

## Analysis of Teacher Problems in Implementing Class 3 Thematic Learning Implementation Plans at Sukahati State Elementary School

**Risfa Khoerunisa Harliani<sup>1</sup> Endah Parawangsa<sup>2</sup> Deti Rostika<sup>3</sup>**

Elementary School Teacher Education Study Program, Universitas Pendidikan Indonesia,  
Bandung, West Java Province, Indonesia<sup>1,2,3</sup>

Email: [2106246@upi.edu](mailto:2106246@upi.edu)<sup>1</sup> [endahparawangsa2733@upi.edu](mailto:endahparawangsa2733@upi.edu)<sup>2</sup> [derosti@upi.edu](mailto:derosti@upi.edu)<sup>3</sup>

### Abstract

Education is an attempt to maintain and develop the human personality mentally and physically. As according to Ki Hajar Dewantara. Thematic learning is an approach to learning that emphasizes integration between various disciplines or subjects in one particular theme or topic. In thematic learning, the topics chosen usually have strong relevance to the daily lives or needs of students, so that students can see the relationship between the knowledge they are learning and the wider context. At SDN Sukahati, there are 3 problems in implementing thematic lesson plans.

**Keywords:** Teachers, Thematic Learning Implementation Plans, Elementary Schools



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

### INTRODUCTION

Education is an attempt to maintain and develop the human personality mentally and physically. Meanwhile, according to Ki Hajar Dewantara (Father of Indonesian National Education), Education is a guide to one's life. Where is this guidance that must be taught from childhood to adulthood. To realize the goals of education, a meaningful learning process is needed. In other words, learning becomes meaningful when a student experiences what he is learning for himself by activating the senses and not just using the sense of hearing (Majid, 2014).

Thematic learning is an approach to learning that emphasizes integration between various disciplines or subjects in one particular theme or topic. In thematic learning, the topics chosen usually have strong relevance to the daily lives or needs of students, so that students can see the relationship between the knowledge they are learning and the wider context. In thematic learning, learning is not limited to one subject only. Instead, the teacher identified a central theme related to several subjects, such as science, mathematics, Indonesian, art, and so on. Students then learn through investigation and exploration of the topic, by combining concepts and knowledge from various disciplines.

Based on the two discussions above, it can be concluded that thematic learning is that students learn through investigation and exploration of these topics, by combining concepts and knowledge from various disciplines. However, each learning approach has certain advantages and disadvantages, and the selection of learning methods must be adapted to the needs of students and the learning context. In the lesson planning section there is a syllabus and lesson plan that refers to the Content Standards.

Planning consists of preparation of lesson plans, media and learning resources, assessment tools, and learning scenarios. The ability to prepare lesson plans must be owned by the teacher because it becomes a flow of knowledge about the object being studied and the learning situation. Based on this description, it is important to know the teacher's difficulties in preparing thematic lesson plans, as well as to describe the factors that cause these teacher difficulties.

## **RESEARCH METHODS**

This type of research method is a case study research. This research method is in-depth on a single case, entity, or individual to understand the phenomenon comprehensively. Case study research usually involves collecting in-depth qualitative data through interviews, observation, and analysis of documents. The methodology used by the researchers is This method is used when the researcher wants to gain an in-depth understanding of the case, explore the context, and identify the factors that influence it. The general steps in the case study research methodology are Case Identification: The first step is to identify the cases to be studied. The second step of Research Planning. The third step of Data Collection. The fourth step of Data Analysis. The final step is to interpret the data and reach conclusions related to the case under study. Researchers relate research findings to research questions. Lastly, the theoretical framework is used, and related literature to develop a comprehensive understanding of the case.

## **RESEARCH RESULTS AND DISCUSSION**

RPP is a planning document prepared by the teacher as a guide in carrying out learning in the classroom. RPP outlines a lesson plan that includes learning objectives, learning materials, learning methods, learning activity steps, assessment, and learning resources to be used. In RPP, the teacher plans detailed steps to achieve the learning objectives that have been set. RPP also includes timing, explanation of learning activities, teaching strategies, and assessment methods to be used. RPP can serve as a reference for teachers in carrying out learning, ensuring that the learning process is directed, planned, and effective. RPP with the Herbartian approach is the most widely used in schools, including in Indonesia. Because Herbartian tends to be teacher-centered, the learning process in the classroom does not provide opportunities for children to show their creativity and originality. Meanwhile, lesson plans with the Blooms Evolution approach tend to be more student-centered by putting forward ideas, critical thinking from children in class. This approach certainly needs good mastery and management from the teacher. So, when viewed from a historical and functional perspective, this lesson plan is indeed important and should be useful for teachers. Then why in Indonesia are teachers so burdened with lesson plans? 3 reasons that make teachers in Indonesia burdened with lesson plans or other administrative documents:

1. **High Workload:** Teachers in Indonesia often face a very high workload. Apart from teaching in class, they also have to carry out administrative tasks, including preparing lesson plans and other administrative documents. Lesson plans require significant time and effort to plan effective lessons, choose the right materials and methods, and prepare evaluations. Other administrative tasks, such as filling out report cards, preparing student progress reports, and attending training or meetings, also increase the teacher's workload. All of this can lead to stress and burnout for teachers.
2. **Strict Rules and Regulations:** The Indonesian government implements strict rules and regulations related to learning and administration in schools. Teachers are required to follow the national curriculum, implement competency standards, and follow the guidelines for preparing lesson plans. In addition, other administrative documents, such as attendance, class schedules, and activity reports, must also be prepared regularly. These strict rules and regulations add to the teacher's burden in fulfilling administrative requirements which often require additional time and energy.
3. **Limited Resources:** Teachers in Indonesia often face limited resources that affect the process of preparing lesson plans and administrative documents. These limitations can be in the form of time constraints, access to relevant teaching materials, or technological limitations.

Often, teachers have to spend extra time outside of their working hours to prepare lesson plans or complete administrative documents, which means sacrificing their personal time. This limited resource can lead to a level of burnout and a lack of motivation in teachers

To overcome the problems faced by teachers in Indonesia regarding the burden of lesson plans and administrative documents, the following are some solutions that can be considered:

1. **Increased Support and Rewards:** The government and related parties need to provide greater support to teachers, both in terms of resources and coaching. Rewarding and recognizing teachers' hard work can increase their motivation and job satisfaction. In addition, the government can ensure the availability of adequate resources, including sufficient time and facilities to prepare RPP and administrative documents.
2. **Simplification of Administrative Procedures:** The government can evaluate existing administrative procedures and simplify them. Reducing the number of administrative documents that must be prepared or updating administrative systems using technology can reduce the administrative burden on teachers. More support could be provided in terms of training and guidance regarding preparation of lesson plans and administrative documents.
3. **Collaboration and Sharing Tasks:** Collaboration between teachers and sharing assignments can help reduce individual burden. Teachers can work together in preparing lesson plans and dividing certain administrative tasks. This division of responsibilities will help reduce the time and energy required by each individual in compiling these documents.
4. **Increasing Efficiency Through the Use of Technology:** The use of information technology can help speed up and simplify the process of preparing RPP and administrative documents. The government and schools can provide training to teachers in the use of software or applications that can assist in the preparation and management of these documents. Administrative process automation can also reduce teacher workload.
5. **Curriculum Evaluation and Update:** The government can evaluate the existing curriculum by considering the teacher's workload. Simplifying and rearranging the curriculum can reduce the demands on teachers in preparing lesson plans. Curriculum renewal also needs to pay attention to technological advances and changing educational needs so that it can be adapted to actual conditions on the ground.

In implementing lesson plans, teachers often face several problems. The following are three problems that are often faced by teachers in implementing lesson plans:

1. **Time Limitation:** Teachers often feel limited in time in implementing lesson plans. They have a lack of time to complete all the activities that have been planned in the RPP. Factors such as busy schedules, extracurricular activities, and other administrative demands can cause teachers to feel rushed and difficult to carry out all the well-planned learning steps in the lesson plans. Solution: Teachers can overcome time constraints by making realistic plans. Prioritize the most important goals and activities in the RPP and adjust them according to the time available. Utilization of technology, such as the use of multimedia or digital resources, can also help save time in delivering learning material.
2. **Limited Resources:** Teachers may face limited resources such as inadequate textbooks, limited facilities, or inadequate learning equipment. This can hinder the implementation of a well-planned lesson plan, because the required materials and activities cannot be fully implemented. Solution: Teachers can look for alternative resources that can be used to support learning. They can look for resources online or use materials that are around them. Collaboration between teachers can also assist in sharing resources and expanding the choice of learning materials and activities.

3. Differences in Student Ability: Each class has students with different levels of ability. Teachers often have difficulty overcoming these differences in the implementation of lesson plans. They should try to meet the needs and level of understanding of each student in the class, which can take more time and effort. Solution: Teachers can use learning differentiation strategies to overcome differences in student abilities. They can provide additional material for students who are more advanced or provide additional assistance for students who need it. The use of small groups or individual guidance can also help overcome differences in student abilities and increase the effectiveness of lesson plans implementation.

## **CONCLUSION**

Teachers are faced with various problems in implementing lesson plans, including time constraints, limited resources, and differences in student abilities. It is important for teachers to find the right solutions, such as realistic planning, using alternative resources, learning differentiation strategies, as well as collaboration with fellow teachers and open communication with students and parents. With this effort, teachers can overcome these problems and implement effective lesson plans.

## **BIBLIOGRAPHY**

- Ania Nur, Khairun Nisa, dan Nurul Kemala Dewi. 2022. "Analisis Kesulitan Guru Kelas Rendah Dalam Melaksanakan Pembelajaran Tematik Di SDN 23 Ampenan." *Jurnal Ilmiah Profesi Pendidikan* 7(1):170–76. doi: 10.29303/jipp.v7i1.401.
- Moh. Mukhlis. 2012. "Pembelajaran Tematik" *STAIN Samarinda. Fenomena* IV(14):66.
- Putri, Dwi Rizkiana, and Elpri Darta Putra. 2021. "Analisis Permasalahan Pembuatan Rencana Pelaksanaan Pembelajaran (RPP) Tematik Kelas IV di Sekolah Dasar Swasta YKPP Lirik." *Qalamuna: Jurnal Pendidikan, Sosial, Dan Agama* 13(2):521–32. doi: 10.37680/qalamuna.v13i2.1018.
- Sari, Novika Auliyana, Sa'dun Akbar, and Yuniastuti. 2018. "Penerapan Pembelajaran Tematik Terpadu Di Sekolah Dasar." *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 3(12):1572–82.
- Syaifuddin, Mohammad. 2017. "Implementasi Pembelajaran Tematik Di Kelas 2 SD Negeri Demangan Yogyakarta." *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 2(2):139. doi: 10.24042/tadris.v2i2.2142.