

Teacher Efforts to Increase Student Learning Activeness in Thematic Learning of Science Materials During the Covid-19 Pandemic Class V SDN 66 Bengkulu City

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Abstract: This study aims to determine the teacher's efforts to increase student learning activeness in thematic learning of science materials during the Covid-19 pandemic for Class V SDN 66 Bengkulu City. The approach in this research is a qualitative approach with the type of Ex Post Facto research. Methods of data collection using observation, interviews, documentation and attachments. The results of the study revealed that: 1) the teacher's efforts to increase thematic learning activity during the Covid-19 pandemic. In thematic learning during the Covid-19 pandemic using online learning that had been provided by the school using mobile phones. In online learning, students are less active in the learning process because they are a little surprised and bored compared to normal learning, the teacher explains thematic material in online learning, students only pay attention, and take notes with explanations from the teacher without expressing opinions. During normal learning the teacher usually explains the material and holds group discussions with students, in online learning the teacher rarely holds group discussions and immediately gives assignments to do at home without knowing whether the students understand what the teacher explains. 2) the lack of use of various learning methods and media provided by teachers in thematic learning so that students feel bored, sleepy, and do not understand thematic learning during the co-19 pandemic. 3) During the Covid-19 pandemic it was one of the obstacles for teachers and students in the thematic teaching and learning process. Students have influence over friends, who usually study in class with friends and are now only limited through online learning. Student concentration decreases during the day when using morning and afternoon sessions in online learning, students are more enthusiastic and concentrate on learning to start in the morning. During the Covid-19 period, students interacted with friends limited to face-to-face activities, limited to online learning.

Keywords: Active Learning, Covid-19 Pandemic, Thematic Learning

A. Introduction

Law No. 20 of 2003 concerning the National Education System (Sisdiknas) article 1

paragraph 1 which states: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. (RI, 2003) Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers in Kompri states, Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, education elementary, and secondary education (Guru Dan Dosen, 2005). Teachers are professionals who are responsible for educating and teaching students with the experience they have, both in formal and non-formal settings. Teachers are all people who are authorized and responsible for student education, both individually and classically, both at school and outside school who try to educate their students, eliminate ignorance, and teach religion to their students. The teacher's efforts to improve student learning activities can be done by paying attention to the appropriate, efficient and effective ways or methods of teaching. As said by Slameto so that students can receive, master and develop learning materials, the teacher must be able to choose the right way that needs to be planned well before starting the learning process. This is because the method or method is one of the efforts that can be made by the teacher to influence student learning activities, which in turn can improve teaching and learning activities and student learning motivation. It is hoped that the efforts made by the teacher in increasing student learning activities can really help students understand the subject matter without feeling bored and bored and act actively in the learning process (Slameto, 2010).

The 2013 curriculum is a new curriculum that was implemented in the 2013/2014 school year. This curriculum is a development of the existing curriculum, both the competency-based curriculum that was pioneered in 2004 and the Education Unit Level curriculum in 2006. However, the emphasis point on the 2013 curriculum is the improvement and balance of soft skills and hard skills. which includes aspects of attitude competence, skills and learning knowledge. The 2013 curriculum is more thematically integrative in all subjects. Thus it can be understood that the 2013 curriculum is a curriculum developed to improve and balance soft skills and hard skills in the form of attitudes, skills, and knowledge. The 2013 curriculum seeks to instill more values which are reflected in attitudes that can be directly proportional to the skills students acquire through knowledge in school. In other words, between soft skills and hard skills can be embedded in a balanced way, side by side and can be applied in everyday life. With the 2013 curriculum, it is hoped that students will have competency attitudes, skills and knowledge that increase and develop according to the level of education that students are currently pursuing (Fadlillah, 2014).

The world is being shaken by the case of the spread of the COVID-19 Virus pandemic from China which is spreading and expanding rapidly and has become the biggest

global polemic to date. Even this virus outbreak has been declared a global pandemic by the World Health Organization (WHO). COVID-19 that has occurred in various countries including Indonesia has had an impact on various fields including education. (Organization & Joint, 2020) Currently, the world of education is facing quite complex problems. The virus attack had an impact on the implementation of learning at all levels of education (Nuryati, 2021). Of course there are not many obstacles at the tertiary level and some high schools are used to implementing online learning, but this is not the case at the elementary education level (elementary school) where they are not even allowed to bring communication devices (mobile phones) to school or to the classroom. On March 24, 2020 the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning the implementation of education policies during the emergency spread of COVID19. (Burhanudin, 2021) The learning process is carried out at home through online/distance learning which aims to break the chain of transmission of COVID-19. Online learning is the use of the internet network in the learning process. Online learning allows students to have the freedom of study time, can study anytime and anywhere. Students can interact with teachers using several applications such as classroom, video conferencing, telephone or live chat, zoom or via the WhatsApp group. This learning is an educational innovation to answer the challenge of the availability of varied learning resources (Nakayama et al., 2007).

Based on observations and interviews on July 19, 2021 with the class V teacher, Mrs. Kusnayati, S.Pd, it can be seen that the thematic teachers are doing quite well in carrying out learning and it appears that efforts have been made to improve student learning activities, such as providing opportunities for students to be directly involved or be active during the learning process and the teacher also uses learning media to motivate students to learn. However, the authors still see the following phenomena occur: (1) There are still students who are less enthusiastic when attending lessons, especially during the Covid-19 pandemic. Apart from that, it is also known that parental supervision of their children is indeed lacking because in general the work of the majority of students' parents is self-employed. So, he goes to work in the morning and comes back in the afternoon. During non-school hours, students are busy playing the Internet, playing games, playing cellphones, and watching television. (2) There are still students who do not pay attention to their teachers explaining thematic lessons, especially during the Covid-19 pandemic. The teacher in conveying the material uses printed books and lecture methods. When the teaching and learning process takes place, students are always given exercises and homework without knowing whether students understand. (3) Infrastructure facilities are used at their best during the Covid-19 pandemic. The objectives to be achieved in this research are: a. To find out the teacher's efforts to increase student learning activeness in thematic learning during the Covid-19 Pandemic Period for fifth grade students at SDN 66 Bengkulu City; b. To find out the inhibiting factors for teachers to increase their activity in thematic learning during the Covid-19 pandemic for fifth grade students at SDN 66 Bengkulu City; c. To find out the

teacher's supporting factors to increase student learning activity in thematic learning during the Covid-19 pandemic for class V SDN 66 Bengkulu City.

B. Methods

This research is field research, which is classified as a qualitative type of research using the Ex Post Facto approach. Qualitative research is research that seeks to understand the phenomenon of what research subjects experience, such as behavior, perception, and motivation for action, holistically and through description in the form of words and language, in a specific natural context, and through the use of various natural methods (Sugiyono, 2015). The use of research methods will affect the process and research results. The research method is a technique used in research. This research uses ex post facto or comparative causal research methods. According to Sukmadinata said that: Ex post facto research (ex post facto research) is to examine causal relationships that are not manipulated or treated (designed and implemented) by researchers. Furthermore, it is said that ex post facto research is carried out on programs, activities that have taken place or have occurred. Ex post facto research has no variable control and usually no pre-tests (Sukmadinata, 2013). The data sources in this study are divided into two; the primary data object in this case is the class teacher at SDN 66 Bengkulu City. Secondary data sources are data obtained indirectly from less than the research subject. However, secondary data was obtained from school principals, students, documents. In this study, researchers only focused on limited face-to-face meetings to obtain relevant data information. Interview techniques, observation techniques, and documentation techniques were used to collect data in this study. Because, in qualitative research, real phenomena can be easily understood with good meaning if interactions with subjects are carried out through in-depth interviews and observations, where these phenomena take place, and in addition, documentation (about materials written by or about the subject) is required to complete the data (Sugiyono, 2015). In addition to directly asking the subject, the researcher made several efforts to ensure the validity of the data findings. Researchers look for answers from other sources as well. Triangulation theory refers to the use of multiple theories (more than one main theory) or multiple perspectives to interpret a set of data (Sundayana, 2014).

C. Results and Discussions

The teacher's efforts to increase learning activity in thematic learning during the Covid-19 pandemic for class V students at SDN 66 Bengkulu City

The results of the research show that student's study thematically during the Covid-19 pandemic using online learning, using technology in the form of mobile phones. Teachers and students each meeting use video and are given assignments after explaining the material. Teachers see students in online learning, students are active in learning. Students pay attention when the teacher explains and records the

material explained by the teacher. Students rarely express opinions after the teacher discusses the material and students already understand the material explained by the teacher during the teaching and learning process. Usually the teacher makes discussions between students during normal learning because this Covid-19 season the teacher immediately gives practice assignments to work on at home. The results of the research above show that during the Covid-19 pandemic, teachers and students studied thematically with online learning so that students were less active in learning compared to normal learning.

Statute number 36962/MPK.A/HK/2020 contains online learning and working from home in the context of preventing the spread of Corona Virus Disease (COVID-19) (Pembelajaran Secara Daring Dan Bekerja Dari Rumah Dalam Rangka Pencegahan Penyebaran Corona Virus Disease (COVID- 19), 2020). This circular letter is addressed to all public/private higher education institutions, and all educational institutions. This circular letter explains that all employees, lecturers, students, teachers and students must comply with health protocols to prevent the spread of Covid-19; postpone activities that require inviting many participants and be replaced with video conferencing or other online applications; all employees, lecturers, students, teachers, and students carry out activities from home; and the government have collaborated with various online educational institutions to provide free online learning facilities both through television and online applications aimed at all students and students throughout Indonesia.

Factors supporting teachers in increasing learning activity in thematic learning during the Covid-19 pandemic for fifth grade students at SD Negeri 66 Bengkulu City.

The results of the study show that the media used by teachers in thematic learning uses printed book media in online learning. In this lesson the teacher teaches students using video, sometimes they don't see the lesson plans during learning and focus on printed books during learning. The method that is often used by teachers is to present student material using the lecture and training method during the Covid-19 pandemic. The results of the research above show that teachers in thematic learning do not use a variety of methods and media so that students feel bored with the material conveyed. Methods and media are one of the supporters in the teaching and learning process so that students are more active. According to Nana Sudjana and Ahmad Rivai, learning media can enhance the learning process of students in learning, which in turn is expected to enhance the learning outcomes they achieve. The reason relates to the benefits of learning media in the student learning process, namely: a) learning will attract more students' attention so that it can increase learning motivation. b) learning materials will be clearer in meaning so that they will be better understood by students and enable students to master learning objectives better. c) teaching methods will be more varied. d) students carry out more learning activities because they not only listen to the teacher's description but also other

activities such as observing, doing, demonstrating and others.

Teacher inhibiting factors in increasing learning activity in thematic learning during the Covid-19 pandemic for fifth grade students at SD Negeri 66 Bengkulu City

The results of the research above show that the covid-19 virus is an obstacle for teachers and students in the teaching and learning process, usually teachers and students gather and study in the classroom. Now they only study at home using online learning. So that students are a little surprised in online learning. Students usually go to school in the morning and go home at noon. During the Covid-19 pandemic, students studied online using sessions, there were morning sessions and afternoon sessions. Students prefer to start learning in the morning because they are more enthusiastic and concentrate on learning to accommodate. Sometimes learning starts during the day when students' concentration decreases and they fall asleep easily. So students are less active in learning. In this online learning, student interaction is limited to face-to-face meetings, limited during the Covid-19 period to break the chain of the spread of the Covid-19 virus in this world. The Covid-19 virus factor above can certainly affect students in the teaching and learning process, especially in thematic learning which requires special attention because it has many subjects in the material. The Covid-19 virus season affected one of the obstacles to learning using limited face-to-face. Implementation of online learning activities is not as easy as carrying out offline or face-to-face learning activities. There are quite a lot of obstacles experienced by teachers when teaching online. Teachers cannot explain material freely, teachers cannot form small groups that allow students to interact with their friends, teachers also cannot know the learning process of students directly, especially in low grades. So, in online learning, the teacher only explains in the form of learning videos and only gives assignments. So that in practice, students seem passive, there are no friends to interact with and few activities that require them to socialize with friends and the surrounding community.

D. Conclusion

The teacher's efforts to increase activity in thematic learning for students in the learning process take place depending on the way the teacher explains and masters material, media, methods and use of technology during the Covid-19 pandemic. So that teachers can create learning that is able to encourage students to think and act actively and creatively in learning. In the teaching and learning process teachers who are creative in transferring student knowledge use supports in the teaching and learning process taking place such as lesson plans, various methods and media so that students can easily understand and enjoy the learning that the teacher is carrying out. The rapid development of the Covid-19 virus has had a lot of influence on teachers and students. So that all teachers and students study at home using online learning. It is very difficult for teachers to control student development both

from the concentration of study time, the influence of friends during study, and limited face-to-face learning. So that is one of the inhibiting factors for teachers and students.

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