ONLINE METHODS IN THEMATIC LEARNING: APPLICATION OF CONSTRAINTS AND SOLUTIONS

METODE ONLINE DALAM PEMBELAJARAN TEMATIK: PENERAPAN DAN KENDALA

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Abstract

The purpose of this study was to determine the application of online methods to thematic learning, the obstacles and solutions to the application of online methods to thematic learning of fifth grade students at MIS Wonoyoso, Buaran District, Pekalongan Regency. This study uses a qualitative approach. The primary data sources in this study were classroom teachers and students. The secondary data sources in this study were the principal, documents, photos, school administration, and class administration at MIS Wonoyoso. Data collection techniques used in this study were observation, interviews and documentation. The results showed that MIS Wonoyoso had implemented the online method according to the recommendations suggested by the government. The online method applied is internet-based in the form of whatsapp, google from and workshit applications. The online method is applied to thematic learning by combining several subjects. The obstacles are students do not have cellphones, do not have quotas, students and parents cannot stand by in collecting assignments, students do not understand the material sent by the teacher. The solution is that the teacher calls students who do not have cellphones to come to school, the school cooperates with smartphone operators to provide free quotas, the teacher cooperates with parents, the teacher provides material with an explanation in the form of voice recordings. After the teacher gives the material, the students are evaluated through google from and workshit to measure the extent to which students are able to understand the material presented

Keywords: *applications, online methods, thematic learning*

Abstrak

Tujuan penelitian ini untuk mengetahui penerapan metode daring pada pembelajaran tematik, kendala serta solusi dari penerapan metode daring pada pembelajaran tematik siswa kelas V di MIS Wonoyoso Kecamatan Buaran Kabupaten Pekalongan. Penelitian ini menggunakan pendekatan kualitatif. Sumber data primer dalam penelitian ini adalah guru kelas dan siswa. Sumber data sekunder dalam penelitian adalah kepala sekolah, dokumen, foto, administrasi sekolah, administrasi kelas yang ada di MIS Wonoyoso. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa MIS Wonoyoso sudah menerapkan metode daring sesuai anjuran yang disarankan dari pemerintah. Metode daring yang diterapkan berbasis internet berupa aplikasi *whatsapp, google from* dan *workshit*. Metode daring diterapkan pada pembelajaran tematik dengan menggabungkan beberapa mata pelajaran. Kendalanya adalah siswa tidak memiliki hp, tidak mempunyai kuota, siswa dan orangtua tidak bisa *stand by* dalam mengumpulkan tugas, siswa tidak memahami materi yang dikirim oleh guru. Solusinya adalah guru memanggil siswa yang tidak punya hp untuk datang ke sekolah, pihak sekolah melakukan kerja sama dengan operator *smartfren* untuk memberikan kuota gratis, guru melakukan kerja sama dengan orang tua, guru memberikan materi dengan penjelasannya berupa rekaman suara. Setelah guru memberikan materi siswa dievaluasi melalui *google from* dan *workshit* untuk mengukur sejauh mana kemampuan siswa dalam memahami materi yang disampaikan.

Kata kunci: *penerapan, metode daring, pembelajaran tematik*

Introduction

Covid-19 is currently colonizing the country of Indonesia (Wenzhong & Hualan, 2021) ,the spread of the disease is very fast, not only in Indonesia, but also throughout the world. Initially, the spread of Covid-19 had an impact on the economy which then penetrated into the world of education. The government decided to close schools as an effort to prevent the spread of COVID-19 (Ghulamudin et al., 2021) so as not to cause crowds, in addition to closing schools, measures were also taken to keep a distance, always wear masks and wash hands with soap .

The Ministry of Education and Culture issued circular letter No. 1 of 2020 regarding the prevention of the spread of COVID-19 in the world of education. In the circular, the Ministry of Education and Culture instructs to organize distance learning and advises students to study at home. Educational institutions responded to the circular from the Ministry of Education and Culture, and decided that students should study independently from home through online methods. In an online learning system, the teacher provides materials and assignments to students through the whatsapp application , google classroom, e-mail, google meet, zoom and other applications that support teaching and learning activities (Zhao & Guo, 2022).

Even though schools are closed, teaching and learning activities are still carried out from home and teachers continue to carry out their duties as teachers to make teaching and learning activities successful in order to achieve learning objectives (Hadriana et al., 2021). However, in reality the online method is not easy to implement, the facilities and infrastructure owned by schools and students are not all ready to accept in a short time to apply online learning methods. During the application of the online method, problems faced by students arise, such as: subject matter that has not been delivered by the teacher but the teacher has given an evaluation to students, so that students do not understand the material presented, spend a lot of quotas, expensive quotas, difficult signaling and so on , the curriculum during this pandemic should be flexible. Teaching and learning process activities with online methods using technology (Alakrash & Razak, 2021). The use of technology is a change from conventional methods to modern ones. The online method is a learning method, carried out not face to face directly but using a platform (software) that can help the teaching and learning process that is carried out even though it is far away (Rahman et al., 2021). The purpose of the online method is to provide quality learning services with the help of information technology and internet networks to reach more and more interested study rooms (Jakhar et al., 2020).

The application of online methods can be applied to learning, one of which is thematic learning (Hudzaifah et al., 2021). Thematic learning is integrated learning that uses themes to relate several subjects (Humble, 2021) . So that it can provide meaningful experiences to students, meaning students can understand the concepts learned through direct and real experience that connects the concepts in a subject.

The relevant research is in the journal entitled "Analysis of the Pandemic Online Learning Process for Elementary School Teachers" by Hilna Putria, Vol. 4, No. 4, 2020 with the results of research that the covid-19 pandemic has had a very large impact on the learning process, learning which is usually directly transferred to bold learning. Students feel bored and bored while carrying out learning. The bold learning that was carried out for elementary school children was deemed less effective. Some of the factors that support teachers in the bold learning process are the availability of cellphones, quotas and a stable network, while the inhibiting factors include not all students having cellphones and there are still many parents who are busy working.

This study has similarities with research that will be carried out by researchers, namely both discussing online methods, but research conducted by Hilna Putria analyzes the online

learning process for elementary school teachers while researchers apply online methods to thematic learning for students (Putria et al., 2020).

The second is in the journal entitled "The Impact of Covid-19 on the Implementation of Online Learning in Elementary Schools" by Wahyu Aji Fatma Dewi, Vol. 2, No.1, 2020 with research results that covid-19 on the implementation of online learning in elementary schools can be carried out quite well, if there is cooperation between teachers, students and parents in studying at home.

This study has similarities with research that will be carried out by researchers, namely both discussing online methods, but the research conducted by Wahyu Aji Fatma Dewi discusses the impact of the Covid-19 on the implementation of learning in elementary schools while researchers apply online methods to learning thematic (Dewi, 2020).

Furthermore, in the journal entitled "The Impact of the Covid-19 Pandemic on the Role of Parents and Teachers in Improving the Quality of Online Learning for Elementary School Age Children" by Puji Asmaul Chusna, Vol. 2, No. 1, 2020 with research results showing that during the pandemic, children are closer to their families, especially parents. The role of parents in optimizing children's learning achievement, including: as educators, teachers, motivators, facilitators and role models. The teacher's role is as a planner, implementer, manager and gives value. Teachers provide learning tasks that have been well designed to improve intellectual, emotional, spiritual, and social development

This study has similarities with research that will be carried out by researchers, namely both discussing online methods, but the research conducted by Puji Asmaul Chusna discusses the role of parents and teachers as a result of the COVID-19 pandemic in improving the quality of learning, while researchers apply online method of thematic learning (Puji Asmaul Chusna & Ana Dwi Muji Utami, 2020).

Based on the results of interviews conducted by researchers at MIS Wonoyoso, Buaran District, Pekalongan Regency, information was obtained that the current situation really encourages teachers to switch to new methods, the online method is the only method that can be applied during a pandemic. In applying this online method, the teacher uses Whatsapp Groups to send materials and explanations. The teacher explains the material as much as possible, either sending videos from YouTube or the teacher makes his own videos. As for the evaluation, the teacher uses google from and workshit, because with google from and workshit the grades come out immediately so the teacher does not need to give grades manually.

During the implementation of the online method, students and parents objected because not all parents had cellphones, the quota was expensive, signal was difficult, parents and students did not understand the application used by the teacher, it was difficult to understand the material explained by the teacher because the material explained was only through videos. As for the application of online methods, one of them is in thematic learning (Tumlos Castillo et al., 2021), because thematic is the only lesson that covers several subjects, and dominates the learning time which makes students difficult and bored.

Method

This research is afield research. Field research has the aim of providing opportunities to prepare for concrete problems in the field of study , which are indispensable for the future. This research uses a qualitative approach, which is an approach that primarily uses a knowledge paradigm based on a constructivist view or an advocacy view. This study uses research strategies such as narrative, phenomenological, ethnographic, grounded theory studies, or case studies (Creswell,

2007). In this case, the researcher collected data in the form of writings and interviews from related people to obtain data about the application of online methods in thematic learning for class V at MIS Wonoyoso, Buaran District, Pekalongan Regency.

Result and Discussion

Application of Online Methods in Thematic Learning

The application of the online method in thematic learning at MIS Wonoyoso, Buaran District, Pekalongan Regency During COVID-19, the implementation of the online method was carried out. This online method is implemented as an effort to reduce the risk of spreading COVID-19. The application of the online method in thematic learning used at MIS Wonoyoso is through the whatsapp, google from and workshit applications. The whatsapp application was chosen because with whatsapp most students have used and utilized the application (Zaaruka & Mosha, 2019). In addition, most parents also have it. While google from and workshit are used to evaluate learning, because with google from and workshit grades automatically come out so teachers don't need to give grades manually. Ustadz Fatkhunnur who is a fifth grade teacher has also used other applications, such as: zoom. However, many students do not understand the use of the zoom application. The zoom application also requires too much internet quota, while students are limited in internet quota (Faisal et al., 2021).

The steps for implementing the online method carried out at MIS Wonoyoso through the WhatsApp application are as follows:

a. Check student attendance

Before learning takes place, the teacher first checks student attendance by making a list of attendance lists that are shared in the whatsapp group, during the learning process the attendance list is still running and after learning is complete the attendance list is closed.

b. Submission of materials

The teacher conveys the material through videos that have been made by the teacher. However, before delivering the material, the teacher has prepared what material will be explained, after the students see the video that has been sent by the teacher. Students work on assignments that have been given by the teacher accompanied by their parents. Students send assignments that have been done by taking photos or videos if they make a craft, assignments that have been done are sent via whatsapp. In addition, to make it easier for the teacher to send videos taken from YouTube as another reference.

c. Evaluation

After delivering the material, the teacher gives an evaluation to the students through google from and wrokshit because with google from and wrokshit the score automatically comes out and the teacher does not need to give grades manually. This is as explained by the male fifth grade thematic teacher.

One of the online methods that can be applied is thematic learning, because thematic learning is the most dominating subject compared to other subjects. In addition, thematic learning is the only learning that combines one subject with other subjects (Zin et al., 2019). So for some students who find it difficult to learn online, they have difficulty with thematic learning.

In this case, to find out the understanding of the material from the students after finishing learning, an evaluation was carried out. The evaluation results are still lacking because students do not understand the material that has been taught (Luthfi et al., 2021). Meanwhile, when the evaluation process at home the results are better because they are assisted by parents, while at school the results are different because of the results of their

own abilities, so that the application of evaluation through online methods is less than optimal.

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Obstacles and solutions to the application of online methods in thematic learning

During covid-19, the online method became an alternative in implementing thematic learning (Fauzi et al., 2021), but after being implemented this online method was deemed ineffective because there were too many obstacles including : spending quota, there were parents of students who didn't have cellphones, some had cellphones but couldn't use them, students do not understand the material, many parents complain because every day they have to guide and accompany their children to study while their children do not want to learn, operational costs continue to work even though students study at home, their own parents become teachers. With so many complaints from the guardians of the students, MIS Wonoyoso, Buaran District, Pekalongan Regency, at the new normal stage, switched to using another method, namely the offline method.

In fact, there are many discrepancies, namely the economic conditions of the parents of students who are different so that it becomes an obstacle in the process of implementing the online method. The following are the obstacles and solutions experienced during the implementation of the online method :

a.   Students do not have cellphones

There are some students who don't have cellphones at all and there are also students who have cellphones but ordinary cellphones are not Android cellphones, while the cellphones that students need to be able to take lessons at school are Android cellphones.

The solution to this problem, the teacher calls students who do not have cellphones to come to school. When students come to school the teacher gives materials and assignments to students who do not have cellphones, the materials and assignments given are the same as those given to students who have cellphones. This is done so that students who do not have cellphones do not miss the material..

b. No quota

Students who have cellphones but do not have a quota are also obstacles in the process of applying the online method. As for the solution to problems like this, the school cooperates with smartphone operators to provide free quotas to overcome the problem of students who do not have quotas so that students do not miss the material.

c. Students and parents cannot stand by in collecting assignments

During the learning process, the teacher provides materials, evaluations and assignments, so that students and parents who cannot standby are late in doing and sending assignments. As for the solution, the teacher holds a meeting with his parents and makes cooperation with his parents, so that he is not late in doing and sending assignments, so that the online method can run smoothly.

d. Students do not understand the material sent by the teacher

The teacher provides material through the whatsapp group, the material provided is in the form of photos and videos. The teacher only gives the material, while the students are immediately asked to write and then proceed with evaluation and assignments. There are some students who do not understand the material presented through photos and videos. The solution is after the teacher gives the material, then the teacher gives an explanation in the form of a voice note or voice recording.

Analysis of the Application of Online Methods in Thematic Learning

Analysis of the problems above, based on circular letter number 4 of 2020 regarding the implementation of education policies in the emergency period of the spread of covid -19 MIS Wonoyoso applies the recommendations suggested by the government to implement distance learning during the pandemic. This is in accordance with where the Ibtidaiyah Madrasah implements and carries out the recommendations from the government not to carry out face-to-face learning, this is done to reduce the spread of COVID-19. Wikipedia as in the previous chapter stated that the online method is part of distance education that specifically combines electronic technology and internet-based technology.

MIS Wonoyoso applies an internet-based online method in the form of whatsapp, the whatsapp application was chosen because of its easy use and many parents who have the whatsapp application. In addition to whatsapp also use google from and worksht. The analysis of the problem above shows that the school has implemented an internet-based online method using applications such as whatsapp, google from and work. According to Majid and Rochman, thematic learning is an approach to learning that intentionally links several aspects both within subjects and between subjects.

One of the online methods applied is thematic learning, because thematic learning is the most dominating subject compared to other subjects. Based on the description above, it can be analyzed that the online method can be applied to thematic learning, this is in accordance with what is applied at MIS Wonoyoso because thematically combines several subjects. In addition, thematics are also the most dominating subjects than other subjects. Thematic learning demands that children have character and with the online method of thematic learning, it is able to make students have the character of responsibility and discipline. This can be seen from the assignments and evaluations given by the teacher, when the teacher gives assignments and gives time limits in doing assignments, students with responsibilities and discipline are able to work on and collect assignments on time. Zhafira Erika and Chariyanto added that there are other learning methods that teachers can use as a medium for delivering knowledge , namely online methods and mixed methods, a combination of two learning methods, namely face-to-face and online (Artha et al., 2021).

MIS Wonoyoso, Buaran District, Pekalongan Regency applies the online method, besides that it also applies the offline method by which students go to school. Seeing the results of the evaluation and the surrounding conditions were also improving, the school tried to apply online and offline methods. The offline method is applied by the way students go to school, while the online method is applied by sending assignments sent via Whatsapp groups. Face-to-face learning at school is only 1 lesson hour, after being evaluated by the school, the school hours increase to 2 hours by dividing into 2 shifts, namely the morning shift and the afternoon shift.

Conclusion

MIS Wonoyoso applies an internet-based online method in the form of whatsapp. The whatsapp application was chosen because of its easy use and many parents who have the whatsapp application. In addition to whatsapp also uses google from and worksht, both of which are also used to evaluate learning. By using google from and worksht scores automatically come out, so the teacher does not need to give grades manually. The obstacles

experienced by MIS Wonoyoso in applying the online method to thematic learning are that students do not have cellphones, do not have quotas, students and parents cannot stand by in collecting assignments, students do not understand the material sent by the teacher.

The solution is that the teacher calls students who do not have cellphones to come to school, the school cooperates with smartfren operators to provide free quotas to students, the teacher holds a meeting with their parents and makes cooperation with their parents, after the teacher gives the material then the teacher gives an explanation either in the form of voice notes or voice recordings.

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