

Thematic Learning Implementation in Elementary School (Phenomenology Studies in Pamotan SDN 01 and 01 Majangtengah Dampit Malang)

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Abstract: *Research focuses: 1) Teachers' effort in organizing strategy is focused on the structural strategy, which refers to the way of sequencing and synthesizing the facts, concepts, procedures, or principles related to integrated thematic learning plan. 2) Teachers' effort in delivery strategy is focused on teaching media, students interaction with media, and learning-teaching structure. 3) Teachers' effort in learning management strategy is focused on scheduling, student progress report, and motivation management. This research was conducted by qualitative research design with phenomenological approach. This research was done in SDN Pamotan 01 and SDN Majangtengah 01. The findings from the observed phenomena in these elementary school were. The organizational strategy was done by basic competency mapping, developing theme network, syllabus, and arranging lesson plan (RPP). The formation of class organization through study group is in accordance with the lesson given and the number of students, the organizing strategy as regulated. The teachers performed introduction, then core activity which consists of exploration, elaboration, and confirmation, and then performed closing on RPP drafting. The delivery strategy: 1) Teachers arranged and modified the material by combining multiple subjects into one theme in daily life and conveyed them in a simple language that easy to understand. 2) The teachers tried to engage the students to be actively involved in learning activities to give direct response and conclude the message of the subject. 3) The teachers gave a special guidance toward the students who have difficulty in understanding the materials individually. 4) The students were showing enthusiasm when the teachers explains the materials using pictures and demonstration methods. 5) The integration in the delivery of learning has not been maximized yet, some subjects still delivered separately. The management strategy of thematic learning were resulted in these findings: 1) the schedule of thematic learning implementation was done through sub-theme execution everyday 2) The formulation of the students' progress records was done by the assessment of learning process. Assessment tools used in this thematic learning could be a test or a non-test. The assessment was done to observe the accomplishment of the basic competencies assigned and the indicators of each subjects on the given theme. The assessment was no longer based on the theme, but it has been separated to the basic competencies, the learning outcomes, and the indicators of the subjects. 3) the prizes and awards were given to the students who were excel in the study, the praise and award were done to encourage students in completing the tasks. Supports and guidance were given to the students who were slow. A good motivation in study will lead to a good results.*

Keywords: Organizational strategy, delivery strategy, management strategy, and thematic learning

1. Introduction

The Minister of National Education Decree No. 22/2006 on the Content Standards, which mandates that the lower classes are learning in classes 1, 2, and 3 will be carried out through a thematic approach. Followed by the Minister of Education and Culture Decree No. 57 Year 2014 concerning the implementation of Curriculum 2013 in elementary school should be done through learning-integrated thematic approach from Class I to Class VI. Moreover, the Minister of Education and Culture Decree No. 61/2014 on the re-establishment of the Education Unit Level Curriculum in Primary and Secondary Education. Various government regulations above are hinted about the importance of thematic learning in primary schools.

Since the passing of the 2004 curriculum (KBK) to 2006 Curriculum (KTSP), the primary school curriculum in 2013 for thematic learning concepts are implemented in classes 1, 2, 3 into grade 4 (for Curriculum 2013). Thematic learning guides in KTSP stated that thematic learning is an attempt to integrate knowledge, skills, values, or the attitude of learning, and creative thinking by using themes.

Many experts tried to provide definition of thematic learning, one of them is Joni T.R. (1996) which defined thematic learning as a learning system that enable student both individually and as a group who actively exploring, and finding the concepts and principals holistically, meaningful and authentic. The integrated thematic approach is an integrated learning model using a theme to correlates some subjects in order to give meaningful experience to the students. (Education and Culture Ministerial Decree No 57/2014)

The establishment of thematic approach in lower elementary class by National Education Standards Board (BSNP) cannot be separated from the development of integrated learning concept. This integrated concept approach that currently studied and developed was the concept stated by Fogarty (1990).

This integrated learning that has been stated by Forgarty was started from interdisciplinary concept by Jacob (1989). Jacob (1989) and Forgaty (1991) assumed that the shape of integrated approach is continuum. From that integrated approach concept by Jacob, Fogarty (1991) stated that there was ten integrated learning form, which were: fragmented, connected, nested, sequenced, shared, webbed, threaded,

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integrated, immersed, and networked model. These models were derived from the simplest to the most complicated, started from separated-subject to the exploration of integration of each aspects on one subject (fragmented, connected, nested model), model that integrates all of the study subjects (sequenced model, shared, webbed, threaded, and integrated model), to the integration on the students themselves and cross-students (immersed and networked model).

Nowadays, the phenomena of educational practice in the elementary school show a high trend that focused to only one subject, the learning is only targeted to instructional impact, evaluation system is engaged to information reproduction. Empirical proof on the field showed that the teachers are still inefficient to acquire the students knowledge, they have not engaged seriously to motivate the students. The teachers come to class by bringing a book and then request the students to finish the exercises on the book before explaining the lesson. On the planning phase, most teachers still use the existed lesson plan (RPP) without noticing the students ability, and the teachers are still ineffective in using the media to involve students to actively participate in learning.

Various researches in thematic learning implementation by (Hesty, 2011) stated that the learning process in the school have not addressed to the needs and the upgrade of the student potency. It was tend to be theoretical. Teachers role is very dominant (teacher centered) and the communication style was to one direction. As a result, the learning process is only a transfer of knowledge, which less linked to the environment thus the students are unable to apply the key concept of knowledge to solve problems in daily life. Consequently, this condition lead to a reluctant action in reading and writing in Indonesian elementary school students.

Research by Nazri, *et al* (2012) about Teachers' understanding and Practice towards thematic approach in teaching integrated living skills found that the thematic approach is one of the teaching strategy that engage a theme to create an active, meaningful, and interesting learning. There is a significant correlation between the level of understanding towards thematic approach with continual practice. This also supported by Liu, M.C. & Wang, J.Y. (2010) on thematic learning based on web have positive effects on learning concept to the students. It also provide a framework which develop the correlated concepts, which is more stable study model, and appropriate to the student with different capability.

The integrated thematic learning become essential to study because this learning have many advantages. However, it also has many weakness, especially to teachers in lower classroom of elementary school. The difficulties mainly addressed to the implementation of integrated learning as well as the decision of themes, methods, and appropriate media. Therefore, it is necessary for teachers who will implement the thematic learning to prepare seriously in order to overcome these factors above.

First stage of observation has been done for the odd semester in 2015/2016 academic year towards the lower class teachers in target schools cluster IV District of Malang Dampit which resulted in unresolved. Only 47% teachers who implement thematic learning in lower grade classroom from a total of 13 teachers. While, the rest of the learning process used the subjects approach instead. This result showed that the ability of the lower grade teachers in implementing the thematic learning is still sorely lacking.

The results of the interviews with Supervisor and Principal in Cluster IV District of Dampit, which then supported by field observation, showed that the teachers are still lack of capability and understanding in: (1) using the theme to link multiple subjects and explain the teaching material, (2) management of classes and study resources with implementation of learning strategies, (3) teachers have difficulties in arranging lesson plan to match the standards competency (SK) and the basic competency (KD) that specified in content standards. 4) The difficulty in weekly time allocation, since there is no fixed provision to allocate the time needed in each theme.

The observed phenomena in this study is based on the classification theory of learning variable, which are classified into three parts: 1) Organizational strategy. 2) Delivery strategy. 3) Management strategy (Adapted from Reigeluth and Stein, 1983, in Degeng 2013). Based on the study and preliminary findings mentioned above, the focus of this study are:

1. To describe the efforts of teachers in organizational strategy, focused on structural strategy, which refers to the way of sequencing and synthesizing the facts, concepts, procedures, or the principles relating to the integrated thematic learning.
2. To describe the efforts of teachers in instructional delivery strategy, focused on instructional media, learners' interaction with the media and the structure of teaching and learning process.
3. To describe of the efforts of teachers in management strategi, focused on scheduling, students progress report, motivation management, and the control of learning.

2. Literature Review

The learning method is the part of the learning strategy. It serves as a way to present, describe, give examples, and provide training to the students to achieve certain goals. However, to accomplish a certain learning goal, it is believed that not every learning methods is suitable. Hence, the variable of learning method is the background to this research.

Kemp (2008) suggests that the strategy of learning is defined as a learning activity that must be done by the teacher and students in order to achieve the learning objectives effectively and efficiently. Furthermore, J. R David (1976) states that learning strategy involve planning. It means that the strategy is basically conceptual about the decisions to undertake in an implementation of learning. Learning strategies are still conceptual and it is necessary to implement various specific learning methods.

Various opinions about the learning strategy can be summarized as a plan of activities and the utilization of various resources or strength in structured learning arranged by teachers to achieve certain goals. The concept of this planning include of; 1) determining the qualification of learner behavior change; 2) determining the approach, selecting procedures, methods and learning techniques; and 3) determining the criteria for the success of learners.

1) Organizational Strategy of Learning

Organizational strategy of learning content was stated by Reigeluth, Bunderson, and Merrill (1977); Degeng (2013) as a structural strategy, which refers to a way of sequencing and synthesizing the facts, concepts, procedures, or principles related. Sequencing refers to the formation of the contents' or derof a subject. While synthesizing refers to an attempt to demonstrate to learners about the inter relationship between facts, concepts, procedures, or principles in a subject.

Organizational strategy of the learning content in particular become essential in the learning design. Synthesizing will enhance the topics in a subject to be more meaningful to the learners (Ausubel, 1968; Degeng 2013) by showing how the topics were related to the entire contents of a subject. As a result, the learner will have a better and longer retention on the study topics. Sequencing or arrangement of order is absolutely necessary for synthesis. Effective synthesis can only be made when the content has been arranged in a certain way. In addition, more importantly all of the contents of a subject has a prerequisite learning (Gagne, 1977 via Degeng 2013).

Organizational strategies is differentiated into two learning strategies which are micro and macro strategies. Micro Strategy refers to a method for organizing the teaching content that ranges on a single concept, procedure, or principle. Macro strategy refers to methods for organizing the learning content that involves more than one concept or procedure or principle.

Taba (1980) introduced the strategy of organizational learning at micro level, specifically to learn the concept of the inductive approach. The strategy consists of three phases which in line with the three levels of the thinking process suggested by him. The three levels of the thinking process are: 1) the establishment of the concept, 2) interpretation, and 3) application of the principle. The formation of concepts and the understanding the concept are two different activities that require different thinking processes. All of the categorizing activities such as identifying and putting examples into the classroom are using a certain basic criteria.

Gagne (1985); Degeng (2013) suggested that these stages can be simplified by using learning method that follow a specific sequence called "learning events", such as: 1) draw attention; 2) describe the learning objectives; 3) stimulate the memory of prerequisite learning; 4) presents a stimulant; 5) provides tutoring; 6) encourage their performance; 7) provide informative feedback; 8) assess their performance; 9) enhancing retention and transfer of learning.

Organizational strategies of learning content in this research is described as the way organize the standard competency (SK) and the basic competency (KD) into the network themes, lesson plan, structuring the sequence, and the manufacture of synthesis. A necessary step for teacher in arranging instructional design consists of a basic competency mapping, network development theme, the development of the syllabus and learning implementation plan preparation.

2) Delivery Strategy of Learning

The description of the delivery strategy emphasize on the operated media to convey learning, learning what is done by the students, and teaching and learning structures digunakan. Learning content delivery strategy is a variable component method to implement the learning process.

The delivery strategy means the ways to deliver lessons to the students, and also to receive and respond to students' feedback. Therefore, this strategy can also be called as a strategy to implement the learning process. The function of learning delivery strategy is to deliver the learning content to students and provide information or materials required by learners to perform the tasks such as exercises and tests.

Gagne and Briggs (1979) called this strategy with the delivery system, which is defined as the total of all components necessary to make an instructional system operate as intended. Basically the delivery strategy are include of physical environment, teachers, learning materials, and the activities related to learning. In this case the learning media play an important component of learning delivery strategy. As a consequence, learning media are the essential subject of this strategy (Degeng, 1989).

According Degeng (1989) there are three components to consider in order to describe the delivery strategy: 1) Learning Media is a component delivery strategy that can be loaded with a message that will be delivered to students, either in the form of people, tools, or materials. 2) Student interaction with the media address instructional delivery strategy that refers to students activities and how the role of the media in stimulating learning activities. 3) Structure of teaching and learning is a component of delivery strategy that refers to the way of the students learn in large groups, small groups, individuals, or independent study. Delivery strategy in this research can be explained as how teachers implement instructional design, determine the media, students' interaction with the media and learning structure, respectively.

3) Management Strategy of Learning

Learning management strategy is a component of the variable method dealing with how to organize the interactions between learners with other variables of learning methods. This strategy relates to the decisions about organizational strategies and delivery strategy used in the learning process. There are, at least, three important classification of variable management strategies, such as scheduling, note the progress of student learning, and motivation.

According to Degeng (1989) there are at least four things that carried out in the management strategy, include of: (1) Scheduling; teachers must be able to draw various learning strategies to improve the learning outcomes of the students. Therefore, teachers are required to be capable in designing on when, what, how many times a learning strategy used in a study. To determine what, when, and how often a strategy used is obviously related to the condition of the existing learning. (2) Preparation of students' progress report is essential in decision making related to the management strategy. The assessments are done in daily, midterm, and a final exam practice by the teachers to establish a comprehensive assessment. (3) Provide Motivation to function as business drivers and achievements. If there is a good motivation in learning, it will lead to good results. Teachers play a role to enhance the motivation functions which should be accurate to create a conducive learning atmosphere towards the learners.

4) Thematic Learning

Thematic learning serve as an effort to combine knowledge in a comprehensive and integrated approach. Integrated learning in primary schools have the aim to develop students' understanding that aimed students to be more engaged in learning (Slekar, et al, 2003). Thematic learning is defined as a learning that is designed based on a particular theme.

Thematic learning definition according to Joyce and Weil (1980) described as A patters or plan, the which can be used to shaped a curriculum or course to select instruction materials, and to guide a teacher's actions.

Thematic learning is one example of the holistic approach. Holistic learning consists of two objectives, which are to produce meaningful learning that maximizes the cognitive of the left brain achieved through the development of academic and technical expertise, and the meaningful learning to use the right brain through the development of social skills and values (Glenn, 2009). The main elements of holistic learning is the colleration among thoughts, reality, and harmonic learning with nature (Jafari, et al, 2012).

The establishment of a thematic approach in elementary school was due to the general development of students in lower grade elementary school to see everything as a whole and only focused to understand simple concept. Lessons that conducted in separate subjects will cause students to hardly develop holistic thinking. In addition, it will become a problem for students to relate the concepts to their real life everyday.

Based on the various terms mentioned above, it can be concluded that the thematic learning is a learning model that combines several learning material from various standards competence and basic competences of various subjects. The implementation of thematic learning can be done through three approaches such as the determination based on the relevance standard and basic competencies, themes, and the problems encountered. It is necessary to choose material from various possible and interrelated subjects. Thus, these materials will be able to reveal the theme significantly.

Thematic learning must not be contradicted with the current curriculum goals, thematic learning should support the achievement of learning goals contained in the curriculum instead.

3. Research Method

In this research a qualitative research design was conducted with a phenomenological approach. This approach seeks to describe a phenomenon of an event from the standpoint of those who affected directly (Becker, 1992). While Creswell (2010) in this phenomenological study, used participants to describe the events experienced directly in a comprehensive manner without any restrictions so that all matters raised by the participants considered important by researchers (phenomenological empirical).

This research was conducted in SDN Pamotan 01 and SDN Majangtengah 01 which focused on in-depth observation about organizational strategies, delivery strategy and thematic learning management strategies in primary school students of class I, II and III. The location of research was chosen with the following reasons; 1) a preliminary study, researchers found that at school cluster, there are several teachers of lower classes have not attempted the thematic learning, 2) From the document study found that many teachers are less creative in preparing activities or learning experience for children, also in deciding the competence of the various subjects and organize it to create more meaningful, interesting, fun, and comprehensive lesson, 3) The teachers still inefficient in perform planning activities, include of mapping basic competencies, network development themes, syllabus development, and preparation of lesson plan (RPP), 4) SDN Majangtengah 01 as the core SD and SD Pamotan 01 as the sequel is under one supervision on group IV as a benchmark of success in the learning process supported by adequate infrastructure.

The main data sources in this study are the teachers from classroom I to III in Pamotan SDN 01 and SDN Majangtengah 01, Dampit District. To obtain primary data and secondary data in this study used three kinds of data collection techniques, that are; (1) observation, (2) interviews, and (3) study the documentation. The data analysis was conducted when the research is conducted and its analysis were done on the research reports.

4. Result

Observations and in-depth interviews give results as follows.

The organizational strategy of learning contents in this research consists of how the learning design and the arrangement will be created in establishing synthesis. The initial step required for the teachers in arranging learning design was to create the basic competency mapping, the development of the theme network, and the development of the syllabus and the formulation of the lesson plan (RPP). The teachers assigned the formation in the organization of a study group in accordance with the subjects and the number of students. The organizing strategy has been conducted in the teachers' provision expectation, in which the teachers performed an introduction, then conducted the core activities

that consists of exploration, elaboration, and confirmation, and finally carried out the closing activities on the RPP planning.

The delivery strategy of thematic learning can be put forward as specific research findings, as follows: 1) The delivery of thematic learning: the teachers designed and modified the materials to be given to the students by combining multiple subjects into one theme in daily life and conveyed them in a simple language that would be easy to understand by the students. 2) The teachers tried to engage the students to be actively involved in learning activities by request them to response directly and conclude the message of the subject. 3) The teachers gave a special guidance toward the students who have difficulty in understanding the materials individually. 4) The students were showing enthusiasm when the teachers explains the materials by using pictures and demonstration methods. 5) The integration in the delivery of learning has not been maximized yet, some subjects still delivered separately.

The management strategy of thematic learning were resulted in some findings, as follows: 1) the schedule of thematic learning implementation was done through sub-theme execution everyday 2) The creation of the students' progress records was done by the assessment of learning process. Assessment tools used in this thematic learning could be a test or a non-test. The assessment was done to observe the accomplishment of the basic competencies assigned and the indicators of each subjects on the given theme. The assessment was no longer based on the theme, but it has been separated to the basic competencies, the learning outcomes, and the indicators of the subjects. 3) the prizes and awards were given to the students who were excel in the study, the praise and award were done to encourage students in completing the tasks. Supports and guidance were given to the students who were slow. Giving motivation can serve as a spur to effort and to accomplish an achievement. If there is a good motivation in study, it will lead to a good results.

5. Discussions

Results of the study was associated with the existing theory and discussed as follows:

1) Organizational Strategy

Based on observation and in-depth interviews, it can be found five necessary things to be considered in designing thematic learning, such as: 1) basic competence (KD) determination, 2) theme selection, 3) Organize the theme by using the network, 4) Develop syllabus, 5) creating lesson plan (RPP). The initial steps required of teachers in designing learning design is a basic competency mapping, network development theme, the development of the syllabus and lesson plan (RPP) preparation.

Referring to the opinion of Dick and Carrey that learning strategy is a set of instructional materials and procedures that are used together to give results on student learning. Thus the teachers are not only carrying out the delivery strategy, but they also had to design and manage the upcoming material.

Organizational strategy of the learning content in particular become essential in the learning design. Synthesizing will enhance the topics in a subject to be more meaningful to the learners (Ausubel, 1968; Degeng 2013) by showing how the topics were related to the entire contents of a subject. As a result, the learner will have a better and longer retention on the study topics. Sequencing or arrangement of order is absolutely necessary for synthesis. Effective synthesis can only be made when the content has been arranged in a certain way. In addition, more importantly all of the contents of a subject has a prerequisite learning (Gagne, 1977 via Degeng 2013).

Based on the observations of researchers, organizational strategy design of thematic learning is made by the teachers in order to determine the theme and the network theme, plan and utilize the media, assign a form of learning based on the goal. The media selection is based on the effectiveness, interactivity and flexibility. It means that the direction of all strategy is to achieve the goal. Thus, in the learning steps, utilization of various facilities and learning resources are directed to the achievement of learning objectives (Degeng, 2013). Organizational thematic learning in elementary school shall refer to Bloom's learning taxonomy. According to this model, the materials are arranged from the simplest to the most complicated. The materials are grouped into the network theme. Reliable and Bobis (2009: 1-18) stated that the use of thematic learning methods must be adapted to the context of classroom atmosphere in order to be effective and efficient.

2) Delivery Strategy

Gagne and Briggs (1979) called this strategy with the delivery system, which is defined as the total of all components necessary to make an instructional system operate as intended. Basically the delivery strategy are include of physical environment, teachers, learning materials, and the activities related to learning. In this case the learning media play an important component of learning delivery strategy. As a consequence, learning media are the essential subject of this strategy (Degeng, 1989).

It can be concluded from the research that the implementation of thematic learning has been referring to the discipline and the rules that have been regulated any activity or process of learning in an educational institution. Overall, every learning activity requires a clear actions and decision from teachers during planning, during the implementation of learning, and in evaluating the results. Tim Puskur (2007: 10)

The thematic learning is started with introductory activity. It begins with prayer and gratitude, followed by the core activities where the teachers convey the lesson aim and explaining the material, then end with the closing where students should giving conclusion of the studied material. The position of learning strategy can be expressed as the plan, rules, measures and means that will be played and passed from opening until closing in the learning process in the classroom in order to realize the goals.

The results of this study corresponds with other studies conducted by Reliable and Bobis (2009: 1-18) entitled

"Instructional Styles in the Teaching Mathematics thematically". Reliable and Bobis argued that the implementation study by using a thematic approach should be adapted to the context of classroom atmosphere in order to be effective and efficient. This means that the implementation strategy of learning should be done by exploring the potential that exists in the learning environment itself.

Media existed as anything that can be used to deliver a message from the sender to the receiver so that it can stimulate the mind, feelings, concerns, and interests of students that lead towards the learning process. Given the learning media is an important thing in this strategy, teachers should utilize instructional media and provide flexibility to students to express themselves. For this reason the component is more concerned to the undertaken learning activities and how the role of media stimulating learning activities. (Degeng, 1989).

The results from field observation, when teachers use instructional media, they pay attention to the principles of media utilization and availability of time so that the media is really beneficial for students during the class. Learning program conducted by teachers is adapted to the materials, conditions and characteristics of students. The thematic learning model used at the time of the learning is classical and group model due to the setting, preparation and teaching style greatly depends on the teachers as well as their skills in managing a form of learning in the classroom.

According Degeng (1989) there are three components to describe delivery strategy, as follows: 1) Learning media is a component delivery strategy that can be loaded with a message that will be delivered to students, either in the form of people, tools, or materials. 2) Student interaction with the media described as a component of instructional delivery strategy that refers to activities undertaken by the students and how the role of the media in stimulating learning activities. 3) Structure existed as a component of teaching and learning strategy that refers to the delivery of learning in large groups, small groups, individuals, or independent study. Learning can occur in various forms and ways. As disclosed by Gagne that effective learning must be done in various ways and using a variety of instructional media. In the learning activities, teachers must have clues to combine every forms of learning and media to create a harmonic learning process. (Degeng, 1989).

3) Management Strategy

A management strategy correlates to the determination of an appropriate strategy used in a learning situation (Degeng, 1989). According Degeng (1989) there are at least four things to be considered in the management strategy, namely: 1) Scheduling use of learning strategies; 2) Creating the student progress report; 3) Motivational management, 4) Control of learning related to the freedom of students to make choices on the study content, speed of learning, components of the learning strategies and cognitive strategies used. To enable students carrying out the options, a teacher should be able to design learning activities that can provide a wide range of alternative educational options for students.

The form of thematic learning schedule in general is in accordance with the guidelines of KTSP, by continue on allocating time on religion and sports subject. Scheduling implementation of thematic learning every day was done obeying three phases of activity. The first step in learning is a preliminary activity. The activity was carried out to create an atmosphere of early learning so that students can focus well in the learning process. The second phase in the form of core activities. This activity is focused on activities aimed at developing the ability to read, write, and count. Presentation of learning materials is done by using various strategies/methods. The third stage is the closing and follow-up. The aim of the closing activity is to calm down the learning atmosphere. This can be done by revealing the learning outcomes that have been done, storytelling, reading stories from a book or sing along. Learning program conducted by teachers are varied of adaptation to the material, time allocation and characteristics, time allocation also account for thematic learning time is quite short, since the student capability is also vary.

The creation of the students' progress records was done by the assessment of learning process. Assessment tools used in this thematic learning could be a test or a non-test. The assessment was done to observe the accomplishment of the basic competencies assigned and the indicators of each subjects on the given theme. The test includes a written, oral or deeds, diaries and portfolios of student progress. In thematic learning, assessment conducted to assess the achievement of the basic competencies and indicators in each subject taught there on that theme. The assessment was no longer based on the theme, but it has been separated to the basic competencies, the learning outcomes, and the indicators of the subjects. Daily, midterm, and a final exam practice so that an assessment can be carried out thoroughly.

The awards are given as a motivation to the students to accomplish better achievement. Praise and awards are given so that the students become more motivated and active in carrying out the task. Supports and guidance were given to the students who were slow. Giving motivation can serve as a spur to effort and to accomplish an achievement. If there is a good motivation in study, it will lead to a good results. Teachers play a role to enhance the motivation functions which should be accurate to create a conducive learning atmosphere towards the learners.

Based on observations at the time of the learning takes place, teachers also give students the motivation to learn. To raise students' motivation in the classroom, the teachers tried to: provide immediate assessment and give praise to the students who ask or answer. In learning activities, motivation is one of the factors that determine the success of student learning, in addition to factors such characteristics prior knowledge and attitudes of students towards subjects and teachers. Various businesses and award-pronged strategy in the learning process is applied to attract students to participate actively in the learning process. According to Brophy (2009) He explained that the award or praise to the students are aiming to increase achievement motivation, promote student participation in the learning process, as well as foster a sense of sympathy and confidence of students. Referring from those study, the teacher must master this

competency deeply so that students can establish mutual cooperation skill.

6. Conclusion

Organizational strategies are intended to organize standard competency (SK) and basic competency (KD) into the network theme, planning lessons, creating lesson plan requires a sufficient time for a teacher. Clark and Yonger (1979) found in his research that 1-20% of teachers in one week time spent on planning the learning process.

The delivery strategy of thematic learning, exploration of the theme become the driving force in implementation, selection of the topic/theme and link between the theme and the other themes is a major issue that must be mastered by teachers. Learning strategies in concrete can be expressed as students' interaction with the media, learning materials and learning resources, basic competencies and indicators, this activity stated in the opening activities, the core and the closing.

The management strategy of thematic learning refers to the scheduling of each phase, the opening activity of approximately 5-10% of the class period provided, the core activity of approximately 80% of the time the lessons that have been provided, while the closing may be done by approximately 10-15 % of lesson time available. The allocation of time on each basic competence is based on the number of effective weeks and time allocation of subjects per week by considering the number of basic competencies, depth, and the degree of difficulty. Allocation of time specified in the syllabus is the estimated time needed by students to master basic competency.

Based on the above description it can be concluded that the purpose of integrated thematic learning is to create more meaningful and comprehensive learning. Thematic learning have an important role to improve attention, learning activities, and the students' understanding of the material. Since learning more student-centered, it provide hands on experience to students. The present concept offer a broad range of subjects which is flexible. Moreover, the learning outcomes can be developed in accordance with the interests and needs of students.

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