Study on Implementation of Integrated Thematic Learning in Indonesian Curriculum to Achieve Communication and Collaboration Skills in Third Grade of Elementary School in Bandung

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Abstract—This study aims to oversee the contribution of Indonesian curriculum about the integrated thematic learning curriculum 2013 in developing student’s abilities to achieve 21st-century skill. Based on the Minister of National Education Regulation No. 20 Years 2016 about Graduate Standard Competence, primary and secondary students must have communication skill, collaboration skill, critical thinking and problem-solving skill, also be creative and innovative, known as 4Cs, the required skills in the 21st century. This study looks at how integrated thematic learning is carried out in elementary school, especially the Third Class. Given that the third class is a low grade, the 21st-century skills development focus more on developing communication and collaboration skills. The method used in this research is quantitative descriptive. Data is taken documentatively, namely content standards, syllabus and lesson plan, and observation of the learning process. The result of study based on the result of the observation, documentation on content standards, syllabus and lesson plan is that teaching and learning that carried out at this time in third grade of elementary school have not led to active learning and the achievement of communication and collaboration skills. So, to build achievement of the 21st-century skills in grade III elementary schools, it needs specific steps in their learning activities.

Keywords—integrated thematic learning; 21st century’s skill; communication skill; collaboration skills

I. INTRODUCTION

The 21st century becomes a crowded period nowadays, since there is determination of competencies that will be needed in 21st century which is called 4Cs. 4Cs consists of communication skill, collaboration skill, critical thinking and problem solving skill, also be creative and innovative. Determination of the competencies has an impact on education and also in learning process, that the orientation of the provision of education leads to achievement of 4Cs. Efforts to achieve these competencies are carried out by incorporating 4Cs competencies that students must possess into curriculum, in Indonesia namely the 2013 curriculum. The 2013 curriculum in the beginning of its birth was intended as a step of education innovation in Indonesia, which aims to apply character of education for the future youth generation which was planned to accomplish “gold generation” in 2045 (one century of independence of Indonesia) and Indonesia towards progress. Beside of the enactment of the 2013 curriculum as the step towards the implementation of character education, it is also expected that Indonesia will be able to compete with other countries in the world because it has quality of human resources that born from quality of education process through the implementation of the 2013 curriculum [1]. Gaining comprehensive knowledge is intended by the government by implementing integrated thematic learning namely, for elementary school students starting from the low grade since the 2006 curriculum was implemented, then continued into the 2013 thematic learning application for all classes at the elementary school level in the implementation of the Indonesian curriculum. Thematically learning according to Fogarty an applied model of integrated learning that integrates several subjects in a single unit that is bound by themes [2]. It can be concluded that thematic learning is integrated learning that integrates the content in various subjects into one theme. Collaborative ability is defined by Collins [3], as an act of working in a group of joint project. Based on research conducted by Child and Shaw entitled collaboration in the 21st century, implications for assessment that in assessing collaboration skills need to look at [4]; (1) Interpersonal skill (including communication in them), (2) organizational management, and (3) inquiry ability in solving problem [4]. Communication is defined as the process of delivering messages from the source to the recipient. As for communication skill, it can be seen from how students convey information’s; (1) dare to submit information’s and (2) present information’s clearly. Student must have good communication in order to be good listener, good speaker, good reader, and good writer for their ideals [5]. Then no wonder communication and collaboration skill known as competencies goals.

There are reasons why the integrated learning implemented at school based on research. Implementation of integrated
curriculum combine many aspects of life and substantions of learning content [6]. Brush et al. said that integrated learning is more effective than conventional learning (or traditional learning) [7]. And integrated learning system would result a learning benefit in a classroom situation based on Nevid and Gordon Reasearch [8]. This curriculum utter to the ability of communication and collaboration students in the study [9].

Regarding the integrated thematic learning implementation, since the Minister of National Education Regulation No. 22 Years 2006 until now which means has been 12 years, has obtained a passable results. It has not been stated “good” because when it is reviewed in several studies related to thematic studies there are still many obstacles in the integrated thematic learning implementation, especially in third grade grade elementary school which is considered as a transition class from the lower grade to higher grade. The problems mentioned are vary from planning related to lesson plan, implementation related to the learning process and the results of learning whether or not it has achieved the specified competencies, based on research conducted by Wardana [10] at Tanjungrejo 5 elementary school Malang city which also refers to Akbar’s research result (2006), according to him discrepancy remains between implementation and theory [10].

On the other side based on Minister of National Education Information (2016) the state of human resources (HR) at the elementary school level in west java province is “excess”, according to the 2015/2016 student and teacher ratio data issued by the minister of education and culture statistic center of the 2016, which in other words should have supported the continuity of education well. This inequality leads to need for an analysis related to integrated learning thematic implementation in the achievement of established competencies, so this research on integrated thematic learning implementation is carried out. The study was conducted at elementary school 195 isola in third grade, to achieve the competence of communication and collaboration, in the sub-theme of the earth part of the universe.

Research studies discuss about; (1) how is the implementation of integrated thematic learning? Whether it has been done well or not? (2) Does the teacher doing the steps according to the procedure?, (3) Does the student provide an appropriate response?, (4) Is there problem in the implementation of integrated thematic learning in third grade?, and (5) How the contribution of integrated thematic learning to communication and collaboration skills in third grade of elementary school?. Given that third grade is a low grade, the 21st century skills development focus more on developing communication and collaboration skills. Data is taken documentatively, namely content standard, syllabus and lesson plan of teacher, and observation of the learning process. Presenting the analysis result of collected data was done by describing the observation result and interview description (descriptive). Processing data from the instrument observation was done by observe the percentage of achievement of the indicators in observation. This research uses a study design that refers to evaluation research with a quantitative descriptive approach in processing observation.

III. FINDING AND DISCUSSION

A. Instructional Activities

The observation result of third grade in elementary school 195 isola which has 23 students, that follows learning teaching activity in a serious and good manner. Students can answer questions by the given time by the teacher, although there are two students seems not serious enough and always disturb their friends. One students is late with a protest from his parents regarding the score, after confirmed by the teacher at the end of the learning process, there appears that parent change the answer of their children, in this case there is still parent’s involvement in basic class or low grade in term of work assignment the students.

The result of the analysis in implementation of integrated thematic learning elementary school level third grade to achieve competency in a sub-theme of the earth part of the universe in elementary school 195 isola, is that in the implementation of learning already follows the systematics of learning from the introduction, implementation and closing. From all the aspects that observed and from the three learning stages, the scores are obtained with an average score of 3 until 4 that means to be in doubt and in a good condition. Other things related to competencies achievement in some indicator are derived from basic competencies that has been achieved. Although in terms of administration learning, related with syllabus and lesson plan, the teacher seemed confused in the explanation. The implementation of learning that is referring to regulation of government still confusing, according to the resource person, which determined that establishment related to the indonesian competency standards or national standards of education still not ready for school to apply it. The implementation of learning is fully carried out by the teacher by referring to the books, such as books from publishers who follow the revised curriculum that have collaborated directly with the school. The implementation of learning has been carried out optimally following the developmental needs of the
child, and refers to the syllabus and lesson plan that have been designed. Lesson plan is made based on an analysis of the students’ state, but in reality the field is not in accordance with what is planned. Thematic implementation time has been adjusted to the time set by the government in the syllabus. Teaching materials are not yet complete according to the informants, there is no obvious learning books for third grade and fourth grade. The media that is used usually demonstration or simulation by the teacher and students.

Integrated thematic learning implementation at elementary school 195 isola according to observational reports from 13 observed aspects, including: 1) opening, 2) attending students, 3) expressing goals, 4) aperception, 5) presenting material points, 6) explaining material, 7) giving examples or simulations, 8) use of methods and media, 9) clarity of language, 10) summarizes the material, 11) exercises and 12) assessment. The value generated in processing the Likert scale as follows:

\[
\frac{3(5) + 4(6)}{55} \times 100\% = 70\%
\]

With the interpretation criteria based on Likert interval (5) is 0% - 19.99% = Very Bad, 20% - 39.99% = Poor, 40% - 59.99% = Enough, 60% - 79.99% = Good, 80% -100% = Very Good.

Associated with the problem of achievement of competencies carried out in elementary school 195 isola which is contained in the results of direct observation and observation of interviews, by looking at indicators of learning. As according to Harmini states that indicators are more specific KD that can be used as a measure to assess the achievement of learning outcomes [10]. In describing the achievement of competencies derived from the 3rd and 4th Basic Competencies (KD), the indicators in the lesson plan are as follows:

<table>
<thead>
<tr>
<th>Sub Theme : Earth Part From The Universe</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>achieve</td>
</tr>
<tr>
<td>1. 3.1.1 identify content the text informative about the universe</td>
<td>V</td>
</tr>
<tr>
<td>2. 4.1.1 make an informative report about the universe</td>
<td>V</td>
</tr>
<tr>
<td>3. 4.1.2 submit a report about the result of visit to the Planetarium</td>
<td>V</td>
</tr>
<tr>
<td>4. 3.12.1 identify the shape of two-dimensional figure</td>
<td>V</td>
</tr>
<tr>
<td>5. 3.12.2 explain the relationship between two of two-dimensional figure</td>
<td>V</td>
</tr>
<tr>
<td>6. 4.6.1 make a two-dimensional figure through an activity fold and cut</td>
<td>V</td>
</tr>
<tr>
<td>7. 3.1.1 identify decorative style artwork</td>
<td>V</td>
</tr>
<tr>
<td>8. 4.1.1 create a pattern to make a decorative image based on the example</td>
<td>V</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
</tbody>
</table>

With the evaluations that has given to the students in the form of the exercises of student who obtained good average score, above 60, with an assessment or checking the exercise result of peers. Means that the value is Good in the implementation of integrated thematic learning or it means that implementation in elementary school 195 isola is carried out properly starting from the orientation, core and culmination stages. Based on research of Rampesad that integrated curriculum make student begin to understand the relation between theory and application of learning [11]. Then see the results of students communication and collaboration skills.

B. Communication Skill and Collaboration Skill

Related to the ability of collaboration and communication carried out during learning in the class based on Styron [3]; Child and Shaw [4], are presented in the following points:

1) Interpersonal skills: students interpersonal skill still has not built in learning activities, because in learning activities the used method only supports the individuals communication skill and to communicate with their seatmates, not for communicate with other friends.

2) Organizational management: regarding the ability of organizing, some students was seen give direction to other students who didn’t pay attention to their teacher and students occasionally left behind in the discussion, but only a few students because the learning process that happened during observation is not supportive to create student’s group learning atmosphere in classroom.

3) The ability of inquiry: regarding this ability, students who are seen have the ability of organizational management seems to be able to explain their opinions about their daily learning activities based on their experience they also can explain the activities and relates it with materials that has already been taught the day before, and when answering the assignment, students with this ability tend to see their own notes rather than ask the teacher.

4) Students’ communication skills: in the learning process, some students already have earnestness to express their opinions, their answer and answering questions given by the teacher but not all students have the courage and the ability to express their opinion clearly, moreover student who are seen active from beginning to the end is the same person. Thankfully, the teacher still makes effort to appoint students who are considered passive.

The results of integrated thematic learning are able to develop students’ competencies h ostically and more effectively because the themes presented refer to the student’s daily activities, so it can more impressed closer to the student. The results of the observation in teaching and learning activities have not led to active learning process that supports to the skill development of student’s communication and collaboration entirely. Referring to the observation related competency education to encourage integrated thematic learning implementation, or external factors of integrated thematic learning implementation, education don’t have four competent educators well, so that in supporting the implementation most of them are still conventional yet supportive for more lively class (supporting active learning). In teaching and learning process teacher just refers to the used teaching materials, there is no innovation or creativity. Teachers are expected to be able
to master the material and being comprehensive in the implementation, but at the fact, they only refer to the teaching materials. It is because there have not yet comprehensive evaluation related to the teaching and learning activities in elementary school 195 isola.

IV. CONCLUSION, RECOMMENDATION AND IMPLICATION

Based on the explanation above, it can be summarizing that in achieving competencies, implementation of integrated thematic learning in Indonesian curriculum in elementary school level does not facilitate optimally to develop communication and collaboration skills, so that to develop the students’ skills in achieving 21st century skills in third grade elementary school, it needs a specific step in learning process. Based on the result of the observation, teaching and learning activity has not led to active learning that contributes in developing collaboration and communication skills. The recommendation that can be given based on the result of findings in the fields as follows:

- Focus on student’s attention when learning is more important, it can be with method or media that can attract students in learning.
- Evaluation or the various of assignment and engage students to be active, even though by peers is carried out in assessing the results of training but still looks conventional.
- The ability of communication and collaboration of students can be built by give them different stimulate for every students.

The implication of the research that is being carried out about the problems that related to the implementation thematic alternatives can be found together and returned to the supposed concept or theory. One of them is by training the ability of teacher in implementing thematic, the teacher’s needed skills for implementing such as to be a creative and innovative teacher, to create motivation for students when learning, and lead to the achievement competency in the 21st century.

REFERENCES