

Phenomenological Study of Online Thematic Learning at the Integrated Islamic Elementary School Al-Akhyar Muara Bungo



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ABSTRACT: This study seeks to interpret the teacher's online planning, implementation, and assessment of thematic learning outcomes at Al-Akhyar Muara Bungo Integrated Islamic Elementary School. This study employs an interpretive phenomenological methodology for qualitative research. The interpretive phenomenological strategy seeks to comprehend the significance of the teacher's experience in planning, implementing, and assessing online thematic learning. There were five participants in the study: two fourth-grade teachers, two fifth-grade teachers, and one sixth-grade teacher. The procedure for identifying participants utilized a technique of purposive sampling. Instrument for data collection based on interviews and document analysis

The findings of the study indicate that (1) teachers face obstacles when planning lessons because they must adapt the learning format to an online learning format. This difficulty is caused by insufficient accessibility, connectivity, and capabilities. Accessibility, connectivity, and skill constraints make it difficult for instructors to design adaptable learning activity formats for online learning. (2) Al-Akhyar Islamic Elementary School instructors implement online thematic learning by delivering instructional material via video and sending it to the Student Wa group. Sending videos via Wa has limitations. These restrictions include the limited video memory capacity, which restricts the video lengths that can be sent via Wa. (3) The teacher at Al-Akhyar Islamic Elementary School administers an online learning assessment by assigning homework through Wa and grading students based on the results of their homework.

Due to limitations in planning, implementing, and evaluating learning, Al-Akhyar Muara Bungo Integrated Islamic Elementary School's online thematic learning does not present meaningful learning. The implementation of thematic learning has failed to motivate students to be more active, investigate, discover, and construct their own knowledge through exploration and reflection on the studied topics. The learning process must have the appropriate infrastructure and technology, schedule and activity arrangements, use of digital resources, and parental participation. Adequate access to learning will improve the efficiency of the implementation of online learning.

KEYWORDS: Integrated Thematic Learning and Online Education. Phenomenology.

INTRODUCTION

Thematic learning is an instructional method included in the 2013 curriculum. Thematic learning systems provide a balance of academic intelligence, technology, knowledge with emotional intelligence, sociology, and attitude skills. Hard skills are typically academic abilities, technological know-how, and specialized knowledge. To perfect hard skills, soft skills, such as emotional intelligence, social skills, and a positive attitude in every job, are required. Under the guidance of the teacher, students are prepared to acquire knowledge independently and form their own conceptualizations. After acquiring knowledge, students are expected to be competent in the field of science and in interacting with others in the community.

By implementing learning in schools, the thematic approach becomes an approach that must be thoroughly understood and comprehended. Both teachers and principals, so that learning can be appropriately applied in accordance with the goals of developing a thematic approach. The implementation of thematic learning requires the instructor to comprehend that the incorporation of these learning concepts must be accomplished in an integrative manner. Transfer of concepts from one concept to another occurs naturally without re-subjectification of the concept. When the outbreak of Covid-19 becomes a global pandemic, teacher comprehension of the application of thematic learning will become increasingly essential. The Covid-19 outbreak has had an effect on the implementation of the educational process at the elementary, secondary, and higher education levels throughout the world. Numerous nations have adopted policies to shift the technical implementation of education from face-to-face to online. Changes in the form of implementation of learning also apply in Indonesia as in the Republic of Indonesia Ministry of Education and Culture

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circular letter Number 4 of 2020 concerning the implementation of educational policies during the Corona or Covid-19 emergency. This circular requires all elementary, secondary, and higher education institutions to implement online learning.

Online education in elementary schools is a topic that is highly pertinent in the current educational context. In recent years, the global COVID-19 pandemic has compelled institutions to adopt online education. Online thematic education in elementary schools presents both instructors and students with unique challenges. Thematic online education must provide a meaningful learning process. Rather than simply memorizing or remembering information mechanically, understanding the meaning of learning will aid students in gaining a thorough understanding of concepts. The definition of learning requires a deeper comprehension of the material being studied so that students can associate new ideas with prior knowledge. Meaningful learning motivates students to think critically, analyze problems, and come up with inventive solutions. Assist students in honing their reasoning skills and preparing them for life's many challenges.

The Al-Akhyar Muara Bungo Islamic Primary School offers online education. Based on the results of interviews with school principals, it was determined that schools implement online education in accordance with Circular No. 4 of 2020 regarding the implementation of education policies during the emergency spread of Coronavirus Disease (COVID-19). Online thematic education presents schools and instructors at Al-Akhyar Integrated Islamic Elementary School with a difficult dilemma and decision. This difficulty is caused by a combination of factors, including instructors who lack experience using technological devices for online learning, limited infrastructure, and parental opposition to the implementation of online learning. Not all parents of pupils possess the necessary devices to access online learning materials. It is believed that online learning makes it challenging for parents to accompany their children as they study at home. In addition, the anxiety of their children regarding the deleterious influence of cellphones (HP) is another reason why parents of students object.

Studying and researching the phenomena of teacher experience in online thematic learning is fascinating. Online education in elementary schools is a topic that is highly pertinent in the current educational context. In recent years, the global COVID-19 pandemic has compelled institutions to adopt online education. Those who select this topic will be able to investigate the effects, difficulties, and opportunities of online thematic learning in SD. Online thematic education in elementary schools presents both instructors and students with unique challenges. Research can assist in elucidating teacher experience and identifying effective strategies and approaches for increasing teacher participation and comprehension in thematic online learning. Research on thematic online learning in primary schools can provide valuable insights for curriculum development, instructional design, and teacher preparation. Researchers utilized an interpretive phenomenological methodology to conduct their studies. Integrated Thematic Learning Online: Phenomenological Studies at Al-Akhyar Muara Bungo Islamic Elementary School.

Literature Review

Thematic Education

The curriculum is a set of teacher guidelines in implementing the learning process. Therefore, in order to prepare and anticipate changes and adapt them to the times, the curriculum must be developed and updated. The renewal is expected to have an impact on learning outcomes that can be measured and achieved in accordance with the times. The development of the 2013 curriculum is a very important part of the education improvement strategy (Majid, A. 2014:26). The learning process is directed at mastering knowledge and skills that can develop spiritual and social attitudes so that it is hoped that it will foster a religious culture in elementary schools (Machali, 2014:49). The thematic approach is part of the curriculum development policy from KTSP to the 2013 Curriculum. This curriculum change policy was carried out in order to improve the quality of learning. Of course, the curriculum is not something that is rigid or permanent, but something that is flexible and can change according to the demands of the times. Implementation of learning in the 2013 curriculum is no longer subject-based, but changes to a theme basis. Furthermore, the implementation approach is no longer teacher-based but student-based, and furthermore the learning outcomes are no longer only cognitive-based but attitude-based.

Suyanto (2013: 252) explains that thematic learning places more emphasis on the involvement of students in the learning process. Learners can gain direct experience and be trained to discover for themselves the various knowledge they learn. How children learn the characteristics and functions of objects such as toys, furniture and food and social objects such as self, parents and friends. How do children group objects to find out the similarities and differences. To understand the causes of changes in objects and events and to form predictions about these objects and events. Juridically, thematic learning relates to various policies or regulations that support the implementation of thematic learning in elementary schools (SD). The juridical basis is Law no. 23 of 2002 concerning child protection which states that every child has the right to receive education and teaching in the context of personal development and the level of intelligence according to his interests and talents (article 9). UU no. 20 of 2003 concerning the National Education System states that every student in each education unit has the right to receive educational services according to their talents, interests and abilities.

Thematic learning is integrated learning that is designed based on certain themes from several subjects and provides meaningful experiences for students (Ismail. 2021: 124). The implementation of thematic learning requires the teacher's ability to modify learning material in class. Therefore, the teacher must understand what material is being taught and how it is applied in the learning

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environment in the classroom. Teachers must be able to optimize when interacting with students (Majid.A. 2014:27). The implementation of thematic learning is able to provide connectivity between one subject and other subjects. Thematic learning is considered capable of improving and improving the quality of student learning. What students learn will be more meaningful, easier to remember and easier to understand, process and use to solve problems in life (Lubis, 2018: 237). One of the main lessons that need to be considered in the development of thematic teaching materials is based on life skills. Thematic learning should strive for students to have skills in social life, be able to compete in a pluralistic society, and be ready to face various problems that occur without feeling pressured (Lindawati, 2016: 213). Based on some of the theoretical explanations above, it can be understood that thematic learning is a learning approach that makes the theme the central point that links learning material based on basic competencies in a learning process.

Online Education

Education is the most basic need for humans in life and life. Education must be present and develop in accordance with the changing times, educational practices must be dynamic and must not be stagnant as a form of anticipation of the times which are always developing and changing. Educators must ensure that teaching and learning exercises continue even if students are at home. In this setting educators are required to have the choice to plan learning media as development using online media. (Diningsih, R. Haryanto, E. and Sulistiyo, U 2021: 16.). Online learning is an innovation by using technology in the learning process. As stated in the results of Fitriyani's research (2020: 166) online learning is one of the innovations that have emerged in the world of education which involves elements of information technology in the process of implementing learning. Furthermore, in another explanation, it is stated that online learning is learning that is carried out online by using various types of applications such as Whatsapp (Wa), Zoom and so on. Online learning is also known as distance learning or learning that is not face-to-face in the classroom.

Nurkholis, (2013: 43) states that nowadays education should be seen as an activity that is anticipatory in nature, namely an activity that welcomes the development of the times which is calculated to occur in the future. The increasingly rapid developments in the world of education require all stakeholders in the world of education to be able to adapt to these changes and developments, including the utilization and use of online learning technology. The online thematic approach is a new learning technique for elementary school teachers. In simple terms, it can be said that online learning is a learning activity that utilizes networks (Internet, LAN, WAN) as a method of delivery, interaction, and facilitation and is supported by various other forms of learning services. (Mustafa. MI & Chodzirin. M, 2019: 154). Furthermore, Sadikin and Hamidah, (2020) explain online/online learning is learning by utilizing communication tools such as cellphones, laptops, computers, and other communication devices. Online learning is also called learning using the internet in connecting communication between teachers and students.

One of the main benefits of Online Education is that it helps to make education accessible to everyone, thereby removing physical barriers as a factor for learning within the school's campus environment. Online learning provides benefits by removing physical barriers as a factor for learning in the classroom. Online learning requires teacher skills in managing the learning process properly so that optimal learning outcomes are achieved.

To provide online learners with a sense of practice, the learning process must be planned, implemented, and assessed in the same way as face-to-face learning.

Providing opportunities for social interaction in this online learning process will allow students to feel that learning is truly present, similar to face-to-face learning. The availability of supporting facilities, such as adequate internet network access and other supporting tools such as cellphones and laptops, can also make online learning enjoyable.

Research techniques

research uses a qualitative research method with an interpretive phenomenological approach. The use of this approach is based on the reason that the focus in this research is how the teacher's experience is in planning, implementing and assessing thematic learning online. In phenomenological research, the main focus is not on examining the features of the research object, but on understanding and interpreting individual subjective experiences of the research object. Phenomenological research seeks to explore meaning in human experience and understand how individuals interpret the phenomena they experience. The phenomenological approach tries to see the world through the subjective perspective of individuals and understand their experiences without judging or assessing the peculiarities of the research object itself. The specialty or importance of the object of research may be a factor that drives the choice of the object, but phenomenological research is more interested in the individual's experience and understanding of the object, rather than the features of the object itself. The qualitative study of the interpretive phenomenological approach is based on the premise that qualitative studies offer wider opportunities to explore phenomena. Such as social and educational phenomena, especially regarding the teacher's experience in implementing thematic learning online.

Research was conducted at the high class Al-Akhyar Muara Bungo Integrated Islamic Elementary School. Namely class IV and class V and class VI with 5 research participants. Al-Akhyar Islamic Elementary School is one of three schools that the researchers visited for an interview with the principal. The other two schools are SD Negeri 51/II Paku Aji Muara Bungo, and SD Negeri 115/II Rantau Embacang Muara Bungo. the two schools do not implement online learning. Based on the results of the interviews at the two elementary schools, the researcher obtained information that the school did not conduct online learning. The reasons for various

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limitations include ownership of technological tools and limited internet network access. The implementation of learning is carried out only by delivering and picking up assignments by students to teachers at school. Al-Akhyar Muara Bungo Islamic Elementary School carries out online learning, this information was obtained based on the results of interviews with the school principal. Schools carry out online learning in accordance with circular No. 4 of 2020 concerning the implementation of educational policies during the emergency period of the spread of Coronavirus Disease (COVID-19). Based on the reasons for access and opportunities as well as the suitability between the implementation of learning and research objectives, the researchers chose Al-Akhyar Muara Bungo Islamic Elementary School. Furthermore, the determination of participants in qualitative research is not based on number but based on adequacy and suitability to reach data saturation. The number of participants is considered fulfilled if the information obtained has reached data saturation. (Sugiyono, 2013; Saryono & Anggraeni, 2011).

Smith (2006) suggests that as a general guideline the number of five or six is a common size for research projects that wish to use research with a phenomenological approach (Smith, 2013:73). Creswell (2013: 219) states that in phenomenology, the number of participants varies from 1 person (Dukes, 1984) to 325 (Polkinghorne, 1989). Dukes suggests studying 3 to 10 subjects. On the basis of this opinion, the researcher determined that the research participants consisted of five Al-Akhyar Islamic Elementary School teachers. One class VI teacher, two class V teachers and two class IV teachers. The procedure for selecting research participants uses a purposive sampling technique by providing certain criteria or characteristics to study and understand the central phenomenon in selecting participants (Creswell, 2014). Data collection methods or procedures are the main steps in research. Without describing or carrying out data collection procedures, the researcher will not obtain data or information that meets the established standards. Data collection techniques in this study were interviews and documentation.

CONCLUSIONS AND DISCUSSION

Other online learning studies have focused on the applications used in online learning. Weaknesses of online learning media, as well as forms of implementing online learning. In the research that I conducted, it was not limited to the application and implementation and its weaknesses. This research was conducted as a whole from the thematic learning process beginning with planning, implementation, and assessment.

The implementation of teacher learning uses limited online media. The teacher only uses teaching video recordings and sends the videos via Wa to students. In the use of learning themes for grades IV, V, VI, generally have different challenges. Based on interviews with fifth grade teachers regarding the differences in teaching online from these themes, only the 1st semester 2 theme, namely the theme of heat and displacement, has its own challenges. The theme of heat and its transfer requires simulation. Meanwhile, learning using video simulations cannot be done because there is a limited memory capacity in sending videos using Wa. Furthermore, based on information from the class IV teacher that actually the themes in class IV thematic learning can be done online. It's just that teachers have limited accessibility and connectivity in the internet network. Thematic learning for certain themes is indeed needed face to face. However, other themes can be carried out online if supported by accessibility and connectivity, as well as adequate teacher and student skills.

In the assessment of teachers have different experiences. There are those who assess according to the assignments given, there are also teachers who give grades based on how fast or slow students submit assignments. Such an assessment certainly does not meet the standards of a good assessment. Kepmendibud No 719/P/2020 concerning guidelines for curriculum implementation in educational units under special conditions. That the assessment under special conditions is still carried out based on the principles of (1) Valid, namely the assessment produces valid information regarding student achievement. (2) Reliable, namely the assessment produces consistent and reliable information about student achievement. (3) Fair, namely the assessment carried out does not harm certain students. (4) Flexible, namely the assessment carried out in accordance with the conditions and needs of students and educational units. (5) Authentic, namely assessment that focuses on student learning outcomes in the context of solving problems in everyday life. (6) Integrated, namely the assessment is carried out as an integral part of learning so as to produce useful feedback to improve student learning processes and outcomes. (Kepmendibud No 719/P/2020).

Limited accessibility and connectivity are obstacles for teachers in online thematic learning. Not all students have stable access to the internet or adequate devices to participate in online learning, making it difficult for some students to follow lessons well. However, the findings in online thematic learning indicate that one teacher takes the initiative to visit students' homes.

DISCUSSION

Learning Planning

Online thematic learning is a learning method in which the teacher integrates multiple subjects into one central theme. In the context of online learning, teachers face unique challenges because they must convey material to students via digital platforms with limited interaction.

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Not all learners have stable and reliable access to the internet or necessary devices such as computers or tablets. This can make it difficult for the teacher to prepare and adjust the lesson plan. Furthermore, online learning tends to reduce direct interaction between teachers and students, which can negatively impact the quality of the interplay.

Adjusting the curriculum is a crucial component of developing thematic online learning plans. The methods, strategies, and media used can truly present constructive and progressive learning.

The characteristics of face-to-face learning lesson plans are in principle the same as online learning lesson plans. RPP for online and face-to-face learning must refer to its characteristics (1) RPP must fulfill minimal components and structures such as teaching materials, learning methods, learning steps, sources and assessment of learning outcomes. (2) The components of the RPP are interconnected in supporting the achievement of Basic Competency indicators. (3) RPP presentation of scope, level, depth, level of difficulty and order of material according to the level of development of students. (4) RPP presents learning methods and steps that are active, creative, effective and fun. (5) RPP presents assessment of various aspects of learning outcomes and assessment techniques. (6) RPP presents learning resources that are diverse and easy to obtain. (7) All components of lesson plans can be used by the teacher or adapted to changes that occur in schools and the demands of the Komalasari community (2011 : 197).

RPP online needs to adapt to the learning conditions that are carried out online. This adjustment will be a challenge and experience for every teacher in carrying out the task of implementing learning. Challenges and obstacles, as well as limitations in designing online thematic lesson plans to suit the curriculum and materials need to find solutions. The solution is provided so that learning can be carried out interactively and interestingly, delivering material with videos can run effectively. The solutions provided still pay attention to the teacher's skills in using technology, teacher-student interaction. Online learning can run optimally if teachers can carry out strategies such as communicating actively with students and parents to understand the obstacles they face in online learning. Using a variety of online learning platforms and tools that are flexible and can be accessed by various devices. Provide clear guidance and instructions to students and parents regarding online learning procedures and learning expectations. Use a variety of different learning methods, such as learning videos, online discussions, or collaborative projects. Hold regular face-to-face online sessions to build connections and provide direct feedback to students. (Sastypatiwi, H., & Dwiyani, A. 2016)

The Application of Learning.

Al-Akhyar Islamic Elementary School teachers implement online thematic learning by delivering learning material via video and sending it to the Student Wa group. (1) The teacher makes a video in which the teacher explains the learning material. (2) the teacher sends videos via Wa. (3) In active learning, parents or guardians of students are involved. (4) The teacher gives assignments through Wa. (5) Give feedback b via Wa.

(Ministry of Education and Culture Circular Letter Number 4 of 2020) Online learning must provide a meaningful learning experience for students, without burdening them with the demands of completing all the grade promotion and graduation requirements.

Thematic approaches to learning, whether online or offline, must incorporate the philosophical views of progressivism, constructivism, and humanism. Thematic learning combines values, attitudes, and skills in a lesson.

Implementation of thematic learning online refers to themes that can be connected based on existing basic competencies.

Based on interviews with fifth grade teachers regarding the differences in teaching online from these themes, only the 1st semester 2 theme, namely the theme of heat and displacement, has its own challenges. The theme of heat and its transfer requires simulation, whereas learning using video simulations cannot be done because the simulations are not available online.

Online learning, in its application, is very dependent on internet connection and the availability of online-based media as a learning tool. However, learning designs that are implemented online must still pay attention to the competencies that are expected to be mastered by students, considering that learning has a very complex nature because it involves pedagogical, psychological, and didactic aspects simultaneously (Syarifudin, 2020). The development of themes in online thematic learning based on the experiences conveyed by the teacher cannot be maximized. The teacher combines 2 themes in 1 learning activity. This merger is due to the limited video capacity for sending via Wa. This video is designed only short videos. Learning themes are media to connect concepts in learning. The theme is not the main goal in thematic learning, the main goal in thematic learning is the implementation of meaningful learning. In thematic learning, learning must be student-based, students' knowledge develops through meaningful learning experiences. The implementation of thematic learning must refer to the principles and basis of learning, namely learning that is progressive, constructive, and humanistic.

The implementation of the 2013 curriculum is with a thematic approach that the process or pattern of learning is (1) The pattern of teacher-centered learning becomes student-centered learning. Learners must have choices for the material studied to have the same competence . (2) The pattern of one-way learning (teacher-student interaction) becomes interactive learning (interactive teacher-students-community-natural environment, other sources/media). (3) Isolated learning patterns become network learning (students can gain knowledge from anyone and from anywhere that can be contacted and obtained via the internet). (4) The pattern of passive learning becomes active-seeking learning (the learning of active-seeking students is further strengthened by the science approach learning model). (5) Self-study patterns become group learning (team- based). Single tool learning patterns become multimedia

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tool-based learning. (6) Mass-based learning patterns become the needs of customers (users) by strengthening the development of the special potential of each learner. (7) The pattern of learning a single science (monodiscipline) becomes learning of multiple sciences (multidisciplines). (8) Passive learning patterns become critical learning (Permendikbud, No. 67 of 2013).

Limited accessibility and skills are obstacles for teachers in online thematic learning. Not all students and parents have adequate access and skills to take part in online learning, which makes it difficult for some students to take lessons well. Thematic learning often involves group work and collaboration between students. In online learning, social interaction between students is limited. Lack of direct interaction can affect students' ability to learn together and share ideas. Limited access to direct supervision of students. In online learning, teachers cannot directly supervise student activities as can be done in face-to-face learning. This can cause some students to be less focused or irresponsible towards the tasks given. Thematic learning often involves a deep understanding of various concepts and relationships between different topics. The challenge of understanding material independently in online learning can make some students experience difficulties. Digital fatigue. In online learning, students are often exposed to computer screens or other devices for a long time. This can lead to digital burnout and lower the level of concentration and engagement of learners. To overcome these obstacles, it is important for teachers and educational institutions to provide better accessibility. Facilitate student interaction, provide appropriate guidance and supervision, and provide variety in teaching methods and assignments to maintain student interest and engagement. The availability of this accessibility will encourage the online learning process to be easier in accordance with the objectives of implementing online learning.

This accessibility will promote the meaningfulness of learning.

The progressive view views that in a learning the teacher must seek to develop the creativity of students, by involving them actively in learning. Furthermore, the flow of constructivism views that learning is not only the process of transferring knowledge from teacher to students but learning must be able to strive for students to construct their understanding and knowledge through experience, feeling, being directly involved in the learning process. Learning is a process of developing the potential and character building of each student as a result of the synergy between education that takes place in schools, families and communities. (Permendikbud, No. 103 of 2014). Learning interactions in learning must strive to develop student creativity by involving students actively in the learning process. Students can construct their own knowledge or potential with a meaningful learning process and can develop the potential of each student. Each student has unique and different talents, interests and characteristics.

Learning Evaluation.

The form of online learning assessment at Al-Akhyar Integrated Islamic Elementary School is not in accordance with the principles of learning assessment of learning outcomes in Kepmendikbud No. 719/P/2020 concerning guidelines for curriculum implementation in educational units under sp.

Psychomotor and affective aspects must also be taken into account when assessing learning. A learning process is successful if it satisfies three aspects: cognitive, affective, and psychomotor.

Assessment is used to collect data and information about strengths and weaknesses in the learning process. Assessment is used as a basis for decision making and improvement of the learning process. Educators must consider the following so that assessments are more meaningful and implementable in planning, implementing, processing, and reporting the results of assessments: (1) Assessment of learning outcomes by educators aims to monitor and assess processes, learner performance, and learning outcomes; (2) Assessment of learning outcomes by educators aims to monitor and assess processes, learner performance, and learning outcomes; and

Moreover, in Kepmendikbud No. 719/P/2020 concerning guidelines for implementing the curriculum in educational units under special conditions, the assessment under special conditions is still conducted based on the following principles: (1) Valid, i.e., the assessment produces valid information about student achievement; (2) Reliable, i.e., the assessment produces consistent and reliable information about student achievement; and (3) Fair, i.e., the assessment conducted does not discriminate against any student.

Adjusting the method of assessing thematic learning online is a choice that must be made by the teacher. Based on the problems and research data the researcher provides an overview of the adjustments to the thematic learning assessment online as follows. (1) Teachers need to adapt their assessment methods to the online learning environment. Teachers can use various digital tools and platforms to receive assignments and work from students, such as submitting assignments via email, online learning platforms, or assignment submission applications. Adapting these methods can require additional time and effort for teachers to adapt to new tools and technologies. (2) Teachers must consider how they will provide feedback effectively to students. Feedback provided can be in the form of voice messages and short video recordings sent using Wa. (3) Online thematic learning can pose its own challenges for some teachers. Teachers need to ensure that students are ready to provide the necessary support and assistance to ensure students' success in learning. Provide additional time to answer student questions, provide clear and structured guidelines.

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CONCLUSION

Designing an online thematic learning implementation plan can be challenging for teachers. Teachers must adapt to different learning formats. The conclusion of this study, based on the research that has been conducted, is that teachers have not adapted face-to-face learning strategies to online learning formats when compiling learning strategies.

Teachers' online thematic learning experiences vary according to their background, experience, and available resources. In online thematic learning, teachers face the challenge of maintaining student motivation and engagement.

Teacher learning assessment employs digital platforms such as WhatsApp to send assignments and work to students. The teacher records the sound on WhatsApp media and sends messages regarding the deficiencies in the results of the students' completed assignments.

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