

READINESS OF PROSPECTIVE TEACHERS IN THE ASPECT OF EMOTIVE ATTITUDE IN AL READINESS IN IMPLEMENTING THEMATIC-INTEGRATIVE LEARNING

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ABSTRACT

This study revealed how a prospective teacher's readiness is in terms of attitude and emotion in implementing thematic-integrative learning. By this, the research will be an evaluation material for the lecturers of education subject on how to prepare the prospective teachers who will implement thematic-integrative learning. This research is a survey that aimed to find out the readiness of prospective teachers to implement thematic-integrative learning. Emotive-attitudinal aspects in the implementation of the thematic-integrative learning consist of (1) the teachers were responsible for implementing thematic learning, (2) the enthusiasm is to figure out the information about the implementation by following the socialization, coaching, training and education, and reading a book, (3) adapting with thematic learning, (4) trying to endeavor independently, (5) appreciating an Intrinsic value for a task through the application of various learning resources and methods that correspond to thematic learning. The percentage of Emotive-Attitudeinal is the same as the responsibility of around 79.43%, enthusiasm 75.04%, adaptability desire 75.77%, and independence 83.33%.

Keyword: Thematic-integrative Learning, Readiness , Emotive-Attitudeinal.

1. INTRODUCTION

The readiness of the prospective teacher not only measured from pedagogic ability but also from the readiness of emotion and attitude in implementing the learning. Thematic-integrative learning becomes a choice for schools that have anintegrated scientific paradigm.

Thematic-integrative learning defined as learning integrated with many competencies from the variety of subjects into a specific theme. Several integrated competencies in the learning process are attitude, skills, and knowledge. The theme becomes a material distribution of various subjects. Thematic learning can be interpreted as learning designed based on themes that are sourced from various subjects (Kemdikbud, 2013).

Thematic-integrative learning is a type of thematic learning used by the approaches among the subjects. The model was conducted by connecting the subjects with curriculum priority determination and finding skills, concept, and attitude overlapped in several subjects (Trianto, 2012). Thematic learning provides the students with a learning experience to integrate experience and knowledge so that the students are more easily to solve the problems (Huber & Hutchings, 2008).

Thematic-integrative learning emphasizes implementing the learning concept by doing something. The teachers need to plan the learning experience that affected the meaning of student learning. Learning experiences that demonstrate the relevance of conceptual elements

make the learning process more effective. Thematic learning uses a unified learning concept, using themes to associate multiple subjects by providing a meaningful experience (Munasik 2014, Vol. 15: 2).

Implementing thematics-integrative learning needs readiness of good cognitive, affective, and psychomotor ability. The readiness of emotion and attitude is a part of the effective ability needed by the prospective teachers.

The characteristic of attitude and emotion readiness (Emotive Attitude and Readiness) is emotional readiness of a prospective teacher assumed to be the responsibility of doing a task, enthusiasm toward a task, adaptability with a task, and adaptability in doing a task also the appreciation of the intrinsic value of a task (Bandura, 2000). Therefore, the emotion and attitude readiness of the prospective teachers becomes an essential thing in the thematic-integrative learning implementation process.

This research will reveal the readiness of prospective teachers in terms of attitude and emotion in implementing thematic-integrative learning. This research will be a material evaluation for lecturers of educational subjects on how to prepare the prospective teacher to implement thematic-integrative learning.

2. LITERATURE REVIEW

The research by Rini Kristiantari is about the analysis of readiness of the prospective primary school teacher in implementing thematic-integrative learning to face curriculum 2013. The purpose of this research is to analyze elementary school teacher's readiness in implementing thematic-integrative learning to meet the curriculum 2013. The results showed that theoretically, the teacher had an understanding of the 2013 curriculum, but it was still very lacking in its implementation. Teacher motivation to implement learning innovation is very high, unfortunately, it is less supported by facilities, tools, and infrastructure. School readiness in implementing the curriculum 2013 belongs to the high category, primary school teachers have a high expectation regarding the task of implementing the curriculum 2013, as it will positively impact the quality of the learning.

According to Spike C. Cook that *making connections: implementing an integrated thematic Instruction curriculum model to assist teachers of at-risk Middle school students*. The purpose of this thesis wanted to uncover how changes occur to students by applying thematic curriculum models to student learning outcomes (Spike C. Cook, 2009).

The research of Hosnan (2014:366) about thematic learning defined the character of thematic learning as follows a) student-centered, thematic learning-centered to students places the students as learning subjects, whereas teachers more act as a facilitator by providing the facilities for students to conduct learning activities, b) providing direct learning, thematic learning provide direct learning for the students, c) separating the subjects by using thematic instruction, the learning is directed to theme discussion closest to student life based on the curriculum, d) providing a concept from various subjects, e) flexibility, the characteristic of thematics learning is flexible whereby teachers can associate teaching materials from one to another subject, even correlating the subjects with student life and the situation whereby the school located in and the student live in, f) using a principal about learning by playing and conducting interesting learning.

Readiness for the level of maturity progression or favorable maturity is to practice something (Chaplin, 2006:419). According to Dalyono (2005:52), readiness is the ability that is adequately good for physic and mental. Physic readiness is a Physical readiness means adequate energy and good health, while mental readiness means having enough interest and motivation to do an activity. According to Slameto (2010:113), readiness is the whole condition for someone or individual to respond or answer in a specific way toward the situation or condition faced. Furthermore, teacher readiness is the entire phycological condition to plan, implement, and evaluate the teaching and learning process.

Abdul Majid's research (2014:80) stated that thematic learning is one of the integrated learning models (integrated instruction) in which a learning system is likely students both individual and active groups to dig and find out the concepts and scientific principals in a holistic, meaningful, and authentic. Thematic learning more emphasizes student involvement in the learning process, so that the students can experience directly and trained to find out the variety of knowledge.

From the research above, the study has not been discussed about the research theme of prospective teachers' readiness in the implementation of thematic-integrative learning in the concept map of attitude and emotions. Therefore, the researcher conducted an in-depth discussion of the readiness of the prospective teacher to implement thematic-integrative learning, specifically discussed the emotion and attitude concept (optional for completing the sentences).

3. METHODS

This type of research is a survey aimed to find out the readiness of prospective teachers in implementing thematic-integrative learning. The information collected can be a foundation or base to contrive a recommendation to support the policy or decision about the thematic-integrative learning implementation.

The survey research referred to phases of survey research stated by Rea and Parker "*identification of the focus of the study and method of research, the research schedule and budget, the establishment of information-based, the sampling frame, determination of sample size and sample selection, design of the survey instrument, pretest of the survey instrument, selection, and training interview, implementation of the survey, the codification of the completed questionnaire es and computerized data entry, and data analysis and final report* (Sukmadinata, N.S. 2010: 90)".

This research was conducted in the universities in Yogyakarta that implement thematic learning as the subjects. The samples of this research were college students that took thematic learning subject. The technique of sampling used in this study is purposive sampling, in which the researcher determined the research subjects.

The data collection technique is Enclosed and open questionnaires. From the questionnaires would be scored by 1 to 4. The instrument of data collection is poll Sheets and interview guidelines. The questionnaires used to collect the data of prospective teacher readiness in implementing thematic-integrative learning.

4. DISCUSSION AND CONCLUSION

The emotive-Ettudinal aspect in implementing thematic-integrative learning consisted of (1) the teachers were responsible for implementing thematic learning, (2) the enthusiasm is to

figure out the information about the implementation by following the socialization, coaching, training and education, and reading a book, (3) adapting with thematic learning, (4) trying to endeavor independently, (5) appreciating an Intrinsic value for a task through the application of various learning resources and methods that correspond to thematic learning.

The percentage research results of the prospective teacher readiness in the emotion and attitude aspect in implementing thematic-integrative learning using scores and characteristics provide below.

Table 1

Percentage	Category
$76\% < x \leq 100\%$	Very well-prepared
$51\% < x \leq 76\%$	Prepared
$26\% < x \leq 51\%$	Poorly prepared
$0\% \leq x \leq 26\%$	Not ready

The results of the research about the readiness of the thematic-integrative learning implementation based on *Emotive Attitudeinal Readiness* using five criteria; responsibility, enthusiasm, adaptability desire, independence used the scores, percentages, and categories as a follow:

Table 2

Criteria	Scores	Percentage	Category
Responsibility	205	79,43	Very well-prepared
Enthusiasm	85	75,04	Prepared
Adaptability desire	127	75,77	Prepared
Independence	160	83,33	Very well-prepared
Average Total	144	78.39	Very well-prepared

Based on table 2, the percentage of Emotive-Attitudeinal obtained was the same as the percentage of responsibility criteria by 79.43, enthusiasm 75.04, adaptability desire 75.77, independence 83.33.

The readiness of a prospective teacher on the aspect of enthusiasm and adaptability to the category "ready" needed more effort to achieve the category of "very ready." Therefore, the prospective teacher would implement thematic-integrative learning that had maximum readiness.

As for the results of the open questionnaire on the Emotive-Attitudeinal aspect, it was already said to be very well-prepared, it showed that the prospective teacher always figured out the information about the thematic-integrative learning implementation, pointed learning based on the existing theme, used the variation of the learning method, and used learning resource closest to students.

According to the open questionnaire about the readiness of prospective teachers in terms of the Emotive-Attitudeinal aspect consisted of responsibility, enthusiasm, adaptability desire, independence, appreciating intrinsic value in a task showed that teachers were ready. The responsibility showed by teachers who conducted thematic-integrative learning with several shortcomings.

Enthusiasm was showed that the teachers figured out the information about the learning implementation by following the socialization, coaching, training and education, and reading a handbook. Willingness to adapt was showed by implementing the learning based on handbook given by the government, figuring out of several media, adjusting instructions shown in the books that were provided in the training and education, implementing the learning according to training received.

The independence demonstrated through the learning implementation independently without being accompanied, conducting a discussion, providing a group work with peers, appreciating intrinsic value in a task through the application of various learning resources and methods that correspond to the curriculum.

The responsibility of the teaching profession is the demand and summons always to love, appreciate, protect, and improve tasks and responsibilities. Other people could not perform their tasks and responsibilities. Also, in executing the tasks, it always required to be earnest, and what is considered good and right at present, not necessarily correct in the future. Furthermore, teachers demanded to improve their knowledge and skills to increase the implementation of their profession.

The prospective teachers need to have self enthusiasm, such as enthusiastic about preparing a learning plan, provide media needed, and teach from the beginning to the end of class, also enthusiastic about conducting a class. Also, the ability to adapt to the specific situation and condition must be continuously encouraged, so that teacher competencies are suitable for student needs. The independent teacher has great initiative and creativity. Teachers also must explore the entire potential and the ability in themselves. The teachers who many initiatives and creativities should be familiar with various scientific resources, always up to date to acquire ideas, develop effective learning strategies, and create interesting learning media.

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