



## Thematic Learning Model for Islamic Religious Education in Madrasah Ibtidaiyah

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### ABSTRACT

During Mohammad Nuh's tenure as education minister in 2013, the KTSP 2006 curriculum was still in use. Because the 2006 KTSP was not in accordance with Law 20/2003 on National Education System, the education minister created a new curriculum, namely the 2013 curriculum. In this curriculum, the thematic learning model used for madrasah Ibtidaiyah emerged. This study aims to determine the thematic learning model of Islamic religious education in Madrasah Ibtidaiyah. The research method used is quantitative method, using a survey model that researchers use is google form and researchers also conduct in-depth interviews using WhatsApp. The results of the research that researchers found were that this thematic learning model was in accordance with the 2013 curriculum. The conclusion that researchers can draw from this research is that the thematic learning model of Islamic religious education is very helpful for students in the learning process at madrasah Ibtidaiyah. Limitations in thematic learning models include demanding relatively good learning abilities of students, both in academics and in the field of creativity, because thematic learning emphasizes students' ability to analyze. Therefore, the researcher hopes that future researchers can examine the thematic learning model of Islamic religious education at a more advanced level.

**Keywords:** Education, Islam, Thematic

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## INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have spiritual resistance, self-management, intellectual, noble character, and skills needed by themselves and society through the process of teaching and training (Davis et al., 2022; Wamsler, 2020). Education is one of the most important things in a person's life (Mack et al., 2021). Because education is what determines and organizes the future and direction of one's life

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(Liu et al., 2019; McDonald et al., 2019). Although not everyone thinks so, education remains the most important human need (Giger, 2018). A person's talents and skills will be realized and honed through education, education is also generally often used as a measure of the quality of each person.

In addition, education can also be used as a means to educate the nation's life, so there are many ways used in life to apply education in everyday life (Al-Fraihat et al., 2020; Subhash & Cudney, 2018). One of the methods used to develop education, especially for students, is the thematic learning method (Cheng et al., 2019; Coates & Pimlott-Wilson, 2019). Because thematic learning is one of the models in integral learning which is a learning system that allows students, both individually and in active groups, to explore and discover scientific concepts and principles as a whole, substantial, and factual (Ferentinos, 2018; Määttä & Uusiautti, 2020; Universidad de Santiago de Compostela & Caride, 2020). Thematic learning is a learning model that combines several learning materials from various basic competency standards that integrate several subjects into a theme.

This thematic learning is included in the context of the learning model in the new curriculum 2013 (Braun et al., 2019; Kiger & Varpio, 2020). In addition, this learning has been used since the implementation of the 2013 curriculum in mid-2013 in Indonesia (Fox et al., 2020, pp. 2010–2020). Thematic learning itself is one of the learning models from the implementation of the 2013 curriculum which is highly recommended at the elementary school education unit level (López Belmonte et al., 2019). This learning model has become the most actual topic of conversation in the world of education in 2013 (Catalano et al., 2019; Ferri et al., 2020). Talking about thematic learning will certainly be related to government policies in the new curriculum 2013 which until now still gets a lot of criticism from various circles both in the community and in the world of education though, but lately thematic learning is believed to be one of the most effective learning models in the world of education.

Thematic learning model is very significant in accommodating differences from various learning environments (Castleberry & Nolen, 2018; Catalano et al., 2019). As this learning model is very beneficial for teachers and students because it is able to accommodate and touch integrally from the physical, emotional, and speculative aspects in the classroom or in the school environment (Popat & Starkey, 2019). So that students are easy to focus their attention because several subjects are combined into the same theme and enough to process information in a way that suits their thinking power and can also save time in the learning process because other time can be used by teachers for skill building and other activities (Goh et al., 2021; Kumar Basak et al., 2018). Therefore, it allows learning to be more efficient and also fosters positive attitudes, tolerance, and increases students' passion for learning.

Thematic learning is carried out to accentuate the involvement of students to participate actively and think critically in the teaching and learning process which is only student-centered (Chong et al., 2018; Lester et al., 2020). Through thematic learning, students can gain direct experience and are trained to discover their own knowledge in a

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complete and meaningful way (Deslauriers et al., 2019; Sheehan et al., 2019). This thematic learning is so important to be implemented in elementary schools because it can increase students' understanding of higher knowledge concepts so as to increase creativity and broaden the horizons and thinking power of students (Landrum et al., 2021; Rasmitadila et al., 2020). In addition, this thematic learning can also spur the acceleration of children's brain work and increase memory capacity in students (Gallagher & Savage, 2020; Sharma et al., 2020). Here thematic learning emphasizes student activeness so that the learning outcomes obtained will be better.

Basically, this thematic learning is an effort to increase knowledge for the nation's young generation in the future to be even better, because thematic learning is a learning pattern that integrates knowledge, skills, creativity, values and learning attitudes (Wang et al., 2019; Zhao et al., 2019). The meaning in other words is that this thematic learning model is learning that includes several lessons covering certain themes and is suitable for implementation in schools (Sung et al., 2018; Zoph et al., 2018). In this thematic learning, students are actively involved in the teaching and learning process to solve problems in learning so that students become more innovative and have greater potential (Atherton et al., 2018; Wang et al., 2018). Thematic learning of Islamic religious education basically uses lesson themes which include learning Al-Qur'an Hadith, Akidah akhlak, Fiqh, and History of Islamic culture.

The benefits of this thematic learning itself are that students focus their attention more on a particular theme, and students' understanding of learning material is deeper and more memorable (Jiang et al., 2018; Lusch et al., 2018; Ribli et al., 2018). Then the teacher can also save time because the subjects are presented in an integrated manner, so that the material can be prepared at once and can be given in two or three meetings (Aggarwal et al., 2019; Lundberg et al., 2018). In addition, it also makes it easier for students to understand the material or concept thoroughly so that mastery of the concept will be better and improved, students are also more enthusiastic in learning and motivated and learning becomes more useful for students because they can communicate in real situations (Alam et al., 2020; Cidral et al., 2018; Urban et al., 2018). So that thematic learning can overcome boredom in students when participating in learning activities.

Based on the results of relevant research conducted by Fatchurrohman (2015). He concluded that the thematic learning model applied in Madrasah Ibtidaiyah through the spread of themes in each sub-subject, especially PAI subjects, could not be included in the learning themes that had been compiled by the Ministry of National Education (Fatchurrohman, 2015). Because the topics in Islamic Religious Education subjects are different from the topics in other subjects. Meanwhile, according to I'natut Thoifah (2014), she stated that the thematic learning model applied is very meaningful for students because in the learning process children are invited and required to understand the concepts they learn through direct experience (Thoifah, 2016). According to Wilda Fazmi Luvita (2021), she concluded that thematic learning methods are not only applied to ordinary students in general, but can also be applied to deaf students whose application of learning materials is not with just one method. However, it can use a variety of learning

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methods that are in accordance with the characteristics of deaf students, these methods include the lecture method, the drill method, the resitation method (Nugroho et al., 2021). In addition, in delivering the material, the teacher must always combine it with speech therapy methods, namely the SIBI method (Indonesian Sign Language System).

In the context of Islamic religious education in madrasah ibtidaiyah, PAI is one of the subjects that is also taught with a thematic learning approach, so here researchers are interested in digging deeper into thematic learning models, especially Islamic religious education subjects in madrasah ibtidaiyah. Therefore, researchers are interested in researching this method because according to researchers this method is very efficient in the learning process of Islamic religious education so that with this method it can help facilitate the process of understanding learning material by students. Therefore, the researcher really hopes that the scientific work that the researcher makes can later be read and understood by educators, especially in the madrasah environment in order to further improve the application of thematic methods in the learning process.

## **RESEARCH METHODOLOGY**

In a study, a researcher must use the right type of research. This is so that researchers can get a clear picture of the problems faced and the steps used to overcome problems in research. The type of research used in this research is quantitative research methods. Quantitative research is one type of research that basically uses a conclusions-inductive approach (Zou et al., 2019). Quantitative research method itself is a form of research method used to research on certain populations or samples, and data collection (Park et al., 2018). In addition, quantitative research methods can also be interpreted as systematic scientific research on parts and phenomena and their causal relationships.

In this study, the method used by researchers is a quantitative method using a survey method (Guidotti et al., 2019). This survey method is included in the method that is often used by researchers to collect quantitative data, the survey method is a research method that uses a questionnaire as the most important instrument in collecting data, this method is most often used among researchers (Yu et al., 2020). Survey methods are also used in evaluation to make a systematic, factual, and accurate description of the facts and characteristics of a particular population or area (Shorten & Khoshgoftaar, 2019). Various quantitative research methods such as surveys are used to obtain or collect information data about large populations using relatively small samples.

This research took place at Madrasah Ibtidaiyah Syafa'at El-Qur'an, the reason for conducting research at Madrasah Ibtidaiyah Syafa'at El-Qur'an is because this school is an Islamic-based elementary school that implements the 2013 curriculum as a whole and has implemented thematic learning. On the basis of these reasons, the researcher considers that the research subjects can provide sufficient information in accordance with the research context that has been previously determined. The data source of this research was obtained by the researcher through an interview with an informant from the school. The primary source in this research is the teacher from Syafa'at El-Qur'an school itself, the

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focus of this research is on the thematic learning model of Islamic religious education in madrasah Ibtidaiyah.

Data collection techniques in the survey method researchers use techniques in the form of observation, interviews, and questionnaires. The survey tool used is Google Form as a research tool. Google Form is software that functions as a communication tool and controls user information. Google Form provides survey or quiz services that can be easily arranged by users, in Google Form will be provided questions that will be sent to WhatsApp to be filled in by students. The data sources of the survey conducted were students and teachers at the Ibtidaiyah madrasah school. Survey method research with this questionnaire requires a sufficient number of respondents so that the legality of the findings can be achieved properly. The answers from the questionnaire with the survey method that researchers get will be summarized in order to find out how much benefit thematic learning has on students in madrasah Ibtidaiyah.

## **RESULT AND DISCUSSION**

After researchers conducted research using the survey method, it can be concluded that the thematic learning model of Islamic religious education is very useful in improving learning outcomes for students at Kerinci State Islamic Institute. Of the 53 students who have filled out the questionnaire that the researchers distributed, many say that the thematic learning model is very efficient to improve learning outcomes in the teaching and learning process. Because with this thematic learning model can make students more helpful in understanding learning material can also increase students' deeper curiosity about the material. In addition, thematic learning can develop talents and skills for students, and also further increase the potential of students to be even better in the future. But not a few students who filled out the questionnaire said that during the learning process that uses thematic learning methods they feel bored and often experience difficulties due to several factors and among them are because of the many combinations of several materials into one subject, so that students are confused in one sub-theme there is a mixture of several lessons, for students who have low cognitive or thinking power it will be left behind, here students have the perception that thematic learning is new learning so that it is less than optimal in receiving material and students also feel more bored because this thematic learning time is longer.

The educational process and the learning process require appropriate and effective methods. Here the thematic learning model can be used as a method so that the learning process can run conducive, where this method is very influential on the development and improvement of student interest and learning outcomes. In addition, this method can also help teachers to be more creative, innovative and productive. Because if in the learning process the teacher is wrong in choosing the learning method, students will be more likely to play a passive role. Because here the role of the teacher is very much needed, so that it can make students feel bored and play a less active role in the learning process. This is what caused the researcher to choose the research title about the thematic

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learning model of Islamic religious education in madrasah ibtidaiyah. Therefore, the results of the research conducted by researchers will be described as follows:

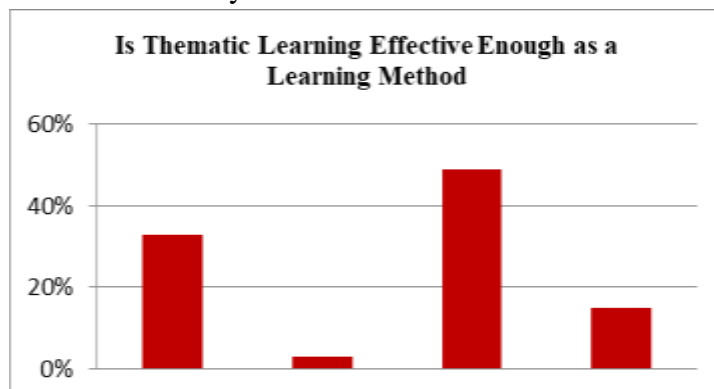


Figure 1: Is thematic learning effective enough to be used as a learning method?

The percentage results from the diagram above are those who feel agree 33%, strongly agree 3%, disagree 49%, disagree 15%. Therefore, the respondent diagram above states that many feel less agree that thematic learning is quite effectively used as a learning method because of the many combinations of several materials into one subject. So that many of the students have difficulty understanding the material because students are used to learning in one subject one material, this does not only apply to students but teachers also experience obstacles in thematic learning methods where teachers do not understand well about thematic learning, so the ability to make thematic learning effective enough to use it is still very difficult.

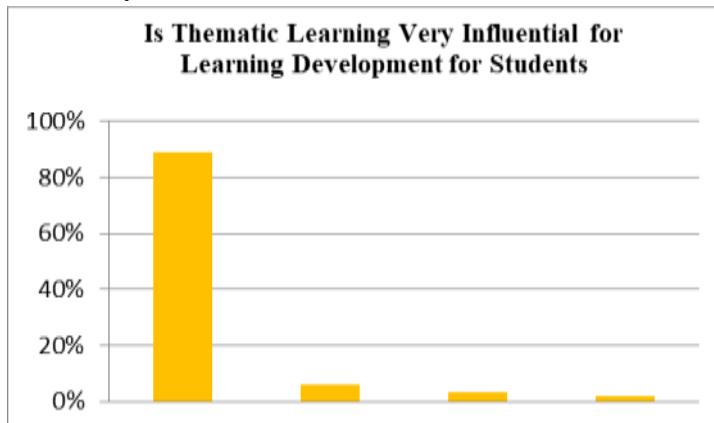


Figure 2: Is thematic learning very influential for the development of learning for students?

The percentage results from the diagram above are 89% agree, strongly agree 6%, disagree 3%, disagree 2%. It can be seen from the diagram above that many agree that thematic learning is very influential for the development of learning for students. Because by using this thematic learning method it makes it easier for students to understand material or concepts as a whole so that mastery of the material will be better, students are also easier to focus on a particular theme, then children's understanding of the material presented is also deeper, students also develop more skills in finding, processing and utilizing information. In addition, it can develop positive attitudes, good habits and noble



values needed in life, so that students are more developed in the teaching and learning process.

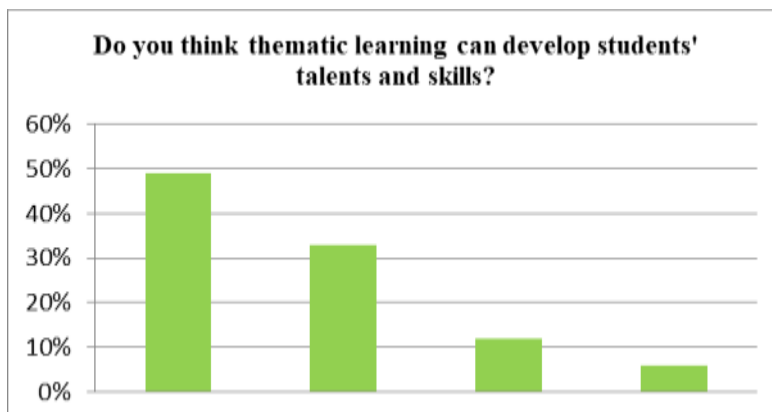


Figure 3: Do you think thematic learning can develop talents and skills for students?

The percentage results from the diagram above are agree 49%, strongly agree 33%, disagree 12%, disagree 6%. It can be concluded that many agree that thematic learning can develop talents and skills for students. Because the thematic learning method makes students more determined to develop their social skills, besides that it also develops skills for critical thinking. In this case, the development of students' talents and skills is not only that where students can develop skills to cooperate with others, skills to share thoughts and experiences with fellow students, then can manage students' self-behavior so that in the learning process, students can be more creative in developing their talents and skills.

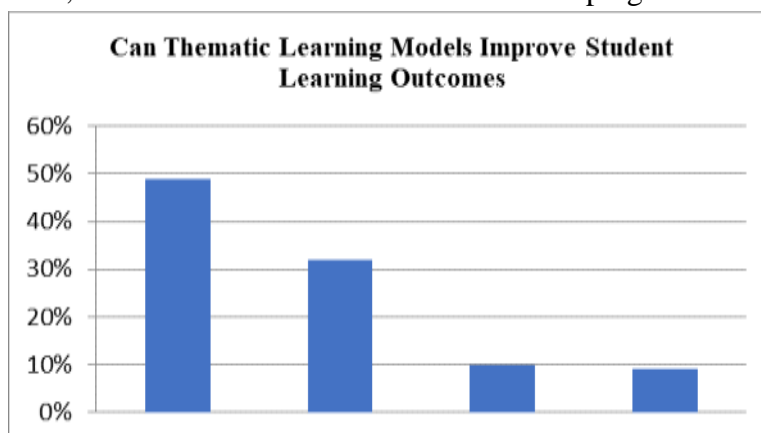
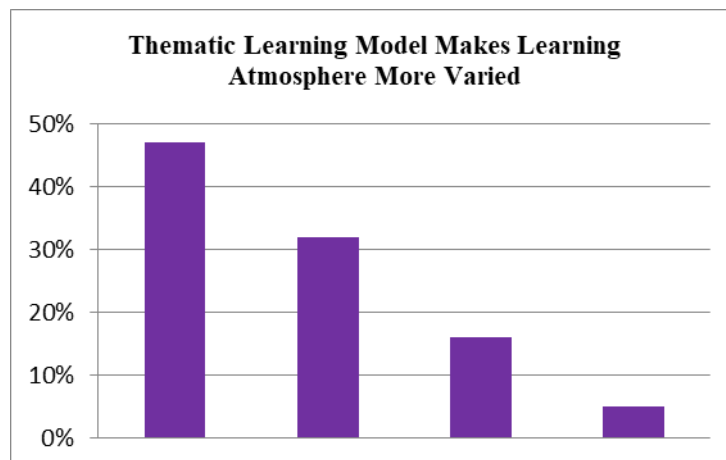


Figure 4: Whether the thematic learning model can improve student learning outcomes

From the description of the percentage in the diagram above, 49% agree, strongly agree 32%, disagree 10%, disagree 9%. It can be concluded that many agree that thematic learning models can improve student learning outcomes. Because the teacher's goal is to educate and provide knowledge to students. Therefore, to produce smart students the teacher must be able to build the student's desire and interest in learning. Therefore, the main factor to improve student learning outcomes in order to become smart and outstanding students must arouse student interest, if student interest does not arise it will cause laziness. Then the student's mindset will not develop, so if students' interest has

increased they will be enthusiastic in the learning process. This can improve student learning outcomes.



The thematic learning model makes the learning atmosphere more varied

From the percentage description in the diagram above, 47% agree, strongly agree 32%, disagree 16%, disagree 5%. It can be concluded that many agree that the thematic learning model makes the learning atmosphere more varied. Because in this thematic learning, teachers usually make more use of existing learning resources, either by bringing learning resources in the classroom or inviting students to the surrounding environment that is separate from the class. So that it can maintain and increase students' attention in learning, increase motivation and curiosity, and foster appropriate ways of learning. Therefore, the thematic learning model can make the learning atmosphere more varied in the learning process.

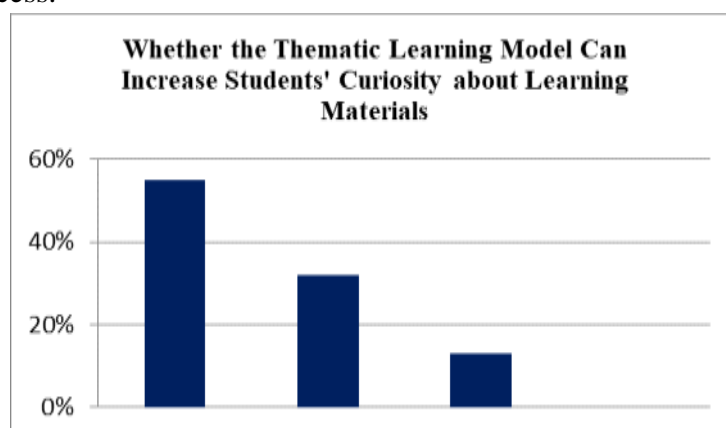
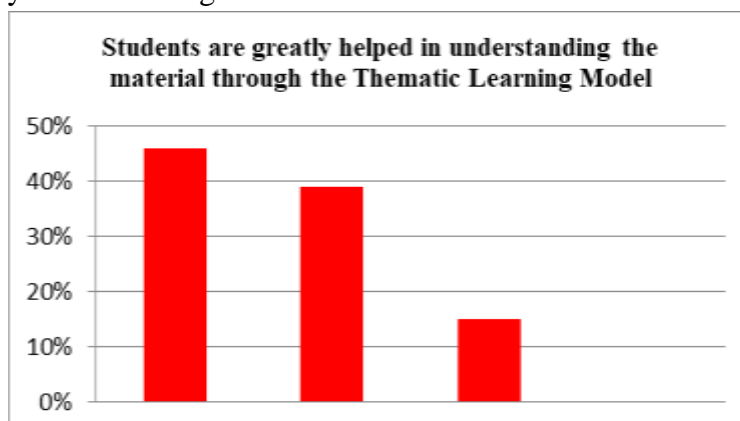


Figure 6: Does the thematic model increase students' curiosity about learning materials?

The percentage description of the diagram above is 55% agree, strongly agree 32%, disagree 13%, and disagree 0%. The results of the percentage description above state that many agree that the existence of a thematic learning model can increase students' curiosity about learning materials. Where in thematic learning students are expected to learn and play with high creativity. Because, thematic learning does not merely encourage students to know (learning to know), but also to learn to do (learning to do), to be (learning to be), and to live together (learning to live together). In addition, thematic learning emphasizes



the application of the concept of learning by doing. Therefore, thematic learning can increase curiosity about learning materials.



Gambar 7. Siswa sangat terbantu dalam memahami materi melalui model pembelajaran tematik

Dari uraian persentase diagram diatas adalah setuju 46%, sangat setuju 39%, kurang setuju 15%, tidak setuju 0%. Berdasarkan diagram diatas dapat dilihat banyak yang setuju bahwa siswa sangat terbantu dalam memahami materi melalui model pembelajaran tematik. Dimana pembelajaran ini menggunakan metode ceramah, karya wisata, dan keterampilan, selain itu dalam pembelajaran tematik berpusat pada murid (student centered), kemudian dapat memberikan pengalaman secara langsung kepada murid, menyajikan konsep dari berbagai mata pelajaran. Maka dengan demikian, murid mampu memecahkan masalah-masalah yang dihadapi dalam kehidupan sehari-hari. Pembelajaran tematik juga bersifat fleksibel atau luwes, untuk hasil pembelajaran sesuai dengan minat dan kebutuhan murid untuk mengoptimalkan potensinya, dan juga menggunakan prinsip belajar sambil bermain dan menyenangkan.

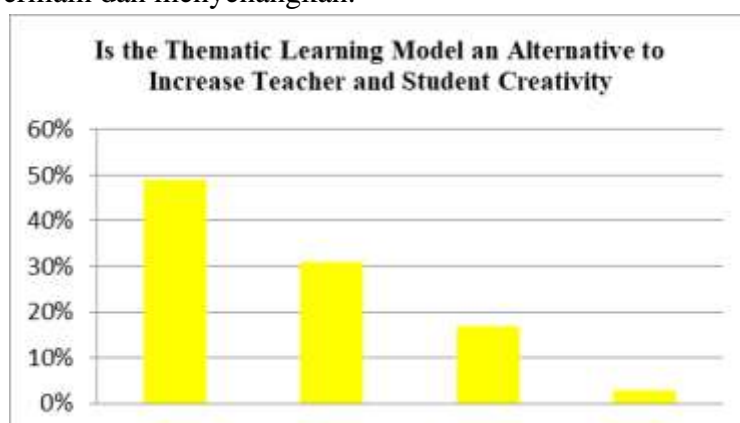


Figure 8: Is the thematic learning model an alternative to increase teacher and student creativity?

The percentage results from the diagram above are agree 49%, strongly agree 31%, disagree 17%, disagree 3%. It can be concluded that many agree that the thematic learning model is an alternative to increase teacher and student creativity. Because to create a good class requires creative and professional teachers and students, creative teachers can build a more cool and interesting classroom atmosphere. If the teacher is not active and creative,

the classroom atmosphere will feel monotonous so that students feel bored, so the teacher is the main key in creating a cool and creative classroom atmosphere. In this case it also involves students, creative teachers and students can produce a good and inspiring class or also like to be creative. Therefore, thematic learning can be used as an alternative so that a teacher and students are more creative, innovative, and productive.

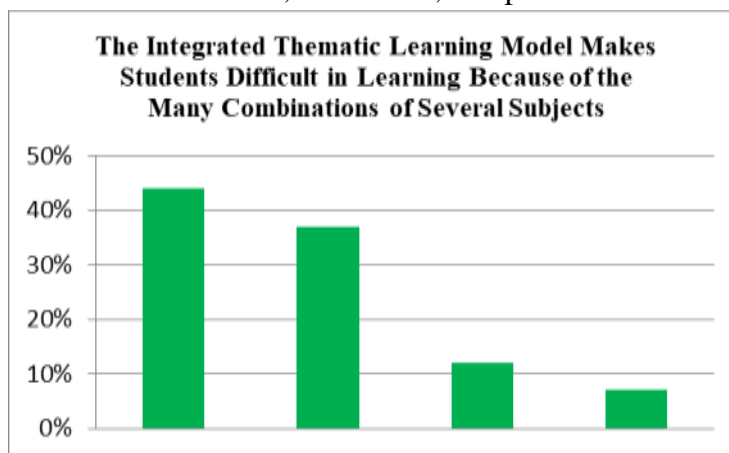


Figure 9: The integrated thematic learning model makes it difficult for students to learn because there are many combinations of several subjects.

The percentage description of the diagram above is agree 44%, strongly agree 37%, disagree 12%, disagree 7%. Based on the percentage of the diagram above, many agree that the integrated thematic learning model makes it difficult for students to learn because of the many combinations of several subjects. Because students are confused in one sub-theme there is a mixture of several lessons, for students who have low cognitive or thinking power it will be left behind, here students have the perception that thematic learning is a new lesson so that it is not optimal in receiving material, and parents have difficulty when their children need help while learning. So that students find it difficult to understand and answer questions and result in poor grades, and many students feel bored because this thematic learning time is longer.

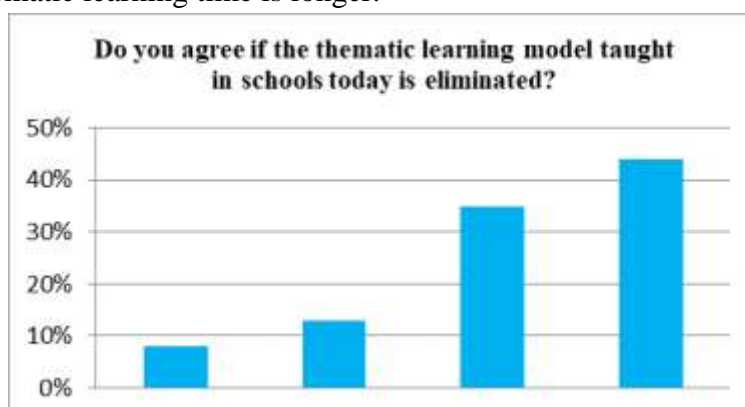


Figure 10: Do you agree if the thematic learning model taught in schools today is eliminated?

The percentage results of the diagram above are agree 8%, strongly agree 13%, disagree 35%, disagree 44%. Based on the percentage results of the diagram above, many disagree if the thematic learning model taught in schools at this time is eliminated. As is

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known, with the application of thematic learning, it can provide benefits for students and for the teacher himself. Where the purpose of thematic learning itself is to eliminate or reduce overlapping material, make it easier for students to see meaningful relationships, make it easier for students to understand material or concepts as a whole, so that students have a deeper and more memorable understanding of the subject matter, and develop students' language competencies by linking various subjects with students' experiences.

Based on the description above, the researcher draws the conclusion that to be able to develop an effective learning model, it can use a thematic learning model. Where by using this learning model can provide meaningful experiences to students, thematic learning is able to increase students' conceptual understanding of reality according to their level of intellectual development, besides that thematic learning allows students to be able to explore knowledge through the process of learning activities, also able to improve relationships between students, and help students build relationships between concepts and ideas so as to increase appreciation and understanding for these students, and with thematic learning can help teachers improve their professionalism.

In this case, thematic learning strategies are carried out in a friendly and fun atmosphere and are meaningful to students. Thematic learning activities emphasize not on providing exercises but how to provide learning experiences to students by connecting concepts that students already know and understand, besides that learning activities are also tailored to the needs and development levels of students. Here the thematic learning strategy is not only that, but also deals with concrete learning activities that students must do in interacting with learning materials and learning resources to master basic competencies and indicators. Therefore, by implementing a thematic learning model can make the teaching and learning process in learning more effective and conducive, and improve learning outcomes for students.

## **CONCLUSION**

After the researchers conducted the research, it can be concluded that the Thematic Learning model of Islamic Religious Education in madrasah Ibtidaiyah is very conducive in terms of its application, but it is still less effective in terms of learning methods. Because of the many combinations of several materials into one subject, so many students find it difficult to understand the material. However, thematic learning is very influential in the development of learning for students, besides this learning model can also develop students' skills including skills for critical thinking. Thematic learning models can also increase students' interests and talents as well as learning outcomes, increasing students' curiosity about learning materials by using ways where students are expected to learn and play with high creativity. In this case, it involves both parties, namely teachers and students. This thematic learning method is one of the strong factors in increasing knowledge and developing the potential of students to be more advanced in the future.

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