Evaluation of Thematic Learning Program in Government Elementary School Singkawang

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Abstract. The purpose of this study is to provide input to decision makers related to evaluation of thematic learning program in Government Elementary School Singkawang. The evaluation model used is CIPP. The results of this study are as follows: (1) Context evaluation in thematic learning has been implemented by all elementary school teachers due to the implementation of the 2013 curriculum; (2) Input evaluation shows the quality of primary school teachers need to be improved in supporting thematic learning process; (3) Process evaluation, showing the teacher's teaching planning can be categorized well, but most teachers still lack the competence in delivering the material. Most of them are more likely to present the material in conventional form; and (4) Product evaluation indicates an increase in student motivation in completing school tasks, but for teachers there is still a need to improve their ability in thematic learning, especially how to relate themes. From these findings, some recommendations were made to stakeholders at schools to invite experts, find qualified supervisors to hold workshops for teachers on instructional media, applying learning methods and instructional techniques, especially in support of thematic learning in schools basic.

Keywords: Thematic, Government elementary school, CIPP evaluation model

1 Introduction

Currently educational activities have moved from a traditional approach to progressive education. Traditional education is no longer appropriate to the development of the 21st century. Harris & Rooks (2010) explains that "the new learning paradigm urges *teachers to help students develop their expertise and capacity in locating and linking concepts in discovering or inventory activities, which are known as the students-centered approach ".*
Chang (2012) in [1]explains that *"the traditional learning activities with their teacher-centered follow the material sequence in text books. The paradigm is considered less relevant to the demands of the 21th century ".*

Progressive education embraces constructivism. According to[2]explains that: *"... most constructivist share two main ideas; the learners are active in constructing their own knowledge and*
that social interaction are important to knowledge construction. Construction views learning as more than receiving and process information transmitted by teachers or text. Rather, learning is the active and personnel of construction of knowledge ".

The theory was developed by Piaget who views that each individual has the ability to construct his own knowledge by interacting with his environment. The practical implication of the theory is that learning should be provided in concrete materials related to real life and allowing students to interact with their environment.
Learning is a complex student action and behavior. [3]says that learning is a series of activities designed to enable the learning process in students. [4]add that:*"Learning as a participant can*

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be defined individually, i.e, as members of the community; community-wide, i.e. as members refine the practices of a community and recruit news members; and organizationally, i.e as member sustain the inter-connected communities of practices through which an organization knows what it knows and thus becomes affective and valuable as an organization ".

According to the above understanding, learning is a process, an activity, and not a result or a goal. Learning is not just remembering, but more broadly than that, that is experiencing. For that, the learning process will occur because of the interaction of individuals or groups in accordance with the development and the environment, especially the primary school level. Tumangkeng in [5] explains that *"The survey results indicates that students are not accustomed to cooperative learning and interacting in small group in doing science process. The instruction of learning interactions in small groups is very important in the development of activity-based learning students ".*

The existence of interaction in individuals or groups makes learning more meaningful because of the involvement of all individuals. [6], meaningful learning is a process associated with new information on relevant concepts contained in a person's cognitive structure. The significance of learning as a result of teaching events is marked by the occurrence of relationships between new aspects, concepts, information or situations with relevant components within the student's cognitive structure.

Given the diversity of backgrounds and characteristics of students, as well as the demand to produce qualified graduates, the learning process for each subject must be flexible, varied, and meet the standards. The learning process in each elementary and secondary education unit must be interactive, inspirational, fun, challenging and motivate students to participate actively, and provide sufficient space for initiative, creativity, and independence according to students' physical, psychological, and psychological talents, interests and development.

On the basis of such thinking, the learning in the first grade students up to grade three primary schools are managed in an integrated learning through thematic learning approach and provide direct experience so that learning is more meaningful. The 2013 curriculum for elementary school and equal, has used integrative thematic learning. The application of thematic learning as stated in the 2013 curriculum of elementary school level is expected to improve the quality of teachers which impact on improving the quality of learning. [7]explains that:*"The success implementation of elementary school curriculum 2013 in learning activities of elementary school class was expected by government and society which was determined by comprehension and manager interest especially elementary teachers. In this case, the elementary school teachers expected their own comprehension, awareness, creativity skill, patience, and perseverance in the implementation of elementary school curriculum 2013 that had implemented by developing integrated thematic learning model based on using discovery learning technique in elementary school ".*

The successful implementation of the 2013 curriculum in elementary school learning as expected by the government and the community is largely determined by the understanding and willingness of the leadership, especially the primary school teachers. Primary school teachers are expected to have an understanding, awareness, creativity, patience and sincerity in applying the curriculum of 2013 primary school level by using thematic learning based on students' level of thinking and character.

Contrell in [8] explains *"Critical thinking is a complex mental process involving paying attention to details, selecting relevant information, anayzing carefily and skeptically, making jugs, and metacognitive thinking such as reflection and higher-order palnning."*

Pursitasari[9], explains that *"Critical thinking is one of the high order thinking skills. Critical thinking is often associated with the ability of students to connect a case, compare / differentiate, classify, analyze, and evaluate ".*

Level of thinking ability and character of learners is a factor in obtaining and constructing knowledge through the process of interaction with objects, phenomena, experiences, and environment. Thematic learning is a learning strategy that involves several subjects to provide a meaningful experience to the students. The integration of this learning can be seen from aspects of the process or time, aspects of the curriculum, and aspects of teaching and learning.John[4] reveals that*"An integrated thematic curriculum signifies a shift in teaching and learning. The shift occurs when students will not exclusively experience the subject as discrete and separate, but rather within the theme, placed in the context and logically organized and linked to the real situations. Although the integrated theme is not the new concept, best practice advocates that people gain knowledge in the context of a coherent "whole", making connections to real-world situations ".*

Okoro, C.O. and Okoro, [10]explains that*"Thematic approach is the way of teaching and learning where many ideas of the curriculum are integrated together and integrated in a theme. natural than the fragmented nature of the school activities ".*

From the above quotation, the thematic learning core is a learning process that links the material one with the other material that is integrated in a theme and connected to the real situation and condition in the student's environment. This causes student interest in following the learning process. In addition to benefiting students, thematic learning also benefits teachers. This was revealed by Davies & Brown [11] that *"Research suggests that thematic instruction increases students' learning motivation and academic achievement".*

Thematic learning is a learning process that allows students individually or group actively seek, explore, and find holistic concepts and principles. In addition, the learning process takes place by combining inductive reasoning with deductive reasoning in the 2013 curriculum. Kosasih [12]describes that *"a) The inductive reasoning requires that the learning process be traversed by observation and discovery of field facts, which are then expected to become new knowledge for the students. b) Deductive reasoning is a learning approach utilizing only existing knowledge and theories. Students receive and make it part of new knowledge ".*

The theme knows the meanings of basic concepts so that students do not learn basic concepts partially. Thus the learning gives the students intact meaning as reflected in the various themes available. This is because many teachers only teach that emphasizes the mastery of a number of information / concepts only. Conception is a very important thing, but it does not lie in the concept itself, but it lies in how the concept is understood by the students.

Empirically the reality in the field most teachers are more dominant in implementing the conventional learning process. In this learning the classroom atmosphere tends to be teacher-centered so that students become passive. Nevertheless the teacher prefers to apply this conventional model because it does not require tools and materials of practice, simply explaining the concepts contained in textbooks or other references. In this case students are not taught learning strategies, think and motivate themselves, but these aspects are the key to success in a lesson. Therefore teachers should make a change of learning paradigm from teacher-centered learning to student-oriented; the methodology which was originally more dominated by expository switches to participatory; and the original textual approach changed into contextual.

CIPP Program Evaluation Model

The term evaluation has many different meanings. Stufflebeam & Shinkfield [13]explains "Evaluation is the systematic assessment of an object's merit, worth, probity,feasibility, safety, significance, and / or equity.) defines "Evaluation as judging the worth or merit of something".

Kellaghan, Stufflebeam, & Wingate in Kovac & Langfeldt [13]explains "Research on evaluation in education context represents a dynamic and evolving research area which is simulated by increased globalization of international and importance of economic resources. quality of education work ".

Azzam & Szanyi [14] add that "Research on evaluation is considered the systematic study of evaluation, which is used to develop the evaluation of theories, which are used to develop the evaluation of theories; decisions ".

In accordance with that opinion, the evaluation of education can be interpreted as an act or a process to determine the value of everything in the world of education or anything that has to do with education. Evaluation can be interpreted as a planned activity to know the state of an object by using the instrument and the result is compared with a benchmark to obtain a conclusion of the target being evaluated.

Fitzapatrict, *et al*[15]describes the evaluation in the world of education has several purposes, namely *a) To empower teachers to have more say in how school budgets are allocated; b) To judge the quality of the school curriculum in specific content areas; c) To accredit school that meet or exceed minimum accreditation standards; d) To determine the value of a middle school's block scheduling; e) To satisfy an external funding agency's demands for reports on the effectiveness of the school program; f) To assist parents and students in selecting schools in a district with school choice; g) To help teachers improve their reading program to encourage more voluntary reading ".*

Evaluation of learning is an evaluation in the learning program. The concrete form of the result of the evaluation of the learning program will have a recommendation from the decision maker, whether the program is achieved or not. To determine whether the program being evaluated is achieved or not, then there are some steps to guide.

Youker and Ingraham [16]describe the evaluation steps, namely *"a) Identify relevant effects to examine without referencing goals and objectives, b) Idenify what happen without the prompting of goals and objectives; c) Determine if what happens can logically be attributed to the program or intervention; and d) Determine the degree to which the effect is positive, negative, or neutral ".*

The purpose of program evaluation is to assist decision makers in selecting what dimensions have been achieved, especially in the thematic learning process. Implementation of the evaluation of thematic learning program with CIPP model aims to give the decision maker about the continuation of thematic learning program. In the evaluation of thematic learning program there are 4 dimensions that are studied are:

a. The context component examines the facts that occur in the field with regard to the situation or background of the need for thematic learning programs.
b. The input component examines how the thematic learning program is implemented / planned, including setting goals, objectives, methods, media used and subject matter.
c. The component of the process examines what steps are carried out in implementing thematic learning programs.
d. Product components describe the results that will be achieved both during and after the end of thematic learning program that can be seen from the aspects of teachers who teach, student motivation in learning and student learning outcomes.

2 Reserach methodology`

This research is an evaluation research with object of evaluation is thematic learning program at Government Elementary School Singkawang. With regard to research focus, the approach used in this research is descriptive qualitative approach. Creswell [17] identifies the steps of qualitative methods as follows: (1) The assumptions of qualitative designs, (2) The type of design, (3) The researcher's role, (4) The data collection procedures, (5) Data recording procedures, (6) Data analysis procedures, and (7) Varification steps and the qualitative narrative". The research data set can be accessed in osf.io Open Science Framework.

3 Research result

3.1 Evaluation of Thematic Learning Process

Thematic learning at elementary schools Singkawang in terms of process is organized in the form of (1) preparatory activities; (2) implementation activities; and (3) closing activities. The result of evaluation of thematic learning process like figure below.

Table1. Evaluation of Thematic Learning Process

Component	Indicators	Facts in the field
Preparation of thematic learning	Socialization with parents	Less than optimal
	Socialization with teachers	Already optimal
	Primary school supervisor involvement	Less than optimal
	Preparation of teachers in learning	Optimal but it still needed improvement
	The teacher preparation prepares the action plan	Optimal but it still needs improvement
	Checking action plan by the principal	Optimal
Core and Cloze Learning	Early learning activities	Less than optimal
	Mastering of material	Less than optimal
	Ability to close	Less than optimal

	Ability to perform the assessment	It is optimal but needs to be improved
	Ability to provide feedback	It is optimal but needs to be improved

3.1 Thematic Learning Product Evaluation

Here is the flow of discussion of the results of product evaluation on aspects of teacher competence, student motivation, student learning outcomes and the impression of teachers in thematic learning. The result of evaluation of thematic learning product like figure below:

Table 2. Evaluation of Thematic Learning Products

Component	Indicators	Facts in the field
Teacher competence	Increased competence of teachers	Less than optimal
Motivation of students	Increased student motivation in learning	Already optimal
	Students become active	Already optimal
	Students are brave bringing opinion	Already optimal
	Increased student confidence	Already optimal
Student learning outcomes	Increased students outcomes	It is optimal both daily test and mid-term in completing daily tasks and daily tests
Teacher motivation	Increased teacher motivation in the thematic learning	Teachers have high motivation in the learning of thematic

4 Discussion of research results

4.1 Thematic Input Evaluation

This input component demands the role of teachers who have knowledge and broad insights, high creativity, skills, confidence and a high academic ethos, and dare to pack and develop the material. Learning objectives should refer to any event that may have a direct effect on the learning process. The learning process has two characteristics that are specific goal-oriented activities and learning activities that are set before the learning process takes place. So the researcher concludes that the purpose of learning has been understood by the respondents, although with the competence and insight of learning that still needs to be improved again or provide input in the integrated thematic learning program.

It is in the opinion of Stufflebeam & Shinkfield [13] that *"an input evaluation's main orientation is to help prescribe a program by which to make needed changes "*. The main orientation of an input evaluation is to help in determining a program that is needed to change.

Based on researcher's observation, input that need to be studied and improve is teacher's competence and insight in thematic learning process. Teacher competencies and insights such as teacher competence relate the relationship between themes in learning. The learning process designed by the teacher should be in line with how the learning occurs according to the thematic learning curriculum.

Fraser in Jellyman [18]revealed that:*"Curriculum integration as involving" the teacher scaffolding students' learning rather than directing them ... tends to be issue driven rather than topic driven ... only draws upon learning areas that relate to central issues of the inquiry. No attempt is made to cover all curriculum areas.*

Teacher competence in thematic learning can give impact to the students' learning concept. This is supported by the results of Liu & Wang's research in Retnawati, et al. [1]revealed *that "web-based thematic learning has positive impact on the students' concept learning"*.

Almost all third grade teachers at government elementary school have difficulty in developing low teaching competence and teaching insight. Weak teacher insights seen from the ability to integrate various competencies from various subjects into various themes.

1) Evaluation of Thematic Learning Process
   Process evaluation is an evaluation that is designed and applied in the implementation practice of thematic learning program. According to Toplo [19]that:*"Evaluation process is the critical aspect of program implementation. It involves evaluation of preparation of reaction sheets, rating scale and analysis of relevant records. Process evaluation is a continual assessment of the implementation of the action plan that has been developed by the organization "*.
2) The principle of thematic learning is something fundamental, very important, always in integrated learning and serves to provide guidance in the planning and implementation of learning. These principles are still general, meaning they have not been contextualized to a particular learning situation for all types of learning.

From the indicators observed in the evaluation of thematic learning process of government elementary school Singkawang City, the researcher concluded that the respondents had difficulties in connecting between themes. Researcher notes that the separation of subjects is not clear. The contents of the field of study to be discussed should be tailored to the theme. Thus there is no partition in the field of study and merged into one.

Yorks & Follo in Mia, Rashid, & Nazri [20]revealed that *"students learn better from thematic, interdisciplinary instruction than from a traditional, single-subject curriculum"*.

Data from interviews with five grade 3 teachers in government elementary school Singkawang City above can be concluded that they perform the process of thematic learning process only focus on the initial activities, core activities and closing activities only. There is no development of themes in thematic learning, and scope, examples of relevant themes, teaching methods used as well as instructional media in accordance with student learning conditions.

4.2 Thematic Learning Product Evaluation

The evaluation of this product is a record of achievement of results and decisions for improvement and actualization. Product evaluation activity is measuring and interpreting the results achieved. Stufflebeam & Shinkfield in Zhang *et al.*,[13]suggest that *"a combination of techniques should be used to assess a comprehensive outcomes"*.

Ideally, the application of elementary thematic learning for teachers should be able to condition students to be happy, happy and happy to learn in school. Kosasih [12]explains that:*"Making students love learning is far more important than demanding students to want to learn to become champions or achieve certain achievements. Students who have achievements but are gained by force, will not last long. Students who can feel that learning is fun will have greater curiosity. This will affect the success of his learning from day to day and in the future".*

Teachers are required to create a conducive learning conditions conducive. From the aspect of developing various ways and methods that vary and interesting must also be owned by the teacher. But the facts in the field, the competence of teachers in thematic learning in government elementary school Singkawang City still felt need to be improved on the competence aspects of conveying the material in thematic learning, such as research findings through field observation, interviews, and other supporting documents.The result of thematic learning in government elementary school Singkawang City that appear is the increasing of students' motivation in learning, the increasing of student motivation to complete daily task which have impact on daily test and positive impression of all teachers about thematic learning.

Conclusion

The conclusion of the evaluation of thematic learning program government elementary school Singkawang City is as follows:

a. The evaluation of the context of the application of thematic learning has been done by all elementary school teachers of Singkawang City due to changes in the implementation of the curriculum 2013. City government support is limited to funding education through BOS funds. Parents' assistance through the School Committee is still very minimal in supporting the elementary thematic learning program. This is due to the lack of links between schools and the community and the lack of courage of the school principal.
b. Evaluation of inputs indicate competence and insight of learning of elementary school teachers in Singkawang City need to be improved in supporting thematic learning process, especially the use of learning method, learning media, and mastery of material.

c. Evaluation of the process, showing the teacher's teacher planning can be categorized well, but most teachers still lack the competence in delivering the material. Most teachers are more likely to present the material in the conventional form of explaining and assigning students.
d. Product evaluation indicates an increase in 1) students' motivation in completing school tasks, 2) students are more active, 3) students are more daring to express opinions, and d) increasing the learning outcomes of daily and mid-semester students. But for teachers still have to be improved ability in thematic learning, especially how to connect the theme.

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