

Practical Ways Internalization Tematik by Students in Learning Through Peer Teaching in PGSD FKIP at Tanjungpura University

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Abstract. A practical way internalize value on elementary school children is very strategic, this study aims to provide the best solution. The method used descriptive through class actions done by the students in a way peerteaching. The findings showed that the Internalization of learning design can practically be done well. Application of learning can be applied Effectively, seen from the way of practicality Internalization in learning and provide a significant positive impact on personality value on individual students toward the creation of Piety, noble, intelligent, skilled, creative, discipline, independence, responsibility and democratic, this achievement can not be separated from the various constraints experienced by teachers, but can be Overcome, so that the meaningfulness of students in learning remains created. This study is expected to be the authorized capital on the development of thematic learning in primary school.

Keywords: Practical Ways Internalization of Values; Learning Thematic; Peer Teaching.

I. INTRODUCTION

National Education based on Pancasila and the Constitution of 1945 is to be the basic foundations of the development of the National Education of the Republic of Indonesia. Therefore, the planting of the character values in children is very important. According to Law No. 20 of 2003 ``Sisdiknas``, contained the national education goals that the national education to develop students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable [1]. Knowledge, attitudes, and skills should be embedded or internalized in children in integrated and practically every concept or essential materials delivered to students.

SBC that has been put in place at the elementary school, there is a tendency of the schools give priority to the development of cognitive aspects such as intelligence and skill, lack of attention to other aspects such as attitude. This occurs due to factors in the Indonesian education system as a whole, which is marked on every elementary school children who will continue their education to higher education, there should be a diploma should be required by the standard limit value given by the school to enter. This means that for a child who has a value below the standard will not be accepted at the school. Similarly, from junior high school children who will continue on to high school, even college, got a calculated factor less attitude. As a result, a negative impact nationally on the Indonesian nation itself, is evident from the conditions that occurred in Indonesia in recent years among the bureaucrats and private do things irregularities such as corruption, nepotism, one so true, and that is so wrong even legal instruments Indonesia is completely based on Pancasila and the basic Act 1945.

Indonesian President Joko Widodo revealed that for the Indonesian nation really needs to do a thorough Mental Revolution of various Indonesian society as a tangible application of the values of Pancasila and the Constitution of 1945. for that cultivated strategic efforts must be made by many parties, including the implementation of practical ways internalization through Thematic Learning in elementary school. According to Curriculum SBC 2006 Learning Thematic starting from Class I to Class III SD, and the Curriculum 2013 from Class I to Class VI Elementary School, where the learning aspects of attitude, skilling (application skills Scientific), and knowledge aspects must be delivered to learners are integrated in every concept that delivered on every subject without exception. In the SBC, better known by the term "cognitive, affective, and psychomotor". that the application tends to prioritize "purely cognitive". Teachers do not teach values, but any activity that teachers in learning or outside learning should contribute to three aspects of the learners, ie aspects of attitudes, skills aspects, and aspects of knowledge in an integrated and holistic. Achievement of these expectations is done with nuanced approaches PAIKEM, although theoretically this expectation is done through the stages of experience, understanding, habituation-conditioning, culture, and internalization of values of the characters will be embedded in self-learners.

When analyzed further in the SBC itself, not clear suggestion implementation of the three domains that are integrated or unified (cognitive, affective and psychomotor), perhaps this is what makes the opportunity for teachers always prefer the cognitive aspects of the other aspects, though actually developed implicitly already envisaged the purpose of National Education [1]. On that basis, the SBC-enhanced curriculum, 2013, cognitive, affective and

psychomotor should be developed in an integrative manner through thematic learning.

Curriculum 2013 in the implementation of the learning components of cognitive, affective, and psychomotor more focused on the development of attitude, skilling which referred to "scientific approach", and knowledge, who delivered a single entity with a balanced contribution.

For that teachers continue to develop creativity required to improve students' ability to learn, so that students can progress toward a better self-actualization. Maslaow expressed by Ertikanto [2], the actual process of education should be to help individuals grow and grow bigger, higher, more thoughtful, more prospects and creative in all aspects of life. Teachers are required not merely convey the cognitive aspects (knowledge), but in the delivery of teacher, learning must integrate the three aspects of it in the integration domain [3]. A wise man said that science is a light. The light is an indicator of the value of dignified someone knowledgeable. Knowledge is not just owned but also can be used as a tool to control myself into a better direction. That value is the identity of self-esteem that is normative for someone in the act and moves according to guidance godlike values. Intelligent brain, soft hearted and skillful hands [4]. Psychologically, something that a person was actually a radiance conscience that comes from the values of the Divine, God is Most Essential [5]. Highly value education needs to be instilled in children, including elementary students. In Al-Qur'an been booked, the substance of which is: "O ye who believe, keep yourself, your family from the torment of hell fire" (Surah 66 At-Tahrim:6). Application of the holy message of the meaning contained the contents of this paragraph must be actualized through exemplary deeds of the schools, teachers, parents, and community environments. Teachers should conduct it on each student, which in turn the students into a dignified Islamic nation, nimble, creative, independent and courteous in speaking as a noble.

Thematic is an approach to learning that combines some of the concepts of some basic competence (KD) a number of subjects that are focused on the central theme of interest. Through thematic, student activities, student creativity, via cooperation in learning, independence, confidence, and responsibility can be forged with good students. What else according to the curriculum in 2006 (SBC) which is applied today, has hinted provide flexibility to teachers in developing professionalism.

Teachers were given to manage the learning process, such as determination of time allocation, selection of media, resources, and the determination of the use of approaches and methods. Teachers are required creative and able to deliver learning more meaningful, interesting, and fun.

Teachers should consider the characteristics of the current students will carry out learning in primary schools. Perkembangan overall student interrelated, where children (students) look at the real world is holistic (whole). Therefore, in order to achieve the optimal goal, the learning

should be holistic, not fragmented between other lessons to suit the demands of the curriculum in force.

Various concepts provided should intertwine with each other so that students gain significant learning outcomes, holistic, and integrated [6]. With Thematic learning, child development principles can be developed optimally. The development is integrated with the experience, life and the environment [7]. Similarly, in a study, that the child's learning process can not be stressed on one aspect alone, but must involve other aspects, such as cognitive, affective, psychomotor, social and some other aspects so that the child's learning can be achieved with the full and meaningful.

Teachers should pay attention to learning principles in accordance with the child's development such as: learning to move from things that are concrete to the abstract, looked at something that teacher learned as a whole, integrated and manipulative in the process of tinkering with things concrete with his own hands while building schemata that is meaningful in the realm of knowledge-child [8]. But seen from the practice of teaching in an elementary school that occurred during this still indicates a disparity in the hope above, such as 1). The occurrence of the strict segregation of subjects, especially in the high classes; 2). Learning only emphasizes mastery of concepts without regard to another sphere, and 3). The evaluation system oriented to testing by emphasizing reproduction of information. Given the majority of elementary schools still use SBC, in which the eyes are implemented in learning the lessons conveyed clearly separated or compartmentalized starting from Class IV to Class VI, resulting in less meaningful learning for students. Teachers tend to chase the target, less attention to aspects of attitude.

As a result of the students' learning saturated, because crammed full of knowledge without psychological considerations. Students learn out of necessity, not because of consciousness, and more fatal than that, the behavior of the students become delinquent and delinquent. Teachers should update learning delivery strategy so that the concept of attitudes, skills, and knowledge can be internalized simultaneously. On this basis should be anticipated as early as possible through action research with the title "A practical way of practical internalisation of values in thematic learning by students PGSD through peer teaching in PGSD FKIP Universitas Tanjungpura (Untan) Pontianak", with expectations of students practiced teaching in elementary school can contribute practical way internalization the elementary students through Thematic Learning in elementary school.

How practical is meant is any concept Subjects submitted by teachers in teaching must be integrated with an attitude (values) and skills in the form of activities that occur when learning takes place in a holistic manner. When this is done by every teacher, should be giving significant influence on the behavior of students who take lessons. Students not only gain knowledge but slowly but surely various character with positive values will form personality on students in the direction of the expected Purpose of National Education [1].

Hope this will be achieved when learning Thematic implemented in the right way.

In line with the results of Asy'ari [9], suggesting: a). Need to do further research on learning in the form of integrated thematic to another central theme in different classes and schools. b). To be integrated or thematic learning can be used as a variation of learning in elementary school, it is necessary correctional / dissemination of the elementary school teachers through further research or other activities. Tahmid [10] argues from his research, that the internalization of the students need to be inculcated through learning-based instructional value. With so diverse values will form personality on students, such as discipline, diligence, responsibility, self-confident and independent. In addition, it should also instilled the values of tauhidiah through habituation *ubudiyah*, such as filial, virtuous good, praying, reading the Al-Qur'an dhikr, reading sholawat and do other good deeds. It makes students aware, enterprising, industrious, creative and independent so that students can gain optimal learning results. Therefore tranquility which is based onto-tauhidan the values of the divine is the key to student success in learning [10]. According to Irma [11], "Planting character through thematic learning can create a learning atmosphere that is conducive to students in learning".

Experts suggest thematic integrated learning need to be implemented in primary schools in Indonesia, but the reality on the ground can not be realized by either [9], the more thematic models, arguing that relatively strict curriculum, scheduling rigid and knowledge, understanding and skills of teachers on thematic learning is still lacking [12].

Based on some of the description, the researchers feel compelled and interested in learning more through action research on "Practical ways internalises value in thematic learning by students PGSD through peerteaching in PGSD FKIP Untan Pontianak" in the hope PGSD students who practiced teaching (PPL) in SD can contribute to the internalization of the student's practical SD so students not only acquire knowledge and skills alone but gradually various character values will form personality on each student as a cadre of the nation hope that has ideology of Pancasila nations and the 1945 Constitution.

II. RESEARCH METHOD

The method used in this research is descriptive method with the form of classroom action research (classroom action research) to get an overview of facts about the internalization of the value delivered in a practical learning. Selection of this method is based on the idea that action research is able to offer new ways and procedures to improve and enhance the professional teachers in the learning process [13].

Research forms of this class action are collaborative participatory [13]-[14]-[15]. The Collaborative is a partnership between teachers and researchers who have experience can give empirical literature of ideas based on theories and report the results of previous research. The

teacher is a partner of the research. Teachers as learning practitioners, while designers and researchers as a critical observer. Intended participatory development through sustainable study in discussion between teachers and researchers to reviewing instructional practices to get feedback as well as reflecting the cult of the theory with previous studies. Teacher learning is not just executing but played an active role from the planning stage to the evaluation of learning and reflecting the results of the act of learning. This action research was conducted through the stages that learning design planning phase, the implementation phase of learning (research), observation and reflection to see where the action is good, where the action fund has not met expectations. Actions that do not meet the criteria of completeness necessary corrective action research on the next stage until it reaches a saturation point on the expectations of the problems that have been formulated previously. The research was conducted in PGSD FKIP Untan currently lectures in PPL 1 in 6th semester (second semester) with the characteristics of the subject is: a) Students who follow courses PGSD PPL I or students who will practice taught in elementary school; b) Students who become the object of observation is integrated learning students enrolled in the 6th semester (second semester); and c) The activities are peerteaching (teaching fellow colleagues).

III. RESULT AND DISCUSSION

As disclosed earlier that the study is ultimately directed to finding the most appropriate action on practical ways internalization in thematic learning applied by teachers towards the realization of quality learning process. Therefore, the data analysis is done in two ways: 1). For data obtained through structured observation formats will be analyzed quantitatively through the statistical calculations; 2). For data obtained through court records and interviews both free and structured to be analyzed qualitatively without statistical calculations.

Based on the findings in the study of this action needs to be followed by a discussion, whether related to learning design planning, implementation and related learning problems were found, as well as the situation of students during the learning, namely: 1). Thematic Learning draft plan average percentage greater accuracy than inaccuracy, $98.33\% > 1.67\%$. This means that the draft plan learning begins formulating objectives learning until the writing of the evaluation, although in certain parts, there are still obstacles, relatively small, namely in terms of the use of scientific accuracy coupled with practical internalization. Indeed, cognitive, affective, psychomotor or aspects of attitudes, skills, and knowledge (knowledge) must be delivered in a unified and integrated. 2). Lesson implemented exactly according to plan learning design of preliminary activities, core activities, until the end of the activity (cover). The integration between cognitive, affective and psychomotor or between attitudes, skills and knowledge to operate correctly, seen from the average percentage of learning showed $99.42\% \text{ accuracy} > 0.58\%$, meaning the

thematic learning applied to teachers at elementary students can give meaningfulness for students to learn. Students can understand the concept, it can be put into practice, can be creative and high independence and can actualize themselves towards better behavior, both from the aspect of cognitive, affective, psychomotor and of other aspects. Internalization by teachers in thematic learning. Scientific nuances can be done by teachers, interesting, innovative, creative and fun.

All of the concepts covered include attitudes and skills always interconnectedness towards the theme and sub-themes. The learning activities run smoothly, starting from the initial activities, core activities and weekend activities can already be carried out by teachers with appropriate, except in terms of making conclusions by students directed by the teacher still experiencing difficulties, but in the end can be corrected by the teacher on the stage of meeting the learning next.

Various approaches and methods developed by the teacher to make students more motivated and preoccupation in learning. Students are enthusiastic and actively participating in the learning. Students ask each other questions and discuss, solve problems, and doing task given to the students to be creative and happy to do it without feeling burdened at all from the beginning to an end of learning. Here students are given the freedom to express opinions, ask questions and comment on any suggestion of another party.

The classroom atmosphere is lively and fun, students tirelessly and did not feel pressured on every task assigned by the teacher. If teachers are not responsive and creative can lead to uncontrolled class and always short of time. However, teachers are always reflective, any problems that arise will always be resolved properly so that the learning environment in the classroom persist well too. State students all the time controlled by the teacher, and every task assigned as a group, will be reported by him and discussed together to get the perfection of the work assigned to them. The reality is seen at the time of the thematic learning. Indeed, initially the students rather passive, less dare to ask let alone express their opinions, however ultimately students become more enthusiastic about learning. These conditions encourage the students to do the best, obedient, respectful, independent, creative and accomplished in many ways.

IV. CONCLUSIONS

The conclusions of this research are as follows:

1. Internalization design of the character values in thematic learning the scientific approach by students PGSD FKIP Untan Pontianak can be performed accurately, the indication is shown the percentage of accuracy is $99.46\% > 0.54$ (inaccuracy), meaning that the students capable of making the design properly or appropriately, beginning of the action plan Introduction, Core activities, until the End activity (Cover); b). Linkage analysis concepts from multiple Competencies Subjects who had flown from the central theme; c). Determination of the theme and sub-themes related to the concepts of several Subjects related; d). The

accuracy of the determination of the indicators and the formulation of appropriate learning objectives; e). Determination of scientific activities that correspond to the learning objectives; f). The accuracy of the value of learning how to internalization of the initial activity, the core until the end of the activity; g). The accuracy of the evaluation process, evaluation of results, including the evaluation related to the attitudes, activities, and behavior of students during the lesson.

2. Ketepatan application internalization in thematic learning the scientific approach by students PGSD FKIP Untan Pontianak can be performed with good student, indications shown accuracy performance with the percentage $99.42\% > 0.58\%$ (inaccuracy). The accuracy of these applications has a positive impact on the increase in activity, creativity, and enthusiasm of students in the study with an average percentage of 97.14%. In other words, the more precise the GCC learning applications made by teachers, increased activity, creativity and enthusiasm of students in learning. Psychologically internalization of the individual students has started to form personality on each student to the formation of a positive attitude, which is the first step in the formation of a noble character. This attitude positive psychological impact on the increase in activity, creativity, intellectuality, confidence, self-reliance, discipline, responsibility, and always echo the gratitude to Allah SWT for every gift given him.
3. Kendala constraints that are found in this study are: a) the tendency to use the time in learning when linking between one concept with another concept of unbalanced beyond the time that has been allocated; b) still having trouble connecting internalization of values between the attitudes developed by the scientific approach and knowledge of the subject matter of learning; and c) evaluation of learning is still considered difficult in practice. Because according to the curriculum in 2013, every lesson should be no assessment of attitudes, knowledge, skills and delivered in an integrated manner.

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