

IMPLEMENTATION OF THE THEMATIC LEARNING FOR CLASS 1B MI ASSA'ADATUDDAAIN 1 IN THE PANDEMI ERA

Suharsiwi¹, Alif Ainun Firdaus², Agus Suradika³

^{1,2,3} Faculty of Islamic Studies, University of Muhammadiyah Jakarta

Corresponding Author: suharsiwi@umj.ac.id,

Abstract

This study aims to determine the implementation of thematic learning for class 1B MI Assa'adatuddarain 1 in the pandemic era. This research is a qualitative research with case study method with the subject of class 1 B teacher as the research subject. Data collection techniques using interview techniques, observation and documentation. The results of this study concluded that the thematic learning process in this pandemic era went quite well even though there were still obstacles faced. The implementation is carried out in full online and mixed. By implementing 3 components in the form of planning, implementation and evaluation.

Article History

Received: 2022-10-19

Reviewed: 2022-11-01

Published: 2022-12-28

Keywords

thematic learning,
madrasah ibtidaiyah

INTRODUCTION

Education is something that is closely related to life. This kind of understanding may seem forced, but when viewed from the flow of the process of human life, it cannot be denied that education has grown the long road of human life from beginning to end. Education is a true guardian and also a human need. From this explanation, it can be concluded that education has always been inherent in humans, even coloring the long road of human life and has become a human need. At the elementary school level, there is a provision on the educational goals that must be achieved and controlled by the child at every level, where the provision has been determined by the government (Yusrina, 2018).

Education is a teacher for students where education is responsible for the physical and spiritual development of students as creatures of God so that later they can become human beings as good social beings and become independent individuals. In an education can not be separated from a learning activity where it is an important

component for the achievement of educational goals.

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ
دَرَجَاتٍ

It means:

Surely Allah will raise (degrees) those who believe among you and those who are given knowledge by several degrees. (Muhammadiyah, 2018)

To realize the goals and functions of national education, it is necessary to realize the definition of education in the learning process. The definition of education that can lead students to the expected goals, it is not surprising that the curriculum of the applicable policies often changes, until the emergence of a competency-based curriculum implemented in the 2004-2005 academic year, followed by the 2006 KTSP. However, although the curriculum has been improved, there are still many found in the learning process in schools, teachers in teaching still use conventional learning models with a teacher-centred approach,

which is more dominated by teachers. In this kind of learning only forms cognitive intelligence, while the affective and psychomotor aspects are forgotten. (Moh. Mukhlis, 2012) Learning systems like this rarely involve students directly. Students more often listen to the explanation given by the teacher than students who are directly involved in the learning atmosphere. Learning activities like this tend to make students more easily bored coupled with rote - memorization given by the teacher. They find it difficult to memorize vocabulary in English, difficult to understand the structure of the language, because the pronunciation is quite difficult and they are not used to it, this will affect student learning outcomes (Nurhafifa. dkk, 2021). One of goals of learning in elementary school is to introduce English to students from an early age (Mardiana, Nur Indah & Simbolon, 2020). Therefore, the curriculum is constantly updated in order to provide a good learning system.

Along with the change in the curriculum from KTSP to the 2013 curriculum where the learning has been centred on thematic learning that combines one subject with other subjects. In the 2013 curriculum, the learning process is very concerned with the level of thinking of students who still see something as an integral and inseparable part. In the 2013 curriculum, students do not have to be drilled, but learn through direct experience. **Ichsan Anshory AM, Setiya Yunus Saputra, and Delora Jantung Amelia, "Pembelajaran Tematik Integratif Pada Kurikulum 2013 Di Kelas Rendah Sd Muhammadiyah 07 Wajak," JINoP (Jurnal Inovasi Pembelajaran) 4, no. 1 (2018): 36.** With the implementation of this curriculum, students become more active in learning activities because the learning process is not only teacher-centered but also student-centered.

Thematic learning is learning that is integrated by using "themes" to combine the interrelationships of various fields of study, these themes must be fertile meaning that the theme contains many concepts from various fields of study. (Dek Ngurah Laba Laksana et al., 2016) Due to the emergence of the Covid-19 outbreak, which is a dangerous disease whose transmission is very fast, the government issued an appeal that it is forbidden to gather and do everything from home, as well as school. It is also a new challenge in the world of education where the learning system must quickly adapt to existing conditions. As one solution, namely, learning activities can be carried out through distance learning in the form of online lectures, online model lectures, including giving various tasks to do at home. (Amalia & Sa'adah, 2020) The spread of the covid-19 virus is very fast even though it is different from previous conditions, teaching and learning activities must still be carried out even though there are limitations, therefore at the beginning of the emergence of this pandemic, the learning system was changed to online.

Online learning is a new innovation where there is an element of technology-based information in learning. (Yani Fitriyani, Irfan Fauzi, 2020) Over time, the COVID-19 pandemic has begun to subside. The government also gave a decision to go back to school in schools but in some schools also implemented a mixed learning system, namely face-to-face at school and also online learning and still using strict health protocols. PTM the first week of lower class and second week of upper class, for PJJ the first week of the upper class and the second week of the lower class, as well as the third and fourth week.

Over time, the COVID-19 pandemic has begun to subside. The government also gave a decision to go back to school in

schools but in some schools also implemented a mixed learning system, namely face-to-face at school and also online learning and still using strict health protocols. PTM for the first week of lower class and second week of upper class, for PJJ the first week of the upper class and the second week of the lower class, as well as the third and fourth weeks. However, around the beginning of February the Covid-19 pandemic was reported to have increased again so that re-learning using the distance learning system until around the end of March was only carried out face-to-face learning.

The obstacle in implementing thematic learning in this pandemic era is that the content of the book is sometimes not in accordance with the KI and KD so that the book is returned, the response of parents to this mixed learning is positive, maybe it is only constrained in the reduced duration so that learning is difficult to complete while the learning material must be completed. The purpose of the investigation is (1) to find out the thematic learning planning for MI Assa'adatuddarain 1 class 1B in the pandemic era, (2) to know the implementation of thematic learning for class 1B MI Assa'adatuddarain 1 in the pandemic era, (3) to know the evaluation of thematic learning for class 1B MI Assa 'adatuddarain 1 in the pandemic era. Use for students / researchers, add insight and to hone skills in researching and solving a problem that occurs. For teachers, they can better understand the characteristics of students in learning. For students, it is hoped that they can hone their potential, be right in making decisions and practice independence.

Thematic learning is a learning program that originates from a particular theme/topic then is elaborated from various aspects or viewed from various views of the field of study at school. With thematic learning, students can gain hands-on

experience and are trained to be able to independently find various knowledge that is learned in a meaningful, holistic, active and authentic way.(Rusman, 2010)

Corona virus, also known as Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) is a virus that infects the respiratory system, known as Covid-19(Wahidah et al., 2020) which is quite dangerous because it can damage the human respiratory system. Various countries have implemented lockdown policies (regional quarantines) to limit the total spread of this virus. However, changing people's social behavior is not an easy job. Various countries with all their limitations also experienced obstacles, also in developed countries such as Europe and the United States. The general policy that requires people to carry out social and physical distancing (maintaining a safe distance between individuals and avoiding crowds) is not something easy for humans on earth who are already accustomed to social behavior.(Muhyiddin, 2020)

The negative impact of Covid-19 on the learning process causes the learning process through online or online methods, namely students who do not have internet connections find it difficult to study online, teachers are not optimal in communicating with students, internet quota is wasteful because they use the internet too much, students find it difficult to follow teacher recommendations. Due to limited space and time, students feel bored because they miss friends and the desert and the classroom atmosphere and teachers are limited in delivering material.

Diah Ayu Muayyadah's research (2021) with the title "Thematic Learning Patterns in the New Normal Era (Case Study at MIN 2 Madiun City)" uses a qualitative approach and type of case study. The research technique is interview, observation and documentation. The data in this study

were analyzed using the Miles Huberman model. The conclusion of this study is that face-to-face learning has turned into online learning, making some learning patterns not in accordance with current conditions. The learning pattern applied to thematic learning at MIN 2 Madiun City is the teacher learning pattern with media and the multimedia learning pattern. The learning pattern of teachers with media is carried out when face-to-face learning is held for approximately two weeks, where learning is carried out in two ways, partly using e-learning and partly face-to-face. The multimedia learning pattern is carried out fully online using e-learning and several other platforms and devices. The application of the learning pattern can be applied by adjusting the appropriate methods and media as well.

The methods used are assignments, as well as lectures and questions and answers via teleconference. The media used are learning videos, pictures or photos, power points, and objects around students. Some of the learning obstacles include material that is not optimal, some students find it difficult because internet subsidies are often late, e-learning servers are down, some student gadgets are not supportive, parents complain that it is difficult to accompany and explain material to their children, and boredom and laziness. often hit by students. Evaluation of thematic learning is carried out through daily tasks, PH, and PAS. Assessment with tests is carried out using CBT media and Google Form. The form of the question is only multiple choice without filling and description. In the attitude aspect, it is carried out by filling out worship monitoring books, worship list systems on WhatsApp, collaboration with parents, question and answer via WhatsApp Call or Video Call and through affective questions. Psychomotor students obtained from photo or video documentation. Practical tasks that should be

carried out in groups with friends contained in the thematic handbooks, are replaced with individual activities with simpler tools and materials.(Muayyadah, 2021)

Research by Ragil Dian Purnama Putri, Suyadi and Veni Veronica Siregar on "Implementation of Thematic Learning in Elementary Schools in the Covid-19 Pandemic in terms of Constructivism Theory" used qualitative survey research. The conclusion of the study is that SDN Pilangrejo during the COVID-19 pandemic continued to carry out thematic learning with an online learning model or commonly called Learning From Home (BDR). Various efforts have been carried out by schools so that learning materials can be conveyed to students. The applications used by teachers and students are WhatsApp and Youtube. Online thematic learning is not carried out optimally. However, if viewed from the point of view of constructivism, thematic learning carried out by teachers has emerged. The results of the study are 1) apperception can be carried out by teacher questions to students, 2) exploration by delivering material through WAG or YouTube 3) discussion on the explanation of the concept of group formation that has been carried out 4) application can be done by evaluating students in knowing their understanding by doing question on google form(Putri et al., 2021)

Irsan, Andi Lely Nurmaya G and Tri Yulan's research on "Analysis of Difficulties in Implementing Thematic Learning during the Covid-19 Pandemic in Elementary School with descriptive qualitative research. The conclusion of the study is that the Covid-19 pandemic has resulted in changes in the world of education. Changes in learning at the Baubau City Elementary School which is usually carried out face-to-face into online learning. Based on the results obtained from research on the implementation of online

thematic learning at the Baubau City Elementary School during the Covid-19 pandemic, the thematic learning planning, namely the RPP made by the teacher, is sometimes not in accordance with the implementation depending on the conditions and flexibility of time / the teacher still has difficulty in allocating learning time online. As for the implementation of online thematic learning, teachers still do not use appropriate strategies and obstacles in using media/applications in online learning so that student responses are less enthusiastic/less interested in the material, resulting in students getting bored/saturated, still lack of availability of facilities and infrastructure, teachers do not directly communicate with students so that students must understand the material independently, many students when online learning will be carried out students do not have smartphones and internet access. evaluation or assessment of online learning where teachers still experience problems and difficulties in assessing students who are taught online

Iswahyudi, Teguh Suharto and Sigir Ricahyono's research on "Online Thematic Learning Strategy Analysis During the Covid-19 Pandemic used qualitative descriptive. The conclusion of this research is that the learning strategies applied at SDN 2 Karangpatihan are divided into three groups, namely full online using the whatsapp application, mixed online using the whatsapp application and home visit, online a combination of the use of social media whatsapp, LMS google classroom, and limited face-to-face.

RESEARCH METHODS

The place of research is MI Assa'adatuddarain 1 Jl. Surya Kencana No. 2, West Pamulang, Pamulang District, South Tangerang City, Banten. This research was conducted in the even semester of the

2022/2023 academic year for 6 months starting from January-July 2022. This study used a descriptive qualitative approach to case study design. Case study research is an empirical inquiry that investigates phenomena in real-life contexts, when the boundaries between phenomenon and context are not clearly evident, and where multiple sources of evidence are utilized. Muh. Fitrah & Fitriyah, *Metodologi Penelitian Penelitian Kualitatif, Tindakan Kelas & Studi Kasus* (Sukabumi: CV Jejak, 2017).

The data needed in this study is a statement from the class 1B homeroom teacher through observation, interviews, and documentation. Class 1 was chosen because it is the initial period in the implementation of MI/SD level learning where at this early stage it is the stage of introducing students to the elementary school level so that researchers want to know how the process of implementing learning is carried out, especially in the current pandemic era. The technique of collecting data is by observing, interviewing, and documenting. The qualitative data analysis model used in this study is the Milles & Hubberman method through the stages of data reduction, data display, and conclusions. Techniques for checking the validity of the data include credibility, transferability, dependability, confirmability.

RESULTS AND DISCUSSION

Research Findings

Based on research conducted at MI Assa'adatuddarain 1 in class 1 B, the researchers described the results of data analysis and research findings as follows:

Planning thematic learning for class 1B MI Assa'adatuddarain 1 in the pandemic era

In the schools studied, especially class 1 B MI Assa'adatuddarain 1 has implemented an integrated learning system, the integrated learning model applied at MI

Assa'adatuddarain 1, especially class 1 B in the form of scientific, lectures and others. The school has implemented thematic learning and of course it is adjusted to the current pandemic period. The learning material is not fully provided, only the cores of the material are selected. In the implementation of thematic learning, several subjects are themed so that they become integrated, the following is an explanation from Ms. Dh in the theme of subjects in thematic learning:

In the theme of subjects, sometimes there are obstacles in the form of subjects that are difficult to emulate, the following is the method used by Ms. Dh in overcoming difficult subjects, usually discussions with friends (how to deliver easy for tomorrow). There are several things that must be prepared before carrying out learning in the pandemic era, here are things that must be prepared before carrying out learning, namely lesson plans, teaching aids, learning methods, student absences, lesson plans, teacher/student books, learning media, grade books.

Learning Implementation Plan (RPP) is also one of the important things before carrying out learning, in an RPP there are components that must exist to be implemented in a lesson. In the RPP used by MI Assa'adatuddarain 1, especially class 1 B, there are 3 components, namely Learning Objectives, Learning Activities and Assessment (Assessment) such as the thematic learning RPP components in the pandemic era, usually initial, core, closing activities (objectives, core activities, evaluation). and closing) closing is the same as evaluation, it's all used.

Implementation of Thematic Learning Class 1 B MI Assa'adatuddarain 1 in the Pandemic Era

For the implementation of thematic learning, especially class 1 B MI

Assa'adatuddarain 1 during the pandemic, a combination learning was applied, namely PTM (Face-to-Face Meeting) and PJJ (Distance Learning) of course there was a reason why combined learning was held because it was impossible to continue waiting until the covid pandemic was over. And so that the children are not bored, keep the spirit in learning. because if it is only PJJ there are still many obstacles. Ms. Dh also explained the duration of class hours when school was normal (before the pandemic) and when fully online (only PJJ) because MI Assa'adatuddarain 1 had done full online again around February to March because the covid-19 pandemic rose again at that time with 6 normal hours are sometimes more to guide students" (for offline before the pandemic). "4 hours for materials and video calls, assignment submission can be 24 hours" (for full online during a pandemic).

In a lesson, of course, using teaching materials and media used to deliver learning materials, during a pandemic using cellphone media, internet, downloading videos, making learning videos, Canva applications, kine master for editing, laptops (only used a few times when zooming because we seeing the current conditions and not all of the students' parents have internet so I offer them what they are ready to use if they are ready to use whatsapp both using whatsapp and the explanation via voice note). Balls, mats, nets, basketballs cannot be used, origami paper, glue, scissors, globes, temperature gauges can still be used. During face-to-face meetings (PTM) the media and teaching materials used are in the form of Thematic package books along with LKS and also notebooks.

Furthermore, regarding core learning activities, learning is more student-oriented because it follows the 2013 curriculum where the level of student activity is prioritized. For example, when researchers observed learning,

there was a session where Ms. Dh encouraged students to pay attention to the pictures contained in the theme book and then conveyed what praise sentences were suitable for the pictures. And there are also variations in learning during the implementation of thematic learning in the era. Regarding the different learning durations before the pandemic and during the pandemic, the teacher collaborates with the curriculum, the time for students has been arranged, for example the first 1 hour class from 07.00 to 09.20, then a half hour break, then the second session continues and the division is only 35 minutes per subject normally

Furthermore, for the opening activities in the thematic learning process in the pandemic era in the classroom such as ice breaking, literacy, reading prayers, tadarus, absent (usually using the google form accompanied by parents to make it easier) for absent made two pieces besides the google form also with prayer dhuha (so they are in uniform and when the dhuha prayer is sent to me in the form of documentation). For PTM, based on the observations of researchers, the opening activities are almost the same, including ice breaking, reading prayers, tadarus and literacy. For the core activities according to observations, Ms. Dh conveyed the material well enough so that it could be conveyed easily to students.

For closing activities according to the observations of the researchers, Ms. Dh sometimes gives an ice breaker first and then gives announcements and reviews the material that has been delivered and to measure students' understanding in learning, Ms. Dh also gives students the opportunity to come forward to deliver a little material that has been studied. and of course give appreciation and don't forget to pray before going home and before leaving the class sometimes Mrs. Dh also does a question and

answer for students who can answer may be invited to go home first.

From the informants' explanations, it can be concluded that the biggest obstacle occurs during PJJ learning activities, due to limited media and internet, especially for grade 1 because for grade 1 students, of course they do not have electronic media in the form of cellphones, therefore they still need parental guidance who are sometimes also busy with other things so that the delivery of assignments is slow to send and being a teacher at this time must be extra energy and patience of course also so as not to burden students and also parents.

Evaluation of thematic learning for class 1 B MI Assa'adatuddarain 1 in the pandemic era

Learning evaluation is carried out to assess and measure students' abilities during learning and to be able to correct deficiencies that occur to be better in the future. One form of evaluation is in the form of an assessment made by Mrs. Dh during learning activities. In this pandemic era, learning activities are limited so that assignments such as making projects and others are limited and even cannot be carried out because of the limited duration, which was originally up to 12.00 noon, even more during the pandemic, now it is only until 10.00 am. In giving an assessment, Ms. Dh also pays attention to what aspects are assessed by students in thematic learning in the pandemic era, namely attitudes, behavior, morals, especially understanding and creativity.

In the observations of the researchers when the learning took place, it was seen that almost all students understood well what Dh. The interaction between Ms. Dh and the students as well as the students with the students was quite good, such as when Ms. Dh gave the opportunity for students to interview other friends about what plants they had and how to take care of them. Mrs. Dh

conveyed the material clearly so that it was easily understood by students. The method of assessment carried out, usually the teacher uses an assessment book, knowledge, skills and practice, the practice is in the form of a portfolio, projects, and crafts, so the assessment of skills and knowledge, using a mobile phone if the PJJ is then transferred to the assessment book, but if PTM, the teacher assesses directly at the school. books, usually once a week, sub-theme 1 is finished, what needs to be taken from several new sub-themes will be included in the summary, I don't use google form because parents don't understand the assessment, so I evaluate directly, because now there is PTM so it's more effective, because if it's like this (online assessment) it's not fair because sometimes grade 1 students can't read then we correct the value to 100 because parents help

Discussion

Thematic Learning Planning for Class 1B MI Assa'adatuddarain 1 in the Pandemic Era

Planning is made as a reference material for carrying out a lesson, as well as for coordinating several learning supporting components. Learning planning is needed for educators to coordinate various components of learning based on the formation of student competencies. In accordance with observations, interviews and documentation regarding thematic learning planning in the pandemic era, researchers found that the school had implemented an integrated learning system and used integrated learning models in the form of scientific, lectures, and others. other. Before the pandemic, 100% of the learning materials were given, while during the pandemic, the learning materials were not completely taken only at the core.

For the theme of the subject, the class 1 B teacher makes a 1 week schedule in which the subjects are divided per day, if the

subject is difficult to solve, the teacher will ask questions or work with other teachers to find a solution. Before carrying out learning the teacher prepares several things such as lesson plans, teaching aids and learning methods even before entering the classroom in the office that the teacher prepares are student absences, lesson plans, teacher/student books, learning media, and grade books. The RPP components used by MI Assa'adatuddarain 1 have components such as Learning Objectives, Learning Activities and Assessments

Implementation of Class 1 B Thematic Learning MI Assa'adatuddarain 1 in the Pandemic Era

For the implementation of thematic learning in the pandemic era, MI Assa'adatuddarain uses a combination of learning, namely PTM (Face-to-Face Meeting) and PJJ (Distance Learning) because it is impossible to wait until the pandemic is over and so that students are not bored. For thematic learning before the pandemic the duration is 6 hours, sometimes more, for full online 4 hours for material and video calls and assignment submission can be 24 hours. And for face-to-face meetings with a duration of 3 hours starting from 07.00 – 10.00 WIB.

In carrying out learning also uses teaching materials and media. The teaching materials used are teacher/student thematic textbooks, thematic worksheets, textbooks and worksheets for other subjects as well as notebooks. For the media used in the form of cellphones, internet, video downloads, making learning videos, Canva applications, kine master, laptops and whatsapp for PJJ and for PTM the media that cannot be used are balls, mattresses, nets, basketballs, while those that can still be used are origami paper, glue, scissors, globe and temperature gauge. In learning there are 3 activities, namely

opening activities, core activities and closing activities.

In the implementation of learning there are also obstacles faced, namely in the form of pick-up because learning is carried out a week online and a week offline. The biggest obstacle occurs during PJJ learning activities, due to media and internet limitations, especially for grade 1 because for grade 1 students, of course, they do not have electronic media in the form of cellphones, therefore they still need parental guidance who are sometimes also busy with other things so that the delivery of assignments is slow to be sent. and being a teacher at this time must be extra energy and patience of course also so as not to burden students and parents too.

Evaluation of Class 1 B Thematic Learning at MI Assa'adatuddarain 1 in the Pandemic Era

The assessment process as a student evaluation material in thematic learning in the pandemic era in class 1 B MI Assa'adatuddarain 1 in the form of daily tests, practical assignments and also written assignments. For the current pandemic era, learning activities are limited so that assignments such as making projects and others are limited and even not carried out because of the limited duration, which was originally up to 12.00 noon or more, but during the pandemic it was only until 10.00. Aspects that are assessed in thematic learning activities are attitudes, behavior, morals, understanding and creativity. When learning takes place, it can be seen that almost all students understand well what the teacher says. The interaction between teachers and students and students and students is also quite good, the teacher conveys the material clearly so that it is easily understood by students.

The assessment method used by the teacher is in the form of assessment books, knowledge, skills and practices in the form of portfolios, projects, and crafts, so the assessment is in the form of skills and knowledge. While the tools used for student assessment are taken from mobile phones through the WhatsApp application and then transferred to the assessment book, while PTM is assessed directly and then recapitulated during the 1 week assessment. Assessment during PTM is more effective because the teacher sees students' abilities directly, when PJJ because there are students who still have difficulty reading when assignments are collected they get high marks because they are assisted by parents, therefore teachers sometimes have 2 assessments, for PJJ practice scores are taken while PTM is correct -true pure grades from direct students.

CONCLUSION

The learning planning carried out by the class 1B MI Assa'adatuddarain 1 teacher is good by determining components such as setting goals, analyzing opportunities and obstacles that will be faced by students, compiling patterns of a series of activities such as determining models, approaches and teaching materials/media, and developing operational plans. in the form of making a learning schedule for 1 week. The implementation of thematic learning in class 1B MI Assa'adatuddarain 1 uses a thematic learning model with a scientific approach. In learning activities there are 3 thematic learning steps, namely introduction, core activity and closing. In the application of the scientific approach in accordance with the steps of the scientific approach, namely observing, asking, associating and communicating all of which are applied to students. Learning evaluation for Class 1B MI Assa'adatauddarain 1 teacher checks the suitability between learning activities and

lesson planning, sees what things have not been and have been achieved by students, diagnoses student deficiencies during learning activities and concludes student learning outcomes. Aspects assessed by students in the form of attitudes, knowledge and skills.

The suggestions put forward are: (1) providing counseling or holding seminars/webinars to parents regarding the use of gadget media, laptops that are devoted to receiving or uploading materials and assignments given to students, (2) Continuing to develop self-potential and often communicate with parents about giving and collecting student assignments, (3) When studying online to do assignments independently and during face-to-face meetings it is more possible to focus on learning.

REFERENCES

AM, I. A., Saputra, S. Y., & Amelia, D. J. (2018). Pembelajaran Tematik Integratif Pada Kurikulum 2013 Di Kelas Rendah Sd Muhammadiyah 07 Wajak. *JINoP (Jurnal Inovasi Pembelajaran)*, 4(1), 36. <https://doi.org/10.22219/jinop.v4i1.4936>

Amalia, A., & Sa'adah, N. (2020). Dampak Wabah Covid-19 Terhadap Kegiatan Belajar Mengajar Di Indonesia. *Jurnal Psikologi*, 13(2), 214–225. <https://doi.org/10.35760/psi.2020.v13i2.3572>

Dek Ngurah Laba Laksana, Putu Agus Wawan Kurniawan, & Irama Niftalia. (2016). Pengembangan Bahan Ajar Tematik Sd Kelas Iv Berbasis Kearifan Lokal Masyarakat Ngada. *Jurnal Ilmiah Pendidikan*, 3(1), 1–10. <https://doi.org/0000-0003-4695-5403>

Fitriyah, M. F. &. (2017). *Metodologi Penelitian Penelitian Kualitatif, Tindakan*

Kelas & Studi Kasus. CV Jejak.

Mardiana, Nur Indah & Simbolon, N. (2020). The Difference Of Learning English Results By Using The Based Genre And Concept Sentence In Basic School. *ESJ (Elementary School Journal)*, 10(4), 256–265.

Moh.Mukhlis. (2012). Pembelajaran Tematik PEMBELAJARAN TEMATIK Mohamad Muklis STAIN Samarinda. *Fenomena*, IV(14), 66.

Muayyadah, D. A. (2021). *Pola Pembelajaran Tematik di Era New Normal (Studi Kasus di MIN 2 Kota Madiun)*. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Muhammadiyah, P. P. (2018). *Mushaf Al-Qur'an Al-Karim Dan Terjemah*. GRAMASURYA.

Muhyiddin. (2020). Covid-19, New Normal dan Perencanaan Pembangunan di Indonesia. *The Indonesian Journal of Development Planning*, IV, 240–252.

Nurhafifa. dkk. (2021). The Differences In English Learning Outcomes Using Flashcards And “Snake-Ladder” Game Learning Media In Elementary School. *ESJ (Elementary School Journal)*, 11(2), 144–152.

Parid, M., Magister, P., Guru, P., & Ibtidaiyah, M. (2021). *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan Dampak Pandemi Covid-19 Terhadap Proses Pembelajaran*. 12(April), 114–121.

Putri, R. D. P., Suyadi, S., & Siregar, V. V. (2021). Implementasi Pembelajaran Tematik di Sekolah Dasar Pada Masa Pandemi Covid-19 Ditinjau Dari Teori Konstruktivisme. *Journal of Integrated*

Elementary Education, 1(1), 1–15.
<https://doi.org/10.21580/jieed.v1i1.7671>

Rusman. (2010). *Model-Model Pembelajaran*. PT RajaGrafindo Persada.

Wahidah, I., Athallah, R., Hartono, N. F. S., Rafqie, M. C. A., & Septiadi, M. A. (2020). Pandemi COVID-19: Analisis Perencanaan Pemerintah dan Masyarakat dalam Berbagai Upaya Pencegahan. *Jurnal Manajemen Dan Organisasi*, 11(3), 179–188.
<https://doi.org/10.29244/jmo.v11i3.31695>

Yani Fitriyani, Irfan Fauzi, M. Z. S. (2020). Motivasi Belajar Mahasiswa Pada Pembelajaran Daring Selama Pandemi Covid-19. *Jurnal Kependidikan*, 6(2), 165–175.

Yusrina, H. (2018). Implementation of Thematic Learning on Curriculum 2013 in 4th Grade Elementary School. *International Journal of Pedagogy and Teacher Education (IJPTE)*, 2, 9–18.