

Research Article

Elementary School Teachers Teaching Trends in Thematic Lessons on Social Media

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ABSTRACT

Social media, particularly Facebook, has become one of the primary platforms for teachers to interact, share, and find inspiration related to education. On Facebook, numerous active education groups and pages exist where teachers share teaching materials, teaching experiences, and instructional strategies. Observing the evolving trends in thematic learning, it is crucial to understand how materials and teaching strategies related to thematic learning in elementary school are communicated and shared in the online world, especially on the Facebook platform. Therefore, this research aims to analyze the teaching materials and strategies of elementary school teachers related to thematic learning in the digital realm, specifically on Facebook. This study will identify the latest trends in thematic learning and explore various approaches and ideas proposed by teachers in the virtual environment. The findings of this research are expected to provide a comprehensive overview of how elementary school teachers leverage the Facebook platform to support and enhance the thematic learning process, contributing positively to the development of education at the elementary school level. With knowledge of the most relevant and effective teaching materials and strategies circulating online, educators and policymakers in the field of education can benefit from the findings of this research to improve the quality of elementary education and support teachers in addressing the challenges of learning in the digital era.

Keywords: Social Media; Teacher; Thematic

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1. Introduction

Educating is a process of guiding children to grow and develop until they become physically and spiritually mature (Trianingsih, 2016). Elementary School plays a central role in providing the foundational education for children (Universitas Esa Unggul, 2023). In order to achieve effective educational goals, appropriate and innovative teaching methods are crucial to implement. One increasingly evolving approach is the thematic learning approach (Unga Utari, I Nyoman Sudana Degeng, 2016).

Thematic learning is an instructional approach that integrates multiple subjects into one central theme. Through this approach, learning materials are presented with a more meaningful and relevant context for students. Thematic learning aims to enhance student engagement, foster deep understanding, and strengthen cross-disciplinary skills (Endang, et. al., 2021).

In tandem with the continual evolution of information and communication technology, the digital landscape has burgeoned into an expansive reservoir of valuable resources for educators, with a particular emphasis on the elementary school teaching community.

The advent of social media has significantly elevated its status as the predominant platform where teachers converge to actively engage, exchange ideas, and draw inspiration pertaining to their teaching endeavors. This virtual space has evolved into a central hub where educators not only interact but also seamlessly share a wealth of insights, fostering a collaborative environment that significantly enriches the teaching profession, particularly at the elementary school level.

Observing the evolving trends of thematic learning, especially within networks, is crucial to understanding how instructional materials and strategies related to thematic learning in elementary schools are communicated and shared in the online realm. By analyzing the materials shared by teachers and the teaching strategies proposed in the virtual environment, valuable insights can be gained into how teachers adapt and implement thematic learning in their daily practices (Endawan & Yati, 2021).

Therefore, this research is conducted with the aim of analyzing the instructional materials and strategies of elementary school teachers related to thematic learning in the online world. Lesson material analysis involves the activity of selecting essential content from the entirety of a subject's materials, constituting the minimal knowledge that students must master and possess in the learning process (N, 2023). This research will identify current trends in thematic learning and explore various approaches and ideas proposed by teachers in the online environment. The results of this study are expected to provide a comprehensive overview of how elementary school teachers utilize digital platforms to support and enrich the thematic learning process, contributing positively to the development of education at the elementary school level. With knowledge of the most relevant and effective instructional materials and strategies circulating online, educators and policymakers in the field of education can benefit from the findings of this research to enhance the quality of elementary school education and support teachers in facing the challenges of learning in the digital era.

2. Method

This research employs a qualitative approach, as articulated (Sugiyono, 2017). The methodology applied in this study involves identifying trends and patterns in instructional materials and strategies shared online. To achieve this objective, the study utilizes content analysis, as elucidated by Rozali in 2022. This process encompasses the search and analysis of documents in the form of conversations shared by teachers in the digital realm, along with the examination of five published journal articles. The study utilizes content analysis (Rozali, 2022). This involves the search and analysis of documents in the form of conversations shared by teachers in the digital world and 5 published journal articles. In the data analysis phase, the research utilizes N Vivo software (Soleh Hasan Wahid, 2023). This approach enables the researchers to delve deeper into insights from the gathered data, involving a profound understanding of instructional materials and strategies encountered in the digital environment. Consequently, this research methodology is not only focused on data collection but also emphasizes meticulous and in-depth analysis to comprehend the underlying dynamics of online learning practices.

3. Results

3.1 Profile of Elementary School Teachers in Cyberspace

The results of this study identify that the majority of elementary school teachers participating in the online world are active users of social media, especially Facebook

and Youtube. They often share teaching materials such as PowerPoint presentations, images, and educational videos on these platforms



Figure 1. Visual Communication N VIVO Analysis

Drawing insights from visual analysis, the research outcomes prominently underscore that within the online sphere, instructional materials associated with thematic learning emerge as particularly favored. The active engagement of elementary school teachers is vividly demonstrated as they readily share a diverse array of materials, encompassing thematic lesson plans, worksheets, and curated links to online educational resources. This discernment is substantiated by the corroborating evidence presented in Figure 1, wherein the N VIVO analysis brings to the forefront the prevalence of the terms 'media' and 'learning.' The prominence of these terms further reinforces the significance attributed to thematic learning materials within the digital landscape, accentuating the dynamic nature of the instructional content actively disseminated by educators.

3.2 Effective Teaching Strategies

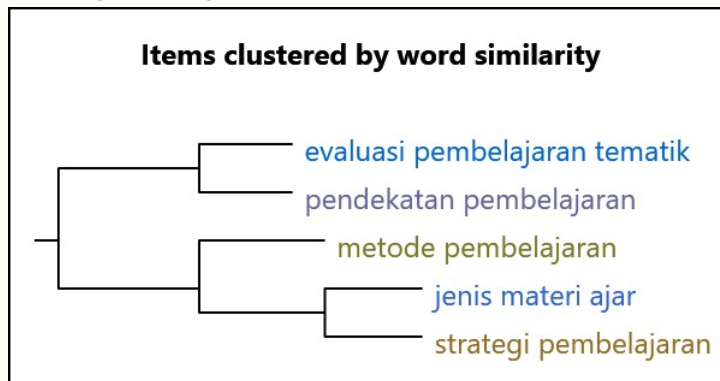


Figure 2. Cluster N vivo

The data analysis in the above image reveals that teaching strategies and types of instructional materials are crucial aspects in thematic teaching on digital platforms, whether text-based or video-based. Teachers tend to be more successful when presenting materials using engaging methods and leveraging online interactions to respond to student questions and provide feedback.

The examination of data depicted in the aforementioned image underscores the paramount significance of teaching strategies and the various types of instructional materials employed in the domain of thematic teaching on digital platforms, irrespective of whether the instructional content is text-based or video-based. It becomes evident from the data analysis that educators achieve higher levels of success when they adopt

captivating methodologies for presenting materials, leveraging the dynamic nature of online interactions to address student queries promptly and offer constructive feedback. This discernment highlights the pivotal role played by innovative instructional approaches and responsive engagement in fostering a more effective and enriching educational experience within the context of thematic teaching on digital platforms

3.3 Challenges in Online Learning

The assessment of thematic learning, as depicted in Figures 1 and 2, brings to light a multitude of challenges encountered by elementary school educators in the realm of online teaching. Among the identified impediments are the prevalent issues associated with unstable internet connectivity and technical constraints. This underscores the critical importance of devising teaching strategies that center around the principles of inclusion and adaptability to individual needs. In order to achieve success in the online teaching environment, educators must navigate these challenges by implementing approaches that not only address the technological hurdles but also foster an inclusive learning atmosphere responsive to the unique requirements of each student. The recognition of these challenges emphasizes the pivotal role of tailored teaching methodologies in overcoming obstacles and ensuring effective educational outcomes in the online education landscape.

3.4 Implications for Elementary Education

The outcomes of this study carry substantial implications for the advancement of elementary education, offering valuable insights that can contribute significantly to the field. The research findings serve as a guiding beacon for educators and policymakers, providing them with a nuanced understanding of the optimal ways to harness the potential of social media platforms for the purpose of elevating the overall quality of online learning experiences. Armed with a comprehensive comprehension of the most efficacious instructional materials and strategies, stakeholders in education can proactively formulate policies and devise training programs aimed at providing robust support to elementary school teachers. This, in turn, enables them to effectively navigate and overcome the challenges inherent in digital-era learning, facilitating a more seamless and impactful educational journey for both educators and students alike.

4. Discussion

The research results indicate that elementary school teachers actively utilize social media platforms to share teaching materials and instructional strategies, particularly related to thematic learning. Thematic teaching materials are the most popular in sharing, and effective teaching strategies involve direct interaction with students. However, the research also identifies challenges, including technical constraints and technology access inequalities. The implications suggest that a better understanding of online teaching can support the development of inclusive and effective elementary education in the digital era. This study also stimulates further research on the impact of online teaching on student achievement and comparisons between different social media platforms. The findings derived from the research underscore the proactive engagement of elementary school educators in leveraging social media platforms as integral tools for the dissemination of teaching materials and instructional strategies, with a notable emphasis on thematic learning. Within this context, it is noteworthy that thematic teaching materials emerge as the predominant content shared, accompanied by an observance of the efficacy of teaching strategies involving direct interaction with

students. Nevertheless, the research also brings to light an array of challenges, encompassing technical constraints and disparities in technology access.

These identified challenges prompt a contemplation of the implications, suggesting that a more profound comprehension of the dynamics of online teaching holds the potential to bolster the development of inclusive and effective elementary education within the digital landscape. The recognition of the significance of online teaching methodologies serves as a catalyst for further exploration, stimulating additional research endeavors that delve into the impact of online teaching on student achievement. Furthermore, the study invites inquiries into the comparative effectiveness of different social media platforms, fostering a broader understanding of their respective contributions to the realm of elementary education in the digital era.

5. Conclusion

The research indicate that the utilization of thematic learning has emerged as a favored approach among elementary school teachers in the digital environment. They actively share various thematic learning materials through social media platforms such as Facebook and Youtube, including lesson plans, worksheets, and links to online educational resources. Additionally, effective teaching strategies are prioritized in thematic instruction on digital platforms, where educators successfully enhance student engagement through engaging methods and responsive interactions. However, the findings also identify several challenges in online learning, particularly concerning unstable internet connectivity and technical constraints. Consequently, this research offers significant implications for elementary education development by emphasizing the necessity for support and enhancement of teaching strategies to address these challenges, ensuring a more effective and inclusive online learning experience for both teachers and students.

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