IMPLEMENTATION OF INTEGRATIVE THEMATIC LEARNING IN ISLAMIC EDUCATION AND CIVIL SUBJECTS AT SD N GIRIWUNGU BANTUL YOGYAKARTA

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Abstract: This research explored the implementation of integrative thematic learning in Islamic Education (PAI) and Characteristics at SD N Giriwungu Bantul, Yogyakarta. Researchers used qualitative research methods. The research results showed several stages in implementing integrative thematic learning, including 1) Planning the RPP in detail, 2) carrying out two stages, namely core and closing material, and 3) Assessing the implementation results in various stages. The obstacles teachers faced in integrative thematic learning were the need for more learning media provided by the school and the unavailability of thematic teaching materials (books).
Keywords: Integrative Thematic Learning, Islamic Education, Character, Elementary School

INTRODUCTION

Education is an interaction between educators and students to guide students toward physical and spiritual maturity so that students can practice and carry out the knowledge given in everyday life [1]. Meanwhile, according to the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System Chapter I Article 1 paragraph 1, "education is a process of a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have knowledge that is put into practice in the form of religious, spiritual power, self-control, personality, intelligence, noble morals, and skills needed by oneself, society, nation, and state."[2].

Learning activities play a crucial part in meeting the desired learning objectives in the process of Islamic education in formal institutions since the subjects are taught in a way that is

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[1] Ramayulis and Syamsul Nizar, *Filsafat Pendidikan Islam* (Jakarta: Kalam Mulia, 2012).

[2] Muhammad Asrofi and Desiana Wahyuni, "Implementation of Scientific Approach in Thematic Integrated Learning in Class IV MIN 1 Yogyakarta," *Al-Furqan* 8, no. 1 (September 30, 2019): 23–36, http://ejournal.kopertais4.or.id/sasambo/index.php/alfurqan/article/view/3654.

meant to be comprehended, internalized, and used in daily life [3]. For Islamic education to be effectively implemented, suitable models or approaches must be used during the teaching and learning process. One of the reasons Islam hasn't been taught well thus far is that teachers haven't chosen the right techniques; even they seem to utilize boring techniques that dull students.

So far, the implementation of learning activities in elementary school classes I-III for each subject has been carried out separately, for example, 2 hours of science in science, 2 hours of social studies, 6 hours of Indonesian, and 6 hours of mathematics. Implementing these learning activities is carried out purely on a subject basis, only studying competency standards and essential competencies related to the subject and not connected with other material or subjects. Learning that separates the presentation of subjects does not develop children to think holistically and creates learning difficulties for students.

Students in grades one, two, and three of elementary school fall into this early age group. All facets of students' intelligence growth, including IQ, EQ, and SQ, increase and develop remarkably because this is the "golden age" of child development [4]. The developmental stage still, in general, views the world as a whole and is able to comprehend the connections between ideas in an easy way. Concrete things and first-hand experience continue to be essential to the learning process.

Thematic learning is integrated learning that connects multiple subjects through themes [5]. A theme serves as a platform or means of presenting students with a variety of subject themes. Thematic instruction helps students learn more cohesively, meaningfully, and easily by organizing curriculum content into cohesive chunks. It is significant because students will comprehend the topics they learn from firsthand experience and make connections between them and other concepts they already know thanks to theme learning [6]. Children's learning behavior is significantly influenced by aspects of both their environment and themselves. These two things are inextricably linked because one of the factors influencing a child's learning

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[3] Ahmad Shofiyuddin Ichsan, "Tipe Gaya Belajar Siswa Madrasah Ibtidaiyah Dalam Menghafal Al Qur'an Di Yogyakarta," *Al-Aulad: Journal of Islamic Primary Education* 3, no. 1 (April 2020): 28–37, https://doi.org/10.15575/AL-AULAD.V3I1.5955.

[4] Alifani Izuddin Habiburrakhman, "Pengembangan Kecerdasan Spiritual Pada Mata Pelajaran Pendidikan Agama Islam Dengan Konsep Modernisasi Pendidikan Menurut Fazlur Rahman," *PATTINGALLOANG* 8, no. 2 (August 31, 2021): 87–99, https://doi.org/10.26858/JP.V8I2.22831.

[5] Abd. Kadir and Hanun Asrohah, *Pembelajaran Tematik* (Jakarta: Rajawali Press, 2014).

[6] Ibadullah Malawi and Ani Kadarwati, *Pembelajaran Tematik Konsep Dan Aplikasi* (Magetan: CV. AE Media Grafika, 2017).

process is the interaction process between the child and the environment. The child's learning behavior will also enhance if the surroundings and the youngster are well-created [7].

This research was conducted at the Giriwungu Kradenan Girirejo Imogiri Bantul State Elementary School (SDN). This school is one of the elementary schools in the countryside, far from urban areas, but this is different from why it has been implemented recently. It is proven that learning at SDN is by what is planned in the curriculum, namely the application of integrative thematic learning. However, the lecture method is still used in the learning process. Researchers feel it is essential to research thematic learning in PAI lessons to become an example or model for other schools that are not successful in the learning process.

Islamic education lessons for classes I-III are carried out in a time allocation of 3 x 35 minutes weekly. The learning method has been carried out well by the teaching and learning process and adapted to the conditions of the students. In learning Islamic religious education, not all essential competencies can be integrated. This is because not all knowledge contained in essential competencies can be reasoned with. Islamic education learning at SDN Giriwungu Bantul is carried out by existing essential competencies; for example, mad thobi'i learning can be integrated with Mathematics subjects, namely how many hijaiyah letters, how many mad thobi'i requirements, and so on. In studying QS al-Kautsar verse 2, which means "so pray for your Lord and sacrifice," this can be integrated into social studies lessons, that sacrificing is not just slaughtering a cow or goat. Still, humans are required to be able to sacrifice or help relatives, neighbors, or friends.

There are at least several previous studies that reveal thematic learning, including 1) research from Masita Arum entitled "Developing Children's Religious Character Through Integrative Thematic Learning Class 4 A at SD Muhammadiyah Demangan Yogyakarta" [8]. 2) research from Kharisma Ratu Suryana titled "Integrative Thematic Learning and Its Influence on the Morals of Grade 4 Students at Cebongan Elementary School, Sleman, Yogyakarta, Academic Year 2013-2014." [9]. 3) research from Nia Nur Indah entitled "Increasing Narrative Writing Competency using Integrative Thematic Methods in Class IV MI Muhammadiyyah

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[7] Huzuwah, Ahmad Shofiyuddin Ichsan, and Rohmat Dwi Yunianta, "Strategi Membangun Karakter Anak Usia Sekolah Dasar (Telaah Kritis Buku 'Alhamdulillah Anakku Nakal' Karya Miftahul Jinan Dan Choirus Syafruddin)," *Al-Fikru: Jurnal Ilmiah* 15, no. 2 (July 25, 2021): 78–96, https://doi.org/10.51672/ALFIKRU.V15I2.53.

[8] Masita Arum, "Mengembangkan Karakter Religius Anak Melalui Pembelajaran Tematik Integratif Kelas 4 A Di SD Muhammadiyah Demangan Yogyakarta" (UIN Sunan Kalijaga, 2015).

[9] Kharisma Ratu Suryana, "Pembelajaran Tematik Integratif Dan Pengaruhnya Terhadap Akhlak Siswa Kelas 4 SD Cebongan Sleman Yogyakarta Tahun Pelajaran 2013-2014" (UIN Sunan Kalijaga Yogyakarta, 2014).

Blembem Gunung Kidul Students." [10]. Therefore, this research focuses on two fundamental questions, namely how to implement integrative thematic learning, which includes learning planning, learning implementation, and evaluation/assessment in PAI and Character Education subjects at SDN Giriwungu Imogiri Bantul Yogyakarta and what are the inhibiting factors and possible solutions taken in implementing integrative thematic learning in these subjects.

METHOD

Field research is descriptive-qualitative [11]. The location of the research was SDN Giriwungu Kradenan Girirejo Imogiri Bantul Yogyakarta. The subjects of this research were 1) the principal, PAI teacher homeroom teacher, and 15 students. Data were collected in this research in three ways, including 1) Structured interviews, 2) Observation, and 3) Documentation [12].

Regarding qualitative data analysis, the researcher methodically gathers and organizes information from field notes, interviews, and other sources in order to make the findings easily comprehensible and useful to other researchers. In the meanwhile, researchers employ triangulation techniques in data validity methodologies, which blend several data collection methods with preexisting data sources [13].

DISCUSSION

1. **Integrative Thematic Learning Planning and Implementation Stage**

   In learning activities, teachers are free to develop a curriculum that has been determined by the government, which is adapted to the situation and conditions of students. However, it is not permissible to reduce the curriculum that the government has determined nationally. In the observations made, the teacher has also carried out learning activities quite well. In the core learning activities, the teacher has carried out learning activities using the scientific method even though it has yet to be wholly implemented because it adapts to the conditions and situations at school. The learning methods used at this school are lectures, assignments, discussions, and experiments.

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[10] Nia Nur Indah, "Peningkatan Kompetensi Menulis Narasi Dengan Metode Tematik Integratif Pada Siswa Kelas IV MI Muhammadiyyah Blembem Gunung Kidul" (UIN Sunan Kalijaga, 2017).

[11] Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2016).

[12] Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2014).

[13] Djam'an Satori and Aan Komariah, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2017).

Based on interviews, it is known that Giriwungu Elementary School has implemented integrative thematic learning, although it still needs to be 100%. It is because it is adapted to school conditions and the conditions of existing students. In PAI and Characteristics subjects, the application of integrative thematic learning adapts to the essential competencies to be delivered, and not all are integrated. Based on the research that has been conducted, integrative thematic learning planning has been implemented well. In several stages of determining and integrating themes, teachers determine the themes that will be presented using textbook guidelines.

In planning integrative thematic learning for PAI and Characteristics at Giriwungu Elementary School, the PAI teacher will adapt thematic learning in class. The planning stage includes determining the theme to be conveyed and then integrating the determined theme with events occurring in the community. It is because not all essential competencies in PAI can be integrated with other subjects. As expressed by Mr. AH as a PAI and Character Teacher for class III at Giriwungu Elementary School:

> "Firstly, in planning the lesson, I determine the theme first, sis. Then I related it to events that occurred in society here. Because not all KD in PAI can be integrated, sis. For example, the pillars of faith, the pillars of Islam, the existence of angels is unseen and cannot be seen with our five senses, heaven and hell too."

In planning learning, the teacher has prepared a Learning Implementation Plan (RPP), which will be used as a learning guide. In the RPP prepared, the teacher has included educational units, classes/semesters, primary material, time allocation, core competencies, essential competencies and indicators, learning materials, learning activities, assessments, media/tools, learning materials, and resources. RPP is an operational plan from the teacher before the teacher carries out learning [14]. The following is an excerpt from the lesson plan made by the PAI teacher at Giriwungu Elementary School:

Table 1
Learning Implementation Plan (RPP)
for PAI Teacher at Giriwungu Elementary School, Bantul

Activity	Description	Time Allocation

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[14] Muhammad Ghozil Aulia and Muhammad Aufal Minan, "Analisis Pembelajaran Al-Qur'an Hadis Di Madrasah Aliyah (Studi Kasus Di MAN 1 Bantul)," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 3, no. 6 (October 2021): 4961–69, https://doi.org/10.31004/EDUKATIF.V3I6.1597.

Introduction	1. Opening the lesson with greetings and praying together led by one of the students with great solemnity. 2. Starting learning by reading selected short surahs of the Koran fluently and correctly (the surah names are by the previously determined habituation program) 3. Showing your readiness by filling out the attendance sheet and checking the neatness of your clothes, position and seating according to the learning activity. 4. Asking questions communicatively related to QS Al-Kautsar material. 5. Conveying the stages of activities that follow observing, asking, gathering information, reasoning/associating, and communicating. 6. Preparing media/props/tools in the form of writing on a whiteboard, pieces of card/cardboard (writing that is large and easy to see/read, or can be in the form of pictures), if possible, through a slide show (LCD projector media).	20 minutes
Core activities	1. Observing (students observe the sentences in QS Al-Kautsar either individually/in pairs/classically) 2. Questioning (the teacher asks questions related to the reading of QS Al-Kautsar) 3. Gathering information (in groups, discuss the reading of the sentences in QS. Al-Kautsar) 4. Reasoning/associating (making notes on the results of group discussions about reading QS Al-Kautsar and connecting mastery of QS Al-Kautsar with everyday life) 5. Communicating (students present the results of discussions in front of the class about QS Al-Kautsar)	100 minutes
Closing	1. The teacher, together with the students, makes conclusions 2. The teacher asks whether the students understand the material 3. The teacher carries out assessments and reflections by asking questions or student responses from activities that have been carried out 4. The teacher provides feedback on the learning process and outcomes 5. The teacher plans follow-up activities by giving assignments both individually and in groups (in the form of remedial learning or enrichment programs) 6. The teacher gives assignments/homework to students related to the material that has been taught. 7. The teacher presents the lesson plan at the next meeting.	20 minutes

The lesson plan excerpt above shows that integrating Integrative Thematic learning using scientific methods has been implemented even though some students need to pay more attention in practice. This scientific method proves it by communicating/presenting

student learning results in front of the class. Communicating learning results in front of the class will add new student experiences and will always be remembered by those who carry them out [15].

However, some of the lesson plans made by the teacher still need to be completed, namely regarding the media used. It will be more effective if teachers use learning media, for example, LCD projectors or other media that make students pay more attention to learning. In the observations made, some students still needed to focus on paying attention to learning because of the lack of media in the class.

In making RPPs, the teacher makes RPPs that will be used with the following details: 1) Education unit. Namely, it contains information about the school implementing the learning implementation plan. 2) Subjects. Namely, explaining what subjects are included in making the RPP. 3) Class/semester. They are namely, explaining the class and semester in which the RPP is made. In the Giriwungu Elementary School RPP document, the RPP is created for class II, semester II. 4) Main material. Namely, explain the material studied in one chapter in the lesson plan. 5) Time allocation. Namely, the RPP document for Islamic religious education at Giriwungu Elementary School includes a time allocation of 3X4 lesson hours or the equivalent of 3 meetings. 6) Core competencies. Namely, in the RPP created by PAI teachers, these competencies must be adjusted to the core competencies in the teacher handbook.

Table 2
Core Competencies

Core Competencies
1. Accepting and carrying out the teachings of the religion he adheres to
2. Having honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends, and teachers
3. Understanding factual knowledge by observing (hearing, seeing, reading, and asking) based on curiosity about himself, God's creatures and their activities, and the objects he encounters at home and school
4. Presenting factual knowledge in a clear and logical language, in aesthetic work, in movements that reflect a healthy child, and in

[15] Aziz Nuri Satriyawan and Ahmad Shofiyuddin Ichsan, "Modifikasi Perilaku Anak: Implementasi Teknik Pengelolaan Diri Dan Keterampilan Sosial Di Ngawi Jawa Timur," *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 10, no. 1 (2020): 21–32, https://doi.org/10.18592/ALADZKAPGMI.V10I1.3645.

> actions that reflect the behavior of a child of faith and noble character.

The following is a more detailed explanation of the lesson plans that PAI teachers have carried out at Giriwungu Elementary School Bantul Yogyakarta, including:

a. Basic Competencies

The essential competencies listed by PAI teachers in the RPP come from the teacher's handbook. The existing essential competencies are based on the subjects in one lesson that will be carried out in a particular meeting.

b. Indicators of Competence Achievement

Indicators of competency achievement include the domains of attitudes, knowledge, and skills. In the RPP created by PAI teachers at this school, the competency achievement indicators are sourced from the teacher's handbook and developed by the teacher himself.

c. Learning Materials

The material included in the lesson plan is based on the material that will be studied in a particular lesson. Based on this material, the teacher will create a lesson plan related to material that is related to the primary material.

d. Learning Activities

This learning activity includes an introduction, core activities, and a conclusion. In this case, the teacher designs the learning activities that will be carried out according to the students' conditions and the media used.

e. The Assessments

The teacher includes the assessments used in the RPP that has been created. Assessments used in learning include assessing spiritual attitudes through observation, assessing social attitudes through observation, assessing knowledge through written tests, and assessing skills through practical/performance tests.

f. Media/tools, Materials, and Teaching Resources

In the RPP, the teacher lists the media/tools, materials, and teaching resources used in learning. The media/tools teachers use are videos presented via cellphones or small posters that correspond to the primary material. The materials used are paper, electronic, and other materials adapted to the subject matter. Meanwhile, teaching resources use

the Al-Qur'an and its translation, Islamic Education and Character books for class III, and Student Worksheets (LKS).

2. Integrative Thematic Learning Implementation Stage

Implementation is the application of learning created previously, while learning is an interaction activity between teachers and students in the learning environment to achieve the expected learning objectives [16]. Implementing integrative thematic learning about Islamic Education and Character at Giriwungu Elementary School adapts to the essential competencies that will be studied. Researchers examine the implementation of integrative thematic learning on essential competencies that can be integrated, although the integration is only limited to Mathematics and Social Sciences subjects.

Researchers also conducted direct observations in class III to see firsthand the integrative thematic learning process by Mr. AH as a PAI and Budi Pekerti teacher at Giriwungu Elementary School. In general, thematic learning is the same as learning in general, only the difference lies in the activities carried out in each process stage. In thematic learning, some activities involve children directly in the learning process. The general steps carried out in thematic learning include three stages, as follows:

a. Initial Activities

The initial activities aim to prepare the conditions for students to receive learning. In this activity, the teacher invites students to pray, led by one of the students. The teacher also takes attendance of all students in class to determine which students are present and absent that day. Teachers are enthusiastic about encouraging students to be ready to receive lessons. Teacher also motivates students to continue learning and apply the knowledge gained in everyday life, because the primary goal of teachers providing learning is that students can apply the knowledge gained at school.

To engage students in learning, teachers often ask students questions related to the material to be presented. Many students are enthusiastic about answering the teacher's questions, even though the answers could be better. At this point, the questions asked by the teacher are enough to provoke students' enthusiasm for learning. When students are deemed ready to receive learning, the teacher explains the material that will be

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[16] Fadillah M., *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTS, Dan SMA/MA* (Yogyakarta: Ar-Ruzz Media, 2014).

delivered so that learning objectives can be achieved optimally. Students are better prepared to receive learning.

b. Core Activities

In core activities, not all existing essential competencies can be integrated. It is proven by observation data that researchers conducted. Teachers use lecture and question-and-answer methods to learn about essential competencies that cannot be integrated. However, using the lecture method, some students still need to pay attention to learning. Some are playing, and some are telling stories with their friends. To overcome this, the teacher provides a question-and-answer method between his lecture methods. Students who need to pay attention are asked questions about the material taught at that time. With techniques like this, problems in class can be resolved well, and students then pay attention to the ongoing learning.

Teachers often use this lecture method to start learning because students will understand learning better if they explain the material to be presented first. Then, the teacher uses media that can support learning [17]. In the explanation given by Mr. AH, schools have limitations in providing learning media. So far, Mr. AH has used cellphone media as support.

> "Actually, there is no LCD here, sis. So children are sometimes still confused about receiving learning. To anticipate this, I usually use a cellphone. So that the children have an idea of the material I am conveying. If there is still a child who is busy, I usually gently reprimand him and eventually the child understands."

In learning, teachers use scientific methods to explain the material that will be presented, but even then, they look at the essential competencies that will be conveyed. In the observations made by researchers, the following is an explanation of the scientific methods used in teaching Islamic Education and Character at Giriwungu Elementary School, Bantul:

a. Observing

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[17] Yusuf Bahtiyar et al., "Pelatihan Tahsin Alquran Bagi Guru Madrasah Ibtidaiyah Dengan Metode Yanbu'a," *Journal of Integrated Elementary Education* 2, no. 1 (March 31, 2022): 55–62, https://doi.org/10.21580/jieed.v2i1.10671.

Observing is an activity that uses the five senses to find out the information to be obtained [18]. In observing, teachers use cell phones (HP) or small pieces of paper to support students' learning activities. In this activity, students observe even though some students need more focus on learning. In the RPP created, the teacher uses cellphones or small paper as the media. Next, the stages of the activity process carried out are explained briefly and clearly. In observing activities, students pay attention to what the teacher says, although some still need to pay more attention to the ongoing learning. It is still expected, and learning continues smoothly.

b. Asking

Questioning serves to lure students into being actively involved in ongoing learning. Also, it aims to lure students who previously needed to pay more attention to learning to change to paying attention to learning [19]. In class, the teacher presents the material discussed in the meeting with students. Then, after the explanation is deemed sufficient, the teacher asks the students about the material presented. Several students actively raised their hands and then asked the teacher about material they did not understand. Then the teacher answers the questions asked by the students.

There were also some students who, during the lesson, did not pay enough attention to the lesson being delivered. The teacher found out about this, and then the teacher spontaneously asked questions to the students who needed to pay more attention. However, the answers given by the students needed to be corrected. In this way, the teacher succeeded in making students who initially ignored the ongoing learning, and the students were more able to appreciate the teacher teaching in front of the class.

c. Collecting Information

Gathering information is a process where students obtain information from the learning they have obtained and discuss it with friends to obtain correct information. Students are made into groups to discuss learning material that the teacher has previously presented. In this activity, researchers observed that students still needed to be sufficiently conditioned by group discussions. When students are divided into groups, they are busy

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[18] Wati Oviana, "Pengembangan Rencana Pelaksanaan Pembelajaran Berbasis Pendekatan Saintifik Oleh Guru Sd Dan Mi Di Kota Sabang," *PIONIR: Jurnal PendidikanENDIDIKAN* 7, no. 1 (August 2018), https://doi.org/10.22373/pjp.v7i1.3316.

[19] Fahrudin Fahrudin, Ansari Ansari, and Ahmad Shofiyuddin Ichsan, "Pembelajaran Konvensional Dan Kritis Kreatif Dalam Perspektif Pendidikan Islam," *Hikmah* 18, no. 1 (September 1, 2021): 64–80, https://doi.org/10.53802/HIKMAH.V18I1.101.

looking for their groups, so the class situation becomes less conditioned. However, this is only temporary, and students can be well-conditioned.

In the group work carried out, students were seen actively discussing the material presented. The class atmosphere becomes more lively, and students are more enthusiastic about learning. It will enable the material taught to be absorbed by students and students will gain valuable experience in learning.

d. Reasoning/Associating

In reasoning/associating activities, students at this school make notes on the results of discussions carried out, and students learn to connect the learning being studied with the daily life experienced by students. However, in this reasoning activity, some students still need teacher assistance. This is because students have different abilities in receiving learning.

In this activity, the teacher explains that in learning, students can empathize with fellow humans, especially with the community around them. It is because the teacher's primary goal is to impart Islamic religious education. Then, students make notes in groups to present in front of the class.

e. Communicating

In communicating activities, students bring the results of discussions to the class to be presented [20]. It is essential in learning because it can train students to dare to express their opinions. Students also gain new knowledge from discussions and activities that will always be remembered. Students will gain meaningful experience from this activity because it involves students directly in front of the class.

In the core activities above, the teacher carries out learning according to what has been planned in the RPP, although sometimes, the teacher carries out activities spontaneously. It is because the condition of students who are still in class III will continue to change every day, as explained by Mr. JK, a teacher at Giriwungu Elementary School:

> "Sometimes I don't participate in the RPP, sis. The problem is that students' behavior changes almost every day. In learning, I have to adapt to the class conditions at that time, especially when the class is busy."

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[20] Aidil Haris and Asrinda Amalia, "Makna Dan Simbol Dalam Proses Interaksi Sosial (Sebuah Tinjauan Komunikasi)," *Jurnal Dakwah Risalah* 29, no. 1 (2018): 16, https://doi.org/10.24014/jdr.v29i1.5777.

The most important thing in learning is how to condition students to continue to follow and be actively involved in learning, which is very important in the learning process.

c. Closing Activities

In closing activities, the teacher does not immediately close the lesson, but the teacher and students together conclude the lessons learned. Then, the teacher asks the students whether they still need help understanding something. If some people need help understanding, the teacher will explain it again. Next, the teacher provides additional homework (PR), so students understand the material more. Here, the teacher only gives a few assignments because the teacher wants to avoid taking up students' playing time. Mr. AH expressed this as a PAI and Character teacher at Giriwungu Elementary School:

> "For assessments, I usually give homework, sis. But I didn't give much, sis. Poor thing. I don't want to reduce the time the children play at home, because they come home in the afternoon. Why is that, my hope is to foster an empathetic attitude in children. If a neighbor is affected by a disaster or something else, they must have empathy. This sense of empathy will grow when children interact with their neighbors. If they don't interact, they won't have a sense of empathy either for themselves or their social environment."

After being given homework assignments, students pray, led by one of the students. After that, the lesson ended with greetings.

3. Integrative Thematic Learning Assessment Stage

Assessment is the process of analyzing data on student learning outcomes so that they can monitor their learning progress. In assessment, teachers have several aspects that are assessed, not only homework assignments and semester test results, but other aspects are also assessed, for example, the child's social and spiritual attitudes in everyday life.

Here, there are four aspects of assessment used by PAI and Budi Pekerti teachers at Giriwungu Bantul Elementary School: spiritual assessment, social attitude assessment, knowledge assessment, and skills assessment. In assessing these four aspects, the teacher makes a score, then the final result is the score obtained divided by the maximum score multiplied by 4. The following are four aspects that are used for assessment:

a. Spiritual Assessment

In spiritual assessment, teachers assess spontaneously by looking at the religious worship habits of students [21]. The teacher observes every activity of the Dhuha prayer and Dhuhur prayer as a congregation of students, then other religious activities are also observed as assessment material.

b. Social Attitude Assessment

Social attitude assessment relates to students' social attitudes towards each other or their friends [22]. The teacher observes students interacting with their fellow students. There are students with good social attitudes and those who could be better. All of this is made in the form of a score and will be calculated by assessing other aspects.

c. Knowledge Assessment

Knowledge assessment is carried out by asking students questions about the material being studied [23]. Knowledge assessment can be in the form of homework, mid-semester, or end-of-semester assessments.

d. Skills Assessment

The skills assessment here includes how students demonstrate their skills in memorizing verses, reading accuracy and writing the letters of the Qur'an. If the score obtained by students is less than the set standard, the teacher will provide remediation. Further enrichment is carried out if the child's scores from these four aspects meet the standard.

4. Inhibiting Factors and Solutions

The teacher's responsibility is not only to transfer knowledge to students, but most importantly to assist education in overcoming several difficulties and obstacles in it.[24] In every lesson, the teacher must find inhibiting factors that can make the learning less than perfect. This inhibiting factor lies in the implementation of learning in the classroom. The

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[21] Helena Anggraeni, Yayuk Fauziyah, and Eni Fariyatul Fahyuni, "Penguatan Blended Learning Berbasis Literasi Digital Dalam Menghadapi Era Revolusi Industri 4.0," *Al-Idarah : Jurnal Kependidikan Islam* 9, no. 2 (2019): 190–203, https://doi.org/10.24042/ALIDARAH.V9I2.5168.

[22] Ni Nyoman Padmadewi et al., "Memberdayakan Keterlibatan Orang Tua Dalam Pembelajaran Literasi Di Sekolah Dasar," *Jurnal Ilmu Sosial Dan Humaniora* 7, no. 1 (August 12, 2018): 64–76, https://doi.org/10.23887/JISH-UNDIKSHA.V7I1.13049.

[23] Hari Setiadi, "Pelaksanaan Penilaian Pada Kurikulum 2013," *Jurnal Penelitian Dan Evaluasi Pendidikan* 20, no. 2 (November 2016): 166–78, https://doi.org/10.21831/pep.v20i2.7173.

[24] Ridwan Idris, "Mengatasi Kesulitan Belajar Dengan Pendekatan Psikologi Kognitif," *Lentera Pendidikan* 12, no. 1 (2019), https://doi.org/https://doi.org/10.24252/lp.2009v12n2a3.

following are inhibiting factors that occur during learning activities in the classes at SD N Giriwungu Bantul:

a. Media to support learning is still minimal

As explained above, in this school, there are still classes that do not use LCD projectors and other supporting media. The solution taken by the teacher is to use cell phones as a substitute for projectors.

b. Thematic teaching materials (books) have yet to be made available.

In this school, thematic teaching materials still need to be made available properly, so teachers create materials for the material to be taught and integrate them into subjects or other activities. There must be teacher creativity so students are interested in the material presented here. Armed with limitations, teachers continue to use their creativity to support innovative learning processes, both in and outside the classroom.

CONCLUSION

The implementation of integrative thematic learning in Islamic Education (PAI) and Characteristics at SD N Giriwungu Bantul Yogyakarta has gone well, although several obstacles are faced. There are at least several stages in implementing learning in this subject, including planning in detail and implementing two critical stages through core and closing activities. Not only that, another stage is to carry out an assessment using four criteria, namely spiritual assessment, social attitudes, knowledge and skills. With these critical stages, integrative thematic learning in elementary schools can become a good standard for implementing the existing curriculum.

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