

## Utilization of Media in Class II Thematic Learning in Elementary School

Annisa Rahmaniah<sup>1</sup>, Febrina Dafit<sup>2</sup>

<sup>1,2</sup>Elementary School Teacher Education, Universitas Islam Riau, Pekanbaru, Indonesia

[annisarahman@student.uir.ac.id](mailto:annisarahman@student.uir.ac.id), [Febrinadafit@edu.uir.ac.id](mailto:Febrinadafit@edu.uir.ac.id)

### Abstract

*The problem in class II students is that they pay less attention to the explanation from the teacher, and the students are engrossed in playing and telling stories so that the learning delivered by the teacher is not conveyed properly to the students. When the teacher asks students about the material that has been explained, students cannot answer and just stay silent, so the learning objectives are not conveyed to students properly. This is because the media used by the teacher when learning does not attract the attention of students. The purpose of this study was to determine the use of learning media in class II SDN 190 Pekanbaru. This study uses a descriptive qualitative approach. Sources of data from this study were teachers and students in elementary school SDN 190 Pekanbaru. Data collection methods are observation, interviews, and document review. The instruments used to collect data are interview sheets and observation sheets. The results of this study are teachers have used learning media well, the media used by teachers for theme 1, namely living in harmony, in the form of media images of the Pancasila symbol. With good learning media, it will increase students' learning motivation, and learning media can be a tool to introduce messages from teachers to students easily and practically.*

### Keywords

media; learning; thematic; students



## I. Introduction

According to Rusman (2011: 170) learning media is a tool or means, conveying information in learning, messenger technology that can be used for learning purposes, physical means to deliver learning material. According to Suryani (2018: 5) Learning media are all forms and means of delivering information that is produced or used according to learning theory, and can be used for the purpose of delivering information, stimulating students' thoughts, emotions, attention and willingness in order to encourage the learning process. Learning that is aware, directed, and controlled, learning media is one of the keys to the successful implementation of the teaching and learning process in the classroom. According to the media used by teachers in creating quality learning experiences, it has a direct influence on academic achievement, according to Dhey & Branch (in Qondias, 177: 2016). From the opinions that have been conveyed the learning media used by teachers in creating learning experiences, one of which is that quality thematic learning has a direct influence on student academic achievement.

Thematic learning is learning that uses themes in linking several subjects that will give students a very meaningful experience for students, Effendi (in Wahyuni, 2017:129). Thematic learning is a learning process that integrates material from various disciplines into a topic of conversation called a theme. Thematic learning is a learning process that is full of

meaning and vision of various courses. according to (Prastowo, 2019:3). Thematic learning emphasizes the active participation of students in the learning process, enabling students to gain direct experience in the learning process and be trained to be able to find their own knowledge as knowledge learned, through direct experience students will understand the concepts they have. are learning and applying Connect with other concepts. According to (Syaifuddin, 2017: 140), he has understood these concepts. Thematic learning is student-centered, designed with students as the center, providing hands-on experience, not too clear separation of materials, presenting multi-disciplinary concepts, flexible thematic learning, learning outcomes according to student interests, and applying the principles of learning while playing. According to Derlach & Ely (in Ekowati, 2018: 22) Learning media is used to build a condition that makes students able to acquire knowledge, skills, or attitudes. According to Nuritta (2018:171) Learning media are tools that can help the teaching process, make the meaning of the information conveyed clearer, and can effectively and efficiently achieve educational or learning goals. According to Hamid (2020:7)"The benefits of learning media, among others, can help educators and students in the learning process, increase the interest and motivation of students in the learning process, and overcome the limitations of space, time, energy, and senses."

In what other thematic subjects during the covid-19 pandemic as at this time where now all schools are shifting learning into online learning, the use of this learning media is very much needed by teachers which aims to avoid misunderstandings or misunderstandings by students, and learning media used so that the material presented by the teacher can be well received by students, especially in Grade II elementary school children with an age range of 6-7 years. At this age range, children are still in the stage of concrete operational thinking where children are able to think rationally to solve a concrete problem in a lesson.

The results of the interview that was carried out with Mrs. Fauziah S.Pd on September 11, 2021, to be precise in Class II SDN 190 Pekanbaru the teacher used various learning media to deliver material according to the ongoing theme, the media that Mrs. Fauziah used was a video from YouTube which was sent a link the students, through online learning about learning to like to exercise, love to sing and dance, the media used in class in the form of student books, objects around the classroom, teaching aids around the class, for example when calculating, Mrs. Fauziah uses marbles as a tool arithmetic for learning media, the media used by the teacher does not attract the attention of students.

From the description above, it was found that the problem was that children in class II did not pay attention to the teacher's explanation, and the students were engrossed in playing and telling stories, so that the lessons conveyed by the teacher were not conveyed properly to students. When the teacher asks students about the material that has been explained, and students cannot answer and just stay silent, so that the learning objectives are not conveyed to students properly. This is because the media used by the teacher at the time of learning does not attract the attention of students.

From the results of the interviews conducted, the authors are interested in conducting research on the use of media in thematic learning, which is used by class II teachers in thematic learning, such as whether or not the learning objectives can be achieved with the media, can lead to student learning enthusiasm or not, and so forth. This is because the authors see that students are actively involved in learning, students are very enthusiastic in participating in learning activities, and the teacher is able to present a pleasant learning atmosphere, so that students can understand the material presented by the teacher. Therefore, the author is interested in taking the title "Utilization of Media in Class II Thematic Learning at SDN 190 Pekanbaru".

## II. Research Methods

This study used descriptive qualitative method. According to Gunawan (2014: 82), qualitative research is research whose findings are not obtained through quantitative procedures, statistical calculations, or other methods that use numerical measurements. According to Fitrah (2017: 44), qualitative descriptive research is a research procedure that uses descriptive data and observed behavior from people in the form of written or spoken language. In this study, researchers collected and searched for data and information related to the subject and object of research related to Media Utilization in Class II Thematic Learning at SDN 190 Pekanbaru.

The place and time that the researcher chose was at the SDN 190 Pekanbaru location on Jl. Karya Bersama, where this elementary school is a research internship, the subject of this research is a Class II teacher at SDN 190 Pekanbaru, to obtain and get an overview of the data in this study. The time that researchers need to conduct this research is from November 2021 to January 2022.

Data is a collection of notes in writing from researchers both in the form of numbers and in the form of facts, the data source is the subject from which data can be obtained, in this study there are two sources of data used by researchers, namely primary sources and secondary sources. According to Aryani (2019:380) the main sources of documents containing scientific knowledge or known facts or ideas, namely: books, papers, articles and others. Based on the quote above, the main sources of this research are the teachers and students of SDN 190 Pekanbaru. According to Hardani (2020:121), secondary sources are sources that do not provide data directly to data collectors, such as only through other people or through documents.

**Table 1.** Instrumental Guidelines for Interviewing and Observing Media Utilization in Class II Thematic Learning at SDN 190 Pekanbaru

No	Indicator	Sub Indicator	No Observation	No Question
1.	1. The teaching media used must be in accordance with the specified learning objectives.	1.1 the media created by the teacher must be in accordance with the learning objectives 1.2 learning objectives must be adapted to learning materials.	1,2,3,4,5,6,7, 8, 9,10,11,12	1, 2, 3, 4, 5, 6, 7, 8 9, 10, 11, 12, 13, 14, 15, 16, 17
	2. The teaching media must be in accordance with the learning material.	2.1 the media that the teacher uses must be in accordance with the learning material 2.1 subject matter according to student books and teacher books		
	3. Media writing must be in accordance with the characteristics of students.	3.1 learning materials are adapted to the characteristics of students 3.2 the use of learning media is adjusted to the characteristics of students		

	4. Compliance with environmental conditions, supporting facilities, and available time.	4.1 the use of learning media is adjusted to environmental conditions, supporting facilities and time availability. 4.2 the material is adapted to the learning media.		
2.	1. The teacher has not shown creativity thoroughly	1.1 limited creativity of teachers 1.2 the media used does not vary	13,14,15, 16,17, 18,19,20	18, 19, 20, 24, 25, 26, 27, 28, 29, 21, 22, 23,
	2. There is no training in the development of teaching media	2.1 teachers are not given training to develop media 2.2 teaching media does not vary		
	3. There is a separation of material in thematic learning	3.1 the separation of matter is not very clear. 3.2 The focus of learning is directed to the discussion of the themes that are most closely related to student life.		
	4. there are still borrowing and borrowing learning media	4.1 limited media used 4.2 media used by two classes		

Source: Research by Ansarullah (2012) & Abdullah (2016) modified by researchers

### III. Discussion

#### 3.1 Results

The results of the research conducted at SDN 190 Pekanbaru are as follows:

##### a. Media Utilization OnThematic Learning in Class II

Utilization of media in thematic learning in class II SDN 190 Pekanbaru, as for its use by:

##### 1. The Teaching Media Used are in Accordance with the Specified Learning Objectives

The media used is the image of the Pancasila symbol, which is in accordance with the learning material for theme 1 living in harmony, sub theme 1 living in harmony at home. Based on the results of interviews conducted by researchers, the teaching media used must be in accordance with the learning objectives set by the teacher, using learning media in accordance with the learning objectives in class II State Elementary School 190 Pekanbaru, the media used by the teacher plays a very important role for teachers in conveying learning objectives, In addition to playing a role in conveying learning objectives, learning media are also very helpful for teachers in delivering learning materials for class II.

Based on the results of observations that have been made at SDN 190 Pekanbaru, the teacher carries out the teaching and learning process in class, the thematic learning that has taken place in class II is in accordance with the stated learning objectives, teachers and students have carried out learning that is in accordance with the thematic learning objectives.

##### 2. Teaching Media in Accordance with Learning Materials

Based on the results of interviews that have been conducted with Mrs. Fauziah, which was conducted on June 13, 2022 at SDN 190 Pekanbaru, according to Mrs. Fauziah now students have done face-to-face or the teaching and learning process has now been carried out at school, therefore for theme 1 " Living in harmony, Mrs. Fauziah is in accordance with the learning material and the teacher has used several learning media to students such as the

image media of the Pancasila symbol, with the image as a learning medium it will facilitate the teaching and learning process in the classroom, with the image media used by the teacher.

Based on the results of observations made by researchers, teachers have tried to present learning media, by presenting images of the Pancasila symbol in the classroom, and teachers have used the school environment as a learning medium regarding thematic learning in accordance with the theme of living in harmony.

### **3. Teaching Media According to Student Characteristics**

Based on the results of interviews that researchers have done with Mrs. Fauziah, they have used learning media that are in accordance with the characteristics of students, and the media can be adjusted to the characteristics of students who like to be noisy, do not listen to explanations from teachers, do not pay attention to teachers, if there are learning media students become more silent, ask a lot of questions, and his greater curiosity makes students more active and creative in learning in the classroom.

The results of the observations that the researchers did when observing the teacher during the teaching and learning process in the classroom, the teacher had used good learning media such as using image media that depicted the Pancasila symbol, the media that Fauziah used was in accordance with the characteristics of noisy students during the learning process. teach in class. With the learning media, students can be more active in communicating by conducting question and answer activities with the teacher.

### **4. Compliance with environmental conditions, supporting facilities, and available time**

Based on the results of interviews that researchers have conducted with Mrs. Fauziah, the suitability of learning media with environmental conditions, supporting facilities, and available time has been adjusted properly, with the use of good learning media teachers can take advantage of environmental conditions to be used as learning media outside the classroom, By utilizing the school environment to be used as learning media for class II students, the activities carried out by teachers and students are mutual cooperation activities in the school environment, this is a real action that is applied by teachers to students.

Based on the observations made by the researchers, the teacher brought the second grade students to do activities outside the classroom, to take real action by utilizing the school environment as a medium for student learning.

### **b. Barriers to Media Utilization in Thematic Learning in Class II**

The obstacles that occur in the use of thematic learning media are:

#### **1. Teachers Have Not Showed Complete Creativity**

Based on the results of interviews conducted by the researcher with the second grade homeroom teacher at SDN 190 Pekanbaru, the use of learning media has been utilized by the teacher, the use of learning media used by the second grade teacher is image media, but Fauzah's mother has not shown overall creativity in teaching media. which is used during the teaching and learning process in the classroom at SDN 190 Pekanbaru, the media used has not been able to fully attract the attention of students, the media used has a size that is too small, so when the learning media is used by students in groups, students will scramble to see the media brought by the class II homeroom teacher.

Based on the results of observations that have been made that the learning media used by the class II homeroom teacher is still lacking in creativity from the teacher, because the learning media used by the class II homeroom teacher is only in the form of image media, this is less able to arouse students' enthusiasm for learning at SDN 190 Pekanbaru.



## **2. Lack of Teaching Media Development Training**

Based on the results of interviews conducted by the researcher with the class II homeroom teacher, he stated that there was no training to develop learning media in the classroom, so there was a lack of creativity to develop learning media in the classroom, the media used by the homeroom teacher was only a media image of the Pancasila symbol. which is used as a learning medium on theme 1 living in harmony. In the absence of training in the development of teaching media, he said that only a few teachers thought about skills in making learning media. Especially for thematic learning media, teachers lack the ability to be able to make innovative learning. The learning process so far has only been carried out using simple teaching materials.

## **3. There is a Separation of Materials in Thematic Learning**

The implementation of learning, especially in thematic learning, has a uniqueness, namely the interrelatedness of the content or subjects being taught, it requires teachers to be more creative to be able to present lessons that can unite some of these contents. In reality, not all teachers have this ability, the results of interviews conducted by researchers with class II homerooms stated that class II homeroom teachers still separate subjects in thematic learning, the separation looks so visible when the teacher is carrying out the teaching and learning process in the classroom, this is can be seen from the separation of Indonesian language learning, PPKN, and Pjok learning.

## **4. There's Still Borrowing and Borrowing of Learning Media**

Based on the results of interviews that have been conducted with the homeroom teacher of class II, when the teacher is conducting the teaching and learning process in the classroom when using the image media of the Pancasila symbol, there is still borrowing and borrowing of learning media between class II A and class II B, the teacher uses image media as a medium. lessons are used interchangeably. Based on the results of observations that have been made, it is clearly seen that there are only 1 learning media and there are two class II teachers, class II A homeroom teachers borrow learning media from class II B teachers, these two teachers take turns at different times to use learning media.

## **3.2 Discussion**

The discussion of the research conducted at SDN 190 Pekanbaru is as follows:

### **a. Utilization of Media in Thematic Learning in Class II**

Utilization of media in thematic learning in class II at SDN 190 Pekanbaru, as for its use by:

#### **1. The Learning Media Used is in Accordance with the Specified Learning Objectives**

When the use of thematic learning media is applied in schools, the thematic learning media will facilitate the process of delivering messages from teachers to students, the use of learning media should also be adjusted to the characteristics of students. This is in line with the opinion of Khotimah (2021:2152) The principle of utilization is also related to student characteristics, because some students may need support with their verbal or visual skills to get the full benefit of the teacher's explanation or from learning resources. The use of media in systematic learning activities from teachers to students. Next According to Subroto (in Mar'atusholihah, 2019:253) thematic learning is when one or more areas of learning are used to carry out spontaneous or planned learning originating from a particular subject or topic. In addition, subject learning connects various disciplines with other subjects to achieve learning goals.

Based on the interviews that have been conducted, the media used is the image of the Pancasila symbol which is in accordance with the learning material for theme 1 living in harmony, sub theme 1 living in harmony at home. The teaching media used are in accordance with the learning objectives set by the teacher. Learning media is in accordance with the objectives of learning in class II SDN 190 Pekanbaru, the media used by teachers plays a very important role for teachers in conveying learning objectives, in addition to playing a role in conveying learning objectives, learning media is also very helpful for teachers in delivering learning materials in class II.

## **2. Learning Media in Accordance with Learning Materials**

According to Abdullah (2016: 36), the existence of the media has significant implications for the learning process because it can help in clarifying concepts that may not be fully understood by students. In addition, the media can foster positive desires and interests, motivation, and stimulation in learning activities. The word *movere*, in English is often equated as motivation which means giving a motive or condition that gives rise to encouragement (Agung et al., 2020). Purwanto in Khairani (2020) which states that "motivation is a conscious effort to influence a person's behavior so that he moves his heart to act to do something so as to achieve certain results or goals". According to Mc Donald in motivation (Kompri in Irhamna, 2020) is a change in energy in a person's personality which is marked by the emergence of affective (feelings) and reactions to achieve goals, so that the emergence of motivation in individuals can be realized or not. Comprehensive learning of subjects allows students to investigate and find ideas as a whole, real and meaningful in the form of individuals or groups, according to Majid (in Sari, 2018:1572). Integrated theme learning is one of the integrated learning models (integrated instruction), namely a learning approach that allows students to actively explore scientific concepts and principles in a comprehensive, meaningful, and holistic manner, according to Muhith (2018: 49). authentic. According to Susilana (in Magdalene 2021: 368) The complexity of the material to be delivered to students can be improved with the help of the media. The media can defeat what the teacher cannot say through certain words or sentences.

## **3. Teaching Media According to Student Characteristics**

The characteristics of thematic learning in elementary schools according to the Ministry of National Education (in Malawi, 2017: 7) Student-centered thematic learning is student-centered, this is in accordance with the modern learning approach which gets more students as learning subjects, while teachers have more students as facilitators, namely providing facilities for students to carry out learning activities. In line with the benefits of learning media, it can be said that there are many and very important in the learning process. According to Ansarullah (2012:39) the benefits of learning media include:

1. Attract students' attention during the learning process.
2. Learning materials will be easier to understand or more easily captured by students.
3. Make students are more active and creative in learning
4. Teachers will save energy.
5. Students are not bored in receiving lessons.
6. Eliminate students' verbalism.
7. Students can clearly know the competency standards and learning indicators.
8. The methods and strategies used by the teacher will be more varied.

Based on the results of interviews that researchers have conducted, Mrs. Fauziah has used learning media that is in accordance with the characteristics of students and the media can be adjusted to the characteristics of students who like to be noisy, do not listen to explanations from the teacher, do not pay attention to the teacher, if there is a learning media

the students become quieter, do not fight, ask a lot of questions and their greater curiosity makes students more active and creative in learning in class. The results of observations made by researchers when observing teachers during the teaching and learning process in the classroom, teachers have used good learning media such as using image media depicting the Pancasila symbol. The media that Fauziah uses is in accordance with the characteristics of students who are noisy during the teaching and learning process in the classroom. With the learning media, students can be more active in communicating by conducting question and answer activities with the teacher.

### **b. Compliance with Environmental Conditions, Supporting Facilities, and Available Time**

Usman (2015:2) Environment-based Integrated Thematic Learning is the application of contextual learning patterns and is the implementation of a scientific approach according to the mandate of the 2013 curriculum. Where the learning process is designed so that individual students can develop the ability to assimilate and accommodate, thus making learning more relevant and meaningful. According to Antrock (in Syaifuddin, 2017:140) Teaching the matic emphasizes that students actively participate in the learning process during the learning process, so that students get direct experience and are trained to discover the various knowledge they have learned. Based on the results of interviews that researchers have conducted with Mrs. Fauziah, the suitability of learning media with environmental conditions, supporting facilities, and available time has been adjusted properly, with the use of good learning media teachers can take advantage of environmental conditions to be used as learning media outside the classroom by utilizing the school environment to be used as a learning medium for class II students, the activities carried out by teachers and students are mutual cooperation activities in the school environment, this is a real action that is applied by teachers to students. In addition to utilizing the media for the second grade homeroom teacher, he also utilizes the environment around the school for student learning media, with a safe and comfortable school environment for students, Class II homeroom teachers can take advantage of the school environment such as inviting students to work together to clean the school yard and inviting students to be able to socialize with friends at SDN 190 Pekanbaru, which is the purpose of using this school yard as a good medium for students to learn to work together and socialize as related to theme 1 which is about living in harmony. Based on the observations made by the researchers, the teacher brought the second grade students to do activities outside the classroom to take real action by utilizing the school environment as a medium for student learning.

### **c. Barriers to Media Utilization in Thematic Learning in Class II**

The obstacles that occur in the use of thematic learning media are:

#### **1. Teachers Have Not Showed Complete Creativity**

Alwi (2017:162) Teachers often hesitate to use interesting learning media that encourage students' learning motivation for several reasons. Among these problems are troublesome teachers, costs, incompetence, unavailability, and lack of appreciation. According to E. Mulyasa, (in Rasam 2009: 102) Creativity is very important in learning, and teachers are required to demonstrate and show the creativity process. Creativity is something that is universal and is aspects of the living world around us. Creativity is characterized by the existence of activities to create something that previously did not exist and was not done by someone or there is a tendency to create something. Based on the results of interviews conducted by the researcher with the second grade teacher at SDN 190 Pekanbaru, the use of learning media has been utilized by the teacher, the use of learning media used by the second grade teacher is image media, but Fauzah's mother has not shown a thorough creativity



towards learning media. which is used during the teaching and learning process in the classroom at SDN 190 Pekanbaru, the media used has not been able to fully attract the attention of students, the media used has a size that is too small, so that when the learning media is used by students in groups, students will scramble to see the media brought by the class II homeroom teacher.

## **2. Lack of Teaching Media Development Training**

According to Astuti & et al (2021:448) Utilization of learning with a touch of technology can change the paradigm of learning, which initially only uses conventional learning and is innovated into active, creative, fun and digital-based learning or the web. According to Agatha Ariyandhi (in Irmaningrum 2022:49) The results of the development of simple batik media teaching materials for elementary school students to increase student creativity and increase student interest in lessons. Based on the results of interviews that have been conducted by the researcher with the class II homeroom teacher, he stated that there was no training to develop learning media in the classroom, so there was a lack of creativity to develop learning media in the classroom, the media used by the homeroom teacher was only a media image of the Pancasila symbol. which is used as a learning medium on theme 1 living in harmony. In the absence of training in the development of teaching media, he said that only a few teachers thought about skills in making learning media. Special thematic learning media, teachers lack the ability to be able to make innovative learning. The learning process so far has only been carried out using simple teaching materials, such as teacher books and student books without any learning media innovations.

## **3. There is a Separation of Materials in Thematic Learning**

According to Mardianto (in Lubis, 2020:6) Thematic is a general concept that can collect several parts in one thing, thematic learning can be interpreted as a learning activity by not separating subjects but using themes to unify them. According to Noor Hafidhoh (2021:2) Thematic learning is an integrated learning that involves several lessons (even across subject groups) tied to certain themes. The implementation of learning, especially in thematic learning, has a peculiarity, namely the interrelatedness of the content or subjects being taught, it requires teachers to be more creative to be able to present lessons that can unite some of these contents. In reality, not all teachers have this ability, the results of interviews conducted by researchers with class II homeroom teachers stated that class II homeroom teachers still separate subjects in thematic learning, the separation looks so visible when the teacher is carrying out the teaching and learning process in the classroom. This can be seen from the separation of Indonesian language learning, PPKN, and Pjok learning. Based on the observations that have been made, the second grade homeroom still separates one lesson from another, the transfer of learning material is still.

## **4. There's Still Borrowing and Borrowing of Learning Media**

According to Ruth Lautfer (in Tafonao, 2018:103) That learning media is one of the teaching aids for teachers to deliver learning material, increase student creativity and increase student attention. According to Schramm (in Ismail, 2020: 43) suggests that learning media is a message-carrying technology that can be used for learning purposes, it can be concluded that according to the above understanding that media is defined as a communication tool used to carry information from one source to the recipient. As a learning resource, learning media allows students obtain information and information provided by the teacher, so that they can further improve learning materials and form knowledge for students. Based on the results of interviews that have been conducted with the second grade homeroom teacher, when the teacher is conducting the teaching and learning process in the classroom when using the

Pancasila symbol image media, there is still borrowing and borrowing of learning media between class II A and class II B, the teacher uses image media as a medium. lessons are used interchangeably. Based on the results of observations that have been made, it is clearly seen that there are only 1 learning media and there are two class II teachers, class II A homeroom teachers borrow learning media from class II B teachers, these two teachers take turns at different times to use learning media.

#### IV. Conclusion

The use of media in class II thematic learning at SDN 190 Pekanbaru if it is designed and used properly, it can simplify and improve the quality of the teaching and learning process in the classroom, with a good learning media it will increase students' learning motivation, and learning media can be a tool for easy and practical delivery of messages from teachers to students. The use of learning media at SDN 190 Pekanbaru has been carried out by grade II teachers, therefore for the theme 1 "Life in harmony". Mrs. Fauziah has used several learning media to students such as the Pancasila symbol image media, with the image media used to make students more enthusiastic in learning and students become active in communicating during the teaching and learning process. environment around the school for student learning media, with a safe and comfortable school environment for homeroom II students can take advantage of the school environment such as inviting students to work together to clean school yards and inviting students to be able to socialize with friends at SDN 190 Pekanbaru, which which is the purpose of using this school yard as a good medium for students to learn to work together and socialize as related to theme 1 which is about living in harmony.

#### References

- Abdullah, R. (2017). Pembelajaran dalam perspektif kreativitas guru dalam pemanfaatan media pembelajaran. *Lantanida Journal*, vol 4 No1.
- Alwi, S. (2017). Problematika guru dalam pengembangan media pembelajaran. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, Vol 8 NO 2.
- Ansharullah, & Ristiliana (2012). Pengaruh pemanfaatan media pembelajaran terhadap aktivitas siswa. *Kutubkhanah*. Vol 15 No 1.
- Aryani, R. (2019). Strategi Manajemen Sumber Daya Manusia untuk Menghadapi Tantangan Globalisasi. *Prosiding FRIMA (Festival Riset Ilmiah Manajemen dan Akuntansi)*, Vol 2 No 1.
- Astuti, N., Nurhayati, N., Yuhafiza, Y., Nurmina, N., & Isnani, W. (2021). Pelatihan Pengembangan Media Pembelajaran Berbasis Daring Di Era New Normal Pada Guru Sma Negeri 2 Dewantara. *JMM (Jurnal Masyarakat Mandiri)*, Vol 5 No 2.
- Ekowati, D. W., Utami & Kusumaningtyas (2018). Analisis Penggunaan Media Pembelajaran Tematik di SD Muhammadiyah 9 Kota Malang. *JINoP (Jurnal Inovasi Pembelajaran)* Vol 4 No 1.
- Fitrah, Muh, Luthfiah. (2017). Metodologi penelitian; penelitian kualitatif, tindakan kelas & studi kasus. Sukabumi: CV Jejak.
- Gunawan, Imam. (2014). Motode Penelitian Kualitatif: Teori dan Praktik. Jakarta: Bumi aksara.
- Hamid, Abi Mustofa. (2020). Media Pembelajaran. Medan: Yayasan kita menulis.
- Hardani, dkk. (2020). Metode penelitian kualitatif & kuantitatif. Yogyakarta. CV. Pustaka Ilmu Group Yogyakarta.

- Irhamna, Amry, Z., and Syahputra, H. (2020). Contribution of Mathematical Anxiety, Learning Motivation and Self-Confidence to Student's Mathematical Problem Solving. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (4): 1759-1772.
- Irmaningrum, R. N., & MZ, A. S. A. (2022). Pelatihan Pengembangan Bahan Ajar Media Sederhana Kelas Awal. *Jurnal Interaktif: Warta Pengabdian Pendidikan*, Vol 2 No 1.
- Ismail, Ilyas (2020). *Teknologi Pembelajaran Sebagai Media Pembelajaran*. Makasar: Cendekia Publish
- Khairani, S., Suyanti, R.D., and Saragi, D. (2020). The Influence of Problem Based Learning (PBL) Model Collaborative and Learning Motivation Based on Students' Critical Thinking Ability Science Subjects in Class V State Elementary School 105390 Island Image. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (3): 1581-1590.
- Khotimah, S. K. S. H. (2021). Pemanfaatan Media Pembelajaran, Inovasi di masa pandemi Covid-19. *Edukatif: Jurnal Ilmu Pendidikan*. Vol 3 No 4.
- Lubis, Arafat, Maulana (2020). *Pembelajaran Tematik SD/MI*. Jakarta: Kencana.
- Magdalena, I., Maulana, M. R., Amanah, E., Wulandari, F., & Gunawan, M. D. J. (2021). Pemanfaatan Media Pembelajaran pada Pembelajaran Tematik Terpadu di SDN Tangerang 5. *BINTANG*, VOL 3 NO 2.
- Malawi, Ibadullah. (2017). *Pembelajaran Tematik (konsep dan aplikasi)*. Magetan: AE MEDIA GRAFIKA.
- Mar'atusholihah, H., Priyanto, W., & Damayani, A. T. (2019). Pengembangan Media Pembelajaran Tematik Ular Tangga Berbagai Pekerjaan. *MIMBAR PGSD Undiksha*, Vol 7 No 3.
- Muhith, A. (2018). Problematika pembelajaran tematik terpadu di MIN III bondowoso. *Indonesian Journal of Islamic Teaching*, Vol 1 No 1.
- Noor Hafidhoh, M. P. I. (2021). Penerapan Model Pembelajaran Tematik Terpadu Di Sekolah Dasar. *At-Taahdzib: Jurnal Pendidikan Dan Pembelajaran Dasar*, Vol 6 No 01.
- Nurrita, T. (2018). Pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa. *MISYKAT: Jurnal Ilmu-ilmu Al-Quran, Hadist, Syari'ah dan Tarbiyah*, Vol 3 No 1.
- Pradini, G., Latif, B. S., Digdowniseiso, K., & Miranti, M. O. (2022). The Influence of Products and Promotional Mix on Tourists' Decision: (Case Study of Pramuka Bee Park, Cibubur, East Jakarta). *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 1756-1764.
- Prastowo, A. (2019). *Analisis Pembelajaran tematik terpadu*. Prenada Media group.
- Qondias, D., Anu, E. L., & Niftalia, I. (2016). Pengembangan media pembelajaran tematik berbasis Mind Mapping SD Kelas III Kabupaten nganda Flores. *JPI (Jurnal pendidikan Indonesia)*, Vol 5 No 2.
- Rasam, F., & Sari, A. I. C. (2018). Peran Kreativitas Guru Dalam Penggunaan Media Belajar Dan Minat Belajar Dalam Meningkatkan Prestasi Belajar Peserta Didik Smk Di Jakarta Selatan. *Research and Development Journal of Education*, Vol 5 No 1.
- Rusman, dkk. (2011). *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*. Jakarta: Raja Grafindo Persada.
- Sari, N. A., & Yuniastuti, Y. (2018). Penerapan pembelajaran tematik terpadu di sekolah dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, Vol 3 No 12.
- Suryani, Nunuk dkk. (2018). *Media Pembelajaran Inovatif dan Pengembangannya*. Bandung: PT REMAJA ROSDAKARYA.
- Syaifuddin, M. (2017). Implementasi pembelajaran tematik di kelas 2 SD Negeri Demangan Yogyakarta. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, Vol 2 No 2.

- Tafonao, Talizaro (2018). Peranan media pembelajaran dalam meningkatkan minat belajar mahasiswa. Jurnal komunikasi. Vol 2 No 2
- Usman, A. (2015). Implementasi pembelajaran tematik terpadu berbasis lingkungan untuk perolehan kemampuan berpikir tingkat tinggi di sd. Jurnal Pendidikan dan Pembelajaran Khatulistiwa, Vol 4 No 3.
- Wahyuni, H. T., Setyosari, P., & Kuswandi D. (2017). Implementasi pembelajaran tematik Kelas 2SD. Edcomtech Jurnal Kajian Teknologi Pendidikan, Vol 1 No 2.