



Is It Possible to Run Nature-Based Thematic Learning During Pandemic? A Strategy of Lower Grade Teachers

Erfin Uswatun Nisa^{1*} & Hou Jiamin²

¹Muhammadiyah University of Surakarta, Surakarta, Indonesia

²Pukyong National University, Busan, South Korea

*Email & Phone: a510170123@student.ums.ac.id; +6281225917619

Submitted: 2022-03-04

DOI: 10.53088/eej.v1i2.314

Accepted: 2022-04-11

Published: 2022-06-30

| Keywords: | Abstract |
|---|--|
| Nature-based Implementation Pandemic Thematic learning Teacher strategy | <p>Background: This study aims to reveal how the planning, implementation and evaluation of lower grade teacher strategies in implementing nature-based thematic learning during the pandemic at Muhammadiyah Alam Surya Mentari Elementary School (MASMES), Surakarta, Indonesia.</p> <p>Method: The method used in this study is descriptive qualitative with a case study design. The nine informants recruited consisted of three lower grade teachers, three parents and three students. The techniques used in this study are interviews and documentation. Data were analyzed by data reduction, data presentation, and drawing conclusions. The data validity technique is technique triangulation and source triangulation.</p> <p>Result: The results of this study showed that (1) The strategic planning of lower grade teachers in the implementation of nature-based thematic learning during the pandemic has been carefully structured, but there are several obstacles. At this planning stage, it is carried out systematically. (2) The implementation of lower grade teacher strategies in implementing nature-based thematic learning during the pandemic has been going well, but there are obstacles in the learning process. (3) The evaluation in this study has been going well, but there are some obstacles in it. There is a follow-up in the form of improvement so that for future activities such problems do not occur. Various ways to find solutions have been carried out so that they can be used as benchmarks or references in the future so that they are even better.</p> <p>Novelty: This study reveals the strategies of lower grade teachers in implementing nature-based thematic learning during a pandemic in elementary schools.</p> |

INTRODUCTION

The Covid-19 pandemic has changed all structures of society, including education. The impact of the pandemic on education is not only in tertiary institutions, but has also spread

to the elementary level. One of those affected in the world of education is nature schools, schools where the learning process is carried out outdoors and blends with the natural surroundings. The pandemic has become an obstacle in the learning process where many activities that blend with nature should now be limited. The existence of this pandemic has not only had a bad impact, but has also had a positive impact on the learning process which has been transferred online so that it can reduce the chain of transmission of Covid-19.

The learning process that took place at the nature school was originally carried out face-to-face with various activities outside the room, but due to the pandemic the learning process was shifted online. According to Howell et al. (2003) that online learning is learning by offering flexible time and reasonable costs, so it has the potential to facilitate students during the learning process.

Learning that is carried out with the help of sophisticated technology is now a new style due to the pandemic. According to Rigiante (2020), Online learning is a general form of learning that is presented in digital form via the internet. Learning that has been transferred to online does not create a barrier for teachers to continue to develop innovations related to delivery methods during the learning process. Various media or platforms such as zoom, videocall, google meet are places for teachers to interact with students. This sudden change forces everyone to be open to technology.

This change is related to online learning which is currently in effect, forcing teachers to think creatively and innovatively for the future of their students. Develop strategies so that they still get their rights as students in gaining knowledge. Therefore, it requires a suitable strategy so that it can be applied during a pandemic without violating health protocols. The strategy applied must also be adjusted to the learning objectives so that later it will run in line with the design that has been determined. Chan et al (2019) also explained that the teacher's strategy in managing the class is to make the class full of work, prioritizing student activity during the learning process, using various skills approaches in learning so that students are able to master skills in managing classes and creating learning media from student skills.

This online learning is a new challenge for teachers, students and parents to work together to achieve learning goals. Therefore, a fun strategy is needed by the teacher to convey learning to students in the thematic learning process. Strategy has an important role in the learning process. In this learning context, teachers' strategies are certainly needed to help implement nature-based thematic learning during a pandemic. Strategy is a plan that is thought out with the consideration of being able to do something in the learning process. The learning strategy can also be interpreted as an action that the teacher takes so that the learning activities are right on target. Therefore, the selection of strategies that are applied must also be appropriate.

According to Widiaworo (2017), learning process is not only carried out in the classroom, because this can cause boredom in children. So, direct children to adapt outside in carrying out learning in the open to be able to foster enthusiasm for learning. It is easier for children to absorb the information provided, if learning is related to the natural surroundings. Activities in the open nature can also create an attitude of independence, mutual cooperation, cooperation and can train students to control their emotions.

According to Yudistira (2014), learning that is carried out in the open is in fact related to a learning approach that can be collaborated to apply the teacher's strategy to thematic learning. The approach is defined as a series of learning actions based on certain principles that provide a platform, inspiration, and reinforce and underlie certain learning methods. Learning with a scientific approach is defined as a series of lessons designed in such a way that students actively build concepts, laws, or principles through several stages. There are five stages of this scientific learning approach, including observing, asking, collecting data, associating, and communicating. The application of thematic learning carried out by lower

grade teachers aims to make students active and happy when learning by utilizing the natural surroundings. Concepts that are built in students will be stronger and more explored.

Gisnawati et al. (2015) explained that the implementation of the scientific-based learning model strategy had gone well. However, it is important to have further intensive correction and training for teachers to increase learning innovation in the classroom. However, this situation makes the authors to dig up information related to nature-based thematic learning innovations. Learning that is done outside the classroom and a lot of practice is its own characteristics. The existence of this training and improvement can also aim to improve the quality of learning for students. It can also be seen that during a pandemic like now, the role of teachers and parents is very much needed to contribute to improving the quality of learning. Therefore, collaboration between the two parties must be aligned so that the expected goals can be achieved. Based on that, the author then chose the topic of teacher strategy study in the implementation of nature-based thematic learning. This description was then used as the rationale for the author to conduct a study entitled Strategy for Lower grade Teachers in the Implementation of Nature-Based Thematic Learning During a Pandemic at MASMES.

METHOD

Type and Design

This study is a descriptive qualitative study using a case study design. The object of this study is the strategy of lower grade teachers in implementing nature-based thematic learning during a pandemic. There were nine subjects in this study, namely three lower grade teachers, three lower grade students, and three parents. The authors conducted this study at MASMES, which is located at Jajar, Laweyan, Surakarta, Indonesia. This school was chosen because it has a nature-based learning concept and is the only natural school in the city of Surakarta. The study was carried out in lower grade because still need extra guidance from the teacher. This study was conducted in 2021.

Data and Data Sources

Data is the main element in a study. If the authors is able to determine the type of data source correctly, the data obtained can be in accordance with the study problems being carried out. The data in this study consisted of in-depth interview transcripts and documentation. The data in this study is divided into two, namely primary data and secondary data. First, primary data is data obtained directly from informants related to the study object. In this study, the authors obtained primary data from the results of interviews that have been conducted. As for the primary data sources in this study, there were informants, consisting of three lower grade teachers, three parents, and three lower grade students. The second is secondary data, which is data that complements the primary data. Secondary data can be in the form of document archives, personal documents, newspapers, and so on. As for the secondary data sources themselves in the form of photo documentation, supporting infrastructure, archives and other data.

Data collection technique

Interview

The interview that the authors used in this study was an in-depth interview, this was to reveal as much detail as possible about the object that was the focus of the study. The authors have prepared a draft that contains questions related to the issues raised. The authors conducted interviews with all informants, namely lower grade teachers, students, and parents. Interviews were conducted by the authors with all informants and those concerned regarding how to plan, implement, and evaluate strategies for lower grade teachers in implementing nature-based thematic learning during a pandemic.

Documentation

Documentation is a source of data in the form of written documents, films, pictures, and other documents needed by the authors to complete data in study. This method is used to bring together all the necessary data, namely vision and mission, learning modules, student worksheets, and other data sources related to lower grade teacher strategies in implementing nature-based thematic learning during a pandemic.

Data Validity

In this qualitative study, the authors conducted data validity to re-check whether the data obtained was valid or not by using two types of triangulation. The triangulation used by the authors is source triangulation and technical triangulation used to check the validity of the data. Triangulation of sources, namely by collecting data from various parties, namely lower grade teachers, parents, and lower grade students. Meanwhile, technical triangulation was used to re-check interview transcripts with all informants with the documented data that the authors obtained.

Data analysis

The data analysis process used includes data reduction, data presentation, and drawing conclusions. Initially, researchers reduced data by summarizing or sorting data taken in the field. The data obtained from MASMES is sorted based on certain categories, so that the data from interviews regarding the strategies of lower grade teachers are clearer to understand. Then after the author sorts the data by category, the data obtained is presented in the form of brief descriptions, charts and tables. Through presenting data in various forms, it can make it easier for readers to understand it. Reading the results of the information obtained from all informants, noting important matters relating to study, and grouping records sourced from data and dividing into the same category. Finally, drawing conclusions, namely the activity of reviewing data and providing an explanation of the study conducted. Drawing conclusions by the authors is done after carrying out a series of studies. The study series included interviews with various informants, such as lower grade teachers, parents and students. Furthermore, it is categorized according to the same aspects, so that this can be used as valid and accountable evidence. The study series included interviews with various informants, such as lower grade teachers, parents and students. Furthermore, it is categorized according to the same aspects, so that this can be used as valid and accountable evidence. The study series included interviews with various informants, such as lower grade teachers, parents and students. Furthermore, it is categorized according to the same aspects, so that this can be used as valid and accountable evidence.

RESULTS

Based on the results of field study conducted by the authors using data collection techniques in the form of interviews and documentation with the informants concerned, the following authors describe the summary results:

Table 1. Results Summary of the Research

| No | Aspect | Source description | Description |
|----|----------------|--|---|
| 1 | Planning | Lesson plan used | Same with other schools. |
| | | Planning teaching and learning activities | Prepared in a mature manner referring to the working meeting at the beginning of the semester, teacher and parent coordination is needed. |
| | | Nature school concept | The concept of rahmatan lil'alam. |
| | | Strategy selection process | Learning objectives, create a network of material and student needs. |
| | | Constraint | Lack of time in preparing lesson plan, many points that must be derived, and lack of communication between co-workers who are of the same mind. |
| 2 | Implementation | Submission of learning according to the lesson plan | It is in accordance with the lesson plan, seen in the worksheet made by the teacher with reference to the official book which was developed by himself. |
| | | Delivery of material during online learning | <i>Zoom, voice notes, whatsapp group video calls, learning videos, share youtube links, google forms and quiziz.</i> |
| | | Strategy during the learning process | Direct learning strategies, active, collaboration between teachers and parents, thin schools, experiential strategies, home visits, and homestays. |
| | | Linking online learning to nature | Already linking nature-based online learning. |
| | | Implementation of nature-based thematic learning in lower grades | It has implemented nature-based thematic learning in lower grades well. |
| | | Constraints during the thematic learning process | Constrained by signals, material delivery is not optimal, parents are working, learning is not conducive, and natural learning is limited. |
| 3 | Evaluation | Nature-based learning activities during a pandemic | During the pandemic, several learning activities were carried out and some were not due to the current situation and conditions. |
| | | Evaluation of learning activities during a pandemic | Once. From us, there is a teaching and learning evaluation because when learning using zoom, fellower grade 1 students are combined so it's not conducive. |
| | | Strategy implementation and constraints encountered | The constraints on the plans made by the teacher are ripe, but sometimes in reality they are not appropriate so the teacher has to modify and readjust them. |
| | | The evaluation process in natural schools | After each activity is carried out, an evaluation is immediately carried out. |
| | | Conducting pre-pandemic and during-pandemic evaluations | For evaluation it is almost the same, it's just that the intensity is not optimal. |
| | | Collaborative implementation of evaluation in lower grade teacher strategies | More collaboration with fellow teachers of the same grade. |
| | | Follow-up of evaluation results | There is a follow-up, which is in the form of improvement. We'll see where the shortcomings are, that's what we fix. |
| | | Solutions in dealing with problems | Establishing communication with fellow teachers and parents, the need for training for teachers to bring up new innovations, providing motivation for children to have an interest in taking online classes, and the existence of a supporting system from schools. |

Based on the results of the study regarding the strategy of lower grade teachers in implementing nature-based thematic learning, it is necessary to have careful preparation, so that the learning process goes according to purpose. This preparation must be supported

by several parties. The parties involved in this preparation are teachers, parents, and students so that learning activities that take place during the pandemic run according to the rules that have been made. Therefore, the author describes this preparation into three stages, namely planning, implementation, and evaluation.

In the planning stage, the teacher elaborates again on several considerations. One of them is planning teaching and learning activities online. This is the arrangement made by the teacher at the first semester work meeting. This planning must be done carefully, so that it goes according to the expected goals. In addition to seeing the plans during the learning process to be used as a reference by the teacher, they also need to know the concept of the school at MASMES. The concept is *rahmatan lil 'alamin*. Therefore, this can be used as a reference by teachers in preparing lesson plans and selecting suitable strategies to be implemented in nature-based schools during this pandemic. However, regarding the plans compiled by the teacher there are obstacles encountered such as adjusting teaching and learning activities online,

At this implementation stage, all informants took part in the ongoing learning activities. The delivery of learning by the teacher is in accordance with the lesson plan, it is known in the worksheet which was compiled by himself and modified with the official book. Therefore, it is easy for students to absorb the information conveyed by the teacher because the language used is easy to understand. Various platforms also contribute during the learning process, namely zoom, google meet, learning videos, and so on. Furthermore, besides the platform to support learning, strategies also play an important role during the learning process. The right strategy during this pandemic can be an attraction for students in online learning with nature. The strategies used are direct learning strategies, based on experience, and so on.

At this evaluation stage, all parties concerned, including teachers, parents and students, provide an evaluation of the lower grade teacher's strategy if this is going well, but there are a few obstacles in it. Evaluation of this nature-based learning activity was partly carried out partly not due to the pandemic. The strategy used is flexible, because it is combined with the needs and conditions of students. In a plan that has been made carefully, but when in the field it doesn't work according to the maximum. This requires follow-up in the form of improvements so that in subsequent activities such problems do not occur. Various ways are done to find solutions to problems.

DISCUSSION

Lower Grade Teacher Strategy Planning in Implementing Nature-Based Thematic Learning During a Pandemic

Based on the findings that the authors found in the field, data were obtained from interviews with lower grade teachers at MASMES regarding the lesson plans used in this school. According to the three lower grade teachers at this school, the lesson plans used were the same as those at other schools. However, there is a slight difference, namely that there is an additional nature and Muhammadiyah content, apart from that also in the learning content carried out by the teacher, the modules and worksheets the teacher makes in language that is easy to understand. This statement is in line with study of Muhroji & Yusrina (2018:3-4) that the use of modules in teaching and learning activities can provide understanding for students during the learning process, especially in the lower grades.

Second, planning teaching and learning activities that are carried out online. According to the results of interviews with the three lower grade teachers that the planning made by the teacher refers to the work meeting at the beginning of the semester, then coordination between fellow teachers and parents is needed so that the learning process runs optimally. The findings of these researchers are in line with the opinion by Majid in Syarifuddin (2020) that planning can be intended as a process of designing lesson materials, the use of media

in learning, the approaches and methods used, as well as the process of assessing one time allocation that is carried out at a certain time to achieve a predetermined goal. Therefore, everything must be prepared carefully so that in conveying in the learning process all activities run smoothly.

Third, teachers need to know about the concept of nature at MASMES. According to the results of interviews with lower grade teachers that the concept of nature in this school has the concept of *rahmatan lil 'alamin*, namely teaching students how to know God by studying nature, and being grateful for and caring for His creation. This statement is in line with study of Spalie et al. (2011:3312) that the concept of the natural depok school is based on the concept of education which is bound to goals on the basis of the creation of living things on earth, as Khalifatullah Fil Ardh (leader of the earth) who understands how to respect the creator of Allah SWT, creatures, and the universe which belongs to none other than Allah SWT. How also to lead other creatures by following the law of Allah SWT. Besides that Harjanti et al. (2019:127-128) also explained that the classroom is shaped like a stage and the floor is made of wooden planks. Students are given the freedom to express and explore without holding back their curiosity. School is a place to learn and play. Students are freed to be themselves, develop the potential to grow to be independent, have character, and have knowledge so that they are able to become leaders in line with the character of human creation to become caliphs of the Prophet.

Fourth, at the planning stage, namely the strategy selection process. The results of interviews with lower grade teachers, who said that the process of selecting this strategy needs to pay attention to learning objectives, create a network of material to be delivered to students, the needs of students, and the teacher's way of providing material to students. This statement is in line with study of Siregar (2013) that the selection of strategies used by an educator in the learning process must be oriented towards learning objectives. Therefore, the teacher can easily find out which achievements are in accordance with the target learning objectives and which are not appropriate. In addition to paying attention to the objectives, it is also necessary to create a network of material that will be delivered according to the needs of students so that it can be seen whether it is appropriate or not.

Finally, regarding the obstacles faced by teachers in preparing lesson plans including the selection of strategies. The results of interviews with lower grade teachers, said that the obstacles were such as requiring extra time in preparing lesson plans, the need for adjustments to online learning activities, many points that had to be reduced, and a lack of communication between like-minded colleagues. The findings of these authors are in line with study of Adha et al. (2021) that the main difficulty in developing lesson plans is caused by taking up a lot of time in the process of preparing lesson plans, little training on the process of preparing lesson plans, and the outputs that are ensured in many lesson plans, for example the difficulty in aligning several parts at each meeting which makes the teacher less than optimal or even does not make lesson plans each meeting during the learning activity takes place.

Implementation of Lower Grade Teacher Strategies in Implementing Nature-Based Thematic Learning During a Pandemic

Based on the results of interviews conducted by authors with various informants concerned, the implementation stage is broken down into six points. First regarding the delivery of material in accordance with the lesson plan, that the lower grade teachers have delivered material in accordance with the lesson plan. This is known in the worksheets and modules made by the teacher himself, modified from official books and detailed so that students can easily accept the material presented. The findings of this study in line with study of Anggraeni & Akbar (2018) that the suitability of the lesson plan and the learning process was obtained after the teacher filled out the teacher profile questionnaire, used documentation of the lesson plan and made observations during the learning process.

Second, the delivery of material by the teacher to students while online. According to interviews with all informants, matters regarding the delivery of learning carried out by teachers using various platforms were conveyed. The platforms used include, zoom which is done three times a week for thematic learning, voice notes or WhatsApp group video calls to check murojaah tahfidz every Friday, learning videos designed by the teacher himself, share links from YouTube for additional reference and there is also Google. form or quiziz if there is an assignment. The findings of this study in line with study of Salsabila et al. (2020) that technology has a very important role in the implementation of learning, especially during a pandemic like today. The teacher's fun delivery certainly doesn't make children easily bored when learning takes place, even though it's done online. So, no matter how you do it, the teacher must be able to liven up a pleasant online class atmosphere.

Third, the strategy that teachers use in implementing nature-based thematic learning. According to the results of interviews submitted by several informants, the strategies used were direct learning strategies, thin schools, experience-based strategies, home visits, and homestays. The findings of this study are in line with study of Alimah & Marianti (2016) that the strategies used in natural learning are inquiry strategies and learning strategies through experience. This strategy also gives freedom to students and involves students in concrete activities so that they can easily understand what they are learning. So not only delivery in theory, but also must be accompanied by direct practice to the field. Yulia (2020:54) also said that strategies for improving online teaching are by involving students online, creating a learning environment that supports learning, using an attractive learning platform so that it attracts students' interest to follow, providing feedback, and making learning content online that can be accessed at any time. anywhere and anywhere.

Fourth, regarding how teachers relate online learning to nature. According to the results of interviews conveyed by several informants that during ecobrick material learning, namely the activity of putting plastic waste into bottles to reduce the use of waste, and there is also a mixture of several lesson contents into one learning video that links nature. Providing real examples in the learning process is intended so that students can easily accept the material presented by the teacher, besides that it does not prevent students from remaining active in the learning process even though it is online. The findings of the authors above are in line with the study of Qibtiah et al. (2018) that both of them utilize the natural surroundings as the main source of learning in supporting learning activities. The use of a thematic approach that connects theory with observations and practical experience in the field so that students are given the freedom to build learning understanding. Besides that Sagala et al. (2019:90) also revealed that nature school educators not only teach students to learn in nature, but aim for students to learn together with nature.

Fifth, related to the obstacles encountered in nature-based thematic learning during the pandemic. The majority of the obstacles encountered during online learning are signals. In addition, there are also limited time used during zoom, material delivery is not optimal, limited communication tools, parents are working so they cannot accompany students optimally, learning is not conducive, there are children who sleep while learning takes place, natural learning is limited due to the pandemic, as well as the lack of interest of children to take online classes. The findings of these researchers are in line with study of Wardani & Ayriza (2021) that the obstacles encountered during the learning process are signals that are less stable, this becomes an obstacle when carrying out online learning. However, the location far from the house close to the road can also be another factor why the signal becomes less stable. In addition, parents do not have free time to accompany their children during the learning process, because most parents are busy working. This makes parents pay less attention to their children because during learning they are not there beside them, and finally it is difficult for parents to use gadgets.

Evaluation of Lower Grade Teacher Strategies in Implementing Nature-Based Thematic Learning During a Pandemic

The evaluation of lower grade teacher strategies in implementing nature-based thematic learning, the authors obtained data from interviews and documentation. Evaluation is carried out to follow up on the results of activities that have already taken place. This is known from the learning process that utilizes the natural surroundings as a source of learning or supporting media during learning. Evaluation of lower grade teacher strategies in implementing nature-based thematic learning must be carefully prepared so that they can provide appropriate follow-up.

Based on the findings at the evaluation stage related to whether during the pandemic, nature-based learning activities were still carried out, the lower grade teacher revealed that some were implemented and some were not. This was reinforced by the results of interviews that the authors conducted. The results of the interviews with the grade 1 teachers were true that there were some learning activities that were carried out and some that were not because they were adapted to the current situation and conditions. Activities carried out include market day, tracking fun, and farm. Activities that cannot be carried out are homestays because they have to combine classes 1 to 3, so for now it is off. These findings are in line with study by Fariani et al. (2021:95) that natural school is carried out by inviting students to leave the classroom and study in nature to reduce boredom. It is also easier for students to understand the material presented when learning is done directly with nature. However, due to a pandemic like today, natural learning is limited and some learning is not carried out directly. This did not become an obstacle for teachers and students to interact during the pandemic, some activities were still being carried out but the implementation was different, namely online. Regarding the evaluation of ongoing learning activities, the teacher must reflect on students regarding the learning that has been carried out so that the excess gap in activities can be used as an evaluation for the future.

Based on the findings at the evaluation stage related to it during the pandemic, learning activities carried out online have been evaluated, the advantages and disadvantages as well as solutions to solve them. The lower grade teacher revealed that an evaluation had been carried out. This was reinforced by the results of interviews that the authors conducted. The results of interviews with grade 1 teachers indicated that it was true, teachers always evaluate after learning activities are finished. Teachers do various ways, because online learning is done by zoom, learning videos, teachers interact more with students, attract students' attention with fun learning. After at the end of the lesson the teacher gives an evaluation to students by asking questions through the quiziz application which contains only light questions. The advantages during the learning process are that children are more familiar with what zoom is and how to operate it, while the disadvantages are that not all children and parents understand how to operate technology. There are various solutions that can be given, such as children being given questions or quizzes to explore abilities with light questions, for example before going home the teacher gives questions such as quizzes which are used to recall students' memory in the learning that has been carried out.

Based on the findings at the evaluation stage regarding whether the strategy used is appropriate and working as it should and the constraints faced by the teacher while implementing it. The lower grade teacher revealed that an evaluation had been carried out. This was reinforced by the results of interviews that the authors conducted. The results of the interviews with the grade 1 teachers indicated that the strategy was trial and error, there was no standard that it had to be like this, so it was more flexible in nature and also adapted to the needs and conditions of the students. The constraints on the plans made by the teacher are ripe, but sometimes in reality they are not appropriate so the teacher has to modify and readjust them. These findings are in line with study conducted by Yuangga &

Sunarsi (2020:55) that the strategy used requires strengthening the interaction between students and teachers, because this pandemic makes the relationship between the two very important. The existence of a strategy in distance learning that is carried out online can be carried out effectively, namely establishing time management by managing good and regular study time. The implementation of the strategy used must also be collaborated with learning media such as zoom, Google meet, and others to make it easier for teachers to convey learning. In addition, it can also be adjusted to the needs and conditions of students.

Based on the findings at the evaluation stage related to the evaluation process carried out in natural schools. This was reinforced by the results of interviews that the authors conducted. The results of interviews with grade 1 teachers indicated that after each activity carried out, an evaluation was immediately carried out, such as tracking and farming, so that the next day it was executed for other groups. Then the evaluation results are used as a benchmark in the future. Daily evaluations are carried out with quizzes. For official evaluations, mid semester exam and final semester exam lower grades and adjust them from the department. The findings of this study are in line with study conducted by Fitria & Triana (2017:29) that the evaluation process is carried out with various assessment techniques such as assessment of attitudes, knowledge and skills. The knowledge competence can be done through oral, written tests, and with other assignments. According to the evaluation results obtained, this is due to natural schools being more focused on assessment techniques in ongoing learning activities. So, basically, after the completion of the activity, fellow teachers discuss evaluations related to this matter.

Based on the findings at the evaluation stage regarding things that must be evaluated for natural schools during a pandemic. This was reinforced by the results of interviews that the authors conducted. The results of interviews with grade 1 teachers indicated that the evaluation between pre-pandemic and post-pandemic learning was almost the same, it's just that the intensity was not optimal. Activities that took place during the pandemic were indeed not full, due to circumstances and conditions. However. Even though the pandemic is still being attempted in any way by not leaving the concept of nature. The findings of this study are in line with study by Spalie et al. (2011:3312) that the concept of the natural depok school is based on the concept of education which is bound to goals on the basis of the creation of humans on earth. So even though it is done online, natural elements that unite with humans must still be interconnected and carried out in various ways, for example by using learning videos. The teacher evaluates the students using learning video media after the activity is finished, so the teacher can find out to what extent the students understand the material presented, both orally and in writing.

Based on the findings at the evaluation stage regarding the form and implementation of the evaluation regarding strategies in collaboration with fellow teachers of lower grades. This was reinforced by the results of interviews that researchers conducted. The results of interviews with grade 1 teachers show that collaboration is more frequent with fellow teachers at the same level, such as grades 1a and 1b as well as with grades 2 and 3. The collaboration itself is more about learning activities, do you want to use quiziz or something else? joint coordination. The findings of this study are in line with study conducted by Yuangga & Sunarsi (2020:55) that the strategy used requires strengthening the interaction between students and teachers, because this pandemic makes the relationship between the two very important. The existence of a strategy in distance learning that is carried out online can be carried out effectively, namely establishing time management by managing good and regular study time. The implementation of the strategy used must also be collaborated with learning media such as zoom, Google meet, and others to make it easier for teachers to convey learning. Of course, there are shortcomings in the efforts made by the teacher which are the background to the importance of the strategies and media used

during the pandemic. However, there must also be a right solution so that this does not become an obstacle.

Based on the findings at the evaluation stage regarding the follow-up of the results of the evacuation carried out. This was reinforced by the results of interviews that the authors conducted. The results of interviews with grade 1 teachers revealed that there was follow-up in the form of improvements. Existing deficiencies are tried to be repaired and solutions are sought, if the results are not optimal, try continuously until you find a suitable solution. The findings of the authors are in line with Farikah in (Ratnawulan & Rusdiana 2015:111) that the deficiencies and obstacles found in achieving the goals set by the evaluator. The existence of these improvements and improvements can be used as a reference to correct current deficiencies and can be used as a benchmark for the future. So that the follow-up that is carried out must also be really mature so that it is in line with what is expected. Various parties must cooperate with each other in order to find the right solution in accordance with the deficiencies found in the evaluation that has been carried out.

Based on the findings at the evaluation stage related to solutions in dealing with existing problems such as communication between fellow teachers and parents with teachers must be maintained, the need for training for teachers to bring up new innovations, providing motivation for children to have an interest in taking online classes, being patient in guiding children, installing wifi to support the learning process, asking for help from other people if you don't understand, there is a supporting system from the school. The findings of this study are in line with study conducted by Sari et al. (2021) that the solution made by the teacher in dealing with student boredom during learning activities is by doing ice breaking, while for signal problems you can find a good operator,

CONCLUSION

Based on the study that has been described in the discussion section, it can be concluded that: (a) The strategy planning for lower grade teachers in implementing nature-based thematic learning during the pandemic has been well structured, but there have been a few obstacles. At this planning stage it is carried out systematically (b) The implementation of the lower grade teacher's strategy in implementing nature-based thematic learning during the pandemic has gone well, but there have been obstacles in the learning process. The implementation of learning in natural schools is online, while the strategies used by teachers are direct learning strategies, experiential strategies, home visits, and homestays. Constraints in the implementation of thematic learning namely signal constraints, limited time during zoom, material delivery is not optimal, parents are working so they cannot accompany their children optimally, natural learning is limited due to the pandemic, children's lack of interest in taking online classes. (c) Evaluation in this study has been going well, but there are some obstacles in it. There is follow-up in the form of improvements so that for subsequent activities such problems do not occur. Various ways to find a solution have been carried out so that it can be used as a benchmark or reference in the future to make it even better.

Novelty and Contribution

Previous studies related to lower grade teacher strategies in implementing non-nature-based thematic learning. This study reveals the strategies of lower grade teachers in implementing nature-based thematic learning during a pandemic. These findings will be important for all elementary education parties to uncover strategies used during a pandemic in nature-based lower grades and provide effective solutions if there are problems in them.

Limitations and Advanced Research

The limitations of the authors in this study were when collecting data using interview techniques. Interviews were conducted in two ways, coming directly to the school or home

and via video call because conditions in various areas were still a pandemic, making it impossible to meet in person. Researchers also could not go directly to the field to participate in the learning process due to the increasing pandemic conditions at that time, so that the data collected was not optimal.

Suggestion

All informants, starting from lower grade teachers, students, and also parents, must work together to achieve the goals that have been set from the start. As a teacher, he must be rich in insight so that he can build new innovations, there is a need for training to reveal more deeply about the strategies that teachers use in learning in natural schools, and teachers must provide solutions related to obstacles encountered during the learning process. As parents, there must be monitoring and availability of time to accompany their children during the learning process which is carried out online, and provide directions if they experience difficulties.

REFERENCE

- Adha, N., Karma, I. N., & Husniati. (2021). Identifikasi Kesulitan Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran (RPP) Kurikulum 2013 Di Sekolah Dasar Gugus 1 KEDIRI. *Renjana Pendidikan Dasar*, 1(3), 218–229. <http://prospek.unram.ac.id/index.php/renjana/article/view/132>
- Alimah, S., & Marianti, A. (2016). *Jelajah Alam Sekitar : Pendekatan, Strategi, Model, dan Metode Pembelajaran Biologi Berkarakter untuk Konservasi*. FMIPA UNNES. <https://www.researchgate.net/publication/309643400>
- Anggraeni, P., & Akbar, A. (2018). Kesesuaian Rencana Pelaksanaan Pembelajaran Dan Proses Pembelajaran. *PESONA DASAR: Jurnal Pendidikan Dasar Dan Humaniora*, 6(2), 55–65. <http://www.jurnal.unsyiah.ac.id/PEAR/article/view/12197>
- Chan, F., Kurniawan, A. R., Nurmaliza, Herawati, N., Efendi, R. N., & Mulyani, J. S. (2019). Strategi Guru Dalam Mengelola Kelas di Sekolah Dasar. *International Journal of Elementary Education*, 3(4), 429–446. <https://ejournal.undiksha.ac.id/index.php/IJEE/article/view/21749>
- Fariyani, S., Sella, Faizal, Hakim, A., Zulfian, Suryati, & Premesti, D. (2021). Pendidikan Sekolah Alam di Desa Berbura. *Abdimas Singkerru*, 1(2), 92–96. <http://jurnal.atidewantara.ac.id/index.php/singkerru/article/view/49>
- Fitria, F. W., & Triana, D. D. (2017). Evaluasi Implementasi Standar Penilaian Pada Sekolah Alam Bogor Berdasarkan Model Evaluasi Provus. *Jurnal Evaluasi Pendidikan*, 8(1), 26–32. <http://journal.unj.ac.id/unj/index.php/jep/article/view/6736/4832>
- Gisnawaty, Marzuki, & Utami, S. (2015). Strategi Implementasi Model Pembelajaran Tematik Berbasis Pendekatan Saintifik di Sekolah Dasar. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 4(10), 1–10.
- Hanifah Salsabila, U., Sari, L. I., Lathif, K. H., Lestari, A. P., & Ayuning, A. (2020). Peran Teknologi Dalam Pembelajaran Di Masa Pandemi Covid-19. *Jurnal Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan*, 17(Vol 17 No 2 (2020): Jurnal Al-Mutharahah: Jurnal Penelitian dan Kajian Sosial Keagamaan), 188–198. <https://ojs.diniyah.ac.id/index.php/Al-Mutharahah/article/view/138>
- Harjanti, R., Supriyati, Y., & Rahayu, W. (2019). Evaluation of Learning Programs at Elementary School Level of “Sekolah Alam Indonesia (SAI)”. (Evaluative Study Using Countenance Stake’s Model). *American Journal of Educational Research*, 7(2), 125–132. <https://pdfs.semanticscholar.org/6acc/8f79d7ecdcb4ebf805751f6d304c16e16627.pdf>
- Howell, S. L., Williams, P. B., & Lindsay, N. K. (2003). Thirty-two trends affecting distance education: An informed foundation for strategic planning. *Online Journal of Distance*

- Learning Administration*, 6(3), 1–18.
- Muhroji, M., & Yusrina, H. (2018). Penggunaan Modul Pada Pembelajaran Tematik Di Sdn 1 Jimbung Klaten. *Profesi Pendidikan Dasar*, 1(1), 1. <https://doi.org/10.23917/ppd.v1i1.6457>
- Qibtiah, E. A., Retnowati, R., & Laihad, G. H. (2018). Manajemen Sekolah Alam Dalam Pengembangan Karakter Pada Jenjang Sekolah Dasar Di School Of Universe. *Jurnal Manajemen Pendidikan*, 6, 629. <https://journal.unpak.ac.id/index.php/JMP/article/view/789>
- Ratnawulan, E., & Rusdiana, H. A. (2015). *Evaluasi Pembelajaran*. CV Pustaka Setia.
- Rigianti, H. A. (2020). Kendala Pembelajaran Daring Guru Sekolah Dasar Di Kabupaten Banjarnegara. *Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, 7(2), 297–302. <https://doi.org/https://doi.org/10.31316/esjurnal.v7i2.768>
- Sagala, R., Nuangchalerm, P., Saregar, A., & El Islami, R. A. Z. (2019). Environment-friendly education as a solution to against global warming: A case study at Sekolah Alam Lampung, Indonesia. *Journal for the Education of Gifted Young Scientists*, 7(2), 85–97. <https://doi.org/10.17478/jegys.565454>
- Siregar, Y. (2015). Kompetensi Guru dalam Bidang Strategi Perencanaan dan Pembelajaran Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 3(1), 39–48. <https://doi.org/10.30998/formatif.v3i1.114>
- Spalie, N., Utaberta, Abdullah, Tahir, M., & Che, A. (2011). Reconstructing sustainable outdoor learning environment in Malaysia from the understanding of natural school design and approaches in Indonesia. *Procedia - Social and Behavioral Sciences*, 15, 3310–3315. <https://doi.org/10.1016/j.sbspro.2011.04.291>
- Syarifudin, A. S. (2020). Impelementasi Pembelajaran Daring Untuk Meningkatkan Mutu Pendidikan Sebagai Dampak Diterapkannya Social Distancing. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua*, 5(1), 31–34. <https://doi.org/10.21107/metalingua.v5i1.7072>
- Wardani, A., & Ayriza, Y. (2021). Analisis Kendala Orang Tua dalam Mendampingi Anak Belajar di Rumah Pada Masa Pandemi Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 772–782. <https://doi.org/10.31004/obsesi.v5i1.705>
- Widiasworo, E. (2017). *Strategi dan Metode Mengajar Siswa di Luar Kelas (Outdoor Learning) Secara Aktif, Kreatif, Inspiratif, & Komunikatif*. Ar-Ruzz Media.
- Yuangga, K. D., & Sunarsi, D. (2020). Pengembangan Media Dan Strategi Pembelajaran Untuk Mengatasi Permasalahan Pembelajaran Jarak Jauh Di Pandemi COVID-19. *Jurnal Guru Kita*, 4(3), 51–58. <https://jurnal.unimed.ac.id/2012/index.php/jgkp/article/view/19472/13983>
- Yudistira, C. (2014). Implementasi Peduli Lingkungan Di Sekolah Alam Ungaran. In *Skripsi*. <http://lib.unnes.ac.id/23071/1/4401408114.pdf>
- Yulia, H. (2020). Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia. *English Teaching Journal*, 11(1), 48–56. <https://doi.org/https://doi.org/10.26877/eternal.v11i1.6068>