



Analysis of the Implementation of Thematic Learning in PAI Subjects at SD IT Abdurrahman Bin 'Auf

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Abstract

This study analyzes the implementation of thematic learning in PAI subjects at SD IT Abdurrahman Bin 'Auf. The purpose of this study is to analyze the implementation of thematic learning in the subject of Islamic Religious Education (PAI) at SD IT Abdurrahman Bin 'Auf which includes learning planning, learning implementation, and learning evaluation. The results of this study show that at the *planning stage* the teacher prepares a Learning Implementation Plan (RPP) which refers to the applicable curriculum, the learning implementation stage consists of preliminary activities, core activities, and closing activities, the evaluation stage uses three main aspects, namely *cognitive*, measured through written tests, oral tests, and thematic assignments that are tailored to PAI materials, such as faith, morals, fiqh, as well as the Qur'an and Hadith. *Affective* is measured through religious and social attitudes, including discipline, responsibility, cooperation, honesty, and social concern. and *psychomotor* through worship practices, work performances, ablution practices, prayer, reading the Qur'an, and memorization of short surahs.

Keywords: Implementation, Thematic, Islamic Religious Education

Abstrak

Penelitian ini menganalisis tentang implementasi pembelajaran tematik pada mata pelajaran PAI di SD IT Abdurrahman Bin 'Auf. Tujuan penelitian ini untuk menganalisis implementasi pembelajaran tematik pada mata pelajaran Pendidikan Agama Islam (PAI) di SD IT Abdurrahman Bin 'Auf yang meliputi perencanaan pembelajaran, pelaksanaan pembelajaran, dan evaluasi pembelajaran. Hasil penelitian ini menunjukkan bahwa pada tahap perencanaan guru menyiapkan Rencana Pelaksanaan Pembelajaran (RPP) yang mengacu pada kurikulum yang berlaku, tahap pelaksanaan pembelajaran terdiri atas kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup, tahap evaluasi menggunakan tiga aspek utama yaitu kognitif, diukur melalui tes tertulis, tes lisan, dan penugasan tematik yang disesuaikan dengan materi PAI, seperti akidah, akhlak, fikih, serta Al-Qur'an dan Hadis. Afektif diukur melalui sikap religius dan sosial, termasuk disiplin, tanggung jawab, kerja sama, kejujuran, dan kepedulian sosial. dan psikomotorik melalui praktik ibadah, unjuk kerja, praktik wudu, shalat, membaca Al-Qur'an, dan hafalan surah pendek.

Kata Kunci: Implementasi, Tematik, Pendidikan Agama Islam

Introduction

Education has an important role in shaping human beings who have faith, piety, knowledge, and noble character. Basic education is a very strategic level because it is the initial foundation in the development of students' potential as a whole, both from cognitive, affective, and psychomotor aspects. Therefore, the learning process in elementary schools must be designed in such a way that it is able to provide a meaningful learning experience and in

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accordance with the characteristics of elementary school-age students. One of the learning approaches applied at the elementary school level is thematic learning. Thematic learning is an integrated learning model that uses themes as a link between several subjects so that students gain a more meaningful and comprehensive understanding. Through thematic learning, students are expected to be able to relate learning concepts with real experiences in daily life, so that learning becomes more meaningful, this approach emphasizes students as the center of learning ((Undang-undang Republik Indonesia, 2003)*Student-centered*) to develop knowledge, skills, and values simultaneously.

Theoretically, the implementation of thematic learning is based on the principle that effective learning is learning that relates the subject matter to the real experience of students. The thematic approach allows teachers to develop Learning Implementation Plans (RPPs), carry out learning, and conduct evaluations that integrate competencies from various subjects through specific themes. With a thematic approach, PAI learning is not only limited to delivering material theoretically, but can also be linked to students' social, cultural, and daily life experiences. For example, the theme of "mutual cooperation" can be integrated with Islamic values of cooperation and *ukhuwah*. (Padila, 2020)(Hakim, 2019)

The implementation of thematic learning in PAI includes learning planning, implementation of varied methods, and evaluation according to thematic characteristics. The success of the implementation is greatly influenced by the teacher's understanding of thematic principles, the ability to design integrated learning, and the skill of managing the classroom contextually according to the chosen theme. However, in practice, the implementation of thematic learning often faces obstacles, such as time constraints, teacher readiness, and learning support facilities.(Sulistyowati, 2019)

In the context of Islamic Religious Education (PAI), learning is not only oriented to theoretical mastery of the material, but also emphasizes the appreciation and practice of Islamic values in daily life. Islamic Religious Education aims to foster faith and piety towards Allah Swt. and form noble morals in students. Therefore, the application of thematic learning in PAI subjects is relevant because it can integrate Islamic values with learning themes that are close to the lives of students.(Abdul Majid, 2014)

Integrated Islamic Elementary School (SD IT) as an educational institution that combines the national curriculum with Islamic values has its own characteristics in the implementation of learning, including in PAI subjects. SD IT Abdurrahman Bin 'Auf is one of the schools that implements thematic learning in its learning process. The application of

thematic learning in PAI subjects in schools is expected to be able to help students understand Islamic teachings comprehensively and contextually. However, in its implementation, thematic learning in PAI subjects is inseparable from various challenges, both in terms of planning, implementation, and learning evaluation. An educator must have the ability to plan learning, because activities that are carefully planned will be more directed and the planned/desired goals will be easily achieved. In the implementation of thematic learning, careful preparation is required by teachers, starting from learning planning to the preparation of learning media that is in accordance with these goals. (Rusman, 2017)

Based on this description, an analysis is needed to find out how to implement thematic learning in the subject of Islamic Religious Education at SD IT Abdurrahman Bin 'Auf. This analysis is important to obtain a clear picture of the learning process that takes place, as well as as evaluation material in an effort to improve the quality of PAI learning to be more effective and in accordance with the goals of Islamic education.

Method

This research uses a qualitative approach, namely research that intends to understand the phenomenon of what the research subject experiences such as behavior, perception, motivation, action, holistically and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods. Thus, the type of research used is a descriptive type qualitative approach, because it aims to describe systematically, factually, and accurately the implementation of thematic learning in PAI subjects at SD IT Abdurrahman Bin 'Auf. The research focus includes learning planning, learning implementation, and thematic learning evaluation in PAI subjects. (Lexy J, 2012)

In the data collection technique, qualitative research is carried out in a circular manner. In accordance with these procedures, the method of data collection is carried out using three data collection techniques, namely; (1) observation (*observation*); (2) Interviews (*interview*); (3) documentation. This aims to obtain valid data on a study. This data collection technique is further grouped into two main ways, namely the interactive method which includes observation and interviews and the non-interactive method which includes documentation. The techniques used in data collection are: (a) in-depth interviews; in-depth Q&A with PAI teachers, principals, and other related parties to obtain information about the planning and implementation of thematic learning. (b) participant observations; direct observation of the thematic learning process in PAI subjects in the classroom to find out how teachers implement the learning. (c)

documentation; data collection in the form of syllabus, Learning Implementation Plan (RPP), teaching materials, and other documents relevant to PAI thematic learning. (Afifuddin, 2009)

Primary data in this study was obtained from PAI teachers, school principals, and related parties. Meanwhile, secondary data is data obtained from graphic documents (tables, notes, meeting minutes, etc.), photographs, films, video recordings and other objects that can enrich primary data. In this study, secondary data was obtained from program implementation documents, such as lesson plan documents, and learning documents. (Sugiyono, 2017)

Results and Discussion

Thematic Learning Planning in PAI Subjects

In the context of PAI learning planning, it must be able to integrate religious values with themes that are close to students' lives. For example, themes such as "Daily Life in Islam" or "Islamic Values in Society" can be used as a basis for learning planning that is integrated with other subjects such as Indonesian Language, Social Sciences (IPS), and Civic Education (PKn). With careful planning, PAI learning can be optimized to support the overall educational goal, which is to form students who are intellectually, emotionally, and spiritually intelligent. Thematic learning planning aims to create an integrated, contextual, and motivating learning experience, which helps students see the world as a whole and develop their potential holistically. (Suparno, 2016)(Widiyanto, 2020)

Optimizing Islamic Religious Education (PAI) learning planning in elementary schools is one of the strategic steps in improving the quality of Islamic Religious Education learning. Teachers must be able to design a Learning Implementation Plan (RPP) that integrates the basic competencies of PAI with other subjects holistically, so that Islamic values can be conveyed through various learning contexts that are relevant to students' lives. In addition, learning planning should be structured taking into account the needs of students and the dynamics of modern educational developments, where scientific and collaborative approaches need to take precedence. (Prabowo, 2019)

The results of the study show that PAI teachers at SD IT Abdurrahman Bin 'Auf have prepared thematic learning plans through the Learning Implementation Plan (RPP) which refers to the applicable curriculum. The plan seeks to integrate PAI materials with learning themes so that students can understand Islamic teachings in a comprehensive and contextual manner. However, in its implementation, obstacles are still found, especially in associating the basic competencies of PAI with certain learning themes. Teachers also experience limited time in

developing in-depth thematic learning tools. This is in line with Majid's opinion that thematic learning planning requires a comprehensive understanding of teachers on the integration between subjects. (Abdul Majid, 2014)

Implementation of Thematic Learning in PAI Subjects

a. Introductory Activities

Preliminary activities are basically the initial activities that teachers and students must take at each time the implementation of thematic learning. Its function is to create an effective atmosphere that allows students to follow the learning process well. This preliminary activity also serves to create conducive initial learning conditions, carry out perceptual activities, and initial assessment. The creation of initial learning conditions is carried out by: checking the attendance of students, fostering democratic learning readiness, arousing students' motivation to learn, and arousing students' attention.

b. Core Activities

Core activities are activities in the context of implementing thematic learning that emphasizes the process of forming student learning experiences. The face-to-face learning experience is intended to develop forms of direct interaction between teachers and students.

In discussing and presenting thematic learning materials, it must be directed to a process of changing student behavior. The presentation of learning materials must be carried out in an integrated manner through the connection of concepts from one subject with the concept of another subject. In this case, teachers must strive to present subject matter with varied teaching strategies, which encourage students to explore new knowledge. Thematic learning activities can be carried out through classical, group, and individual learning activities.

c. Closing Activities

The final activity in thematic learning is not only interpreted as an activity to close the learning, but also as an assessment of student learning outcomes and follow-up activities. Based on the results of observations, interviews with PAI teachers, and learning documentation, it is known that the implementation of thematic learning in the subject of Islamic Religious Education (PAI) at SD IT Abdurrahman Bin 'Auf has gone quite well. PAI teachers prepare learning plans in the form of thematic lesson plans that are tailored to the characteristics of elementary school students. The learning theme was chosen based on its proximity to the students' daily lives, making it easier for students to understand and practice Islamic values. In

the preliminary activity, the teacher accustomed the students to pray, give greetings, and make apperceptions. In the core activities, teachers apply active learning methods such as discussions, questions and answers, telling the story of the prophet, and worship practices. Meanwhile, in the closing activity, the teacher invited students to reflect, conclude the material, and close the learning with prayer.(Rusyidi Ananda, 2018)

Evaluation of Thematic Learning in PAI Subjects

Learning evaluation is a systematic process that includes the collection of information (numbers, descriptions, verbal), analysis and interpretation of information to make decisions about the achievement of learners' learning outcomes based on set standards. There are a number of aspects that are of concern for assessment, that is, things that will be assessed the level of change in learning outcomes in the form of abilities and progress achieved. These aspects include:(Sahlan, 2013)

a. Cognitive Aspects

The cognitive aspect is related to mental processes such as remembering, understanding, applying, analyzing, evaluating, and creating. This assessment aims to find out the extent to which students understand the concepts, principles, and facts learned in the learning process. The results of cognitive assessment are used as a basis for determining learning success, improving the teaching and learning process, and making decisions related to learning follow-up. The assessment of cognitive aspects serves to measure students' understanding of Islamic materials, such as faith, morals, fiqh, as well as the Qur'an and Hadith. Although cognitive assessment is important, its achievement must be balanced with the assessment of affective and psychomotor aspects in order for the PAI learning objectives to be optimally achieved.(Kunandar, 2014)(Sudjana, 2017)

b. Affective Aspects

The assessment of affective aspects includes spiritual attitudes and social attitudes, such as honesty, responsibility, discipline, cooperation, tolerance, and religious attitudes. This assessment is important because the success of learning is not only determined by cognitive ability, but also by the formation of students' character and morals. . In the learning of Islamic Religious Education (PAI), the assessment of affective aspects has a very important role because the main goal of PAI is to form students who have faith, piety, and noble character. (Mulyasa, 2018)

c. Psychomotor Aspects

The psychomotor aspect is related to the skill of using the limbs, coordination of movements, and the ability to apply knowledge in the form of practice or work performance. This assessment aims to find out the extent to which students are able to display the skills that have been learned correctly and skillfully. The assessment of psychomotor aspects is used to assess students' skills in carrying out worship and

religious practices, such as reading the Qur'an, performing ablution and prayer, and practicing commendable behavior in daily life. Thus, psychomotor assessment plays an important role in achieving the learning objectives of PAI which emphasizes a balance between knowledge, attitudes, and skills.(Kunandar, 2014)

Based on observations, interviews with PAI teachers, and learning documentation, findings were obtained regarding the evaluation of PAI thematic learning on three main aspects: *cognitive, affective, and psychomotor.*

The cognitive aspect is measured through written tests, oral tests, and thematic assignments that are tailored to PAI materials, such as faith, morals, fiqh, as well as the Qur'an and Hadith. Cognitive assessment shows that students are able to understand PAI material thematically, in accordance with the principles of thematic learning that integrate various subjects into a single theme. *The affective aspect* is carried out through behavioral observation, attitude journals, and anecdotal notes of teachers. The focus of the assessment includes religious and social attitudes, including discipline, responsibility, cooperation, honesty, and social concern. Affective assessment shows that thematic learning is effective in shaping students' religious and social character. Where affective assessment can measure the internalization of the values learned by students.

Psychomotor aspects were assessed through worship practices, work demonstrations, and portfolios, including the practice of ablution, prayer, reading the Qur'an, and memorizing short surahs. The results of the evaluation showed: Most students are able to perform worship skills according to the set standards and there are students who still need guidance in the accuracy of movements, recitation of the Qur'an, and memorization of surah.

Limitations

This research was only conducted at SD IT Abdurrahman Bin 'Auf so the results could not be generalized to other schools with different characteristics. The focus of the research is limited to the implementation of thematic learning in the subject of Islamic Religious Education (PAI). Some of the results of the analysis, especially those related to the perception of students and teachers, are qualitative and interpretive. Although researchers strive to maintain objectivity, there is still a possibility of subjectivity in interpreting data from interviews or observations. In addition, the limited research time causes observations that have not been carried out in depth and continuously, and the data obtained is qualitative so it depends on the results of observations and interviews.

Conclusion

From the description above, we can draw an understanding that the implementation of thematic learning in PAI subjects at SD IT Abdurrahman Bin 'Auf has been carried out well. Starting from the planning stage, PAI teachers have prepared a thematic-based Learning Implementation Plan (RPP) in accordance with applicable regulations. The learning implementation stage consists of preliminary activities, core activities, and closing activities, and the evaluation stage is carried out with three aspects, namely cognitive, affective and psychomotor.

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