



# Evaluation of Thematic Learning Curriculum 2013 in Madrasah Ibtidaiyah

Umri Nur Safitri, Ahwy Oktradiksa, and Norma Dewi Shalikhah<sup>(✉)</sup>

Madrasah Ibtidaiyah Teacher Education, Muhammadiyah University of Magelang, Magelang, Indonesia  
normadewi@ummgl.ac.id

**Abstract.** Teacher must have strategic steps to improve and make perfect thematic learning application in elementary schools in order to create learning atmosphere effectively and appropriately. This study aims to discover the teacher preparation in preparing thematic learning, knowing the implementation of thematic learning, and knowing how they evaluate thematic learning that have been implemented so far. This is qualitative research and the case study research conducted at Islamic Elementary School (MI) Ma'arif Ngadipuro. The subjects in this study were grade three teachers as the main actors in determining educational success. The techniques of collecting data were using structured interviews the grade three teachers, classroom observations and documentation. The data analysis technique was using data reduction, data presentation, and drawing conclusions. The results of this study indicate that the application of learning at MI Ma'arif Ngadipuro begins from preparing or planning thematic learning which is classified into five parts, namely determining learning objectives with KD analysis, establishing or developing theme networks, creating theme networks, compiling syllabus, and RPP. The process of implementing thematic learning at MI Ma'arif Ngadipuro are carried out through three stages, namely initial activities, core activities, and final activities based on the learning steps in the RPP. And for the assessment or evaluation process, they are divided into three assessment domains, namely affective assessment, cognitive assessment, and psychomotor assessment.

**Keywords:** Evaluation, Thematic Learning, Curriculum 2013

## 1 Introduction

The curriculum 2013 requires students to be more active in learning, with the hope that education in Indonesia will be more advanced and better. This curriculum is expected to be able to produce a critical and creative generation of Indonesians in accordance with the demands of the times [1]. This curriculum change occurs at all levels of education, including at the Islamic Elementary School (MI) level. At the MI level, the implementation of this curriculum is carried out with an integrated thematic learning approach.

© The Author(s) 2024

Z. B. Pambuko et al. (eds.), *Proceedings of the 4th Borobudur International Symposium on Humanities and Social Science 2022 (BIS-HSS 2022)*, Advances in Social Science, Education and Humanities Research 778, [https://doi.org/10.2991/978-2-38476-118-0\\_90](https://doi.org/10.2991/978-2-38476-118-0_90)

Thematic learning is a learning activity that combines comprehensively and knowledge naturally connects facts and ideas to understand the world [2]. The principle of thematic learning is something fundamental, very important, always in integrated learning and serves to provide guidance in planning and implementing learning [3]. Thematic learning is learning that is designed based on certain themes [4]. The inhibiting factor in thematic learning is the attitude of students who pay less attention to the lesson [5]. The main characteristic of thematic learning in the curriculum 2013 is to emphasize active learning in children and create fun learning principles and provide direct experience. However, the facts that occur, there are still many teachers who do not understand in creating a creative and fun learning atmosphere, even though they have implemented thematic learning curriculum 2013 does not rule out the possibility of teachers being proficient in planning, implementing and evaluating effectively [6]. The successful implementation of the 2013 elementary school curriculum in elementary school classroom learning activities is expected by the government and the community which is determined by the understanding and interest of managers, especially elementary school teachers [7].

Teachers are one of the components that support success in the learning process. Not only competence in teaching, but competence in evaluating learning is also needed and mastered by teachers. Evaluation is concerned with how well a student learns in a particular context and how well the objectives are achieved, the process on the other hand, including experiences, and activities organized in learning situations [8].

Evaluation is an important component and stage that must be taken by teachers to determine the effectiveness of learning which is then used as feed-back for teachers to improve and perfect learning activities. The evaluation process focuses on the course of the teaching program and the learning process [9]. As a teacher as well as a learning evaluator must have strategic steps to improve and perfect the implementation of thematic learning in elementary schools in order to create an effective learning atmosphere and according to needs. This study aims to determine the preparation of teachers in preparing thematic learning, knowing the implementation of thematic learning, and knowing how teachers evaluate thematic learning that has been applied so far.

## 2 Method

This research is qualitative research with the type of case study research conducted at MI Ma'arif Ngadipuro. The subject of this research is the 3rd grade teacher as the main actor in determining the success of education. The object used in this study is the evaluation of thematic learning at MI Ma'arif Ngadipuro. Data collection techniques in the form of structured interviews with 3rd grade teachers, observations carried out in the classroom and documentation. Interviews were conducted to find out how the preparation, implementation, and assessment of thematic learning in the 2013 curriculum. Observations were made to observe the thematic learning process in the classroom. Documentation used to obtain data in this study is in the form of notes, lesson plans used by teachers in learning, tools used for evaluation, evaluation results, and other documentation related to the research problem. Data validity uses credibility standards with

data triangulation. Data triangulation is a data collection that is a combination of various data collection techniques and data sources that already exist. The data analysis techniques used are data reduction, data presentation, and conclusion drawing.

### 3 Result and Discussion

#### 3.1 Research Results

**Thematic Learning Preparation at MI Ma'arif Ngadipuro.** Thematic learning applied in MI Ma'arif Ngadipuro is carried out in an integrative form, namely integrating material between subjects through KD in each subject. While in determining the theme, using the theme that has been set in the prota and promes. The theme network in thematic learning is carried out by developing and adjusting between sub-themes and the main themes contained in the teacher's handbook, so that teachers know the theme's connection to thematic learning indicators. In the process of planning thematic learning in MI Ma'arif Ngadipuro includes several stages, namely determining learning objectives, determining and developing themes, developing theme networks, making and developing lesson plans.

**Implementation of Thematic Learning at MI Ma'arif Ngadipuro.** Based on the observation of the learning process at MI Ma'arif Ngadipuro, it is in accordance with thematic learning procedures, starting from the initial activities, core activities, and final activities. Although in its implementation there are still obstacles. The initial activity, begins is to begin with praying, memorizing juz 'amma, the teacher asks how the students are, takes attendance, and repeats yesterday's learning with questions and answers. The core learning activities continue, namely the application of lesson plans, the suitability of teaching materials, learning methods, and learning media in accordance with the learning material. The learning approach used in the learning process is the scientific approach. Teaching materials in the form of theme package books from the government, using LKS, books in the library, the surrounding environment and other references from the internet. As for the learning methods used, namely lectures, discussions, and inquiry because these methods are considered easier for learning, and students are easy to accept learning. The learning media used by teachers in thematic learning follows the theme and material being taught, for example, pictures, LCD, the surrounding environment, videos, and objects around. The final activity carried out by the teacher sees the development of students at the end of learning. Furthermore, evaluating learning by giving assignments to students, then summarizing the results of learning, and the last is praying.

**Evaluation Process of Student Learning Outcomes.** Evaluation of student learning outcomes is applied by assessing the achievement of knowledge competencies achieved by students in the learning process covering cognitive, affective, and psychomotor domains. Assessment of affective aspects is done by written tests about the material that has been delivered by the teacher. In addition to written tests, teachers also conduct oral

tests and assignments to students. Knowledge assessment is carried out by the teacher by managing the test results then adjusted to the learning indicators. Furthermore, the attitude assessment carried out by the teacher is by observation technique because this technique is considered more effective for the teacher. In this observation the teacher assesses student behavior, self-assessment, and peer assessment. The attitude assessment is given by the teacher in accordance with the KI and KD that have been analyzed. Meanwhile, psychomotor assessment is carried out using student performance techniques and works made by students. The application of this assessment is carried out by the teacher by assessing student skills and the learning process through the work or work produced by students.

## 4 Discussion

Learning evaluation is an effort to improve the quality of learning. Each school has its own learning characteristics in carrying out teaching and learning activities, with evaluation activities expected continuity in the learning process to improve. The purpose of evaluation activities is to provide innovation and make improvements so that learning is of higher quality. Based on the research findings at MI Ma'arif Ngadipuro, it illustrates that the role of learning evaluation to improve the quality of learning, especially in thematic learning, is as follows:

### 4.1 Thematic Learning Preparation at MI Ma'arif Ngadipuro

The quality of learning planning can be seen from determining learning objectives, determining the theme network, making the theme network, and preparing lesson plans. Learning objectives are at the core of the learning process. Learning objectives can be done by mapping KD of all subjects. KD mapping is carried out to obtain a comprehensive and complete picture of all competency standards and basic competencies from various subjects that are combined [10].

Teachers at MI Ma'arif Ngadipuro develop learning objectives by combining KD of all subjects into one learning theme. So that learning objectives are part of the overall learning activities. Learning evaluation is closely related to learning objectives which will have an impact on the results and quality of learning that has been carried out in the classroom. Then in this study in accordance with the stages of preparing learning objectives, namely the teacher maps or combines each KD of all subjects into one defined theme.

Determination of themes in thematic learning in grade three MI Ma'arif Ngadipuro is done by reviewing *prota* and *promes* as material to consider setting themes. It is intended that learning is carried out in a planned manner and runs coherently according to the guidelines, then developed by the teacher according to the situation and conditions of the students and the circumstances in the school environment. Similar to *Beti's* research that in choosing themes, educators pay attention to regional conditions, school conditions, students and infrastructure [12]. The implementation of thematic learning

is carried out with cooperation between teachers and students so that students are more active in the learning process.

The next step is making a theme network. Making a theme network is connecting basic competencies with unifying themes and developing achievement indicators for each selected basic competency [13]. The theme that has been determined is then developed sub-themes by paying attention to its relationship with other subjects.

The making of the theme network is carried out by developing an existing theme network according to the situation and conditions of the madrasah, then analyzed in accordance with the learning plan, and adjusted to the teacher's book in which there is a theme network that has been compiled, this is done so that the teacher can know the whole theme link and thematic learning indicators. In line with Majid's opinion that after mapping, a theme network can be created, namely connecting basic competencies with unifying themes, and developing indicators of achievement for each selected basic competency [13].

After creating a theme network, namely compiling a syllabus. The stages in syllabus development according to the Ministry of Education and Culture in 2016 are reviewing competency standards and basic competencies, identifying learning materials, developing learning activities, formulating indicators of competency achievement, determining the type of assessment, determining time allocations, and determining learning resources.

At MI Ma'arif Ngadipuro, the preparation of the teacher's syllabus does not compile independently, but has been provided by the madrasah so that the teacher does not rearrange. The syllabus provided is in accordance with existing curriculum standards, teachers only need to develop into lesson plans as a guide in carrying out teaching and learning activities. This is also related to research conducted by Sagala, that the syllabus is a development of the curriculum which is elaborated into lesson plans starting from the stages of implementation activities to the assessment of student learning outcomes [14].

The lesson plan is the final step in lesson planning. The lesson plan prepared by the teacher is used to assist students in implementing the learning components, so the completeness of the lesson plan is a reflection of the success of the learning carried out by the teacher. Grade three teachers of MI Ma'arif Ngadipuro only develop and adjust things contained in the lesson plan such as, KI, KD, learning objectives, and learning steps. In addition to developing lesson plans independently, teachers also follow the assistance of making lesson plans together through KKG. With the assistance through KKG teachers will be much more independent and improve teacher competence in preparing lesson plans. This is the same as research conducted by Baiq Hanifah, that the implementation of assistance can improve the competence of grade teachers at SDN Rengging in the preparation of 2013 curriculum lesson plans [15]. With the existence of lesson plans made or developed by teachers, they will know the description of activities in the learning process carried out and teachers will be much better prepared in the learning process.

## 4.2 Implementation of Thematic Learning at MI Ma'arif Ngadipuro

Learning implementation is an activity where teachers implement learning which consists of three stages, namely, initial activities, core activities, and final activities. These learning activities are also applied at MI Ma'arif Ngadipuro with the following details.

Initial or preliminary activities are the teacher's steps to create an initial atmosphere of learning that is expected to be able to provide encouragement to students to focus on participating in learning. In this activity the teacher focuses on preparing children for learning. Therefore, teachers are expected to maximize activities to open learning well. The teacher's initial steps in starting learning are saying greetings, praying before learning begins, memorizing juz 'amma together, asking how students are doing, taking attendance, and repeating learning with questions and answers.

In the initial learning activities, the teacher did not convey the learning objectives, on the grounds that students would be confused if they were conveyed. This is in accordance with research conducted by Pratiwi Puji Astuti that in the initial activities teachers sometimes convey learning objectives, but more often do not do so on the grounds that students will be confused if the theme is conveyed and then immediately explain the material to be learned [16].

In the core activities the teacher focuses on the learning process. It aims to develop abilities in children, namely reading, writing, and counting through the presentation of planned learning materials. The core learning activities refer to the 2013 curriculum with a scientific approach. The steps taken in the learning process for class 3 MI Ma'arif Ngadipuro teachers are adjusted to the lesson plans.

The application of the scientific approach is still not perfect because the teacher has not implemented all activities consisting of observing, questioning, gathering information, associating, and communicating. The teacher only applies the activities of observing, questioning, and gathering information. However, teachers still try to apply the scientific approach in every lesson. This is supported by research conducted by Sarah Azhari that the application of the scientific approach at SDN 017 Tandan Sari Village has not implemented learning with a scientific approach, but the teacher has tried to describe the learning process with a scientific approach [17].

The final activity, the teacher can see the success rate of the learning model that has been applied during the learning process. The final or closing activity in learning must be carried out by the teacher seriously and maximally, this is done so that students have an overview and summary of the learning that has been done, besides that to find out the extent of students' understanding in understanding the material that has been delivered by the teacher [18]. The steps taken by the 3<sup>rd</sup> grade teacher at MI Ma'arif Ngadipuro in the final activity are the teacher and students conclude the learning together, the teacher provides a reflection, the teacher conducts a learning evaluation, and prays together. The final activity in learning is expected to run optimally, because in this process the teacher emphasizes the essence of the learning that has been carried out.

### 4.3 Assessment of Thematic Learning Outcomes at MI Ma'arif Ngadipuro

According to Trianto in Ahmad Khalakul Khairi, assessment is a series of activities to obtain, analyze, and interpret data about the process and learning outcomes of students which are carried out systematically and continuously, so that it becomes meaningful information in decision making [19]. Assessment of learning outcomes carried out in grade three MI Ma'arif Ngadipuro includes three domains of student assessment of pre-determined learning objectives, namely cognitive, affective, and psychomotor domain.

Cognitive assessment is an assessment of student knowledge carried out by the teacher to measure student achievement and mastery in the learning material that has been taught. Cognitive assessments that can be carried out by teachers using written tests, oral tests, and assignments. Based on the results of research in grade three MI Ma'arif Ngadipuro teachers use written test assessment techniques, oral tests, and assignments to students according to what is learned. Written tests conducted by the teacher in the form of exercise questions in the theme book held by each student and done in writing. Oral tests are carried out individually and in groups, namely by asking questions during learning. Meanwhile, assignments carried out by teachers are in the form of individual and group assignments by making student work.

Affective assessment in thematic learning is a series of activities arranged to measure the attitudes of students. Attitude assessment in the curriculum 2013 has two parts, namely, spiritual attitudes and social attitudes. Assessment of spiritual attitudes includes obedience to worship, gratitude behavior, praying before and after carrying out activities, and tolerance in worship. These indicators can be touched according to the characteristics of the education unit. Meanwhile, social attitude includes honesty, discipline, responsibility, courtesy, care, and confidence. Indicators of attitude assessment both spiritual and social can be measured, assessed, and evaluated by teachers on students using a variety of assessment techniques.

The most important attitude assessment technique is the observation technique [20]. Observation assessment techniques can be carried out by teachers of students during learning and outside of learning. This opinion is the same as the results of observations in grade three MI Ma'arif Ngadipuro teachers use observation assessment techniques by paying attention to the habits, actions, and attitudes of students during teaching and learning activities. In this attitude assessment, the teacher uses incidental record observation, namely observation of students recording incidentally based on deviations in attitudes that appear to students in learning and outside of learning. By recording every incident that arises, it will be easier for the teacher to assess the attitude of the participants while in the class.

Psychomotor assessment is an assessment carried out by the teacher of student performance, products made, projects carried out, and works made. In line with Daryanto's opinion that the assessment of the realm of skills can be carried out through the work of students in the form of group performance, portfolios and other projects [21].

In performance assessment, the emphasis of the assessment can be carried out by the teacher on the process and product. Teachers can also develop performance assessments based on the skills that learners will achieve. Portfolio assessment can be a collection of documents and techniques for assessing student learning achievements, awards, and

student work. Learner works that can be used as portfolios include story essays, poems, drawings or paintings. Project assessment is an assessment of a task that must be completed within a certain period of time. The task is a series of activities carried out starting from planning, data collection, organizing, managing, presenting data, and reporting.

The results of research in grade three MI Ma'arif Ngadipuro teachers conduct psychomotor domain assessments with student performance, products made, and use the work made by students. However, in the assessment process that is often used by teachers is portfolio assessment. Because according to the teacher, psychomotor assessment using a portfolio will be much more objective and easier to know the development and progress of students' learning. This is in accordance with the results of research conducted by Bagus on Indonesian language learning that portfolio assessment has several advantages, especially being more objective seen from the actual performance of students [22].

## 5 Conclusion

MI Ma'arif Ngadipuro has implemented thematic learning curriculum 2013 in accordance with existing procedures, although there are still shortcomings in the learning implementation process. The implementation of thematic learning in grade three MI Ma'arif Ngadipuro begins with planning which is classified into five, namely determining learning objectives, determining or developing themes, developing theme networks, creating or modifying existing syllabi and lesson plans according to the conditions of the madrasah environment. The learning implementation process is carried out with three steps, namely the initial activities, core activities, and final activities in accordance with the learning steps contained in the lesson plan. Then in the assessment process is divided into three domains of assessment, namely cognitive assessment conducted by written tests, oral tests, and assignments to students. The affective domain is carried out by observation techniques to students during the learning process in class. While the psychomotor domain is carried out by assessing student performance and student work. Suggestions from the results of this study are for stakeholders in schools to invite experts to hold workshops for teachers about learning media, application of learning methods and techniques, especially in supporting thematic learning in elementary schools. Recommendations for further research are to add elementary school samples related to the evaluation of thematic learning curriculum 2013 so that curriculum improvements are in accordance with objective conditions.

**Acknowledgement.** Our gratitude goes to LPPM Universitas Muhammadiyah Magelang who has facilitated and financed the process of preparing this article and thanks to the head of MI Ma'arif Ngadipuro who has given research permission.



## References

1. S. Budiani, Sudarmin, and R. Syamwil, "Evaluasi Implementasi Kurikulum 2013 di Sekolah Pelaksana Mandiri," *Innov. J. Curric. Educ. Technol.*, vol. 6, no. 1, pp. 45–57, 2017, doi: 10.32729/edukasi.v15i3.453.
2. N. Ain, "Holistic Thematic Learning in the Elementary School: Is It Thematic and Holistic?," 2017. doi: 10.2991/iccte-17.2017.99.
3. Ersan, T. Erwin, and Rusmono, "Evaluation of Thematic Learning Program in Government Elementary School Singkawang," *Int. J. Adv. Res.*, vol. 6, no. 9, pp. 12–20, Aug. 2018, doi: 10.21474/IJAR01/7639.
4. S. Haji, "Pembelajaran Tematik Yang Ideal di SD/MI," *Model. J. Progr. Stud. PGMI*, vol. 2, no. 1, pp. 56–69, 2015.
5. Hasrawati, "Perangkat Pembelajaran Tematik di SD," *AULADUNA J. Pendidik. Dasar Islam*, vol. 3, no. 1, 2019.
6. R. T. Muskania, "Analysis of Class Teacher Difficulties in Thematic Learning at Madrasah Ibtidaiyah," *Al Ibtida J. Pendidik. Guru MI*, vol. 6, no. 2, 2019, doi: 10.24235/al.ibtida.snj.v6i2.3027.
7. A. Mudiono, M. Gipayana, and S. Madyono, "Developing of integrated thematic learning model through scientific approaching with discovery learning technique in elementary school," *Int. Acad. J. Soc. Sci.*, vol. 10, no. 3, pp. 19–27, 2016.
8. M. Asadi, G. R. Kiany, R. Akbari, and R. G. Samar, "Program Evaluation of the New English Textbook (Prospect 1) in the Iranian Ministry of Education," *Theory Pract. Lang. Stud.*, vol. 6, no. 2, 2016, doi: 10.17507/tpls.0602.10.
9. S. Aziz, M. Mahmood, and Z. Rehman, "Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study," *J. Educ. Educ. Dev.*, vol. 5, no. 1, 2018, doi: 10.22555/joeed.v5i1.1553.
10. R. Widyaningrum, "Model Pembelajaran Tematik di MI/SD," *Cendekia*, vol. 10, no. 1, 2012.
11. R. Ananda and T. Rafida, *Pengantar evaluasi program pendidikan*, vol. 53, no. 9. 2017.
12. B. I. Suwandayani, "Analisis Perencanaan Pembelajaran Tematik Pada Kurikulum 2013 di SD Negeri Kauman I Malang," *ELSE (Elementary Sch. Educ. Journal) J. Pendidik. dan Pembelajaran Sekol. Dasar*, vol. 2, no. 1, 2018, doi: 10.30651/else.v2i1.1214.
13. F. Fatmawati, I. Ermiana, and I. Oktavianti, "Pelaksanaan Pembelajaran Tematik dengan Pendekatan Saintifik di SDN 1 Kediri Selatan Tahun Ajaran 2021/2022," *J. Ilm. Profesi Pendidik.*, vol. 6, no. 4, pp. 575–581, 2021, doi: 10.29303/jipp.v6i4.282.
14. H. S. Sagala, "Silabus Sebagai Landasan Pelaksanaan Dan Pengembangan Pembelajaran Bagi Guru Yang Profesional," *J. Tabularasa Pps Unimed*, vol. 5, no. 1, 2013.
15. B. Hanipah, "Meningkatkan Kompetensi Guru Kelas dalam Penyusunan RPP (Rencana Pelaksanaan Pembelajaran) Kurikulum 2013 melalui Pendampingan Berbasis KKG di SDN Renggung Tahun pelajaran 2017/2018," *J. Ilm. Mandala Educ.*, vol. 4, no. 1, 2018, doi: 10.36312/jime.v4i1.314.
16. P. Pujiastuti, S. P. Kawuryan, and U. Ambarwati, "Evaluasi Pembelajaran Tematik di Sekolah Dasar," *J. Pendidik.*, vol. 1, no. 2, 2017.
17. S. A. Pohan and F. Dafit, "Pelaksanaan Pembelajaran Kurikulum 2013 di Sekolah Dasar," *J. Basicedu*, vol. 5, no. 3, 2021, doi: 10.31004/basicedu.v5i3.898.
18. P. Anggraeni and A. Akbar, "Kesesuaian Rencana Pelaksanaan Pembelajaran dan Proses Pembelajaran," *J. Pesona Dasar*, vol. 6, no. 2, 2018, doi: 10.24815/pear.v6i2.12197.

19. A. Faiz, N. P. Putra, and F. Nugraha, “Memahami Makna Tes, Pengukuran (Measurement), Penilaian (Assessment), Dan Evaluasi (Evaluation) Dalam Pendidikan,” *J. Educ. Dev.*, vol. 10 No.3, no. 2, pp. 1696–1705, 2022.
20. A. H. Hernawan, *Pembelajaran Terpadu di SD*. Jakarta: Universitas Terbuka, 2011.
21. Y. I. Persada, E. T. Djatmika, and I. N. S. Degeng, “Pelaksanaan Pendekatan Scientific Dalam Pembelajaran Tematik,” *J. Pendidik. Teor. Penelitian, dan Pengemb.*, vol. 5, no. 1, 2020, doi: 10.17977/jptpp.v5i1.13151.
22. B. Mahardika, “Penerapan Metode Penilaian Berbasis Portofolio Dalam Meningkatkan Pembelajaran Bahasa Indonesia,” *Elem. J. Ilm. Pendidik. Dasar*, vol. 4, no. 1, 2018, doi: 10.32332/elementary.v4i1.1030.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

