**Perception Low Grade Teachers to Thematic Learning on Curriculum 2013 at Sumber Rahayu OKU Timur Elementary School**

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***Abstract***

The teacher as a human resource is directly confronted with the presence of students. Therefore teachers must equip themselves with various competencies, starting from the preparation of learning administration that must be fulfilled and made. Therefore, it is reasonable if a teacher plays an important role in learning in school. The purpose of this study is to describe the perceptions of low grade teachers towards thematic learning in the 2013 curriculum 2013 at Sumber Rahayu OKU Timur Elementary school. This research is a qualitative research in the form of words to describe the object under study by collecting data at the time of the research by using documentation and interviews conducted in April to June 2020. The results of this study that the perception of low grade teachers on thematic learning in the curriculum 2013 is that (1) the existence and accuracy of the preparation of RPP strongly supports the success of learning, (2) learning can be done with interesting and fun even though not fully understood, (3) the readiness of facilities and infrastructure to support the thematic learning process that is in accordance with the curriculum 2013 is inadequate, (4) the overall assessment in the 2013 curriculum was felt to be quite difficult and complicated burdensome teacher. It is recommended that assistance is needed in the preparation and manufacture of thematic learning tools according to the curriculum 2013.

**Key Words : teacher perceptions, learning thematic, curriculum 2013.**

**INTRODUCTION**

In general, the teaching and learning process in elementary schools uses the lecture and question and answer method rather than the method of discussion, discovery, and or demonstration. As a result, the implementation of learning in the classroom is centered on the teacher and textbooks so that the interactions that occur are only one way, namely the student teacher and there is no reciprocal vice. This can be due to the fact that teachers do not have insight into learning renewal, because they do not want, lack or do not have the opportunity to follow or are already familiar with a learning innovation but are reluctant to implement it for various reasons.

Thematic learning emphasizes the application of concepts learning by doing. Therefore, teachers need to package or design learning experiences that will affect the learning meaning of students. Learning experiences that show the link between conceptual elements make the learning process more effective.Conceptual linkages between the subjects studied will form a scheme, so that students will get wholeness and unanimity of knowledge.

The implementation of the curriculum 2013 requires the readiness of teachers to face changes in learning. Teacher readiness is closely related to the success of curriculum changes, especially during its implementation in the classroom.Therefore,the ability of teachers to learn new learning approaches, strategies, models and methods is needed so that student competence can be achieved.Apart from the readiness of the teacher, the readiness of students to accept learning changes is also very important in achieving competence.

Thematic learning process of the curriculum 2013 allows it to be needed observation or reflection on whether during the implementation and implementation of the curriculum it is appropriate, effective, and even acceptable to teachers. Because not all elementary schools have implemented thematic learning in the 2013 curriculum even though it has been recommended by the government, this is because in its application it needs to be adjusted to the conditions of each school.

Sumber Rahayu OKU Timur Elementary School is one of the elementary schools that has implemented thematic learning Curriculum 2013. Through the initial observations that the author did at Sumber Rahayu OKU Timur Elementary School on March 2020. Researchers found several notes that some opinions and responses varied and different perceptions of teachers about the application of thematic learning in the curriculum 2013 starts from the preparation of lesson preparation plans, especially in determining basic competencies, compiling indicators, determining learning media and strategies, as well as the readiness and support of infrastructure facilities.

Besides that, considering the existence of schools in rural areas which are sometimes constrained by the internet network. Different understanding of the implementation of the curriculum 2013 does not make the teachers Sumber Rahayu OKU Timur Elementary School do not let go of their hands in preparing lesson plans that must be adapted to the curriculum. Even though they have to take great pains in preparing the learning tools, especially thematic learning that must be applied.

Besides of the above what teachers must have and master is, the formation of students' abilities in school is also influenced by the learning process they take. The learning process will be formed based on the teacher's views and understanding of student characteristics.To create an effective learning process, what the teacher must understand is its function and role in teaching and learning activities, namely as a guide, facilitator, resource person, or information provider. The learning process that occurs depends on the teacher's view of the meaning of learning which will affect the activities of their students. So that the learning process needs to be adjusted to the level of child development. To support this, it is necessary to have an understanding of the characteristics of students and the learning process, especially for low-grade students and thematic learning.

Majid (2014) states, Thematic learning is one of the integrated learning models (integrated instruction) which is a learning method that allows students, both individually and in groups to actively explore and discover scientific concepts and principles in a holistic, meaningful and authentic manner.

As the Minister of Education and Culture Regulation No. 66 of 2013 emphasize that the 2013 curriculum for elementary schools is designed using integrated thematic learning. This integrated thematic learning needs to be implemented because: (1) in everyday life the subjects stand alone; 2) demands for the development of science and technology; (3) the advantages of thematic learning, the material presented is related to everyday life, can link subjects to one another, and learning is active, effective and fun (Akbar, 2014).

The characteristics that need to be understood from thematic learning according to Hernawan (2011), namely: (1) student centered, the teacher's role is more as a facilitator, namely to provide facilities for students to carry out learning activities; (2) can provide direct experiences to students, students are faced with something real (concrete) as a basis for understanding things that are more abstract; (3) the separation between subjects becomes unclear, the focus of learning is directed at discussing the themes that are most closely related to student life; (4) presenting the concepts of various subjects in a learning process, students can understand these concepts as a whole; 5) is flexible (flexible), because the teacher can link teaching materials from one subject to another; and (6) learning outcomes can develop according to student interests and needs, students are given the opportunity to optimize their potential.

In the implementation of the curriculum 2013 the teacher plays an important role, both in planning, implementing, and evaluating because the teacher is a curriculum planner, implementer and developer in their class. Each curriculum implementation requires teachers to master the contents of the field of study, understand the characteristics of students, carry out educational and fun learning, and the potential for professionalism and personality development (Mulyasa, 2014).

Based on this background, the authors are interested and intend to conduct research to obtain more information on how low-grade teachers respond to the implementation of thematic learning in the implementation of the curriculum 2013 with the title "Perceptions of Low Grade Teachers on Thematic Learning in the Curriculum 2013 at Sumber Rahayu Ogan Komering Ulu Timur State Elementary School". The objective that the researcher wants to get is how the low-grade teacher's perception of thematic learning in the curriculum 2013 at Sumber Rahayu OKU Timur Elementary School in 2020.

**THEORITICAL FRAMEWORK**

**Thematic Learning**

The thematic learning process using the scientific approach according to the Ministry of Education and Culture (2013) is intended to provide understanding to students in knowing, understand various materials using a scientific approach, that information can come from anywhere, anytime, not depending on unidirectional information from the teacher. This is because the learning process must touch three domains, namely attitudes, knowledge and skills. Rusman (2015) thematic learning is an integrated learning model which is a learning system that allows students both individually and in groups to actively explore and find scientific concepts and principles in a holistic, meaningful and authentic manner. The determination of thematic learning in low-grade primary school learning cannot be separated from the development of the concept of an integrated approach itself. Because basically thematic learning is the application of integrated learning.

Based on some of the above opinions, the authors conclude that thematic learning is a learning designed based on certain themes and combines several learning materials from various competency standards and basic competencies of one or several subjects.

Thematic learning is student-centered learning because in this case students are required to be active in learning the concepts of the material being taught. According to (Majid, 2014), thematic learning has several principles, namely as follows:

1. Holistic. A symptom or event that becomes the center of attention in thematic learning is observed and studied in several fields of study at once, not from a compartmentalized point of view.
2. Meaningful. The study of a phenomenon from various aspects, allows the formation of a kind of inter-schema that is owned by students, which in turn will have a meaningful impact on the material being studied.
3. Authentic. Thematic learning allows students to directly understand the concepts and principles they want to learn.
4. Active. Thematic learning is developed based on the inquiry discovery approach where students are actively involved in the learning process, from planning, implementation, to the evaluation process.

**Strengths and Weaknesses of Thematic Learning Models**

According to Kunandar (2007) thematic learning has the following advantages:

1. Fun because it departs from the interests and needs of students
2. Providing experiences and teaching and learning activities that are relevant to the level of development and needs of students.
3. Learning outcomes can last a long time because they are more memorable and meaningful.
4. Developing children's thinking skills in accordance with the problems at hand.
5. Cultivate social skills through cooperation.
6. Having an attitude of communication tolerance and responsiveness to other people's ideas.
7. Presenting real activities in accordance with the problems faced in the environment of students.

According to Trianto (2010), the advantages of implementing thematic learning are as follows:

1. By combining several basic competencies and indicators and subject content, there will be savings, because the overlapping of material can be reduced or even eliminated.
2. Students are able to see meaningful relationships because the content / learning material acts more as a means or tool, not an end goal.
3. Learning becomes complete so that students will get an understanding of the process and material that is not fragmented.
4. The existence of a combination between subjects, then the mastery of concepts will be better and improved”.

Thematic learning in addition to having the advantages described above, there are also disadvantages that arise, namely:

1. Demands the role of teachers who have broad knowledge and insight, high creativity, skills, self-confidence and high academic ethos, and are brave enough to package and develop material
2. In the development of academic creativity, requires good student learning abilities in the aspect of intelligence. This is because the thematic learning model emphasizes the development of analytic abilities (to give insight), associative abilities (to connect) and explorative and elaborative abilities (discover and explore).
3. Thematic learning requires sufficient and useful means and sources of information to develop the necessary insights and knowledge.
4. Thematic learning requires an integrated assessment and measurement system (objects, indicators, and procedures).
5. Thematic learning does not prioritize one or more subjects in the learning process.

The Puskur Team (dalama Rusman, 2015) identified several weaknesses in thematic learning, including:

1. Teacher Aspects of teachers, teachers must be broad-minded, have high integrity, reliable methodological skills, high self-confidence and dare to package and develop material
2. Aspect of students, thematic learning demands relatively good learning abilities of students, both 1. in academic ability and creativity, because the thematic learning model emphasizes analytical skills, associative abilities, exploratory and elaborative abilities.
3. In terms of facilities and learning resources, thematic learning requires reading materials or sources of information that are quite a lot and varied, maybe internet facilities
4. Curriculum aspects, the curriculum must be flexible, oriented towards achieving the completeness of students' understanding, not on achieving targets for material delivery
5. In the aspect of assessment, thematic learning requires a thorough way of assessment
6. The aspect of the learning atmosphere, integrated learning tends to prioritize one field of study and the sinking of other fields of study, depending on the educational background.

Based on the opinion of some of these experts, it can be concluded that the advantages of the thematic learning approach compared to separate learning lie in the activities that take place during the learning process, namely providing opportunities for teachers to develop meaningful learning activities by creating an interesting and enjoyable learning atmosphere, fostering thinking skills and social in students, presenting real learning concepts and close to student life.

**Understanding Teacher Perception**

In the Big Indonesian Dictionary (2008) that, perception is defined as a direct response (acceptance) of something. The term perception is usually used to express the experience of an object or something that is experienced. Perception in a general sense is a person's view of something that will make a response to how and with what someone will act. Perception in a narrow sense means seeing or how a person sees things. Whereas in a broad sense it means someone's view or understanding of something.

Furthermore, Sondang P Siagian (2011) emphasized "perception is a process of structuring and translating a person's impressions about the environment in which he is in". This understanding is also expressed by Veithzal Rivai (2006) that "perception is a process taken to organize and interpret their sense impressions in order to give meaning to their environment". Perception is one of the psychological factors that contribute to a person's behavior is quite large. In looking at the same object or event, the understanding that other people perceive may differ. The surrounding objects that we perceive with our senses are then projected to certain parts of the brain so that we can observe these objects.

The term perception is often referred to as assumptions, images, and views because in perception there is a person's response to a certain thing or object. In general, perception has many meanings. Perception is a process that is preceded by sensing, which is a tangible process of receiving a stimulus by an individual through the senses or also called a sensory process. The perception referred to here is that each different individual has a desire to give meaning and see the same thing in different ways, so that they give different interpretations of what they see or experience.

Thus, in essence perception is the process of giving meaning by a person to a certain object which is influenced by knowledge, experience, mood and also desire. The meaning that a person gives to an object can be known through the impressions, opinions and behavior that are displayed in relation to the object in question. In general, perception can be interpreted as one of the psychological aspects that are important to human life in responding to the presence of various aspects or elements and symptoms around it.

**Characteristics of Learning in Low Classes**

The characteristics of learning in the lower classes are concrete learning. This learning process must be designed by the teacher so that student abilities, teaching materials, learning processes and assessment systems are in accordance with the level of student development, besides the learning process must be developed interactively.

Some of the characteristics of low-grade students according to Djamarah (2008) include: 1) there is a high positive correlation between the health state of physical growth and school achievement, 2) there is an attitude that tends to obey traditional game rules, 3) there is a tendency to praise himself, 4) likes to compare himself with other children, if it is considered advantageous to underestimate other children, 5) if you cannot solve a problem, then it is considered not important. When viewed from Djamarah's statement above, the age of low-grade students still tends to be innocent. Plain here means that students still need guidance to direct what is good and what is bad. Therefore, it is necessary to supervise and control students both at school and at home.

Low-grade learning is carried out based on lesson plans that have been developed by the teacher. The learning process must be designed by the teacher so that students' abilities, teaching materials, learning processes, and assessment systems are in accordance with the stages of student development. Another thing that must be understood is that the learning process must be developed interactively. In this case, the teacher plays an important role in creating a response stimulus so that students are aware of events in their environment. Low grade students still need a lot of attention because the focus of concentration is still lacking, attention to speed and learning activities is also lacking. This requires teacher persistence in creating a more attractive and effective learning process.

**Implementation Curriculum 2013**

Curriculum 2013 is a further step in competency-based curriculum development which was initiated in 2004 and KTSP 2006 which includes competency attitudes, knowledge and skills in an integrated manner (Mulyasa, 2013). The curriculum of 2013 aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and effective and able to contribute to the life of the nation and state and world civilization. In this case, the development of the curriculum 2013 is focused on the formation of competence and character of students, in the form of a combination of knowledge, skills and attitudes that students can demonstrate as a form of understanding of the concepts they are learning conceptually.

According to Law Number 20 of 2003 concerning the National Education System Article 1 point 19, the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals. The curriculum is usually distinguished between the curriculum as a plan and a functional curriculum. The written plan is a curriculum document, while the curriculum that is operated in the classroom is a functional curriculum (Syaodih, 2009).

Implementation is a process of applying, ideas, concepts, policies or innovations in a practical action so as to have an impact, in the form of changes in knowledge, skills, and values and attitudes. Curriculum implementation can be interpreted as actualizing a written curriculum in the form of learning (Kunandar, 2007).

In implementing the curriculum (Imas and Berlin, 2014), there are several factors that are expected to help teachers deal with learning difficulties faced by students, there are several things that must be considered, including:

1. Formulation of goals.
2. Identification of sources, including: sources of readability, audio-visual sources, human, community and school sources concerned.
3. Role of related parties
4. Development of workforce professional skills related to implementation.
5. Scheduling activities of Support elements, such as: work methods, people, equipment, costs and time.
6. Effective communication
7. Monitoring. Recording and reporting that helps monitoring
8. Evaluation process which contains: objectives, functions, evaluation methods and evaluation forms.
9. Repair and redesign curriculum.

**Thematic Learning Assessment Curriculum 2013**

Educational assessment as a process of collecting and processing information to measure the achievement of student learning outcomes includes: authentic assessment, self-assessment, portfolio-based assessments, tests, daily tests, midterm tests, final semester tests, competency level exams, quality level competency exams, exams national, and school /madrasah exams (Permendikbud No. 66/2013).

One of the principles of assessment according to the BSNP (National Education Standards Agency) is comprehensive and integrated with learning. Comprehensive means that the assessment of learning outcomes that is carried out must cover various aspects of the competence to be assessed and consist of cognitive, affective, and psychomotor domains. Whereas integrated, namely in assessing learning activities must consider cognitive, affective, and psychomotor, so that the assessment is not only carried out after students have completed certain subjects, but also in the learning process (Zainal Arifin, 2012).

The assessment process is intended to assess the quality of learning as well as the internalization of character and the formation of student competencies, including how learning goals are realized. In this case, the assessment process is carried out to assess the activity, creativity, and involvement of students in learning, especially mental, emotional and social involvement in the formation of competence and character of students (Mulyasa, 2013).

**RESEARCH METHODOLOGY**

The approach used in this study uses a qualitative approach. Sugiyono (2010) states that qualitative researchers are human instruments, whose function is to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on findings.

The reason the researcher uses a qualitative approach is because in qualitative research the data produced is descriptive data obtained from data in the form of writings, words and documents that can be trusted. The type of research used is descriptive research, where this research is intended to obtain in-depth information about the perceptions of low grade teachers towards thematic learning in the 2013 curriculum at Sumber Rahayu OKU Timur Elementary School. This research was conducted at Sumber Rahayu OKU Timur Elementary School from April to June 2020. The data sources used were primary data and secondary data.

Data collection techniques using observation, interviews, and documentation. Sugiyono (2015) states that observation is an activity of loading research on an object. When viewed in the process of implementing data collection, observation can be divided into participants and non-participants. The type of observation that the researcher uses is non-participant observation where the writer does not directly participate in the learning process and only observes the learning activities that are taking place. Interview is a method of collecting data by asking someone who is an informant or respondent. This is intended so that the conversation in the interview is more focused and focused on the intended purpose and avoids the conversation that is too broad. In addition, it is also used as a general benchmark and can be developed by researchers through questions that arise during the interview (Arikunto, 2002). The type of interview conducted in this study was a free guided interview in which the interviewer had brought guidelines about what to ask in general.

Through the documentation method, researchers use to explore data in the form of documents related to thematic learning in low-grade classes, including: curriculum, syllabus, lesson plans, assessment documents, learning reference books, schedule of learning activities, lists of teacher names, facilities and infrastructure, and documentary photos.

In this study, the researcher himself is acting as an instrument. Researchers as a human instrument conducted observations of the application of thematic learning in the 2013 curriculum in the lower classes of Sumber Rahayu OKU Timur Elementary School. Moleong (2011) describes humans as research instruments because humans are planners, implementer of data collectors, analyzes, interpreters of data, and ultimately reports on research results.

The validity of the data in this study used triangulation of sources and techniques. Sugiyono (2015) explains that source triangulation is done by checking data that has been obtained through several sources, while technical triangulation is done by checking data obtained through interviews, observation and documentation.

Technical data analysis using; (1) Data collection. Process and prepare data for analysis. This step involves transcript the interview, scanning the material, typing in field data or sorting and sorting the data into different types depending on the source of the information. (2) Data Reduction. Data reduction is a form of analysis that classifies, directs, removes unnecessary and organizes data that has been reduced to provide a sharper picture of the results of observations into themes. Presentation of data (Data Display). Data presentation is analysis in the form of matrix, network, cart, or graphic. In qualitative research, data presentation is carried out in the form of brief descriptions, tables, charts and relationships between categories. By presenting the data, the data is organized and structured so that it will be easier to understand. (4) Conclusion Drawing/Verification. Conclusions are conclusion and verification. The initial conclusions put forward are still provisional, and will change if no solid evidence is found to support the next stage of collection. Conclusions in qualitative research can answer the problem formulation that was formulated from the start. Schematically, the process of data collection, data reduction, data presentation, and drawing conclusions can be described as follows:

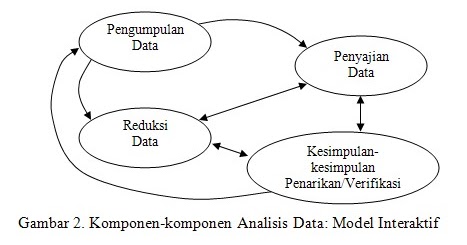


Figure 1. Interactive Model According to Miles and Saldana (2014)

**FINDINGS & DISCUSSIONS**

Descriptions of the results of interviews and the results of collecting documentation, as well as observations made by researchers at Sumber Rahayu OKU Timur Elementary School about the perceptions of low-grade teachers in the application of thematic learning in the 2013 curriculum. Sumber Rahayu OKU Timur Elementary School with Mrs. Restian Suninar, S.Pd as grade 1 teacher, with Mrs. Ika Putri Hamidah, S.Pd as grade 2 teacher, with Mrs. Susiwati, S.Pd as grade 3 teacher, and with Mr. Ali Ahmadi, S.Pd.I as the principal, regarding the perceptions of low class teachers on the implementation of thematic learning in the 2013 curriculum as follows.

Based on these learning tools, the teachers of the Sumber Rahayu OKU Timur Elementary School are based on implementing learning. For them, the accuracy in thematic learning that is required in the curriculum 2013 can be carried out properly by low grade teachers of Sumber Rahayu OKU Timur Elementary School. These teachers can make lower grade thematic learning more interesting and fun.

The perception of low-grade teachers towards the implementation of thematic learning in the curriculum 2013, that these teachers find it difficult when they have to translate basic competencies into sub-themes and themes into learning. Developing 2013 curriculum thematic learning tools is very important in supporting the successful implementation of learning itself. In addition, the perception of low grade teachers at Sumber Rahayu OKU Timur State Elementary School towards thematic learning in the 2013 curriculum is that teachers must be able to choose and use various learning media that are tailored to the material to be delivered. Readiness must be supported by the readiness of adequate infrastructure to support the thematic learning process in accordance with the curriculum 2013.

From the description of the responses given by the low-grade teachers above, it is in line with what was conveyed by the principal of the Sumber Rahayu OKU Timur Elementary School, Mr. Ali Ahmadi, S.Pd.I, that related to the readiness of the school to be ready and keep trying and trying to fulfill everything that is can support the smooth implementation of learning, especially thematic learning in the low class curriculum 2013. Teachers also show a good response, although in practice they must face obstacles and obstacles. Starting from the readiness of the teacher, learning tools, media and methods, and infrastructure. That will be homework for the Sumber Rahayu OKU Timur State Elementary School in the future in implementing the curriculum 2013.

The results above are in line with the results of research conducted by Rusman (2015) entitled "Curriculum Implementation at Elementary Schools A Study on 'Best Practices' Done by Elementary School Teachers in Planning, Implementing, and Evaluating the Curriculum". The results of the study show that "Results of the study indicate that school teachers" response to the implementation of curriculum 2013 falls into the category of positive. As of the activity of planning, it falls into the category of very positive while the activities of planning and evaluating the curriculum, they fall into the category of positive. "The response of elementary school teachers to the implementation of the 2013 curriculum is in a good category. In terms of planning, it is included in the very good category, while in the implementation and evaluation activities it is in the good category.

**CONCLUSION & SUGGESTION**

**Conclusion**

From the results of the discussion and research findings on the perceptions of low grade teachers on thematic learning curriculum 2013 at Sumber Rahayu OKU Timur Elementary School, it can be concluded; (1) Learning can be carried out in a meaningful, interesting and enjoyable manner, but teachers still have difficulty determining basic competencies and making indicators of various subjects; (2) The existence and accuracy of the preparation of the learning implementation plan greatly supports the success of learning; (3) Schools need the readiness of infrastructure, learning resources, and learning media to support the thematic learning process in accordance with the curriculum 2013.

**Suggestion**

So it is suggested that it needs to be done, namely:

1. For teachers, it is necessary to carry out mentoring activities in the preparation and manufacture of thematic-based learning tools according to the 2013 curriculum.
2. For the Sumber Rahayu OKU Timur Elementary School, it is necessary to add infrastructure such as media or other props that are more attractive according to the demands of the 2013 curriculum.

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