



A Study of Thematic Learning in Discipline Character Cases

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ABSTRACT

Purpose of the study: This study aims to describe thematic learning that correlates with helping the formation of disciplinary character in students.

Methodology: The method used in this study is a qualitative method to gain a deeper understanding of a problem. The subjects of this study were students in class III Public Elementary School 166/1 Olak Rambahan, a total of 11 students who were obtained using a random sampling technique. Data collection instruments were collected through observation (observation of educators and students) and interviews with students. Data analysis using interviews and observation.

Main Findings: Based on the research results, it can be concluded that thematic learning applied to class III Elementary Schools will have an extraordinary impact on educators, students, and the school environment.

Novelty/Originality of this study: The novelty of this research is to explore and examine and see the correlation of thematic learning on the formation of students' disciplinary character. Previous research discussed the formation of disciplinary character through class rules or regulations. From this study this study concluded that the formation of disciplinary character through thematic learning has a very important role. Therefore, this research will complement the previous research

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1. INTRODUCTION

Learning has become a necessity in today's modern society. In essence, learning is a process that encourages change in students [1]. Learning is also interpreted as an activity that encourages students to gain intelligence or knowledge and changes in behavior based on student experience [2]. The learning process is marked by educative interactions with a goal from educators to students [3]. So, educators must plan learning activities following the provisions of the curriculum. The curriculum is Pandora's box for the world of education in Indonesia. The current learning curriculum is the 2013 curriculum. The 2013 curriculum focuses on simplification, thematic-integration and refers to the 2006 curriculum [4]. Thematic learning involves several subjects to convey meaningful experiences to students [5]. In the learning process, learning activities are no longer centered on educators but on students [6]. Thematic learning requires educators to design interesting and innovative learning activities.

Educators are expected to have innovation in learning. Educators in learning activities should be able to develop an effective learning process so that the active participation of students is realized [7]. Effective learning is a learning process that does not only focus on student achievement but also changes in student behavior [8]. In addition, with innovative and effective learning, students are expected to be able to behave and think critically

and be skilled in solving problems [9]. These skills are expected to be directly proportional to the formation of students' character.

Each student's character has differences between individuals. Character refers to the attitude and behavior of each individual and is closely related to one's personality [10]. The characteristics of the students follow the stages of development of students [11]. The character of students who show good character is by showing that they are educated students [12]. One of the characteristics of students who show their integrity as students is discipline. Discipline is a personality that shows orderly behavior and obeys the rules. Discipline is an attempt to create training on character and self-control control and understanding the provisions of rules and orders [13]. Discipline can make a person able to distinguish what things should be done, what must be done, and what can be done and what should not be done [14]. The cultivation of good and appropriate disciplinary attitudes can produce the formation of good behavior in students [15]. The formation of the character of discipline in students can be encouraged by problem-based learning.

Problem-Based Learning has the advantage of helping students solve a problem. PBL-based learning activities refer to group learning to solve problems [16]. Thematic learning requires the formation of active learning. Active and innovative learning can be formed with problem-based or program-based learning.

Based on the description above, this study aims to describe thematic learning that helps form the character of discipline in students.

2. RESEARCH METHOD

This research is a type of qualitative research. Qualitative research aims to better understand a problem [17]. The subjects of this study were students in class III Public Elementary School 166/1 Olak Rambahan, a total of 11 students who were obtained using a random sampling technique.

The data collection instrument was done through observation (observation of teaching staff and students). Here the researcher conducted interviews with and conducted interviews with students. The grid from observation and interview techniques from Sugiyati's research consists of 10 questions and 5 observation indicators with the grid below.

Table 1. Interview and Observation Grids

Question Indicator	Item	Observation Indicator	Item
Understanding of thematic learning	1,2, 3	Implementation of thematic learning	1
Student learning activities	4,5,6	Planning of learning activities	2
Group learning activities	7	Prepare solutions for problem solving	3
Student response to learning activities	8	Obstacles encountered in thematic learning	4
Students' expectations of thematic learning	9,10	Thematic learning outcomes	5

The results of the interviews will be analyzed using the Miles & Huberman technique by reducing or collecting data, presenting data descriptively and drawing conclusions. The interview conducted by the researcher was an open-ended and structured type of interview. Interviews were conducted to describe the thematic learning applied in schools on the disciplinary character of students.

3. RESULTS AND DISCUSSION

Thematic learning carried out in elementary schools has several benefits, advantages and goals that will help the learning process primarily in the process of forming the disciplined character of students. Based on the results of observations made by researchers, the following data were obtained table 2.

Table 2. Observation Results

Observation Indicator	Observation result
Implementation of thematic learning	In the implementation of learning carried out by educators, it has increased, in terms of learning activities in class, but group learning cannot be done properly.
Preparation of learning activities	Educators have prepared lesson plans that suit the needs of students
Prepare solutions for problem solving	Educators prepare interesting learning innovations so that students are able to use them to solve problems
Obstacles encountered in thematic learning	Some students have difficulty accepting learning, as well as learning media that are less qualified
Impact of thematic learning	In the dominant learning time, it becomes shorter due to the combination of several learning contents in a theme

From the observations made, thematic learning is a challenge as well as an opportunity for educators to develop the learning process in the classroom. In addition to the observations the researchers made, the researchers also conducted interviews with students with the results in the table 3.

Table 3. Results of Interviews with Students

Nama	Answer
Sheila	1. Learning is taught according to the theme, 2. Learning to use themes, 3. Group learning that does not work effectively, 4. Learning is also sometimes done outside the classroom, 5. I feel happy, 6. I am usually quite active asking questions group mates, 7. Learning is fun and not boring, 8. Once, in science content we were asked to carry out tree planting activities together, 9. The material presented was quite clear, 10. It was hoped that the learning activities would feature more direct learning activities and real examples .
Sultan	1. Learn to use theme books, 2. Study based on themes, 3. There is group study, 4. Have studied outside the classroom, 5. Feel happy, 6. Can ask questions with friends, 7. Fun and not bored, 8. Have, asked to observe the environment around the school, 9. Learning is more fun because learning is carried out practically in the field, 10. The hope is that learning will be more innovative.
Iqbal	1. Learning using themes, 2. Using themes, 3. Studying with groups, 4. Learning activities outside the classroom during practice, 5. I feel happy, 6. Easy to ask other friends, 7. Learning is fun, 8. Yes, 9. The material presented is clear, 10. Many real experiences are given through learning.
Putri	1. Learning to use themes, 2. Learning to use themes, 3. There is learning in groups, 4. Have studied outside the classroom, 5. Feel happy, 6. Often ask friends, 7. Learning is fun and not bored, 8. Yes, 9. Clear presentation, 10. Many real examples are given
Ramadhan	1. Learning is taught according to the theme, 2. Learning to use themes, 3. Group learning that does not work effectively, 4. Learning is also sometimes done outside the classroom, 5. I feel happy, 6. I am usually quite active asking questions group mates, 7. Learning is fun and not boring, 8. Once, in science content we were asked to carry out tree planting activities together, 9. The material presented was quite clear, 10. It was hoped that the learning activities would feature more direct learning activities and real examples .
Laila	1. Learning to use themes, 2. Learning to use themes, 3. There is learning in groups, 4. Have studied outside the classroom, 5. Feel happy, 6. Often ask friends, 7. Learning is fun and not bored, 8. Yes, 9. Clear presentation, 10. Many real examples are given
Fika	1. Learn to use theme books, 2. Study based on themes, 3. There is group study, 4. Have studied outside the classroom, 5. Feel happy, 6. Can ask questions with friends, 7. Fun and not bored, 8. Have, asked to observe the environment around the school, 9. Learning is more fun because learning is carried out practically in the field, 10. The hope is that learning will be more innovative.
Fathan	1. Learning using themes, 2. Using themes, 3. Studying with groups, 4. Learning activities outside the classroom during practice, 5. I feel happy, 6. Easy to ask other friends, 7. Learning is fun, 8. Yes, 9. The material presented is clear, 10. Many real experiences are given through learning.
Kurniawan	1. Learning to use themes, 2. Learning to use themes, 3. There is learning in groups, 4. Have studied outside the classroom, 5. Feel happy, 6. Often ask friends, 7. Learning is fun and not bored, 8. Yes, 9. Clear presentation, 10. Many real examples are given
Dilla	1. Learn to use theme books, 2. Study based on themes, 3. There is group study, 4. Have

Nama	Answer
	studied outside the classroom, 5. Feel happy, 6. Can ask questions with friends, 7. Fun and not bored, 8. Have, asked to observe the environment around the school, 9. Learning is more fun because learning is carried out practically in the field, 10. The hope is that learning will be more innovative.
Alfian	1. Learning to use themes, 2. Learning to use themes, 3. There is learning in groups, 4. Have studied outside the classroom, 5. Feel happy, 6. Often ask friends, 7. Learning is fun and not bored, 8. Yes, 9. Clear presentation, 10. Many real examples are given

From the description above, it can be concluded that with thematic learning, students feel more enthusiastic and don't get bored easily. The resource person stated that by using thematic learning that is packaged innovatively, learning is more enjoyable and effective so that students do not feel bored quickly, and learning does not seem much impressed because it is packaged in the form of themes. A positive assessment using other thematic learning makes it easier for educators to conduct student assessments or tests. The criteria in the assessment used are thorough, continuous learning, and the use of a variety of techniques in assessment [18]. The learning process given to students through thematic learning will determine student learning outcomes.

Thematic learning is a teaching and learning approach that integrates several subjects into a theme to provide meaningful learning for students [19]. In thematic learning activities carried out with a scientific approach, students are taught to collect information from various sources so that students can be independent [20]. Therefore, the application of thematic learning is a new challenge for educators.

This research has been done previously by studying thematic education with disciplinary character [21]. In thematic learning, it can form a disciplinary character for students through the habituation and activeness of students [22]. Therefore, thematic learning needs to be implemented to assist educators in shaping the disciplinary character of students.

The novelty of this research is to explore and examine and see the correlation of thematic learning on the formation of students' disciplinary character. Previous research discussed the formation of disciplinary character through class rules or regulations. This research concluded that the formation of disciplinary character through thematic learning has a very important role. Therefore, this research will complement the previous research.

The involvement in this research trying to describe thematic learning efforts in helping to form the character of discipline. Especially in the formation of learning in groups will be able to provide opportunities for students to practice discipline. Thematic learning will provide convenience in measuring various aspects of assessment.

4. CONCLUSION

Based on the research results, it can be concluded that thematic learning applied to class III Elementary Schools will have an extraordinary impact on educators, students, and the school environment. One of the impacts is the habituation of students' disciplinary character. With thematic learning, educators will find it easier to align knowledge and convey information to students because they have been trained to try to find learning information independently to form a disciplinary character.

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