

The Influence of Thematic Learning Implementation on Student Motivation in Public Elementary School 002 Sungai Pinang Samarinda

Gamar Al Haddar

*Corresponding Email: gamar@uwgm.ac.id

Widya Gama Mahakam University, Samarinda, Indonesia

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Abstract

Thematic learning is learning with a theme to combine several lessons so that it can provide a meaningful experience to students. This study aims to analyze the effect of the implementation of thematic learning on the learning motivation of grade V students at SDN 002 Sungai Pinang Dalam Samarinda in the 2019/2020 learning year. This type of research is ex post facto research, because there is no control over the independent variables. This study consists of two variables, namely the independent variable and one dependent variable. The independent variable is the implementation of thematic learning (X). The dependent variable is student learning motivation (Y). The population of this study were class V students of the 2019/2020 learning year at SDN 002 Sungai Pinang Dalam. The instrument used was a questionnaire. The data analysis techniques were data normality test, homogeneity test, data linearity test and simple linear regression test. Researchers also do not make arrangements or manipulate the independent variables. The results showed that there was a significant influence between the implementation of thematic learning on the learning motivation of grade V students at SDN 002 Sungai Pinang Dalam Samarinda for the 2019/2020 learning year with a moderate determination coefficient value of 0.50 or 50%. From the regression equation $Y = 14.774 + 0.759X$, it can be seen that the consistency value of the thematic learning implementation variable is 14.774 while the X regression coefficient is 0.759 which states that every 1% of thematic learning (X) implementation will increase student learning motivation by 0.759. The regression coefficient is positive, thus it can be said that the direction of the influence of the thematic learning implementation variable on student learning motivation is positive.

Keywords: Thematic Learning Implementation, Learning Motivation, Students

Introduction

Education is the main key to progress in society. Education provides a major contribution to the advancement of superior human resources. Superior resources will create quality education (McMahon & Walter, 2009; Kezar et al., 2015). One of the efforts to improve quality education carried out by the government is to make changes to the curriculum. The basic education curriculum is developed according to the needs of the educational unit.

Curriculum changes adapted to the needs of the times. These changes make teachers also required to continue to make changes in designing student-centered learning (Brandl, 2002; Distler, 2007). Through this change the teacher constantly updates their knowledge and insights

so that they can always achieve the expected national learning goals (Ramsden, 2003; Ertmer, 2005).

The curriculum is an important tool in learning activities. One of the efforts to support learning so that it is integrated and equally distributed is to implement the same curriculum. Since 2013 the curriculum used in primary schools is the 2013 curriculum. The 2013 curriculum is a continuation of the competency-based curriculum released in 2004 and the 2006 KTSP (Education Unit Level Curriculum) which includes the development of the realm of knowledge, skills and attitude change in an integrated manner.

Based on Regulation of the Minister of Education and Culture (Pendidikbud) No. 96 of 2013, one of the characteristics that distinguishes the 2013 curriculum from the previous curriculum is the balance of the development of knowledge, spiritual, social, and skills attitudes possessed by students. teaching in the 2013 curriculum, namely in an integrated manner

Thematic learning is learning with the theme of combining several subjects so that it can provide students with a meaningful experience (Bean, 2005; Sadik, 2008). The theme is one of the main topics or ideas in learning. This theme makes it easier for students to focus on a particular theme that is studied in depth and is associated with real life in the field (Ottenbreit-Leftwich et al., 2010). This thematic learning is also associated with students' personal experiences so that it can give a deep impression to students.

Learning that provides direct, in-depth, interesting and memorable experiences will certainly make students more motivated in learning. a pleasant learning atmosphere can also make students more excited about learning. This study aims to analyze the effect of the implementation of thematic learning on the learning motivation of grade V students at SDN (Public Elementary School) 002 Sungai Pinang Dalam Samarinda in the 2019/2020 academic year.

Methods

This type of research is ex post facto, because there is no control over the independent variables. In this case the researcher also does not make arrangements or manipulate the independent variables. This study consists of two variables, namely one independent variable (X), namely the implementation of thematic learning and the dependent variable (Y), namely student learning motivation. This research will be conducted at SDN (Public Elementary School) 002 Sungai Pinang Dalam Samarinda. When this research will be carried out in the odd semester of 2019/2020 November to January 2020. The population of this research is class V students of the 2019/2020 learning year at SDN (Public Elementary School) 002 Sungai Pinang Dalam. The sampling technique in this study was random sampling. The slovin formula is used to determine the number of samples. The sample size is 89 students. The instrument used was a questionnaire which was then tested for validity and reliability. The data analysis techniques are data normality test, homogeneity test, linearity test, heteroscedasticity test, linear regression analysis and hypothesis testing. Data collection techniques namely questionnaires and documentation.

Results and Discussion

In the early stages, the researchers tested the instruments used in the study, namely in terms of their validity and reliability. The trial was carried out on grade V students at SDN-16 Sungai Pinang Samarinda. Furthermore, after it is valid and reliable, anget is used in the research target area, namely the fifth grade students at SDN 002 Sungai Pinang Samarinda. One of the goals of testing the validity and reliability is to ensure that each item in the questionnaire is valid and

reliable. This means that it is valid, that is, it can measure what you want to measure. Reliable, that is, when repeated measurements are carried out the results are consistent.

The validity of the questionnaire was tested, namely a questionnaire related to the implementation of thematic learning, amounting to 30 statements and a learning motivation questionnaire totaling 30 statements. The results of the validity test with SPSS were obtained from a valid 30 item questionnaire for the implementation of thematic learning, namely 22 items. The learning motivation questionnaire consists of 30 valid statements, 20 items.

The questionnaire items used in the study were only valid questionnaire items. In the thematic learning implementation questionnaire, 20 valid questionnaire items and 20 valid items were also used in the questionnaire about learning motivation. After the questionnaire is validated the next step is to test its reliability.

Reliability testing aims to see the consistency of the questionnaire. The reliability test in this study used SPSS calculations with Cronbach's Alpha analysis technique. In the basic reliability test decision-making is declared reliable if the reliability coefficient value > Cronbach's Alpha value is 0.6. Questionnaire Reliability Test for Thematic Learning Implementation. Based on the reliability value in the thematic learning implementation questionnaire, the value of $r = 0.660$ was obtained. After being compared with the Cronbach's Alpha value, which is 0.6, the results of the reliability test are declared reliable and a thematic learning implementation questionnaire can be used. Reliability Test of Student's Learning Motivation Questionnaire. Based on the reliability value in the student learning motivation questionnaire, the value of $r = 0.854$ was obtained. After being compared with Cronbach's Alpha value, which is 0.6, the items of the learning motivation questionnaire statement can be used in the research.

Normality test

The normality test aims to determine whether the data used is normally distributed or not, to find out that the researchers conducted the Kolmogorov-Smirnov normality test with the help of IBM SPSS 23.

The method used to determine whether the data is normally distributed or not is by comparing the significance value (Asymp Sig 2-tailed). If the significance value is greater than 0.05, the data is normally distributed. After the data normality test results were carried out, it was known that the significance value of 0.200 was more than 0.05, thus it can be concluded that the data were normally distributed.

Homogeneity Test

The homogeneity test is used to determine whether the data taken in the field is homogeneous or not. In this case the examiner uses the Levene Statistic homogeneity test with the help of IBM SPSS 23. The basis for decision making is that if the significance value is > 0.05, then the data distribution is homogeneous.

Tabel 1. Test of Homogeneity of Variances

Learning Motivation			
Levene Statistic	df1	df2	Sig.
1,474	16	65	,137

Based on the table above, the significance value is obtained $0.137 > 0.05$, it can be concluded that the testing of thematic learning implementation variables on student learning motivation has the same variant, namely homogeneous.

Linearity Test

Linearity test was conducted to determine the form of the relationship between the independent variables and the dependent variable. The aim is to find out whether there is a significant linear relationship between the implementation of thematic learning as variable X and student motivation as variable Y.

The basis for making decisions is that if the deviation from linearity $\text{sig} > 0.05$ then there is a significant linear relationship between variable X and variable Y. And vice versa if the deviation from linearity $\text{sig} < 0.05$ then there is no significant linear relationship between variable X and variable Y. The results of the linearity test with the help of IBM SPSS 23 are as follows:

Tabel 2. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Motivation * Thematic Learning	Between Groups	(Combined)	1900,676	23	82,638	5,242	,000
		Linearity	1462,085	1	1462,085	92,753	,000
		Deviation from Linearity	438,591	22	19,936	1,265	,230
	Within Groups		1024,605	65	15,763		
	Total		2925,281	88			

Based on the table above, the value of deviation from linearity $\text{sig} 0.230 > 0.05$ can be concluded that there is a significant linear relationship between the thematic learning implementation variable (X) and student learning motivation (Y).

Heteroscedasticity Test

This test aims to determine whether the model in the regression there is an inequality of variations from the residual value of one observation to another. If the residual value variation from one observation to another is constant, it is called homoscedasticity. If the variation from the residual value from one observation to another is different, it is called heteroscedasticity. The basis for the decision is that if the significance value is > 0.05 then there is no symptom of heteroscedasticity in the regression model, on the contrary, if the sig value is less than 0.05, there is a symptom of heteroscedasticity. The results of the heteroscedasticity test with the IBM SPSS 23 assisted glejser test are as follows:

Tabel 3. Heteroscedasticity test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,791	3,352		1,429	,157

Thematic Learning	-,026	,052	-,053	-,496	,621
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a. Dependent Variable: RES2

Based on table 4.7 above, it can be seen that the sig value of 0.621 is greater than 0.05, it can be concluded that there are no symptoms of heteroscedasticity in the regression model.

Hypothesis testing

After conducting the prerequisite test, the next step is to continue with hypothesis testing. Hypothesis testing conducted in this study is a simple linear regression analysis. At this stage, a simple regression analysis is carried out to calculate the influence of the thematic learning implementation variable (X) on student learning motivation (Y). Simple linear regression analysis steps in this study:

Simple Linear Regression Equations

The simple linear regression equation uses the formula $Y = a + bX$. Based on the results of simple linear regression testing with the help of IBM SPSS 23, which are as follows:

Tabel 4. Koefien Regresi Sederhana Antara Variabel X Terhadap Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14,774	5,288		2,794	,006
	Thematic Learning	,759	,081	,707	9,324	,000

a. Dependent Variable: Learning Motivation

From the table above, it is known that the value of unstandardized coefficients is 14.774. This figure is a constant number which indicates that if there is no implementation of thematic learning (X), the consistency value of learning motivation is 14.774. The regression coefficient value is 0.759 which means that every 1% of thematic learning implementation (X) then the student's learning motivation has increased by 0.759.

Thus, it can be concluded that the implementation of thematic learning (X) has an influence on student learning motivation (Y). The regression equation is: $Y = 14.774 + 0.759X$.

Simple Linear Regression Analysis

Hypothesis testing aims to determine whether the regression coefficient is significant or not. The hypothesis in this study:

H_0 = There is no significant effect between the implementation of thematic learning on the learning motivation of class V SDN 002 Sungai Pinang Dalam Samarinda in the 2019/2020 learning year.

H_a = There is an influence between the implementation of thematic learning on the learning motivation of class V SDN 002 Sungai Pinang Dalam Samarinda in the 2019/2020 learning year.

In this case we will compare the significance value (sig) with a probability of 0.05. If the sig value is less than the 0.05 probability it means that there is an influence between the implementation of thematic learning (X) and student learning motivation (Y)

Based on the data in table 4.6 Simple Regression Coefficient Between Variable X against Y above, it can be seen that the sig value is 0.000, which is less than 0.05, so it can be concluded that H_0 is rejected and H_a is accepted, meaning that there is an influence between the implementation of thematic learning on the learning motivation of class V students. SDN 002 Sungai Pinang Dalam Samarinda for the 2019/2020 academic year

If we test the hypothesis by comparing t table with t count, it can also be seen that the value of t table is $\alpha / 2 = 0.05 / 2 = 0.025$ with degrees of freedom (df) = n- 2, namely $89-2 = 87$. Then 0.025: 87 by checking through the distribution table, the value is 1.991. The t value is based on table 4.6 Simple Regression Coefficient Between Variable X and Y above, it can be seen that the value is 9.324. Because the value of t count is greater than t table, it can be concluded that the effect of implementing thematic learning (X) on student motivation (Y) in grade V at SDN 002 Sungai Pinang Samarinda

The magnitude of the influence of the variable X on Y in a simple analysis can be seen through R Square or R^2 contained in the model summary table as follows:

Tabel 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,707 ^a	,500	,494	4,101

a. Predictors: (Constant), Thematic Learning

Based on the table above, it can be seen that the R square value is 0.500. This value means that the effect of implementing thematic learning (X) on student learning motivation (Y) is 50%, while 50% of student learning motivation is influenced by other variables not examined in this study.

Test of Significance

Based on the results of simple linear regression testing with the help of IBM SPSS 23, which are as follows:

Tabel 6. Test of Significance

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	1462,085	1	1462,085	86,934	,000 ^b
	Residual	1463,196	87	16,818		
	Total	2925,281	88			

a. Dependent Variable: Learning Motivation

b. Predictors: (Constant), Thematic Learning

Based on table 4.8 above, the significance value of 0.000 is smaller than 0.05, which means that the relationship between the thematic learning implementation variable (X) and student learning motivation (Y) is significant.

Based on the calculated F value, which is 86.934, which is greater than f table 4.08, which means that the relationship between the thematic learning implementation variable (X) and student learning motivation (Y) is meaningful.

This study aims to see the effect of implementing thematic learning on the learning motivation of grade V students at SDN 002 Sungai Pinang in the 2019/2020 learning year. Based on the prerequisite test that was carried out before the regression analysis, the data were normally distributed, homogeneous, linear and free of heteroscedasticity symptoms.

The result of the data normality test, namely the significance value of 0.200 is greater than 0.05, the data is normally distributed. The results of the data homogeneity test showed a significance value of $0.137 > 0.05$, meaning that the testing of thematic learning implementation variables on student learning motivation had the same variant, namely homogeneous. The deviation from linearity sig $0.230 > 0.05$ also indicates a significant linear relationship between the thematic learning implementation variable (X) and student learning motivation (Y). The results of the heteroscedasticity test showed a significance value of $0.621 > 0.05$, meaning that there were no symptoms of heteroscedasticity in the regression model.

Based on the regression analysis, the implementation of thematic learning has a significant effect on the learning motivation of grade V students at SDN 002 Sungai Pinang Samarinda. This is evidenced by the simple linear line equation that is $Y = 14.774 + 0.759X$. From the results of the hypothesis test data, it can be seen that the sig value is 0.000, which is less than 0.05, so it can be said that H_0 is rejected and H_a is accepted, which means that there is an influence between the implementation of thematic learning on the learning motivation of class V SDN 002 Sungai Pinang Dalam Samarinda in the 2019 learning year / 2020

The magnitude of the effect of implementing thematic learning (X) on student learning motivation (Y) in grade V at SDN 002 Sungai Pinang Dalam is 50%, while 50% of student learning motivation is influenced by other variables not examined in this study. Thematic learning implementation is one of the variables that influences the learning motivation of fifth grade students at SDN 002 Sungai Pinang Dalam Samarinda. So the better the implementation of thematic learning, the better the learning motivation of grade V SDN 002 Sungai Pinang Samarinda. But on the contrary, if the implementation of thematic learning has a low value, the lower the motivation to learn mathematics of grade V SDN 002 Sungai Pinang Dalam Samarinda. It can be understood that learning motivation is not only influenced by internal factors, but is also influenced by external factors, one of which is the implementation of learning (Facteau et al., 1995; Tracey et al., 2001). The implementation of thematic learning is very appropriate for teachers in the learning process in the classroom. Because the main factor in the growth of motivation to learn well comes from the implementation of thematic learning.

Conclusion

There is a significant influence between the implementation of thematic learning and the learning motivation of grade V students at SDN 002 Sungai Pinang. This is evidenced by the rejection of H_0 and the acceptance of H_a proposed because the sig value is 0,000, which is less than 0.05 at the 5% significance level and the number of respondents is 89 students. The effect of the

implementation of thematic learning on the learning motivation of class V SDN 002 Sungai Pinang based on the value of the determination coefficient is classified as moderate, namely 0.50 or 50%. From the regression equation $Y = 14.774 + 0.759X$, it can be seen that the consistency value of the thematic learning implementation variable is 14.774. while the regression coefficient X is 0.759 which states that for every 1% implementation of thematic learning (X), the student's learning motivation increases by 0.759. The regression coefficient has a positive value, so it is said that the effect of variable X on Y is positive.

Thank-You-Note

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