



## ANALYSIS OF STUDENT LEARNING ACTIVITY IN THEMATIC INTEGRATED (STUDY AT SDIT AL-QUR'ANIYYAH)

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### Abstract

This research was conducted with the aim of knowing and describing the factors that influence student learning activeness in thematic integrated learning in SDIT Al-Qur'aniyyah. The research method used in this research is the descriptive qualitative method using data collection techniques in the form of interviews and questionnaires. The results of the study can be concluded that the factors that influence student learning activeness in thematic learning in SDIT Al-Qur'aniyyah are internal factors and external factors. Internal factors consist of 1). Physiological factors, which include physical condition, get a percentage of 79% in the "Good" category and physical functions get a percentage of 93% in the "Very Good" category 2). Psychological factors include, attention gets a percentage of 84% is in the "Very Good" category, responses get a percentage of 69% is in the "Good" category, memory gets a percentage of 65% is in the "Good" category, motivation gets a percentage of 80% is in the "Very Good" category and interest in getting a percentage of 75% is in the "Good" category. Then the external factors consist of 1). Non-social factors which include where to get a percentage of 75% are in the "Good" category, the atmosphere gets a percentage of 62% are in the "Good" category and learning facilities get a percentage of 88% is in the "Very Good" category 2). Social factors include teachers, who get a percentage of 81% are in the "Very Good" category, friends get a percentage of 69% are in the "Good" category and families get a percentage of 85% is in the "Very Good" category.

**Keywords:** Learning Activeness, Student Learning, Thematic Integrated.

### **Abstrak**

Penelitian ini dilakukan dengan tujuan untuk mengetahui dan mendeskripsikan faktor-faktor yang mempengaruhi keaktifan belajar siswa pada pembelajaran terpadu tematik di SDIT Al-Qur'aniyyah. Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif dengan menggunakan teknik pengumpulan data berupa wawancara dan angket. Hasil penelitian dapat disimpulkan bahwa faktor-faktor yang mempengaruhi keaktifan belajar siswa pada pembelajaran tematik di SDIT Al-Qur'aniyyah adalah faktor internal dan faktor eksternal. Faktor internal terdiri dari 1). Faktor fisiologis yang meliputi kondisi fisik mendapatkan persentase sebesar 79% dalam kategori "Baik" dan fungsi fisik mendapatkan persentase sebesar 93% dalam kategori "Sangat Baik" 2). Faktor psikologis meliputi, perhatian mendapat persentase 84% berada pada kategori "Sangat Baik", tanggapan mendapat persentase 69% berada pada kategori "Baik", memori mendapat persentase 65% berada pada kategori "Baik", motivasi mendapat persentase 80% berada pada kategori "Sangat Baik" dan minat mendapat persentase 75% berada pada kategori "Baik". Kemudian faktor eksternal terdiri dari 1). Faktor non sosial yang meliputi dimana mendapatkan persentase 75% berada pada kategori "Baik", suasana mendapatkan persentase sebesar 62% berada pada kategori "Baik" dan fasilitas pembelajaran mendapatkan persentase sebesar 88% berada pada kategori "Baik". Sangat Baik" kategori 2). Faktor sosial antara lain guru yang mendapatkan persentase sebesar 81% berada pada kategori "Sangat Baik", teman mendapatkan persentase sebesar 69% berada pada kategori "Baik" dan keluarga mendapatkan persentase sebesar 85% berada pada kategori "Sangat Baik". kategori.

**Kata Kunci:** Keaktifan Belajar, Siswa Belajar, Tematik Terintegrasi.

## **INTRODUCTION**

Education is one of the most important things in life. Education is a supporting factor in order to produce quality human beings. To produce quality human beings, of course, must go through a quality education process as well, because the quality of education that a person has will be able to determine the quality of his life in the future. The quality of education can be implemented through a good learning process.

Learning is carried out through interaction, the interaction in question is the interaction between teachers and student interactions with the learning environment. It is also in accordance with the opinion (Rachmawati & dan Daryanto 2015, 55) teachers and students each play an important role in the learning process. Learning is a change in behavior that is obtained as a result



of the interaction between stimulus and response. So as to create good learning objectives (Setyani *et al.*, 2021). Learning is carried out as a process of assistance provided by the teacher to students so that the process of acquiring knowledge and forming attitudes of a student occurs. In other words, learning is carried out to help students learn well so that they can achieve learning objectives. Learning objectives can be achieved maximally if the learning process is carried out through active learning. Learning in it combines teaching materials, learning media, models, and strategies in an integrated manner (Nofitasari & Ahsani, 2020).

Active learning is learning that involves every student in every learning activity. Active learning aims so that each student can optimize all his potential so that they can achieve learning objectives optimally. To create learning that involves students' activity, of course, the ability of a teacher is needed because the teacher has a very important role in every learning process. Every teacher should know the character of each student and know what factors can make students active so that teachers can arrange and plan to learn well that is able to involve every student. The success of a model or learning media depends on the characteristics of the students (Raniah *et al.*, 2021).

In addition, to increase student activity in learning the teacher must also be precise in choosing and using the learning method that will be used in the classroom. Learning will vary with various learning methods and strategies (Aini & Hanik, 2020). Teachers should choose and use learning methods that involve students to be active in learning because students will be active in learning if the learning model planned by the teacher requires students to be actively involved either voluntarily or forced to carry out learning activities carried out. As stated (Slameto 2003, 36) that the reception of lessons carried out with students' own activities has the impression that it will not pass, but is thought about, processed, and then issued again in a different form.

Although it is known that it is very important to involve students' activeness during learning, in reality, it still shows different things. Generally, learning is usually only carried out by the teacher as a material transmitter and students as the recipient of the material. There are several obstacles found in thematic learning based on previous research including the lack of activeness and enthusiasm of students in the thematic learning process, then also the lack of mastery of an



integrated thematic learning model a teacher, in practice the teacher still has difficulties in terms of switching between one subject and another. The content of other subjects that should be done is not so clear. Then also the class management carried out by the teacher is not optimal, causing the students to be busy and talk to themselves. The teachers also have not varied in using learning methods and media. (Elyana Andra Kharisma, 2018)

The problem also found in research in SDIT Al-Qur'aniyyah, based on interviews and observations with fourth-grade teacher SDIT Al-Qur'aniyyah found several problems as follows: 1) The students are less enthusiastic in thematic learning resulting in weak students' activity in thematic learning 2) The lack of students' learning facilities 3) The methods and media are used by teachers are less varied 4) The teachers find it difficult to teach thematic lessons that must link several subjects at once. From these problems, the researcher aims to find solutions by examining what factors affect students' learning activities and describe how these factors can affect students' learning activities in thematic learning so that later teachers can design learning by paying attention to these factors. So that later students' learning activity can increase. (Nurul Fadillah, *interview, and observation*, South Tangerang, 13 December 2020)

Several relevant studies include research (Maradona, 2016) entitled factors affecting students' activity in Class IV B SD Negeri Tegalpanggung Yogyakarta Academic Year 2015/2016. The difference with the research that will be carried out by researchers is that researchers focus more on examining the factors that influence learning activity in thematic learning and the data collection techniques used are different, namely using interview data collection techniques and questionnaires. Furthermore, the research conducted by (Trihapsari, 2018) entitled Implementation of Thematic Learning in the 2013 Curriculum in Developing Learning Activities of Class 4E Students at MIN Kalibuntu Wetan Kendal for the 2017/2018 Academic Year. The difference with the research that will be carried out is that the researcher does not explain the implementation of thematic learning to develop learning activities that have been carried out in the field but researchers will describe what factors can affect learning activities in thematic learning. In addition, research conducted by (Lutfiyah, 2014) entitled "Factors Affecting Motivation IPS Student Class V in SDIT Insan



Mulia Tangerang South". The difference in the research that will be carried out is that the researcher does not describe the factors that influence learning motivation, but describes the factors that influence learning activity.

Therefore, of course, this research has important benefits for teachers and prospective teachers, where this research can increase our knowledge about the factors that affect students' learning activities so that later it can help teachers or prospective teachers in planning and creating active learning.

## **METHODS**

The research method used in this research is descriptive qualitative research. This study aims to find out and describes everything related to the factors that influence students' learning activity in thematic learning in class IV A SDIT Al-Qur'aniyyah. This research was conducted in class IV-A SDIT Al-Qur'aniyyah which was located on Jalan Panti Asuhan, Kampung Ceger, East Jurang Mangu Village, Pondok Aren District, South Tangerang City. The time of this research was carried out in the second semester (Odd) for the 2019/2020 academic year. The research subjects in this study were the 15<sup>th</sup> graders of SDIT Al-Qur'aniyyah, South Tangerang. The other subject used as an informant was a grade IV A teacher at SDIT Al-Qur'aniyyah. Data collection techniques in this study were questionnaires and interviews. While the data analysis technique was used in this study refers to the Miles and Huberman analysis model, namely 1). Data Reduction, 2). Data Presentation, 3). Conclusion. (Sugiyono 2018, 246-253)

In this study, researchers used a questionnaire analysis technique to determine the percentage of each questionnaire item using the formula: (Sudijono 2012, 43)

$$P = f/n \times 100\%$$

Information:

Q : Expected number of answers/percentage

F : Total score of the questionnaire

N : Number of student respondents



**Table 1. Qualification of the percentage score for the item (Lutfiyah 2014, 42)**

No	Percentage	Qualification
1	80% percentage 100%	Very well
2	60% percentage 80%	Good
3	40% percentage 60%	Enough
4	20% percentage 40%	Less
5	0% percentage 20%	Less once

## RESULTS AND DISCUSSION

This research was conducted in class IV A SDIT Al-Qur'aniyyah, the results of the questionnaire obtained from class IV A students totaling 15 people aim to find out what factors affect students' learning activity in thematic learning. Based on the study the researchers developed a theory of the factors that learning activeness was influenced by students' learning activeness which included internal factors and external factors. Based on the research was obtained through questionnaires with the respondents who were equipped with the interviews. Then the results of research regarding the analysis of student Learning activities in Integrated Thematic Learning has been obtained factors that affected students' learning activities in thematic learning are as follows :

### a. Internal Factors Affecting Student Activity in Thematic Learning in Class IV A

**Table 2. Physiological Factors**

No	Indicator	Percentage
1	Constitution	79%
2	Physical Function	93%

Physiological factors included age and physical function. The first physiological factor that affected students' learning activity in thematic learning was the physical condition. The physical condition was a condition or condition of students' health when participating in thematic learning activities. The physical condition of students was able to be seen from the



percentage was obtained by 79% which indicated that the physical condition of students was in the "Good" category. Physical condition in this study was marked by whether or not students were healthy in participating in thematic learning activities. When students took part in thematic learning activities in a healthy body condition, the students would be more enthusiastic in participating in each learning process, on the contrary, if the student's body condition was sick, the students were not eager to learn and cannot concentrate on learning. The condition of the student's body was also marked by the condition of the student's body that was tired when studying thematically after hours of sports lessons so that at the time of learning students felt unable to concentrate and couldn't focus on learning. This was under the opinion of (Baharuddin & Nur Wahyuni 2015, 23-34) who explained that the physical condition of students greatly affected students' learning activities during learning. A healthy and fit body condition would have a positive influence on students' learning activities. And conversely, the physical condition of students who were weak or sick could hinder students' learning. Then also Andi Setiawan explained that the health of students would greatly affect learning, if with a healthy student body condition then students would be able to and follow the learning process well, in contrast to students whose body condition was in an unhealthy state (Setiawan 2017, 11). Therefore, a healthy and fresh student's body condition could support students to be active during the thematic learning process at school, and conversely, an unhealthy and sick students' body condition could prevent students from being actively involved during the thematic learning process.

The second physiological factor that affected students' learning activity in thematic learning was physical function. Physical function was the physical condition of students which included whether or not the body was disabled or the state of the five senses of students. The physical condition of students could be seen from the percentage obtained by 93%, this showed that the physical condition of students was in the "very good" category. Grade IV A students had normal physical and sensory conditions and could be function properly. The students had completed hands and feet, The students could also speak fluently, and there were no students who had visual impairments, hearing impairments, olfactory disorders, taste disorders, and tactile disorders. Physical and sensory conditions that could be function properly were factors that supported



student's activity in thematic learning. This could be seen from the existence of a learning process that runs smoothly. The results of this study were under the opinion (Baharuddin & Nur Wahyuni 2015, 23-34) which suggested that students who had well-functioning senses could make it easier for students to participate in learning activities. Therefore, if the physical and sensory conditions of students were normal and not disturbed, it would make students be able to follow the learning process smoothly and could support students to be actively involved in every learning activity.

**Table 3. Psychological Factors**

No	Indicator	Percentage
1.	Attention	84%
2.	Response	69%
3.	Memory	65%
4.	Motivation	80%
5.	Interest	75%

Psychological factors included attention, response, memory, motivation, and interest. The first psychological factor that affected students' learning activity in thematic learning was attention. The students' attention to thematic learning was in the "very good" category. This could be seen from the percentage obtained by 84% which showed the attention of grade IV-A students of SDIT Al-Qur'aniyyah "very good". At the time of thematic learning, students in grades IV-A on average always paid attention to the teacher when explaining thematic learning materials with full attention and concentration. In addition, The students also paid attention to their friends who were expressing their opinions or at the time of presentation. There was one student in grade IV-A who had a low level of focus, the student sometimes did not pay attention to the teacher and was always busy with his own activities such as doodling on paper, daydreaming, and so on. The teacher did various ways so that students always paid attention to the lesson during thematic learning, namely first by giving a warning then giving questions to students related to the material being studied, then the teacher had supervised students right behind their seat





position, and finally, the teacher gave punishment to students who were not paying attention to the lesson. The results of this study were under what was conveyed by (Slameto 2003, 56) namely that to achieve learning objectives optimally, students had to have attention to the teaching materials they were learning if the learning materials were not paid attention to by students, boredom would arise in students, so students would be lazy to learn. Therefore, the attention of students was very important in the teaching and learning process, with the attention of students towards the ongoing learning would make students actively involved in learning, especially thematic learning.

The second psychological factor that affected students' learning activity was the response. Grade IV A students showed a good response. This could be seen from the results were obtained by the percentage of 69%. There was a willingness in students to ask directly to the teacher when they did not understand the thematic subject matter, the willingness of students to answer questions from the teacher, the presence of several students who dared to express their opinions in front of the class shows that the response of a student was one of the things that supported learning activities students in thematic learning in class IV-A SDIT Al-Qur'aniyyah. The results of this study were in accordance with what was conveyed by (Suryabrata 2014, 39) who said that responses from students had to be controlled and developed as well as possible because responses were very important in the learning process and students' development. Therefore, The students' responses an important thing in learning, because the responses from students indicated students' learning activities during thematic learning.

The third psychological factor that affected students' active learning in thematic learning in class IV-A SDIT Al-Qur'aniyyah was the memory. Grade IV A students had a good memory. This could be seen from the percentage obtained by 65% in the "good" category. Class IV-A students always remembered thematic learning materials by taking notes on what the teacher said in a notebook, then reading and repeating the learning materials learned in class. Class IV-A teachers also always encouraged students so that students always remembered the subject matter in various ways, such as at the beginning of learning the teacher always reminded the thematic learning materials that were learned at the previous meeting, then the teacher also always asked students' questions



when they had finished explaining the learning material so that later students didn't hurry up to forget the subject matter, then at the end of the lesson, the teacher and students concluded the lesson together while remembering the material that had been studied. The results of this study were in accordance with what was conveyed by (Hakim 2005, 14-15) that students' memory was one of the things that affected learning success because memory was the mental power to enter, store, and left an impression in one's mind . With the strong memory of students, it would increase students to support to be actively involved in the thematic learning process.

The fourth psychological factor that affected students' active learning in thematic learning in class IV-A SDIT Al-Qur'aniyyah was motivation. The students' motivation in thematic learning could be seen from the percentage obtained by 80% which showed that students' motivation in thematic learning was in the "very good" category. The students felt excited when participating in thematic learning because according to students, thematic learning was fun and exciting. The students also enjoyed learning thematically with their class teachers because The students felt comfortable learning with their teachers and also the teacher always explained the material well so that the students could understand what the teacher was saying easily. Teachers also always motivated the students to be actively involved in learning. The results of this study were in accordance with what was conveyed by (Baharuddin & Nur Wahyuni 2015, 23-34) that the presence of motivation would further encourage students to take part in learning activities. Then (Setiawan 2017, 12) also said that motivation was related to goals, where goals were formed because of their encouragement. With strong motivation from within the students, it would increasingly encourage the students to be actively involved in thematic learning.

The fifth psychological factor that affected students' learning activity in thematic learning in grades IV-A was interested. The students' learning interested in thematic learning obtained a percentage of 75% which showed students' interest in the "good" category. The students liked thematic learning because according to students' thematic learning was fun learning. The students were also enthusiastic during thematic learning. The students liked thematic learning because according to students the material in thematic learning was



easy to understand and the teacher conveyed the material well. The results of this study were in accordance with what was conveyed by Slameto in (Saputra, 2015) that the interest had a considerable influence on learning because if the subject matter studied was not in accordance with the interests of students, then students would not learn as well as possible, and vice versa. Thus interest was a factor that affected students' learning activity, when students had a high interest in what was being studied, the students were also increasingly encouraged to be actively involved in thematic learning.

From the results of the study, internal factors became one of the things that teachers should pay attention to in planning active learning activities. A teacher had to package learning as attractively as possible by using a variety of learning models and methods so that later it would stimulate students to foster student attention, response, motivation, and interest in integrated thematic learning.

**b . External Factors Affecting Student Learning Activities in Thematic Learning in Class IV A**

**Table 4. Non-Social Factors**

No	Indicator	Percentage
1.	The place	75%
2.	Atmosphere	62%
3.	Learning Facilities	88%

Non-social factors included place factors, atmosphere factors, and learning facilities factors. The first non-social factor that affected students' learning activity in thematic learning was the place factor. The place factor that got a percentage of 75% is in the "good" category which indicated that the place was one of the factors that affected students learning activities. The position of the classroom building that was far from the highway so that you didn't hear the noisy atmosphere of passing vehicles, as well as the seating position of students arranged in groups, made students comfortable in learning so that they could support students to be actively involved in every thematic learning activity.



The results of this study were by what was conveyed by (Suryabrata 2014, 233) that in order for the learning process to run optimally, a learning place is needed that had to comply with conditions such as not too close to noise or busy roads so that students could study comfortably. Thus the place factor became one of the factors that influenced students learning activity in thematic learning, when the learning place made students comfortable in learning, students could be encouraged to be actively involved in the thematic learning process.

The second non-social factor that affected students learning activity in thematic learning was the atmosphere factor. The learning atmosphere in class IV A was quite good. This could be seen from the percentage obtained by 62%. The learning atmosphere in the classroom sometimes felt noisy so that it made students unable to concentrate on studying, but when the class started to get noisy and noisy the teacher applied various ways to deal with the noise by applying penalties according to the agreement in the class so that the class became conducive again. Then also the temperature of the classroom felt comfortable because there was air conditioning or air conditioning so that it made students comfortable in learning and could support students to be enthusiastic about participating in every learning activity. This proves that the learning atmosphere was one of the factors that influence student activity in thematic learning in grades IV-A. The results of this study were also in accordance with what was conveyed by (Sanjaya 2010, 143-146) that the state and condition of the school was a very influential factor, if the school was in a noisy place such as near a terminal or market, of course, it would affect the comfort and concentration of students in learning. (Suryabrata 2014, 233) also said that the position of the study area had to comply with conditions such as not being too close to noise or busy roads so that the learning process could run optimally. Thus the learning atmosphere became one of the factors that supported students' learning activities in thematic learning, when the learning atmosphere could make students comfortable in learning, The students could be actively involved in participating in every learning activity.

The third non-social factor that affected students' learning activity in thematic learning was the learning facility factor. The facilities were a supporting factor for students' learning activities. The students' learning facilities got a percentage of 88% which showed students' learning facilities were in the "very



good” category. The learning facilities in question were the availability of textbooks used by the students when studying, then the availability of personal stationery used by students, the availability of clean whiteboards, and the availability of focusing in the classroom. Teaching materials is one tool to deliver material in learning process (Ahsani *et al.*, 2020). The existence of these facilities made the students could learn smoothly. The results of this study were also in accordance with what was conveyed by (Baharuddin & Nur Wahyuni 2015, 23-34) that learning facilities were one of the factors that supported the student’s learning process to run smoothly. Then jug (Slameto, 2010) stated that the existence of a comprehensive learning facility and right then it would facilitate the acceptance of the teaching materials provided from teacher to student. With the learning facilities used by students, it would make it easier for students to be actively involved in every learning process.

**Table 5. Social Factors**

No	Indicator	Percentage
1.	Teacher	81%
2.	Friends of the same age	69%
3.	Family	85%

Social factors included teacher factors, friend factors, and family factors. The first social factor that affected students ‘learning activity in thematic learning was the teacher’s factor. The teacher was an important factor in teaching and learning activities. The teacher’s factor obtained a percentage of 81% which indicated that the teacher factor was in the “very good” category. Class IV-A teachers were able to design lessons that made students actively involved in every learning activity. With the learning method was used by the teachers during thematic learning, the attention and motivation were given by the teachers to students, the way how the material was delivered from the teacher, and the teacher’s attitude towards students were factors that supported students learning activities in thematic learning. The results of this study were also in accordance with what was conveyed by (Sanjaya 2010, 143-146) that a teacher who had had high abilities would think creatively and innovatively in designing and creating a learning



atmosphere that could stimulate students to be actively involved in learning, the teacher would also try and keep trying to apply new discoveries that he considered better in teaching his self.

Then also (Setiawan 2017, 13) said that several things that affected the learning process were the teacher's teaching methods, the number of activities were provided by students and the teachers-students relationship. Thus the teacher was one of the factors that influenced students' learning activity in thematic learning, with the teacher's ability to plan and implement the learning that was able to make students interested in learning and could make students actively being involved in every learning activity, especially thematic learning.

The second social factor that affected students' learning activity in thematic learning was the friend factor. The presence of friends was a factor that affected students' learning in thematic learning. This could be seen from the percentage being obtained by 69%. The existence of activities from peers during the thematic learning process such as asking to talk during learning, inviting them to play, making noise, or inviting them to study together were things that could inhibit or support students to actively learn in class. This was in accordance with what was conveyed by (Suryabrata 2014, 233) that the presence of a friend when students were studying very much interferes with learning, the presence of friends such as inviting conversations and taking walks in class. Then (Dalyono 2009, 60) also explained that the presence of peers was a factor that affected students' learning during learning, students who had friends who were smart and study hard would tend to make students follow their friends. On the other hand, the students who had had friends who were lazy to study would gradually follow their friends who were lazy to study. Thus the presence of a friend became one of the factors that influenced students' learning activity in thematic learning, when the students had friends who had studied hard and been always active in participating in learning activities, it would support students to follow their friends and vice versa.

The third social factor that affected students' learning activity in thematic learning was the family factor. With the support from families such as always paying attention to their children by asking about their activities at school, reminding children to study hard, and providing support to children so that



the spirit of learning made students feel happy and enthusiastic always to be actively involved in every thematic learning activity at school. This was also evidenced by the presentation obtained by 85% in the “good” category. The results of this study were in accordance with what was conveyed by (Setiawan 2017, 13) who said that the family had an important role and an influence in supporting children’s learning activities. The influences were given by families to children include the way parents educate children, relationships between families, home atmosphere, family economic conditions, understanding from parents, cultural background (level of education and habits of the family). (Hakim 2005, 17) also said that the family was the first and foremost environment in determining a child’s success in learning. The existence of a harmonious relationship among family members, the availability of adequate places, learning equipment, a good family economic situation, a calm home environment, great attention from parents to the development of the learning process, and the education of their children were the things that determined children’s success in learning. Thus the family became one of the factors that influenced students’ learning activities in thematic learning, with the attention and support of the family on the students’ learning process, it would support students to continue to be enthusiastic in learning and support students always to be actively involved in every learning activity, especially thematic learning.

From the findings obtained above, of course, the social role of a teacher, friends, and family became very important in influencing students’ learning activities in integrated thematic learning. The role of the teacher as a facilitator of students’ learning made teachers be able to design active learning activities by utilizing various media and learning methods. Then also the role of a friend in supporting students’ learning activities, where the students should be able to sort out friends who made a positive contribution in supporting their learning activities, in this case also required the role of parents in paying attention to their child’s friendly environment. In addition, the role of parents in supporting their children’s learning activities was always to give enthusiasm and motivation to their children so that they could continue to study actively both at school and at home.



**Table 6. Students Learning Activities in Thematic Learning**

	Indicator	Percentage		Category
1	Visual Activities	73%	73%	Good
2	Oral Activities	73%		
3	Listening Activities	80%		
4	Writing Activities	66%		

Based on the table above, it could be seen that students' learning activities in terms of *visual activities* got a percentage of 73%, *oral activities* got a percentage of 73%, *listening activities* got a percentage of 80%, and *writing activities* got a percentage of 66%. Thus, the average students' learning activity obtained a percentage of 73% in the "good" category.

## CONCLUSION

Based on the results of research and discussion, it can be concluded that the analysis of students learning activity in integrated thematic learning is influenced by several factors including internal factors and external factors. Internal factors consist of 1). Physiological factors are included: physical condition and physical function. 2). Psychological factors are included: attention, response, memory, motivation, and interest. Then the external factors consist of 1). Non-social factors included place, atmosphere, and learning facilities 2). Social factors are included teachers, friends, and family. With the factor of the actor as a reference in designing learning activities so that later it can support thematic learning activities so that they can run smoothly so that students' learning activities can continue to increase.





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