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International Journal of Education and Literature : ISSN: 2829-6656 (print), ISSN: 2829-6249 (Online) accommodates scientific research articles by lecturers, practicing academics, teachers and students to improve the quality of education. The scope of this journal is all research related to education. This journal is published 3 (three) times a year, namely the April, August, and December editions.

Published articles in the field of all research related to education. Articles can be written in English or Indonesian. only accept articles that come from original research results (top priority), and scientific review articles that are new (not priority). The decision whether or not to accept a scientific article in this journal is the right of the Editorial Board based on recommendations

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FOREWORD

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The article to be published is an original work and has never been published. Incoming articles will be reviewed by a team of reviewers from internal and external Amik Veteran Purwokerto. The International Journal of Education and Literature is published regularly every 1 year

The Editorial Board will try to continuously improve the quality of the journal so that it can become an important reference in the development of all research related to education. The greatest appreciation and gratitude goes to Mitra Bebestari along with members of the Editorial Board and all parties involved in the publication of this journal.

Regards,

Chief Editor

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Thematic Learning With A Scientific Approach With Digital Assistance

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ABSTRACT

The learning process requires the existence of media to encourage the effectiveness and efficiency of learning activities. This study aims to describe the thematic learning process with a scientific approach assisted by digital media which was carried out in class II Bandar 3 elementary school. And to find out what digital media are used and what obstacles are experienced during the learning process. Specifically, this research uses a qualitative approach with the type of case study research method. Based on the results of the study, the learning process for class II Bandar 3 elementary school Pacitan was carried out in three stages, namely the planning stage was carried out by the teacher by matching and seeing the lesson plans, the implementation stage in which the teacher carried out explanation activities, asked questions, and gave assignments. While the teacher assessment stage assesses student activities from the aspects of attitudes, knowledge and skills.

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INTRODUCTION

Studying at home online is a form of teaching and learning activities carried out after the emergence of the COVID-19 pandemic. With the circular letter from the government Number 4 of 2020, it is intended that students continue to get meaningful learning experiences so that teachers must be creative in using learning media (Astini, 2020). The learning media used is the internet or other supporting tools, one of which is cellphones and computers.

Thematic learning is a curriculum model that is recommended to be applied, where this learning has a specific theme that contains values, attitudes, skills, ideas and plans. (Azhar, 2018). The involvement of students in the learning process is emphasized so that students are trained and get direct experience, so that students are able to understand the material being studied. One of the special characteristics of thematic learning is the existence of themes that are interrelated with the level of development, interests and needs of students. Thematic learning using a scientific approach is very effective because it can help students in the learning process. Learning resources for the scientific approach can come from anywhere and anytime, this is intended to provide an understanding that teacher is not the only one as learning resources. The learning process consists of three domains, namely attitudes, knowledge, and skills as well as five steps in the scientific approach, namely observing, asking, reasoning, trying, and communicating (Maryani & Fatmawati, 2018).

A very important part of learning is the learning media. Digital media is something that can be made in the form of writing, video, audio or a combination through the digitization process so that it can be stored, read and applied to digital machines (Husna, 2019). As the message is very complex and the choice of media and teacher-student interaction is the basis for the effectiveness of distance learning.

The learning process requires the existence of media to encourage the effectiveness and efficiency of learning activities. Media is a component an adaptive learning system that is used to stimulate students' minds. Digital media is formed by human interaction with computers and the internet which is the development technology of analog systems (Abdul & Arif, 2020). Utilization of information technology in distance learning using gadgets or computer devices that are connected to the internet allows students to meet 3 educational standards during the pandemic. Even learning that uses a scientific approach process is designed in such a way that students actively observe, ask questions, collect information, process and communicate, teachers are required to be able to package plans and learning experiences that will be given to students with.

Thematic learning materials are taught to students by combining several topics into one theme, this combination causes difficulties for teachers in implementing the assessment system, and requires teachers to understand everything related to learning topics. Thematic learning is carried out through several stages, namely planning, implementing and evaluating, thematic learning aims to provide meaningful experiences to students. The participation of students in the learning process has not reached 100% (Putria, Maula & Uswatun, 2020), so an in-depth exploration of thematic learning is needed so that learning becomes easy to implement and understand. The purpose of the study was to explore how the thematic learning process was carried out by second grade students at Bandar 3 elementary school, especially those using a scientific approach assisted by 4 digital media. And to find out what digital media is used and what obstacles are experienced during the online learning process.

Research Objectives Based on the formulation of the problem, this study aims to describe the thematic learning process with a scientific approach assisted by digital media which was carried out in class II Bandar 3 elementary school. And to find out what digital media are used and what obstacles are experienced during the learning process.

RESEARCH METHODS

Specifically, this research uses a qualitative approach with the type of case study research method. Qualitative research is research that aims to see things as they are by understanding social reality, qualitative research is discovery and does not use mathematical and statistical models. Qualitative research is descriptive with the aim of developing understanding and concepts that emphasize the meaning, reasoning and definition of a particular problem (Rukin, 2019).

This study aims to describe how the thematic learning process with a scientific approach assisted by digital media is carried out in class II Bandar 3 elementary school Pacitan. By paying attention to 5M in a scientific approach accompanied by the use of digital media in the pandemic situation right now, whether learning can be conveyed and received well by teachers and students, then what are the obstacles experienced and what kind of digital media is considered to be able to help students understand the material. In practice, researchers must go directly to the field to make observations on the object of research, the data to be obtained is in the form of words in the form of interview transcripts and supporting tables.

Bandar 3 elementary school Pacitan is located at Kaliwungu, Village Bandar, District Bandar, Kab Pacitan. This research was carried out in class II where the learning process was done online and used digital content media as learning media. Parents of class II students at Bandar 3 elementary school Pacitan come from an even class, with middle to lower and upper middle economic levels. The use of digital content media in learning certainly has advantages and disadvantages. Some of the advantages are that learning is easier to convey and does not take up a lot of mobile phone or laptop memory because learning is delivered through digital content media, but sometimes there are obstacles related to the internet network. Research was carried out from March to August 2021. This research is divided into three stages, namely: the preparation stage, the implementation stage, and the report preparation stage.

The instruments used in this study were interview guidelines, observation guidelines, and documentation. The type of interview guide that will be used in this study is the type of unstructured interview, the interview in this study aims to obtain in-depth information about the thematic learning process with a scientific approach assisted by digital content media during the current pandemic. Interviews were conducted with the teacher, which were recorded and then a transcript of the interview was made. This research observation was carried out by direct observation of the field by paying attention to the thematic learning process table with a scientific approach with the aim of seeing how the 5M form applied by the teacher in theme 7 sub-theme 1 learning 1 and theme 7 sub-theme 1 learning 2 and what digital content media teachers use in learning and what obstacles were experienced during the learning process. Observations are carried out by looking at evidence of teacher chats when teaching with the aim of obtaining factual data. Documents in the form of a Learning Implementation Plan (RPP), media, and assignments.

Data collection with interview techniques in this study was carried out in an unstructured manner, namely the interview guide only contained an outline of what you wanted to ask. This interview activity was carried out with fourth grade teachers at Bandar 3 elementary school Pacitan aimed at obtaining accurate data about the thematic learning process with a scientific approach assisted by digital content media, by looking at how the 5M form applied by the teacher in theme 7 sub-theme 1 learning 1 and theme 7 sub-theme 1 learning 2, as well as what digital content media teachers use in learning and what obstacles are experienced during the learning process. Process This interview will be recorded by the researcher and then a transcript of the interview will be made.

In this study, the triangulation used by researchers is technical triangulation, and time triangulation, namely: In this study, researchers will compare the data obtained from interviews, observations, and documentation. Researchers will compare the results of interview 1, observation 1 and documentation on theme 7 sub-theme 1 learning 1 with interview 2, observation 2 and documentation on theme 7 sub-theme 1 learning 2, from comparing activities researchers will get conclusions which will be discussed with the teacher, so that obtained valid conclusions which are the results of this study.

The data analysis technique uses data reduction, data presentation, and drawing conclusions. The data reduction to be carried out is to change the interview recording into a transcript of the interview that took place between the researcher and the teacher, then match the results of observation 1 with interview 1 and observation 2 with interview 2. After the researcher has reduced the data, the researcher will then present the data. Presentation of data in this study there are observational data presented in the form of tables accompanied by descriptions. Interview data in the form of interview recordings that have been converted into interview transcripts with descriptions. The research process data is presented in tabular form with descriptions so that the data will be clearer to understand. The conclusions are divided into 4, namely the conclusions of the planning process, the implementation process, the assessment process, and the conclusion of the whole thematic learning process with a scientific approach assisted by digital content media.

RESULTS AND DISCUSSION

A. Thematic learning process with a scientific approach based on digital media in class II Bandar 3 elementary school

Thematic learning with a scientific approach based on digital media in class II Bandar 3 elementary school is carried out in three stages, namely the planning stage, implementation stage and assessment stage. the second is the implementation of learning, the third is the assessment of learning outcomes, the four obstacles, the fifth the efforts made, the six impacts that occur. The explanation is as follows:

1. Planning stage The teacher matches and sees the RPP (Learning Implementation Plan) before learning begins, this is with the aim of knowing the material that must be delivered so that the learning objectives will be achieved. For learning, the RPP used is compiled by the local government which is attached to each teacher's handbook. The teacher prepares digital content media in the form of audio, images, youtube video links and videos. The teacher made a deal with parents related to the implementation of the learning process and learning media. Learning was carried out at 7.40 WIB, the learning media used was WhatsApp social media. This is in line with the results of Putria, Maula & Uswatun (2020) research in the online learning process that parents are an important element because they are involved in the learning process. Not all students have their own cellphones, so parents play an important role in assisting students.
2. Implementation Stage Before starting the learning process, the teacher first informs the parents of students with the aim that parents can prepare their children to take part in the learning process. After some time the teacher started the lesson by greeting, praying, attendance followed by apperception. Furthermore, the teacher sends material through digital content media, audio, video, images, YouTube video links to fulfill the aspects of observing and reasoning or it can be in the form of simple tasks that will later be included in the aspect of collecting information. The teacher and students discuss, the teacher allows students to ask questions, this is included in the questioning aspect. Learning is continued by giving assignments where students are asked to make videos when playing an example of a series of two bar sounds with makeshift tools and videos when reading fairy tales, this activity is included in the aspect of communicating. Another task is to do practice questions where students can find answers by asking parents, the environment or looking in books, this activity is included in the aspect of gathering information. This is in accordance with Budiyanto, Waluyo and Mokhtar (2016) the learning process consists of. on five main learning experiences, namely: Observing, asking, collecting. information, reasoning and communicating.
3. Assessment Stage The assessment is divided into 3 namely attitude assessment seen from the timeliness in collecting assignments. Knowledge assessment is seen from the activeness of students during discussion activities by answering questions from the teacher. The assessment of skills is seen from the neatness of writing, as well as skills when playing an example of a series of two bar sounds with makeshift tools and skills when reading fairy tales. In accordance with the results of Sari, Akbar and Yuniastuti's research (2018), teachers assess students from the aspects of knowledge, attitudes, and skills 77

B. Digital media used during online learning

The digital media used are audio, video, images, and YouTube video links. The explanation is as follows: 1. Audio media contains: the teacher's voice recording when reading fairy tales, the goal is for students to listen to the audio by observing the reading text of the fairy tale so that the observing aspect can be carried out. 2. Video media in the form of an example of a series of two bar sounds which will later be used as assignments. Sent in the form of a video so that students can easily understand what the teacher is teaching. 3. Image media is used as a supporting medium when the discussion activity is in progress. 4. YouTube video link media is used as an alternative in delivering material to students who do not need to spend cellphone memory, and can be accessed at any time by students. This is in accordance with Husna (2019) Digital content is something that can be done in various forms in the form of writing, video, audio and a combination through the digitization process so that it can be stored, read and applied to a 78 C digital machine.

C. Obstacles in the learning process The learning process experienced a few obstacles, including:

1. Slow internet connection and the absence of internet connection due to power cut, causing students to be late and even do not follow the learning process. In accordance with the results of Rigianti's research (2020) the obstacles when implementing online learning are learning applications, internet networks and devices.
2. The busyness of parents in work and daily activities that causes students to be late or not participate in the learning process. Parents have a very important role because students need parental assistance when carrying out the learning process. In accordance with the results of Rigianti's research (2020) problems when implementing online distance learning include learning applications, internet networks and devices.
3. Students' learning motivation is lacking, causing students to be late in participating in the learning process. In line with Rigianti (2020) the online learning process at home can run smoothly if there is good supervision from teachers and parents.

Comparison with Previous Research Results Based on the findings made by researchers, it was found that there are three stages of the learning process, namely Phase. Planning, Implementation Phase. and Assessment Stage. The planning stage begins with the teacher. By matching the .rpp with the syllabus, the .RPP used is compiled by the local government which is attached to each teacher's handbook then makes an agreement with parents and prepares the media to be used. In the implementation stage, the teacher informs parents before starting learning, then starts learning by greeting, praying, attendance and apperception followed by giving material, asking questions and giving assignments that include 5M inscientific approach. The assessment stage is in the form of an attitude assessment seen from the timeliness in collecting assignments. Knowledge assessment is seen from the activeness of students during discussion activities by answering questions from the teacher. The assessment of skills is seen from the neatness of writing, as well as skills when playing an example of a series of two bar sounds with makeshift tools and skills when reading fairy tales. The previous research was a qualitative research with the aim of describing planning, implementation, assessment, effort and impact. thematic learning results that the planning stage of the teacher makes lesson plans per theme, then the learning is carried out by the teacher combining basic competencies through a scientific 80 approach, the assessment includes student knowledge seen from daily tests, UTs and UAS, the value of attitudes is assessed using sheets. observation, skill assessment. assessed by observation and performance.

CONCLUSION

Based on the results obtained, it can be concluded that the thematic learning process with a scientific approach assisted by digital content media in class II Bandar 3 elementary school Pacitan is carried out in three stages, namely the planning stage, the implementation stage. and assessment stage.

- 1) The planning stage is carried out by the teacher by matching and looking at the RPP before starting learning, the RPP used is compiled by the local government which is attached to each teacher's handbook. Then prepare digital content media in the form of audio, images, YouTube video links and videos, the teacher also makes an agreement with parents regarding the implementation time of the learning process and learning media. The learning process starts at 7.40 WIB, and the media used is WhatsApp social media.
- 2) The implementation phase begins with subject 1 by informing the learning a few minutes before the learning process is carried out. Learning begins with greetings, praying, attendance and apperception. The teacher sends material through digital audio content media, images, youtube video links or videos, then carries out explanation activities, questions and answers, and assigns tasks to fulfill the 5M in 81 scientific approaches, namely (a) observing aspects, (b) asking questions, (c)) gather information, (d) reason, and (e) communicate.
- 3) The assessment stage consists of 3 types, namely attitudes, knowledge and skills. Attitude assessment is seen from the timeliness in collecting assignments. Knowledge assessment is seen from the activeness of students during discussion activities by answering questions from the teacher. Assessment of skills is seen from the neatness of writing, as well as skills when playing an example of a series of two bar sounds with makeshift tools and skills when reading fairy tales.

In the learning process 1 and 2 subject 1 experienced several obstacles, namely: slow internet connection, no internet connection, busy parents in work and daily activities, and lack of student motivation.

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