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INTEGRATIVE THEMATIC LEARNING PRAXIS OF PPKn AT MI MIFTAHUL HUDA JEPARA

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Abstrak: Penelitian ini bertujuan untuk mengetahui pelaksanaan pembelajaran tematik integratif mata pelajaran PPKn di MI Miftahul Huda, mengetahui hambatan yang muncul dalam melaksanakan pembelajaran tematik integratif mata pelajaran PPKn di MI Miftahul Huda, dan mengetahui solusi dalam menghadapi problematika pembelajaran tematik integratif mata pelajaran ini. Guna mencapai tujuan di atas, peneliti menggunakan penelitian lapangan dengan pendekatan kualitatif. Sumber data dalam penelitian menggunakan sumber data primer dan sekunder. Subjek penelitian yaitu guru kelas 1 MI Miftahul Huda. Teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Uji keabsahan data melalui uji kredibilitas dan triangulasi. Teknik analisis data berupa pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan pengelolaan kelas yang kurang maksimal, kemampuan membaca dan menulis yang rendah, ketidakaktifan peserta didik dalam pembelajaran, metode pembelajaran kurang menarik, dan alokasi waktu yang kurang. Solusi yang ditempuh pihak sekolah dalam menghadapi problem tersebut adalah dengan mengadakan pelatihan kepada guru, menawarkan berbagai macam metode, media, dan strategi pembelajaran yang variatif, dan memberikan jam tambahan kepada peserta didik yang lamban dalam membaca dan kurang memahami materi pembelajaran.

Kata Kunci: Praksis, Pembelajaran Tematik Integratif, PPKn.

Abstract: This research aims to find out the implementation of integrative thematic learning of PPKn subject at MI Miftahul Huda, find out the obstacles that arise in carrying out integrative thematic learning of PPKn subject at MI Miftahul Huda, and knowing solutions in dealing with integrative thematic learning problems of this subject. In order to achieve the above goals, researchers use field research with a qualitative approach. Data sources in the study used primary and secondary data sources. The subject of the study was a grade 1 teacher of MI Miftahul Huda. Data collection techniques are in the form of observation, interviews, and documentation. Test the validity of the data through readability and triangulation tests. Data analysis techniques in the form of data collection, data reduction, data presentation, and drawing conclusions. The results showed that classroom





management was not optimal, low reading and writing skills, inactivity of students in learning, less interesting learning methods, and insufficient time allocation. The solution taken by the school in dealing with this problem is to hold training for teachers, warn various methods, media, and varied learning strategies, and provide additional hours to students who are slow to read and do not understand the learning material.

Keywords: *Praxis, Integrative Thematic Learning, PPKn.*

Introduction

Education is the most important thing in human life (Bhardwaj, 2016; Biesta, 2015) because, with education, humans can acquire knowledge and make humans become better people. Education is not only carried out in schools but can be done at pesantren or home (Bali, M. M. E. I., & Holilah, 2021; Setiawan, A., & Rasyidi, 2020). The government has established a rule on education i.e. section 31 of the 1945 Act which reads “Every citizen is entitled to the second teaching of the government seeking and administering a national teaching system governed by the Act.” (Undang-Undang Dasar Negara Republik Indonesia Tahun 1945, 2002). It is not only the government that has made it clear that education is important for human life. Several verses of the Qur'an have explained the importance of education for human life among them are found in Q.S. Al-Mujadilah verse 11.

In the letter of Al-Mujadilah there are two commandments contained in it; *first*, the command for every human being to be courteous in an assembly, the ethics in this assembly are intended that while in an assembly should show the field of seating; *Second*, the benefits of faith and knowledge. People of faith and knowledge will exhibit ingenious and wise behavior. This man of faith and knowledge will be exalted by Allah Almighty, not only the knowledge he gains but also his charity and teaching to others both verbally and exemplary.

Education in Indonesia until now has undergone several curriculum changes until the next 2004 in 2006 or called the Education Unit level curriculum (KTSP) and the latest is currently the 2013 curriculum. As stated in the regulation of the Minister of Education and Culture No. 67 of 2013, it is emphasized that the 2013 Curriculum for SD/MI was designed using integrated thematic learners. This thematic learning will be more interesting and meaningful for students because thematic learning will present various themes in everyday life. Lailatu Usriyah and Prayogo Suwignyo say that one of the components of the 2013 curriculum change lies in the standard component of the process (Usriyah, L., & Prayogo, 2018) which emphasizes more on the integrative thematic learning aspect –integrated thematic learning (Permendiknas No. 67 Tahun 2013 Tentang Kerangka Dasar dan Struktur Kurikulum SD/MI, 2013).

Thematic learning is a learning approach that uses various themes in relating several subject so that they can provide a direct and meaningful experience to learners (Muhardini, 2018). With thematic learning, of course, students can build relationships between one experience and another experience or knowledge with knowledge or knowledge with other knowledge to allow learning to be interesting and meaningful



(Kadir, A., & Asrohah, 2015). Integrated thematic learning has several basic concepts, namely philosophical, juridical, psychological, and theological basic concepts. These basic concepts have been described in detail and systematically in the learning stages ranging from strategies, methods, and approaches to assessments (Muhith, 2018).

Through thematic learning, learners can gain first-hand knowledge and experience and relate it to concepts they learn in everyday life. In this integrative thematic learning, learning emphasizes more on the concept of applying learning by doing something (Felder, R. M., & Brent, 2003; Reese, 2011; Schilling, M. A., Vidal, P., Ployhart, R. E., & Marangoni, 2003). Therefore, in influencing the meaningfulness of students in the learning process, a teacher can design a learning plan. Some conceptual elements in the learning process will certainly make the teaching and learning process more effective (Mubarak, 2019). This integrative thematic learning is student-centered, where learners play an active and independent role in the learning process, and the information obtained is not only from the teacher but can be obtained from anywhere and at any time. The role of the teacher is only as a facilitator, namely providing direction, making it easier for students to get to know and understand the various information obtained (Muhardini, 2018).

One of the subjects used in integrative thematic learning is subject Civic Education (PPKn). Civic Education is a compulsory subject taught in education in Indonesia (Hoon, 2013; Jackson, E., 2007; Nurdin, 2015). This subject is used to shape and develop the nation's children to preserve moral values, culture, and love for the homeland that can be proven in everyday life.

The praxis of learning with the curriculum 2013 which applies an integrated thematic learning model, schools must support teacher readiness, both mentally and physically and optimally abilities (Akib, E., Imran, M. E., Mahtari, S., Mahmud, M. R., Prawiyogy, A. G., Supriatna, I., & Ikhsan, 2020). Improving the quality of education in line with the quality of learning. There are several important components in the learning process including learning objectives, learning resources, learning strategies, learning media, and learning evaluation (Rusman, 2017). A number of these components must function properly in the learning process to create quality learning.

Thematic learning in some regions is still considered ineffective and there are obstacles because they are faced with problems related to learning planning, application of learning, assessment, and evaluation. The various problems that arise can be classified into two, internal and external factors. Class I MI Miftahul Huda experienced obstacles in integrative thematic learning of PPKn subject related to the inactivity of students in the learning process, the level of reading and writing of students was lacking so the material presented by the teacher was not understood by students. Therefore, thematic learning requires professional educators in the learning process which begins with managing planning, preparing materials, applying, assessing, and creating a set of learning tools (Rahmayani, 2016). The use of learning methods and strategies is very influential in the occurrence of learning processes that are active, creative, innovative, and fun so that the learning processes designed by educators affect the experience and meaningfulness of students.



Therefore, in the learning process educators must be able to position themselves as facilitators and mediators (Muhardini, 2018). Educators are also required to always be able to keep up with the times. From the above presentation, several questions can be asked: 1. How to implement integrative thematic learning of PPKn subject at MI Miftahul Huda Jepara? 2. What are the problem that appear in carrying out integrative thematic learning of PPKn subject at MI Miftahul Huda Jepara?

Research Methods

Research methods (Arthur, 2012; Palakshappa, N., & Gordon, 2006; Williams, 2007) are tools used by researchers to obtain and examine facts and data tested for their doubtful veracity. The type of research used in this study is field research. Field research is a method to find concrete information in people's lives.

In accordance with the title above, the research uses qualitative research methods. Qualitative research is research that does not use numbers and is descriptive (Elliott, R., & Timulak, 2005; Koh, E. T., & Owen, 2000; Lambert, V. A., & Lambert, 2012). According to Bogdan and Taylor, qualitative research is research that produces descriptive data in the form of written and spoken words from people and the perilaku studied (Bogdan, R., & Taylor, 1990; Lubis, 2018; Taylor, S. J., Bogdan, R., & DeVault, 2015). Researchers choose a qualitative approach because the data collected is in the form of words or pictures so that they do not emphasize numbers.

There is basically research field study intensively seen individual or group who is considered to have experienced a particular case. Using the type of field research in accordance with the research objectives, to find out the problems in integrative thematic learning of PPKn subject and find out solutions in dealing with integrative thematic learning problems. The locus of research is MI Miftahul Huda Jepara, a primary level educational institution that uses thematic model learning from classes I-VI and has used the 2013 curriculum.

The subject of the study were the principal and the teacher of the 1st grade. The determination of informants of this study is based on the consideration that informants are really directly related in the process of thematic learning problems integratif in grade 1. The sampling technique in this study is a purposive sampling technique, which is a sampling technique with certain considerations (Sugiyono, 2011, 2014, 2017). For example, the person best understands or knows about what to expect. The sample selection in this study was 2 teachers, principals, and grade 1 teachers. Also, secondary data excavated through documentation, or some notes and drawings, obtained. Meanwhile, data collection through interviews, (Kothari, 2004) observation, (Bhattacharyya, 2006) and documentation. While technique data analysis (Mamik, 2015; Moleong, 2021) carried out with stages, starting from data collection, data reduction, data presentation, to data verification.



Results and Discussion

1. Integrative Thematic Learning Techniques PPKn

a. Integrative thematic learning planning of PPKn

In the planning stage, integrative thematic learning of PPKn at MI Miftahul Huda Jepara has not gone well. Educational planning is a learning scenario that will be implemented by teachers in preparing, implementing, and evaluating learning activities. Teachers must be professional in carrying out their teaching duties from preparing lesson plans, learning media, learning resources and assessment tools. Permendikbud No. 103 of 2014 concerning learning primary and secondary education in article 3 paragraph 1 states that learning is carried out using RPP, so that learning can run well (Permendikbud Tahun 2014 Nomor 103 Tentang Pembelajaran Pada Pendidikan Dasar dan Menengah, 2015). Every teacher is obliged to compile a lesson plan before the learning process begins wherever the teacher teaches. A teacher should not carry out the learning process without guidelines or a learning process plan because this greatly determines the goals and competencies to be achieved.

Thematic learning planning (Ain, 2017; Erita, Y., Jannah, R., Fitria, Y., & Eliyasni, 2020) is indispensable before the learning process. According to researchers, thematic learning planning is a guideline for activities to be carried out by teachers and students in learning activities. Data the results of observation and occumentation, Teachers make planning learning tools owned by teachers at MI Miftahul Huda in accordance with the theory of Ibnu Hajar in the form of mapping basic competencies, theme networks, developing syllabi, preparing media that support the material, preparing learning resources, preparing assessment tools, and making lesson plans (Hajar, 2013).

Strengthened by the results of an interview with Mrs. Umi Sa'adah, as a grade 1 teacher, that the thing a teacher must do before learning is to prepare lesson plans, learning media, prepare learning resources and prepare learning tools.

As Mrs. Bastiyatun has stated that teachers are required to develop learning plans such as developing syllabi and making lesson plans. In learning planning, a teacher is required to make his own learning plan, because it is the teacher who knows the situation, conditions, and characteristics of his students so that the teacher is easy to set the motto, media to achieve the learning objectives optimally.

b. Stage of praxis of thematic learning of PPKn subject

The praxis of the learning process is an activity where teachers integrate with their students in presenting learning materials (Alberola-Mulet, I., Iglesias-Martínez, M. J., & Lozano-Cabezas, 2021; Hoffman-Kipp, P., Artiles, A. J., & López-Torres, 2003). In this stage, a teacher is required to be able to manage the classroom to be active, interactive, conducive, and fun so that learners are interested and motivated in learning. In carrying out the integrative thematic learning process, PPKn subject are in accordance with the theory of Ibn Hajar that in carrying out the learning process using three stages of activities, namely preliminary activities, core activities, and closing activities (Habib, M., Hajar, I., & Setiawan, 2019; Hajar, 2013; Saleh, S., Hajar, I., & Setiawan, 2021).



There is a preliminary activity at MI Miftahul Huda in grade 1 the teacher invites students to pray before starting learning. Then do not forget that the teacher gives motivation to the learners and asks the students about the material that has been studied last week, after which the teacher informs the material to be studied today and the teacher asks the students to open the student's thematic book.

The preliminary activity carried out by the grade 1 teacher aims to explore experiences, focus on himself, and be ready to pursue the subject matter, (Ball, D. L., & McDiarmid, 1989), learners with the theme to be presented. According to researchers in the teacher's preliminary activities, it has not been maximized because the teacher has not been able to explore the experiences of students related to the theme or material to be studied.

In the core activities, students are focused on activities that aim to improve literacy, as well as numeracy. In the core activities, students observe, question, associate, and communicate. In the learning process, teachers can use a variety of learning strategies and models (Chamot, 2004; Weinstein, 1994).

The results of observations in integrative thematic learning of PPKn subject in the teaching process of teachers are good, this is seen by the teacher as a facilitator and mediator. This is in by the characteristics of thematic learning by Abdul Kadir and Hanun Asrohah, (Kadir, A., & Asrohah, 2015), student-centered thematic learning, where learners are centered as subject learning and teachers as facilitators, who give direction to learners to carry out the learning process (Beetham, 2007).

In terms of integrative thematic learning, PPKn classroom teachers already use active learning methods, but in their implementation, teachers only use two to three learning methods. Using two to three learning methods is not yet by the characteristics of thematic learning. The use of good methods in thematic learning is multi-method. Multi-method is to combine several learning methods in a lesson. By using multi-methods, various variations of activities will be created, so that they are in accordance with the characteristics of thematic learning. In the closing activity, a teacher can formulate the learning outcomes that have been delivered, evaluate by asking questions about the material that has been studied and give a moral message to students (Hajar, 2013).

Based on the field findings, the learning resources used by teachers are textbooks in the form of textbooks and LKS books. The textbooks used are package books for each theme. These two books are highly used by teachers and students as learning resources.

c. Assessment stage in integrative thematic learning of PPKn subject

Assessment (Dochy, F. J., & McDowell, 1997; Walsh, W. B., & Betz, 1995; Weeden, P., Winter, J., & Broadfoot, 2002) is a method used to obtain, analyze, and interpret the learning outcomes process to measure the level of understanding of students in the form of assigning tasks or questions that must be answered on an ongoing basis (Kadir, A., & Asrohah, 2015). There are three types of assessment in MI Miftahul Huda, namely attitude assessment, knowledge, and skills (Mumpuni, 2018; Rhosalia, 2017).



Based on the results of observations, MI grade 1 teacher Miftahul Huda has conducted an assessment in the learning process –the assessment process is carried out when the learning process is ongoing. The assessment process carried out by the grade 1 teacher of MI Miftahul Huda is in the form of observing the activities of students both individually and in groups. In the knowledge assessment stage carried out by grade 1 teachers using tests. The test used to measure the level of understanding of students is in the form of a written test, namely the questions made by the teacher.

d. Problems of integrative thematic learning praxis of PPKn subject

Based on the results of observations, it is known that in the praxis of integrative thematic learning of PPKn subject at MI Miftahul Huda has not been said to be optimal, this is in accordance with what was revealed by Mrs. Bastiyatun, that in the implementation of thematic learning of PPKn subject has not been maximized because of several problems both experienced by educators and students.

The problems in implementing a thematic learning in grade 1 are:

a) From the educator's side. Class management is less than optimal. The learning process certainly requires several theories and plans to be able to meet learning expectations and objectives. If the learning plan is prepared properly, the learning objectives can be achieved effectively and efficiently.

The problem of educators not being optimal in completing the class is seen when the teacher in delivering learning material for many students who are cool themselves with the book in front of them. This is because in delivering material teachers are not professional in using learning methods or strategies, so that the class looks monotonous.

Classroom management is a teacher's skill in creating optimal learning conditions (Scarlett, 2015; Sieberer-Nagler, 2016). As a teacher, teachers are required to be able to manage classes skillfully and well, especially in elementary school education in grade 1 where students prefer to play rather than pay attention to lessons, therefore, a teacher must be able to deliver learning materials as carefully as possible so as to provoke students to play an active role in following lessons using various methods, media, and learning strategies so that learning can go well so that it can achieve learning objectives.

b) From the side of the parents and the education

i. Slow grade 1 literacy ability. One of the students is the ability to read and write slowly. Students who are slow in reading will experience difficulties in following and understanding the learning material. Learners must be able to master reading skills, and writing especially in grade 1. Reading is one of the important skills for learners. Because reading is the beginning for students to get to know the learning process systematically.

In addition to reading, writing is a form of communication in conveying ideas through written language (Fauziah, 2018). In grade 1, reading and writing are skills that must be possessed by students. Because in every textbook you have, there are readings that will later be read and understood by students. If students can read and write, it is easier for students to understand the subject matter.



Therefore, the teacher must be able to play his role so that the learners have this ability. It takes effort or effort from the teacher so that his students can master the ability to read and write. The cause of low reading and writing skills can be caused by several factors, one of which is the lack of attention from parents, attitudes towards learning, learning motivation, study habits, study concentration, and low intelligence levels (Pohan, 2020). Family is the main education for learners. Teachers have given as much guidance as possible from the school but if parents do not support them at home, then the results will be in vain. Therefore, it is necessary to have cooperation between teachers and parents so that children can achieve good learning outcomes and of course can read and write well as well.

ii. Lack of understanding of learning materials. The problem of the second student is that students do not understand the subject matter so that the objectives of the lesson have not been achieved optimally. Students do not understand the material taught by the teacher because *firstly*, there are some students who are slow in reading and writing, and *secondly*, students are more comfortable with books and stationery on the students' desks so that during the learning process there are some students who do not understand the subject matter.

In delivering material, of course, a teacher must be able to understand the character of students that each student has different skills, some are quick to respond in understanding the subject matter, some are slow in understanding the subject matter. This is what the teacher needs to understand, students who are slow in understanding the learning material do not mean that the student cannot, but there may be several factors that result in the student being slow in understanding the lesson.

Therefore, a teacher needs to be creative and innovate in delivering subject matter, especially in PPKn subject. One of them is by using learning methods or media that are expected to increase understanding for students.

iii. Inactivity of learners in learning. Integrative thematic learning has the characteristics of centered learning so that in the learning process a teacher is only a facilitator and mediator in the learning process (Kadir, A., & Asrohah, 2015).

The problem of the participants is that students are less active in thematic learning of PPKn subject, this is justified by Mrs. Umi Sa'adah as a grade 1 teacher that there are only a few students who are active in answering and enthusiastic in the learning process. This is because teachers are less varied in using learning methods so that the class becomes monotonous and students look bored when participating in learning.

Activating learners in the learning process is one way to animate and train learners to develop optimally. The task of the teacher in the learning process is to provide opportunities for students to develop the abilities of these students. In accordance with the characteristics of thematic learning that thematic learning is more student-centered and the teacher is only as a facilitator (Kadir, A., & Asrohah, 2015).

iv. Method used. The learning method is a method used in delivering the subject matter. The problem in integrative thematic learning of PPKn subject is the



use of less varied learning methods. This can be seen during the learning process, teachers only use two to three learning methods including lecture methods, answers and assignments.

Using two to three learning methods in thematic learning is not appropriate, while the method in good thematic learning is to use multi-method where in thematic learning combines various learning methods so that there will be various variations of activities.

v. Time allocation. Time allocation is very important in the learning process. In research at MI Miftahul Huda in integrative thematic learning of PPKn subject, the next problem is the lack of time in the learning process, this is justified by Mrs. Umi Sa'adah stated that in thematic learning PPKn subject this is still not enough to deliver learning material –in a class not all students' understanding directly with the material taught by the teacher.

Factors that cause the allocation of time in thematic learning are less among them there is repetition in delivering learning materials, there are some students who are slow in reading and writing, students prefer to play so that they do not pay attention to the lesson so that the planned time is less and the material that is sampled is less than optimal.

2. Integrative Thematic Learning Problem Solutions for PPKn Subject

Solutions taken to overcome a number of problems in integrative thematic learning praxis of PPKn subject, both from the side of educators and students, including:

a) Efforts to overcome educator problems. Class management is not optimal. The teacher's problem in managing classes that are not optimal in the learning process can be taken by the teacher, according to the head of madrasah, by attending training and holding group discussions together in school-level Teacher Working Group (KKG) activities (Musfah, 2012).

Not only the training program of a teacher also needs to take an educational path that is in accordance with his midwife. If the teacher teaches in accordance with his field, the teacher will be more competitive in teaching. In addition to the solutions described above to be able to manage classes, a teacher can set learning strategies and make learning as interesting as possible and memorable for students, for example by changing seats and so on.

Classroom management is very influential on learning objectives and success in teaching. Because good classroom management will have a good effect on students. Therefore, a teacher is required to be able to create an interesting and meaningful learning process for students.

b) Efforts to overcome student problems, related: i. Slow read-write capability. Efforts to overcome slow literacy in students, the solutions taken by the school include providing additional hours to students after class hours are over and holding meetings with parents of students to conduct developmental consultations for their children.

Learners who are slow in reading and writing need guidance, support, and motivation during the learning process. Therefore, it is necessary to have effort and effort from the teacher so that his students can read and write, especially in the initial



class, namely grade 1. Teachers can use a variety of methods to make classroom lessons fun by preparing various learning media to develop students' level of reading and writing skills.

ii. Lack of understanding of the learning material. In the teaching process, there is often a weak response of students to the material that has been delivered by the teacher which results in the student not understanding the material that has been presented. Teachers and educators are required to be patient in dealing with learners who are slow in understanding the subject matter. In this case, it is necessary to have an effective method in dealing with this problem so that students are focused on the learning process.

The solution that can be done to overcome the problem, Mrs. Bastiyatun said that during the learning process, a teacher is required to apply varied learning methods, media, and strategies. Teachers assign additional hours and tasks to learners, and form study groups in which learners with high levels of intelligence are grouped with learners whose intelligence levels are low. This is so that students can improve their knowledge related to the material that has been taught by the teacher.

iii. Inactivity of learners in learning. Thematic learning is student-centered learning where students are required to be able to explore information independently and the teacher is only a facilitator (Kadir, A., & Asrohah, 2015). The inactivity of students in learning is caused by the teacher's lack of creativity in delivering learning materials.

Based on research data, solutions that can be done to overcome this problem, Mrs. Bastiyatun stated that teachers can use the active, creative, innovative, and fun learning learning model (PAKEM) (Fahmi, 2013). In active learning, the teacher creates an interesting learning atmosphere so that learners actively ask questions; creative, as long as teachers can create diverse learning activities, such as using a variety of learning methods; e-effective, the teacher can produce something that the learner is quantifying, such as the subject matter after the learning process takes place; and fun, the creation of an atmosphere of teaching and learning process that makes students happy so that students are centered on the material that has been taught.

c). Efforts in overcoming learning method problems. From the results of research at MI Miftahul Huda in the thematic learning process, teachers only use two to three learning methods, namely the lecture method, answer, and assignment. This makes learning look monotonous and boring for learners. In the process of learning the teacher must look for ways to adjust his pursuit to be as interesting as possible. The methods used in the learning process must be varied to avoid saturation in students.

The solution that can be done to overcome the problem is Mrs. Bastiyatun said that to overcome this problem, a teacher should use the right learning method to create an active, creative, effective, and fun learning process in accordance with the characteristics of thematic learning. In addition, students can learn well, because by using learning methods, the learning process is more interesting. Therefore, a teacher needs to be familiar with various learning methods to support the achievement of learning objectives.



d). Efforts to overcome the problem of time allocation. Time allocation is the most important thing in the learning process. Good learning planning is the use of detailed time allocation so that the learning process can run well, and no time is wasted. The determination of time allocation is based on class hours as well as the breadth of material that must be mastered by students.

Efforts to overcome the lack of time in learning, the school aware learning media during the learning process, the material can be packaged so that it can be delivered easily and students will be able to follow the learning.

Problem during the integrative thematic learning process of PPKn subject is divided by the internal and external factors, one of the factors internal, from students who are slow in reading and understanding the learning material, while the external factor, from teachers who are not optimal in managing classes, the learning methods used are less varied and lack of time in the learning process.

The solution in overcoming problems from the school is to provide training to teachers so that teachers will get understanding, more comprehensive knowledge in carrying out integrative thematic learning in schools. The school also provides additional hours for students who are slow to read and do not understand the learning material.

The implications of Islamic education in the implementation of the PPKn learning process, teachers internalize religious values in the learning process, reminding students that education is important and explained in the Qur'an and when carrying out the learning process the teacher also uses an assessment of spiritual attitudes related to Islamic education, among them praying before and after teaching and learning activities (KBM), saying gratitude and greetings, and so on.

Civic education is closely related to Islamic education. Integrative thematic education on the subject of Civic education in Islamic education aims to instill the value of life and state as well as noble ethics. In addition to instilling a noble ethical attitude, the most important thing is that students can practice it in their daily lives.

Therefore, all fields of education should be in line with and in line with Islamic education. In line with this, all education taught must contain moral education. PPKn and Islamic education are closely related, in PPKn there are elements contained in Islamic education and vice versa.

Conclusion

Based on the explanation as above, it can be concluded that, *firstly*, the integrative thematic learning of PPKn subject through the stages of planning, implementation, and the assessment stages –affective, cognitive, and psychomotor; *secondly*, problems in integrative thematic learning of PPKn subject includes problem educators who are still weak in the management of the classroom, problem students with literacy skills, lack of understanding material lessons, and the inactivity of learners in thematic learning. Related to problem the methods used during the thematic learning process are less varied, while problem the allocation of time used in the thematic learning process is still insufficient or less.



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