Home and Travel" in Grade 2 SDN 158 Palembang

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### Abstract

Thematic learning is an educational approach that integrates multiple subjects under a unified theme to enhance student engagement and comprehension. This study focuses on evaluating the implementation and effectiveness of thematic learning at SDN 158 Palembang, specifically in grade 2. Utilizing a qualitative descriptive method, data were collected through observation, interviews, and documentation. Findings reveal that teachers utilize diverse strategies, including active group learning and IT-based media, to enhance students' motivation and focus. However, challenges persist, particularly in managing group activities and addressing varying levels of student literacy. Teachers also face difficulties in teaching specific subjects like citizenship due to limited thematic book content, prompting the use of supplementary materials. Evaluation of thematic learning is conducted through regular assessments, including daily tests, midterms, and final exams, focusing on knowledge, skills, and attitudes. While thematic learning shows potential in fostering critical thinking and active participation, it also requires continuous teacher training and better resource allocation to address implementation challenges. The study concludes that thematic learning is effective in promoting holistic student development but necessitates improvements in evaluation methods and instructional resources for optimal results.

**Keywords:** Thematic learning; educational evaluation; student engagement

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## Introduction

Learning can be described as the result of continuous interaction between teachers and students. Learning is a process of changing individual behavior resulting from external stimuli. Learning involves many things in it, including physical and psychological states. Both of these conditions will significantly impact learning outcomes (Rejeki et al., 2020). Thematic learning is learning based on themes combining several subjects in one theme (Lubis & Azizan, 2020).

Thematic learning is based on a specific topic and includes several lessons to provide meaningful learning (Kadarwati, 2017). Based on this opinion, it can be interpreted that thematic learning is a two-way interaction process between teachers and students through the communication of the learning process based on a theme that links several subjects. It helps students understand and explore different concepts reviewed based on a single theme for different subjects taught. This way, learning is more purposeful and leads to success.

Thematic learning focuses more on student activities. In this learning process, train students to be more active. By gaining direct experience and knowledge, students can be trained to find knowledge from their learning outcomes (Ningsih et al., 2021). Through direct experience, students can understand the concepts of subjects to identify interrelated material learned (Ananda & Fadhilaturrahmi, 2018).

A thematic approach in MI/SD learning is determined based on student development in the lower elementary school grades. These learners are usually at a developmental level where they still see the world as a whole (holistic) and can only understand the relationship between concepts.

Therefore, learning still depends on direct experience and concrete objects.

For learning in elementary / MI, the theme combines learning activities by combining several subjects at once (between subjects). However, thematic learning aims to increase the spirit of learning and help students understand and understand concepts by incorporating them into themes. Therefore, thematic learning is used in the 2013 curriculum, which includes specific themes, subthemes, and learning materials. One theme consists of three or four subthemes, each with six learnings.

The success of achieving learning objectives is reflected in student learning outcomes. Student learning success is obtained after learning. Learning process activities affect both and bad aspects of student learning outcomes. When learning does not work, one of the critical factors in learning is the evaluation factor. Evaluation is done on the process and learning outcomes (Wardanti & Mawardi, 2022).

## Method

Data collected and spelled out in words are the subject of this qualitative descriptive research. Sentences from observation and documentation are examples of how words are arranged in sentence form (Ahmad, 2008). This study used a qualitative approach, where researchers obtained information about learning evaluation at SDN 158 Palembang. Data collection techniques carried out are observation, interviews, and documentation. (1) Researchers carry out observation by observing the teaching and learning process in class. (2) An interview is a conversation that gathers as much information as possible from the informant to obtain new constructs about their people, events, organizational activities, feelings, motivations, and experiences. (3) Documentation of this study as additional information from observations and interviews so that the information is more valid.

The implementation procedure in this study is as follows: "1) Orientation Stage: Here, the researcher conducts an initial survey of the location to be researched. For this purpose research, an initial survey was conducted at SDN 158 Palembang. Furthermore, researchers see and record research information in documentation and literature. 2) Exploration Stage: This stage collects data at the research site by observing school conditions indirectly and assessing thematic learning in schools 3) Checklist Stage: After obtaining data from the research site through observation or documentation research to complement or update existing data, previous data is raised, and a trail audit is carried out to ensure the validity of the data with the source." (Zariah, 2005).

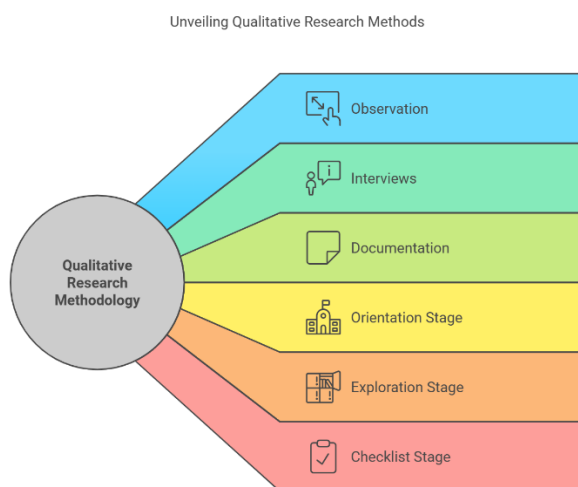


Figure 1. Stages of Qualitative Research Methods

## Results and Discussion

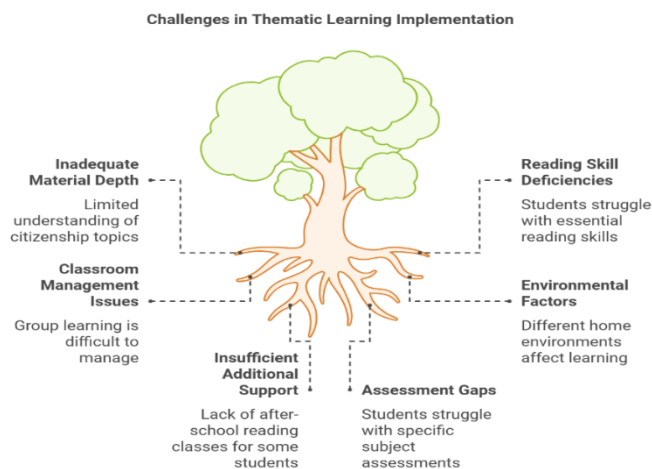
### Implementation of Thematic Learning

Based on the data obtained in the research on the evaluation of thematic learning at SDN 158 Palembang through interviews obtained from educators, we obtained information that the implementation of thematic learning at SD Negeri 158 Palembang was adjusted to the thematic books of teachers and students, and in practice in addition to using teacher and student thematic books, also grade 2 teachers of book and pen as a deepening of the material that is more detailed than thematic books for Support materials and assessments in teacher books and student books. In addition to textbook references, subject books, or student's book and pen, the thematic learning process in grade 2 refers to an active and creative learning process. Teachers use various fun methods to increase student interest in learning and learning motivation. One of them is studying in groups.

In grade 2, students can use the group learning method even though, in certain circumstances, they still cannot be conducive and difficult to manage and have not focused on learning material. Here teachers use various ways to attract students' attention so that they focus more on the topic to be discussed. The use of learning media at SD Negeri 158 Palembang has been going well. Teachers who teach in grade 2 can use IT-based learning media. The use of learning media in its implementation is by the material taught.

In this thematic learning process, according to the speaker, students have more difficulty in civic lessons because, in the theme citizenship learning from themes one to eight, citizenship material is not described in depth, only centered on Pancasila, so it is necessary to use other books to develop material in the theme if they only use these books, it is feared that they will not understand the material taught. Based on the interview results with the teacher, in the teacher's assessment, the students of the students understand enough. Some students can already understand the essence of thematic learning, but some students still need to be honed again.

There are still difficulties in thematic learning in grade 2 because some students have not mastered the essential reading skill due to different environmental and family factors. Of course, the way of learning taught is different. So the solution that teachers can do for students who cannot read is that teachers open additional learning classes after school in the form of reading lessons to help with the difficulties and obstacles faced by students in the learning process so that the learning process can run effectively according to the goals to be achieved. Meanwhile, the results of the analysis we conducted through a written test to grade 2 students to see the ability of student learning outcomes regarding thematic learning on theme 8, "Safety at Home and Travel," which focused on Indonesian subjects, namely the material on the use of capital letters. Based on the study results, some students have not been able to distinguish the use of capital letters.



**Figure 2.** Analysis of the Challenges of Thematic Learning Implementation

The implementation of thematic learning is a multifaceted approach that integrates various disciplines under a unified theme, with the aim of increasing student engagement and understanding. This method has proven to be effective in fostering critical skills, such as innovation, collaboration, and practical application in various educational contexts (Armitha, 2021). Through this integration, learning is not just about conveying information, but also facilitating the development of skills that are relevant to the real world. Thematic learning opens up opportunities for students to connect knowledge across subjects, so that their understanding becomes more holistic and contextual.

This thematic learning approach can be applied to a variety of fields, including entrepreneurship, physical education, and religious education. In the context of entrepreneurship, an integrative approach promotes leadership, creativity, and adaptability among students, thus preparing them to face real-world challenges (Bauman & Lucy, 2021). In the field of physical education, the integration of health concepts stimulates students' interest and improves practical skills (Chen & Wang, 2017). Meanwhile, in religious education, the use of theme-based Qur'an learning media such as videos and interactive stories has been proven to increase involvement and understanding of religious teachings (Fazalani et al., 2022; Ghazali et al., 2022). Although scientifically based thematic learning models, such as the ADDIE model, have been shown to be effective in improving student learning outcomes, challenges such as resource limitations and teacher training needs must still be addressed to maximize the effectiveness of these approaches in a variety of educational settings.

### Implementation of Thematic Learning Evaluation

The evaluation of thematic learning in grade 2 theme eight is carried out in stages. To assess each spent one subtheme, the teacher gave a daily test. Teachers also conduct midterm and final assessments for students to measure the extent to which students understand the learning. Before the exam, students have also been notified so that they can prepare themselves to answer the questions. The teacher conducts daily assessments on thematic learning in grade 2. This assessment is carried out as a process assessment, including the assessment of knowledge, attitudes, and skills. The assessment is presented as an overview in the student learning outcomes report<sup>†</sup>

Thematic Learning Assessment Process

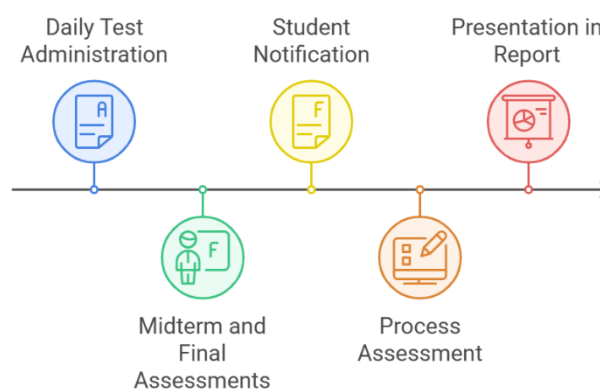


Figure 3. Thematic Learning Assessment Process

The implementation of thematic learning evaluation includes a variety of methodologies and frameworks aimed at assessing the effectiveness of these approaches in educational settings. This evaluation is important to understand the extent to which thematic learning

successfully integrates educational content with character values, as well as its impact on student engagement and understanding. By evaluating these aspects, schools can better tailor learning approaches to suit student needs, as well as ensure optimal outcomes in terms of improving knowledge and character (Zeng et al., 2018)

In thematic learning planning, the integration of character values into lesson plans is the main focus. The use of various media, such as videos and interactive stories, has proven to be effective especially in the context of religious education to increase students' interest and understanding (Abdulahaman et al., 2020). The effectiveness evaluation was carried out using the CIPP (Context, Input, Process, Product) model which focuses on teacher qualifications and the readiness of educational infrastructure (Yusuf et al., 2022). Additionally, Kirkpatrick's model was used to assess the success of the program, showing that students who engage in thematic learning tend to perform better in meeting industry expectations. However, challenges such as limited technological resources and time are often obstacles in effective implementation. The proposed recommendations include increasing access to technology and training for teachers to optimize thematic learning (https et al., 2024). By overcoming these challenges, thematic learning approaches can be further maximized to produce a positive impact on education.

## **Conclusion**

Based on data obtained in research on thematic learning evaluation at SD Negeri 158 Palembang, learning in groups, even though in certain circumstances, students still cannot be conducive and challenging to manage, and they have not focused on learning materials. Here teachers use various ways to attract students' attention so that they focus more on the topic to be discussed. The use of learning media at SD Negeri 158 Palembang has been going well. Teachers who teach in grade 2 can use IT-based learning media. The use of learning media in its implementation is adjusted to the material taught. Based on the results of interviews with teachers in teacher assessments, students understand enough. Some students can already understand the essence of thematic learning, but some students still need to be honed again. Meanwhile, the results of the analysis we conducted through a written test to grade 2 students to see the ability of student learning outcomes regarding thematic learning in theme 8. For evaluation, teachers conduct daily assessments on thematic learning in grade 2. This assessment is carried out as a process assessment, including the assessment of knowledge, attitudes, and skills.

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