

Student Problematics in Thematic Learning

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Abstract: The purpose of this research is to analyzing problems and problematic factors of students and describing the efforts of teachers in overcoming student problems in thematic learning. This research use a descriptive qualitative approach. The research subjects were fifth grade students of SDN 03 Wonorejo Gondangrejo Karanganyar. Data collection techniques are observation, interviews, and documentation. The data analysis technique used was qualitative data analysis by Miles and Huberman's model, including data reduction, data presentation and conclusion drawing. The results of this study are that there are student problems in thematic learning, namely: students are confused because thematic lessons consist of a lot of subject matter, students who have cognitive or low thinking power are left behind, students are not maximal in receiving thematic lessons, Parents find it difficult when helping students do assignments at home, students have difficulty understanding and answering questions, student scores are below the KKM, and students feel bored because the duration of thematic lessons is longer than other subjects. Factors that influence students 'problems in thematic learning are a lot of mixed material, human resources (human resources), age of students, students' thinking or cognitive power, parents, long duration of learning time, and class atmosphere. The teacher's efforts to overcome student problems in thematic learning are to present interesting learning, collaboration between teachers and parents, provide innovative learning, teachers invite students to be creative, use fun learning methods, use varied learning media, and discuss with other teachers.

Keywords: Student, Problematics, Thematic Learning

Introduction

One of the factors that determine the quality of a nation is education. Education is one of the investments that will produce people who have the knowledge, attitudes and skills needed for the development of a nation. Education and curriculum are two things that cannot be separated. You could say that this curriculum is the heart of education.

Changes in the curriculum from year to year are policies taken by the government. The government's reason for making changes to the new education curriculum is to improve the quality of education in Indonesia itself. In a curriculum development, there are several factors that cause a curriculum to be changed. Some of these factors are future challenges including the flow of globalization, environmental problems, advances in information technology, convergence of science and technology, and science-based economics, the second factor is future competence which includes communication skills, the ability to think clearly and critically. , the ability to become effective citizenship, and the ability to try to understand and be tolerant of different views, Third, there are social phenomena that have surfaced, such as student fights, plagiarism, drugs, corruption, cheating in various types of examinations, and social unrest, and the last one is the public perception that assesses education so far has focused too much on cognitive aspects. , student burdens that are too heavy, and lack character. Therefore these factors influence why it is necessary to develop an educational curriculum in Indonesia (Rizkasukses, 2017).

Curriculum changes that keep up with the times aim to improve the quality of education for the better, in order to educate students to become qualified human beings to face the developments and challenges of modern times. However, in the process of teaching and learning activities there are many problems. The problems here are the various collections of problems or constraints that are found. One of them is learning difficulties in students. Students are not able to develop their potential optimally and their learning achievement is low, so they need special attention or servants. Difficulty is a visible or visible symptom, they actually experience difficulties in academic tasks caused by neurological dysfunction, basic psychological processes, and other causes, so that their learning achievement is low (Suparlan, 2008: 16)

Learning activities for each individual, not as long as it can take place naturally. Sometimes it is fluent, sometimes it is not, sometimes it is quick to grasp what is being learned, sometimes it is very difficult it is difficult. In terms of enthusiasm, sometimes the enthusiasm is high but sometimes it is also difficult to double the concentration on learning. Each individual has different learning activities. Individual differences lead to differences in learning behavior among students. "A situation where students cannot learn properly," that is what is called "Learning Difficulty" (Safari, 2015)

One of the problems or learning difficulties of students occurs in thematic learning. This is in accordance with the results of research conducted by Faizal (2016) that based on the results of the analysis and discussion, it can be concluded that the fourth grade students of SDN 5 Dawuhan have many learning difficulties. Students' learning difficulties in thematic learning in grade IV SDN 5 Dawuhan are internal factors and external factors from students. Internal factors of students that affect student learning difficulties in thematic learning in grade IV SDN 5 Dawuhan include student attitudes towards learning, student learning concentration, lack of learning motivation, student self-confidence, and student intellectuality.

Based on the results of observations and interviews of researchers with several grade 5 students (AL and friends) at SDN 03 Wonorejo, it was concluded that thematic learning is a relatively new thing. Previously, students received lessons in accordance with the Education Unit Level Curriculum (KTSP) so that in its implementation students experienced many difficulties, one of which students felt confused because the subjects were combined into one theme.

Learning Problems

Learning Problems are various collections of problems or constraints that are found. Learning problems are a part of ABK (Children with Special Needs). (Muhith: 2017). They are generally known as children with learning difficulties, slow learners, lazy children, stupid children and others. According to experts, the prevalence of children with learning problems is quite high. Some estimate the range is between 1% - 3%. In America and Western Europe around 15% of the population of primary school children. In developing countries such as Indonesia, the prevalence of children with learning problems is estimated to be greater, the cause is the high level of malnutrition among pregnant women. Infants and children, diarrhea, childbirth diseases, and central nervous tract infections in infants. Disorders or conditions above result in learning difficulties. To overcome the difficulties of student learning problems, to increase their potential requires special services (Muhith: 2017).

Learning problems often show certain symptoms and behavioral characteristics, including: a) Not following the lesson well; b) Do not want to do the task; c) Avoiding rather heavy tasks; d) Careless or inaccurate in many ways; e) Indifference or indifference; f) Showing low enthusiasm for learning; g) Cannot concentrate, changeable; h) Attention to a brief object; i) Likes to be alone, has

difficulty adjusting; j) moody; k) Rebellious, aggressive, and sudden in response to incompatibility, and l) Low learning outcomes (Nursalim, 2007: 35).

Difficulty learning

Learning difficulties are disorders that make it difficult for the individual concerned to carry out learning activities effectively. The factors that cause learning difficulties are not easy to determine because these factors are complex. In fact, these causal factors cannot be known, but they affect the brain's ability to receive and process information and the ability to study certain fields of study.

Learning difficulties are not directly related to the intelligence level of individuals who have difficulties, but these individuals experience difficulties in mastering learning skills and in carrying out specific tasks required in learning as is done in conventional learning approaches and methods.

Learning activities for each individual, not as long as it can take place naturally. Sometimes it is fluent, sometimes it is not, sometimes it is quick to grasp what is being learned, sometimes it is very difficult it is difficult.

In terms of enthusiasm, sometimes the enthusiasm is high but sometimes it is also difficult to double the concentration on learning. This is the reality that we often encounter in every student in everyday life in relation to learning activities. Every individual is not the same. It is this individual difference that causes differences in learning behavior among students. "In a situation where students / students cannot learn properly," that is what is called "Learning Difficulties" (Ahmadi, 2008: 8)

Although there is no standard definition of children with learning difficulties in Indonesia, referring to the definitions previously described, children with learning difficulties can be defined as follows: "Children who have learning difficulties are children who actually experience difficulties in specific academic tasks and general, whether there is neurological dysfunction, basic psychological processes or other causes so that learning achievement is low. "Children with learning difficulties" are not the same as "mentally retarded children". Children with learning difficulties are generally characterized by low learning achievement of all subjects, low IQ average scores. Intelligence IQ below average (IQ around 70- 90) generally has sufficient learning achievement. Children with learning difficulties may experience special problems. Physical, social, light mental.

The learning difficulty factors can be classified into two groups, namely: 1) Internal factors (factors from within humans themselves) which include: a) Physiological factors; b) Psychological Factors. 2) External factors (factors from outside humans), including: a) Social factors; b) Non-social factors. (Ahmadi, 2008: 15-16)

Overcoming learning difficulties cannot be separated from the factors of learning difficulties as described above. Therefore, looking for sources of the main causes and sources of other participants' causes is imperative in order to overcome learning difficulties. According to Ahmadi (2008: 21) in general, the steps that are needed to be taken in order to overcome learning difficulties can be done through six stages, namely: 1) Data collection. 2) Data processing. 3) Data diagnosis. 4) Prognosis data. 5) Treatment / treatment. 6) Evaluation

Thematic Learning

The term thematic learning is basically an integrated learning model that uses themes to link several subjects so that they can provide meaningful experiences to students. Each subject supports all competencies (attitudes, skills, knowledge). Subjects are designed in relation to each other and have basic competencies that are tied to the core competencies of each class. All subjects are taught with the same (scientific) approach through observing, questioning, trying, reasoning. Various types of learning content are taught related and

integrated with each other (Indriani, 2015).

Thematic learning is an effort to combine comprehensive and integrated knowledge. Thematic learning as an integrated approach naturally connects facts and ideas in an effort to understand the world. Students can connect ideas and experiences with the environment they live in through a network of themes. Thematic learning is an integrated learning model that integrates several subjects in one unit bound by themes (Fogarty, 1991: 54). Themes bind the linkages between one subject and another. The goal is the expectation about the abilities that students have after following the learning process. That is, the goals to be achieved step by step in the learning process. This ability can be observed and measured.

In learning here, the lessons used are the combination of all material which consists of five subjects, namely Science and Social Studies, Indonesian, Mathematics, PPKN. In this learning, the material is presented in a particular theme focus which contains the combination of several subjects. This theme is learned from various points of view by using the information contained in a number of subjects, so that students' knowledge of these themes can be more comprehensive and complete. The content of the subjects to be discussed is adjusted for their relevance to the theme. Thus the barriers of subjects no longer seem to merge into one theme (fusion). (Indriani, 2015)

Thematic learning evaluation is focused on evaluating processes and outcomes. Process evaluation is directed at the level of involvement, interest, and enthusiasm of students in the learning process, while evaluation of the results is more directed at the level of understanding and attitudes of students towards the substance of the material and its benefits for students' daily lives. Besides that, evaluation can also be a collection of student work during learning activities that can be displayed in an exposition / exhibition of student work.

Instruments that can be used to express students' understanding of the subject matter can be used to test learning outcomes, and to determine the level of students' ability to perform a task can be in the form of action or skill tests and to reveal students to subject matter can be in the form of interviews or informal dialogue.

Besides that, the instruments developed in thematic learning can be in the form of: quizzes, oral questions, daily tests, block tests, and individual or group assignments, and observation sheets.

Difficulties in Thematic Learning

Thematic learning is integrated learning that uses themes to link several subjects so that they can provide meaningful experiences to students. In order to run well and smoothly in the implementation of learning, teachers need to understand comprehensively about lesson planning. Teachers' knowledge of planning thematic approaches helps teachers make learning more. Likewise, the teacher must be able to develop learning indicators. Indicators are measuring tools that will be used by teachers in technical learning.

The difficulties in planning thematic learning according to Rasidi (2015) are as follows: a) Competencies relevant to learning content, selection of environmentally oriented methods and media, preparation of learning indicators, and explanation of material in accordance with the theme. b) The difficulties of the teacher in implementing integrative thematic learning include; (1) mastery of concepts in interactive scientific learning, (2) use of media in creating works, and (3) mastery of apperception skills. c) Difficulties of teachers in classroom management in thematic learning, namely: (1) varied, educative, and easily accessible classroom arrangements, (2) coordinating learning in accordance with the context of learning, (3) classroom conditioning with simple and measurable regulations. d) difficulties in assessing thematic learning, namely: (1) developing standardized

assessment tools, (2) descriptions of qualitative and quantitative learning outcomes, (3) selecting instruments for attitudes, skills and knowledge

Class management allows students to feel comfortable in learning. Assessment in integrative thematic learning involves authentic assessment of attitudes, skills and knowledge. From this type of assessment, the teacher is faced with a choice of various types of assessment according to what is being measured. To measure students' attitudes, teachers can use observation, peer-to-peer assessments and self-assessments. Furthermore, for the assessment of teacher knowledge can use tests and non-tests, while the assessment of skills can use project assessments, portfolios and so on. (Rasidi: 2015)

Factors Affecting Learning Activities

According to Nursalim (2007: 88-89) learning is the whole process of school education, learning activities are the most important. This success or failure of an educational goal depends a lot on how the learning process experienced by students as students.

Learning events deal with two aspects of students, namely aspects of maturity (maturation) and aspects of learning (Lerning). Maturity is achieved by the individual from his psycho-physiological growth processes, which are formed before birth. Maturity occurs due to quantitative changes to the structure. Maturity provides the conditions in which physical functions including the nervous system and brain system will develop, this will increase capacity mentally someone that will affect the results of the study someone. (Nursalim, 1997: 93)

Another aspect, namely, learning, is considered by many experts as the opposite of maturity. Learning is a process of continuous change within an individual that is not determined by hereditary elements, but is more determined by external factors (Nursalim, 1997: 95)

There are two factors that influence learning: 1) Factors that come from outside the learner. These factors include the condition of the air, air temperature, weather, time (morning, afternoon, evening, night), place (location or place of study), tools that are reached for learning (writing instruments). writing, books and props). 2) Factors that come from within the student. Inner states such as body health, ego, and heart state. (Nursalim, 1997: 21)

Based on the results of observations in the preliminary study in grade V SDN 03 Wonorejo Gondangrejo Karanganyar, there are still many problems encountered in learning difficulties in thematic learning. Students still lack understanding of the material, the lack of students' ability to relate one lesson content to another, the class atmosphere is not conducive, because students prefer to play with their friends rather than take lessons. The number of difficulties that occur in thematic learning affects student learning outcomes and development.

Departing from this background because there are problems in thematic learning, the author is interested in conducting research at SDN 03 Wonorejo Gondangrejo Karanganyar with the title "Thematic Learning Problems for Class V Students at SDN 03 Wonorejo Gondangrejo Karanganyar.

Methods

In this study, the authors used a qualitative research approach. Qualitative research is research that is case art in the field (case study) because, the research data is more concerned with the interpretation of the data in the field, the aim is to understand the phenomena that are experienced through observation (Sugiyono. 2015: 208) The qualitative approach used in this study intends to find out and describe in detail the Thematic Learning Problems in Class V SDN 03 Wonorejo, Gondangrejo District, Karanganyar Regency.

Data collection can be done in various settings, various sources, and various

ways. Types of data collection in general, there are several data collection techniques, namely; observation, interview, documentation. This observation, the researcher saw how the teaching and learning process, the obstacles during the learning process took place and saw the attitudes of students towards teachers, teachers towards students. Researchers used structured interview interviews, because structured interviews can be prepared in such a way as the questions needed so that only focus on reviewing the issues to be studied. This method is to answer the problem formulation with a goal. Researchers can obtain data about "The analysis of thematic learning problems class V SDN 03 Wonorejo Gondangrejo Karanganyar".

The data collected were analyzed qualitatively with the Miles and Huberman model. According to Mile and Huberman (in Sugiyono, 2010), activities in qualitative data analysis are carried out interactively and continuously to completion which is described in four steps. The four steps include data collecting, data reduction, data display, and conclusion drawing / verification.

Test the validity of the data in research, often only emphasized on the validity and reliability tests. In qualitative research, the main criteria for research data are valid, variable, objective. Validity is the degree of accuracy between data that occurs on the object of research that can be reported by researchers.

In this study, the credibility test was carried out by triangulation. (Sugiyono. 2017: 125) Triangulation in this credibility test is defined as checking data from various sources in various ways and at various times. The researcher used the triangulation technique, which means that the researcher used different data collection techniques to get data from the same source. The triangulation technique is a technique for testing credibility by checking data from the same source with different techniques.

Thus, valid data is "data that is not different". In checking the results of the study using validity and reliability, in the case of whether there really are students who have learning difficulties or not.

Results And Discussion

Data about the Problems Faced by Students

In the thematic learning process in class V SDN 03 Wonorejo there are problems when students are learning. Based on the results of interviews with several students randomly said the problem in thematic learning was confusion because in one sub-theme there was a mixture of several lessons. As stated in an interview with a student named AS as follows:

"I have difficulty accepting the lesson, ma'am, because I am confused, in one theme there are many different materials and lessons."

In line with the US, YR also felt confused in receiving lessons.

"I'm confused ma'am, how come the lessons are mixed"

The problems faced by US and YR students were reinforced from the results of observations and observations of researchers, these students tended to be more silent, students listened but did not understand what the teacher said and still looked confused when answering questions or writing answers to questions that had been read by the teacher.

The form of thematic learning problematics which then focuses on student learning concentration. This is in accordance with the observations and observations of researchers during thematic learning. One of the students started

to get busy, so it disturbed his learning concentration to decrease. The next problem was said by the fifth student, he said that the difficulty in receiving the material was because there were many and students felt it was difficult or difficult. Like when he was given the task of making crafts, this became a problem in itself for the child.

Problems in thematic learning do not only occur in one or two students, but almost every student. The problems expressed by YM students in the interview said that it was not easy to understand when learning thematic because the material was mixed and not only one being studied. He said he had trouble drawing and advertising materials. While the problems expressed by DV students, he said, had difficulty determining the main points of the reading.

The next thematic learning problem is in accordance with the observations and observations of researchers, students in the class begin to get bored and do not pay attention to the teacher because the thematic lesson hours are more than in other lessons. This was confirmed by the sixth student interview, he said that thematic learning was bored because of the long time and students tended to play alone. Following are the results of interviews with student N:

"I, when the thematic lesson was feeling dizzy and bored. The material is too overwhelming and confusing. Sometimes they are told to draw, then they are asked to write down their main thoughts, then make crafts. I feel bored during thematic lessons, because the time is very long and I want to play with friends right away "

Based on the results of interviews with several student guardians, it was concluded that they had difficulty helping children complete tasks at home. This is because the material is very broad and demands the creativity of parents in finding their own learning materials to be able to do assignments from the teacher. The following is one of the results of the interview with A's guardian.

"I find it difficult to help my child when I get thematic assignments at home because the answers in the book don't exist and I have to look for answers on the internet. I was confused because there were so many answers on the internet and I had to choose my own answer. Especially if there is a task to make crafts, parents have to get involved in making crafts "

Based on interviews and observations of researchers, the problem in thematic learning is that students are confused because thematic lessons consist of a lot of subject matter, students who have low cognitive or thinking power are left behind, students are not maximal in receiving thematic lessons, parents find it difficult when helping students do assignments at home, students find it difficult to understand and answer questions, student scores are below the KKM, and students feel bored because the thematic lesson time is longer than other subjects.

Data on Student Problem Factors

The problems faced by students when learning thematic in grade V SDN 03 Wonorejo occur due to several factors. Based on the results of the researchers' observations on thematic learning activities in class V, it was found that the factors that influence students' problems are because the thematic material is many and mixed.

Student problematic factors, namely HR (Human Resources) which stands out which can be seen from the daily life and learning of students, age of students,

and students' different thinking or cognitive abilities. This is evidenced by the results of learning observations and a list of thematic scores for class V. Based on the observations of 18 students, there are 2 students who are relatively young compared to their peers, namely AL and BS. These students tend to get lower grades than their peers. In learning activities, it also appears that it is difficult to answer questions from the teacher.

The next factor faced by students in thematic problems, namely parents, some parents of students are not able to provide direction or assistance when children study at home, so that children only learn as much as they can and as they wish. This is like the results of an interview with student G:

"My parents can't teach me at home, ma'am, because I'm tired of working, so when I am at home I study whatever I want and what I can."

Similar to student G, DS students also shared the same problem.

"My parents can't help me with the assignment, because they are confused about where to find answers, there are no books in the book"

The problems in each child come from different factors, such as interviews with US students. He said the long time factor made him bored and lazy when learning thematic, so that in learning students did not receive lessons well. Meanwhile, the results of interviews with YS students said that the material was a lot and mixed with content. In each sub-chapter in a thematic book consists of a lot of material, so that students have problems in learning such as confusion and not easy to understand. US and YS students two conveyed thematic learning problematic factors as follows:

"I am lazy about thematic lessons because the lesson time is long. I do not understand and I am confused because the material is mixed and mixed "

The factor that causes student problems, which is the classroom atmosphere. In accordance with the results of observations and observations of researchers, students tend to be busy and their learning concentration decreases. This is due to the class atmosphere that the longer the lesson, the more rowdy, the students are having fun playing with their friends.

The findings data from the results of interviews and observations of factors that influence thematic learning problems are a lot of material and mixed, HR (Human Resources), student age, thinking or cognitive abilities of students, parents, long lesson time, and a class atmosphere not conducive.

Data on Teachers' Efforts to Overcome Student Problems in Classroom Thematic Learning

Efforts to overcome the problems of thematic learning are carried out by providing interesting learning, teachers must be good at attracting students' attention to pay attention. For example, mentioning a student's name as a parable when telling a story or giving an example. This is in accordance with the results of observations on the thematic learning process in class V SDN 03 Wonorejo, Gondangrejo, Karanganyar.

Another thematic learning problem is the factor of parents who are partly less able to teach their children to learn at home. An effort to overcome the problem is cooperation between teachers and parents of students. The teacher previously

provided explanations or information about what thematic learning was, and what problems their children faced when learning thematically. So that there is cooperation between teachers and parents of students to deal with thematic learning problems both at school and at home. This has been practiced by teachers of class V SDN 03 Wonorejo. Communication to parents of students is conveyed through a contact book that students carry every day. The contact book also provides an explanation of the children's duties at home. With the liaison book, it is hoped that communication between teachers and parents will run smoothly.

The efforts made by the fifth grade teacher of SDN 03 Wonorejo in dealing with the problems of students who feel confused when there are lots of thematic material and mixed, students with low thinking or cognitive power will be left behind, students feel bored and concentration begins to decline when the learning time starts to increase. So the efforts made by the thematic teacher are that the teacher provides innovative learning, students are invited to think more broadly, for example, the teacher tells stories or presents problems that occur in the surrounding environment and asks students to help solve these problems. The next effort is that students are invited to leave the room to conduct teaching and learning activities. For example, in delivering material for making poetry, the teacher asks children to observe the environment to be used as material for making poetry. Another example when students are asked to create descriptive paragraphs, the teacher asks students to leave the room and gives students assignments to describe the school environment. The next effort is to use fun learning methods and media. For example, when students are getting bored with reading or writing lessons, the teacher uses other media such as pictures, videos, and other fun media. For the method, the teacher tries to use cooperative learning methods, for example the method of finding a partner or make a match. The last effort is evaluation, evaluation is carried out with fellow teachers to ask for input and how good learning is. This is obtained from the results of the implementation of thematic learning class V SDN 03 Wonorejo, Gondangrejo,

"The effort that the teacher does when viewed from the students' problems during thematic learning is to carry out various teaching and learning activities, so it is not just huddling and listening to lectures from the teacher. The teacher also held discussions with fellow teachers and gave each other input on how learning could be better "

Based on the observations and interviews above, it is concluded that the teacher's efforts in overcoming the problems of thematic learning are providing varied lessons, collaboration between teachers and parents, using interesting and fun learning methods and media and discussions with fellow teachers.

Analysis of Student Problems in Thematic Learning

Based on the results of observations and interviews with the principal, teachers and students, it was concluded that the students' problems in thematic learning at SDN 03 Wonorejo Gondangrejo Karanganyar occurred during thematic learning. Indications that mention this are: Students feel confused. This is because a lot of material in one theme contains a lot of subject matter such as PJOK, Citizenship, Social Sciences, Natural Sciences, and SBDP. For example, when students have difficulty learning the water cycle, some students feel that drawing the water cycle is difficult. Then students who have low cognitive or thinking power are left behind. Cognitive is the ability to think that is owned by a child. Children who are able or not well received a thematic lesson will understand faster and have good cognitive and thinking power. Meanwhile, children who have low

cognitive or thinking power will be left behind. Another indication is that students are not maximal in receiving lessons. This is because in grade V SDN 03 Wonorejo Gondangrejo Karanganyar had received lessons in accordance with the KTSP curriculum. In the KTSP curriculum each subject is taught separately, so students need to adapt to thematic learning. Parents also find it difficult when children ask for help while doing chores at home. This is because thematic learning is not only a lesson with questions and answers only in books but must be able to think and analyze, so that when studying at home parents are required to be creative in helping students' assignments at home. The next indication is that students get poor grades. This is due to different thinking powers and thematic material which are many and difficult, because not all children easily understand thematic lessons so that it has an impact on children's learning scores. Students also feel bored. This is because thematic lessons have longer lessons than other subjects.

The results of the analysis of the thematic learning problems above are in accordance with the opinion (Muhith, 2018) regarding learning problems, Muhith explained that problems are various collections of problems or obstacles that are found. Learning problems are a part of ABK (Children with Special Needs). They are generally known as children with learning difficulties, slow learners, lazy children, stupid children and others. According to experts, the prevalence of children with learning problems is quite high. Some estimate the range is between 1% - 3%. In America and Western Europe around 15% of the population of primary school children. In developing countries such as Indonesia, the prevalence of children with learning problems is estimated to be greater, the cause is the high level of malnutrition among pregnant women. Infants and children, diarrhea, childbirth disease, as well as central nervous tract infections in infants. Disorders or conditions above result in learning difficulties. To overcome the difficulties of student learning problems, to increase their potential requires special services.

Based on the results of research conducted by Indriani (2015), it was found that material problems in thematic learning became a prominent problem for students in thematic learning. Many find it difficult and get unsatisfactory grades. So that the material problem is one that needs to be resolved by the teacher. The material in the theory explains that the lessons used are the combination of all material which consists of five subjects, namely Science and Social Studies, Indonesian Language, Mathematics, PPKN. In this lesson, the material is presented in a specific theme focus which contains a combination of several subjects. This theme is learned from various points of view by using information in a number of subjects, so that students' knowledge of the theme can be more comprehensive and complete. The content of the subjects to be discussed is relevant to the theme. Thus the barriers of subjects no longer seem to merge into one theme (fusion).

Based on the above presentation, it can be concluded that there are six findings of the first problem formulation of thematic learning problems for fifth grade students of SDN 03 Wonorejo Gondangrejo Karanganyar, namely: students are confused because thematic lessons consist of a lot of subject matter, students who have cognitive or low thinking power become left behind, students are less maximally in receiving thematic lessons, parents find it difficult when helping students do assignments at home, students find it difficult to understand and answer questions, student scores are below the KKM, and students feel bored because the thematic lesson time is longer than other subjects.

Analysis of Factors Affecting Student Problems in Thematic Learning

Nursalim (2007: 88-96) states that learning is an educational goal, much depends on how the learning process is experienced by students as students. In

the learning and learning process there are various problems caused by factors that cause problematics. Based on the research results, there are seven thematic learning factors for fifth grade students of SDN 03 Wonorejo Gondangrejo Karanganyar.

The material is many and mixed. This factor causes students to be confused in the thematic learning process. The material in thematic learning combines various subjects so that students must be able to accept various subjects at one time. Indriani (2015) states that in learning here, the lessons used are the combination of all material which consists of five subjects, namely Science and Social Studies, Indonesian Language, Mathematics, PPKN. In this learning, the material is presented in a specific theme focus which contains the combination of several subjects. This theme is learned from various points of view by using the information contained in a number of subjects, so that students' knowledge of these themes can be more comprehensive and complete. The content of the subjects to be discussed is adjusted for their relevance to the theme. Thus the barriers of subjects no longer seem to merge into one theme.

HR (Human Resources). Human Resources is a process of improving the quality or ability of humans in order to achieve national development, while on a micro level, human resource development is a process of planning education and training as well as managing personnel or employees to achieve optimum results. Notwithstanding the increase in the resources of the reform apparatus through a learning organization strategy. (Widodo, 2015). The human resource factor is a factor that becomes the difference between students at SDN 03 Wonorejo Gondangrejo Karanganyar with students at other schools. This is a factor that affects the occurrence of student learning problems because most students from other schools participate in non-formal learning or have private teachers.

Student Age. The problematic factor for thematic learning is the age of the students. Thematic learning is a new lesson at SDN 03 Wonorejo Gondangrejo Karanganyar which is learned from various circles of students. In fact, different ages of students in one class during thematic learning have an effect. Low age has less catching power. So that affects learning. This result is reinforced by the opinion of Nursalim (1997: 93) which states that learning events are faced with two aspects of students, namely aspects of maturity (maturation) and aspects of learning (Lerning). Maturity is achieved by the individual from his psycho-physiological growth processes, which are formed before birth. Maturity occurs due to quantitative changes to the structure.

Thinking or cognitive power of students. Cognitive is a human psychological domain or domain that includes any mental behavior related to understanding, consideration, information processing, problem solving, intentionality, and beliefs. In another theory cognitive development is the result of the relationship of the brain and nervous system with experiences that help individuals to adapt to the environment. (Muhibbin. 2013: 65-66). Student cognitive becomes a factor of student learning problems because each student has the power to think, the ability to receive lessons, adapt to different new things. Thematic is a lesson that is quite difficult, it will still be accepted easily by students who have high memory and high thinking power.

Parents. The process of child development and children's learning cannot be separated from parents. The family is the first school for children, and parents serve as role models and teachers. Formal school is a continuation school for children to learn, but parents are still the benchmark for children's success. Changing the curriculum in which there is thematic learning makes all parties feel like something new, including parents. Many parents have complained to the teacher that they find it difficult when teaching or helping their children do chores at home, so that some parents do not accompany their children to study at home. Parents let students do their own work, regardless of whether the child's answer is

correct or incorrect. This becomes problematic in thematic learning because parents are not maximized in helping to study their children at home. In accordance with the opinion of Nursalim (1997: 95) which states that learning is a continuous process of change within an individual that is not determined by hereditary elements, but is more determined by external (external) factors.

Long duration of learning time. Learning time at school is the time when the teaching and learning process occurs at school, that time can be morning, afternoon, evening / night. Learning time at school can affect student achievement. If students enter school in the afternoon, they actually cannot be held accountable. Students who are supposed to rest, but are forced to go to school, until they listen to lessons sleepily and so on. On the other hand, students who study in the morning, have a fresh mind, and their body is in good condition, so that students can absorb the material well. If students study at school, their body conditions are tired / weak, they will have difficulty receiving lessons. The difficulty is caused by students having difficulty concentrating and thinking in a tired / tired body condition. For this reason, choosing the right learning time at school will have a positive influence on student learning. If student learning is good, then student learning achievement is good too. (Slameto. 2013: 68). Thematic learning has a longer lesson time compared to other subjects. And almost every day of thematic lessons are given to students. So that it becomes a problematic factor in thematic learning, because students are getting bored and are no longer concentrating.

Class situation. The classroom atmosphere becomes a problematic factor in learning because in thematic learning not all students are silent, paying attention to the teacher and the material. Some students were busy, laughing, so the class atmosphere was not conducive and affected the learning process, especially thematic learning, which took a long time to study. In line with the opinion of Nursalim (1997: 21) which states that one of the factors that affect learning outcomes is a factor that comes from outside the student. These factors include air condition, air temperature, weather, time (morning, afternoon, evening, night), a place (location or place of learning), the tools that are reached for learning (writing instruments, books and teaching aids).

Based on the above presentation, it can be concluded that the findings of the second problem formulation are the factors that influence the problem fifth grade students of SDN 03 Wonorejo Gondangrejo Karanganyar in thematic learning is a lot of material and is mixed, HR (Human Resources), age of students, thinking or cognitive power of students, parents, long duration of learning, and class atmosphere.

Analysis of Teachers' Efforts to Overcome Student Problems in Thematic Learning

Student learning problems and the factors that influence the occurrence of problems, of course the teacher tries various ways to solve these student problems. Indications in the results of research, the teacher's effort in overcoming learning problems is to provide interesting lessons, collaboration between teachers and parents, providing innovative learning, students are invited to be creative, learning using fun methods and media, and discussions with other teachers. The efforts made by the teacher are as follows:

Provide interesting lessons. In the previous study, students' problems were confusion which was caused or the factors that influenced were mixed and many materials. Interesting lessons can make students better understand each material a lot. Providing interesting lessons is a student learning process so that in the teaching and learning process achieve the goal of understanding the material to be achieved. Some people think that learning is merely collecting or memorizing facts that are presented in the form of information or subject matter. So as to

provide interesting lessons so that students' problems in thematic learning decrease and achieve more efficient learning.

Cooperation between parents and teachers. Parents are the first teachers in the family for their children. Meanwhile, teachers are educators whose main task is to teach in the sense of developing the realm of students' creativity, feeling, and initiative as the implementation of the ideal concept of education. The learning process at school will of course be continued with learning at home, instead of teachers at school, children of course make their parents a means of asking back about the lessons that have been taught in school, especially thematic lessons. Thematic learning turns out to be not only a problem for students but for parents. This is in accordance with the study of the results of the study which states that parents find it difficult when children ask parents for help to do thematic tasks. Based on these findings, The teacher invites collaboration with parents, by means of a meeting of student guardians, the school explains what thematic learning is and how the role of parents helps in solving problems, besides that the teacher also provides a connecting book as a means for teachers to communicate with parents of students. With the cooperation between teachers and parents, it is hoped that it can minimize students' problems in thematic learning.

Presenting innovative learning. The learning objective is to direct the teacher to succeed in teaching students in order to achieve learning goals. Providing innovative learning is the teacher's effort so that students can pay attention to the teacher, can develop various materials and increase students' thinking power. Innovative learning can solve the thematic learning problem, namely boredom. When the learning process is fun, students will be more active in participating in the lessons.

The teacher invites students to be creative. So that students do not get bored in learning and students do not only read, write and answer questions, students are also invited to be creative, such as making crafts, drawing, writing stories, making poetry or making essays. From previous studies, one of the students' problems is low scores. This is also done so that students with low cognitive abilities can get more value from their creative results.

Using fun learning methods. The method is a method that contains standard procedures for imposing educational activities, especially the activities of presenting subject matter to students. The teacher not only uses the lecture method which makes students bored, but also uses cooperative learning methods such as the make a match method and problem-based learning methods that train children to think critically and creatively in solving problems.

Using a variety of learning media. Grade V students of SDN 03 Wonorejo Gondangrejo Karanganyar tend to get bored easily and like to play alone with friends, thus making the classroom atmosphere noisy. The teacher's effort to minimize this is to use varied and fun media such as pictures, videos, props and everything related to appropriate learning media from there will emerge student interest in following lessons.

Discussion between teachers. This discussion is carried out together with other teachers to share information about how student learning outcomes are, how learning that is carried out gets good results or vice versa, and to overcome problems that occur during learning.

Based on the above presentation, the findings of the third problem formulation can be concluded that the teacher's efforts to overcome problems in thematic learning for fifth grade students of SDN 03 Wonorejo Gondangrejo Karanganyar are presenting interesting learning, collaboration between teachers and parents, providing innovative learning, the teacher inviting students to be creative , using fun learning methods, using a variety of learning media, and the last one is discussions with other teachers. So that these efforts can minimize student problems in thematic learning.

Conclusion

Based on the results of research on student problems in thematic learning in class V SDN 03 Wonorejo Gondangrejo Karanganyard, it can be concluded that: Problems in thematic learning in grade V SDN 03 Wonorejo Gondangrejo Karanganyar are confused because thematic lessons consist of a lot of subject matter, students who have cognitive or power low thinking becomes left behind, students are not maximal in receiving thematic lessons, parents find it difficult when helping students do assignments at home, students find it difficult to understand and answer questions, student scores are below KKM, and students feel bored because of the longer duration of thematic lessons compared to other subjects.

Factors that affect student problems in thematic learning in class V SDN 03 Wonorejo Gondangrejo Karanganyar are a lot of mixed material, human resources (human resources), student age, students' thinking or cognitive power, parents, long learning time duration, and classroom atmosphere. .

The teacher's effort to solve student problems in thematic learning in class V SDN 03 Wonorejo Gondangrejo Karanganyar is to present interesting learning, collaboration between teachers and parents, providing innovative learning, the teacher inviting students to be creative, using fun learning methods, using learning media that are varies, and the last one is a discussion with other teachers. So that these efforts can minimize student problems in thematic learning.

Support from the principal is needed in order to improve the quality of students in thematic learning and to help teachers or students to overcome student problems in thematic learning. It is hoped that the fifth grade thematic teachers will develop the learning process so that the students' problems in following thematic learning will be reduced. Students must improve their learning spirit, especially thematic learning so that they can receive lessons well and get satisfactory grades.

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