



Contents lists available at [Journal IICET](https://journal.iicet.org)
Jurnal EDUCATIO (Jurnal Pendidikan Indonesia)
ISSN: 2476-9886 (Print) ISSN: 2477-0302 (Electronic)
Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



Assessing the Validity, Practicality, and Effectiveness of Thematic-Integrative Teaching in Elementary Education

Salma Wati¹, Aqodiah^{1*}, Mappanyompa¹

¹Primary School Teacher Education Program (PGMI), Universitas Muhammadiyah Mataram, Indonesi

Article Info

Article history:

Received Oct 12th, 2024
Revised Aug 20th, 2024
Accepted Aug 26th, 2024

Keywords:

Teaching materials;
Integrative thematic;
Validity;
Practicality;
Effectiveness;
Elementary education.

ABSTRACT

This study aims to evaluate the validity, practicality, and effectiveness of integrative thematic teaching materials used in elementary schools over the past decade. A quantitative meta-analysis was conducted, synthesizing data from 46 studies published between 2013 and 2023. The studies were selected based on strict inclusion and exclusion criteria, which included focusing on research that utilized the ADDIE or 4-D models for the development of thematic teaching materials. Both fixed-effects and random-effects models were applied to ensure comprehensive and robust results. Data were gathered from national and international databases, focusing on studies with representative sample sizes, and those aligned with the elementary school curriculum. The results showed that the validity of the teaching materials reached 81%, indicating strong alignment with curriculum standards. The practicality score was 85%, reflecting the ease of use and implementation of these materials in classroom settings. The effectiveness was rated at 86%, demonstrating their positive impact on improving student learning outcomes. These findings suggest that integrative thematic teaching materials are highly reliable and applicable for elementary education. The practical implications of this research are significant for educators, curriculum developers, and policymakers. The study highlights the potential for these materials to enhance curriculum development and teacher training programs, making them valuable tools for improving the overall quality of education. Therefore, this study emphasizes the need for wider adoption of thematic learning materials in elementary education to foster more engaging, effective, and contextually relevant learning experiences for students.



© 2024 The Authors. Published by IICET.

This is an open access article under the CC BY-NC-SA license
(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

Corresponding Author:

Salma Wati,
Primary School Teacher Education Program (PGMI), Universitas Muhammadiyah Mataram, Indonesi
Email: salmawati010520@gmail.com

Introduction

Education, as a main pillar in societal development, consistently undergoes significant transformations in line with the progress of the times (Suryaman, 2020). In the current era of globalization, the demand to prepare the younger generation with relevant skills and knowledge is becoming increasingly urgent (Wahid & Hamami, 2021). However, one of the challenges faced by educators, particularly at the elementary level, is how to deliver learning that is both engaging and contextually relevant. Elementary schools play a crucial role in establishing both academic and character foundations for students (Yuwono, 2020), and in this context, the learning approach used is critically important (Suardipa, 2020).

Integrative thematic teaching materials represent a rapidly developing approach, offering a more comprehensible, sustainable, and contextually focused way of presenting learning content (Prayekti & Nugraha, 2020). This approach integrates various subjects into themes that are meaningful for students, aiming to increase their engagement and interest in the learning process (Febriani, 2021). Despite its growing popularity, prior

studies have not fully addressed key aspects such as the long-term validity, practicality, and effectiveness of these materials, particularly in the context of elementary education. This gap is crucial, as educators and curriculum developers require reliable evidence to guide the adoption and refinement of these teaching materials.

Existing research on integrative thematic teaching has largely focused on short-term implementations or specific subject areas (Shanthi & Maghfiroh, 2020; Pelulessy, 2024). However, evaluations of these materials over extended periods, such as a decade, are scarce. Moreover, while there is acknowledgment of the general benefits of the integrative approach, few studies have systematically analyzed its performance in terms of validity (ensuring the content aligns with curriculum standards), practicality (ease of implementation), and effectiveness (ability to achieve learning objectives). This study seeks to fill this gap by conducting a comprehensive evaluation of these three dimensions using a quantitative meta-analysis, offering insights that have yet to be explored in previous literature.

In relation to these aspects, theoretical foundations such as the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) and the 4-D model (Define, Design, Develop, Disseminate) are instrumental in the development of teaching materials. Validity refers to the extent to which these materials align with educational goals and curriculum standards, while practicality focuses on how easily the materials can be used by educators in real classroom settings. Effectiveness measures whether students achieve the desired learning outcomes when using these materials. Understanding these concepts and how they relate to integrative thematic learning is essential for providing a clear framework for evaluation and comparison across studies.

The urgency of this research lies in the increasing complexity of challenges faced by today's educators in Indonesia and globally. The integrative thematic approach, which aligns with contemporary pedagogical trends emphasizing contextual and interdisciplinary learning, requires rigorous long-term evaluation to ensure it meets the evolving needs of elementary education. Additionally, while thematic teaching has been widely recommended, evidence on its consistent performance in terms of validity, practicality, and effectiveness is limited, particularly over extended periods. This study thus aims to provide critical empirical data that will support future curriculum development and teacher training.

Through a meta-analysis of 46 studies conducted over the past decade, this research offers a unique contribution by consolidating and analyzing long-term data on integrative thematic teaching materials. By focusing on three key metrics—validity, practicality, and effectiveness—this study seeks to provide clear recommendations for educators and policymakers to enhance the quality of teaching materials in elementary education. Furthermore, the use of a quantitative meta-analysis methodology provides a novel approach to evaluating these materials, offering insights that are both statistically rigorous and practically relevant.

Method

This study employs a quantitative meta-analysis approach, specifically utilizing both fixed-effects and random-effects models to ensure comprehensive analysis of the validity, effectiveness, and efficiency of integrative thematic teaching materials at the elementary school level. The objective of this research is to further analyze how these materials perform over time, with a focus on their alignment with curriculum standards.

Data were collected based on established inclusion and exclusion criteria from various national and international databases, including academic journals, conference proceedings, and relevant educational publications. The inclusion criteria for the studies considered are as follows: First, the research must utilize a developmental research design as a methodological foundation. Second, the sample size (N) must be sufficient for the evaluation results to be considered representative, ideally involving at least 30 participants per study. Third, the learning platform must include learning materials specific to subjects validated and developed using the ADDIE or 4-D models. Fourth, the publication year of the studies included must range from 2013 to 2023 to ensure relevance to contemporary educational practices. Fifth, the search must include specific keywords such as “thematic,” “integrative thematic,” and “Elementary School.”

The exclusion criteria involve studies that do not meet the outlined inclusion criteria, such as those that do not employ a systematic approach or have an insufficient number of participants. Additionally, publications that fall outside the specified date range, lack relevant keywords, or do not provide adequate information on the efficacy, effectiveness, and cost-effectiveness of product trials were excluded from the meta-analysis. This rigorous filtering process ensures that only relevant and high-quality studies contribute to the findings.

The research activities are structured into several key phases: (1) Identification of studies—this involves searching for and identifying studies related to the research topic while selecting data sources that meet the established inclusion and exclusion criteria; (2) Evaluation and selection of studies—assessing the quality and relevance of the identified studies according to predetermined quality criteria, including the methodological rigor and context of each study; (3) Data extraction—collecting essential data from each selected study, which

includes information on research design, sample size, measured variables, and key reported results, while ensuring consistency to facilitate meaningful comparisons across studies; and (4) Statistical analysis and synthesis—performing statistical analyses on the extracted data using software tools such as RevMan or Comprehensive Meta-Analysis, integrating results from various studies to provide a comprehensive overview, and visually presenting the results to draw conclusions based on the cumulative findings.

Once the relevant cases have been identified, a detailed extraction process will be followed. Data will be systematically coded to ensure reliability, with specific protocols in place to maintain the validity of the data collected. This includes double-checking the coding process and utilizing inter-rater reliability measures. An assessment of the methodological quality of each study will also be conducted to ensure the reliability and validity of the findings. With this structured approach, this study aims to provide in-depth insights into the levels of validity, practicality, and effectiveness of integrative thematic teaching materials at the elementary school level, thereby contributing valuable information to the field of education.

Results and Discussions

Data Description

The results indicate that 46 data points collected met the established inclusion and exclusion criteria. These data points were selected through a rigorous screening process, ensuring that only relevant studies were included in the meta-analysis. The validity aspect of this research shows that the data collected is consistent with the parameters set to measure the quality and validity of the obtained information. The criteria for validity include alignment with educational standards and methodological soundness of the studies included. In terms of operational practicality, all data were efficiently collected and aligned with the research objectives, allowing for a coherent analysis of the findings.

An analysis of these 46 data points was conducted to measure the effectiveness of the materials, revealing that the research objectives were achieved with significant outcomes in describing the situation studied. This confirms that the research is not only valid and practical but also effective in achieving the predetermined goals. Furthermore, the data were used to determine the Effect Size (ES) and Standard Error (SE). The Effect Size (ES) is a measure used to indicate the magnitude of the effect or difference between groups and methods in the research, measured using the effect size metric. It is computed using Cohen's *d* for studies that report means and standard deviations, while odds ratios are calculated for studies that report categorical outcomes. The effect size allows researchers to assess the significance of findings in a meta-analysis, regardless of sample size.

The Standard Error (SE) is a statistical measure that indicates the extent of variation of sample values from the mean. In the context of meta-analysis, the Standard Error (SE) is used to calculate the confidence interval of the effect size, which provides an indication of the reliability of the meta-analysis results. The calculations for both ES and SE were performed using comprehensive statistical software (e.g., RevMan), ensuring accurate and consistent results across studies. In meta-analysis, the use of SE to calculate confidence intervals helps ensure that the results obtained have high reliability, giving researchers confidence that their findings are not merely the result of sample variability. Therefore, this analysis helps affirm the validity and significance of the differences identified between groups or methods in the research. The average Effect Size (ES) and Standard Error (SE) for each category can be seen in Figure 1.

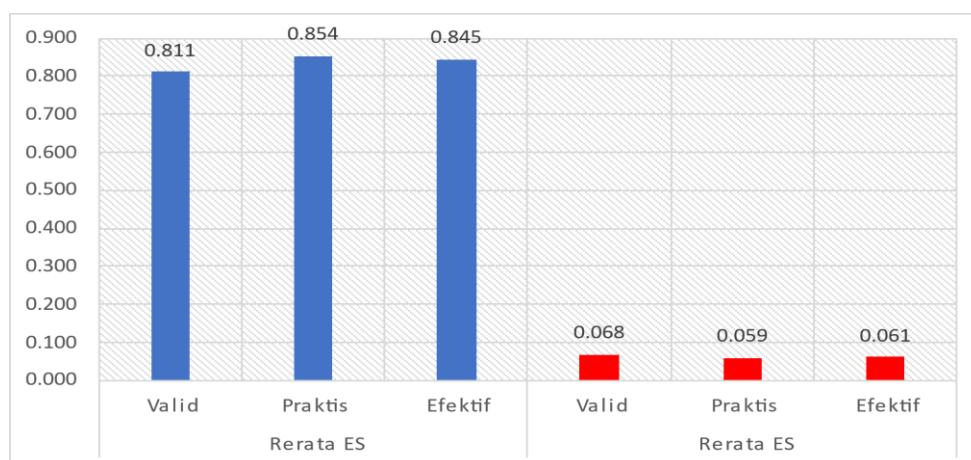


Figure 1 <Average Effect Size (ES) and Standard Error (SE) for Each Category>

The data in Figure 1 show the mean Effect Size (ES) and Standard Error (SE) for various aspects of this study. For validity, the mean ES is 0.811, with an SE of 0.854, indicating that the development of learning materials has a significant impact on improving product validity. This result provides confidence that integrative thematic teaching materials can be relied upon to support learning at the elementary school level. For practicality, the mean ES is 0.854 with an SE of 0.068. This result shows that the developed learning environment is easy to use and practical to implement in the context of elementary education.

Thus, the decade-long evaluation of the validity, practicality, and effectiveness of integrative thematic teaching materials in elementary schools not only positively impacts data validity but also demonstrates practicality in application. Meanwhile, for effectiveness, the mean ES is 0.059 with an SE of 0.061. Although this is lower compared to other aspects, the result still indicates that the learning program is effective in achieving its educational objectives. To contextualize these findings, further investigation is needed to compare the effectiveness of integrative thematic teaching materials with conventional approaches.

Overall, the research demonstrates that integrative thematic teaching materials are sufficiently effective, valid, and practical for supporting the learning process. This finding is consistent with prior studies, which indicate that materials designed with a thematic-integrative approach can enhance student engagement and comprehension.

Product Validity According to Expert Panels

This study aims to estimate the impact value of observed variables by considering both fixed-effects and random-effects models. The fixed-effects model assumes that all studies in the meta-analysis estimate the same effect, while the random-effects model accounts for variability between studies. Subsequently, the study conducts a residual heterogeneity test to assess whether the remaining variability among studies is homogeneous. This test is crucial to determine whether the observed differences among cases can be explained by random variation or if other factors are influencing them. Finally, variable tests are conducted to ensure each variable's contribution to the final research outcome. This test helps identify how much each variable affects the results and whether any variables have a dominant influence.

The results of all analyses will provide a deeper understanding of the value and effectiveness of integrative thematic teaching materials at the elementary school level. This research offers insights into the potential use of integrative thematic curricula in elementary schools over the next ten years, highlighting its effectiveness in enhancing the learning process and its validity and practicality as educational tools. Thus, this study not only provides robust empirical data but also strategic direction for the development and implementation of education in the future, offering insights into the factors influencing the research outcomes. The outputs of the JASP analyses are presented in Tables 1 and 2. The statistical analysis results presented in Table 1 indicate significant findings for the omnibus coefficient test of the model, with a Q value of 570.826 and a p-value <0.001. This result signifies that the model used in this study has a significant impact in measuring the effect of the identified variables on the outcomes of the integrative thematic learning platform evaluation. However, the same table shows that the Q value for the residual heterogeneity test is 1546.449 with a p-value of 0.001, indicating that the residual variance among the studies included in the meta-analysis is significant. This finding provides further evidence of the consistency of the assessment results, justifying the remaining variability among the subjects in our study.

Table 1 <Fixed and Random Effects>

	Q	df	P
Omnibus test of Model Coefficients	570.826	1	< .001
Test of Residual Heterogeneity	1546.449	45	< .001
Note. p -values are approximate.			
Note. The model was estimated using Restricted ML method.			

Table 2 <Coefficients>

	Estimate	Standard Error	z	p
intercept	0.811	0.034	23.892	< .001

Table 2 reports a coefficient estimate of 0.881, a z-value of 23.892, and a p-value <0.001. These results indicate that the visual variable plays a significant role in the evaluation of the integrative thematic learning platform in elementary schools over the past decade. The statistical analysis in Table 2 supports the findings and emphasizes the importance of integrative thematic learning in enhancing the quality of education at the elementary level. The implications of these findings provide clear guidance for the development and

implementation of integrative thematic learning platforms within the context of elementary education. The distribution of the data can be viewed in the scatterplot in Figure 2.

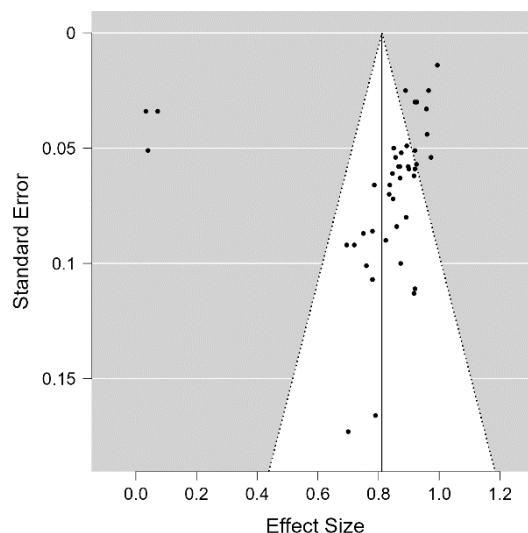


Figure 2 <Distribution of Effect Size Values for Validity Testing>

Figure 2 shows a well-distributed data set with no clear aggregation of outputs, indicating diversity and subjectivity among the studies included in the meta-analysis. The analysis reveals a random effect (RE) sample size of 0.81, with a range from 0.74 to 0.88. This value reflects the consistency of the sample in controlling random differences among relevant studies. The minimal and maximal RE values approaching the average indicate the reliability and stability of the interpretation of the integrative thematic learning evaluation results over the past decade. These results provide a strong foundation, confirming the validity and reliability of the research findings and contributing to a deeper understanding of the impact of integrative thematic learning platforms in the context of basic education. The implications of these findings are expected to influence effective educational policies and practices in the future.

Practicality Level According to Product Testing

Table 3 <Product Testing>

No	Category	N	Q	p-value	z-value	RE Model
1	Practical	46	817.876	0.001	28.599	0.86 [0.80, 0.92]

Table 3 shows that among the data meeting the validity criteria for practicality testing, 46 data points were used. The heterogeneity test results indicate a Q-value of 817.876, a p-value of 0.001, and a z-value of 28.599. The RE sample in the table has a value of 0.86, with values ranging from 0.80 to 0.92. These results demonstrate that, in the practical testing, the model performs well across studies, with an RE value approaching 1 indicating better consistency across the data used. The findings show that the RE value of the model in practicality testing is quite close to one, although the RE value in practicality testing (0.86) still indicates that it is sufficiently robust for research purposes. The data distribution can be seen in Figure 3.

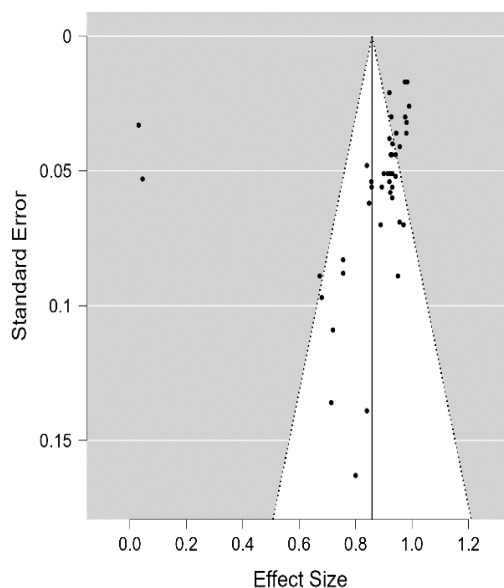


Figure 3 <Distribution of Effect Size Values for Practicality Testing>

Figure 3 shows a well-distributed dataset, with no apparent publication bias, indicating diversity and objectivity among the studies included in the meta-analysis.

Effectiveness According to Product Testing

Table 4 <Product Testing>

Category	N	Q-value	p-value	z-value	RE Model
Effectiveness	46	797.085	0.001	28.323	0.85 [0.79, 0.91]

Table 4 shows that among the data meeting the validity criteria for effectiveness testing, 46 data points were used. The results of the heterogeneity test yielded a Q-value of 797.085, a p-value of 0.001, and a z-value of 28.323. The RE sample in the table has a value of 0.85, with values ranging from 0.79 to 0.91. These results indicate that, in terms of effectiveness testing, the model performs well across all studies, with an RE value close to 1 indicating better consistency across the data used. The findings suggest that while the RE value for effectiveness testing (0.85) is slightly lower than that for practicality testing, it still indicates a robust performance for research purposes. The data distribution is shown in Figure 4.

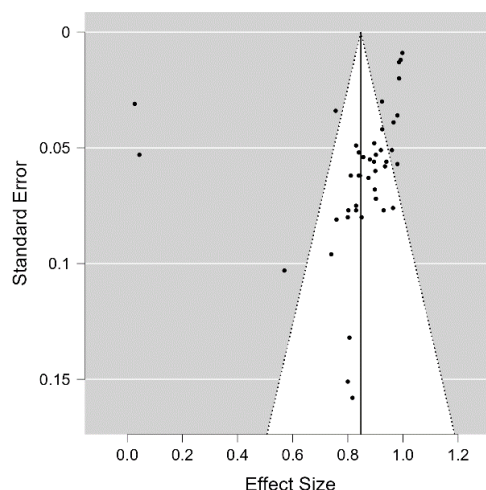


Figure 4 <Distribution of Effect Size Values for Effectiveness Testing>

The distribution of effect size (ES) values for effectiveness testing, as shown in Figure 4, demonstrates a well-distributed dataset with no apparent publication bias. This indicates the diversity and objectivity of the studies included in the meta-analysis. Although the practicality test values are slightly higher than the effectiveness test values, both metrics remain within a relatively close range, indicating good consistency in addressing variability across studies in both aspects.

Discussion

The research findings reveal that the validity level of the educational platform achieved an Effect Size (ES) of 0.81, indicating high quality and suitability for supporting the learning process at the elementary education level. This value suggests that the integrative thematic teaching materials meet established educational standards and are aligned with curriculum goals. In meta-analysis, an ES of 0.81 is considered large, signifying that the thematic materials have a substantial impact on improving learning outcomes. This result underscores the necessity of these materials in elementary education, supporting the argument that they play a critical role in enhancing the quality of education. These findings are consistent with previous research by Muntaha et al. (2019), where thematic teaching materials developed using the ADDIE model showed an ES of 80% in improving language comprehension and subject mastery in elementary students.

The practicality level of the teaching materials reached 86%, demonstrating their high usability and ease of implementation in the classroom setting. A high practicality score reflects the materials' alignment with real-world educational needs, enabling teachers to efficiently integrate them into existing curricula. This finding is in line with Yetra (2019), who developed integrated thematic materials using the 4-D model. The materials showed a practicality Effect Size of 72%, which—though slightly lower than the current study's result—further validates the integrative thematic approach's effectiveness in facilitating learning. The consistency of these findings across various studies suggests that integrative thematic teaching materials not only support learning but also simplify the instructional process, making them practical tools for teachers.

Effectiveness, the third major aspect of this evaluation, achieved a mean ES of 0.85, indicating that these teaching materials are highly effective in supporting the learning process at the elementary level. An ES of this magnitude signals a robust positive effect on students' academic performance, particularly in improving subject comprehension and fostering student engagement. These results are corroborated by Damayanti & Perdana (2023), who reported similarly high effectiveness scores in their evaluation of thematic e-modules, with an ES of 92.26% for thematic classes. Additionally, studies such as that by Sari (2021), who reported an ES of 85% in thematic integrative materials, further substantiate the positive influence of thematic teaching on student learning outcomes. These findings highlight the potential of thematic integrative teaching materials to significantly enhance elementary education quality.

Interpretation of Effect Size Values

The ES values observed in this study indicate substantial effects across all categories (validity, practicality, and effectiveness). In educational research, an ES of around 0.8 is generally considered large, implying that the integrative thematic teaching materials lead to significant improvements in learning outcomes. The high ES values reported for both practicality (0.86) and effectiveness (0.85) suggest that these materials not only function well in theory but also perform exceptionally in practical applications. This consistency across various measures indicates that thematic materials can be broadly applied in diverse educational settings with confidence in their success.

Connection with Previous Literature

The findings of this research are consistent with earlier studies that demonstrate the efficacy of thematic integrative teaching materials. For instance, Yetra (2019) and Muntaha et al. (2019) both reported similarly positive results, emphasizing the broad applicability and relevance of thematic learning approaches. The thematic integrative model has been shown to align well with contemporary pedagogical demands, particularly in promoting student-centered learning and contextualized instruction. Additionally, research by Zulvira (2022), who utilized the ADDIE model to develop STEAM-based thematic materials, supports the current findings that integrative approaches enhance both engagement and comprehension across a range of subjects.

Implications of the Findings

The results of this study suggest several important implications for educators, curriculum developers, and policymakers. First, the high validity and effectiveness scores confirm that thematic integrative materials can significantly improve student learning outcomes, especially when integrated into the elementary school curriculum. This highlights the need for continued development and refinement of such materials to ensure that they remain aligned with evolving educational standards. Additionally, the high practicality scores suggest that these materials are not only effective but also easy to implement, making them accessible tools for teachers. Schools and educational institutions should consider adopting these materials as part of their teaching strategies to enhance educational quality at the elementary level.

Study Limitations and Considerations

Despite the positive outcomes, there are several limitations to this study that should be acknowledged. One potential limitation is the quality of the studies included in the meta-analysis. While all selected studies met the established inclusion criteria, differences in research design, sample size, and methodological rigor could have influenced the results. Additionally, the use of a fixed-effects and random-effects model helps mitigate some variability, but further sensitivity tests should be conducted to assess the robustness of the findings. Another limitation lies in the potential publication bias, as studies with positive results may be more likely to be published and included in the analysis, thereby skewing the overall results. This bias is addressed through the heterogeneity tests and the balanced distribution of ES values observed across studies, but it remains an important consideration for interpreting the results.

Furthermore, this study focuses primarily on Indonesian elementary education, which may limit the generalizability of the findings to other educational contexts. Future research should explore the applicability of these findings in different cultural and educational settings to determine whether the same effects hold across diverse environments. Additionally, as with any meta-analysis, the inclusion of more recent studies could further enhance the robustness of the findings.

Conclusions

This study successfully evaluated the validity, practicality, and effectiveness of thematic-integrative teaching materials at the elementary level over a decade using quantitative meta-analysis methods. The analysis results indicate that these teaching materials have high validity with a score of 81%, confirming that the materials have undergone a thorough development process and meet current educational standards. This directly addresses the research goal of assessing the alignment of these materials with educational objectives, highlighting their reliability in supporting elementary school curricula.

Furthermore, the practicality level of these materials is also significant, reaching 86%. This indicates that the materials are not only well-developed but also easy to implement in real classroom settings, fulfilling the research aim of determining the usability of these teaching materials by educators. The effectiveness level reached 85%, demonstrating that thematic-integrative teaching materials can enhance student learning outcomes, thus validating the initial research objective to assess their impact on student performance in elementary education. These findings provide a solid foundation for further development and implementation of curriculum materials aligned with elementary education needs. More broadly, they emphasize the importance of integrating thematic teaching methods as part of standard teaching practices, suggesting that thematic-integrative materials can serve as effective tools to modernize and improve education quality across various contexts.

Implications and Recommendations

For educators, these findings offer practical guidance on selecting and implementing teaching materials that are not only easy to use but also highly effective in improving student engagement and understanding. Schools should consider adopting thematic-integrative teaching materials as part of their standard curriculum to foster a more cohesive and interdisciplinary learning environment. Policymakers and curriculum developers can use the results of this study as a basis for scaling up the use of thematic-integrative teaching approaches in elementary education. These materials have demonstrated high validity, practicality, and effectiveness, providing strong evidence that their broader implementation can enhance education quality at the national and even global levels. By embedding thematic learning into educational policies and frameworks, policymakers can support teachers in creating more engaging and contextually relevant learning experiences for students. In conclusion, this study underscores the necessity of using valid, practical, and effective thematic-integrative teaching materials to improve the quality of elementary education. Future research should explore how these materials can be adapted and implemented in diverse educational settings and investigate their long-term impacts on student learning and development. With the increasing demands of modern education, these materials offer a powerful tool for supporting educators and advancing curriculum innovation.

References

- Arum, D. M. (2023). Strategi Manajemen Pendidikan untuk Meningkatkan Kualitas Pendidikan di Era Digital. *JME Jurnal Management Education*, 1(2), 65–74. <https://doi.org/10.59561/jme.v1i2.70>
- Atmojo, S. E., & Artikel, I. (2018). Pengembangan Buku Ajar Tematik Berbasis Sets Untuk Menanamkan Konsep Sustainable And Renewable Energy Siswa Sekolah Dasar. *Refleksi Edukatika : Jurnal Ilmiah Kependidikan*, 8(2). <https://doi.org/10.24176/re.v8i2.2354>

- Damayanti, D. S., & Perdana, P. I. (2023). Pengembangan E-Modul Pembelajaran Tematik (EMOTIK) Berbasis Flipbook pada Tema 8 Subtema 1 Kelas V di Sekolah Dasar. *Jurnal basicedu*, 7(5), 2886–2897. <https://doi.org/10.31004/basicedu.v7i5.5932>
- Dasar, S., Donna, R., Egok, A. S., & Febriandi, R. (2021). Pengembangan Multimedia Interaktif Berbasis Powtoon Pada Pembelajaran Tematik Di Sekolah Dasar. *Jurnal basicedu*, 5(5), 3799–3813. <https://doi.org/10.31004/basicedu.v5i5.1382>
- Desyandri, D., & Vernanda, D. (2017). Pengembangan Bahan Ajar Tematik Terpadu di Kelas V Sekolah Dasar Menggunakan Identifikasi Masalah. *Prosiding Seminar Nasional HDPGSDI Wilayah IV Seminar Nasional HDPGSDI Wilayah 4*, 163–174. *Seminar Nasional HDPGSDI Wilayah 4*, 163–174. <http://repository.unp.ac.id/id/eprint/16836>
- Dhomiri, A., & Nursikin, M. (2023). Evaluasi Afektif Pada Pembelajaran Pendidikan Agama Islam di Sekolah. *Jurnal Pendidikan Dan Sosial Humaniora*, 3(1), 108–117. <https://doi.org/10.55606/khatulistiwa.v3i1.971>
- Febriani, R. (2021). Implementasi Penilaian Autentik pada Pembelajaran Tematik di Sekolah Dasar. *Mitra PGMI: Jurnal Kependidikan MI*, 7(2), 121–127. <https://doi.org/10.46963/mpgmi.v7i2.367>
- Triyana Yetra (2019). Pengembangan Bahan Ajar Tematik Terpadu Berbasis Model Discovery Learning Di Kelas Iv Sd Negeri 030 Palembang. *Jurnal Buah Hati*, 6(2), 175–189. <https://doi.org/10.46244/buahhati.v6i2.590>
- Muntaha, S., Budiman, M. A., & Widyaningrum, A. (2019). Pengembangan Media Pembelajaran Interaktif Macromedia Flash 8 pada Pembelajaran Tematik Tema Pengalamanku. *International Journal of Elementary Education*, 3(2), 178–185. <https://doi.org/10.23887/ijee.v3i2.18524>
- Nabila, S., Adha, I., & Febriandi, R. (2021). Pengembangan Media Pembelajaran Pop Up Book Berbasis Kearifan Lokal pada Pembelajaran Tematik di Sekolah Dasar. *Jurnal basicedu*, 5(5), 3928–3939. <https://doi.org/10.31004/basicedu.v5i5.1475>
- Nafsaka, Z., Kambali, K., Sayudin, S., & Widya Astuti, A. (2023). Dinamika Pendidikan Karakter Dalam Perspektif Ibnu Khaldun: Menjawab Tantangan Pendidikan Islam Modern. *Jurnal Impresi Indonesia*, 2(9), 903–914. <https://doi.org/10.58344/jii.v2i9.3211>
- Pelupessy, I. F. (2024). Efektivitas Metode Pendekatan Multidisipliner dalam Pembelajaran di Tingkat Sekolah Dasar. *Jurnal Penelitian Mahasiswa*, 3(1). <https://doi.org/10.58192/populer.v3i1.1665>
- Prayekti, H., & Nugraha, Y. A. (2020). Penerapan Model Pembelajaran Tematik Berbantuan Media Cd Interaktif. *Jurnal Analisa Ilmu Pendidikan*, 1(2), 22–28. <https://ejr.umku.ac.id/index.php/jaip/article/view/1380>
- R. Septianingsih, D. Safitri, S. S. (2023). Cendekia pendidikan. *Cendekia Pendidikan*, 1(1), 1–13.
- Rinjani, C., Wahdini, F. I., Mulia, E., Zakir, S., & Amelia, S. (2021). Kajian Konseptual Model Pembelajaran Word Square untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, 1(2), 52–59. <https://doi.org/10.54371/jiepp.v1i2.102>
- Shanthi, R. V., & Maghfiroh, N. (2020). Pengaruh Model Pembelajaran Discovery Learning Pada Pembelajaran Tematik Di MI Ma'arif Pulutan. *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar Dan Keislaman*, 11(1), 37. <https://doi.org/10.31942/mgs.v11i1.3459>
- Suardipa, I. P. (2020). Sociocultural-Revolution Ala Vygotsky Dalam Konteks Pembelajaran. *Jurnal Widya Kumara Jurnal Pendidikan Anak Usia Dini*, 1(2), 48–58. <https://doi.org/10.55115/widyakumara.v1i2.931>
- Sulfemi, W. B. (2019). Manajemen Pendidikan Berbasis Multi Budaya. *Sekolah Tinggi Keguruan Dan Ilmu Pendidikan (STKIP) Muhammadiyah Bogor*, 1(1), 1–165. <https://doi.org/10.31227/osf.io/647wy>
- Suryaman, M. (2020). Orientasi Pengembangan Kurikulum Merdeka Belajar. *Seminar Nasional Pendidikan Bahasa Dan Sastra*, 13–28.
- Wahid, L. A., & Hamami, T. (2021). Tantangan Pengembangan Kurikulum Pendidikan Islam dan Strategi Pengembangannya dalam Menghadapi Tuntutan Kompetensi Masa Depan. *J-PAI: Jurnal Pendidikan Agama Islam*, 8(1), 23–36. <https://doi.org/10.18860/jpai.v8i1.15222>
- Wardany, E. P. K., & Rigianti, H. A. (2023). Pengaruh Kinerja Guru Terhadap Hasil Belajar Siswa di Sekolah Dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(2), 250–261. <https://doi.org/10.54069/attadrib.v6i2.541>

-
- Yuwono, W. (2020). Konseptualisasi Peran Strategis dalam Pendidikan Literasi Keuangan Anak melalui Pendekatan Systematic Review. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*. <https://doi.org/10.31004/obsesi.v5i2.663>
- Zulvira, R. (2022). Pengembangan Bahan Ajar Interaktif Tematik Terpadu Menggunakan Steam Berbasis Lectora Di Kelas III SD. *Jurnal Cakrawala Pendas*, 8(4), 1273–1286. <https://doi.org/10.31949/jcp.v8i4.3133>