STUDENT MOTIVATION IN THEMATIC LEARNING AT ELEMENTARY SCHOOLS

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Abstract

The purpose this article is to describe learning motivation in the application of integrative thematic learning, relationship between the implementation of thematic learning and student motivation, and thematic learning in fostering learning motivation. As a reflection of the development of increasingly advanced educational technology, changes in learning from conventional learning approach to thematic learning implementation is an innovation process in learning as an improvement effort in improving education. Therefore, the implementation of thematic learning is an important aspect in the success of student learning, especially in improving students' learning arousal or student learning motivation. The method used is library research and the result is discussed descriptively. The application of thematic learning can foster student motivation. Students will pay more attention to the lesson. With the advantages of thematic learning, it is very suitable if thematic learning is a beacon in motivational growth, as thematic learning becomes the guidance in fostering student learning motivation.

Keywords: Elementary Schools, Student Motivation, Thematic Learning

A. Introduction

The current curriculum is Curriculum 2013. The government's 2013 curriculum is an attempt to answer the issues that the previous curriculum had.[1]The characteristics of the 2013 curriculum are listed in Permendikbud Number 57 of 2014, namely developing an

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[1]Hendra, Implementasi Pembelajaran Tematik Terpadu Pada Kelas Vb Sd Negeri Tegalrejo 1 Yogyakarta, *Jurnal Penidikan Guru Sekolah Dasar*, Vol 9, (Yogyakarta: Universitas Negeri Yogyakarta,2019), 1

equilibrium of spiritual and social behaviors, awareness and skills and their application in schools and societies in different circumstances. Students apply what has been learned to at school to the environment in which they live. The goal of the 2013 curriculum is to prepare Indonesians to be able to live as loyal, prosperous, creative, imaginative and affective individuals and people who are capable of contributing to the lives of society, country, state and culture of the world. To meet the curriculum goals, the 2013 Curriculum has several changes from the previous curriculum. The curriculum change aims that learning is directed to empower all students.[2]

A thematic learning system with a scientific method and valid assessment is applicable to the 2013 curriculum. The teaching scientific method has phases that include studying, questioning, attempting, processing, presenting, concluding, and generating.[3] In order to determine the start of the input, process, and learning output covering the fields of attitudes, information, and skills, authentic evaluation is carried out comprehensively. Evaluation of attitude is done using records, self-assessment, and peer-to-peer reviews by observation/observation. Assessment of knowledge is carried out through written tests, oral tests, and / or assignments. Skills assessment is carried out through project appraisal, performance appraisal and portfolio appraisal.

Thematic learning raises themes that are close to student life and the environment will give meaning to students because it fulfills needs, attracts interest, and develops talents so as to help solve problems in their future lives.[4] Thematic models emphasize not just the cognitive domain, but also the affective, psychomotor and social domains[5], at the elementary school level, integrative thematic learning is carried out from grade I to grade VI, so that there is no more separation between subjects, but integration between subjects in the shade of a theme. Integrative thematic learning is a learning approach which integrates different skills from different subjects into different themes.[6]The application of thematic learning gives full meaning to students, because students do not learn separately and the importance of the theme to the world nearest to the student.[7] In addition, thematic learning is in harmony with the features of elementary school aged students (7-11) who are still at the

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[2]Nurul, Pembelajaran Tematik Integratif di Sekolah, *Jurnal Terampil Pendidikan dan Pembelajaran dasar Vol 2*, (Lampung: IAIN Raden Intan Lampung, 2015), 3

[3]Abdul Majid*, Pembelajaran Tematik Terpadu*,(Bandung : PT Remaja Rosdakarya,2014), 211

[4]Abdul Majid*, Pembelajaran Tematik Terpadu*,(Bandung : PT Remaja Rosdakarya,2014), 17

[5]Reto, Model Pembelajaran Tematik, *Jurnal Cendekia, Vol 16*, (Ponorogo: IAIN Ponorogo, 2016), 2

[6]Prastowo, *Pengembangan Bahan Ajar Tematik: Panduan Lengkap Aplikatif*, (Jogjakarta: Diva Press. 2013),223

[7]Unga dkk, Pembelajaran Tematik Berbasis kearifan Lokal di Sekolah Dasar dalam Menghadapi Masyarakat Ekonomi Asean, *Jurnal Teori dan Praksis Pembelajaran IPS, Vol 1*, (Malang: Universitas Negeri Malang, 2016), 40

concrete operational stage.[8] Concrete indicates that the learning sequence continues with particular objects, mainly those can be seen, heard, smelled, felt and manipulated based on the use of the environment as a platform for the learning process.[9]

Permendikbud number 67 of 2013 indicates that the act of learning must be held interactively, inspirational, in accordance to the skills, interests, physical and psychological growth of students, enjoyable, demanding, motivate students and provide enough room for initiative, imagination and freedom. Based on the Ministerial Regulation on the implementation of the learning process contained in the curriculum, one of which is that the learning process can motivate students. Updates in the 2013 curriculum are by integrating subjects in themes packaged in integrative thematic learning. This is of course inseparable from efforts to make the learning process meaningful for students, with meaningfulness it can increase students' motivation, student motivation plays a major role in the course of learning, student motivation can come from himself (internal), and from outside (External).[10]

From the exposure to thematic learning, that with thematic learning, learning activities become more meaningful, what is supposed to be relevant is learning that takes full knowledge into account.[11] Learning activities in class are more enjoyable for students. The relationship between friends and teachers is also better, because learning activities are not only individual activities, but also group activities, whether small groups or large groups. Students are more active in learning, because the material is adapted to age development. Besides, the material at school can be directly applied to the environment in which they live. This will encourage student learning motivation towards a better direction. Students will be motivated to take part in learning, student boredom decreases. How extraordinary is thematic learning, in this case the writer will explore more deeply in terms of the analysis of the meaning of thematic learning as a beacon of motivation to learn.

B. Literature Review

1. Thematic Learning

The learning approach used in the learning process can determine learning outcomes. In 2014, the 2013 curriculum was implemented for each level of education and thematic learning was implemented specifically in primary schools. Kovalik et.al argued that "ITI (Integrated Thematic Instruction) is a structural model to drive systematic

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[8]Slavin, Robert E,*Educational Psychology Theory and Practice 10th Edition*,(Boston: Pearson Education Inc, 2012), 36

[9]Trianto, *Mengembangkan Model Pembelajaran Tematik*, (Jakarta: Prestasi Pustaka,2011),32

[10]Wulan. *Pengaruh Kompetensi Profesional dan Pedagogik Guru Ekonomi Terhadap Motivasi Belajar siswa di SMA di Kota Pekanbaru*. Tesis. (Riau: Universitas Riau). 11

[11]Donas, Pengaruh Penerapan Pembelajaran Bermakna (Meaningfull Learning) Pada Pembelajaran Tematik IPS Terpadu Terhadap Hasil Belajar Siswa Kelas III di MI Ahliyah IV Palembang, Jip Jurnal Ilmiah PGMI, Vol 2, (Palembang: UIN Raden Fatah,2016), 22

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school-wide reform focused on existing brain science".[12] Dixon and Collins argue that thematic learning is a learning that includes many fields of study by linking a theme to provide students with meaningful experiences.[13]

It can be inferred from the above theory that integrative thematic learning is learning that integrates several competency skills from various topics into a theme. Through incorporation of the competencies of these subjects, it is hoped that learning will be meaningful and conveyed in its entirety for students. When compared to conventional learning, thematic learning is more concerned with student activity in the learning process. Furthermore, thematic learning prioritizes child development and growth, meaning that it is not a drill.[14]

According to Fogarty, there are 10 learning integration models, namely fragmented, connected, nested, sequenced, shared, threaded, immersed, webbed, integrative, and network models. The thematic learning model adopted in the 2013 curriculum is a webbed and integrated model.[15] The webbed model is a thematic learning model to integrate fields of study. A theme is developed like a spider's web, to bring down topics, concepts and ideas that are aligned in various fields of study. Meanwhile, the integrated model is learning that starts from the overlap of the concept of skills and attitudes in all fields of study.

Each learning model has its own characteristics, including thematic learning models. Thematic learning is learning that makes activities meaningful and intact for students. Thematic learning emphasizes the participation of students in the active learning process in the learning process.[16] According to Andi Prastowo,[17] thematic learning is a learning model that makes learning activities relevant and meaningful. It begins with empowering the knowledge and experience of students to help them understand and understand the world of their life. Integrated thematic learning functions to make understanding easier for students because the concept of the material is incorporated into the theme. Besides, it can also increase enthusiasm for learning because the material being studied is real (contextual) material and meaningful to students.

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[12] Kovalik, S & Associates, Quastion and Answer About ITI (Integrated Thematic Instruction), (Cvington: Books Educators, 2001), 1

[13] Dixon & Colins, Integrated Learning stage 3. (Australia: Bookshelf, 1991), 7

[14] Karli,Penerapan, pembelajaran tematik SD di Indonesia, *EduHumaniora Jurnal Pendidikan Dasar*, Vol 2,(Bandung : Universitas Pendidikan Indonesia, 2015).4

[15] Fogarty, R, 1991, How to Integrate the Curricula, (USA: IRI/Sky Publishing Inc,1991), 14

[16] Syaifuddin, Implementasi pembelajaran tematik di Kelas 2 SDN Demangan Yogyakarta, *Jurnal Keguruan dan Ilmu Tarbiyah, Vol 2*, (Lampung: UIN Raden Intan Lampung, 2017), 140

[17] Prastowo, Pengembangan Bahan Ajar Tematik: Panduan Lengkap Aplikatif, (Jogjakarta: Diva Press. 2013),118

The thematic learning characteristics are also described in detail by Abdul Majid.[18]The description of the characteristics of the thematic learning is much as follows: (1) Student-centered: Thematic learning is student-centered. Students as learning subjects. Meanwhile the teacher acts as a facilitator by making it easy for students to carry out the learning process; (2) Provide hands-on experience: Direct experiences can be generated by topical learning. Learners are faced something real (concrete) to understand something abstract; (3) The segregation about subjects isn't really obvious: The dissociation of subjects in thematic learning is not very clear. Students learn by being directed to themes that are close to students; (4) Introducing ideas from different topics: Thematic learning presents ideas in one learning process from different subjects. Students should then grasp these theories in their entirety; (5) Flexible: Thematic learning is versatile. The teacher may then connect various subjects and relate them to daily life as well; and (6) Using the principle of fun learning: Thematic learning uses the principle of learning while playing. Students learn from direct experience to create a pleasant learning atmosphere.

Based on the explanation of the theory above, thematic learning has special characteristics. The characteristics of thematic learning are student-centered, providing direct experience, not obvious that subjects are divided, presenting concepts from different subjects, is flexible, using fun learning principles, and emphasizing the learning process while doing something.

Thematic learning is based on integrating subject matter into themes. The implementation of thematic learning must be based on applicable principles to achieve meaningful and complete learning. Abdul Majid[19] said the 5 principles of integrative thematic learning are as follows. (1) Integrative thematic learning has an actual theme, close to the world of students and exists in Day-to-day life; (2) Integrative thematic learning needs to select material for several subjects that may be related to each other; (3) Integrative thematic learning must not conflict with the objectives of the applicable curriculum; (4) Material that can be integrated into one theme always considers characteristics of students, such as preferences, talents, needs and initial knowledge; and (5) The subject matter that is integrated is not too forced.

Thematic learning also has a principle of evaluation and a principle of reaction. According to Trianto, the principles of evaluation and reaction principles are as follows.

a. Evaluation Principles

The steps taken by the teacher in carrying out thematic learning evaluations include giving students the opportunity to carry out self-assessment and also evaluate other learning outcomes that have been achieved.

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[18]Abdul Majid, Pembelajaran Tematik Terpadu,(Bandung : PT Remaja Rosdakarya,2014), 89

[19]Abdul Majid, Pembelajaran Tematik Terpadu,(Bandung : PT Remaja Rosdakarya,2014), 89

b. Reaction principle

Teachers must be able to plan and implement learning that leads students to achieve learning goals. Students themselves will give various responses in learning. Therefore the teacher must be reactive to that possibility and continue to direct learning in a complete and meaningful unity. Trianto[20] revealed that with thematic learning the teacher should find tips to bring up the things that were achieved through the nurturant effect.[21]

Focused on the above theory, it is possible to assume that the principles in thematic learning consist of 4 principles, namely principles in selecting themes, principles in implementing thematic learning, principles of evaluation and principles of reaction. Each principle contains important elements in the execution of integrative thematic learning.

There are several benefits of implementing thematic learning. According to Rusman[22] the benefits of thematic learning include: (1) Students readily concentrate on one basic subject; (2) In the same subject, students can gain information and acquire different basic skills between subjects; (3) There is a deeper and memorable interpretation of the subject matter; (4) Basic competencies can be better established because they connect other subjects with the personal experiences of students; (5) Students may feel the advantages and importance of learning more when the content is presented the same in a thematic sense; (6) students may be more excited about learning because, in real circumstances, they may interact in order to improve skills in one subject as well as study other subjects; and Teachers may save time because subjects which are presented in an integrated manner may be prepared at once and may be presented in two or three sessions, while the remaining time may be used for remedial, stabilization or enrichment activities.

Thematic learning has advantages over conventional learning. Majid[23] stated the advantages of thematic learning as follows: (1) Student learning experiences and activities will always be relevant to the level of student development; (2) Activities selected according to student interests and needs; (3) All learning activities are more meaningful for students, so that the results learning will last a long time; (4) Integrated learning develops students 'thinking and social skills; (5) Integrated learning presents pragmatic activities, with problems that are often encountered in students' real life; and (6) If integrated learning is designed together it can improve work the same between teachers in related fields of study, teachers and students, students and

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[20]Trianto, *Desain Pengembangan Pembelajaran Tematik,* (Jakarta: Kencana. 2011), 156.

[21]Trianto, *Desain Pengembangan Pembelajaran Tematik,* (Jakarta: Kencana. 2011), 156.

[22]Rusman, *Model-model Pembelajaran, mengembangkan Profesionalisme Guru*. (Jakarta: Rajawali Pers, 2010),224-225

[23]Abdul Majid , *Pembelajaran Tematik Terpadu*, Bandung : PT Remaja Rosdakarya,2014), 93

students, students / teachers with sources so that learning is more fun, learning in real situations, and in a more meaningful context.

Planning learning well is aimed at making the learning process successful. According to Meinbach, Liz Rothlein, & Anthony D. Fredericks, [24]five important steps in planning a successful thematic learning. The five steps are: (1) Choosing a theme: There are many things that can be chosen as themes in thematic learning. Matters regarding the issues being discussed, student interest can be used as a theme in learning; (2) Organizing themes: After choosing a theme, a teacher must determine the abilities and goals of learning activities in understanding the predetermined theme. This can be done by integrating several materials into one specific theme. In addition, it can be done by combining material from various books. That way, students will learn as a whole; (3) Gathering materials and sources: Thematic learning is not only based on textbooks but also has a variety of learning materials that can be used. The teacher must determine the type of material or source that will be used as a reference in one lesson. After that, teachers and students can discuss materials or resources that can be used; (4) Designing activities and tasks: Designing various learning activities is very important. This is done so that students appreciate and understand each topic specifically and in general; and (5) Implementing learning: In line with the thematic learning planning steps, Abdul Majid also expressed several things that needed to be done in the planning stage. The planning stage includes mapping of basic competencies, developing theme networks, developing syllabus and compiling lesson plans.

On the basis in the theory, it is possible to assume that the success in integrative thematic learning is largely determined by how the learning is planned and packaged according to the conditions of the students. There are 5 steps in planning integrative thematic learning, namely (1) choosing a theme; (2) organizing themes; (3) collecting materials and resources; (4) designing activities and assignments; and (5) implementing learning.

According to the standard process in Permendikbud number 65 of 2013, the implementation of learning includes Opening activities, core activities, and closing activities.

1). Opening Activity

Opening activities are carried out at the beginning of learning activities. Abdul Majid[25] suggested three objectives of opening lessons, namely to attract students' attention, foster student learning motivation and provide references or

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[24]Meinbach, Antoni Meyer, Liz Rothlein & Anthony D. Fredericks, *The Complete Guide to Thematic Units: Creating Integrated Curriculum*, (Norwood: Gordon Publisher, 1995), 9

[25]Abdul Majid , *Pengembangan Bahan Ajar TematikPembelajaran Tematik Terpadu*, Bandung : PT Remaja Rosdakarya,2013), 12

signs about learning. Preliminary activities are carried out by the teacher to initiate learning activities. Based on the 2013 curriculum assistance guidelines, preliminary activities include: (a) apperception and motivation, (b) delivery of competencies and lesson plans. Apperception and motivation activities are described in several activities, namely: linking learning material with students' experiences or previous learning, asking challenging questions, conveying the benefits of learning materials, demonstrating something related to the theme, checking initial behavior (entry behavior). Meanwhile, the delivery of competencies and activity plans includes: conveying the abilities to be achieved by students, submitting activity plans, for example, individually, working in groups, and making observations.

2). Core Activity

Core activities are the main activities in learning. Abdul Majid revealed that in the core activities, discussions of themes and sub-themes were carried out through various learning activities using multi methods and media. So that students get a meaningful learning experience. It is explained in Permendikbud number 81 of 2013 that the core activity of learning is a learning process to achieve goals, which is carried out interactively, inspiring, fun, challenging, motivating students to actively become information seekers, and providing sufficient space for initiative, creativity, and independence according to the talents, interests and physical and psychological development of students.

Abdul Majid explained that in the core activities during the learning process students observe real objects in the form of real objects or the environment, report observations, play games, dialogue, tell stories, compose, read reading sources, ask and answer questions, and play roles.[26] Based on the 2013 curriculum assistance guidelines, the core learning activities that teachers must do include: mastery of subject matter, application of educational learning strategies, application of scientific learning approaches (observing, questioning, gathering information, associating, communicating), implementing integrated / thematic learning, based learning.[27] Subjects, the use of learning resources / media in learning, the involvement of students in learning and the use of correct and appropriate language in learning.

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[26]Abdul Majid , *Pengembangan Bahan Ajar TematikPembelajaran Tematik Terpadu*, Bandung : PT Remaja Rosdakarya,2013), 129

[27]Abdul Majid , *Pengembangan Bahan Ajar Tematik Pembelajaran Tematik Terpadu*, Bandung : PT Remaja Rosdakarya,2013), 130

3). Closing Activity

The final activity can be defined as an activity carried out by the teacher to end the lesson with the intention of providing a comprehensive picture of what students have learned and its relation to previous experiences, knowing the level of success of students and teachers in implementing the learning process.[28] It is explained in Permendikbud number 81 of 2013 that in closing activities the teacher together with students makes a summary of lessons, makes an assessment or reflection on activities that have been carried out, provides feedback on the learning process and results, plans follow-up activities in the form of remedial learning, enrichment programs, counseling services and assigns both individual and group assignments according to the learning outcomes of students, and submitting learning plans at the next meeting.

A teacher must carry out the above three tasks carefully and sequentially, since there are points in the learning process where one step cannot be skipped. To ensure that learning takes place quickly and quietly and that students are able to receive the material well.

2. Student Learning Motivation

There are potential energy sources for individuals, the prospective reserves of electricity depending on what can be published and extended, as well as being encouraged by the circumstances and opportunities available, on individual motivational reinforcement.[29] Thus, the greater one's motivation, and supported by the situations and opportunities, the greater the possible energy reserves that people have in achieving different life accomplishments would be.

Motivation is one of the psychological aspects that have an influence on learning achievement. In psychology, the term motive is often distinguished from the term motivation. For more details on what is meant by motive or motivation, here the author will provide an understanding of the two terms. The word "motive" is given as an effort to encourage someone to do something. As Sardiman said in his book Psychology Understanding of Human Behavior, quoted by M. Ngalim Purwanto: motive is the behavior or action of an objective or incentive.[30]

Richards I. Arends defines motivation as follows: The motivation is based on the Latin verb "Movere" and refers to what drives individuals towards specific activities and

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[28]Abdul Majid , *Pengembangan Bahan Ajar Tematik Pembelajaran Tematik Terpadu*, Bandung : PT Remaja Rosdakarya,2013), 129

[29]Susanto, Mengurai Problematika Pendidikan Nasional Berbasis Teori Motivasi Abraham Maslow dan David Mcclelland, *Lembaran Ilmu Kependidikan*, Vol 47, (Semarang: UNNES,2018), 33

[30]Sardiman A.M, Interaksi dan Motivasi Belajar Mengajar, (Jakarta : CV. Rajawali,1990), 73

tasks. The processes that motivate our actions or inspire us to take action are known as motivation. That's what makes us do what we're doing.[31]

From some of the definitions of the characters above, it can be concluded that motivation is a change in energy in a person which is marked by the emergence of feelings and preceded by a goal, so motivation contains three important elements, namely: (1) That motivation initiates energy changes in each individual human being, the development of motivation will bring about several energy changes in the "neurophysiological" system that exists in the human organism; (2) Motivation is characterized by the emergence of a feeling of "feeling", someone's affection. In this case, motivation is relevant to the psychological, affection and emotional issues that can determine human behavior; and (3) Motivation will be stimulated because of a goal. So motivation in this case is actually a response to an action, namely a goal.

Motivation and learning are two things that influence each other. Learning is a behavior change that is relatively permanent and potentially the result of practice or goal-based reinforcement to achieve certain goals. The term motivation comes from the word motive which can be interpreted as the power contained in an individual, which causes the individual to act or act.[32]

Based on the above understanding, it can be concluded that learning motivation is a stimulation or encouragement in students that gives rise to learning activities, which ensures the continuity of learning activities and which gives direction to learning activities, so that the goals desired by students can be achieved. The existence of high student motivation to learn will later motivate students to make school not only a demand but a necessity.[33]

There are various theories of motivation, one of the most well-known theories for explaining motivation and is closely related to increasing student motivation is Maslow's theory; Maslow developed a theory about how all motivation is related to each other. This theory is called needs theory. These needs have different levels when one need is met or dominates, then the person is no longer motivated by that need, the hierarchy of needs is as follows:

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[31]Richard I. Arends, *Learning to Teach: Ninth Edition. TheMcGraw-Hill Companies: Connect Learn Succed*, (New York: Mc Graw Hill Companies, 2012), 142

[32]Hamzah B. Uno, *Teori Motivasi & Pengukurannya Analisis di Bidang Pendidikan: Analisis di Bidang Pendiddikan*, *(*Jakarta: Bumi Aksara, 2014), 21.

[33]Retno Palupi, Hubungan Antara Motivasi Belajar dan Persepsi Siswa Terhadap Kinerja Guru dalam Mengelola Kegiatan Belajar dengan hasil Belajar IPA Siswa Kelas VIII Di SMPN 1 Pacitan, *Jurnal Teknologi Pendidikan dan Pembelajaran Vol 2,* (Solo: Universitas Negeri Solo, 2015), 158

Figure 1: hierarchy of needs

Maslow calls his hierarchy of needs theory a synthetic or a combination of holistic and dynamic theories because Maslow based his theory following the functional tradition of James Deway, which is combined with elements of wetheimer, goldstein, and gestalt psychology, as well as dynamism of freud, horney, reich, jung and adler,[34] to achieve the highest need, first the basic needs must be met, when these basic needs are satisfied, immediately other needs will emerge and dominate human behavior.[35]

When Maslow's theory is applied in learning, learning will be able to see different motives, some students try to get acceptance from their parents or from teachers through academic achievement. Students often think that success in school is one of the best ways to get acceptance from adults. Some students at high school or college are also encouraged to excel because of their needs.

In addition, the motivation theory was also expressed by MC Clellalend that there are 6 characteristics of highly motivated individuals, including: (1) A strong feeling of achieving a goal, namely the desire to complete a task with the best possible result; (2) Responsible, namely being able to be responsible for himself; (3) Evaluative; (4) Taking "moderate" risk in the sense of his actions in accordance with the limits of his ability; (5) Creative and innovative; and (6) Enjoy a challenge.[36]

Motivation is a factor that has important meaning for a student. The success achieved by a person certainly cannot be separated from the factors that support the achievement of a better goal direction that comes from oneself and from environmental factors. Sardiman argues that learning motivation is divided into two parts, namely intrinsic motivation and extrinsic motivation. Richards I. Arend also divides motivation

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[34]Abraham,H,Maslow, *Motivasi dan Kepribadian: teori motivasi dan ancangan hirarki kebutuhan manusia, terjemahan oleh nurul iman*, (Jakarta: PT. Pustaka Binaman Presindo, 1984),39

[35]Frank, G, Goble, *Madzhab ketiga: Psikologi abraham, terjemahan A supatiknya*, (Yogyakarta: Kanius, 1987), 71-72

[36]Mc. Clelland, *Human Motivation*, (New York: Cambridge University Press)

into 2, adding motivation is divided into 2 types in psychology make the distinction between two major types of intrinsic and extrinsic motivation.[37]

There are two kinds of motivation to learn in school, namely:

a. Intrinsic motivation

Intrinsic motivation is things and circumstances that come from within the students themselves that can encourage learning actions. This intrinsic motivation will appear naturally because it comes from within the individual. [38]In other books intrinsic motivation is motivation that arises from within a person or motivation that is closely related to learning goals, for example: wanting to understand a concept, wanting to gain knowledge and so on. An than in other research Intrinsic motivation that comes from intrinsic motivation is From within the individual, meaning that someone does an action is not based on motivation or other reasons that come from outside themselves, such as the need for self-actualization (desire to self-actualizing).[39] Factors that can give rise to intrinsic motivation are the existence of a need, the existence of knowledge of one's own progress, and the existence of ideals or aspirations.

b. Extrinsic motivation

Extrinsic motivation is a thing or situation that comes from outside the individual student,[40] which encourages him to carry out learning activities. In other research, extrinsic motivation is motivation which arises as a consequence of influence because of an invitation, order, or coercion from those outside the individual.[41]This form of extrinsic motivation is an encouragement that is not absolutely related to learning activities, for example students are diligent in learning to get prizes, school rules or regulations. Role models of parents, teachers and others are concrete examples of extrinsic motivation that can encourage students to learn.

In a cognitive perspective, intrinsic motivation is more significant for students because it is more pure and lasting and does not depend on encouragement or

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[37]Richard I. Arends, *Learning to Teach: Ninth Edition. TheMcGraw-Hill Companies: Connect Learn Succed*, (New York: Mc Graw Hill Companies, 2012), 142

[38]Fakhrian ,Pengaruh Motivasi Intrisik, Motivasi Ekstrinsik dan Komitmen Organisasi terhadap Kinerja Karyawan Pada Bank BTN Kantor Cabang Malang . *Jurnal Administrasi Bisnis Vol 22*. (Malang: Universitas Brawijaya, 2015). 3

[39]Septianti, Pengaruh Penggunaan Media Berbasis Internet, Motivasi Intrisik Dan Motivasi Ekstrinsik Terhadap Minat Berwirausaha Online Mahasiswa Universitas Tridinanti Palembang, *Jurnal Ilmiah Ekonomi Global Masa Kini*, Vol 10.2 (2019): 132.

[40]Putra,Pengaruh motivasi intrisik dan motivasi ekstrinsik terhadap kepuasan kerja, *Jurnal BISMA (Bisnis dan Manajemen)*, Vol 6.(Surabaya: UNESA, 2018): 59

[41]Kasdiyanti,Hubungan Motivasi Ekstrinsik Dengan Hasil Belajar Matematika Siswa Kelas V SD Se-Gugus I Kecamatan Marpoyan Damai Pekanbaru, *Jurnal PAJAR (Pendidikan dan Pengajaran*), Vol 3, Pekanbaru: Universitas Negeri Riau, 2019), 2

influence from others. It needs to be emphasized, it does not mean that extrinsic motivation is bad and unimportant. In teaching and learning activities, it is still important because it is likely that the student's situation is dynamic and may also change other components in the teaching and learning process that are less attractive to students so that students are not enthusiastic in carrying out the teaching and learning process both at school and at home.

That every student has different levels of learning motivation, extrinsic motivation is needed and can be given appropriately. In teaching and learning activities the role of both intrinsic and extrinsic motivation is needed. With motivation students can develop activities and initiatives so that they can direct and maintain harmony in carrying out learning activities.

Keller describes student learning motivation through 4 main components, according to the name of the model presented by ARCS (Attention, Relevance, Confidence, Satisfaction).[42] The explanation of the four indicators includes: (1) Attention (attention) is a form of direction to be able to consult / focus thoughts in dealing with students in the learning process in class. During learning, students' interest and attention must be generated and maintained. (2) Relevance (linking learning with student needs). Students will be motivated to learn something if what is learned is relevant to their lives, and has clear goals, (3) Self-confidence (fostering a sense of confidence in students). A confident attitude needs to be instilled in students to encourage them to try their best to achieve optimal results, (4) Satisfaction (arouse students' satisfaction with learning). Students who have succeeded in doing or achieving something feel proud / satisfied with that success. The success and pride become the reinforcement for these students to achieve the next success.

There are many psychological states of learners that influence the motivation for learning, including: the talent, Knowledge, Attitude, Perception, The Interests, and In Learning, Complex Elements[43].

In other studies, it is mentioned that motivation plays an important role between a teacher and students in teaching and learning, and therefore each person can be the same process in learning motivation.[44] Based on the study above, the authors state, there are many factors that affect the motivation of students to learn: student, teacher, and family.

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[42]Suciati, dkk, *Belajar dan Pembelajaran 2*, (Jakarta: Universitas Terbuka, 2007), 17

[43]Adhetya, Motivasi Belajar Siswa SMA pada Pembelajaran Daring di Masa Pandemi Covid-19, *Jurnal Pendidikan Islam*, Vol 3, (Yogyakarta: UIN Sunan Kalijaga,2020), 129

[44]Firdaus, Faktor-faktor yang Mempengaruhi Motivasi Belajar di SD Negeri Curug Kulon 2 Kabupaten Tangerang.Vol 2. *Jurnal PENSA*. (Tangerang: UNMUH Tangerang), 2020

C. Method

This study uses library research with reference search efforts literature related to the subject matter discussed descriptively. Concept studies or literature is done by critical and careful study of the relevant literature with the subject matter that will be studied and analyzed.[45] The approach in this research is a qualitative approach that is descriptive-interpretative. This type of research is a research library. The data obtained is a descriptive narrative about Thematic Learning and Learning Motivation. As a research library research, the data collection technique used is documentation, by taking data from various relevant literatures.

D. Finding and Discussion

1. Learning Motivation in implementing integrative thematic learning

The motivation to learn according to Hamzah B. Uno can be classified as follows: (a) the desire and desire to succeed; (b) the encouragement and need in learning; (c) the hopes and aspirations of the future; (d) there is an appreciation in learning; (e) there are activities that are interesting in learning; and (f) the existence of a conducive learning environment, allowing a person to learn well.[46]

Everyone has a different level of motivation. Teachers must understand this in order to increase student motivation. Below are the characteristics of students who have strong motivation according to Sardiman and their relationship in integrative thematic learning.

a. Diligent in doing the task, and will not stop until the task is completed. In thematic learning, diligently working on assignments can be interpreted as the seriousness of students in following the learning process. The learning process in the classroom also varies, including observing, discussing, working on student worksheets, and so on.

b. Resilient in facing various difficulties and not easily satisfied. In the process of integrative thematic learning, students will find difficulties that must be solved. Resilient here means that students will try to find answers to their difficulties. For example, when doing a practicum about sounds, when students have difficulty sounding a straw, they will try to ask friends or teachers. This is a form of resilience in facing various difficulties.

c. Show interest in the problems that occur around and think of solutions to problems. Interest is defined as interest or sensitivity. In integrative thematic learning, the problems that occur do not only come from themselves but sometimes also come from other people. Students are sensitive to problems around them. Either the problems that friends have when doing group work, or problems experienced by the teacher. For

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[45]Masri Singarimbun and Sofian Effendi, *Metode Penelitian Survei,*(Jakarta: LP3ES, 1989), *70*

[46] Hamzah B.Uno Hamzah B. Uno, (2010), Teori motivasi dan Pengukurannya : Analisis di Bidang Pendidikan, (Jakarta : Bumi Aksara. 2010), 23

example, when the teacher distributes student worksheets, students offering help to help the teacher is one activity that shows that he has an interest in the problem around and solving it.

d. Prefer to work independently. Students have a sense of confidence in their own abilities. So that when getting individual assignments such as observing pictures or other individual assignments, students will believe in the results of their work. So that students do not try to find out their friend's answer.

e. Creative, not stuck in relatively the same and repetitive tasks. Students have a high curiosity. So that students are active in the learning process. Integrative thematic learning itself is learning that makes various things a source of learning. So that it can facilitate student curiosity. For example, students want to know an explanation of the material they are studying today by searching the internet or the library.

f. Can defend his opinion. In integrative thematic learning, students must be able to communicate either in communicating the results of group work or in discussing it with friends as a group.

g. Resilient in solving various problems. In relation to tenacious integrative thematic learning in solving various problems, it can be shown in various activities. For example, when students get observation sheets from the teacher, they feel happy and try to solve them.

Teachers and students must be encouraged to incorporate learning in the application of Silvia Anggraini's research confirms this, she said that students need a motivational boost to learn in studying and learning so that they have brilliant learning.[47] It shows that thematic learning and learning motivation cannot be separated complement each other.

2. **Relationship between Thematic Learning Implementation and Student Learning Motivation**

Learning is essentially a process of interaction between students and students, children with learning resources, and children with educators. Learning activities are said to be successful if the learning has meaning for children if the environment provides a sense of comfort and safety for children.[48] The meaning of learning as a result of teaching events is marked by the occurrence of a relationship between concepts and direct and real aspects without any abstractness in the learning process, especially in delivering information. In other words, learning will be more meaningful if you experience first-hand what is being learned by activating more senses than just listening to the explanation of the person / teacher.

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[47]BP, Silvia Anggreni, and Neviyarni Suhaili. Peranan Motivasi Dan Kreativitas Dalam Proses Belajar Dan Pembelajaran, *Ensiklopedia of Journal*, Vol 2, (Padang: Sekolah Tinggi Ilmu Hukum, 2020), 292

[48]Majid, *Pembelajaran Tematik Terpadu*. (Bandung : PT Remaja Rosdakarya, 2014), 15

This is in accordance with the opinion of Ausabel and Robinson, which was later quoted by Abdul Madjid, developing a learning approach that departs from two cross continuum, namely the continuum of learning to seek (Discovery Learning), learning to accept (reception learning), learning meaningful (meaningful learning), and learning to memorize (rote learning), which then becomes the four poles of learning as follows.[49]
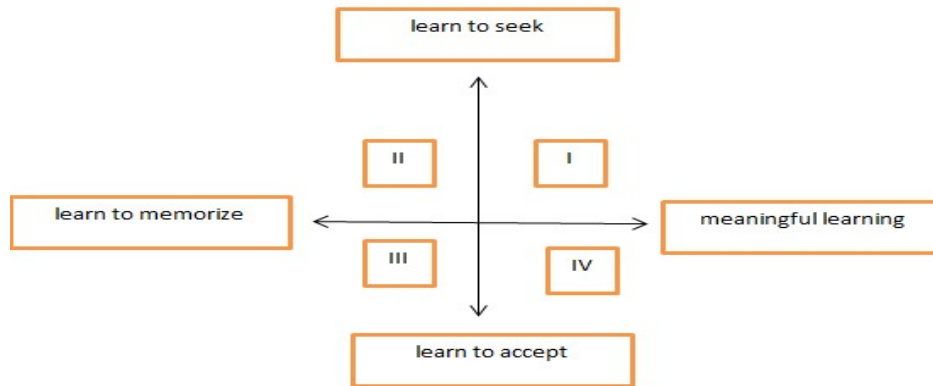

Figure 2: Continuum Of learning Ausabel and Robinson

Based on four poles of learning above, the effective learning model is a learning activity that emphasizes meaning and activates students, therefore thematic learning by raising themes close to student life and its environment will provide meaning to students because it meets needs, increases student learning motivation and student talents. Thus, it also helps in completing work or for future students.

Wartiningsih expressed the same thing that he concluded that 0.033 <0.05, so Ha is acknowledged, indicating that the thematic learning motivation of grade V students applying the theory of Ausubel is higher than the thematic learning motivation of class V that does not apply the theory of Ausubel.[50]

Integrated thematic learning is a learning approach that integrates various competencies and various subjects into one theme. Thematic helps students encourage or motivate linkages and deeper understanding of the concepts or meanings and reflections that students have learned. So that students can develop breadth and depth and provide motivation or be involved in learning.

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[49]Majid, *Pembelajaran Tematik Terpadu*. (Bandung : PT Remaja Rosdakarya, 2014), 16

[50]Wartiningsih, Dita Anggreni. Pengaruh Meaningful Learning Ausubel terhadap motivasi belajar tematik bagi siswa kelas V SDN Bareng 3 Malang.*Disertasi*. (Malang: Universitas Islam Negeri Maulana Malik Ibrahim, 2018), 91

3. **Thematic Learning in Fostering Learning Motivation**

Thematic learning links several subjects or the same competence to the subject matter in the shade of a theme. Students learn holistically and not separately, the problems observed and studied consist of several contents at once. This makes it easier for students to focus on one theme so that students' understanding of the material can be deeper and more memorable.

Thematic learning is student-centered, which prioritizes student involvement in the learning process, so that it can activate students while making students more creative and happy in the learning process. Learning does not merely encourage students to know (learning to know), but also to do (learning to do), being (learning to be), and living together (learning to live together).[51] Students are involved in all stages of learning, from lesson planning, implementation, to assessment; this is expected to foster student learning motivation.

Thematic learning presents pragmatic learning with problems that are often encountered in students' social life / environment. Learning becomes more meaningful and real. The material becomes closer to students, so they can easily understand it. Students are expected to be able to implement experiences in school with real life, so that the material they learn will be deeply embedded in students' memory and will not be easily forgotten.

Learning experiences in thematic learning are very relevant to the development and needs of elementary school aged students. Elementary school students range in age from 7 to 12 years, or the concrete operational stage. Students are able to think logically but only on concrete objects. The material is presented starting from the one closest to the student and using real objects or the student's environment as a learning tool. Teachers should be able to select and use a variety of learning strategies and media. For example, direct learning and group discussions. With direct learning, students can find out for themselves something because they are practicing or seeing the process directly. Through group discussions, students can develop their communication according to their age development. Furthermore, the teacher can gradually arrange learning in a more abstract direction. This will make students happier learning because the material load is appropriate for their age.

Based on the above explanation, thematic learning in elementary schools is able to foster student motivation in school. Student learning motivation can be seen from the four indicators of motivation. The first indicator is student attention or attention, in thematic learning, student-centered learning, so that students are expected to be more able to focus their attention so that motivation can be grown. The second indicator is

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[51]Widodo, Hendro. Integrasi Empat Pilar Pendidikan (Unesco) Melalui Pendidikan Holistik Berbasis Karakter Di Smp Muhammadiyah 1 Prambanan. *Jurnal Pendidikan Islam* 10, (Jakarta: Uhamka,2019), 64

relevance; one of the advantages of thematic learning is that thematic learning presents pragmatic activities. With problems that are often encountered in real life students. Students feel more enthusiastic about learning because the subject matter is related to the environment, making it easier to apply the knowledge gained at school to the environment where students live.

The third indicator is self-confidence, students will be motivated to learn if students are confident in participating in the learning process, in thematic learning there are two characteristics that can foster students' self-confidence, namely student learning activities relevant to the level of student development and activities selected according to their interests and student needs. With these two characteristics, it is hoped that students will be more confident in participating in classroom learning. Students find it easier to follow lessons because the material is adapted to the age of the student's needs.

The fourth indicator is satisfaction; thematic learning will arouse students' satisfaction with learning. At the end of the lesson, students will get evaluation questions. Evaluation questions are adjusted to the material that has been studied. The composition of questions is medium weight, low and difficult to balance. Evaluation questions that are made balanced and the material that has been taught will make it easier for students to work on and get maximum results. So that students will feel satisfied with the results they achieve.

Fulfillment of these four indicators confirms that thematic learning is a very complex learning concept so that with this complexity, thematic learning is able to become a signpost like a beacon that shows directions for students to increase learning passion and student learning motivation. This finding is in stark contrast to the research of Yasmini et al. The research shows that there is no effect of thematic learning on motivation; in this case the result of this study contradicts the research.[52]

E. Conclusion

Based on the results of the study above, it shows that thematic learning is learning in the shade of a certain theme. Learning in a theme and direct experience experienced by students will generate enthusiasm and motivation to learn. In thematic learning, student motivation can be said to grow well if four motivation indicators are fulfilled in students. Thematic learning is a very complex learning concept so that with this complexity, thematic learning is able to become a signpost like a beacon that shows directions for students to increase learning passion and student learning motivation.

In addition to achieving predetermined learning goals, it is hoped that thematic learning will also be developed to enhance students' comprehension of the concepts they are

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[52]Khairunnisa, Y., Rizkiana, F., & Apriani, H., Pengaruh penggunaan lembar kerja peserta didik (lkpd) tematik pada materi fotosintesis terhadap motivasi, kemandirian, dan hasil belajar. *Jurnal: QUANTUM Inovasi Pendidikan Sains*, 10,(Banjarmasin: Universitas Lumbung mangkurat, 2019), 121

learning more closely, to develop skills to identify, process and use knowledge, to develop positive attitudes, good habits and values. The nobility required in life, the growth of social skills such as teamwork, tolerance, communication and respect for others' views, the increase of enthusiasm for learning, the selection of activities that meet their interests and needs.

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