

Thematic Learning Implementation In Used Areas From Earthquake In Gantiwarno Sub-District Klaten Regency

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Thematic Learning Implementation In Used Areas From Earthquake In Gantiwarno Sub-District Klaten Regency

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Abstract—This research is motivated by the implementation of public elementary school learning activities that are found in areas affected by the earthquake. The selected primary schools are schools that have implemented the 2013 curriculum. This study aims to find out the understanding, preparation, difficulties, and solutions to difficulties explored by teachers in the implementation of thematic learning in areas affected by earthquake disasters in Gantiwarno Sub-District, Klaten Regency. This research is a qualitative study conducted in a number of state elementary schools that were affected by the earthquake in Gantiwarno Sub-District, Klaten Regency. There are 2 teachers who become the object of research in one public elementary school. The two public elementary school teachers that were the object of research were the upper class teacher and the public elementary school teacher. Research data were collected by observation, documentation, and interview techniques. Research data were analyzed by data reduction, data display, and data verification. Expected output in this research is the publication of scientific articles in ISSN accredited national journals. Thematic learning conducted in areas affected by the earthquake disaster in Gantiwarno Sub-District can be prepared by the teachers. The teachers prepare learning plans by making Learning Implementation Plans (RPP). Thematic learning preparation is proven by the arrangement of classrooms that students use for learning. The students are also ready to learn with a variety of methods used by their teacher. Thematic learning preparation is evidenced by the existence of basic competency planning such as Indonesian, Natural Sciences, Mathematics, and Cultural Arts which can be linked in a theme. The teachers had difficulty implementing thematic learning that was carried out in the area affected by the earthquake disaster in Gantiwarno Sub-District. The teachers find it difficult to run a thematic learning assessment system. Students are not yet accustomed to using thematic learning. Thematic learning material written in books is incomplete. The teachers experienced panic and confusion when a sudden earthquake occurred. The teachers have difficulty in learning outside the classroom. The teachers already have a solution in implementing thematic learning, which was carried out in the area of the former earthquake disaster Gantiwarno Sub-District. The teachers exchange information, knowledge, and opinions with other teachers about thematic learning. Students are asked to leave the classroom or take cover under the table by protecting their head with whatever they have if a sudden earthquake occurs. The teachers can already practice what is printed in thematic textbooks. The teachers have also been able to apply learning strategies and methods according to thematic textbooks.

Keywords—teaching activities, learning implementation, thematic learning, disaster areas.

I. INTRODUCTION

An earthquake had occurred in Gantiwarno Sub-District, Klaten Regency in 2016. The earthquake was related to the earthquake that occurred in Yogyakarta. Some families living in the Klaten area, especially those in the Gantiwarno Sub-District, most of their houses are leveled (Kusumawati, 2013).

Several elementary schools in Gantiwarno Sub-District suffered damage after the earthquake in 2006. The Head of the Regional Disaster Management Agency (BPDR) of the Klaten Regency Government, Nur Tjahjono will establish a Disaster Preparedness School at the elementary school level. A total of 15 elementary schools will be used as Disaster Preparedness Schools (SSB) which are focused on schools in earthquake-prone areas, such as Gantiwarno, Prambanan, Jogonalan, and Wedi Sub-District (Merdeka, 2017).

Based on data from the Ministry of Education and Culture, there are 24 public elementary schools located in Gantiwarno Sub-District (Pendidikan, 2018). The author has observed that there are fourteen public elementary schools in Gantiwarno Sub-District already implementing the 2013 curriculum. This curriculum is implemented with thematic learning activities. Some state primary schools that conduct thematic learning are SDN 1 Kragilan, SDN 1 Towangsan, SDN 2 Jabung, SDN 1 Karangturi, SDN 1 Sawit, SDN 2 Ngandong, SDN Mutihan, SDN 1 Mlese, SDN 1 Baturan, SDN 2 Ceporan, SDN 2 Karangturi, SDN 1 Sawit, SDN 2 Ngandong, SDN Mutihan, SDN 1 Mlese, SDN 1 Baturan, SDN 2 Ceporan, SDN 2 Karang Sawit, SDN Gesikan, SDN 1 Ngandong, and SDN 2 Muruh. Thematic learning is discussed in 5 subjects namely Mathematics, Civics, Indonesian Language, Natural Sciences, and Social Sciences (Sakti & Wijayanti, 2014). Therefore, teachers will encounter obstacles because they previously only taught one lesson that was not integrated into the Education Unit Level Curriculum.

Based on the results of observations made by the author, this study was conducted by exploring the implementation of

thematic learning in the area of the former earthquake disaster in Gantiwarno Sub-District. The selected public elementary schools are those that have implemented the 2013 curriculum.

The problem studied is regarding the preparation, difficulties, and solutions to difficulties explored by teachers in the implementation of thematic learning in areas affected by earthquake disasters in Gantiwarno Sub District, District of Klaten.

II. METHODS

This type of research is qualitative research. In the qualitative research process there are activities such as reading, thinking, researching, writing, repeating rethinking, and writing back (Meloy, 2002), which means that in the qualitative research process activities such as reading, thinking, researching, writing, repeating thoughts re-write and rewrite. This qualitative study describes the understanding, preparation, difficulties and solutions to the difficulties explored by teachers in the implementation of thematic learning in areas affected by earthquake disasters in Gantiwarno Sub-District, Klaten Regency.

The object of this study is a classroom teacher who teaches thematic learning based on 3 selected primary schools. There are 2 teachers who become the object of research in one public elementary school. The two public elementary school teachers that were the object of research were the upper class teacher and the public elementary school teacher. Research data were collected by observation, documentation, and interview techniques.

Data analysis techniques used include the phase of data reduction, data display, and data verification. This analysis technique is in accordance with the explanation of the process of data analysis as including phases of 'data reduction', 'data display', and 'data verification' (Flick, 2014).

In the data reduction phase, researchers reduce the data by eliminating repeated statements and irrelevant data. In the data display phase, the research collects findings through the sorting and comparison of data, codes, and categories, and considers link with the memo writing. In the data verification phase, researchers develop stories that convey the main ideas developed in data analysis and present data or story excerpts to support assertions.

III. RESULT AND DISCUSSION

Result

This research is a qualitative study carried out in Gantiwarno Sub-District, Klaten Regency, Central Java Province. The author displays the results of the study based on the results obtained from the answers to the interviews, observations, and documentary evidence. The results of the interviews are displayed by reducing the answers obtained from the interviews of the teachers who carried out thematic learning in the area of the former earthquake disaster in Gantiwarno Sub-District Klaten Regency. The results of the observations are displayed by reducing the results obtained from observations of teachers who carry out thematic learning in the area of the former earthquake disaster

Gantiwarno Sub-District Klaten Regency. The results of the documentation are displayed by reducing the evidence obtained from the documentation of the teachers who carried out thematic learning in the area of the former earthquake disaster Gantiwarno Sub-District Klaten Regency.

The author has reduced the data on the interview data by eliminating repeated statements. The author tries to display interview data by writing code and combining the results of interviews that have a common meaning.

The results of the teachers' interviews in preparing for the implementation of thematic learning have shown positive results. All teachers, namely IF, RD, HH, MS, AB, and SM teachers, can prepare thematic learning. The results of the interview regarding thematic learning preparation are as follows:

"We prepare a learning plan by making a Learning Implementation Plan (RPP)."

There are difficulties experienced by teachers in implementing thematic learning based on the results of the interview. All teachers namely IF, RD, HH, MS, AB, and SM teachers have difficulty in carrying out thematic learning. The results of the interview regarding the thematic learning difficulties are as follows:

"We find it difficult to run thematic learning assessment systems. Students are not yet accustomed to using thematic learning. Thematic learning material written in books is incomplete."

The results of the teachers' interviews about solutions to overcome difficulties in implementing thematic learning show that all teachers have the answers. All teachers namely IF, RD, HH, MS, AB, and SM teachers can solve difficulties in implementing thematic learning. The results of the interview regarding the solution to solving thematic learning difficulties are as follows:

"We share and exchange information, knowledge and opinions with other teachers about thematic learning."

The results of the teacher interviews in understanding the earthquake have shown positive results. All teachers namely IF, RD, HH, MS, AB, and SM teachers can understand earthquakes. The results of the interview regarding earthquake understanding are as follows:

"We understand earthquakes as one of the natural disasters caused by colliding earth plates or because of volcanoes that erupt."

There are differences in the results of interviews of teachers who experienced difficulties during the earthquake. There are 4 teachers namely IF, RD, HH, and MS teachers who experienced difficulties during the earthquake. There are 2 teachers namely AB and SM teachers who did not experience difficulties during the earthquake. The results of the interviews were written down and displayed on the four teachers who experienced difficulties during the earthquake as follows:

"We experienced panic and confusion when the earthquake occurred. We have difficulties because learning and school activities have stopped."

The results of the teacher interviews in the solution to handling students when an earthquake occurs can be answered by all teachers. All teachers namely IF, RD, HH, MS, AB, and SM teachers have been able to complete handling students when an earthquake occurs. The results of the interview regarding the solution to handling students when an earthquake occurs are as follows:

"Students are asked to leave the classroom by protecting their head with whatever they have. Students can also be told to protect their heads and take shelter under a table."

Observation data is reduced by eliminating repetitive statements and similar images. The author tries to display the observation data by writing code and combining the results of observations in accordance with the observation instructions of learning.

The results of observations are displayed according to the observation instructions and are related to thematic learning activities. Selected observation instructions are observations made in the classroom, outside the classroom, and observations about thematic textbooks.

The results of observations made in the classroom show that all teachers have carried out thematic learning activities. All teachers namely IF, RD, HH, MS, AB, and SM teachers have done thematic learning in their classrooms. The teachers carry out thematic learning activities in the classroom by arranging tables and chairs in the classroom. IF upper class teachers shift tables and chairs to form a letter u in the classroom. Lower-class RD teachers continue to arrange tables and chairs as before and according to daily habits. The upper class HH teacher combines several tables and chairs according to the group formed and faces the front of the class. The lower class MS teacher kept the table and chairs as they were before. The upper class AB teacher shifts the table and chairs towards the back of the class. The lower class high school teacher combines several tables and chairs according to the group formed and the teacher approaches them.

There are differences in the results of observations made on teachers who carry out learning activities outside the classroom. There are 5 teachers namely MS, AB, SM, IF, and RD teachers who have not carried out learning activities outside the classroom. Teacher representatives namely IF, RD, MS, AB teachers and lower class SM teachers do not conduct learning outside of their respective classes. They prioritize learning activities by managing classrooms. There is one teacher, the HH teacher who has carried out learning activities outside the classroom. The teacher conducts learning activities outside the classroom by giving lecture directions, discussions, questions and answers, and writing report texts on the front page of the school.

Documentation data is reduced by eliminating repeated statements. The author tries to display documentation data by writing code and combining the selection of documents in accordance with thematic learning documents.

The documentation results are selected based on documents related to thematic learning activities. The selected documents are the plan for implementing the upper class learning (class from 4/5/6), the plan for implementing the lower class learning (class from 1/2/3), and the division of teacher's work.

The results of the documentation selected using the upper class learning plan implementation document are in accordance with thematic learning planning. There are a maximum of 3 basic competencies that are used to carry out thematic learning activities in the upper class in one day. The planned basic competencies taught in the upper classes are the basic competencies of Indonesian Language and Natural Sciences.

The results of the documentation selected using the lower class learning plan implementation documents are in accordance with thematic learning planning. There are a maximum of 5 basic competencies that are used to carry out thematic learning activities in the lower classes in one day. The basic competencies planned to be taught in the lower classes are the basic competencies of Indonesian Language, Mathematics, and Cultural Arts.

The results of the documentation selected using the teacher's assignment document show several things related to thematic learning. RD, MS, and AB teachers have honorary teacher status while IF, HH, and SM teachers have civil servant teacher status. All teachers namely IF, RD, HH, MS, AB, and SM teachers have served as class teachers in teaching thematic learning.

Discussion

The discussion of this research was written by developing an analysis of the results of exploratory research into the implementation of thematic learning in the area of the former earthquake disaster in Gantiwarno Sub-District Klaten Regency Central Java Province. The discussion of this study was written in accordance with the formulation of the problem that was asked in the formulation of the problem. The author will discuss the results of research relating to the preparation, difficulties, and solutions to difficulties explored by teachers in the implementation of thematic learning in areas affected by earthquake disasters in Gantiwarno Sub-District, District of Klaten Regency.

Discussion of the results of interviews shows that teachers in areas affected by the earthquake disaster in Gantiwarno Sub-District have been able to prepare thematic learning. Thematic learning preparation is answered by the teachers according to the concept of planning learning themes. The teachers prepare learning plans by making Learning Implementation Plans (RPP).

Thematic learning preparation is not only related to the activities but also students and their behavioral values. Teachers who prepare students for primary education especially instill in themselves social, moral norms, and values which are the main objectives of religion and national values require team teaching. Teachers are expected to cooperatively plan content, set learning objectives, both the process, skills, and content knowledge around the theme. Some of these explanations can be stated as follows:

Preparing students for basic education especially instilling in them social, moral norms and values which are the major goals of religion and national values requires team teaching, where teachers are expected to cooperatively plan content, organize learning objectives, both processes, skills and content knowledge around the theme (Okoro, 2016).

Discussion of the results of the interviews showed that teachers in the areas affected by the earthquake disaster in

Gantiwarno Sub-District still had difficulties in implementing thematic learning. The teachers find it difficult to run a thematic learning assessment system. Students are not yet accustomed to using thematic learning. Thematic learning material written in books is incomplete. The teachers experienced panic and confusion when a sudden earthquake occurred. The teachers have experienced difficulties when the earthquake caused learning and school activities to be stopped.

The difficulty of teaching thematic learning is also experienced by teachers who have taught for many years. Teachers are required to be able to understand all matters related to thematic learning. The teachers have experienced curriculum changes and changes in learning models for years but it must motivate them to use a thematic approach. Teachers' years of experience is not a beautiful for use and non-use of thematic instructional approach in social studies (Okoro, 2016). Teacher experience over the years is not a requirement to use and not use a thematic learning approach in social studies.

Professional competence is our ability to master deep in-depth subject matter (Sakti, 2016a). This ability must be possessed by all elementary school teachers. Teachers who have difficulties in improving this ability will also face difficulties in developing their professionalism in thematic learning.

Discussion of the results of the interviews shows that teachers in the areas affected by the earthquake disaster in Gantiwarno Sub-District already have a solution in implementing thematic learning. The teachers share and exchange information, knowledge, and opinions with other teachers about thematic learning. Students are asked to leave the classroom by protecting their head with whatever they have if a sudden earthquake occurs. Students can also be told to protect the head and take cover under the table.

Teachers who have many solutions will make them qualified teachers. High-quality teachers are seen as those who regularly ask questions, explore ideas, keep abreast of research opportunities and professional development, share their insights with others, are eager to work with colleagues and external partners in research projects and seek to apply ideas in their classrooms. Some of these explanations can be stated as follows:

High-quality teachers are seen as those who regularly ask questions, explore ideas, keep up to date with research and professional development opportunities, share their insights with others, are eager to work with colleagues and external partners on research projects and seek to apply ideas in their classrooms (Grigg, 2015).

Primary school teachers are expected to have the ability to read, listen, write, process, and discuss information sourced from books, the internet, and seminars (Sakti, 2018b). This information can be used to find solutions to problems encountered in teaching thematic learning.

Discussion of the results of observations shows that teachers in areas affected by the earthquake disaster in Gantiwarno Sub-District have been able to prepare thematic learning. Thematic learning preparation is proven by the arrangement of classrooms that students use for learning. The students are ready to learn with the conditions of the tables and chairs

arranged according to the direction of the teacher. The students are also ready to learn with a variety of methods used by their teacher.

Teachers who have high confidence will be proficient in managing their class. This is in accordance with statements from Russel Grigg regarding various teachers' beliefs to direct education. This includes confidence in matters such as subject knowledge, planning lessons, organizing the classroom, maintaining discipline, and seeing through activities to achieve educational goals (Grigg, 2015). Beliefs are related in matters such as subject knowledge, planning lessons, organizing classes, maintaining discipline, and looking through activities to achieve educational goals.

The teacher must take care of things that are difficult in doing thematic learning. Teachers do not allow various forms of impoliteness to occur in the classroom (Sakti, 2017a). If disrespectful actions occur in the classroom then it will be difficult for the teacher to manage the learning atmosphere in the classroom.

Discussion of the results of observations shows that teachers in areas affected by the earthquake disaster in Gantiwarno Sub-District still have difficulties in implementing thematic learning. Difficulties experienced by teachers in implementing thematic learning result from difficulties in learning outside the classroom. The learning situation in the classroom is indeed different from outside the classroom because students who study outside the classroom do not have a barrier wall.

The teacher has a role to maintain security and comfort of the learning activities situation. Class teachers have key roles to play in child protection in order that all children feel safe, both within school and outside (Grigg, 2015). Classroom teachers have a key role to play in protecting children so that all children feel safe, both at school and outside.

The family and community also play a role for the safety of elementary school age children (Sakti, 2016b). Security that is created both inside and outside the school will be very supportive and successful in the growth and development of elementary school children. Students certainly can learn comfortably without any interference from anything.

Discussion of the results of observations shows that teachers in areas affected by the earthquake disaster in Gantiwarno Sub-District already have a solution in implementing thematic learning. Teachers' solutions in implementing thematic learning result from the use of thematic textbooks. The teachers can already practice what is printed in thematic textbooks. The teachers can already implement learning strategies and methods according to thematic textbooks.

Teachers must have a variety of ways and solutions to practice learning activities that originate from textbooks. They can get various references and sources in adding material from textbooks. Teachers can increase their self-awareness through the use of reflective tools such as journals, web-based diaries, online discussion groups, video technology and computer software applications. Some of these explanations can be stated as follows:

Teachers can improve their self-awareness through the use of reflective tools such as journals, web-based diaries

(blogs), online discussion groups, video technologies and computer software applications (Grigg, 2015).

The use of interesting thematic textbooks will motivate elementary school students to study harder. The content of the material written and drawn in the textbook will be easy to remember for elementary school students (Sakti, 2018a). Elementary school textbooks used by students will determine the mindset of elementary school students.

Primary school teachers have the function and expertise in dealing with elementary school age children (Sakti, 2017b). Elementary school teachers will become accustomed to looking after 15 to 30 children in one class. That requires a lot of time and patience.

Discussion of the results of the documentation shows that teachers in the areas affected by the earthquake disaster in Gantiwarno Sub-District have been able to prepare thematic learning. Thematic learning preparation is evidenced by the existence of basic competency planning such as Indonesian, Natural Sciences, Mathematics, and Cultural Arts which can be linked in a theme.

Thematic learning taught in primary schools must apply the ability to write, count, speak, listen, and much more that is used to the development of elementary school children. The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned implemented across the curriculum (Grigg, 2015). The teaching of reading, writing, communication and mathematics is very effective and planned and implemented cohesively throughout the curriculum.

Elementary school teachers will teach elementary school children who need knowledge in writing real stories or stories (Sakti, 2019). The writings produced by elementary school students are certainly real and written with honesty. This will make future generations who have the habit of honesty and not lies.

IV. CONCLUSION

The conclusion of this study was written relating to the formulation of the research problem. Exploration research on the implementation of thematic learning in areas affected by the earthquake disaster in Gantiwarno Sub-District Klaten Regency has the following conclusions:

1. Thematic learning carried out in areas affected by the earthquake disaster in Gantiwarno Sub-District can be prepared by the teachers. The teachers prepare learning plans by making Learning Implementation Plans (RPP). Thematic learning preparation is proven by the arrangement of classrooms that students use for learning. The students are also ready to learn with a variety of methods used by their teacher. Thematic learning preparation is evidenced by the existence of basic competency planning such as Indonesian, Natural Sciences, Mathematics, and Cultural Arts which can be linked in a theme.
2. Teachers have difficulty implementing thematic learning conducted in areas affected by the earthquake disaster in Gantiwarno Sub-District. The teachers find it difficult to run a thematic

learning assessment system. Students are not yet accustomed to using thematic learning. Thematic learning material written in books is incomplete. The teachers experienced panic and confusion when a sudden earthquake occurred. The teachers have difficulty in learning outside the classroom.

3. The teachers already have a solution in implementing thematic learning, which was carried out in the area of the for earthquake disaster Gantiwarno Sub-District. The teachers exchange information, knowledge, and opinions with other teachers about thematic learning. Students are asked to leave the classroom or take cover under the table by protecting their head with whatever they have if a sudden earthquake occurs. The teachers can already practice what is printed in thematic textbooks. The teachers have also been able to apply learning strategies and methods according to thematic textbooks.

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