

## PROBLEMATIKA PEMBELAJARAN TEMATIK: STUDI KASUS DI SDN 1 BANU BANUA JAYA

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**Abstract:** *This study aims to identify the problems encountered in implementing thematic learning at SDN 1 Banua Banua Jaya. The research employed a qualitative approach with six teachers as research informants. Data were collected through observations and interviews. The findings revealed that the implementation of thematic learning at SDN 1 Banua Banua Jaya has not been carried out optimally. In the planning stage, teachers had not prepared lesson plans properly. During the implementation stage, thematic learning was not conducted as intended — learning was teacher-centered and the material was presented separately rather than integrated. In the assessment stage, teachers only assessed knowledge and skills, while the assessment of attitudes had not been implemented. The main challenges faced by teachers included the lack of teacher and student textbooks, limited facilities and infrastructure, and low understanding of thematic learning. To address these issues, the school has taken several steps such as sending teachers to attend curriculum 2013 seminars and training, encouraging participation in teacher working groups (KKG), and holding collaborative discussions among teachers at school.*

**Keywords:** *Thematic learning, learning challenges, elementary school*

**Abstrak :** Penelitian ini bertujuan untuk mengetahui problematika penerapan pembelajaran tematik di SDN 1 Banu Banua jaya. Studi ini merupakan penelitian kualitatif. Informan penelitian adalah 6 orang guru di SDN 1 Banua Jaya. Data penelitian dikumpulkan melalui observasi dan wawancara. Hasil penelitian ini menunjukkan bahwa Penerapan pembelajaran tematik di SDN 1 Banu Banua Jaya belum dilaksanakan secara maksimal. Pada tahap perencanaan, guru belum membuat rencana pelaksanaan pembelajaran dengan baik. Pada tahap pelaksanaan, pembelajaran tematik tidak berjalan sebagaimana mestinya. Pembelajaran berpusat pada guru dan materi disajikan secara terpisah. Kemudian pada tahap penilaian, guru menggunakan penilaian pengetahuan dan keterampilan sedangkan aspek penilaian sikap belum tampak dilakukan. Kendala yang dihadapi guru dalam pembelajaran tematik yaitu kurangnya ketersediaan buku ajar dan buku guru, kurangnya ketersediaan sarana dan prasarana, dan rendahnya pemahaman guru terhadap pembelajaran tematik. Sebagai upaya perbaikan, guru dikirim secara bergiliran mengikuti seminar dan pelatihan kurikulum 2013, mengikuti KKG (Kelompok Kerja Guru), dan sering mengadakan diskusi bersama di sekolah.

**Kata Kunci:** Pembelajaran tematik, kendala tematik, sekolah dasar