

The Teachers Readiness Of Integrative Thematic Learning in Elementary School (Exploration Study at Elementary School Teacher of Surakarta Academic Year 2017/2018)

Oktiana Handini

Slamet Riyadi University, Surakarta

Corresponding e-mail: handinioktiana@yahoo.co.id

Abstract: *The Research purpose was to determine The Teachers Readiness Of Integrative Thematic Learning in Elementary School (Exploration Study at Elementary School Teacher of Surakarta Academic Year 2017/2018). The research method used survey technique of quantitative research. The population were 80 Elementary School teachers in the ninth cluster and the sampling technique was purposive random sampling., consistst of Tempel Elementary School, Banyuanyar 2 Elementary School, Sumber 5 Elementary School, Alfalah Elementary School and Fokus Elementary School. The data collection was questionnaire that to know the Teachers Readiness Of Integrative Thematic Learning. The questionnaire of Teachers Readiness Of Integrative Thematic Learning were dimensions, e.i curriculum concept understanding, teacher responsiveness, responsibility, teacher self oriented, teacher perspective and teacher self confidence. The result revwal that The Teachers Readiness Of Integrative Thematic Learning in Elementary School only slightly more than general, finding indicates that curriculum concept understanding needed intensive training in order to improve effectively learning process in classroom.*

Keyword: *The Teachers Readiness, Integrative Thematic Learning*

1. INTRODUCTION

Education in Indonesia has a high influence in developing country. Indonesia hopes that education be a priority in qualified human resources and education quality as good as possible. Education is necessary in human life. So that, the responsibility of the government to give intensive attention towards educational world since through it all human potency can

be developed better. In implementing education, according to curriculum 2013, teacher in learning processs will be supported by teachers as subject learning model who keeps in creativity in integrated learning. Education development can become inovated, creative through a holistic and integreated teacher abilities and skills. In order that student achievements will integrete in cognitive, affective and skill. The purpose of this study is to

describe: (1) the teacher readiness towards Integrative Thematic learning in Elementary School, (2) the teacher's self-awareness towards Integrative Thematic learning in Elementary School, and (3) the self motivation towards Integrative Thematic learning in Elementary School.

In fact, in Surakarta after Indonesia has published curriculum 2013, some teachers as learning agents have not been ready yet. They had many obstacles or difficulties such as teacher readiness in teaching model, teaching media, and teaching method in scientific learning process. The teachers readiness Of Integrative Thematic learning in Elementary School has done in simple process. The new role teaching model made them be confuse and uncomfortable. They think that (1) conventional teaching as their experiences in daily activities teaching in classroom, (2) the low level of self-awareness, (3) the low level of self motivation to face learning and teaching changing (4) keep calm in education progress especially in Integrative Thematic Learning and scientific learning.

2. RESEARCH METHODOLOGY

This research was a descriptive qualitative research. This research has been conducted at Elementary School in Solo. Five Elementary School the ninth cluster were selected. The sample of the study consisted of 10 Elementary School teachers. The subjects of the research were the Elementary School teachers in Surakarta.

The data collection used in the research was questionnaires and interviews. The data collected from the respondents were gathered together to be analyzed using qualitative analysis of interactive models. The questionnaires were used to collect the level of teachers readiness of Integrative Thematic learning in Elementary School that consist of (1) teacher's responsibility in curriculum 2013, (2) teachers' experience and knowledge about Thematic learning in Elementary School.

3. RESEARCH FINDINGS AND DISCUSSION

The change paradigm in the 21st century brings about changes in curriculum. The progress of education quality changes very fast. Curriculum 2013 as a final curriculum that is done in Indonesia learning process. An integrated thematic curriculum signifies a shift in teaching and learning. An integrated curriculum is one in exploring knowledge in various subjects related to certain aspects of their environment. Curriculum Associates, makes associations among the humanities, communication arts and natural sciences.

The Integrative Thematic Learning is an instructional method of learning in which emphasis is given on choosing a specific theme for one or more concepts in learning. Thematic learning takes place when mana disciplines are centered toward one coherent theme concept. In Elementary School, The Integrative Thematic Learning is The

one of learning strategy in curriculum 2013 in relation to scientific learning. One of the main factor for getting learning achievement is teacher readiness. Teachers as educators have big impact to the profession, they should successfully model appropriate behaviors in order for those behaviors to be observed, adjusted, replicated, internalized, and applied appropriately to learners of all levels and styles. Modeling means exhibiting behavior that is observed and imitated by others (Kauchak & Eggen, 2005, p. 396). Effective modeling of desired practices is at the heart of successful teacher education programs at pre-service and in-service levels. Teachers are powerful and meaningful role models for students at all levels, and the way they act influences both learning and motivation (Bandura, 1989).

The level of teachers readiness of Integrative Thematic learning in Elementary School.

3.1. Teacher' responsibility in Curriculum 2013

3.1.1 Concept Understanding of Changing and Development in Curriculum 2013

3.1.2 Teacher's Concerning of Changing and Development in Curriculum 2013

3.1.3 Teacher's Responsibility of Changing and Development in Curriculum 2013

3.2. Teachers' experience and knowledge about Thematic learning in Elementary School.

3.2.1 Self Oriented to Do the Policy

3.2.2 Self Believe and Participation

3.2.3 Implication of Integrative Thematic Learning

3.2.4 Implementation and Evaluation of Integrative Thematic Learning

Tabel 1 : Teacher' responsibility in Curriculum 2013 Questinaire

Dimension	Indicator	Percentage
Concept Understanding of Changing and Development in Curriculum 2013	Policy Forward of Changing and Development in Curriculum 2013	30%
	Problem Solution, Quality, Efficiency, and Relevance of Changing and Development in Curriculum 2013	
Teacher's Concerning of Changing and Development in Curriculum 2013	Teacher's Attention of Changing and Development in Curriculum 2013	20%
	Teacher's Effort of Changing and Development in Curriculum 2013	
Teacher's Responsibility of Changing and Development in Curriculum 2013	Teacher's Responsibility, Role and function as an educator and learning.	50%
	Teacher's Responsibility to students 'parent and societies.	

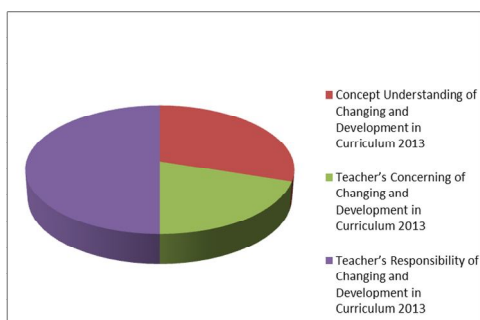


Figure 1 : Teacher' responsibility in Curriculum 2013 Questainaire

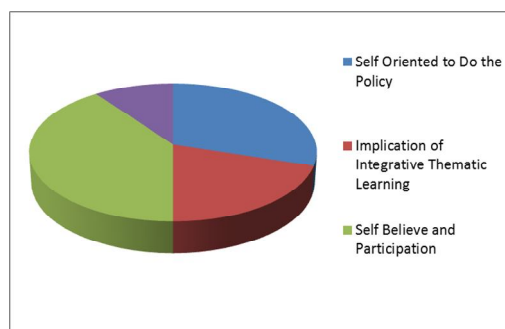


Figure 2 : Teachers' experience and Knowledge about Thematic learning in Elementary School Questainaire

Tabel 2 Teachers' experience and Knowledge about Thematic learning in Elementary School Questainaire

Dimension	Indicator	Percentage
Self Oriented to Do the Policy	Teachers's Self Oriented	30%
	Teachers's Thinking Perspective Readiness	
Self Believe and Participation	Self Efficacy to do Leaning Activities	40%
	Teachers Innovation in Learning Activities	
Implication of Integrative Thematic Learning	Understanding of Learning Basic	20%
	Implication of Integrative Thematic Learning in Classroom	
Implementation and Evaluation of Integrative Thematic Learning	Integrative Thematic Learning Design and Strategy	10%
	Evaluation of Integrative Thematic Learning	

The research result showed that Teacher's Responsibility of Changing and Development in Curriculum 2013 was higher than Concept Understanding of Changing and Development in Curriculum 2013 and Teacher's Concerning of Changing and Development in Curriculum 2013. This condition happened because in fact many teachers were still passive, the waited government policy and headmaster instruction.

Self Believe and Participation was higher than Self Oriented to Do the Policy, Implication of Integrative Thematic Learning and Implementation and Evaluation of Integrative Thematic Learning. In classroom, teachers need many readinesses to create a coherence concept and integrated subjects Integrative Thematic Learning. Infact teachers in Elementary School are still have other jobs such as school administration, teacher administrasion and others activities such as teching and learning method training or conference.

In order to get a prefect techers readiness, local or state government must realize an Integrative Thematic

Learning to all Elementary School teachers to fulfill Curriculum 2013 standard, give references facilities and make period evaluation to control the Implication and Implementation of Integrative Thematic Learning.

4. CONCLUSION

Teacher's Responsibility of Changing and Development in Curriculum 2013 showed 50% It was higher than Concept Understanding of Changing and Development in Curriculum 2013, that was 30% and Teacher's Concerning of Changing and Development in Curriculum 2013 that was 20%. This condition happened because in fact many teachers were still passive, the waited government policy and headmaster instruction.

Self Believe and Participation showed 40% It was higher than Self Oriented to Do the Policy that was 30%, Implication of Integrative Thematic Learning that was 20% and Implementation and Evaluation of Integrative Thematic Learning that was 10%.

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