

# Integrative Thematic Learning Model To Shape The Student's Character

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**Abstract** : Integrative thematic learning is considered to be important because it can make students are able to obtain a variety of knowledge and develop a variety of basic competencies between subjects having the same theme. The focus of this article is to describe how the application of integrative thematic learning model, namely the integrative thematic learning model of connected, integrated, and webbed, in pre-learning activities and classroom learning activities. This article aims to describe the integrative thematic learning model towards based on Islamic education perspective in MIN 2 Jember within pre-learning activities and classroom learning activities. This study used a qualitative approach in the type of case study research. The subject of this research was determined by purposive technique. The setting of this research was conducted at Madrasah Ibtidaiyah Negeri 2 Jember. Data collection techniques used is in the form of observation, interviews, and documentation. The data was analyzed by using the interactive model of Milles and Hubberman of data condensation, data presentation, and drawing conclusions. In order to obtain valid data, this research used data validity test with credibility and conformability techniques. In the credibility technique, two methods are used, namely tri-source and technique estimation. The result suggested that in pre-learning activities, the stages implemented consist of preparing lesson plans and determining learning media. In this case, the emerging thematic integrative learning model is the webbed integrative thematic learning model. In learning activities, the process of teaching and learning activities is divided into initial, whilst, and evaluation activities of learning. At the whilst learning activities, the thematic integrative learning model identified is the connected and integrated integrative thematic learning model. For the process of establishing character, the habituation, openness, and role modeling method are the methods used in classroom learning activities, both in the initial activities and whilst learning activities. In learning evaluation activities, attitude assessment becomes an indicator in the process of establishing good characters towards students

**Keywords:** Thematic Learning Model, Character Education, Islamic Education Perspective

## 1. INTRODUCTION

Education is recognized as an important aspect in the development and progress of a particular nation. In accordance with Law of the Republic of Indonesia Number 20 Year 2003 article clearly states that education has a very large function and role in the framework of realizing Indonesian human beings which has proper competencies and capabilities [1]. Education plays an important role in human life because the success of a nation can be reflected through the quality of human resources and the establishment of good character will give such impact to build a more successful national life. One of the efforts done by the government to contribute directly in the realm of education is concealed in the national curriculum in the form of thematic learning model. In appendix 1 of the Ministry of Education and Culture Republic of Indonesia, No. 57 of 2014, About Curriculum 2013 of SD / MI explained that the thematic learning model is a learning approach that integrates various competencies from various subjects into various themes [2]. According to Abdul Majid, thematic learning is one of the integrated instructional learning models which is seen as a learning system that enables students, both individually and in groups, to actively explore and discover scientific concepts and principles holistically, meaningfully, and authentically [3]. Hence it can be concluded that thematic learning is a learning that is formed in the form of themes and in one theme there will be several subjects that are integrated so that students will gain a fully knowledgeable materials and skills in which it makes the learning process becomes meaningful. The concept of integrative thematic learning itself basically has long been put forward by Jhon Dewey as an effort to integrate the development and growth of students and their intellectual

capabilities. Moreover, he states that integrative thematic learning is an approach to develop students' knowledge based on interactions with the environment and life experiences. The integrated model looks at the curriculum using a kaleidoscope. Interdisciplinary topics (between subjects) are reorganized between the same / similar concepts and the emergence of patterns and designs. Through an inter-subject approach, the integrated model integrates / blends four main subjects by finding common skills, concepts, and attitudes, as character education, as a whole. The integrated learning model has a special characteristic that is to integrate a number of topics from different subjects but the core of the topic itself is still the same. In this model the related and overlapping themes are the last things the teacher wants to find and choose in the program planning stage. The first stage to be done is to select the concepts, skills and attitudes taught in one semester from several fields of study. Next, teachers need to select several concepts, skills and attitudes that have a close and overlapping relationship between various fields of study. The concept of integrative thematic learning is then expected to be able to provide tangible effects and contributions in the development of education in Indonesia, particularly in the aspect of character education. The existence of a nation is determined by the character of the nation. Only a nation that has a strong character is able to develop such a nation of dignity and respect by other nations. The establishment of the nation's character is not limited to a necessity, but rather an essence that has a strong influence on all aspects of life and national development [4]. Character which has a basis of values are manifested in the form of behavior. Character is important in every aspect of human life to form a quality generation. In this case, it suggests that characters are the main aspects. In a hadith it is stated that: "Indeed, the best person among you is a person having the best manner." (Narrated by Bukhari and Muslim) [5] The hadith mentioned explains that the best people are those who are the best have the best character. Therefore, it is clear that the

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character has an important position. According to Thomas Lickona, character is "a reliable inner disposition to respond to situations in a morally good a way" [6]. Meanwhile, according to Doni Koesoema there are two concepts of character:

- 1) Character is understood as a set of conditions that have been given away or can be recognized from birth.
- 2) Character is understood as the strength and ability of individuals to overcome limitations, or the ability of individuals to master their natural conditions. Such character is an constraint having the element of freedom which indicates that humans are free to determine what they want to be [7]

From the previous explanation, it can be interpreted that the character is indeed natural from birth, but it is also something that cannot just be left alone by humans. Character must be shaped and fostered to be a good human being, both in the family, school and surrounding communities and their natural environment. In Islam, character is seen as very fundamental aspect and has a large role and influence. The character itself is identical with the term morality in Islam. Moral education and character become the backbone and reference to determine the development of an Islamic civilization. Character education itself in Islam, is the considered as the main mission of Prophet Muhammad Shollauhu Alaihi Wassalam, so the main indicator in Islamic education is the process of establishing noble or moral character. There are several scopes of Islamic education proposed by Uhbiyati, two of which are directly related to character education:

- 1) The act of educating; Acts of educating are all activities, actions, and attitudes taken by educators when facing / caring for students.
- 2) Students; Students are those who are the most important objects in education. This is due to the act of educating that is carried out only to bring students to the goals of Islamic education that they aspire to [8].

Islamic education, in relation to character education, can be concluded as having three main elements:

- 1) Educational activities are developing, encouraging and inviting students to get ahead of their previous lives.
- 2) Efforts in education are based on noble moral values.
- 3) Educational efforts involve all human potential, both cognitive potential (reason), affective (feelings), and psychomotor (actions) [9].

In relation to integrative thematic learning and character education mentioned previously, the researcher made preliminary observations at Madrasah Ibtidaiyah Negeri 2 Jember. Madrasah Ibtidaiyah Negeri 2 Jember is one of the Madrasah which is currently trying hard to shape the character of students through various efforts, one of which is by applying thematic learning. Thematic learning is considered important because with thematic learning students are able to obtain a variety of knowledge and develop a variety of basic competencies between subjects in the same theme. The material understanding is more impressed and profound. Students are able to see meaningful relationships between subjects and learning to be whole so that students will get an understanding of the process and material that is not fragmented. But in reality, there are some problems faced in the implementation of thematic learning in Madrasah Ibtidaiyah Negeri 2 Jember.

Teachers are experiencing difficulties in developing themes, describing Core Competencies and Basic Competencies into indicators and determining the correct operational verbs. This was stated by the head of Madrasah Ibtidaiyah Negeri 2 Jember when researchers conducted a preliminary study on Thursday, August 22, 2019 at Madrasah Ibtidaiyah Negeri 2 Jember. Based on researchers' interviews with Mrs. Hindanah, M.Pd. as the head of Madrasah Ibtidaiyah Negeri 2 Jember, it was known that Madrasah Ibtidaiyah Negeri 2 Jember is one of the Madrasah that applies thematic learning starting from grade I to grade VI. Furthermore, the observation data also showed that Madrasah Ibtidaiyah Negeri 2 Jember is an Islamic nuanced institution located at Jalan Puger No.42 Tutul Balung Jember which carries out integrative thematic learning in the learning process. The essence of students' character formation through the thematic integrative learning model in Madrasah Ibtidaiyah Negeri 2 Jember is important case to be investigated because this Madrasah is one of the Madrasah educational institutions under the auspices of the Ministry of Religion which has become a reference for other Madrasah in the Balung Jember area. Based on this background the researcher is interested in conducting a study with the title, "Integrative Thematic Learning Model to Shape the Student's Character based on Islamic Education Perspective at Madrasah Ibtidaiyah Negeri 2 Jember".

## 2 LITERATURE REVIEW

There are three integrative thematic learning models that has been used and developed, namely the connected model, the webbed model and the integrated model:

### a. Connected Model

Connected Model is an integrated learning model that is intentionally attempted to connect one concept with another concept, one topic with another topic, one skill with another skill, having the tasks performed in one day with tasks performed the next day to be combined, and even the ideas learned in the next semester is determined in one field of study [10]

### b. Webbed model

Webbed model integrated learning is an integrated learning that uses a thematic approach. The approach development begins with determining a specific theme. The theme can be identified by negotiations took place between teachers and students, but it can also be done by means of discussion among teachers. After the theme is agreed upon, sub-themes are developed by paying attention to their connection to fields of study. From these sub-themes developed, some learning activities are formed in which the students must do [11]. In this association the theme can bind learning activities both in certain subjects and across subjects. Thus this model is a model that uses a thematic approach across fields of study. To be able to apply this particular model, the teachers are seriously demanded to deeply understand and choose the main theme / main (essential) that has material interrelationships that can be methodologically integrated. Teachers are required to carefully choose and sort the themes / topics which are then disseminated to various subjects [12].

### c. Integrated Model

Integrated learning model (integration) is an integrated

learning model that uses an interdisciplinary approach, combining fields of study by setting curricular priorities and discovering overlapping skills, concepts and attitudes in several fields of study [13]. The integrated model is a combination of a number of topics from different subjects, but the essence is the same in a particular topic [14].

### 3. RESEARCH METHOD

The research approach used in this study is a qualitative research approach which is a study that produces descriptive data in the form of written or oral forms from people that can be observed [15]. Meanwhile, the type of research used is a case study. Case study is a research that is directed to collect data, take meaning, and gain understanding from the case [16]. The data in this study were obtained through two data sources, namely primary data and secondary data sources. Primary data sources were obtained using interviews and observations with informants, namely: (1) the headmaster of Marasah, (2) class teachers and (3) students. Meanwhile, secondary data in this study is very useful as a comparison and strengthening data in the field. Secondary data was obtained from the study of documentation by collecting relevant documents. Data collection techniques used were observation, semi-structured interviews, and documentation. Moreover, analysis of the data used by researchers is a qualitative data analysis model of Miles and Huberman. Data analysis is done interactively through 3 steps that occur simultaneously, namely data condensation, data display and drawing conclusion and verification [17]. The data obtained, then tested with Triangulation. The triangulation technique used in this study is to use source triangulation and triangulation techniques. Source triangulation is done by checking the data that has been obtained through several sources. Technical triangulation is done by checking the data to the same source with different techniques [18].

## 4. DISCUSSION

In pre-learning activities, things done by the teacher are related to the preparation or planning to carry out learning activities in classroom. Some of the processes undertaken by teachers in MIN 2 Jember are the preparation of lesson plans and the determination of learning media

### 1. Developing Lesson Plan

In the process of developing lesson plan, the webbed thematic learning method is used. In this process, the first thing that the teachers do at MIN 2 Jember is determining a central theme to be taught to students, then identifying the basic competencies and material that will be taught. When some material is considered to overlap, the teacher will adjust each competency to the theme in each subject. Then proceed with determining the schedule and steps of learning activities in the classroom. Those processes are in accordance with Lyndon B. Johnson in Fogarty which he states that one of the central things in the webbed learning method is to determine a central theme to be integrated with each subject [19]. In line with Lyndon B. Johnson, Abdul Majid also stated that in the planning process in the webbed learning model, several things that must be considered include; determining a central theme and arranging a

schedule of activities systematically [20]. Furthermore, Herni Suryaneza argued that in determining the central theme, things that must be considered are the relevance between the competencies to be taught and sub-themes, the themes raised must be actual, and contextual or close to the realm of students' personal experiences [21]. Therefore, in the process of pre-learning activities or planning, the process of developing lesson plans in MIN 2 Jember is carried out by paying attention to the webbed learning model which consist of identifying the central theme, adjusting competencies and themes to be taught, and compiling the steps of learning activities.

Table 1 Matrix of Findings

| No. | Research Focus  | Research Findings   |
|-----|---|---|
| 1.  | Integrative Thematic Learning Model for Character Establishment based on Islamic Education's Perspective in MIN 2 Jember within Pre-Learning Activities       | Using webbed integrative thematic learning methods which include:<br>a. Developing Lesson plan.<br>b. Mapping concepts, themes, sub-themes, and learning topics (determining central themes, identifying concepts, and scheduling)<br>c. Determining the steps of learning.<br>d. Determining of learning media.  |
| 2.  | Integrative Thematic Learning Model for Character Establishment based on Islamic Education's Perspective in MIN 2 Jember within Classroom Learning Activities | a. Initial learning activities.<br>1) Lining up in front of the class.<br>2) Carrying out <i>mushofahah</i> (greetings).<br>3) Carrying out the Qur'an <i>tadarus</i> .<br>b. Whilist learning activities<br>Using continuous methods.<br>1) Connected integrative thematic learning methods related to the rolling seating and the use of instructional media.<br>2) Integrated Integrative thematic learning methods by using the concept of open-learning, direct application that is done by role modeling and learning contracts at the beginning of the meeting.<br>c. Evaluation learning activities.<br>1) Evaluating students' knowledge by using written and oral tests.<br>2) Evaluating students' attitudes by using the contact book and attitude assessment rubric. |

### 2. Finding out the Learning Media

Another significant thing that must also be considered in pre-learning activities or in the planning process is the use of instructional media. In this process, the teachers at MIN 2 Jember adjusted the learning media that will be used with the learning themes and characters of the students themselves. This is because the function of the learning media itself determines whether students can receive the material delivered optimally or not. In this particular matter, number of things implemented by the teacher of MIN 2 Jember are in line with Azhar Arsyad in which he stated that there were some things that must be considered in determining learning media; (1) it is in accordance with the objectives to be achieved; (2) it appropriates to support the content of lessons that are facts, concepts, principles, or generalization; (3) it needs to be practical, flexible, and enduring. The selected media should be able to be used anywhere and at any time with the available equipment in the vicinity, and can be easily transported and carried anywhere; (4) skilled teachers use it; 5) grouping of targets. Effective media for large groups may not be as effective if used in small groups or individuals. There is appropriate media for large groups, medium groups, small groups, and individuals; 6) Technical quality. For example, the visuals on the slides must be clear and the information or messages that are highlighted and want to be conveyed should not be disturbed by other elements in the form of backgrounds [22]. Furthermore, the student's character is also one the things that must be considered in determining the learning media to be used. This is in line with what was stated by Yudhi



Munadi, which he suggests that the principle of media selection should be based on several criteria; (1) student characteristics, including abilities, background (socio-cultural), and student personality; (2) learning objectives, in general the learning objectives that are sought to be achieved include three things, to gain knowledge, inculcate concepts and skills, and form attitudes; (3) the nature of teaching materials, each learning category requires different activities or behaviors, and thus will influence the selection of the media and their utilization techniques; (4) media procurement, other technical aspects considered in media selection are cost capability, time availability, manpower, facilities and supporting equipment; (5) the nature of media use, the teacher should know the potential of the media, so he must also recognize the characteristics of each type of media [23]. Integrative Thematic Learning Model for Character Establishment based on Islamic Education's Perspective in MIN 2 Jember within Classroom Learning Activities In learning activities within the classroom context, the teaching and learning process is divided into initial activities, whilst activities, and learning evaluation activities. At this stage, the process of learning activities itself belongs to the context of activities in the classroom and interactions between students and teachers.

### 1. Initial Learning Activities

In the initial learning activities, the instilment of character values is done by using habituation. The habituation used in MIN 2 Jember is to line up in front of the class before entering the class to familiarize discipline to the students, mushofahah (greetings) to familiarize students to the act of tawadlu attitudes towards those who are older, and tadarus Al Qur'an as an effort to instill religious values. By doing this, students are expected to be able to practice the character concealed in those process. This is in line with the theory suggested by Ibn Miskawaih where he mentioned that one method to instill good character values can be done with the habituation method. According to him, to change morals for good, then within his education it is necessary to instill an effective process or method which is focused on two approaches such as habituation and training, as well as role-modeling [24]. Another habituation that is implemented in MIN 2 Jember is in the form of midday prayers, Friday cleaning-up, and Friday charity. Thus, the habituation implemented in MIN 2 Jember can be said to be contextual and close to personal experiences in the society. Furthermore, instilling character through habituation by using direct action is also in line with the theory expressed by Thomas Lickona where he mentions that in the process of character instilling process there are three components of character that must be carried out, one of which is moral action [25]. The moral action strategy itself is a strategy that is implemented through direct action. That is, students can directly implement and feel the attitudes or values that are embedded. It is intended that students can instinctively know and understand the experience of their values, and of course the teacher provides supervision of the actions of students.

### 2. Whilst Learning Activities

In the whilst learning activities, especially in the process of teaching and learning process in the classroom, the integrative thematic learning model used is compliant. In

other words, the teachers of MIN 2 Jember are not too rigid in implementing thematic learning models. The teachers will adjust to the character of the students themselves. The integrative thematic learning model that emerges is the connected and integrated model. In using the connected integrative thematic learning model, the teaching and learning process is carried out by using various learning media and rolling seating. The use of instructional media in the teaching and learning process is vital. According to Kemp and Dayton in Falahudin, there are several benefits of using learning media in the classroom, such as; (1) the delivery of subject matter can be in harmony; (2) the learning process becomes clearer and more interesting; (3) the learning process becomes more interactive; (4) efficiency in time and energy; (5) improving the quality of student learning outcomes; (6) the media can foster students' positive attitudes towards the material and learning process; and (7) the media can help overcome the limitations of the human senses [26]. Likewise, the connected thematic integrative learning model is also carried out by rolling-seating. The rolling-seating method is implemented to foster a sense of togetherness among fellow students. Moreover, another objective is to build lively communication between students in discussing the material presented. This is in line with Y. Padmono who stated that in the implementation of integrated learning models through the connected thematic integrative learning model at the implementation stage, one of which can be done in the classroom management is in the form of place of learning arrangements, student arrangements (small or large groups), forms of activities (variations of teaching) and learning media [27]. Furthermore, besides the connected thematic integrative learning model, the integrative thematic learning model used in the whilst learning activities is the integrated integrative thematic learning model. In this case, the learning activities used are open-ended learning activities, exemplary, and the application of learning contracts at the beginning of the meeting. In open-ended learning activities, students are given the freedom to explore the material delivered by the teacher. This is consistent with the theory conveyed by Paul Eggen and Don Kauchak. The learning steps of integrated model, according to Paul Eggen and Don Kauchak at the implementation stage, can be done with an open-ended method that gives students chances to carry out the analysis process. Students will describe, compare, and look for patterns in the data provided [28]. In this process, when the attitude or character shown by students is considered to be inappropriate then the teacher will use the counselor function or provide direct guidance to them. In the integrated thematic learning model, another thing that is implemented by the teacher at MIN 2 Jember is the application of a learning contract. By using a learning contract, students are expected to be able to identify attitudes or characters that are considered to be inappropriate. This is in line with the theory put forward by Thomas Lickona, where he states that the formation of character can be instilled with the method of knowledge (moral knowing) and moral feelings (moral loving) [29]. The moral knowing strategy is a strategy in providing good knowledge to students in accordance with the rules in values education. By using a learning contract, students are expected to have a moral knowing. The moral feeling and loving strategy is one of several strategies that are quite effective in growing students' awareness of their

moral development so that students no longer do something because there is an influence or guidance, but because of the importance of implementing good values for themselves and others. In this case, when students violate the agreed learning contract, they are expected to be able to reflect and consequently undergo the sanctions that have been determined at the beginning.

### 3. Evaluation Learning Activities

In learning evaluation activities, teachers at MIN 2 Jember apply an evaluation of knowledge and attitudes. Knowledge evaluation is carried out by means of written and oral tests in accordance with previously taught material. While the attitude evaluation is carried out using a contact book and the assessment rubric that has been prepared in the form of an attitude assessment towards the teacher, among fellow students, and the students themselves. The attitude evaluation applied is in a form of supervision conducted by the teacher and student guardians or parents. The teacher will oversee the behavior of students at school, while the guardians of students or the parents will monitor and supervise the behavior of students at home which will later be reported to the teacher. This is a form of supervision as well as guidance or direction that can be done, both by the teacher and student's guardians. This is in line with the theory conveyed by Ibnu Maskawaih in which he mentions that the method of moral education in his book *tahdzibul morals* is can be done with the guidance method. Ibnu Miskawaih said that the target of *ahklak* (character) education is within the domain of three parts of the soul; (1) the part of the soul which is related to thinking; (2) the part of the soul that makes people angry, brave, wants power, and wants various honors and positions; (3) and the part of the soul that makes humans have lust and appetite, drink and various sensual pleasures. So, guidance or direction from parents to show these limitations is very necessary [30].

### 5. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussion, it can be concluded that; first, in pre-learning activities, the stages implemented are the process of developing lesson plans and determining or finding out the learning media. In this case, the integrative thematic learning model that arises is the webbed integrative thematic learning model which include the process of identifying themes, sub-themes, core competencies and basic competencies from each learning content to be further formulated into a unified theme. Furthermore, in the process of determining learning media, the things that are considered are the media must be in accordance with the character of students and the themes and sub themes of the material to be taught. Second, in learning activities, the teaching and learning process is divided into initial, whilst, and evaluation activities of learning. In the initial learning activities, the process of instilling characters that appear is in the form of habituation in the form of marching or lining up before entering class, *mushofahah* (greetings), and *tadarus Al Quran*. Next, in the whilst learning activities, integrative thematic learning models that emerge are connected and integrated thematic integrative learning model. In the connected integrative thematic learning model, the process of instilling characters is carried out by rolling seats and using instructional media, while in integrated integrative

thematic learning models, learning activities carried out are open-ended, exemplary or role-modeling, and the application of learning contracts at the beginning of the meeting. Furthermore, for the evaluation of learning activities, the evaluation carried out is the evaluation of knowledge is in the form of written and oral tests, and the evaluation of attitudes in the form of a contact book and rubric of assessment of attitudes towards the teacher, between students and themselves.

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