



The Implementation of the Integrated Thematic Learning 2013 Curriculum at State Elementary School 55/I and Elementary School 111/I Muara Bulian Batanghari

Nazurty^(✉)

Faculty of Teaching and Education, Universitas Jambi, Jambi, Indonesia
nazurtysuhaimi@gmail.com

Abstract. The present study aimed to describe and analyze qualitatively the implementation of integrated thematic learning in the 2013 curriculum at State Elementary School 55/I and State Elementary School 111/I, Muara Bulian sub-district, Batanghari Regency. This study used descriptive qualitative type of study. Thus, triangulation techniques such as observation, interviews, and document analysis were used to collect the data. The first finding showed that, in Public Elementary School 55/I, there are four ways to implement the Learning Implementation Plan (RPP); 1) the teacher uses the lesson plan by downloading it entirely from the National Education Blog, 2) the teacher downloads the lesson plan and revises the parts that are deemed inappropriate, 3) the teacher designs or designs the lesson plan used himself, and 4) the teacher teaches without using the lesson plan, in which the 2013 Thematic Integrated Curriculum book only guides the teacher. Learning Integrated thematics have been maximally implemented in this elementary school but not yet optimal. It is caused by several obstacles, namely; there are still teachers who teach not guided by the Lesson Plan (RPP), lack of competency in understanding theory and skill among the teachers, and a lack of maximum collaboration between parents, teachers, and the school stakeholders. The implementation of the evaluation at Public Elementary School 55/I Sridadi already refers to authentic assessment. Although it is still constrained by time management, the teacher can respond adequately. In general, the facilities and infrastructure at this elementary school are pretty complete. However, some teachers still have not made full use of them. The second finding showed that in Public Elementary School 111/I Muarabulian, the teachers had made Learning Plans (RPP) with their designs, even though only a few themes. However, the Lesson Plan (RPP) is not all used as a guide in teaching. Meanwhile, it is used as complementary to other activities, such as; to be displayed for supervision and evaluation visits by supervisors, for teacher performance competitions, and to display in workshops at group meetings of Teacher Work (KKG). Lesson plans used for teaching guidelines are fully downloaded, some are revised download results, and some are self-designed. Integrated Thematic Learning in the 2013 Curriculum in this Elementary School has been implemented in its entirety since 2019 in line with the implementation of the 2013 curriculum. All teachers in this school have implemented integrated thematic learning to the fullest, but it is not entirely optimal. It is because of several factors, such as teachers' inadequate professional

readiness, student parents who do not fully support student learning activities, and an inconducive school environment. The implementation of evaluation in these elementary schools used authentic assessment. But the finding showed it had not been carried out optimally. This happens because of the lack of time to assess all aspects of the authentic assessment. Thus, the facilities and infrastructure at Public Elementary School 111/I Muarabulian are inadequate to implement integrated thematic learning optimally. The most needed facility is a library room, but at that school, the library is not properly to be used.

Keywords: Curriculum 2013 · Elementary School · Integrated Thematic Learning

1 Introduction

Learning is the main activity in the process of implementing education. In achieving quality educational results through the learning process in schools, several methods and strategies should be carried out, such as structuring the curriculum, improving teacher professionalism, providing teaching materials, and improving learning designs, learning facilities, and learning media. The 2013 curriculum was implemented in Indonesia to enhance the quality of education. In the 2013 curriculum, learning activities are prioritized in an atmosphere of comfortable student learning following their expectation and skill level. Based on this situation, students are positioned as learning subjects. Meanwhile, the teacher acts as a facilitator. Active students independently study the subject matter presented in such a way, and the teacher facilitates students in the learning process. Other than material and media, the teachers should prepare an exciting learning environment. At the same time, it aimed to motivate students to gain the expected knowledge, skill, and attitudes.

The learning system in the 2013 curriculum provides a balance between academic intelligence, technology, and knowledge with emotional intelligence, sociology, and attitude skill. Academic abilities, technology, and knowledge are usually called as hard skills. To gain the perfect hard skill, it indeed needs mastery of soft skills first. Soft skills include emotional intelligence, social skills, and a good attitude in every job. Students are prepared to acquire knowledge independently under the teacher's guidance and form thinking concepts for themselves. That is, after obtaining learning, students are expected to have competence in the field of science and competence in socializing in the community.

Various attempts have been made to balance the learning process in the classroom. Therefore, the formation of the knowledge concepts acquired by students could become meaningful. This attracts students' interest in all learning facilities, which can be improved through a pleasant classroom atmosphere. Moreover, students are motivated to be active and creative in forming thinking concepts in learning. One effort to achieve these learning objectives is to carry out integrated thematic learning.

The integration of thematic learning is a series of materials from several subjects in one theme. Learning themes in the 2013 curriculum have been determined based on the level of education. The implementation of this type of learning at the elementary school

level is very appropriate. In which a class teacher facilitates each subject. One teacher teaches all subjects except religion, sports, and mathematics. Therefore, it becomes easier for teachers to integrate existing subjects by determining the theme first. In linking the materials to the theme, the teacher's ability to design and implement learning carefully and creatively is needed. Each material must follow the theme and sub-theme of the subject to be presented. The teacher's creativity desired here is consisted of designing, determining methods, providing teaching materials, and interesting media.

Based on the previous explanation, the researcher was interested in studying the Implementation of Integrated Thematic Learning in Public Elementary Schools 55/I and 111/I Muara Bulian, Batanghari Regency.

2 Methodology

This study aims to describe and analyze qualitatively plans and procedures for thematic teaching and learning activities through observation, interviews, and document analysis. This study took place at Public Elementary School 55/I Sridadi and Public Elementary School 111/I Muarabulian, Muarabulian District, Batanghari Regency. Additionally, this study used descriptive qualitative to explore and represent the data of this study.

The data was taken from the implementation of integrated thematic learning at State Elementary School 55/I Sridadi and State Elementary School 111/I Muarabulian, Batanghari Regency. Data came from teachers, students, school principals, learning implementation plans (RPP), and learning media. The researcher collected the data through observation, interviews, and document review. For the observation technique, the researcher used direct observation by looking for the implementation of the learning process (technique, facilities, and infrastructures). Besides, the interview process involved all the academic stakeholders at the school. Thus, this study used a lesson plan (RPP) to analyze and review the study design in each theme. Additionally, interactive analysis techniques were used to analyze the data. At the same time, data analysis techniques consisted of data reduction, data presentation, and drawing conclusions/verification.

3 Finding

3.1 Lesson Plan

3.1.1 Lesson Plan of State Elementary School 55/I Sridadi

Public Elementary School 55/I Sridadi has implemented the 2013 curriculum gradually since 2013. It started in 2013 as the first stage, followed by the second stage in 2014, and in 2016, all classes were implemented. It means that the 2013 curriculum has been implemented at Public Elementary School 55/I Sridadi since the beginning of the 2013 curriculum in Indonesia. Implementation of the 2013 curriculum implies that the implementation of integrated learning has been implemented because integrated thematic learning is the core of learning activities in the 2013 curriculum.

Furthermore, Public Elementary School 55/I Sridadi has implemented integrated thematic learning following the Basic Education Process Standards, which starts with planning the learning process, namely the Learning Implementation Plan (RPP). The

Learning Implementation Plan (RPP) in Public Elementary School 55/I Sridadi is used in four ways. Firstly, the teachers download it entirely from the Ministry of National Education Blog. Second, download from the Ministry of National Education Blog and revise according to the situation and condition of the school. Third, use a self-designed Learning Implementation Plan (RPP). The four teaching teachers were not guided by the Learning Implementation Plan (RPP) but by referring to the 2013 Thematic Integrated Curriculum textbook.

3.1.2 Lesson Plan of State Elementary School 111/I Muarabulian

The 2013 curriculum has been implemented in Public Elementary School 111/I Muara Bulian since 2015. The 2013 curriculum has not been implemented since the beginning of this curriculum, namely in 2013. Because the implementation of the 2013 curriculum was carried out in Batanghari Regency in stages. The integration of thematic learning that underlies this Permendikbud includes lesson planning, learning implementation, learning evaluation, and supervision.

Public Elementary School 111/I Muara Bulian in the implementation of integrated thematic learning, guided by the Lesson Plan (RPP). Although generally, the teachers at Public Elementary School 111/I Muarabulian have been guided by the Lesson Plan (RPP) in teaching, a small number of teachers have not been guided by the Lesson Implementation Plan (RPP). Some of the Learning Implementation Plans (RPP) used by these teachers were downloaded from the Ministry of National Education Blog. Some teachers also downloaded and revised based on their needs in teaching, and some made their own Lesson Plans (RPP) before being implemented in learning. Additionally, some teachers are not guided by the Learning Implementation Plan (RPP) but are guided by the 2013 Integrated Thematic Curriculum Book.

The teachers of Public Elementary School 111/I Muara Bulian have their reasons for using this Lesson Plan (RPP). Teachers who fully download the Learning Implementation Plan (RPP) and who are not guided by the Lesson Plan (RPP) have reasons; they have difficulty managing the time to prepare a Lesson Plan (RPP) every day because of the limitation of time. However, professional teachers still try to implement it as much as possible. The way that can be done is to use the time to prepare a Lesson Plan (RPP) following the theme being taught. Another way is not to use the Lesson Plan (RPP) but to be guided by a package book, namely the 2013 Curriculum Integrated Thematic Book because the teacher considers the book relatively complete and adequate for use as a guide in teaching.

3.2 The Implementation of Integrated Thematic Learning

3.2.1 Implementation of Integrated Thematic Learning at State Elementary School 55/I Sridadi

The curriculum is the main foundation that will guide the implementation of learning. The curriculum is an effort to transform educational material into student learning experiences. In the implementation of education in Indonesia, the 2013 curriculum is the main basis for planning, implementing, and evaluating the implementation of learning, in this case, the implementation of integrated thematic learning.

The implementation of integrated thematic learning at Public Elementary School Number 55/I Sridadi refers to empowering all potential students to develop; competence, attitudes, knowledge, and skills. Furthermore, to realize creativity, independence, cooperation, solidarity, leadership, empathy, tolerance, and the ability of students to live to form characters that can enhance civilization and national dignity [1]. The process of developing and implementing the 2013 Curriculum at Public Elementary School 55/I Sridadi, in addition to the readiness of the school and teachers as the main actors in the implementation of education, support is also needed from various parties, such as parents, government bureaucracy, and society. Therefore, the development and implementation of the 2013 Curriculum must be understood and interpreted correctly and professionally with every rule, sign, and basic concept of implementing the curriculum that will be enforced.

The implementation of integrated thematic learning is the core of implementing the 2013 curriculum in elementary schools because the implementation of learning in elementary schools is carried out with a unified system in one class. The teacher also functions as a class teacher, not a subject teacher. That is, class teachers in elementary schools are responsible for several fields of study except for the subject of Religious Education and Sports. According to the results of interviews with teachers and principals of Public Elementary School Number 55/I Sridadi. The implementation of integrated thematic learning helps teachers in the process of implementing learning. Using one theme for several materials and subjects functions as a central link that makes it easier for teachers to carry out learning. Thus, the characteristics of integrated thematic learning are concentrated on students as subjects who can provide direct experiences to students (direct experiences). Some materials and subjects are arranged with themes close to the students' real life. Then, the presentation of concepts from various subjects is flexible (flexible), with the teacher's creativity being able to relate teaching materials from one subject to another subject. The concept also uses meaningful learning principles, namely fun learning. Besides, teachers' implementation of integrated thematic learning has been carried out optimally by teachers at Public Elementary School 55/I Sridadi. However, what has been done by the teachers of Public Elementary School 55/I Sridadi has not been optimal. Due to, there are still several obstacles they face in the field.

Likewise, in determining learning methods, strategies, and media, all teachers said they experienced almost no significant difficulties. It all depends on the sincerity and creativity of the teacher in carrying out learning. Most teachers at Public Elementary School 55/I seek to optimize the implementation of learning so that this school obtains A accreditation. One of the assessment criteria for achieving an accreditation rating is the successful implementation of learning. The principal, as a leader, also seeks to facilitate the implementation of learning by paying attention to the competence of human resources and adequate facilities and infrastructure. Then, the principal also seeks to bridge communication between teachers, other academics, parents of students, and the school community and communicate with the school and related institutions.

3.2.2 The Implementation of Integrated Thematic Learning at State Elementary School 111/I Muara Bulian

Refinement of the curriculum will have an impact on teacher performance. In a short time, teachers will have to implement learning following the demands of the new curriculum. The learning model applied in the 2013 curriculum is an integrated thematic learning model. The application of integrated thematic knowledge, even though the previous curriculum had implemented a theme-based learning model but had not implemented it in an integrated manner from several materials and several subjects. Therefore, applying the 2013 Curriculum, the theme-based learning model is refined into an integrated thematic learning model.

State Elementary School number 111/I Muara Bulian has not implemented the 2013 curriculum. In the beginning, this curriculum was implemented, namely in 2013. Based on the results of interviews with the school principal, the implementation of the 2013 curriculum in the elementary school he led only began to be implemented in 2017. State Elementary School number 111/I Muara Bulian implemented it in 2017 through a gradual system, namely the first stage in 2017 was implemented for class I and IV. The second stage in 2018 was carried out in class II and class V, and the third stage in 2019 was implemented for all classes from class I to class VI. Since 2019 Public Elementary School 111/I Muara Bulian has implemented an integrated thematic learning system for all classes, from I to VI class.

State Elementary School 111/I Muara Bulian has generally integrated thematic learning to the fullest in all classes. Teachers, as the first and main actors, have carried out integrated thematic learning according to the situations and conditions that exist in their schools. The principal has also tried to help achieve educational goals following the demands of the applicable curriculum. Likewise, other academic devices, such as librarians, administrative officers, security officers, and cleaning staff, also help smooth the implementation of learning in schools.

The implementation of integrated thematic learning at Public Elementary School number 111/I Muara Bulian has been carried out optimally according to the teacher's abilities and school conditions. However, the implementation of this learning has not been optimal. The implementation of integrated thematic learning at Public Elementary School number 111/I Muara Bulian has not been optimal due to several problems related to teacher competence, collaboration with student guardians, and the school environment. In response to the issue of teacher competence, some teachers still do not understand the theory and teaching skills well. The integrated thematic learning theory concerns methods, strategies, approaches, learning media, and appropriate learning resources. While the ability to understand theory and skills to apply integrated thematic learning is the first and main basis for teachers in carrying out the integrated thematic learning process in class.

3.3 Learning Evaluation

3.3.1 Learning Evaluation of Public Elementary School 55/I Sridadi

The implementation of integrated thematic learning is inseparable from the problem of assessment because assessment is part of the learning process itself. The implementation of the assessment in the implementation of integrated thematic learning of the 2013 curriculum at Public Elementary School 55/I Sridadi already refers to authentic assessment following the demands of the 2013 curriculum. Authentic assessment measures all attitudes, skills, and knowledge competencies based on process and results.

However, based on the results of interviews with teachers at Public Elementary School 55/I Sridadi, some teachers still have difficulty carrying out an authentic assessment process in integrated thematic learning. The teacher said:

“The authentic assessment of student learning outcomes has been carried out in our school but has not been implemented optimally. Our difficulty in carrying out authentic assessments in integrated thematic learning is overall assessment, namely assessing processes, attitudes, and skills from the start of class to school. So we have difficulty ordering all student activities, let alone implementing the assessment carried out every learning activity every day. In addition, the assessment on our report cards is still experiencing difficulties because several parts of the grades must be listed on the report cards that are not under the conditions and situation in our school, especially the conditions of student learning development. To help optimize the student assessment process, we often observe students’ behavior and character and competence in their daily lives to obtain grades that are considered authentic.”

That is one of the ways for teachers at Public Elementary School Number 55/I Sridadi to overcome the problem of limited time for thorough authentic assessment.

3.3.2 Learning Evaluation of Public Elementary School 111/I Muara Bulian

Implementation of integrated thematic learning following the demands of the 2013 curriculum for elementary schools, includes planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring learning. To assess the learning outcomes at Public Elementary School 111/I Muarabulian, the teachers conducted an authentic assessment of the 2013 curriculum. The assessment was conducted in all aspects. It also measures all competency attitudes, skills, and knowledge based on process and results.

However, the implementation of authentic assessment at State Elementary School 111/I Muarabulian cannot be carried out optimally. The main obstacle teachers face is the minimal time to assess the entire process from the beginning to the end of learning. The subjects assessed knowledge, attitudes, and skills based on the learning process. This makes it difficult for the teacher to record the implementation of the learning process. However, the teachers have tried their best by paying attention to student behavior in their daily learning and seeing the learning outcomes they get.

Authentic assessment for integrated thematic learning was responded to by the teachers of Public Elementary School 55/I Sridadi in a kind and open manner, even though

they experienced difficulties in carrying it out. As described above, the main difficulty is the limited time to record all students' activities, skills, and attitudes in learning. However, teachers try to use time as effectively as possible by paying close attention to every action that reflects the behavior and character of students in learning. The teacher tries to understand the character of each student to facilitate assessment. In the interviews, the teachers acknowledged that how they carry out authentic assessments by paying attention to students' behavior and character in learning is not yet fully optimal. However, the assessment is relatively effective in Public Elementary School 55/I Sridadi.

3.4 Facilities and Infrastructure

3.4.1 Facilities and Infrastructure of Public Elementary School 55/I Sridadi

The facilities and infrastructure available in schools are inadequate to support learning optimally. According to the school principals, several problems are related to the facilities and infrastructure in public Elementary School 55/I Sridadi. The problems limited teachers' ability and willingness to use the existing facilities and infrastructure. For instance, the limitation of book stocks in the library. This problem influences teachers' professionalism in developing learning material and finding the learning sources.

In response to library resource books, some teachers have not used the library space for learning. That is, in the library room at Public Elementary School 55/I Sridadi, there is space that can be used for learning activity facilities to provide a variety of good learning places. Studying in various areas can create a conducive learning atmosphere to be more meaningful. Then, Public Elementary School 55/I Sridadi also has a green open space that can be used for learning in the open nature. However, some teachers still have not used it properly and effectively. Besides, some teachers have used the library and green open spaces for meaningful learning activities.

Based on the finding of the present study, it can be concluded that the facilities and infrastructure at Public Elementary School 55/I Sridadi are relatively complete. Some teachers have used them to create pleasant learning situations in implementing integrated thematic learning according to the demands of the 2013 curriculum. However, some teachers still have not been able to use it to create interesting and fun learning for students.

3.4.2 Facilities and Infrastructure of Public Elementary School 111/I Muarabulian

The implementation of integrated thematic learning at Public Elementary School 111/I Muara Bulian has generally been well implemented. But there are still several challenges and weaknesses in implementing this learning. Based on the investigation of the present study, the researcher found that teachers implementing integrated thematic learning face several challenges. First, Public Elementary School 111/I Muarabulian does not yet have complete facilities and infrastructure. It also does not yet have a proper room to serve as a library or a place to borrow books. In addition, the available books are also not very complete. This is evidenced by only having textbooks brought in from the Ministry of National Education and other books donated by the parents of the students. This is a big challenge for teachers in the learning process because the resources are limited.

Thus, another challenge is the lack of learning resources for students to complete their learning early. The lack of proper reading sources and places can also make it difficult for students to participate in remedial activities. A complete and comfortable library room can be used relatively for learning in certain situations and strategies. So, an adequate library room and library books as a comprehensive learning resource can create an exciting learning atmosphere, and a meaningful learning process will be created according to the demands of the 2013 curriculum.

4 Discussion

4.1 Discussion of Learning Implementation Plans

4.1.1 Discussion of Public Elementary School Learning Implementation Plans 55/I Sridadi

Public Elementary School 55/I Sridadi has implemented integrated thematic learning following the Basic Education Process Standards, which refers to the Minister of Education and Culture of the Republic of Indonesia Number 65 of 2013. The learning implementation is implemented and based on the Basic Education Process Standards. It starts with planning the learning process. Designing the learning process is the process of drafting and creating a lesson plan (RPP). In response to creating a lesson plan (RPP) at Public Elementary School 55/I Sridadi, the researcher found that the teachers use several methods. Some teachers have their way of creating lesson plans (RPP). The most common way to be conducted this is to use the fully downloaded Learning Implementation Plan (RPP) from the Ministry of National Education Blog, both the 2018 revision of the Learning Implementation Plan (RPP) and the 2019 revision of the Learning Implementation Plan (RPP). As explained by some teachers, the downloaded lesson plan (RPP) is complete, adequate, and ready to be used in the learning process. Because the lesson plan (RPP) is continually evaluated and revised every year by the Ministry of Education in Indonesia.

Furthermore, some teachers also used Lesson Plan (RPP), which was downloaded and revised from the Ministry of National Education Blog. According to teachers, several points were revised in the lesson plan (RPP) they downloaded, such as teaching materials, strategies, media, and learning techniques. This activity is carried out by adjusting the needs and learning situation. During revision activities, the teachers also discussed with other teachers, especially teachers who teach at the same level.

Then, the third finding reveals that teachers use Lesson Plans (RPP) that they design themselves. This is done for several reasons. According to the teachers, they are more comfortable using Lesson Plans (RPP) they design themselves. In addition, they can also create and develop more effective learning following the conditions, situations, and learning facilities available.

Fourth, some teachers are not guided by the Lesson Plan (RPP) they made for several reasons. The first reason is that they are guided by the thematic package books integrated with the 2013 Curriculum. As explained by the teachers, lesson plans are not really needed. The group of teachers viewed that the textbook is complete to be guided in the learning process because the textbook is designed to guide teachers and students

in the learning process. Secondly, it was found that some of the teachers teach based on their learning experiences. It also found that some of the teachers only implement this teaching style. However, this kind of thing still happens, and it is found in Public Elementary School 55/I.

4.1.2 Discussion of Lesson Plan in Public Elementary School 111/I

In response to the lesson planning in the implementation of thematic learning, the lesson plan (RPP) is needed. Based on the interview results, implementing thematic learning teachers and school principals in Public Elementary School 111/I Muarabulian have been guided by the Lesson Plan (RPP). Although, in general, the teachers at Public Elementary School Number 111/I Muarabulian have been guided by the Lesson Plan (RPP) in teaching, some teachers have not been guided by the Lesson Implementation Plan (RPP). Some of the Lesson Plans (RPP) used by these teachers were downloaded in full from the Ministry of National Education Blog, and some were downloaded. Then it was revised based on their needs in teaching, and some made their own Lesson Plans (RPP) before being implemented in learning.

The teachers of Public Elementary School 111/I Muarabulian have some reasons for using this Lesson Plan (RPP). Some teachers that downloaded the Lesson Plan (RPP) and did not guide by Lesson Plan (RPP) explained that they still have difficulties managing the time in implementing the learning process. It is due to the limitation of time. In which it explained in this explanation:

“We still have difficulty managing the time to compile a Lesson Plan (RPP) every day because time is minimal, while making a Lesson Plan (RPP) requires a long time.”

However, as professional teachers, they still try to implement the Lesson Plan (RPP) as much as they can. The method they do is to use the time to prepare a Lesson Plan (RPP) that follows the theme being taught. Thus another way to solve this problem is by using a package book such as the 2013 Thematic Integrated Curriculum Book. As explained by the teacher, they do it because the book is relatively complete and adequate for use as a guide in teaching.

Based on the results of interviews with school principals and teachers, the contents of the 2013 Thematic Integrated Curriculum book have fully described all the learning activities that will be carried out. The 2013 Integrated Curriculum Thematic Book is designed to develop three educational domains. The domains consist of knowledge, skills, and attitudes combined with an integrated thematic learning model (Karitas, Susilawati, and Astuti:iii). The 2013 Curriculum Thematic Book serves as a guide for teachers and students, a reference for learning activities for teachers, and a reference for student activities in the learning process. This book's completeness makes some teachers at Public Elementary School number 111/I Muarabulian think there is no need to be guided by the Lesson Implementation Plan (RPP) in carrying out learning.

According to the explanation of the school principal during the interview process, the Learning Implementation Plan (RPP), designed by the teacher, is used only to be

explained in the supervision and evaluation activities of the supervisor. Learning Implementation Plans (RPP) are also used for training activities and other tasks, such as discussions in Teacher Work Activity meetings (KKG) and teacher performance competition activities. It is explained in the explanation below:

“All teachers at Public Elementary School number 111/I Muarabulian have made their own Lesson Implementation Plans (RPP) even for only some of the themes, but not all teachers guide them in learning activities”.

4.1.3 Discussion of Implementation of Integrated Thematic Learning at Public Elementary School 55/I Sridadi

The implementation of integrated thematic learning at Public Elementary School 55/I Sridadi as a whole has been going on since 2016 in line with the implementation of the 2013 curriculum. The teachers, assisted by the school, have implemented integrated thematic learning to the fullest based on the situation and conditions of the school. The teachers at Public Elementary School 55/I Sridadi already understand integrated learning, both in theory and its application in the learning process in class. The finding revealed that all teachers had integrated thematic learning during implementation learning activities. Based on the results of the researchers' interviews with the teachers, almost all teachers stated that integrated thematic learning could be carried out well in the learning process in the classroom. As some teachers explained, implementing integrated thematic learning is relatively easier. It is because all the learning tools, such as Lesson Plans (RPP), syllabus, teaching materials or materials, and learning resources in the form of complete textbooks, learning methods, and strategies, are already available in the 2013 curriculum learning tools. This condition makes teachers easier to implement integrated thematic learning in class. The teachers can create a fun and meaningful learning atmosphere through these conditions.

The implementation of integrated thematic learning in the 2013 curriculum at Public Elementary School 55/I Sridadi was well implemented. However, several things were still faced and became problems for some teachers in implementing integrated thematic learning. First, differences in competence, talent, character, and the family environment of students will create an interesting and fun learning atmosphere. This is not a problem for teachers who are creative and professional. Still, problems will arise when teachers do not have strong enough potential to create an interesting and meaningful learning atmosphere. A few teachers at Public Elementary School 55/I Sridadi have been unable to condition learning situations in an atmosphere of different student characters.

In contrast, teachers who are ready with good competence will professionally handle differences in student character. Differences like these students will be an interesting subject to be facilitated in creating an interesting learning atmosphere. Thus, a meaningful learning atmosphere will be created.

Based on the previous description shows that the readiness of teachers at Public Elementary School Number 55/I Sridadi has not fully implemented integrated thematic learning optimally and professionally. The school principal said in interviews with researchers that there were still a small number of teachers who carried out learning that had not been guided by the Learning Implementation Plan (RPP), either downloaded or

designed by themselves. This illustrates that teacher competence is still minimal in terms of the ability to understand theory and skills in teaching. This is because the increase in teacher qualifications has not been fully implemented, both formal education in the form of educational equalization and informal education such as training for teacher professional development. To help improve teachers' professionalism, they only rely on workshops and discussions at the Teacher Working Group (KKG) meeting activities. Teachers and school principals recognized the results of the work at this meeting as having a significant influence on teacher performance, but it had not been fully optimal in helping improve teacher competence, especially pedagogical competence to achieve professional teachers. To improve teacher pedagogical competence, training and workshops are needed, as well as other forms of education, both formal and non-formal, which teachers must accept as support for their professional performance.

The description above shows the competence of teachers who do not fully understand the theory and skills of teaching professionally. According to the results of interviews with teachers and principals, the teachers at Public Elementary School 55/I have not fully received training on integrated thematic learning. This factor is a serious obstacle to the implementation of integrated thematic learning following the demands of the 2013 curriculum. As the main actor in implementing integrated thematic learning, the teacher must be trained in basic pedagogical knowledge and skills in carrying out learning. Mastery of theory and skills is the first and foremost thing for teachers in implementing the teaching-learning process in the classroom. In response to the teacher's ability to apply integrated thematic learning in the 2013 curriculum, its success is primarily determined by understanding, mastery, and teaching ability in planning, implementing, and evaluating integrated thematic learning. The teacher's readiness to implement the learning process shifts from students being told to finding out and from input-based assessment to an output-based process (Hidayat, 2013: 41).

Another obstacle faced by the teachers of Public Elementary School 55/I Sridadi in implementing integrated thematic learning is cooperation with parents. In integrated thematic learning, students are the subject of students where the position of students as seekers of information is not being told. As student subjects, students must be able to learn independently at school, guided by teachers while at home guided by parents. If parents cannot act as mentors at home, it will be difficult for students to do independent assignments given by the teacher to do at home. This problem occurs at Public Elementary School 55/I Sridadi, namely, there are still some parents who do not guide their children to study at home.

According to the results of interviews with teachers and parents at Public Elementary School Number 55/I, there are several factors that parents do not guide their children to study at home. First, the level of knowledge of parents is relatively low, so they are less able to guide their children as students to study and do homework given by the teacher in accordance with the demands of the curriculum as outlined in the syllabus and Learning Implementation Plan. Second, parents' concern for their children's education is still lacking because they are of the view that the problem of children's learning is the duty and responsibility of the teacher at school. Meanwhile, the implementation of integrated thematic learning requires teacher collaboration with students and parents. In the 2013 Thematic Integrated Curriculum student book, at the end of each lesson, a

column is clearly stated, "Working with parents" with details of tasks that must be done by students with the guidance of parents at home.

Based on the Regulation of the Minister of Education and Culture (Permendikbud) of the Republic of Indonesia Number 65 of 2013 concerning Process Standards for Elementary and Secondary Education includes planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring learning. In this regard, State Elementary School Number 55/I implements integrated thematic learning referring to the standard basic education process as outlined in Permendikbud number 65 of 2013. For supervision of learning at State Elementary School Number 55/I Sridadi, the school principal is implemented as the implementing coordinator policy. In addition, supervisors from the District Education Office were also involved in supervising learning in schools. According to the results of interviews with teachers at Public Elementary School Number 55/I Sridadi, the school principal plays a significant role in supervising. The school principal has carried out maximum supervision for the learning process. The head also seeks facilities and infrastructure as a need for learning resources for students. However, in this case, there are still some teachers who have not made effective use of existing facilities and infrastructure in schools.

In an effort to streamline his supervision of the integrated learning process, the Principal of Public Elementary School Number 55/I Sridadi, holds regular meetings with teachers every month, specifically discussing all issues of learning activities at the school. The discussion material includes facilities and infrastructure, especially learning resources related to the library, cooperation with student guardians, and communication with related institutions, the sub-district, and district Ministry of National Education. The essence of the routine meeting is to discuss everything related to solving learning problems faced by teachers. School principals also use the routine meeting to evaluate teacher performance and convey it to them at the meeting. The professional performance of teachers is well appreciated to provide a better working spirit for the future. Meanwhile, the performance that was not optimal and professional was notified the teachers about the parts that had not been implemented optimally so that they could improve it for the future. This performance evaluation really needs to be carried out by the school principal as the policy supervisor coordinator to improve teacher professional performance in teaching.

4.1.4 Discussion of Implementation of Integrated Thematic Learning at Public Elementary School 111/I Muara Bulian

Based on the results of interviews with the principal and teachers of Public Elementary School 111/I Muara Bulian, one of the reasons for the low competence of teachers at the school is the lack of training on the 2013 curriculum and integrated learning training. If there are those who have received training but only some of the teachers, they have not achieved optimal results supporting teacher competence. Teachers gain understanding and skills about the 2013 curriculum and integrated thematic learning mostly trying to find themselves or learn independently. In addition, it is also obtained through discussions with other teachers, school principals, and supervisors at the Teacher Working Group (KKG) meetings every month. According to supervisors, school principals, and teachers in interviews with researchers, efforts to increase teacher competency in discussions

and workshops to share knowledge and skills in the routine meetings of the Teacher Working Group (KKG) every month, it is acknowledged that they can help improve teacher performance professionally. However, the meeting is routine only once a month with a large number of group members, so the results obtained are not optimal. That is, it has not been effective in increasing teacher competence in implementing learning, because teacher competence in understanding theory and skills in teaching is a basic competency for the success of the learning process. The competencies referred to include understanding educational insights, personal and professional development, developing students' potential, and academic mastery. As a whole, it is concluded in the competence of understanding the theory which is the basis of skills in teaching. This is one of the problems faced by teachers at Public Elementary School number 111/I Muarabulian in implementing integrated thematic learning in the 2013 curriculum.

Another problem faced by teachers in implementing integrated learning at Public Elementary School number 111/I Muarabulian is collaboration with parents. Some parents of students still have not been able to establish good communication with teachers and the school. In terms of building good communication between teachers, schools, and parents of students is very useful for the success of children's education. The first problem faced by teachers at Public Elementary School number 111/I Muarabulian is that there are some parents who do not help their children study at home. Teachers of Public Elementary School number 111/I Muarabulian said in interviews with researchers that some parents did not guide their children to study at home. Meanwhile, the implementation of integrated thematic learning requires students to continue learning independently at home. Even though students study independently, they need parental guidance in accordance with the demands of the applicable curriculum. The implementation of integrated thematic learning requires students to be active both at school and at home because in the integrated thematic learning process students are students, while teachers are facilitators, so students at school and at home can learn independently accompanied by their teachers and parents. Collaboration between teachers and parents in implementing learning is beneficial for achieving optimal educational goals.

Another problem of implementing integrated thematic learning at Public Elementary School 111/I Muara Bulian comes from the teacher himself. Based on the results of interviews with the principal said that problems related to teachers in the implementation of integrated thematic learning, there are still some teachers carrying out integrated thematic learning that is not in accordance with the theoretical concepts of implementing learning in accordance with the demands of the applicable curriculum. That is, some teachers still teach not based on the Learning Implementation Plan (RPP), either the results of their own designs or the results of downloads. Then, there are still teachers teaching only based on previous teaching habits. Carry out learning in class by repeating previous activities without following the dynamic development of science and technique.

Based on the process standards for basic education units, implementing integrated thematic learning in the 2013 curriculum includes planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring learning. With regard to supervision, at Public Elementary School number 111/I Muara Bulian, the school principal as the coordinator of policy implementation plays an active role in supervising the implementation of integrated thematic learning at the school. According

to the results of interviews with teachers, the Principal of Public Elementary School 111/I Muara Bulian tries to invite teachers to work together well in carrying out integrated thematic learning according to the school's vision and mission.

As the supervisor, the school principal encourages and directs teachers to create a collaborative and flexible learning climate. He also should be able to presents a curriculum that prioritizes high expectations for all students, develops professionalism to build cooperative structures, solve joint problems, exchange expertise, and develop school networks. Furthermore, the principal also directs teachers to understand and carry out their role as facilitators and students. An interesting and meaningful learning climate will be created if this is done well. Meaningful learning will place students as seekers of knowledge, not as recipients of knowledge. In addition, the school principal in his function as supervisor does not work alone but also involves supervisors from the District Ministry of National Education. Then, the school principal as a supervisor also plays a role in communicating between schools and related institutions such as the District, District and Provincial Education Offices.

4.1.5 Discussion on Evaluation of Public Elementary School 55/I Sridadi

Assessment is part of the complete implementation of learning, namely lesson planning, learning implementation, learning assessment, and learning supervision. The implementation of assessment in the implementation of integrated thematic learning based on the demands of the 2013 curriculum must be guided by the concept of authentic assessment. Based on the results of interviews with school principals and teachers, Public Elementary School Number 55/I Sridadi, the assessment system already refers to the concept of authentic assessment. Authentic assessment is a complete and complete assessment, namely a scoring system that measures the overall competence of attitudes, skills and knowledge based on process and results. Implementation of this authentic assessment is not easy, it requires a lot of time, accuracy in observing student activities during the learning process. Therefore, from interviews with teachers at Public Elementary School Number 55/I Sridadi, some teachers still have difficulty carrying out an authentic assessment process in integrated thematic learning. The teachers said that the implementation of authentic assessment of student learning outcomes had been carried out, but had not been carried out optimally. This is due to the fact that the implementation of authentic assessment in integrated thematic learning must be comprehensive, namely assessing processes, attitudes, and skills from the start of entering class to returning home from school. So that teachers have difficulty recording all student activities, all study time for each day. The difficulty for teachers is also in reporting complete scores for report cards that must be complete. While the condition of student learning development is not recorded as a whole. In an effort to optimize the implementation of this authentic assessment, there are teachers at Public Elementary School Number 55/I Sridadi who work around this by observing the behavior and character of students that reflect their attitudes and skills in their daily life, so that an assessment of attitudes and skills can be obtained.

Based on the description above, the teachers of Public Elementary School Number 55/I Sridadi are constrained in carrying out authentic assessments for integrated thematic learning. The most difficult problem related to this authentic assessment of integrated

thematic learning is to arrange the suitability of the time with the material being assessed. Even so, teachers try to use time as effectively as possible by paying close attention to every action that reflects the behavior and character of students in learning. The teacher's efforts to see and record student behavior and character provide a thorough assessment of all aspects of knowledge, skills, and attitudes. The teachers admitted in interviews that the way they carried out authentic assessments by paying attention to the behavior and character of students in learning was not fully optimal, but they had tried their best in implementing integrated thematic learning at SD Negeri Number 55/I Sridadi.

4.1.6 Discussion of Public Elementary School Learning Evaluation 111/I Muara Bulian

The application of integrated thematic learning in elementary schools includes planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring learning. Based on the results of interviews with teachers and school principals, for Public Elementary School number 111/I Muarabulian, in the assessment activities an authentic assessment procedure was carried out in accordance with the demands of the 2013 curriculum. All aspects, namely measuring all attitudes, skills and knowledge competencies based on processes and results. Even though an authentic assessment system has been implemented, according to teachers and school principals in interviews, the implementation of authentic assessment at Public Elementary School number 111/I Muarabulian has not been fully implemented optimally. The teachers as executors of the assessment are constrained by the problem of very limited time to observe and record all aspects related to knowledge, skills and attitudes. To overcome the problem of time in maximizing student assessment, teachers try to pay attention to the behavior and character of students in general and as a whole, so that student behavior can be recorded without using too much time.

Even though the teachers of Public Elementary School Number 111/I Muarabulian have difficulty carrying out authentic assessments according to the procedures that apply to integrated thematic learning, they still respond and carry them out well and openly. As described above, the main difficulty is the limited time to record all students' activities, skills, and attitudes in learning. However, teachers try to use time as effectively as possible by paying close attention to every action that reflects the behavior and character of students in learning. The teacher tries to understand the character of each student to facilitate assessment. In the interviews, the teacher acknowledged that conducting authentic assessments by paying attention to the behavior and character of students in learning was not fully optimal, but at least they had tried to do it optimally.

4.1.7 Discussion of Facilities and Infrastructure

Discussion of State Elementary School Facilities and Infrastructure 55/I Sridadi The implementation of integrated thematic learning in the 2013 curriculum cannot be separated from the problem of facilities and infrastructure that support it. The facilities and infrastructure available at Public Elementary School Number 55/I Sridadi are not fully adequate to support learning optimally. However, the school has tried to complete it as much as possible. According to the results of interviews with the school principal, it

was said that the problem of facilities and infrastructure was not only incomplete, it was also a problem of the teacher's ability and willingness to make maximum use of these facilities and infrastructure. Such as the use of the library is only limited to using textbooks, not yet utilizing other source books in the library. According to the principal's statement, teachers are not yet professional in utilizing available learning resources and learning media. The number of teachers who had not fully utilized the existing facilities and infrastructure at Public Elementary School Number 55/I was acknowledged by the principal in interviews, but there were not many of them, it would become a problem that hindered the implementation of integrated learning.

Based on the results of subsequent interviews, the principal said that some teachers also had not used the library for study rooms. Public Elementary School Number 55/I Sridadi, has a library room that can be used as a study room. That is, a study room that is always changing with a comfortable atmosphere for learning can provide a variety of interesting learning places and create a meaningful learning process. Public Elementary School Number 55/I Sridadi also has a green open space that can be used for learning in the open nature. Some teachers have used green open spaces to provide an interesting and meaningful learning atmosphere. Still, there are a small number of teachers who have not used these green open spaces [2]. *Mengembangkan Model Pembelajaran Tematik*. Jakarta: Prestasi Pustaka.

for integrated thematic learning activities. It means that the facilities and infrastructure at Public Elementary School Number 55/I Sridadi in general can support the integration of the thematic learning process. Even most of teachers have used it for the implementation of learning. But there are still a small number of teachers who have not yet utilized the facilities provided.

Discussion of Public Elementary School Facilities and Infrastructure 111/I Muarabulian

The application of integrated thematic learning cannot be seen as easy and simple, but the implementation procedure must be complete and thorough. That is, the integrated thematic learning process must be able to achieve goals that include three domains, namely, the realm of knowledge, the realm of skills, and the realm of attitude. The teacher must design and implement learning professionally to achieve these learning objectives. Professional teachers will utilize facilities and infrastructure to support learning implementation properly. In general, integrated thematic learning at Public Elementary School number 111/I Muarabulian has been well implemented. However, teachers still face some obstacles in carrying out learning in the classroom.

First, Public Elementary School number 111/I Muarabulian does not yet have complete facilities and infrastructure to support the implementation of learning. Based on the results of interviews with school principals, the most needed facility is a library room and books that are complete as learning resources are inadequate. That is, there is no special room for the library. The existing library only borrows study rooms that are not used, so it is not feasible for library space. Likewise, the books in the library are incomplete as learning resources. This issue is quite influential on the process and optimal learning outcomes. Incomplete learning resources make it difficult for teachers to provide enrichment for students who have achieved learning targets and also become an obstacle for teachers to provide remedial for students who have not completed learning. Apart from the completeness of the library, at Public Elementary School number 111/I

Muarabulian there are still some teachers who have not made good use of the library as a support for the implementation of learning. Some teachers only use textbooks, do not use other books which will be a source of learning even though the number is limited.

Second, Public Elementary School number 111/I Muarabulian does not yet have a green open space that can create a comfortable learning situation and atmosphere. The existing green open space has just existed but there are not many plants and it is not well organized. This green open space issue will help make the school a healthy and beautiful environment. A cool and comfortable environment can help teachers create an interesting and meaningful learning atmosphere. Teachers can invite students to learn about the open nature close to students' lives, which will help students gain knowledge independently. The teacher facilitates and students learn to seek knowledge, skills and attitudes independently..

5 Conclusion

Based on the descriptions and explanations of the finding and discussion in this study, the researcher concludes several points as follows:

1. There are four ways to use the Lesson Plan (RPP) by teachers at Public Elementary School 55/I Sridadi, firstly the teacher uses the Lesson Plan (RPP) by downloading it completely from the Ministry of National Education Blog. Secondly, the teacher uses the Lesson Plan (RPP) by downloading and revising according to the situation and conditions of the school. Thirdly, the teacher uses and designs the Lesson Plan (RPP). Fourthly, the teacher who teaches is not guided by the Lesson Plan (RPP) but by the 2013 Thematic Integrated Curriculum Book for all themes and learning activities.
2. The implementation of integrated thematic learning at Public Elementary School 55/I Sridadi has been carried out optimally. However, it not yet fully optimal due to teachers still face several obstacles in carrying out their duties. First, some teachers still teach not guided by the Lesson Plan (RPP). Second, teacher competence in understanding theory and skills is still low. Third, the cooperation between teachers and schools is still limited because there are still parents who are unable to guide their children to study at home
3. The implementation of the evaluation at Public Elementary School 55/I Sridadi already refers to the authentic assessment. However it is not yet optimal because a complete assessment takes a lot of time making it difficult for teachers to implement.
4. Generally, the facilities and infrastructure at Public Elementary School 55/I Sridadi are sufficient. But some teachers still cannot use them effectively in implementing the learning process.
5. The teachers of Public Elementary School 111/I Muarabulian have made a Learning Implementation Plan (RPP) with their own designs, although only a few themes. However, the Lesson Implementation Plan (RPP) is not all used as a guide in teaching but for preparation of other activities, such as to be displayed in supervision and evaluation visits by supervisors, for teacher performance competitions, and to display in discussions or workshops at group meetings of Teacher Work (KKG). Some of the Learning Implementation Plans (RPP) used for teaching guidelines are fully downloaded, some are revised downloads, and some are self-designed.

6. The integration of Thematic Learning in the 2013 Curriculum at Public Elementary School 111/I Muarabulian has been implemented as entirety since 2019 in line with the implementation of the 2013 curriculum. All teachers at this school have implemented the integration of thematic learning maximally. However it still resulted not yet fully optimal. This is due to the inadequate professional readiness of teachers, student parents who do not fully support student learning activities, and inconducive school environment.
7. The practice of evaluation at Public Elementary School 111/I Muarabulian refers to authentic assessments. But it has not been implemented optimally. Because, authentic assessment must measure all aspects, namely aspects of knowledge, skills, and attitudes. To measure all of these aspects makes it difficult for teachers to manage time effectively.
8. The facilities and infrastructure at Public Elementary School 111/I Muarabulian are inadequate to implement integrated thematic learning optimally. The most needed facility is a library room, but the library space is not yet proper, and the books are incomplete here.

References

1. H. Hosnan, Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21. Bogor: Ghalia Indonesia, 2014.
2. T. Trianto, Mengembangkan Model Pembelajaran Tematik. Jakarta: Prestasi Pustaka, 2012.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

