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Integrative Thematic Learning Model to Shape the Students' Characters

Mukniah

Abstract: Integrative thematic learning has been crucially important as it can provide ample opportunities for the students to obtain a variety of knowledge and develop a variety of basic competencies between subjects having the same themes. The focus of this article is to describe how the incorporation of integrative thematic learning model, namely the integrative thematic learning model of connected, integrated, and webbed, in pre-learning activities and classroom learning activities. This qualitative approach, specifically case study research design, was thus an endeavor to explore the integrative thematic learning models portrayed from the Islamic education perspective in MIN (Madrasah Ibtidaiyah Negeri) 2 Jember within pre-learning activities and classroom learning activities. The research participants comprised of the headmaster of MIN 2 Jember, a classroom teacher, and students were purposively selected. Data were collected via three instruments: observation, semi-structured interviews, and documentation. The researcher also employed Miles & Huberman's framework to analyze the data. To obtain valid data, this research employed a data validity test with credibility and conformability techniques. In the credibility technique, two methods are used, namely tri-source and technique estimation. The result suggested that in pre-learning activities, the stages implemented consist of preparing lesson plans and determining learning media. With this respect, the emerging thematic integrative learning model is the webbed integrative thematic learning model. In learning activities, the teaching-learning practices are divided into initial, whilst, and evaluation activities of learning. At whilst learning activities, the thematic integrative learning model identified is the connected and integrated integrative thematic learning model. For the process of forming characters, the habituation, openness, and role modeling method are the methods used in classroom learning activities, both in the initial activities and whilst learning activities. In learning evaluation activities, attitude assessment becomes an indicator in the process of forming good students' characters.

Keywords: Thematic Learning Model, Character Education, Islamic Education Perspective

1. INTRODUCTION

Education is recognized as a crucial element in the development and progress of a particular nation. In accordance with Law of the Republic of Indonesia Number 20 Year 2003 article clearly states that education has a very large function and role in the framework of realizing Indonesian human beings which have proper competencies and capabilities [1]. Education plays an important role in human life because the success of a nation can be reflected through the quality of human resources and the impact establishment of good character will give such on building a more successful national life. One of the efforts done by the government to contribute directly in the realm of education is concealed in the national curriculum in the form

of the thematic learning models. In appendix 1 of the Ministry of Education and Culture Republic of Indonesia, No. 57 of 2014, About Curriculum 2013 of SD / MI explained that the thematic learning model is a learning approach that integrates various competencies from various subjects into various themes [2]. According to Abdul Majid, thematic learning is one of the integrated instructional learning models

which is seen as a learning system that enables students, both individually and in groups, to actively explore and discover scientific concepts and principles holistically, meaningfully, and authentically [3]. Hence it can be concluded that thematic learning is a learning that is formed in the form of themes and one theme, there will be several subjects that are integrated so that students will gain a fully knowledgeable materials and skills in which it makes the learning process becomes meaningful. The concept of integrative thematic learning itself basically has long been put forward by Dewey as an effort to integrate the

capabilities. Moreover, he states that integrative thematic learning is an approach to develop students' knowledge based on interactions with the environment and life experiences. The integrated model looks at the curriculum using a kaleidoscope. Interdisciplinary topics (between subjects) are reorganized between the same/similar concepts and the emergence of patterns and designs. Through an inter-subject approach, the integrated model integrates / blends four main subjects by finding common skills, concepts, and attitudes, as character education, as a whole. The integrated learning model has a particular

characteristic that is to integrate a variety of topics from different subjects but the essence of the topic itself is still the same. In this model, the related and overlapping themes are the last things the teacher highly requires to find and choose in the program planning stage. The initial stage to be done is to select the concepts, skills, and attitudes taught in one the semester from several fields of study. Next, teachers need to select several concepts, skills, and attitudes that have a close

and overlapping relationship between various fields of study. The concept of integrative thematic learning is then expected to provide tangible effects and contributions in the development of education in Indonesia, particularly in the the aspect of character education. The existence of a nation is

determined by the character of the nation. Only a nation that has a strong character can develop such a nation of dignity and respect by other nations. The establishment of the nation's character is not limited to a necessity, but rather an essence that has a strong influence on all aspects of life and national development [4]. The character has a basis of values are manifested in the form of behavior. Character is important in every aspect of human life to form a quality generation. In this case, it suggests that characters are the main aspects. In a hadith, it is stated that: "Indeed, the best

development and growth of students and their intellectual

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(Narrated by Bukhari and Muslim) [5] The hadith mentioned explains that the best people are those who are the best have the best character. Therefore, it is clear that the

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the character has an important position. According to Lickona, the character is "a reliable inner personality to respond to situations in a morally good way" [6]. Meanwhile, according to Koesoema, there are two concepts of character:

- 1) Character is understood as a set of conditions that have been given away or can be recognized from birth.
- 2) Character is understood as the strength and ability of individuals to overcome limitations, or the ability of individuals to master their natural conditions. Such character is a constraint having the element of freedom which indicates that humans are free to determine what they want to be [7]

From the previous explanation, it can be interpreted that the character is indeed natural from birth, but it is also something that cannot just be left alone by humans. The character must be shaped and fostered to be a good human being, both in the family, school, and surrounding communities and their natural environment. In Islam, the character is seen as a very fundamental aspect and has a large role and influence. The character itself is identical to the term morality in Islam. Moral education and character become the backbone and reference to determine the development of Islamic civilization. Character education itself in Islam is considered as the main mission of Prophet Muhammad Shollauhu Alaihi Wassalam, so the main indicator in Islamic education is the process of establishing noble or moral character. There are several scopes of Islamic education proposed by Uhbiyati, two of which are directly related to character education:

- 1) The act of educating; Acts of educating are all activities, actions, and attitudes taken by educators when facing/caring for students.
- 2) Students; Students are those who are the most important objects in education. This is due to the act of educating that is carried out only to bring students to the goals of Islamic education that they aspire to [8].

Islamic education, concerning character education, can be concluded as having three main elements:

- 1) Educational activities are developing, encouraging, and inviting students to get ahead of their previous lives.
- 2) Efforts in education are based on noble moral values.
- 3) Educational efforts involve all human potential, both cognitive potential (reason), affective (feelings), and psychomotor (actions) [9].

Concerning integrative thematic learning and character education mentioned previously, the researcher made preliminary observations at Madrasah Ibtidaiyah Negeri 2 Jember. Madrasah Ibtidaiyah Negeri 2 Jember is one of the Madrasah which is currently trying hard to shape the character of students through various efforts, one of which is by applying thematic learning. Thematic learning is considered important because with thematic learning students can obtain a variety of knowledge and develop a variety of basic competencies between subjects in the same theme. Material understanding is more impressive and profound. Students can see meaningful relationships between subjects and learning to be whole so that students will get an understanding of the process and material that is not fragmented. But in reality, there are some problems faced in the implementation of thematic learning in Madrasah Ibtidaiyah Negeri 2 Jember.

Teachers are experiencing difficulties in developing themes, describing Core Competencies and Basic Competencies into indicators, and determining the correct operational verbs. This was stated by the head of Madrasah Ibtidaiyah Negeri 2 Jember when researchers conducted a preliminary study on Thursday, August 22, 2019, at Madrasah Ibtidaiyah Negeri 2 Jember. Based on researchers' interviews with Mrs. Hindanah, M.Pd. as the head of Madrasah Ibtidaiyah Negeri 2 Jember, it was known that Madrasah Ibtidaiyah Negeri 2 Jember is one of the Madrasah that applies thematic learning starting from grade I to grade VI. Furthermore, the observation data also showed that Madrasah Ibtidaiyah Negeri 2 Jember is an Islamic nuanced institution located at Jalan Puger No.42 Tutul Balung Jember which carries out integrative thematic learning in the learning process. The essence of students' character formation through the thematic integrative learning model in Madrasah Ibtidaiyah Negeri 2 Jember is an important case to be investigated because this Madrasah is one of the Madrasah educational institutions under the auspices of the Ministry of Religion which has become a reference for other Madrasah in the Balung Jember area. Based on this background the researcher is interested in conducting a study with the title, "Integrative Thematic Learning Model to Shape the Student's Character based on Islamic Education Perspective at Madrasah Ibtidaiyah Negeri 2 Jember".

2 LITERATURE REVIEW

Three integrative thematic learning models have been used and developed, namely the connected model, the webbed model, and the integrated model:

a. Connected Model

Connected Model is an intentionally integrated learning model as an endeavor to consolidate one concept with another concept, one topic with another topic, one skill with another skill, having the tasks performed in one day with tasks performed the next day to be combined, as well as the ideas learned in the next semester is determined in one field of study [10]

b. Webbed model

Webbed model integrated learning is an integrated learning model that employs a thematic approach. The development of this approach begins with determining a specific theme. The theme can be identified by negotiations that took place between teachers and students, but it can also be done through discussion among teachers. After the theme is agreed upon, sub-themes are developed by paying attention to their connection to fields of study. From these sub-themes developed, some learning activities are formed in which the students must do [11].

In this association, the theme can bind pedagogical practices both in particular subjects and across subjects. Thus, this model is a model that employs a thematic approach across fields of study. To be able to apply this particular model, the teachers are highly required to deeply comprehend and select the main theme / main (essential) that has material inter-relationships that can be methodologically integrated. Teachers are required to carefully select and sort the themes or topics which are then disseminated to various subjects [12].

c. Integrated Model

Integrated learning model (integration) is an integrated

a learning model that employs an interdisciplinary approach, combining various disciplines by setting curricular priorities and discovering overlapping skills, concepts, and attitudes in several fields of study [13]. The integrated model is a combination of a variety of topics from different subjects, but the essence is the same in a particular topic [14].

3. RESEARCH METHOD

The research approach used in this present study is a qualitative research approach which is a study that produces descriptive data in the form of written or oral forms from people that can be observed [15]. Meanwhile, the type of research used is a case study. A case study is a research that is directed to collect data, make meaning, and gain understanding from the case [16]. The data in this study were obtained through two data sources, namely primary data and secondary data sources. Primary data sources were obtained using interviews and observations with informants, namely: (1) the headmaster of Madrasah, (2) class teachers, and (3) students. Meanwhile, secondary data in this study is very useful as a comparison and strengthening data in the field. Secondary data was obtained from the study of documentation by collecting relevant documents. For data-gathering techniques, the researcher employed three instruments: observation, semi-structured interviews, and documentation. Moreover, for the data analysis procedures, the researcher employed a qualitative data analysis framework as proposed by Miles and Huberman. Data analysis is conducted interactively through 3 phases that occur simultaneously, namely data condensation, data display, and drawing conclusion and verification [17]. The data obtained and, then, tested with Triangulation (Source triangulation and technical triangulation). The first term was conducted by checking the data that has been obtained through several sources. The latter term is carried out by cross-checking the data to the same source with different techniques [18].

4. DISCUSSION

In pre-learning activities, things done by the teacher are related to the preparation or planning to carry out learning activities in the classroom. Some of the processes undertaken by teachers in MIN 2 Jember are the preparation of lesson plans and the determination of learning media

1. Developing a Lesson Plan

In the process of developing a lesson plan, the webbed thematic learning method is used. In this process, the first thing that the teachers do at MIN 2 Jember is determining a central theme to be taught to students, then identifying the basic competencies and material that will be taught. When some material is considered to overlap, the teacher will adjust each competency to the theme in each subject. Then proceed with determining the schedule and steps of learning activities in the classroom. Those processes are following Lyndon B. Johnson in Fogarty which he states that one of the central things in the webbed learning method is to determine a central theme to be integrated with each subject [19]. In line with Lyndon B. Johnson, Abdul Majid also stated that in the planning process in the webbed learning model, several things that must be considered include; determining a central theme and arranging a

schedule of activities systematically [20]. Furthermore, Suryaneza argued that in determining the central theme, things that must be considered are the relevance between the competencies to be taught and sub-themes, the themes raised must be actual, and contextual or close to the realm of students' personal experiences [21]. Therefore, in the process of pre-learning activities or planning, the process of developing lesson plans in MIN 2 Jember is carried out by paying attention to the webbed learning model which consist of identifying the central theme, adjusting competencies and themes to be taught, and compiling the steps of learning activities.

Table 1. Matrix of Findings

No.	Research Focus	Research Findings
1.	Integrative Thematic Learning Model for Character Establishment based on Islamic Education's Perspective in MIN 2 Jember within Pre-Learning Activities	Using webbed integrative thematic learning methods which include: <ol style="list-style-type: none"> Developing Lesson plan. Mapping concepts, themes, sub-themes, and learning topics (determining central themes, identifying concepts, and scheduling) Determining the steps of learning. Determining of learning media.
2.	Integrative Thematic Learning Model for Character Establishment based on Islamic Education's Perspective in MIN 2 Jember within Classroom Learning Activities	<ol style="list-style-type: none"> Initial learning activities. <ol style="list-style-type: none"> Lining up in front of the class. Carrying out <i>mushofahah</i> (greetings). Carrying out the Qur'an <i>tasduq</i>. Whalst learning activities <ol style="list-style-type: none"> Using continuous methods. <ol style="list-style-type: none"> Connected integrative thematic learning methods related to the rolling seating and the use of instructional media. Integrated Integrative thematic learning methods by using the concept of open-learning, direct application that is done by role modeling and learning contracts at the beginning of the meeting. Evaluation learning activities. <ol style="list-style-type: none"> Evaluating students' knowledge by using written and oral tests. Evaluating students' attitudes by using the contact book and attitude assessment rubric.

2. Finding out the Learning Media

Another significant thing that must also be considered in pre-learning activities or the planning process is the use of instructional media. In this process, the teachers at MIN 2 Jember adjusted the learning media that will be used with the learning themes and characters of the students themselves. This is because the function of the learning media itself determines whether students can receive the material delivered optimally or not. In this particular matter, several things implemented by the teacher of MIN 2 Jember are in line with Arsyad in which he stated that some things must be considered in determining instructional media. First, it should be in line with the learning objectives to be achieved. Second, it appropriates to support the content of lessons including facts, concepts, principles, or generalization. Third, it needs to be practical, flexible, and enduring. The selected instructional media should be able to be incorporated anywhere and at any time with the available equipment in the surroundings. Besides, it should be easily transported and carried anywhere. The fourth is the teachers' competences to integrate the media. The fifth is the grouping of targets. Effective media for large groups may not be effective for small groups or individuals. There is appropriate media for large groups, medium groups, small groups, and individuals. The last is concerning technical quality. For instance, the representation audio-visuals on the slides must be clear so that the information or messages to be conveyed should not be destructed by other elements in the form of backgrounds [22]. Furthermore, the student's character is also one of the things that must be considered in determining the learning media to be used. This is in line with what was stated by

Munadi, which he suggested that the principle of media selection should be based on several criteria. They are (1) student characteristics, including abilities, background (socio-cultural), and student personality; (2) learning objectives. In general, the learning objectives that are sought to be achieved include three things, to gain knowledge, inculcate concepts and skills, and form attitudes. The third is the nature of teaching materials. Each learning category requires different activities or behaviors and thus will influence the selection of the media and their utilization techniques. The fourth is media procurement, other technical aspects considered in media selection are cost capability, time availability, manpower, facilities, and supporting equipment. The last criterion is the nature of media use. Within this context, the teacher should know the potential of the media, so he must also recognize the characteristics of each type of media [23]. Integrative Thematic Learning Model for Character Establishment based on Islamic Education's Perspective in MIN 2 Jember within Classroom Learning Activities. In learning activities within the classroom context, the pedagogical processes are divided into initial activities, whilst activities, and learning evaluation activities. At this stage, the process of learning activities itself belongs to the context of activities in the classroom and interactions between students and teachers.

1. Initial Learning Activities

In the initial learning activities, the instilment of character values is done by using habituation. The habituation used in MIN 2 Jember is to line up in front of the class before entering the class to familiarize discipline to the students, mushofahah (greetings) to familiarize students to the act of tawadlu attitudes towards those who are older, and tadarus Al Qur'an as an effort to instill religious values. By doing this, students are expected to be able to practice the character concealed in those processes. This is in line with the theory suggested by Miskawaih where he mentioned that one method to instill good character values can be done with the habituation method. According to him, to change morals for good, then within his education it is necessary to instill an effective process or method, which is focused on two approaches such as habituation and training, as well as role-modeling [24]. Another habituation that is implemented in MIN 2 Jember is in the form of midday prayers, Friday cleaning-up, and Friday charity. Thus, the habituation implemented in MIN 2 Jember can be said to be contextual and close to personal experiences in society. Furthermore, instilling character through habituation by using direct action is also in line with the theory expressed by Thomas Lickona where he mentions that in the process of character instilling process there are three components of character that must be carried out, one of which is moral action [25]. The moral action strategy itself is a strategy that is implemented through direct action. That is, students can directly implement and feel the attitudes or values that are embedded. It is intended that students can instinctively know and understand the experience of their values, and of course the teacher provides supervision of the actions of students.

2. Whilst Learning Activities

In the whilst learning activities, the integrative thematic learning model used is compliant. In

other words, the teachers of MIN 2 Jember are not too rigid in implementing thematic learning models. The teachers will adjust to the character of the students themselves. The integrative thematic learning model that emerges is the connected and integrated model. In using the connected integrative thematic learning model, the teaching and learning process is carried out by using various learning media and rolling seating. The use of instructional media in pedagogical practices is vitally important. According to Kemp and Dayton in Falahudin, there are several benefits of integrating instructional media in the classroom context such as (1) the delivery of subject-matter knowledge can be in harmony; (2) the pedagogical processes become clearer and more interesting, attractive, interactive, and efficient; (3) improving the quality of student learning outcomes; (4) the promoting the students' positive attitudes towards the material and learning process; and (5) the media can help overcome the limitations of the human senses [26]. Likewise, the connected thematic integrative learning model is also carried out by rolling-seating. The rolling-seating method is implemented to foster a sense of togetherness among fellow students. Moreover, another objective is to build lively communication between students in discussing the material presented. This is in line with Y. Padmono who stated that in the implementation of integrated learning models through the connected thematic integrative learning model at the implementation stage, one of which can be done in the classroom management is in the form of place of learning arrangements, student arrangements (small or large groups), forms of activities (variations of teaching) and learning media [27]. Furthermore, besides the connected thematic integrative learning model, the integrative thematic learning model used in the whilst learning activities is the integrated integrative thematic learning model. In this case, the learning activities used are open-ended learning activities, exemplary, and the application of learning contracts at the beginning of the meeting. In open-ended learning activities, students are given the freedom to explore the material delivered by the teacher. This is consistent with the theory conveyed by Eggen and Kauchak. The learning steps of the integrated model, according to Eggen and Kauchak at the implementation stage, can be done with an open-ended method that gives students chances to carry out the analysis process. Students will describe, compare, and look for patterns in the data provided [28]. In this process, when the attitude or character shown by students is considered to be inappropriate then the teacher will use the counselor function or provide direct guidance to them. In the integrated thematic learning model, another thing that is implemented by the teacher at MIN 2 Jember is the application of a learning contract. By using a learning contract, students are expected to be able to identify attitudes or characters that are considered to be inappropriate. This is in line with the theory put forward by Thomas Lickona, where he states that the formation of character can be instilled with the method of knowledge (moral knowing) and moral feelings (moral loving) [29]. The moral knowing strategy is a strategy in providing good knowledge to students following the rules in values education. By using a learning contract, students are expected to have moral knowledge. The moral feeling and loving strategy is one of several strategies that are quite effective in growing students' awareness of their

moral development so that students no longer do something because there is an influence or guidance, but because of the importance of implementing good values for themselves and others. In this case, when students violate the agreed learning contract, they are expected to be able to reflect and consequently undergo the sanctions that have been determined at the beginning.

3. Evaluation of Learning Activities

In learning evaluation activities, teachers at MIN 2 Jember apply evaluation of knowledge and attitudes. Knowledge evaluation is carried out through written and oral tests following previously taught material. While the attitude evaluation is carried out using a contact book and the assessment rubric that has been prepared in the form of an attitude assessment towards the teacher, among fellow students, and the students themselves. The attitude evaluation applied is in the form of supervision conducted by the teacher and student guardians or parents. The teacher will oversee the behavior of students at school, while the guardians of students or the parents will monitor and supervise the behavior of students at home which will later be reported to the teacher. This is a form of supervision as well as guidance or direction that can be done, both by the teacher and student's guardians. This is in line with the theory conveyed by Ibnu Maskawaih in which he mentions that the method of moral education in his book *tahdzibul morals* is can be done with the guidance method. Ibnu Miskawaih said that the target of *ahklak* (character) education is within the domain of three parts of the soul; (1) the part of the soul which is related to thinking; (2) the part of the soul that makes people angry, brave, wants power, and wants various honors and positions; (3) and the part of the soul that makes humans have lust and appetite, drink and various sensual pleasures. So, guidance or direction from parents to show these limitations is very necessary [30].

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussion, this current study has disclosed several interesting points. Thus, it can be concluded that; first, in pre-learning activities, the stages implemented are the process of lesson planning and selecting the appropriate instructional media. Within this context, the integrative thematic learning model that arises is the webbed integrative thematic learning models, which include the process of identifying themes, sub-themes, core competencies and basic competencies from each learning content to be further formulated into a unified theme. Furthermore, in the process of determining learning media, the things that are considered are the media must be under the character of students and the themes and sub-themes of the material to be taught. Second, in learning activities, the pedagogical processes are divided into initial, whilst, and evaluation activities of learning. In the initial learning activities, the process of instilling characters that appear is in the form of habituation in the form of marching or lining up before entering class, *mushofahah* (greetings), and *tadarus Al Quran*. Next, in the whilst learning activities, integrative thematic learning models that emerge are connected and integrated thematic integrative learning model. In the connected integrative thematic learning model, the process of instilling characters is carried out by rolling seats and using instructional media, while in integrated integrative

thematic learning models, learning activities carried out are open-ended, exemplary or role-modeling, and the application of learning contracts at the beginning of the meeting. Furthermore, for the assessment of learning activities, it is the evaluation of students' competences in the form of written and oral tests, and the evaluation of attitudes in the form of a contact book and rubric of assessment of attitudes towards the teacher, between students and themselves.

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