

ABSTRAK

E.Lita Fitriyani NIM: H. 1610020 Analisis Keterlaksanaan Pembelajaran Tematik di Sekolah Dasar. **Skripsi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Djuanda Bogor. 2020.**

Penelitian ini bertujuan untuk mengetahui secara rinci tentang kurikulum pembelajaran tematik, pelaksanaan pembelajaran tematik dan kendala-kendala dan solusi dalam keterlaksanaan pembelajaran tematik di SDN Cibaregbeg. Metode penelitian menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Data dikumpulkan melalui teknik wawancara, observasi dan dokumentasi. Teknik pengambilan data menggunakan Model analisis dari Miles dan Huberman. Uji keabsahan data menggunakan triangulasi sumber. Hasil penelitian menunjukkan bahwa kurikulum yang digunakan di sekolah dasar adalah kurikulum 2013, adapun pelaksanaan pembelajaran tematik kelas I, II, dan III di SDN Cibaregbeg sudah terlaksana, namun belum maksimal, dikarenakan ada kendala-kendala yang menghambat pelaksanaan pembelajaran tematik seperti kurangnya sumber belajar, terbatasnya sarana dan prasarana, kapasitas siswa di kelas yang terlalu banyak sehingga membuat pembelajaran menjadi kurang efektif, kurangnya kesadaran guru dalam membuat materi pembelajaran, kurangnya pemahaman peserta didik, Solusi dalam mengatasi kendala pembelajaran tematik yaitu dengan diadakannya workshop, pelatihan dan KKG baik tingkat kecamatan maupun tingkat kabupaten. Kesimpulan dari penelitian ini adalah bahwa keterlaksanaan pembelajaran tematik akan mudah diterapkan apabila guru memiliki kompetensi sebagai pendidik dan mampu untuk kreatif, inovatif, dan profesional.

Keywords : Analisis, Pembelajaran tematik, Sekolah Dasar

ABSTRACT

E. Lita Fitriyani NIM: H. 1610020 Analysis of the Implementation of Thematic Learning in Primary Schools. **Thesis in Elementary School Teacher Education, Faculty of Teacher Training and Education, Djuanda University, Bogor. 2020**

This study aims to find out in detail about the thematic learning curriculum, the implementation of thematic learning and the constraints and solutions in implementing thematic learning at SDN Cibaregbeg. The research method used a qualitative approach with the type of case study research. Data were collected through interview techniques, observation and documentation. The data collection technique used the analysis model from Miles and Huberman. Test the validity of the data using source triangulation. The results show that the curriculum used in elementary schools is the 2013 curriculum, while the implementation of thematic learning for grades I, II, and III at SDN Cibaregbeg has been implemented, but has not been maximized, because there are obstacles that hinder the implementation of thematic learning such as lack of learning resources, limited facilities and infrastructure, too many student capacities in the class that make learning less effective, lack of teacher awareness in making learning materials, lack of understanding of students, solutions in overcoming thematic learning constraints, namely by holding workshops, training and KKG both at the sub-district and district level. The conclusion of this study is that the implementation of thematic learning will be easy to apply if the teacher has competence as an educator and is able to be creative, innovative, and professional.

Keywords: Analysis, Thematic Learning, Elementary School