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Implementation of the 2013 Curriculum in Integrated Thematic Learning in Elementary Schools: Strategies, Challenges, and its Impact on Learning

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ABSTRACT

Education is the process of imparting knowledge, character development, and producing a more harmonious social order and way of life, including through the development of students' intellectual capital, skills, and intellectual development. One of the innovations brought by the introduction of the 2013 curriculum is the integrative theme learning model. To provide meaningful educational experiences to students, integrative thematic learning connects various disciplines and materials through themes. The 2013 curriculum states that in order to place students as the center of the learning process, teachers must play an active role as facilitators and motivators of learning. This article aims to explain how the 2013 curriculum is applied to integrative thematic learning, and its impact on the teaching and learning process in elementary schools. The implementation of the curriculum in integrative thematic learning shows several challenges, such as difficulties in determining assessment or evaluation criteria for students, teachers' lack of understanding in compiling thematic integrative lesson plans, limited teaching aids, and the use of traditional learning methods that are less varied. The proposed solution is training and education for teachers, principals, and supervisors to acquire skills and knowledge in implementing the curriculum according to students' needs. By implementing a variety of learning methods, it is hoped that it can increase student motivation and independence in the learning process.

Implementation, Curriculum 2013, Thematic Integrative.

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INTRODUCTION

Education is the process of imparting knowledge, character development, and producing a more harmonious social order and way of life, including through the development of students' intellectual capital, skills, and intellectual development of students. Providing knowledge, developing character, and producing a more harmonious social order and way of life, including through

the development of students' intellectual capital, and skills. The purpose of national education, according to Article 3 of Law Number 20 of 2003 concerning the National Education System, is to form individuals who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens by making various improvements to the national education system, the establishment of the 2013 curriculum as a new curriculum. This forms student competencies in 4 domains, including spiritual attitudes, social attitudes, skills, and knowledge. The 2013 curriculum uses an integrative thematic system for teaching (Rosmawati, 2021).

The school curriculum has been changed several times by the Indonesian government with the aim of improving and replacing the previous curriculum. In 2006, for example, the School Level Curriculum (KTSP) was used to improve the Competency-Based Curriculum (KBK), which had only started two years earlier. According to expert analysis included in the 2013 Curriculum public test materials, the School Level Curriculum (KTSP) has several problems. One of the problems is that competency does not holistically describe the domains of attitudes, skills, and knowledge. Therefore, the 2013 Curriculum was initiated by the government as an improvement on the KTSP (Novianto & Mustadi, 2015).

One of innovation brought about by introduction The 2013 curriculum is an integrative model. For give experience meaningful education to students , learning thematic integrative connect various discipline science and materials through theme. For increase learning theme , source effective teaching is very important. Teaching aids learning main that is audiovisual materials, sources powe, and books text. Various type source Power teaching help student in understand teaching materials in more complete and in-depth, which is very important For ensure that they understand it with fast and enthusiastic. (Marina & Sudirman, 2024).

2013 curriculum defines education thematic as type combined learning a number of activity learning become One eye lesson. Integrated material such as science, social studies, and Indonesian are presented in One similar topics and then discussed in One Topic highly relevant education in text. This is in accordance with orientation The 2013 curriculum outlines the purpose For increase balance between spiritual competence, attitude, ability, and knowledge in frame to form character participant educate. (Muhsinin, Musyaddad, & Azim, 2019) 2013 Curriculum states that if put student as center learning, teachers play a role active as facilitator and motivator of learning. Because not all teachers have competence said, the thing This cause difficulty for educators .

In addition, teachers must Ready make plan learning with correct procedure, teach education character, carry out learning with method scientific, selecting and using various techniques , media and materials education, as well as do evaluation in a way real.

Based on the above explanation can be taken that objective article this is made For explain How 2013 curriculum is applied to learning thematic integrative, as well as the impact towards the learning process teaching in elementary school.

RESEARCH METHODE

Literature review is a task that focuses on a particular area of interest and critically evaluates information found in various sources, including books, journals, and other sources being reviewed. (Wahyuni A. S., 2022). This method uses a lot of literature to discuss the 2013 curriculum that will be applied in thematic-integrative learning in elementary schools. It is descriptive because the data presented is organized and the clarification offered and insights to help readers understand it.

RESULT AND DISCUSSION

Draft 2013 Curriculum and Learning Thematic Integrative Understanding Curriculum

Curriculum , has very broad meaning , including efforts related to activities Study students , no happen only at school or No only happens in space scope school , and its nature influence Study student. (Rokhimawan, Badawi, & Aisyah, 2022) Curriculum is plan learning that will done participant educate along with staff in charge answer and guide (Nurhasanah, Pribadi, & Nur, 2021). Curriculum that is the plan that was drawn up For the way learning in nature influence student in Study.

Understanding Curriculum 2013

Through development attitudes, abilities and knowledge, the 2013 Curriculum places great emphasis on activities learning that can help students. The 2013 curriculum aims For increase ability student For think in a way creativ, productive, innovative, and affective (Wiyogo, 2020). This is done with increase lesson hours and use approach thematic-integrative compared to with curriculum previously. This is intended For improve students' capacity in observing, investigating, reasoning, and justifying what they have learned in class (Fussalam & Elmiati, 2018).

Objectives of the 2013 Curriculum

Increase personality, morals, knowledge, and intelligence, as well as ability For life independent and do it tasks education high on topics with a way that reflects essence the science in it, is objective main K-13 curriculum (Aisyah & Astuti, 2021).

Main Principles of the 2013 Curriculum

Principles guide curriculum about principle relevance, purpose, content, and procedures must in line with demands society. principle flexibility covers the need curriculum For adapt with circumstances, time , talent students , and background behind local ; principle continuity, which states that learning and development student happen in a way Keep going continuous; principle practical, which includes source cheap and easy power accessed ; and the principles effectiveness still must be considered in success curriculum For school the (Ikhsan & Hadi, 2018).

Learning Thematic Integrative

Thematic learning, which involves multiple subjects, aims to provide meaningful learning experiences for students. Creating a friendly, enjoyable, and meaningful learning environment is the primary goal of thematic learning. Thematic learning offers several benefits, including adaptability, integration of subjects, support for students in developing talents according to their interests, and fostering creativity and social skills (Ananda & Fadhilaturrahmi, 2018).

The term "thematic-integrative learning" refers to a teaching method that allows for the integration of skills from various fields. These competencies are then combined to create themes that provide context for students. Thematic learning is an effort to merge the abilities of learning and creative thinking through a topic. This learning transcends subject boundaries and is known as thematic learning. However, the focus remains on a complex, all-encompassing life approach, known as comprehensive study, which integrates various curriculum components into meaningful relationships (Mutiani, Sapriya, Rezky, Handy, Abbas, & Jumriani, 2021).

Characteristics of Thematic Integrative Learning
According to Pratiwi & Yunisrul (2020), thematic learning has several characteristics: it must be student-centered, provide direct experiences, and present ideas from various subjects in one interconnected learning process. It is flexible (integrating multiple subjects) and allows learning outcomes to develop based on the interests and needs of children by evaluating the learning process and outcomes. Therefore, educators should be able to use relevant learning models when implementing integrated thematic learning, including educational

approaches that allow students to discover and express learning ideas individually or in groups.

Implementation of the 2013 Curriculum in Integrative Thematic Learning in Elementary Schools. To make the learning process relevant, enjoyable, and comprehensive, thematic learning requires creative teachers to create learning experiences for students and select and organize skills from various disciplines. The following are some ways to implement integrated thematic learning:

1. Select relevant and cohesive themes or issues that can combine ideas and information from various disciplines.
2. Identify key ideas related to the chosen theme.
3. Develop a lesson plan that combines various teaching techniques and activities to encourage connections between ideas.
4. Involve educators from different fields in the organization and implementation of teaching.
5. Use educational tools that facilitate the integration of ideas from other subjects, such as books, learning materials, or internet resources.
6. To deepen understanding, use techniques such as dialogue, experiments, projects, simulations, or integrated tasks.
7. Use various evaluation tools, including portfolios, integrated tests, project assignments, and presentations (Marcelina, Erita, & Fitria, 2023).

Various models and teaching techniques are used to convey information in the learning process. In addition to experience-based learning, teachers present themes through lectures. This learning paradigm is employed when students study materials related to science. By following the instructions or stages developed by the teacher, students conduct demonstrations. Problem-based learning and discovery learning are other approaches that have been identified. Teachers often implement problem-based learning and discovery learning strategies for subjects such as science, social studies, civics, and Indonesian (Nahak, Degeng, & Widiati, 2019).

Teachers may also use interactive lecture techniques to convey knowledge directly to students while allowing them to ask and receive questions, facilitating productive two-way communication. Students can collaborate and share ideas during group discussions, helping them understand lesson material more comprehensively. Learning becomes more engaging when multimedia-based teaching resources, such as digital presentations and films, are used to help represent abstract ideas. This approach also accommodates students' visual and auditory learning preferences, which can improve memory retention and student engagement (Marina & Sudirman, 2024).

Challenges in Implementing the 2013 Curriculum in Integrative Thematic Learning in Elementary Schools

Teachers encounter several difficulties when applying the 2013 Curriculum in integrative thematic learning.

1. Teachers struggle with defining evaluation criteria due to the numerous aspects involved in student assessment. When evaluating students using specified aspects and indicators, teachers may find it challenging to select evaluation criteria for assessing student conditions (Ningsih & Maulida, 2019).
2. Limited understanding in lesson planning since some teachers have not fully grasped the implementation of the 2013 Curriculum, particularly in setting thematic-integrative learning objectives, where educational goals from various subjects are combined and applied simultaneously (Purnamasari & Purnomo, 2021).
3. Lack of tools or facilitators for learning activities poses challenges. To provide hands-on experience and encourage students to explore the facts they are learning, thematic learning emphasizes student participation. Active students participating in activities such as debates and demonstrations can understand lesson materials, while passive students may struggle with the learning process (Hidayat & Haryati, 2022).
4. Challenges in executing scientific-based learning processes remain unresolved because (a) teachers continue using traditional methods, such as lectures; (b) some teachers have never attended training on the 2013 curriculum; (c) inadequate classroom management by teachers; and (d) lack of parental motivation or support for their children's academic progress (Wahyuni & Berliani, 2019).

From the explanation above, it can be concluded that the challenges in implementing the curriculum in integrative thematic education include teachers' difficulty in defining evaluation criteria for students, a lack of understanding in creating thematic-integrative lesson plans, limited tools to support learning activities, and a reliance on lecture methods that lack variety.

Strengthening Solutions and Strategies for Integrative Thematic Learning in the 2013 Curriculum

To address issues related to implementing the 2013 Curriculum, supervisors, school principals, and teachers can be provided with training and education. The goal is to improve their skills in implementing the curriculum. Teachers acquire skills and information to adapt the curriculum to meet student needs through this method. The following are some approaches to enhance learning standards and achieve desired goals (Mulkan & Zunnun, 2024). This

approach can improve students' character (Nailussulakhah, Wijayanti, & Sumarno, 2024).

To help students achieve learning objectives, teachers must inspire them and select educational materials that will increase their enthusiasm for learning, for example, by using media familiar to students from their environment. Considering that elementary school students are often still in a play-based developmental stage, real objects in the classroom greatly assist the learning process (Fauziah, Andriana, & Rokmanah, 2023).

Based on this explanation, the solution to overcoming challenges in implementing the 2013 Curriculum is to conduct regular training for teachers, school principals, and supervisors. This helps to acquire skills and knowledge in implementing the curriculum according to student needs. Utilizing various learning approaches can help students become more independent, responsible, honest, and motivated in the learning process.

CONCLUSION

The new curriculum, known as the 2013 Curriculum, aims to enhance the educational process in primary schools by utilizing thematic-integrative learning to achieve the curriculum's objectives. The main goal of thematic learning is to help students become more competent in attitudes, knowledge, and skills.

Based on a literature review of various journals on the implementation of the 2013 Curriculum, it was found that thematic-integrative learning in primary schools has not been fully implemented due to challenges faced by teachers. These challenges include difficulties in student evaluation, limited understanding of developing thematic-integrative lesson plans, a lack of learning support tools, and an overreliance on traditional lecture methods that lack variety.

To address these challenges, teachers can work on solutions to overcome obstacles in implementing the 2013 Curriculum. Regular training and education for teachers, school principals, and supervisors are essential for building the necessary skills and knowledge to execute the curriculum in line with student needs. By adopting diverse educational methods, students' potential and motivation can be enhanced, making the learning process more effective and engaging.

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