



ANALYSIS OF TEACHERS' DIFFICULTIES IN DEVELOPING INTEGRATED THEMATIC LESSON PLANS IN THE 2013 CURRICULUM IN ELEMENTARY SCHOOLS

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ABSTRACT

The preparation of thematic lesson plans within the framework of Curriculum 2013 is a major challenge for educators in Indonesia. The process of preparing lesson plans presents various challenges, including identifying the right time allocation, indicators and learning methods. In addition, teachers also experience difficulties in utilizing effective learning media and conducting a thorough assessment analysis. This article uses qualitative research and relies on the literature study method to examine these issues. In addition, factors such as limited understanding of the scientific approach, unsynchronized annual programs, inadequate resources, and a lack of understanding of curriculum modifications contribute to the complexity of this process. To overcome these challenges, possible solutions include providing continuous training to teachers, improving their understanding of lesson plan development, improving educational infrastructure and incorporating technology into the learning process. This research will provide valuable insights to improve the overall quality of education in Indonesia

Keywords: *Development of thematic lesson plans, teacher difficulties, 2013 curriculum*

A. INTRODUCTION

Education serves as a pivotal mechanism that guides individuals in the process of acquiring knowledge in a conscious and intentional manner, thereby facilitating a deliberate approach to learning that is aimed at fostering both intellectual growth and personal development. Among the multifaceted objectives of education, one can identify the cultivation of spiritual and religious fortitude, the development of virtuous character traits, and the acquisition of essential competencies and skills, all of which are explicitly outlined within the framework of Law No. 20 of 2003 concerning the National Education System in Indonesia. The trajectory of a nation's advancement or regression is inextricably linked to the significance attributed to education within that particular society, emphasizing the crucial role that educational initiatives play in shaping the future of the nation. In the context of Indonesia, it is disheartening to note that the overall level of educational attainment remains alarmingly low, which poses a formidable challenge to the development and progress of the Indonesian populace.

This educational deficit represents not only a significant obstacle but also a profound setback for the Indonesian nation as a whole, highlighting the urgent need for reform and enhancement in the educational sector. To address this pressing issue, Indonesia has consistently undertaken various endeavors aimed at improving the quality of education, which include frequent modifications to the curriculum and the implementation of other innovative initiatives designed to bolster educational outcomes. Historically, Indonesia has witnessed a succession of curriculum reforms, transitioning from the previously utilized KTSP framework to the current 2013 Curriculum, and most recently, to the Merdeka Curriculum, reflecting a continuous quest for educational improvement. At present, while the Merdeka Curriculum is predominantly in use across educational institutions, there

remains a notable number of schools that continue to adhere to the principles and guidelines established by the 2013 Curriculum, indicating a transitional phase in the country's educational landscape.

The curriculum itself stands as one of the fundamental components integral to the effective execution of the Indonesian education system, serving not only as a roadmap for educational practices but also as a critical factor that can substantially influence the development of students and their educational trajectories. Essentially, the curriculum functions as a structured plan that serves as a guiding framework for all activities associated with the learning process, as noted by Fatmawati and Yusrizal (2020), who underscore its significance in shaping educational experiences. In alignment with this perspective, Taba, as referenced by Nasution (2009), articulates the concept of the curriculum as a "learning plan," which delineates the specific knowledge and skills that students are expected to acquire throughout their educational journey.

Consequently, the curriculum encompasses a comprehensive agenda that defines educational objectives, outlines content areas, identifies teaching materials, and enumerates instructional methods and evaluation tools, all of which are essential for the attainment of educational goals. The 2013 Curriculum, in particular, has been designed to position students at the core of the learning experience, thereby promoting their holistic development, especially in the domains of observation, critical thinking, inquiry, and effective communication. Central to the implementation of the 2013 Curriculum is the Lesson Plan (RPP), which serves as a detailed outline that articulates the targets, objectives, materials, instructional methodologies, media, and assessment instruments necessary for facilitating efficient learning experiences, effectively guiding educators in their instructional practices, as highlighted by Dirman and Junarsih (2014:39). One of the key components that warrants examination within the RPP framework is the Core Competencies (KI), which are designed to ensure that students evolve into well-rounded, educated, and talented individuals capable of navigating the complexities of the modern world.

The achievement of meaningful learning experiences is realized through the strategic application of thematic learning approaches, which intentionally intertwine various aspects of knowledge across different subject areas. By creating connections among these diverse elements, students are afforded the opportunity to cultivate a holistic understanding and a diverse set of skills that are applicable in real-world contexts. Thematic learning is characterized by its emphasis on engaging students with authentic experiences that resonate with their lived realities, thereby fostering a more profound exploration of material or thematic content from multiple disciplinary perspectives. The overarching objective of thematic learning is to deepen students' comprehension of specific subject matter by encouraging them to engage with the content on a more profound level, thus rendering the learning process not only more meaningful but also significantly impactful.

Furthermore, this educational approach seeks to bridge the gap between various subject topics and the personal experiences of students, effectively placing them at the center of the learning experience and promoting a sense of ownership over their educational journey. By integrating enjoyable activities and a wide array of multimedia resources, thematic learning endeavors to optimize educational outcomes, ensuring that students are equipped with the

knowledge and skills necessary to succeed in their academic pursuits and beyond. Through this comprehensive approach to learning, educators can foster an environment that not only enhances student engagement but also promotes a lifelong love of learning, ultimately contributing to the broader goals of educational excellence and societal advancement.

An educator, functioning in the capacity of a teacher, is expected to exemplify a commendable standard of performance that serves as a model for their students to emulate in their own academic and personal pursuits. (Trianingsih, 2016: 206). It is imperative that teachers actively cultivate and enhance the intrinsic learning motivation, self-confidence, and self-esteem of each individual student, thereby fostering an environment conducive to holistic development. To achieve this, educators must engage in creative and innovative practices when employing various learning models, which are essential for constructing a classroom atmosphere that is both enjoyable and affirmative for all learners present.

In the realm of instruction, it is essential for teachers to possess a comprehensive understanding of the content of each lesson, as this foundational knowledge is critical for effectively imparting that information to their students in a manner that is both clear and impactful. Furthermore, the ability to connect with students on a personal level and to inspire them through their own enthusiasm for the subject matter can significantly influence students' educational experiences and outcomes. Ultimately, the role of the teacher extends beyond mere content delivery; it encompasses the responsibility of nurturing a supportive and engaging learning environment that empowers students to reach their fullest potential.

B. RESEARCH METHOD

The investigative approach employed in the present article is fundamentally grounded in qualitative research methodologies. Qualitative research, as a distinct research paradigm, is primarily focused on the in-depth understanding of complex human phenomena by providing rich, nuanced, and comprehensive descriptions that can be articulated in verbal form, systematically presenting perspectives that are meticulously gathered from a diverse array of informants, and conducted within the context of natural settings, thereby enhancing the authenticity of the insights gleaned (Walidin, Saifullah & Tabrani, 2015: 77). The methodological framework adopted in this article is characterized by library research, which is a systematic and rigorous method that entails the accumulation of data through an exhaustive process of comprehending and critically analyzing theoretical constructs derived from an extensive review of various literary sources pertinent to the subject matter of this investigation.

The cornerstone sources that underpin this research endeavor predominantly comprise previously published articles and scholarly literature that are intricately connected to the literature review, including peer-reviewed journal articles that have been accessed through the expansive repository of Google Scholar. Thus, the reliance on such an array of academic sources not only bolsters the validity of the research findings but also situates the inquiry within a broader scholarly dialogue. This multifaceted approach ultimately serves to enrich the understanding of the phenomena under investigation by drawing upon a wealth of established knowledge and theoretical frameworks. In conclusion, the integration of

qualitative methods with comprehensive library research ensures a robust foundation for the exploration of the research questions articulated within this article.

C. RESULTS AND DISCUSSION

Development of Thematic Lesson Plans for the 2013 Curriculum

When formulating thematic lesson plans, it is imperative to take into account a multitude of factors, one of which includes the critical identification and application of principles that are closely aligned with the directives and guidelines established by the Ministry of Education and Culture, as noted in the scholarly work of Widyastono in the year 2014.

1. The Rencana Pelaksanaan Pembelajaran (RPP), which can be translated as the Lesson Plan, is fundamentally a derivative of the overarching curriculum and the detailed syllabus, necessitating that it be meticulously developed into coherent and structured learning activities that facilitate effective educational engagement.
2. The RPP, which has undergone innovation and enhancement by the educator, must be meticulously tailored to resonate with the unique situational context of the students as well as the environmental characteristics of the educational institution in which the learning occurs. In this context, the term "situation of students" encompasses a diverse array of factors including individual hobbies, innate talents, preferred learning styles, varying abilities, emotional states, and the rate at which they assimilate information, among other significant considerations.
3. The lesson plans that are crafted and developed must be designed with the express purpose of fostering active engagement and participation from students, while also centering around their interests and inclinations, thereby ensuring that students are able to cultivate their hobbies, demonstrate productivity, nurture their curiosity, develop relevant skills, maintain enthusiasm, and exhibit a pronounced disposition towards learning.
4. Moreover, the lesson plans must be constructed in such a way that they seamlessly integrate a culture of learning and inquiry, whereby students are not only responsible for their own learning but are also actively engaged in researching diverse topics and articulating their acquired knowledge in a meaningful manner.
5. An essential aspect of the developed lesson plans is that they should provide consistent positive feedback, encouragement, support, and constructive criticism as an integral component of the teaching and learning activities, thus promoting a nurturing educational environment that facilitates growth and development.
6. Finally, the proposed lesson plans must prioritize the incorporation of educational media, with a particular emphasis on the utilization of digital technology, as a strategic approach to effectively achieve the established learning objectives and outcomes, thereby enhancing the overall educational experience.

The design of a thematic lesson plan that aligns with the foundational principles established by the Ministry of Education and Culture is fundamentally intended for educators to foster an environment characterized by active engagement and participation from students. This approach not only promotes the essential practices of reading and

writing within the classroom setting but also emphasizes the importance of providing appropriate guidance and support to learners. Furthermore, it seeks to facilitate an enriching learning experience that enhances students' overall educational journey. In this context, the Representative Practice, commonly referred to as RPP, serves as a pedagogical strategy that is specifically devised to enhance the capabilities of students while also creating a conducive educational atmosphere tailored to their unique needs. This strategy is particularly focused on addressing the diverse interests, motivations, skills, and established learning routines of the students involved. The resultant lesson plan must therefore be designed to cultivate a robust learning culture that actively encourages exploration and expression of knowledge. Moreover, it is imperative to effectively manage the integration of digital learning media, which encompasses various innovative teaching methodologies that can be utilized in the educational process.

The concept of the Teacher and Factor is extensively implemented throughout Indonesia, where empirical research consistently indicates that educators hold a pivotal role in orchestrating the timing, defining the indicators, selecting the appropriate teaching methods, and determining the content utilized, as well as conducting comprehensive learning analysis. The multifaceted aspects that significantly influence a teacher's performance in the development of lesson plans include the effective application of the 2013 lesson plan framework during the instructional process, as well as the substantive content delineated within the learning format prescribed by the 2013 curriculum. Furthermore, the challenges faced by teachers in their professional practice and the various factors affecting their implementation are remarkably consistent across different regions in Indonesia. Notably, a study conducted (Kinasih in 2017). highlights the responsibility that teachers bear in determining critical elements such as the timing of lessons, the identification of learning indicators, and the selection of appropriate teaching methodologies. Additionally, teachers are also tasked with the utilization of various teaching media, guiding students effectively, and performing meticulous learning analyses. As corroborated by the findings of (Erni:2019 and Nurasiah:2018), it is commonplace for educators to assign homework and various teaching tasks, which may include assessments such as questions, scoring systems, and answer keys. The assertions made by teachers are not constrained solely by the aspects that impact the execution of the 2013 curriculum; rather, they encompass a broader spectrum of influences. Ultimately, the predominant factors that shape the effectiveness of teachers in enhancing lesson plans and overall educational outcomes hinge upon the quality and comprehensiveness of the 2013 lesson plans utilized during instruction, alongside the pedagogical quality of the teaching formats delineated within the framework of the 2013 curriculum.

Teachers' Difficulties and Contributing Factors in Developing Thematic Lesson Plans

Educators encounter numerous challenges when attempting to formulate thematic lesson plans within the framework of the 2013 Curriculum, which has been officially implemented in Indonesia. Although the rollout of the 2013 Curriculum has commenced throughout the Indonesian educational landscape, it has simultaneously engendered a plethora of obstacles that complicate the implementation process. According to Kinasih

(2017), instructors frequently struggle with several critical aspects, including the allocation of instructional time, the establishment of indices for learning objectives, the effective integration of educational media, and the execution of comprehensive evaluation analyses that assess student learning outcomes. Apriani (2015) conducted a thorough analysis regarding the implications of curriculum planning on the K-13 educational framework, revealing that educators hold a pivotal role in evaluating both intellectual competencies and foundational skills, alongside the responsibility of determining appropriate indicators, selecting essential teaching components, curating relevant learning materials, and orchestrating systematic approaches to curriculum development. Furthermore, Erni (2019) and Nurasiah (2018) shed light on the indispensable role that teachers play in articulating clear learning objectives, ensuring that foundational competencies are utilized as indicators for assessment, establishing the duration of instructional activities, implementing effective pedagogical methods, crafting engaging learning media, and developing pertinent teaching materials that align with curricular goals.

In addition to these challenges, another significant obstacle emerges from the evident lack of comprehension among educators regarding the intricacies of effective learning strategies, which can inadvertently result in suboptimal performance within the context of teaching and learning activities. Several contributing factors, such as limited time availability, insufficient access to requisite learning materials, a scarcity of educational resources, and constraints in the availability of comprehensive learning materials, substantially impede educators' proficiency in lesson planning, their adaptability to curriculum modifications, and their overall command of contemporary computer technology. Umrah (2017) further underscores the critical importance of teachers' knowledge and skills in grasping the processes involved in the formulation of K-13 lesson plans and the development of effective learning formats that are conducive to student engagement and comprehension. Moreover, Umrah (2017) also emphasizes the specific difficulties faced by teachers in comprehending the comprehensive process necessary for the creation of K-13 lesson plans, as well as the intricacies involved in formulating robust assessment formats that accurately reflect student learning.

In summary, the implementation of the 2013 Curriculum within the Indonesian educational system is beset by a myriad of challenges, including the considerable difficulties educators experience in preparing effective learning tools, establishing clear learning objectives and assessment criteria, and a pervasive lack of understanding in the application of scientific approaches to pedagogy. Factors contributing to these challenges encompass an annual program that lacks synchronization with the designated teaching hours, insufficient facilities and infrastructure, and a general lack of comprehension regarding the evolving dynamics of curriculum and technological advancements, all of which collectively exacerbate these difficulties.

Solutions for Overcoming Difficulties in Developing Thematic Lesson Plans

In order to effectively devise a comprehensive thematic lesson plan, it is imperative that educators meticulously employ a scientific methodology to systematically organize the array of learning activities that students will engage in during the course of their studies.

This method, which has been extensively utilized by scientists, serves as a robust framework for analyzing complex problems and deriving scientifically sound solutions through the application of the scientific method. The framework of the scientific approach encompasses several critical stages, which include the processes of observing phenomena, formulating pertinent questions, gathering relevant information, engaging in critical thinking, establishing connections among various concepts, and effectively communicating findings and insights.

It is essential that educators incorporate these five fundamental steps into their instructional practices to enhance the overall learning experience for their students. Moreover, it is crucial for teachers to engage in thoughtful planning prior to executing their teaching strategies. When embarking on the creation of a thematic lesson plan, it is also vital for educators to possess a thorough understanding of the content that constitutes each individual component of the lesson plan. According to the regulatory framework established by Permendikbud number 22 of 2016, a comprehensive Lesson Plan is composed of a variety of essential components, each of which plays a significant role in the overall educational framework, namely:

1. Name of Educational Unit,
2. Name of Subject,
3. Class or Semester,
4. Core Subject Matter,
5. Time Allocation,
6. Basic Competencies,
7. Indicators,
8. Lesson Material,
9. Techniques Used in Learning,
10. Tools Used in Learning,
11. Learning Steps,
12. Assessment of Learning Outcomes

The optimal resolution that requires implementation within the educational framework is the establishment of a comprehensive and systematically organized activity tailored specifically for the entire cohort of teaching professionals, which would manifest as a series of periodic training sessions designed to enhance their pedagogical skills and professional development; this approach is indispensable not solely for the benefit of a select few groups of educators who have historically had the privilege of engaging in such training opportunities, but rather aims to inclusively encompass all teachers employed within the institution, thereby ensuring that there is equitable participation and access to developmental resources and opportunities for every member of the educational staff.

The intricate process of formulating thematic lesson plans within the framework of the 2013 Curriculum has presented a significant challenge for educators operating in contemporary educational environments. Teachers encounter a myriad of obstacles when attempting to develop these thematic lesson plans, some of which include the following:

1. A pronounced difficulty arises in the allocation of time, as well as the identification of pertinent indicators and the selection of appropriate teaching methodologies that fit the diverse needs of students.
2. Educators also struggle with the effective utilization of teaching media and the execution of thorough assessment analyses that accurately measure student understanding.
3. Another considerable challenge involves the precise articulation of learning objectives and the development of assessments that align with those objectives and effectively evaluate student progress.
4. Teachers frequently find it problematic to decompose Basic Competencies (KD) into specific, measurable indicators that can be utilized in lesson planning and student evaluation.
5. The organization of the learning process, as delineated in the lesson plan, often poses significant challenges to educators, leading to confusion during implementation.
6. Furthermore, adjusting instructional techniques, creating suitable teaching media, and ensuring that teaching materials resonate with students' varying needs and levels of understanding constitute an ongoing difficulty for many teachers.
7. There exists a notable deficiency in teachers' knowledge regarding the practical implementation of the scientific approach, which is an integral aspect of the curriculum.

The difficulties encountered in the development of lesson plans can be attributed to several interrelated factors that contribute to the complexity of this task, such as:

1. The presence of annual and semester programs that fail to align with the actual teaching schedule, leading to confusion and inefficiency in lesson delivery.
2. The lesson plans that educators create often do not correspond to the real-world conditions encountered in the classroom, further complicating the teaching process.
3. A severe limitation in available facilities and infrastructure can significantly hinder the effective implementation of lesson plans in educational settings.
4. Additionally, the provision of teaching materials is frequently inadequate, leaving teachers without the necessary resources to adequately support student learning.
5. A low level of understanding among teachers regarding the preparation of lesson plans contributes to the overall challenges faced in the educational landscape.
6. Frequent changes to the curriculum introduce further complications, necessitating that teachers continually adapt and revise their lesson plans.
7. Lastly, minimal proficiency in computer technology among educators restricts their ability to utilize digital resources and tools in the lesson planning process.

To address and ameliorate these challenges, several solutions may be implemented to facilitate the development of thematic lesson plans more effectively, including:

1. The establishment of periodic training sessions for teachers to enhance their skills and knowledge in lesson planning and effective teaching strategies.

2. Providing educators with a comprehensive understanding of the principles underlying RPP preparation to bolster their confidence and competence.
3. Ensuring that teachers have access to adequate facilities and equipment, which is crucial for the successful execution of lesson plans.
4. Supplying educators with complete and contextually appropriate teaching materials that align with the curriculum and meet the needs of their students.
5. Offering ongoing guidance and support to teachers as they prepare their RPP, fostering a collaborative environment for professional growth.

In order to effectively tackle the difficulties associated with developing thematic RPP, a scientifically informed approach is imperative, one that encompasses enhancing teachers' comprehension of the curriculum, mastering the various components of RPP, engaging in periodic training, improving educational facilities and resources, and leveraging technology to enrich the learning experience. Consequently, it is anticipated that the implementation of the 2013 Curriculum will proceed with greater efficiency and efficacy, ultimately yielding optimal benefits for the advancement of the educational landscape in Indonesia. With the successful application of these proposed solutions, there is hope that teachers will be better equipped to develop the Thematic Lesson Plans required by the 2013 Curriculum, thereby enhancing the overall effectiveness and efficiency of classroom teaching and learning processes.

Moreover, it is essential that further research endeavors be promptly undertaken to acquire a more profound understanding of the specific difficulties that teachers encounter while developing thematic lesson plans tailored to the 2013 Curriculum. Such research initiatives must be conducted across various regions and educational levels to ensure a comprehensive analysis of the challenges faced by educators nationwide. It is the aspiration that the outcomes of this research will play a pivotal role in the enhancement of educational quality in Indonesia, thereby contributing positively to the future of the nation's educational system.

D. CONCLUSION

This scholarly investigation meticulously examines the myriad challenges that elementary school educators encounter while endeavoring to develop integrated thematic lesson plans that align with the stipulations set forth by the 2013 curriculum. The primary objective of this study is to systematically identify and elucidate the specific obstacles that teachers face in this context, delve into the fundamental causes that give rise to these challenges, and ultimately contribute to the formulation of viable solutions that will empower educators to effectively and proficiently implement the 2013 curriculum in their classrooms.

The anticipated findings of this comprehensive study are expected to illuminate the pressing need for enhanced professional development opportunities that are specifically tailored to address the requirements of teachers, with a particular emphasis on the integration of thematic learning across a diverse array of subject areas. Moreover, this research will likely underscore the critical importance of equipping teachers with sufficient resources, which include not only relevant curriculum materials but also robust pedagogical

support and ample opportunities for collaborative engagement among educators, in order to successfully navigate and overcome the identified challenges and thereby facilitate the effective implementation of integrated thematic lesson plans within the framework of the 2013 curriculum.

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