Implementation of Thematic Instructional Model in Elementary School

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ABSTRACT

The purpose of this research is to know the implementation of thematic instructional model and the achievement of student learning outcomes in the field of knowledge, skills, and attitude/character. This quantitative research was conducted in Elementary School in Surakarta City, from November 2015 to February 2016. The teachers and 63,433 students from 253 elementary schools became the population of this study. Samples were obtained through multistage cluster random sampling technique. The samples were eight classes from six schools in Laweyan Sub-district. Data collection involved observation, interview, questionnaire, and documentation technique. Data analysis used comparative analysis technique. The result of the research showed that in general, the thematic learning works appropriately. It can be elaborated as follows: (1)The planning and implementation of thematic learning is classified appropriate, (2) Student learning activity is less optimal mainly due to direct learning methods, (3) Average score of learning implementation is 76.5 on a scale from 0-100, (4) Average score of learning outcomes in terms of knowledge and skills is 83.5 on a scale from 0-100, (5) Average score of attitude aspect (behavior, craft, and neatness) is classified as 'Good', (5) Average score of student characters is 2.77 on a scale from 0-4. The score is categorized 'Good' or 'in progress', in which the students have shown particular but inconsistent behaviors. This character should be improved. In overall, the thematic model in Elementary School has been successfully implemented.

INTRODUCTION

Learning activities in Elementary School is devised based on the School-Based Curriculum/SBC (*Kurikulum Tingkat SatuanPendidikan/KTSP*) or the 2006 Curriculum. The thematic model is applied on the first three grades (1st, 2nd, and 3rd grade), while the fragmented model is applied on the next grades (4th, 5th, and 6th grade). Thematic model is a learning model that uses themes to link several subjects so as to provide meaningful experiences to students. It is also interpreted as instructional model that departs from a particular theme as the center of interest to understand other symptoms and concepts, either from a variety of subjects or a single subject. This instructional model begins with great ideas, significant questions, or problems in reality and has meaning for students. Essentially, students use skills and knowledge from various subjects simultaneously to answer questions or solve problems (Mutohir, *et al*., 1996/1997:6; Kovalik *in* Merickel, 1998). Thus, thematic learning model is an instructional model designed based on specific themes to provide a meaningful experience to the students.

Thematic/integrated learning is departed from the idea that students acquire knowledge best when learning in the context of coherent whole, since they can relate what they are learning to the real world (Hamalik, 1999: 133). It is one type of integrated instructional model. The integrated instructional generally includes three types, namely the connected, thematic or webbed, and integrated type. The connected type integrates subject matters from a specific discipline. The webbed or thematic type develops material from a particular subject matter, or from several subject matters or disciplines. The integrated type integrates material from several subject matters or disciplines.

Fogarty (1991) introduced ten models for integrating the curriculum, namely: (1) Fragmented, (2) Connected, (3) Nested, (4) Sequenced, (5) Shared, (6) Webbed, (7) Threaded, (8) Integrated,(9) Immersed, and (10) Networked model. The webbed/thematic represents instructional model which combines several subject matters. Meanwhile, the threaded, integrated, immersed and networked are those of interdisciplinary models.

The development of webbed instructional model is initiated by determining a specific theme and accompanied by the development of sub-themes with due regard to the correlation among the subjects. The theme is selected based done the negotiation between teacher and students, or discussion among teachers.

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Once the theme is decided, the sub-themes are formulated. Subsequently, learning activities for students were devised based on the sub-themes (Trianto, 2010:47).

Majid and Rochman (2014) declared thematic mode as learning model departed from a center of interest to understand symptoms and concepts, either from relevant or less relevant disciplines. It is also interpreted as an approach that relates various disciplines that reflect the real world around and within the range of the student's ability and development.

Drake and Burn (2004) distinguished the integrated curriculum into three categories, namely: multidisciplinary, interdisciplinary, and transdisciplinary approaches. In a multidisciplinary approach, teacher integrates sub disciplines in a subject area, e.g., an integration of reading, writing, and speaking in language. Integrating history, geography, economics, and politics into an intradisciplinary social science program. In an interdisciplinary approach, teacher organizes the curriculum from general interdisciplines. For instance, students learn to create wind and rain machines while learning language at the same time. Students learn about a particular theme in terms of some related subjects. Teacher uses overlapping materials on several subjects simultaneously. In transdisciplinary approach, teachers and students discuss certain theme, which is broad and across the subjects. In this present study, thematic learning is included in the interdisciplinary approach. Teachers present specific themes that are studied from diverse and related subjects.

Thematic learning is considered successful when a phenomena or exploration of a specific topic becomes the driving force of learning. By participating in authentic events or exploring topics, students are able to learn both the process and the content of learning (Collins &Dixon, 1991: 6). Principally, the implementation of thematic learning requires: (1) Professional teachers who meticulously utilize devices inter- and intra-disciplinary of study, (2) Teachers who master the subject matter and instructional method, (3) Teachers who have broad educational insights, able to take appropriate measures to achieve the goal of education as a whole, (4) Teachers who have high spirit or dedication.

The steps in thematic learning are as follows: (1) The selection of specific theme, (2) Determination of specific concepts, (3) Determination of learning activities, (4) Determination of subject matters to implement the activities, (5) Review the activities and subject matters attributed in the theme, (6) Development of lesson plan to ease the distribution and implementation, (7) Determination of the order of classes for the presentation of learning activities, and (8) Follow-up with discussion (Wolfinger, 1994).

In selecting a theme, the requirements are: (1) it must be broad hence learners can investigate various related concepts, (2) it must be in accordance with: (a) students' interest, (b) teacher's interests, (c) students' need, (d) time, including season and special events, (e) students' knowledge and range of the explored theme, (f) school curriculum, (g) availability of learning resources, including books, films, tapes and resource persons(Anitah, 2009; Collins & Dixon, 1991).

The characteristics of thematic learning are as follows: (1) Student-centered, (2) Direct experience, (3) Ambiguous separation of subject matters, (4) Concepts from various subject matters, (5) Flexible, (6) Learning outcomes in accordance with the interests and needs of students, (7) The principles of learning while playing and having fun (Majid & Rochman, 2014; Triyanto, 2010).

The advantages of thematic learning include: (1) More comprehensive learning and active student involvement, (2) Elimination of boundaries between subject matters, (3) Authentic materials adjusted to the child's development, (4) Emphasis on the conceptualization rather than memorization, (5) Student independence to select topics according to their interests and learning projects, (6) Freedom of learning time according to the ability of each student, (7) Emphasis towards problem solving, (8) Development of interpersonal skills through group activities, (9) Diverse learning styles, classical learning, large groups, small groups or individual based on student's interest, (10) More various assessment techniques according to the characteristics of material, instead of only by the common testing(Wolfinger, 1997:11). Similarly, Majid and Rochman (2014) also suggested the advantages of thematic learning, namely: 1). In accordance with the phase of child development, 2). Selection of activities based on the student's interests and needs, 3). More meaningful learning activities and learning outcome, (4) Thinking skills exercise against problems in real world, 5). Pragmatic learning activities based on daily experience, 6). Jointly designed by teachers and students thus enhances cooperation among the involved parties as well as more enjoyable

Despite of the advantages, thematic learning has several drawbacks including: (1) The problem of skill and concepts sequence in the curriculum as a whole is less systematic, (2) Good coordination for each

level of themes in the implementation of a thematic curriculum is relatively complicated, (3) The documentation required to support thematic learning, in the forms of worksheets and so on, is hardly implemented systematically, (4) The transition toward thematic learning requires curriculum transition from subject-based curriculum into thematic-based curriculum, which requires time and commitment from teachers and all related parties, (5) Thorough and continuous assessment of various techniques is difficult to implement (Wolfinger, 1997:11-13).

Thematic learning in the 2nd grade of Elementary School in the 1st semester involves several themes, namely: (1) Myself, (2) Events, (3) Entertainment, (4) Environment, and (5) Health. Furthermore, subject matters that contain the theme, competency standards, and basic competencies of each theme will be determined. For instance, the content of Myself theme can be included in Civic Education, Social Sciences, Natural Sciences, Mathematics, and Bahasa Indonesia. The standard competency of Civic Education is *gotong royong* (mutual cooperation). The basic competencies are: (1) The importance of living in harmony, (2) Mutual assistance and mutual help. The standard competency of Social Sciences is to understand the chronology of important events in the family. Moreover, the basic competencies are: (1) to keep documents and valuable items, (2) to utilize important family documents and items chronologically. In accordance with the themes, thematic learning provides a tangible, meaningful, and related experience to the daily lives of students.

The preparation of thematic instructional model in Elementary School consists of: (1) Mapping of basic competence, (2) Determination of the theme network, (3) Preparation of syllabus, (4) Preparation of lesson plan. The preparation of thematic instructional model includes several components of: (a) Identity of subject matters, (b) Basic competencies and indicators, (c) Subject matter and description, (d) The learning strategy, (e) Learning tools and media, (f) Assessment and follow-up.

The process of implementing thematic learning in Elementary School involves preliminary, core, and final activities. Preliminary learning activity aimed at stimulating motivation and focusing the learners' attention to have active participation during the learning process. It consists of conveying apperception, orientation, and motivation. The core activity is a learning process to achieve certain basic competencies. It shall be interactive, inspiring, fun, challenging, and motivating the learners to have active participation. Moreover, it shall provide adequate space for children to initiate. Learning activities are conducted through exploration, elaboration, and confirmation process. The last, the final activity is done to end learning activities. It includes conclusion, assessment/evaluation of process and learning outcomes, reflection, and follow-up (*Permendiknas* No 41/2007).

In 1997, a survey carried out in the United States found that approximately 48% of 506 parents claimed the most fundamental concern for them is to have children grow up as noble people (McDaniel, 1998). Character education has been recognized as a necessity in Elementary School curriculum. It is very substantial to inculcate good behavior and noble character for learners since early, thus they will have morality as asset when become adolescents and adults. Ultimately, it is expected that character education will generate decent next generation in the future.

Character education has been propounded and socialized at the school levels. Nevertheless, the implementation still encounters several obstacles. It requires sufficient support, such as learning tools that include syllabus, lesson plans, innovative learning models and methods, learning media, learning facilities and infrastructure, and appraisal instruments.

Lickona suggested character education is education intended to form an individual personality through interaction with the environment which results are represented in an individual actual actions, such as respect and responsible, honest, fair, tolerance, wise, self-discipline, and so forth. Moreover, it is also defines as a deliberate effort to help people understand, response, and react on the main ethical values (Elkind & Sweet: 2013).

The moral values that should be developed in school are the basic moral values, namely of: (1) respect, and (2) responsibility, and supporting values of: (3) honesty, (4) fairness, (5) tolerance, (6) wise, (7) self-discipline, (8) kindness, (9) sympathy, (10) cooperation, (11) brave, and (12) have democratic values (Lickona, 2013: 61-66). Borba (2008: 7) also proposed seven types of moral intelligence that shall be instilled particularly among children in Elementary School, namely: (1) empathy, (2) conscience, (3) self-control, (4) respect, (5) kindness, (6) tolerance, and (7) justice.

The characters fostered among the learners in Elementary Schools include: (1) religious, (2) honest, (3) tolerant, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curious, (10) good

reader, (11) responsible, (12) nationalist, (13) patriotic, (14) appreciative, (15) friendly/communicative, (16)peaceful, (17) environmental care, and (18) social care. In accordance with the Basic Competency, the character values highlighted in the 2nd grade of Elementary School are: (1) religious, (2) honest, (3) polite, (4) discipline, (5) responsible, (6) care, and (7) confident (Aqib & Sujak, 2011; *Kemendikbud*, 2011).

The achievement of character education will gradually lead to perfection. For each implemented learning process, it is expected to increase student achievement. In accordance with the increase in age and educational level, it is expected that student will also possess higher level of individual character. The measures in character education should be systematic, starting from the introduction of values cognitively, the understanding and appreciation of affective values, and the establishment of conative self-determination (Aqib &Sujak, 2011:11).

There are several approaches to character education: (1) a holistic approach, (2) a community-building approach, (3) teaching education in curriculum or integration into curriculum, (4) class discussions, (5) learning services, and (6) stand-alone as a subject matter (Lickona, 2013; Elkind& Sweet, 2004; Susilo, 2012). The approach used in recent Elementary Schools is an integrative approach, which integrates the character values into the curriculum. Teachers convey the character values through the implementation of learning process in the classroom. Methods used in character education include modeling, advice, suggestions, habituation, class discussions, cooperative/collaboration among students, contextual learning or direct experience, and creation of conditions to stimulate moral behaviors. Issues proposed are: (1) How is the implementation of thematic learning in the Elementary School? (2) To what extent is the effectiveness of thematic instructional model to the achievement of character values among students in Elementary School?

The achievement of character values depends heavily on what and how the involvement of students in learning activities. The thematic instructional model as one of the learning components has a very significant role to the achievement of learning outcomes, both on the aspects of knowledge, skills, and values and attitudes/characters. Implementation of thematic learning emphasizes the students to learn through direct experience, hence they carry out learning by experiencing real events, such as in the real world or in daily life. It is done with contextual learning, involving students in cooperative learning, and investigating subject matter, or manipulating learning environments provided by teachers. Thus, students learn by experiencing the actual events in order to gain meaningful experience. In recognizing the values/characters, students perform values-related learning activities, namely the process of receiving, performing, assessing, organizing, and providing character values. By considering the advantages of thematic instructional model, it is presumed that the implementation of thematic instructional model in Elementary School can achieve learning outcomes in terms of knowledge, skill, and affective aspect, namely the optimal character values.

Kon Chon-Min, et al., (2012) affirmed that: (1) The level of integrated life skills of a teacher indicates the level of teacher's understanding on the thematic approach, (2) Teachers with high integrated life skills have a propensity to implement thematic approach in compared with those with lower integrated life skills, (3) There is a significant correlation between the level of teacher's understanding on thematic/integrated approach and the teaching practice with thematic/integrated approach, (4) Differences in teaching experience/working period of teachers have insignificant difference on the implementation of thematic/integrated approach.

Ming-Chou Liu and Jhen-Yu Wang (2010) summarized several points, namely: (1) The Web-based thematic learning system has a positive effect on student learning outcomes, (2) The Web-based thematic learning is the first attempt to provide learners with a framework that develops related concepts, (3) the Web-based thematic learning is a suitable learning system for students with different abilities, (4) The moderate-ability students is the most appropriate group to use the Web-based learning strategies.

Henderson and Landesman (1995) discussed the influence of thematic/integrated learning in Mathematics among Mexican students. The findings indicated that: (1) the thematic learning in Mathematics has a significant effect on computing/counting skills, (2) the achievements of experimental group using thematic model is better than those of control group in mathematical concepts and applications, (3) there is insignificant difference between the experimental and control group on attitudes toward mathematics or self-perception and motivation of learning mathematics.

Faizah and Zidniyah asserted that the illustrative stories and role play methods are effective to improve the honesty, patience, and religious devotion, as well as Indonesian language skills. Furthermore, Banawi confirmed that the character-based Natural Sciences learning model is useful to increase the values

of honesty, responsibility, and religious devotion, as well as higher results of science learning in cognitive, affective, and psychomotor aspects (Zuhdi, et al., 2010). It concluded that an effective character education model is one that uses a comprehensive approach. Learning is not merely done through a particular field of study, but integrated into various disciplines.

Thompson (2002) revealed the effect of character education on student behavior, in which the findings show that: (1) Based on interviews with teachers and parents, and field observation, the implementation of the character building program in Elementary School has improved students' behaviors, (2) Character education programs contribute significantly in student behavior improvement. The contribution of character education to the improvement of student behavior according to the parent's perception is 50%. Meanwhile, the contribution from students is 40%. Teachers are identified as a decisive factor in improving student behavior. Approximately seven out of 10 (70%) students who had problems about discipline, showed a decrease in disciplinary violations according to the determined directions from teachers during the study.

The results of this study also support the study of John (2015) in which by applying new thematic models, prospective teachers will be more effective in providing the students' aspirations. Implementation of integrated curriculum by prospective teachers who have training is also better in compared to those without any training. The similarity wit this present study is on the effectiveness of integrated thematic model on the learning outcomes. The difference is on the independent and dependent variables, which are integrated model and the learning requirement of students, respectively.

Furthermore, the results of this study oppose the study carried out by Tamassia and Renaat (2014) who argued there is no scientific evidence of the effectiveness of integrated model in biology, chemistry and physics subjects in secondary schools toward scientific literacy. It concludes that the practice of the model alone will be inadequate, ineffective, and not extraordinary. It implies the significance of the intellectual freedom of teachers and educators within the framework of the subject of Natural Science in learning construction.

Based on the description, it can be concluded that the implementation of thematic instructional model in Elementary School is a valuable endeavor to achieve student learning outcomes, on aspects of knowledge, skills, and values and attitudes/characters. Hence, a hypothesis is proposed that the thematic learning in Elementary School in Surakarta can be done appropriately, and students' learning outcomes on aspects of knowledge, skills, and values and attitudes/characters can also achieve good or optimal results, particularly the character values.

This present study aims at determining the implementation of thematic instructional model and student learning outcomes in terms of knowledge, skills, and characters in elementary school.

METHOD

This study is a comparative quantitative research. It was conducted at Elementary School in Surakarta City, from November 2015 to February 2016. The teachers and 63,433 students from 253 Elementary Schools in Surakarta City became the population of this study. The multistage cluster random sampling technique was selected as sampling technique. The samples of this research were the teachers and students of the 2nd grade of six Elementary Schools, specifically eight classes, in Laweyan Sub-district, Surakarta.

Data collection techniques included observation, interview, questionnaires, and documentation. Observation and interview techniques were used to obtain data on the implementation of thematic learning in Elementary School. Observation technique was used to obtain the students' score data. Questionnaire was used to determine the plan and implementation of thematic instructional model. Documentation was performed to obtain data about students and their achievement in odd semester in academic year 2015/2016, and students' character scores.

The research instruments were: (1) Learning Planning Assessment Instrument (IPPP-1), (2) Learning Implementation Assessment Instrument (IPPP-2), (3) Observation Sheet for Student Character Values Achievement, (4) Questionnaires for teachers on Lesson Plan preparation and implementation. Testing the validity and reliability of IPPP-1, IPPP-2, and observation sheet for students' character assessment was carried out by expert test and content validity test (Budiyono, 2017; Sugiyono, 2010). Furthermore, comparative analysis technique was employed to compare between the achieved and ideal score.

RESULT

In addition to the observation, interviews were conducted with the teachers of Elementary School in Laweyan Sub-district, Siti Syamsiyah and Noer Budiyanto. The results showed that learning activities in the early grades of Elementary School are done based on thematic instructional model. Teachers develop Lesson Plan (RPP) in collaboration with a team in Teacher Working Group activity. Implementation of learning is based on RPP prepared in the group activity. Nevertheless, the implementation of thematic learning has several weaknesses, namely: (1) Thematic learning is perceived as a problematic and impracticable learning model, (2) High skills and dedication are obliged in the implementation of thematic learning, (3) Lack of adequate training for the implementation of thematic learning, (4) Lack of supporting facilities and infrastructure for the implementation of thematic learning, which requires students to learn through direct experience, (5) The prevailing conventional model, which is teacher-centered or direct learning, is inappropriate for this model.

Questionnaires on the preparation of thematic teaching planning in Elementary School, which were submitted to 100 teachers in Laweyan Sub-district, obtained an average score of 3.15 on a scale from 0-4. The score is classified in good category. Thus, it can be concluded that the implementation of the preparation of lesson plans with thematic models in Elementary School is relatively successful. Similarly, the results of questionnaire on the implementation of thematic learning in Elementary Schools distributed to 100 respondents, which obtained an average score of 3.20 on a scale from 0-4. The score is also in good category. Thus, the implementation of thematic learning in Elementary School is relatively useful. In overall, the preparation of learning planning and implementation of thematic learning in Elementary School can be managed appropriately.

Data of the outcome of thematic instructional model derived from the documentation technique on the students' achievement on knowledge, skill and attitude aspects in the odd semester in academic year 2015/2016, in the 2nd grade Elementary School is presented in Table 1.

Table 1.   Students' Achievement in the Aspects of Knowledge, Skills and Attitude/Character

No.	School	Number of students	Class mean score (Knowledge & Skills)	Attitude/character score (behavior ,assiduity, and neatness)
1	KRA 2	42	80.40	B
2	KRA 4	31	78.00	B
3	MKK 2-1	40	82.60	B
4	MKK 2-2	37	89.10	B
5	MKL 2-2	31	87.30	B
6	MKL 2-3	34	87.00	B
7.	BGL 1	34	80.60	B
8.	BGL 2	33	78.60	B
	Mean	-	82.95	B

Based on Table 1, the student achievement with the thematic instructional model in the 2nd grade of Elementary School on the knowledge and skills aspect is reflected by the lowest mean score of 78.0, the highest score of 89.1, and the mean score of 82. 95. Student achievement is in good category. In the assessment of the attitude/character aspect consisting of behavior, assiduity, and neatness, the average score is Good.

The results of the assessment of the Lesson Plan (RPP) and Implementation of learning model (PP) generated from observation are presented in Table 2.

Table 2. Score of Lesson Plan (RPP) and Implementation of Learning Model (PP)

School	Score 1		Score 2		Mean score		Total	Category
	RPP	PP	RPP	PP	RPP	PP		
KRA 4	66	117	66	117	66	117,0	183,0	Good
MKK 2-1	52	102	59	109	55,5	105,5	161,0	Good

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MKK 2-2	54	122	56	107	55	114,5	169,5	Good
BGL 1	60	112	66	115	63	113,5	176,5	Good
Mean	58	113,3	61,8	112	61,5	112,6	176,5	Good
Scale 0-100	72,5	75,6	77,3	74,7	76,9	75,1	76,74	Good
Category	Good	Good	Good	Good	Good	Good	Good	Good

Description: 1. Maximum score for RPP = 80
               2. Maximum score for PP = 150
               3. Maximum total score of RPP and PP = 230.

Based on the data, the implementation of thematic learning in Elementary School can be performed well as shown by a mean score of 76.74 on a scale from 0-100.

From the results of observation on the Implementation of Thematic Learning Model (PP) in the 2nd grade of SDN MKB-K, SDN TA, and SDN KLC 2, obtained the score of character values as demonstrated in Table 3.

Table 3. Score of Students' Character Values in Thematic Instructional Model Implementation in the 2nd grade of SDN MKB-K, SDN TA, and SDN KLC-2

Interval	X	f	fX	f%$_{cum}$	f%$_{cum}$
1.3 – 1.5	1.40	5	7.0	4.2	4.2
1.6 – 1.8	1.70	6	10.2	5.1	9.3
1.9 – 2.1	2.00	7	14.0	5.9	15.3
2.2 – 2.4	2.30	11	25.3	9.3	24.6
2.5 – 2.7	2.60	13	33.8	11.0	35.6
2.8 – 3.0	2.90	30	87.0	25.4	61.0
3.1 – 3.3	3.20	40	128.0	33.9	94.9
3.4 – 3.6	3.50	6	21.0	5.1	100.0
Total		**118**	**326**	**100**	**100**
Mean			**2.77**		

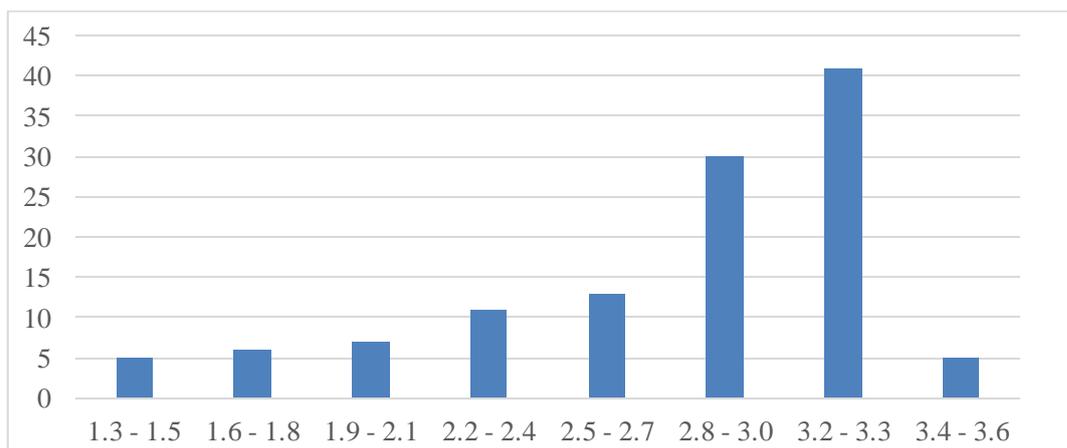Based on Table 3, a graph is devised as presented in Figure 1 below.

Figure 1.   Score of Students' Character Values In Thematic Learning Implementation in the 2nd grade of SDN MKB-K, SDN TA, and SDN KL-2, in Laweyan, Surakarta.

Based on the data, the mean score of the character values was 2.77 on a scale from 0-4, the score can be classified in 'Good' or 'In progress'. The score has not reached the minimum limit for the culture category of 3.34, which is the capacity to carry out character values-related activities on a regular basis with self awareness. Therefore, the achievement of the student character value is not optimal and should be improved.

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From this research, the score of knowledge and skill learning outcomes was 82.95 on a scale from 0-100, which is classified as 'Good'. Attitude/character aspect of the entire students was categorized 'Good', with mean score of 2.77 on a scale from 0-4, the score is categorized 'Good' or 'In progress'. It indicates the successful performance of the thematic instructional model in supporting the student achievement. Principally, the thematic instructional model is effective in promoting the student learning outcomes on aspects of knowledge, skills, and student's attitudes or character.

Conclusion

In overall, the findings of this study can be concluded as follows: (1) The implementation of thematic instructional model in the 2nd grade of Elementary School has been successfully performed, (2) Average score of knowledge and skill aspect was 82.95 on a scale from 0-100, which is classified as good category, (3) Attitude/character values consisting of behavior, assiduity, and neatness obtained an average score of Good (B), (4) Implementation is conducted with the prevailing teacher-centered or direct learning model, (5) The score for character, religious, honest, polite, disciplined, kindness, responsible, and confident, achieves an average score of 2.77 on a scale from 0-4, which is classified as Good or in-progress. Nevertheless, it is not an optimal result.

Based on the result of the research, thematic instructional model in Elementary School can be done appropriately, but the students' learning activity is less optimal. It is due to the prevailing conventional teacher-centered method that emphasized the active role of teachers instead of the student. It should be improved by promoting innovative learning models that provide flexibility to students to perform learning activities, such as through manipulating objects/environment, or discussion activities and group activities with fellow students.

The theoretical implication of this study is to extend discourse in learning methodology particularly about thematic instructional model and learning outcomes. Meanwhile, its practical implication is to provide the empirical evidence of the effectiveness of thematic model and to propose alternative in effective learning for acquiring learning outcomes in terms of knowledge, skills, and characters.

Furthermore, this study implied the necessity for elementary school teachers to implement thematic models in order to enhance students' learning outcomes in the dimensions of character, knowledge and skills. It is recommended for further studies to investigate thematic instructional model and its effect on the student learning outcomes by involving more aspects.

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