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**THE ANALYSIS OF SCIENTIFIC APPROACH IN
THEMATIC LEARNING USING WEBBED MODEL IN
AMBAWANG RIVER STATE ELEMENTARY SCHOOL**

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Abstract

The problems of this research focused on the planning, implementation and obstacles of applying a scientific approach to thematic spider web learning models, aiming at making learners more active, critical thinking, the direct process experienced by the learners, the learning could be more meaningful, contextual and fun. This research was conducted at SDN (State Elementary School) 07 and SDN 36 at Sungai Ambawang District. It is descriptive qualitative research. The subjects of this research were the educators and the students of grade IV at SDN 07 and SDN 36 of Sungai Ambawang District. The techniques of data collection used were observation, interview, and documentation study. Data analysis was conducted through the steps: data reduction, data display, and conclusion. The technique for examining data validity was by triangulation. The results revealed that the educators had implemented the scientific approach on the thematic spider web learning model. The scientific approach implemented, includes: (1) observing, (2) questioning, (3) trying, (4) reasoning, and (5) communicating. The obstacles encountered in this lesson were lack of adequate facilities and infrastructure, the ability of their educators in mastering the learning strategy, and the low-level participation of some parents who were less concerned about their children's education and also the different characteristics of the learners.

Keywords: Scientific Approach, Thematic Spider Web Learning Model

Introduction

Law Number 14 of 2005 concerning Teachers and Lecturers in article 10 states that teacher competencies include pedagogical competencies, personality competencies, social competencies, and professional competencies. According to Charles E. Johson, 1974 (in Wina Sanjaya, 2016: 17), "Competency as a rational performance which satisfactory meets the objectives for desired conditions." Competence is rational behaviour to achieve the objectives required in accordance with expected conditions). One of the essential things for educators to consider is professional competency. Professional educators need to have the ability to design and implement a variety of learning strategies that are considered suitable for their interests and talents and in accordance with the level of student development. In the learning process, the teacher is the most influential component of success in education. Professional teachers are teachers who have the competence or ability to design and implement various learning strategies that are considered suitable for their interests and talents and in accordance with the level of development of students.

The curriculum is also one of the educational substances whose implementation must be adjusted to the demands of the needs of students, the state of the school and the condition of the school or region. William B. Ragan, 1996 (in S. Nasution, 2014: 5) said that the curriculum in a broad sense "Covering the whole program and school life that is all the experiences of children under school responsibility. The curriculum does not only cover learning material but covers all life in the classroom. So the social relationship between teacher and student, teaching methods, how to evaluate including the curriculum ". According to Suprayekti (2003: 1.26), "Innovation can also be applied in elementary schools." The government urges elementary schools to implement the latest curriculum (integrated curriculum). Integrated curriculum in each learning activity can include several subjects integrated ".

In the current era in Indonesia used the 2013 curriculum. The 2013 curriculum offers something new in the world of education. In line with Marzuki (2014: 81): "The 2013 curriculum is a curriculum that is based on increasing the competency of students, integrated into thematic learning activities". The 2013 curriculum, uses a scientific approach in Ministry of Education Regulation No. 65 of 2013 concerning Educational Process Standards in Dasar and Medium. Scientific learning is learning that adopts scientific steps in building knowledge through scientific methods. The learning process touches three domains, namely, attitudes, knowledge, and skills.

Thematic Learning is a learning approach that integrates various subjects in various themes. Shoemaker, 1989 (in the 2013 Curriculum Syllabus: 1) defines an integrated curriculum (thematic) as "education organized in such a way as to cross the boundaries of subjects, bringing together various aspects of the curriculum into meaningful associations to focus on areas of study abroad. He views learning and teaching holistically and reflects the real, interactive world.

According to Marzuki (2015: 23) "lessons integrate the various competencies of the various subjects into a theme called the study is" thematic, "learning integrates various competency subjects into themes called" thematic. " Thematic learning is integrated learning that uses themes to link several subjects to provide meaningful experiences to students. According to Poerwadarminta, 1983 (in Rusman, 2015: 140) said that "the theme is the main thoughts or ideas that are the subject of discussion".

Thematic learning, using patterned thematic learning models, one of which is the Spider Web Model. Integrated thematic learning consists of various models. One of them was the Spider Web Model. The 2013 curriculum emphasizes learning with a scientific approach to integrated learning. Integrated learning, divided into several models, including the spider web model that should be mastered by educators. One learning strategy that can be mastered by educators in enhancing professionalism includes mastering the learning strategy of the spider web model. The spider web model is a model that starts from a thematic approach as a guide for materials and learning activities. Themes can bind learning activities both in certain subjects and across subjects. Themes as a means to achieve learning objectives are integrated into the subject matter, delivery procedures, and the meaning of learning experiences by students.

The application of the scientific approach in Sungai Ambawang State Elementary School has been implemented, but it has not been maximized. The lack of adequate infrastructure causes this because student books and teacher books that have been revised in 2017 have not yet reached the State Elementary Schools in Sungai Ambawang District. The demand for a scientific approach in integrated thematic learning is a must because there are instructions according to the regulations of the minister of education and culture. Besides, the government announced the enactment of all Elementary Schools implementing the 2013 Curriculum. However, in reality, on the ground, the implementation of the 2013 Curriculum was only implemented at SDN in Sungai Ambawang District.

According to data from the UPT of the Amba-wang River Education and Culture Office, there are 43 Schools in the Elementary School in Sungai Ambawang District. Twelve elementary schools have implemented Curriculum 2013 class I and IV for the three semesters in Sungai Ambawang District. There are two schools accredited A in Sungai Ambawang District, namely SD Negeri 07 Sungai Amba-wang and SD Negeri 36 Su-ngai Ambawang. The 2013 curriculum has been implemented, but its implementation has not been maximized. The reality on the ground, especially in Sungai Ambawang District, is that there are no student books and teacher books that have been ordered but have not yet arrived at the State Elementary Schools in Sungai Ambawang District, and educators should obtain the 2013 Curriculum training or training courses in Ambawang River Subdistrict Elementary School, the State Elementary School which has participated in the 2013 Curriculum curriculum is only partial. However, in reality, not all students of Sungai Ambawang State Elementary School educated optimally in the thematic learning of the spider web model, as well as in Sungai Ambawang Elementary School 07 and Sungai Ambawang State Elementary School 36 which were accredited with A.

Based on the background explanation, the general problem of this research can be formulated: Does the planning of scientific approach in the thematic learning of the spider web model in Sungai Ambawang District Elementary School is in accordance with Permendikbud Appendix IV Number 81 A 2013 and Permendikbud Attachment III Number 57 of 2013, How is the implementation of the Scientific approach in the thematic learning of the spider web model in Sungai Ambawang District Elementary school, and what are the obstacles in implementing the scientific approach in the thematic learning of the spider web model in Sungai Ambawang District Elementary school?

Research Method

The research method used in this research is a qualitative method with the type of descriptive research. According to Sugiyono (2016: 1), "Qualitative research methods are research methods used to examine natural conditions of objects." Meanwhile According to S. Margono (2014: 35), "Qualitative research focuses more attention on the formation of substantive theories based on concepts arising from empirical data." In line with William, 1995 (in Lexi J. Moleong, 2017: 5), "Qualitative research is the collection of data in a natural setting, using natural methods and carried out by people or researchers who are naturally interested." This method seeks to describe and explain the planning, implementation and barriers to the scientific approach in learning the spider web model in class IV in two elementary schools, namely 07 Ambawang River Elementary school and 36 Ambawang River Elementary school accredited A.

The research location was in the Amba-wang Sungai Aara Elementary School, which had An accreditation, namely: Two State Elementary Schools, namely SD Negeri 07 and SD Negeri 36 Sungai Ambawang, Kubu Raya Regency. The subjects of this study were grade IV educators and grade IV students, including Elementary School 07 Sungai Ambawang, consisting of 2 educators. Those who teach in class IV A and IV B. Students in class IV A are 32 people, consisting of 17 men and 15 women. Class IV B students consist of 30 people, consisting of 16 men and 14 women. While 36 Ambawang River Elementary School, consists of 1 educator who teaches in class IV. Class IV students numbered 20 people, consisting of ten men and women. Timing This study began on January 15 after researchers obtained permission to collect data in the field until 31 March 2018.

Data Sources, According to Sugiyono (2011: 225), states, "when viewed from the data source, it can use primary sources and secondary sources." (1). Primary data sources According to Sugiyono (2011: 225), "primary data sources are data sources that directly provide data to data collection." Primary data sources in this study are (a) Educators, as the main actors in

managing all kinds of activities in learning. Educators in this study were educators grade IV A SDN 07 Sungai Ambawang, educators grade IV B SDN 07 Sungai Ambawang, educators grade IV SDN 36 Sungai Ambawang; (b) Students were the second source of research because students were the target and determinant the success of what has been done by an educator. Students in this study were students of class IV-A SDN 07 Sungai Ambawang, students of class IV B SDN 07 Sungai Ambawang and students of class IV SDN 36 Sungai Ambawang; (c) Principal as the third primary data source. Namely: Principal of Sungai Ambawang Elementary School 07, and Principal of Sungai Ambawang 36 Elementary School. (2.) Secondary Data Sources, According to Sugiyono (2011: 225), "Secondary data sources are data sources that do not directly provide data to data collectors, for example, through other people or documents." Secondary data in this study are the Learning Implementation Plan (RPP) compiled by the fourth-grade SDN 07 Sungai Ambawang educator and the fourth-grade SDN 36 River Ambawang educator, as well as the results of observations during class learning in the form of research notes, research documentation at each school photo. According to Bogdan and Biklen, 1982 (in Lexi J Moleong, (2017: 160) Photos can be used in qualitative research, namely photographs produced by people and photos created by researchers themselves. Photos can be utilized in qualitative research, i.e., photos produced people and photos produced by the researchers themselves, according to Lexi J Moleong, (2017: 160) Photos can provide an overview of the journey, the history of the people in it.

Data Collection Process, According to Burhan Bungin (2007: 111-130), "There are three methods used to collect data in qualitative research, namely: (1) observation of participation, (2) in-depth interviews, (3) documentation studies ". The three data collection methods are as follows:

1. Observation of participation: observation is a data collection method used to collect research data through observation and sensing. In direct observation activities, researchers see and directly observe the activities carried out in the learning process and record the events that occur in the observation sheet. In this study, researchers observed learning activities using scientific approaches in the thematic learning of spider web models. Observation guidelines for grade IV educators.
2. In-depth interview in this research is the process of obtaining information for research purposes by means of question and answer during face to face between informant interviewers or interviewee. This interview can be conducted on teachers and students. It aims to obtain more in-depth information about the learning process that has been carried out, as well as the impression they feel during the learning process and the constraints felt by the teacher regarding the implementation of the scientific approach in learning spider web models. According to Lexi J Moleong (2017: 186): An interview is a conversation with a specific purpose. The discussion was carried out by two parties, namely interviewer, who raised questions and interviewed (interviewee). In-depth interviews were conducted with educators for grade IV SD Negeri 07 Sungai Ambawang, educators at grade IV SD Negeri 36 Sungai Ambawang, students at grade IV SD Negeri 07 Sungai Ambawang, students at grade IV SD Negeri 36 Sungai Ambawang, principals at SD Negeri 07 Sungai Ambawang, and the Principal of 36 Ambawang River Elementary school.
3. Documentation studies in this study are collecting data by collecting documents related to the learning process, such as syllabus, curriculum, lesson plans, and other documents relating to the learning process in schools. In this study, documentation studies such as syllabus, curriculum, lesson plans, and other documents related to the learning process at two schools, namely Sungai Ambawang 07 Elementary School and 36 Ambawang River Elementary School.

Data Analysis, According to Miles and Huberman, 1984 (in Sugiyono (2016: 91-99), "there are three qualitative data analysis techniques. The analysis techniques consist of: (1) Data

Reduction, (2) Data Display (Presentation Data), (3) Conclusion Drawing ", can be seen in the chart below:

Fig. 1 Components in Data Analysis (Interactive Model)

1. Data reduction

Data obtained in the field, collected, then summarized, choose the main things, focus on essential things, look for themes and patterns. Thus the data that has been reduced will provide a clearer picture and make it easier for researchers to carry out further data collection and look for it if necessary. So that data about the scientific approach in learning the spider web model, from the planning, implementation, and evaluation of learning is collected and then summarized

2. Data display: After the data has been reduced, the next step is to display the data. Through the presentation of these data, the data is organized, arranged in a relationship pattern so that it will be easier to understand. This study presents the data in narrative text. The data that has been summarised from the scientific approach in learning the spider web model is organized, arranged in a relationship pattern so that it becomes a narrative text.

3. Conclusion drawing (initial conclusions): the initial conclusions proposed are still temporary, supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions raised are credible. Exposing the data about the scientific approach to learning the spider web model can be drawn from a credible conclusion.

Checking the Validity of Findings

The research used triangulation (triangulation) techniques to ensure complete data/information and high validity and reliability. According to Sugiyono (2011: 241), triangulation is defined as a data collection technique that combines itself as a data collection technique and an existing data source. According to Sugiyono (2016: 127) describes "three types of triangulation, namely: (1). Triangulation of sources, (2). Triangulation of techniques, (3). Triangulation of time ".

Triangulation The research that researchers will do is as follows:

1. The triangulation of sources is exploring the truth of certain information through various methods and sources of data acquisition. For example, aside from interviews and observations, research uses participatory observation, written documents, supporting documents and pictures or photographs.
2. The triangulation of techniques is done by comparing different information or data. For example, data obtained by interview, then checked by observation, study documentation.

Results and Discussion*Results*

This research was conducted with activities that included 1) observation, 2) interviews, and 3) documentation studies. Findings of a scientific approach to planning in the thematic learning of spider web models in Class IV SD Negeri 07 Sungai Ambawang and SD Negeri 36 Sungai Ambawang: in making plans in the form of RPP with a scientific approach in learning spider web models carried out in accordance with Permendikbud Annex IV Number 81 A of 2013, namely a. review syllabus, b. identify learning material, c. setting goals, d. developing learning activities, e. the description of the type of assessment, f. determine the time allocation, g. determine learning resources and in accordance with the Ministry of Education and Culture Appendix III Number 57 of 2014 namely determining the theme, determining the objectives / basic competencies of several subjects, selecting initial activities to introduce the overall theme, designing learning and activities that can introduce the theme, connecting all activities which has been done. The components of the RPP (Learning Implementation Plan) are school identity, semester classes, themes/sub-themes, time allocation, initial activities, core activities, closing activities, learning media, book sources, assessment.

Findings of the Implementation of Scientific Approach in Thematic Learning Model of Spider Webs in Class IV SDN 07 Sungai Ambawang and SDN 36 Sungai Ambawang: well done. Learning with a scientific approach in learning the spider web model can be carried out well-supporting aspects of learning activities have been prepared through a series of preparatory activities that mature. The process of implementing learning in grade IV of Ambawang River 07 Elementary School with a scientific approach in the thematic learning of the spider web model, in general, is in accordance with the learning plan prepared earlier. The implementation of learning is in accordance with the lesson plan (lesson plan) through three stages, namely preliminary activities, core activities, and closing activities. The participation of students is highly emphasized because students who are active in finding out are not notified with regard to the material. Educators guide students to do 5 M: observing, asking questions, gathering information, associating and communicating. At the implementation of a scientific approach to carrying out scientific activities, among others: a, observing such activities as reading, listening, listening, seeing (without or with tools), b. ask questions such as asking questions about things you don't know about the material. In the questioning activity, some students lack self-confidence, ashamed to ask questions or express their opinions both on the bench or in front of the class (communicating). But in general, the students have begun to dare to ask questions, c. collect information such as activities conducting experiments, reading sources other than textbooks, observing objects/events, activities, or interviews with resource persons, d. associate/process information/reasoning such as the activity of gathering information based on data, characteristics, or available evidence to conclude, e. communicating activities such as conveying the results of observations, conclusions, based on the analysis orally, in writing or other media. Students who dare to express their opinions are only partly, and some are still embarrassed to express opinions individually or in groups.

Findings of inhibiting and supporting factors for learning the implementation of a scientific approach in the thematic learning of spider web models in Class IV SD Negeri 07 Sungai Ambawang and SD Negeri 36 Sungai Ambawang: Based on interviews and observations in Class IV SDN 07 Sungai Ambawang and SDN 36 Sungai Ambawang when Teaching and Learning Activities (KBM) take place, it appears that some or some students have not been able to follow the learning process optimally. It is due to differences in students' characteristics (internal) such as differences in intellectual abilities, talents, interests, skills, learning styles etc., lack of adequate infrastructure such as teacher books, 2013 curriculum books (external). The lack of maximal educator's ability to implement scientific approaches in the thematic learning of the spider web model is less facilitating other media such as learning

with audiovisual media (audiovisual usage is rarely carried out by educators or other media such as carts, models or artificial objects). Educators do not facilitate in terms of bringing in resource persons related to the subject matter, inaccurate allocation of time used in the implementation of learning because in each learning consists of several subjects. Inadequate infrastructure: students do not have the 2013 revised 2013 student book; some parents do not care about their children. The supporting factor is that the head of the school also provides support in the form of ordering student books and teacher books, downloading teacher book files and student books for school printing, a school library, internet network, school laptop, the existence of administrative staff, respecting differences individual characteristics of students, so educators teach and educate patiently, learners who lack intellectual ability to the material taught are held remedial, enrichment for students who are already proficient, the school holds meetings between educators, parents of students, school committees and principals to the progress of students in learning, the lack of time in exploring learning material by giving homework (homework) or follow-up so that the learning is complete. In addition to increasing the professionalism of educators by including education and training or holding a KKG (Teacher Working Group) to advance education so that student learning outcomes achieve satisfactory results.

Discussion

This research was conducted from January 15, 2018, until March 30, 2018, in class IV A and Class IV B of the Ambawang River 07 Elementary School and Class IV of the 36 Elementary School of the River Ambawang carried out with activities that included 1) observation, 2) Interview, and 3) documentation study. Planning a Scientific Approach to the Learning of the Spider Teacher Class IV Net Elementary School 07 Sungai Ambawang and 36 Ambawang River elementary schools can be presented in the form of a table as follows:

Table 1 Percentage of Observation Results in RPP Planning

Meeting	IVth Grade			Average
	A (SDN 07)	B (SDN 07)	SDN 36	
1	100 %	100 %	100 %	100 %
2	100 %	100 %	100 %	100 %
3	100 %	100 %	100 %	100 %
4	100 %	100 %	100 %	100 %

Aspects and indicators are met as much as 100%. Every learning must be based on a good plan, because good planning will have an impact on good implementation, so the expected goals can be achieved. It is in accordance with the opinion of Mohamad Syarif Sumantri (2015: 204) which states that planning can help achieve a target economically, on time and provide opportunities to be more easily controlled and monitored. In making learning plans, a scientific approach in learning the spider web model in Sungai Ambawang 07 Elementary School and 36 Ambawang River Elementary School are in accordance with Appendix IV Number 81 A of 2013, namely a. review syllabus, b. identifying learning materials, c. setting goals, d. developing learning activities, e. the description of the type of assessment, f. determine the time allocation, g. determine the source of learning and in accordance with Permen-Dikbud Appendix III Number 57 of 2014 with the steps, among others: (1) determining the theme (carried out based on school provisions in accordance with the syllabus, Curriculum 2013, not obtained from the results of discussions between teachers or discussions with learners; (2) determine the primary goals/competencies of several subjects that can be achieved through the chosen theme; (3) select initial activities to introduce themes and; (4) designing learning in the form of lesson plans and

5) connecting all activities that have been carried out so that students understand (meaningful), in accordance with Ministry of Education and Culture Regulation no 57 years (2014: 223).

Implementation of Scientific Approach in Thematic Learning of the Labab-profit Net Model conducted by Educators of Class IV SDN 07 Sungai Ambawang and SDN 36 Sungai Ambawang is done well. The results of interviews conducted with the Principal obtained data that in SD Negeri 07 Sungai Ambawang and SD Negeri 36 Sungai Ambawang have implemented a scientific approach in learning the spider web model. In addition, this was also strengthened by observational data. conducted by researchers for 12 times that the scientific approach in the thematic learning of the spider web model has been implemented in class IV SDN 07 Sungai Ambawang and SDN 36 Sungai Ambawang in tabular form as follows:

Table 2 Percentage of Observation Results of Learning Implementation

Meeting	IVth Grade			Average
	A (SDN 07)	B (SDN 07)	SDN 36	
1	80,18 %	80,18 %	83,65 %	81,33 %
2	86,32 %	86,32 %	89,9 %	87,52 %
3	91,04 %	91,03 %	92,78 %	91,61 %
4	92,79 %	92,78 %	93,75 %	93,10 %

The average percentage of the results of observations of educators grade IV A SDN 07 Sungai Ambawang (87.37%), educators grade IV B SDN 07 Sungai Ambawang (87.37%) and educators grade IV SDN 36 Sungai Ambawang (90.02%) So the overall observations towards educators in implementing the scientific approach in the thematic learning of the spider web model is 88.39% (good category). Educators have carried out a scientific approach in the thematic learning of the spider web model, fulfilling aspects and indicators that have been predetermined and in accordance with the learning plans that have been made. RPP (Learning Implementation Plan) scientific approach in learning the spider web model is created by Class IV educators themselves and is guided by the syllabus, as well as teacher books and student books in the 2013 Curriculum can be used as a reference, so that the creativity of educators is one of the factors that must have. In line with the opinions expressed by E. Mulyasa (2015: 41), "teacher creativity is an important factor that has a big influence, even very determining the success or failure of students in learning." The scientific approach in the thematic learning of the spider web model includes five activities, namely: observing, asking, experimenting, associating, and communicating. The steps of the KBM (Teaching and Learning Activities) are the initial activities (apperception, core activities, and closing activities). Integrated thematic learning combines multi-disciplines or various subjects that are bound by one theme. Scientific activity 5 M: observe, ask questions, gather information/try, reason/associate, and communicate according to Marzuki's opinion (2015: 24). Scientific activities 5 M: observe, ask questions, gather information/try, reason/associate, and communicate in class IV at SDN 07 Sungai Ambawang and SDN 36 Sungai Ambawang are as follows: the recapitulation of the average 5 M scientific activities are presented in tabular form as follows :

Table 3 Average Scientific Activity Results

IVth Grade	Scientific Activity					Average
	I	II	III	IV	V	
A (SDN 07)	81	59	81	80	79	76
B (SDN 07)	85	48	82	81	82	75,5
SDN 36	84	52	82	80	80	75,8
Average	84	52	82	80	80	75,8

From the table above the percentage of observing activities (84%), asking questions (52%), gathering information/trying/experimenting (82%), processing information / associating / reasoning (80%), and communicating (80%) %, So the total average of scientific activities reached 75.8% (good category). However, the questioning activity was still in the inadequate category. It was due to 52% of students who had conducted questioning activities, yet 48% of students were embarrassed to ask questions or don't know about the material being taught. It is because of differences in students' characteristics in intellectual abilities, interests, talents, skills, learning styles etc. Inhibiting factors and learning support factors that implement a scientific approach in learning spider web models in class IV SDN 07 Sungai Ambawang and SDN 36 Sungai Ambawang. Inhibiting factors in Teaching and Learning Activities (KBM) take place. It appears that some or some students have not been able to follow the learning process optimally. It is the difference in the characteristics of students, differences in interests, talents, skills, intellectual abilities (internal) or other things such as lack of adequate infrastructure because each student does not yet have a student book revised 2017 Curriculum 2013, some parents do not care towards their children (external), some students lack self-confidence, ashamed to ask questions or express their opinions both on the bench and to come to the front of the class (communicating). Students are getting used to scientific activities: observing, asking questions, gathering information / trying, negotiating / reasoning and communicating. Supporting factors are adequate school facilities and infrastructure. The Principal provides support in the form of ordering student books and teacher books, and educators are always motivated to be patient in educating and teaching because students are individuals who have different characteristics in their intellectual abilities, interests, talents and skills, material not understood by students held a remedial, enrichment for students who are already proficient, schools hold meetings between educators, parents of students, school committees and principals for the progress of students in learning, lack of time in learning material by giving homework or follow-up so that learning complete. In addition to increasing the professionalism of educators by including education and training or conducting KKG (Teacher Working Group) to advance education so that students' learning outcomes achieve satisfactory results. In overcoming these obstacles, the principal ordered teacher books and student books for the 2017 Curriculum 2013 revision, differences in the characteristics of learners should be responded to by educators patiently, the existence of libraries as a means to promote the school literacy movement, the holding of student parents' meetings, the teaching council, the school committee, the principal for the progress of student learning, education and training for teaching staff and KKG (Teacher Working Group), for lack of time by giving homework assignments (homework), for students whose learning outcomes are low, educators call parents of students or go to students' homes to be able to discuss with students' parents about the students' learning abilities.

Conclusions and Suggestions

Conclusions

Based on the results of research and discussion, the following conclusions can be drawn:

1. RPP planning with a scientific approach in learning the spider web model in grade IV SD Negeri 07 Sungai Ambawang and SD Negeri 36 Sungai Ambawang have been carried out in accordance with Permendikbud Appendix IV Number 81 A of 2013 and in accordance with Permendikbud Attachment III Number 57 of 2014.
2. The implementation of the scientific approach in the learning of the Spider Web Model in class IV at SDN 07 Sungai Ambawang and SDN 36 Sungai Ambawang has been carried out well which includes activities: 1) observing; 2) ask questions; 3) reasoning; 4) try; and 5) communicating. Each step has been implemented well but sometimes not carried out in

sequence, adjusted to the Basic Competencies, and the material delivered. Educators compile their lesson plans to design learning based on the syllabus and teacher's book.

3. Barriers for students in the implementation of learning activities that implement a scientific approach to learning spider web models in class IV in SDN 07 Sungai Ambawang and SDN 36 Sungai Ambawang lack adequate means of support, such as students, teacher's book, laptop, internet network. Differences in student characteristics in terms of intellectual abilities, interests, talents and skills, some parents are less concerned about their children. Barriers for grade IV educators are less than maximal educators in mastering appropriate learning strategies, lack of training to improve good learning, Educators in determining themes should be according to students' interests which differ in characteristics but are challenging to implement, The reality is in determining the themes and sub-themes adapted to the syllabus and the 2013 curriculum.

Suggestions

Based on the results of research and discussion, the following conclusions can be drawn:

1. RPP planning with a scientific approach in the thematic learning spider web models should be made to help achieve the goal.
2. Implementation of a scientific approach in the thematic learning of the spider web model that includes activities: 1) observing; 2) ask questions; 3) gathering information; 4) processing information; and 5) communicating, conditioned learning collaboratively. So that students are more active think critically, learning is meaningful, contextual and enjoyable.
3. Barriers that exist as motivation to always find the best solution for the advancement of education.

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Volume 2 | Nomor 2 | Mei | 2019, Page 46-56

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