

Application of Thematic Learning to Increase Motivation and Cooperation of Students in Material Growth and Development of Living Things

*Yulianti Abdul Manan Rijal, Amiruddin Kasim, & Mursito S. Bialangi

Pendidikan Sains Program Magister/Pascasarjana – Universitas Tadulako, Palu – Indonesia 94118

Email corresponding author: aYuli5472@gmail.com

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Abstract

This research aims to increase the motivation and cooperation of grade III students at SDN Inpres 3 TaturaPalu through the application of thematic learning in the material growth and development of living things. This research is Class Action Research (PTK) or Classroom Action Research (CAR), which is research conducted in a class with two cycles. The subjects of the study were students of SDN Inpres 3 Tatura Palu grade III even semester 2020/2021 which amounted to 23 people. Data collection techniques using observation and documentation. All learning tools used have been carefully validated by experts. The results showed that the application of thematic learning can increase the motivation and cooperation of grade III students at SDN Inpres 3 TaturaPalu. This can be proven by increasing students' motivation from 70% in cycle I, to 87% at the end of cycle II. Similarly, students increased cooperation from 70% in cycle I, to 83% in cycle II. The increase in motivation and cooperation of students has met the expected standard of at least $\geq 80\%$ or a minimum category of good.

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Introduction

Education is a process to produce a quality successor nation. The progress of the Indonesian nation is largely determined by education. The need for education is one of the most important parts of human life, with higher education expected to produce more qualified human beings (Afrianto, 2011). Previously, the Indonesian education system used the Education Unit Level Curriculum (KTSP) or curriculum 2006 which has now been further refined into the 2013 Curriculum which is the result of the improvement of the previous curriculum.

One of the learnings that can show holistic development and also creativity in carrying out learning using the curriculum in competency-based elementary schools is thematic learning. According to Pujiastuti, et al (2021) that thematic learning as a learning is designed based on a specific theme. Similarly, the opinion of Dewantara & Paramartha, (2021) suggests that primary school thematic learning in Indonesia, based on the integrated thematic curriculum 2013 is an integration between discipline, multi-disciplinary, and trans-disciplinary. The basis of implementing and implementing thematic learning, there are several basic principles that need to be considered, namely: 1) is integrated with the environment, 2) the form of design learning so that students find themes, and 3) time

efficiency, material load, methods, and the use of authentic learning resources (Sungkono, 2006).

The implementation of thematic learning is expected to help students in developing their ability to think which means that students can understand a phenomenon or symptom related to the material taught from all sides, and it is also expected that students are also able to relate the concept to their real life everyday so that the selected material can present more actual and contextual learning themes meaningfully. Syaifuddin (2017) suggests that thematic learning emphasizes more on the involvement of students in the learning process actively in the learning process, so that students can gain hands-on experience and be trained to be able to find their own various curiosities. Of course, this learning will be very interesting because this learning is emphasized more on the active involvement of students in the learning process, as stated by Mulyadin (2016) that integrated thematic learning is chosen in the primary school level learning process because it has characteristics and appeals to the development of learners' learning.

The application of thematic learning in some elementary schools itself has not been fully as expected, there are still some teachers who have not implemented it. Some teachers do not fully understand thematic learning, so teachers still teach the material separately or in the field of study. In addition, the learning conducted so far is

conventional meaning that teachers dominate teaching and learning activities in the classroom compared to students. For example, teachers apply more lecture methods so that all materials or teaching materials can be delivered in a relatively short time.

Based on observations made by researchers in 2020, it is known that most of the grade III students at Inpres 3 Tatura State Elementary School have learning problems that are related to motivation and cooperation, especially in science lessons. Observations are made in the classroom during the learning activities. From the activities that have been done resulted in the observation that the motivation and cooperation of students is still very lacking this is due to the continuous use of lecture methods in each subject, thus making students become saturated and do not pay attention to the lessons taught. First, it appears that each teacher is asking questions aimed at provoking the concentration of students, but students are unable to answer the question. When given the opportunity for students to ask questions, no one asked. Second, the activities shown by students are still low such as low interest in group learning students. This makes the lessons taught not absorbed properly because the motivation and cooperation resulting from students is still lacking.

Responding to the problem, the researchers wanted to take the application of thematic learning to increase the motivation and cooperation of students, the model was chosen as a model of science learning, especially the subjects of growth and development of living beings because it is very appropriate to be applied to improve the motivation and cooperation of grade III students. Hamdu & Agustina (2011) suggests that one of the factors that influence student achievement is motivation. With motivation, students will learn harder, persevere, and have full concentration in the learning process. Hero & Sni (2018) stated that in the world of education, learning motivation is a spirit that needs to be owned by every student. If a child (learner) has good learning motivation, then he will be encouraged to persevere and study hard.

In addition to improving motivation, this study also aims to improve student cooperation. Kusuma (2018) suggested that cooperation is an activity to unite two or more people with the common goal of carrying out activities more easily. With cooperation, all activities or activities taken faster can be carried out properly and will benefit or benefit from others. Priyanto (2014) also suggested that cooperation is a symptom of approaching each other to take care of the interests of the same people and goals. Furthermore, Nurnawati, et al (2012) also

suggested that cooperation is a process of teaming up (in groups) whose members support and rely on each other to achieve a consensus result.

Looking at some of the opinions above, we can conclude that the motivation and cooperation of students accompanied by the thematic learning approach is very important in improving the quality of learning. This research is conducted to give different influences on students' learning achievements, in addition it can also help teachers in developing models or approaches to learning that can improve students' competence. Teachers only need to package a learning that will affect the meaningfulness of learning for students.

Materials and Method

The type of research that will be conducted is Classroom Action Research. This research was conducted cyclically and each cycle consists of planning, acting, observing, and reflecting. The subjects in this study were grade III students of SD NegeriInpres 3 Tatura who numbered 23 people, male students numbered 7 people and female students numbered 16 people.

Research Setting

The research was conducted at SD NegeriInpres 3 Tatura, South Palu District. Research time is conducted in March to May 2021.

Data Collection Techniques

The techniques used in this study are carried out with the following stages:

1. Observation According to Creswell & Creswell, (2018) observations are made by conducting observations and recording systematically, logically, objectively and rationally with various phenomena, both in actual situations and in artificial situations only to achieve certain goals. Observations made in this study are to get information about students' understanding of their motivations and attitudes during this time. The observation was made by two observers. Both observers are teachers who also teach at the school where researchers conduct research. Observer I observes the teacher's activities and students' motivation, while observer II observes the cooperation of students.
2. Documentation According to Arikunto (2002), documentation comes from the word document which means the goods written. The documentation itself aims to find written information about research, such as reflection notes, syllabus, RPP, and student worksheets.

Research Instruments

Observation sheet.

Analysis Data

The data analysis used in this study uses descriptive analysis. Descriptive analysis is used to illustrate that actions performed can lead to improvements and changes when compared to before. While the research approach is conducted quantitatively, that is, all information or data is presented in the form of numbers. Analysis of data related to learning motivation is by percentage calculation. To calculate the percentage of learning motivation students can use the formula from Sudijono (2008) as follows:

$$P = \frac{f}{N} \times 100 \%$$

Description: P = percentage number f = frequency that appears N = number of frequencies or number of individuals Calculate the attitude of cooperation of students each indicator based on the observation sheet by using the following formula:

Observation of student cooperative attitude

$$= \frac{\text{Number of scores per student}}{\text{maximum score}} \times 100\%.$$

Results and Discussion

This study has four main components of activities each cycle, namely *Planning*, researchers design learning activities in the form of Learning Implementation Plan (RPP), preparing assessment / observation instruments, observation guidelines, and learning media. *Implementation*, researchers perform learning steps in accordance with the learning scenario (RPP). *Observations*, Observations are made during the learning action. Observations include teacher activities and student activities on motivation and cooperation. Observations made by two observers. The Observer is a teacher at SDN Inpres 3 Tatura where researchers conduct research. One observer observes the teacher's activities and students' motivations, while the other observer observes the cooperation of students only. *Reflections*, Researchers and Observers discuss learning outcomes, the course of learning, improved student motivation and cooperation, and review the shortcomings and advantages in research. Here are the data from motivational observation and student cooperation.

Table 1. Percentage table of motivational increases in cycle I and II students

Kategori	Cycle I		Cycle II	
	ΣStu	%	ΣStu	%
Very High	4	18	7	30

High	7	30	9	39
Medium	5	22	4	18
Low	7	30	3	13
Number	23	100	23	100

Table 2. Percentage table of cycle I and II student collaboration improvements

Kategori	Cycle I		Cycle II	
	ΣStu	%	ΣStu	%
Very High	3	13	6	26
High	8	35	10	44
Medium	5	22	3	13
Low	7	30	4	17
Number	23	100	23	100

Cycle I

In order to increase students' motivation and cooperation and cognitive abilities through thematic learning that focuses on science content at the stage of cycle I, the learning plan is carried out first. This design is a Learning Implementation Plan (RPP) which contains thematic learning. Sari, et al (2018) suggests that thematic learning in primary schools to integrate the dimensions of attitude, knowledge, and skills into one unit, combining competencies from several basic lessons to be connected to each other so as to strengthen each other, combining the core competencies of each lesson so that each lesson still has its own basic competencies and connecting various subjects with the surrounding environment.

In the learning cycle I the theme that is taught is the Growth and Development of Living Beings with sub-themes of Characteristics of Living Beings. In this first cycle, researchers apply thematic learning according to the previous initial design as well as the learning media used.

Looking at cognitive ability tests on The Growth and Development of Living Things material, the percentage of classical completion of students in cycle I increased when compared to pre-cycle, from 52.71% to 73.91%. Similarly, the results of motivational observations of students increased from the previous category of enough (49%) be well-categorized (70%). Although it has improved, but the increase in motivation is still far from the classical completion that is to be achieved which is $\geq 80\%$. Similarly, the observation of student cooperation attitudes also increased from the previous category of less (56%) be categorized as sufficient (70%). This improvement occurred because researchers were working to implement thematic learning and implement it according to RPP. In addition to observations made to students,

there are also observations to assess the ability of teachers in managing learning. from observations made by observers, that the activities of teachers are good (85%).

Seeing the results of observations in cycle I, that students' motivation has improved but has not achieved completion. Cook & Artino (2016) suggests that teachers should always be active in motivating students to be active in learning. Similarly, student cooperation has also improved, but has not fulfilled the classical completion. Hidayat, et al (2020) suggests that cooperation in learning can be done by two or more students who interact with each other, combining energy, ideas, or opinions in a certain time in achieving learning objectives as learning interests.

Cycle II

In cycle II, learning is still with the same theme of Growth and Development of Living Beings with sub-theme of Plant Growth and Development. Learning in cycle II refers to the results of reflection on cycle I, namely by avoiding / leaving the weaknesses contained in cycle I. Efforts to implement thematic learning continue to be maximized so that students can increase motivation and cooperation, namely researchers are expected to be more mastered material, skilled in mediating discussions and skilled in applying thematic learning models. Aprilyani (2020) suggests that good motivation will be easy for students to receive student materials provided by teachers. Similarly, cooperation as stated by Triyanti (2016) that cooperation relationships are meaningful for themselves or social groups themselves as well as for people or groups who are invited to work together. The meaning of this reciprocity must be pursued and achieved, so that the expectations, motivations, attitudes, etc. that exist in the self or group can be known by other people or groups.

The results of observation of motivation and cooperation of students, as well as the results of the test of cognitive ability of students on thematic learning of IPA content with material growth and development of living beings improved from the previous cycle. Improved student motivation from cycle I with good category (70%) in cycle II this became a very good category (87%). Similarly, the observation of student cooperation attitude from cycle I with enough category (70%), in cycle II became a good category (83%). For the achievement of cognitive abilities of students, also experienced an improvement from the previous cycle. The achievement of classical completion in cycle I was 73.91% increased to 86.95% in cycle II. The observation of teacher activity also increased

from good criticism (85%) in cycle I, it increased to very good criticism (92.5%) in cycle II.

Looking at the discussion on pre-cycle, cycle I and cycle II, it clearly shows that each cycle has changes and improvements. The achievement of classical completion both to increase motivation and cooperation of students and to achieve the cognitive abilities of grade III students of SDN Inpres 3 TaturaPalu occurs in cycle II, therefore this research stops in cycle II and does not need to be continued to the next cycle, so it can be said that the research entitled "Application of Thematic Learning to Increase Motivation and Cooperation on the Growth and Development of Living Things In Grade III in Public Elementary Schools Inpres 3 Tatura South Palu District." succeeded.

Conclusion

Based on the results of the analysis and the things that have been stated above, it can be concluded as follows. The application of thematic learning in grade III students of SDN Inpres 3 Tatura has increased in student motivation, namely in cycle I 70% with good category then in cycle II increased to 87% with good category Thematic learning application in grade III students of SDN Inpres 3 Tatura also increased in student cooperation attitude, namely in cycle I 70% with enough category then in cycle II increased to 83% with good category.

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