Implementation of integrated thematic learning of character value

Suradika¹, Fatma Nurmulia², Anis Fajriati³*
¹, ², ³ Program Studi Guru MI, Universitas Muhamadiyah Jakarta, Indonesia
*Correspondent Autor: fajriati.a@gmail.com

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character values; implementation; thematic learning

ABSTRACT
The objectives of this research are: (1) to know the planning of integrated thematic learning of character values, (2) to know the implementation of integrated thematic learning of character values, and (3) to know the evaluation of integrated thematic learning of character values at MI Ruhul Ulum. The research method used descriptive qualitative with location in class II A Madrasah Ibtidaiyah Ruhul Ulum Jl. Kelapa Hjau No. 100, RT. 09/RW.03, Jagakarsa, South Jakarta, DKI Jakarta. The research was conducted from February to May 2022 or even semester 2021/2022. Data obtained through observation, interviews, and documentation. The steps of the data analysis technique are data reduction, data presentation, and conclusions. The validity of the data was checked through credibility, transferability, dependability, and confirmability tests. The results of the study concluded that: (1) In planning thematic learning, the lesson plans used have shown the integration of character values in thematic learning, (2) In the implementation of thematic learning, character values that often appear are religious character values, discipline character, friendly/communicative character values, fond of reading, and responsibility character values. Of the 18 existing character values, not all of them have been implemented optimally, (3) In the evaluation of thematic learning, the type of assessment by the teacher refers to the assessment in the 2013 curriculum, namely the assessment of social attitudes and the assessment of knowledge and skills.

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INTRODUCTION
An educator or a teacher in the learning process is tasked with facilitating students to learn and develop themselves according to the potential possessed by each student. National education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation’s life, to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

"Moses said to him, "May I follow you so that you teach me (true knowledge) what you
have been taught (to be) guidance?" (Surat al-Kahf: 66).

Education is a process of forming human personality. As an educational process, it does not only take place at one time but takes place continuously without being limited by age or lifelong education. Education becomes something very important to improve the quality of human resources. Education today places more emphasis on the character of students. Character is the character or nature of a person. "Character is formed from the results of the perspective, attitude, and behavior that appear in everyday life when interacting. Character can be a characteristic, characteristic, or characteristic of a person or group of people so that education and character have a very close relationship in the world of education. The government through the Ministry of National Education implements character education for all levels of education starting from elementary school to university level. Given that character building needs to be done from an early age because changing one's character is not easy, character education can help build the nation's personality.

The basic concept of character education in schools must be based on the vision, mission, and goals of the school which are then implemented. In accordance with the principles of implementing the development of national culture and character education designed by the Ministry of National Education in 2010. The implementation of character education in the curriculum and subjects maximizes the process of integrating character values into all subjects, both subjects that contently teach character values and virtues such as PAI subjects, as well as material that does not content teach character values such as Mathematics and so on.

The results of interviews with teachers at SDN 145 Pekanbaru on February 9, 2021 where out of 18 character values in character education there are several problems, namely in the value of religious characters, namely before starting to learn to pray according to their respective beliefs there are still students who do not bring the Qur’an, the value of honest character, namely the honesty of students, lack of examples in writing in the student assignment book, there is parental writing, answering assignments are not students but parents and students just copy into the assignment book, the value of discipline character is that students are often late in collecting assignments and there are still students who being late for class, the value of creative character is still lacking because the creative value of students is very low because those who make assignments are not students but parents, and on the value of independent characters, namely students are not independent in making homework where parents who make assignments are not students alone.

Teachers are expected to choose character values that match the basic competencies being taught. However, in reality, teachers still seem hesitant to include character variables in their lesson plans due to the absence of guidelines or standardization on how to integrate character values into learning. The same thing happened to elementary school teachers in Sukasada District. Based on the results of observations that have been made, it turns out that although the average elementary school in Sukasada District has implemented character education in learning, the
character education is not well integrated and comprehensive in the learning tools used, so that the implementation of character education in the learning process is not visible.

Based on an interview with the Head of the Sukasada District Education Implementation Unit, it was found that the principal still lacks supervision of teachers in character-based learning. Supervision is still limited to the presence of teachers in the classroom without paying attention to the quality of the learning carried out. This is reasonable considering that the knowledge and insight of the principal and his fostered teachers regarding character education and its implementation in learning are still lacking.

The formation of children’s character from an early age is the most important thing in the process of learning activities. Cultivating character values by prioritizing the value of local wisdom is able to shape children’s character values. This can be seen from the results of research conducted on local wisdom of wayang kancil which states that the value of local wisdom packaged through wayang kancil is able to create several character values for children. Character values include independence in conveying ideas, the ability to work together in groups, discipline (in time), honesty (doing one’s duties), democratic (the ability to accept other people’s ideas or other groups), responsibility in carrying out tasks and complete the task or face no obstacles.

In addition, in school learning the process of learning activities not only transfers knowledge, but through local wisdom is able to provide good learning and also produce character values obtained by using local wisdom later these characters include discipline, responsibility, caring, religiosity, national spirit, love for the homeland, interest in reading, sacrifice, creativity, honesty, independence and hard work.

Based on the description of the background of the problem above, the researcher is interested in conducting an investigation regarding "Implementation of Integrated Thematic Learning in Character Values". The focus of this research is integrated thematic learning of character values at MI Ruhul Ulum. The objectives in this study are: (1) To determine the thematic learning planning integrated character values in MI Ruhul Ulum, (2) To determine the implementation of integrated thematic learning character values at MI Ruhul Ulum, (3) To determine the evaluation of thematic learning integrated character values in MI Ruhul Ulum.

Through this research, it is hoped that it can become a new insight and reference as well as expand information in the implementation of thematic learning for teachers and schools. As well as new efforts to improve thematic learning that integrates character values. This research can be used as a source of advice for schools to improve thematic learning that is integrated with character values, so that it can be used as a guide for implementing better thematic learning. Can be used as consideration in the implementation of learning to improve thematic learning that integrates character values.

Previous research on "Implementation of Character Values in Class IV B MIN Tempel Ngaglik Sleman by Fajriati Dwi Lestari concluded that thematic learning planning in class IV B MIN Tempel contains planning elements that have shown the integration of character values in learning thematic. Thematic learning planning consists
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of a syllabus from the government/government agency and lesson plans made by the teacher himself. The form of application of character values in class IV B thematic learning can be seen from the integration of each learning activity, learning method and assessment by the teacher. In addition, also through the cultivation of discipline, habituation and example. Character values developed by teachers in thematic learning obtained character values that often appear including religious, honest, tolerance, discipline, curiosity, respect for achievement, care for the environment, social care, conscientious responsibility and self-confidence. Character values that rarely appear in thematic learning for class IV B include: democratic, hard work, creative, national spirit, love for the homeland, friendly/communicative, independent, peace-loving, fond of reading.

The research on "Implementation of Character Education Values in Integrative Thematic Learning in Low Class Karangtengah 3 Sragen by Bernama Novita Dewi Agestia concludes that in implementing the values of Character Education in Integrative Thematic Learning in Low Class at the RPP planning stage the teacher uses as a guide in carry out learning activities in the classroom, all of which have used integrative thematics. One of the things that teachers must do before designing learning is to analyze content standards. There are three things that are analyzed, namely the analysis of the objectives of the subjects, the analysis of the scope of the subjects, and the analysis of the KI and KD of the subjects to further map and establish indicators, and assessment techniques. The integrative implementation stage in the implementation of thematic learning, the teacher must create activities in which it provides opportunities for students to play an active role in all activities. At the stage of the assessment of integrative thematic learning, the objects in the thematic learning assessment include an assessment of the process and student learning outcomes. Based on the observations made by the researchers in grades I, II and III six times, all homeroom teachers for grades I, II, III conducted a process evaluation, namely attitude assessment. For knowledge assessment techniques, all teachers apply them in the classroom, and in terms of performance assessment techniques all teachers apply them depending on the learning material and conditions during the learning process.

The results of Komang Sujendra Diputra and I Gusti Ngurah Japa's research (2018) "Analysis of Teacher Ability to Implement Integrated Thematic Learning Character Education" in Grade IV Elementary School in Cluster III and IV Sukasada District, with the results of the study that teachers need assistance in the form of practice or supervision of learning from department and university. The results of learning observations showed that the teacher had carried out learning well but related to the component of strengthening the material with the scope of character values it was still not visible. Teachers have carried out character education but in the form of activities and examples such as inviting prayer to develop religious values and several activities to develop discipline. Another finding shows that from the character values contained in the lesson plans, not all of them appear in the learning that is carried out.

The research on "Analysis of the Implementation of Five Character Educational Values in Learning Activities in Elementary Schools by Dinia Khairani and Elpri Darta
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Putra with descriptive qualitative methods at SDN 145 Pekanbaru does not yet have a Character Education Strengthening (PPK) program. The implementation plan for the 5 main character values is not written in writing. Although it does not yet have a PPK program, SDN 145 Pekanbaru has implemented 5 main character values in learning/classroom and outside learning/outside the classroom. However, the document, syllabus, lesson plans and lesson kits have not included all the character values of the 5 main character values because they have not received socialization. Facilities and infrastructure can be said to support the implementation of PPK at SDN 145 Pekanbaru because PPK has been compiled in the 2020 revised 2013 Curriculum document. The implementation of the implementation of 5 main character values in the classroom in thematic and mulok learning does not go well because the RPP used by the teacher is RPP online where learning activities are not arranged according to learning conditions.

Research by Dina Maharani, Asrori, and Sulistyarini "Application of Character Education in Thematic Learning in West Pontianak Elementary Schools" with qualitative methods concludes that planning for character education in thematic learning contains planning elements that have shown the integration of character values in thematic learning. The implementation of thematic learning of character values that often appears is religious, disciplined, friendly/communicative and likes to read, and the evaluation of character education in thematic learning is carried out through authentic research which includes process assessment and assessment of learning outcomes.

METHOD

This research was conducted in class II A Madrasah Ibtidaiyah Ruhul Ulum Jl. Kelapa Hijau No. 100, RT.09/RW.03, kel. Jagakarsa, district. Jagakarsa, South Jakarta, DKI Jakarta. The research was conducted from February to May 2022 or the even semester of the 2021/2022 academic year. The background of this research was carried out on the second grade students of MI Ruhul Ulum, South Jakarta. The reasons for choosing this location are: a) In this school, the lower classes have implemented integrated thematic learning of character values, b) The affordability of the research location for researchers both in terms of energy and time, c) Prior to obtaining formal permission to conduct research at the school The researcher has conducted informal communication with the principal and class II A teacher at MI Ruhul Ulum.

The approach used in this research is a qualitative approach, descriptive method. The data in this study are in the form of descriptive text regarding the implementation of integrated thematic learning of character values in class II at MI Ruhul Ulum obtained by researchers from observations and interviews. Sources of data in this study are primary and secondary data. Primary data were obtained from resource persons, namely class II teacher of MI Ruhul Ulum. Secondary data obtained from documentation in the form of written data and archives as supporting data. The interview used is a semi-structured interview (Semistructure Interview). In conducting research, data recording tools are used to assist the research process so that it can run well and smoothly by using communication tools such as cellphones, cameras, books and pens to write down
information that needs to be recorded. In this study, interviews were conducted with the first class teacher at MI Ruhul Ulum, documentation in the form of photos when the teacher was teaching and other information that could support this research. Data that has been collected from field notes obtained through the process of observation, interviews, and documentation. The steps of data analysis are data reduction (data reduction), data presentation (data display), and conclusions (Conclusion Drawing). Data Validity Checks are carried out through Credibility, Transferability, Dependability, and Confirmability tests.

RESULTS AND DISCUSSION

Results

Integrated Thematic Learning Planning Character Values

In the interview activity, the teachers at the school conveyed the theme of the subject in integrated learning, the integrated thematic model, character values only followed the themes that were already in the book, so the teacher just explained, explained, and applied it to the students. Meanwhile, the learning resources chosen by by Mrs. HY to be used in learning has also supported basic competencies, learning objectives, and indicators to be achieved in the learning process. In setting the indicators and learning objectives in the lesson plan (RPP) Mrs. HY took from competency standards and basic competencies to set learning objectives, Mrs. HY also took subject indicators that could be integrated into themes. In preparing the lesson plan (RPP) adjusted to the learning objectives. In the results of the observation, it was also known that in compiling the lesson schedule, Mrs. HY coordinates with physical education teachers and several religious education teachers to facilitate school administration.

I more often use demonstration and question-and-answer learning methods to children so that it is easier for me to convey the material and can also better control the class.

For the strategy used in the implementation of integrated thematic learning of character values, Mrs. HY said that she often uses the demonstration learning method where the learning is more teacher-centered because according to her, by using this method, she can more easily convey learning material and can also master class, the students will be comfortable and the atmosphere in the class will be more conducive and controlled. According to Mrs. HY because the method is very simple in operation so it is easily accepted by students in the classroom.

Implementation of Integrated Thematic Learning Character Values

Implementation of integrated thematic learning of character values at MI Ruhul Ulum. At the beginning of the learning activities carried out by delivering things that can stimulate students' interest in learning the themes that will be presented through stories, physical/physical activities, and singing. For the current condition, it only starts classically by reading prayers and short suras and then reviewing the previous learning.
then just entering today’s learning and making sure that the children understand what the teacher has said, then just closing the learning activities.

In the process of implementing integrated thematic learning of character values as explained by Mrs. HY that the method that is more often used is the demonstration method, especially for current conditions, the teacher only conveys the classical learning process which begins with praying and reading short suras and then doing stimulation of students’ interest in learning the theme that will be presented through stories, physical/physical activities, and singing. In the learning process activities, the teacher always gives a positive attitude towards student responses to opinions or questions as a form of applying character values to appreciate achievement.

Through the learning process the teacher not only conveys the material, but the teacher also always inserts and always guides his students in applying character values. It is proven like Mrs. HY always inserts some character values in every activity of the teaching and learning process. One of the applications of religious character values is to perform dhuha prayers every Monday to Thursday while on Fridays reading Yasin together which is followed by all school members and led by one of the teachers.

The application of other religious character values is to pray and read short suras before starting learning activities. Before entering into the core learning activities, the teacher also gives time for students to read the subject matter first as the application of character values like reading. At the closing activity, Mrs. HY always gave conclusions and reinforcements to students regarding today’s learning and sometimes homework was also given to students as an inculcation of one of the values of responsible character, then ended with praying together and then disbanding the class was also done with discipline. Teachers also use various learning tools and facilities that aim to explain the basic competencies to be achieved and of course so that they can be achieved, in learning activities sometimes teachers also apply classical, group, pair and individual forms. Ms. HY must also always try to be able to manage the classroom to create a comfortable and fun learning atmosphere for students.

Because now PTM is allowed from the government and ministries but it is still limited, so the division of time in a week is only from Monday to Friday, so the low class goes on Monday and Wednesday only while the upper class is on Tuesday, Thursday, and Friday.

For the division of time during the face-to-face learning process which takes place in a week, they enter from Monday to Friday, here the upper class enters more than the low class, only the low class enters on Monday and Wednesday only, while the upper class enters on Tuesday, Thursday, and Friday. It is considered because grade 6 will face school exams to determine graduation where grade 6 will get an in-depth material outside of school hours which is carried out after school. In allocating time for subjects, Mrs HY must pay attention to the level of difficulty and the breadth of the material to be taught to students.

There doesn’t seem to be any difficulty because I only teach for thematic lessons so I just have to adjust it to the book, while if the character values are just adjusted in the
learning process, for subjects outside the thematic such as religious subjects, English, and PLBJ it’s already each has a teacher.

In another presentation, Mrs HY also said that she did not feel there were difficulties in overcoming subjects that were difficult to thematic and integrated character values because the books used had integrated thematic learning so that teachers only followed and adapted from the book, while for the character values only need to be adapted to the learning process. All learning resources in the syllabus are learning resources that can support the achievement of KD students.

**Evaluation of Integrated Thematic Learning Character Values**

In the evaluation of integrated thematic learning of character values at MI Ruhul Ulum, what is done is by having daily tests and daily assignments as well as UTS and UAS.

Here we usually do daily tests and daily tasks, both written and unwritten, such as memorizing tasks that are carried out orally and also UTS and UAS. From the attitude and dress everyday as well as an attitude assessment. Of course, I also always look at their daily lives because from this evaluation I know the level of understanding and achievement of students.

From the statement above, the researcher observed that Mrs. HY assesses her students not only from written tests, but from her daily behavior in class such as courtesy to friends and to each teacher. Even the neatness of students in dressing, teachers must pay attention as an effort to order school programs, besides that it is also a form of applying character values to students, which means that teachers carry out continuous assessments during the learning process. Another evaluation activity used by Mrs. HY as she described is by doing daily tests and daily tasks, both written and unwritten, such as memorizing tasks that are done orally and also UTS and UAS which are carried out every semester. According to Mrs. HY, from this evaluation activity, she can find out the level of understanding and achievement of each of her students. Mrs. HY also uses various assessment methods/tools in obtaining information as a reference plan/follow-up plan (remedial, enrichment, and strengthening).

There are several aspects that need to be seen and assessed by students in the implementation of integrated thematic learning of character values as explained that there are many aspects that need to be seen in the assessment of students starting from their daily attitudes, discipline in behaving and dressing at school, understanding in understand the material presented because the understanding of each child is different. In addition, the ability to read, write, and count is also an assessment reference that must be mastered by every student as a condition for grade promotion because there are still students who are considered to be lacking in counting, reading, and writing. In the assessment carried out, referring to the indicators of each basic competency and learning outcomes of each subject that has been determined. In carrying out this assessment, Mrs. HY also made an assessment instrument in the form of tests that included written, oral, and action tests, where non-test instruments were carried out through daily notes, student progress, and portfolios.

**Discussion**

*Integrated thematic learning planning for character values at MI Ruhul Ulum*
Before carrying out learning, the teacher must first understand the learning process that will be carried out in the classroom. When the teacher understands his role, the teacher can determine what actions must be taken according to the role the teacher has. When students have started to understand about commendable deeds, then this will make it easier for teachers to instill character values to students. School is not just a place to gain knowledge to make students smart, but more than that, the school is a park for the formation of the character of students. Character education planning can be carried out by principals and teachers together as a community of educators and applied to the curriculum through self-development such as routine activities, spontaneous activities, exemplary, and conditioning and applied in thematic learning.

Based on the results of the research that the researchers conducted at MI Ruhul Ulum using observation and interview techniques, the researchers described an integrated thematic learning plan for character values at MI Ruhul Ulum. Before carrying out the learning activities, Mrs. HY has prepared plans such as compiling the syllabus and lesson plans, the teacher uses the syllabus and lesson plans that have been adapted to the conditions of the students. Both types of planning are something that must exist in learning. From the results of observations and interviews, it can be seen that the syllabus and lesson plans used by the teacher as a whole have shown an integration of character values in thematic learning which can be seen from the formulation of KI, KD, demonstration approach used in learning activities, and assessment in lesson plans.

In accordance with the results of observations, interviews and documentation conducted in class II A MI Ruhul Ulum regarding the planning of integrated thematic learning of character values that in the selected schools already know and apply integrated thematic learning of character values but the teachers at the school are more know it as character education. In the preparation of the lesson plan (RPP) it has been integrated with thematic learning. The learning implementation plan (RPP) is also of course compiled systematically with components of identity, KD, and indicators where each subject indicator is taken from competency standards and basic competencies, which pay attention to the character of each student, for learning purposes also look at subject indicators that is integrated with the theme.

One of the theories regarding planning in learning is Sanjaya and Majid that there are 4 elements that must exist in learning planning, namely: (1) there are goals to be achieved, (2) there are strategies to achieve goals, (3) resources that can be achieved, support, and (4) implementation of each decision.

Based on the theory put forward by Sanjaya and Majid regarding learning planning with the results of research conducted by researchers regarding class II A thematic learning planning, it can be said to be appropriate or valid with the following explanation:

1) there is a goal to be achieved. Before carrying out learning activities, the teacher has prepared plans such as compiling the syllabus and lesson plans, the teacher uses the syllabus and lesson plans that have been adapted to the circumstances of the students. The learning implementation plan (RPP) is also of course compiled systematically with the components of identity, KD, and subject indicators taken...
from competency standards and basic competencies, which of course also pay attention to the character of each student, for learning purposes it is also made by looking at eye indicators. The lessons are integrated with the theme.

2) The existence of a strategy to achieve the goal. For the strategies used in the implementation of integrated thematic learning of character values, more often use the demonstration learning method where the learning is more teacher-centered because with this method the teacher is easier to convey learning material and can also better control the class, so students will be comfortable and the atmosphere in the classroom will be more conducive and controlled.

3) Resources that can support. Because the determination of resources is needed to achieve goals, for learning resources chosen by teachers in learning that can support basic competencies, learning objectives, and indicators to be achieved in the learning process. Other components that can support the learning process include facilities and infrastructure where teachers use various learning tools and facilities available in the learning process, and learning methods, for the learning method used is the lecture/demonstration method, question and answer, assignment assignments, and sometimes also conduct group discussions.

4) Implementation of each decision. In implementing planning into the learning process, the teacher integrates character values through the thematic learning process in various ways in the lesson plans, and is adjusted to the conditions of the students. In the implementation of character education carried out by the teacher, it can be seen from the preliminary activities, core activities, and closing activities in the learning process. Although not everything in the planning is implemented into the learning process.

Based on observations made by researchers, one of the plans used by the teacher in applying character values in thematic learning is correct, it’s just that there are still some components in the planning that have not been achieved and implemented.

Implementation of integrated thematic learning of character values at MI Ruhul Ulum

Based on the results of the study, Mrs. HY integrates character values through a thematic learning process in various ways in the lesson plans and is adapted to conditions. According to Koesoema “classes become learning communities that grow and develop each other, both academically, morally, personally and spiritually. The classroom is the main educational locus for the practice of character education”. Mrs. HY integrates character values into every learning activity from the beginning to the end of learning, but not all of these character values appear in the learning process. Character values that always appear in learning are religious character values, discipline character values, friendly/communicative character values, reading love character values, and responsibility character values. During the learning process, these character values appear in students both in routine activities and in spontaneous activities. Research
conducted from the first meeting to the third meeting showed that there were several character enhancements in the students.

The implementation of character education carried out by teachers can be seen from preliminary activities, core activities, and closing activities in the learning process. In the opening activity, HY’s mother did several activities. Mrs. HY always starts learning activities by inviting students to pray and tadarus together which is a religious character value. In addition, Mrs. HY also checked the implementation of daily picket and student attendance and homework (PR) if any. Mrs. HY applies various learning methods such as lecture/demonstration methods, question and answer, assignments, and sometimes also conduct group discussions.

At the implementation stage of this thematic learning, Mrs. HY created activities that provided opportunities for students to play an active role in learning activities. Learning activities that take place in the classroom provide opportunities for students to answer questions, both by the teacher and questions asked by classmates. All learning activities also provide opportunities for students to ask questions related to the material they are studying. In addition, in the core activity, Mrs. HY also gave appreciation to the students. This appreciation can be in the form of verbal appreciation, giving praise and thanks. This can make learning fun and make students active.

In the core activity, Mrs. HY used to ask students to read a book on the page that contained the material to be studied first, then Mrs. HY would explain and provide an explanation of the material, sometimes Mrs. HY also reflected on the subject matter by giving students questions and asking students to answer them, as well as providing a strengthening explanation of the answers the students gave. Through the core activities of the learning process, Mrs. HY not only conveys material, but Mrs. HY also always inserts and always guides her students, especially in applying character values to students. It is proven like Mrs. HY always inserts some character values in every activity of the teaching and learning process.

In the closing activity, Mrs. HY always provides conclusions and reinforcement to students regarding today’s learning and sometimes Mrs. HY also gives homework to students as an inculcation of one of the values of responsible character, then ends with praying together and disbanding her class as well done with discipline.

One of the theories regarding the steps in using the demonstration method according to Huda include: (1) start the demonstration with learning activities that encourage students to think, (2) create a cool atmosphere in learning, (3) ensure that all students take part in the demonstration procession. by observing the actions of students, (4) providing opportunities for students to provide ideas, thoughts on what has been obtained from the demonstration process.

In its implementation, MI Ruhul Ulum, especially class II A, of course uses the thematic learning model and as explained by Mrs. HY in the interview that the class uses a demonstration approach. Based on Huda’s theory of the steps in the demonstration approach, namely:

1) Start the demonstration with learning activities that encourage students to think.

In its application, before the teacher explains the material to be studied today, the
teacher gives time for students to read the subject matter first and also as a form of applying the character values of reading fondness. At the beginning of the learning activities carried out by conveying things that can stimulate students' interest in learning the themes that will be presented through stories, physical/physical activities, and singing.

2) Create a cool atmosphere in learning. In learning activities sometimes teachers also apply classical forms, groups, pairs and individuals. The teacher must also always try to be able to manage the classroom in order to create a comfortable and fun learning atmosphere for students.

3) Ensure that all students participate in the demonstration process by observing the actions of students. Sometimes the teacher also reflects on the subject matter by giving students questions and asking students to answer them, as well as providing strengthening explanations of the answers that the students give. This is to ensure that students understand and listen to what the teacher is saying.

4) Provide opportunities for students to provide ideas, thoughts on what has been obtained from the demonstration process. At this stage of implementing thematic learning, the teacher creates activities in which it provides opportunities for students to play an active role in learning activities. Learning activities that take place in the classroom provide opportunities for students to answer questions, both questions asked by the teacher and questions asked by classmates.

These findings indicate that related to the implementation of integrated thematic learning of character values with a demonstration approach, the teacher has applied a demonstration approach and can be said to be appropriate or valid. Meanwhile, from the results of observations for the application of character values in thematic learning, it is considered not optimal because not all character values always appear in the learning process.

Evaluation of integrated thematic learning of character values at MI Ruhul Ulum

In assessing the application of character values in thematic learning, teachers make assessments in various models, namely observation, and portfolio. Assessment Observation is carried out in the learning process. Observations are carried out to monitor the character of the child that appears during learning. The application of character values in thematic learning does not only assess the success of academic abilities but also from the behavior and activities carried out by students. In this case the teacher must be able to know the character and abilities of students in various ways within the scope of learning. The evaluation carried out by the teacher is with daily tests and daily assignments as well as UTS and UAS. In assessing students, the teacher does not only look at the written test, but also from his daily behavior in the classroom such as courtesy to friends and also to each teacher. Even the neatness of students in dressing, teachers must pay attention as an effort to order school programs, but also as a form of application of character values to students, which means that teachers conduct assessments continuously during the learning process.
From the lesson plan (RPP) used by the teacher, the researcher found that the lesson plan contained an assessment of learning processes and outcomes. The type of assessment carried out by the teacher refers to the assessment in the 2013 curriculum that has been set by the government, namely the assessment of social attitudes, assessment of knowledge and skills. Some aspects that need to be seen in the assessment of students starting from their daily attitudes, their discipline in behaving and dressing at school, their understanding in understanding the material presented because according to him the understanding of each child must be different. In addition, the ability to read, write, and count is also a reference for assessment that must be mastered by every student as a condition for grade promotion because there are still students whose numeracy, reading, and writing scores are still lacking.

One of the theories related to evaluation activities is the theory of assessment in learning according to Chittenden. According to him, aspects of assessment in learning (assessment purpose) are "keeping track, checking-up, finding-out, and summing-up".

a) **Keeping track**, which is to trace and track the learning process of students in accordance with the predetermined learning implementation plan. For this reason, teachers must collect data and information within a certain period of time through various types and assessment techniques to obtain an overview of the achievement of student learning progress.

b) **Check-up**, which is to check the achievement of students' abilities in the learning process and the shortcomings of students during the learning process. In other words, the teacher needs to conduct an assessment to find out which parts of the material have been mastered by students and which parts of the material have not been mastered.

c) **Finding-out**, which is to seek, find and detect deficiencies in errors or weaknesses of students in the learning process, so that teachers can quickly find alternative solutions.

d) **Summing-up**, which is to conclude the level of student mastery of the competencies that have been determined. The results of these conclusions can be used by teachers to compile reports on learning progress to various interested parties.

Based on the theory put forward by Chittenden regarding the evaluation of learning with the results of research on the evaluation of integrated thematic learning of character values in class II A MI Ruhul Ulum this is valid with the following explanation:

a) **Keeping track**, Before carrying out learning activities, the teacher has prepared plans such as compiling the syllabus and lesson plans, the teacher uses the syllabus and lesson plans that are adapted to the conditions of the students. Both types of planning is something that must exist in learning. From the results of observations and interviews, it can be seen that the syllabus and lesson plans used by teachers as a whole have shown an integration of character values in thematic learning seen from the formulation of KI, KD, demonstration approach used in learning activities, and assessment in lesson plans.
b) **Checking-up**, Another evaluation activity used by the teacher as he described is by doing daily tests and daily tasks both written and unwritten, such as memorizing tasks that are done orally, UTS and UAS which are carried out every semester. According to the teacher, from this evaluation activity, he can find out the level of understanding and achievement of each of his students.

c) **Finding-out**, In conducting this assessment, the teacher makes an assessment instrument in the form of a test that includes written, oral, and action tests, where the non-test instrument is carried out through daily notes, student progress, and portfolios. Teachers also use various assessment methods/tools in obtaining information as a reference plan/follow-up plan (remedial, enrichment, and strengthening).

d) **Summing-up**, all assessments carried out by teachers in the form of tests that include written, oral, and deed tests will be a reference for assessment that must be mastered by each student as a condition for grade promotion.

**CONCLUSIONS AND SUGGESTIONS**

From the results of the research and discussion, the researchers concluded that (1) In planning thematic learning, the lesson plans used have shown the integration of character values in thematic learning, (2) In the implementation of thematic learning, character values are often The values that appear are the value of religious character, the value of disciplined character, the value of friendly/communicative character, the value of the character of liking to read, and the value of the character of responsibility. Of the 18 existing character values, not all of them have been implemented optimally, (3) In the evaluation of thematic learning, the type of assessment carried out by the teacher refers to the assessment of the 2013 curriculum that has been set by the government, namely the assessment of social attitudes and the assessment of knowledge and skills.

From the results of the research and discussion as well as conclusions, the researchers provide suggestions: (1) Principals should conduct monitoring in order to improve the ability and cooperation of teachers in implementing character values, (2) Between one teacher and another should be more active in looking for references and improving resources and planning for learning activities, (3) Further researchers are expected to be able to examine more deeply on educational problems, especially the application of character values in thematic learning.

**REFERENCES**


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