LEARNING OBSTACLES OF IMPLEMENTATION THEMATIC LEARNING IN MATHEMATICS SUBJECTS ELEMENTARY SCHOOL

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ABSTRACT

This study aims to identify, classify, and analyze the factors in the implementation of thematic learning in mathematics subject elementary schools, and formulate recommendations to improve the quality of implementation thematic learning. The research method uses a qualitative approach with a Systematic Literature Review (SLR) study based on the PRISMA guidelines. The process of PRISMA guidelines is identifying, assessing, and synthesizing the results of previous research in a transparent and structured manner. Literature searches are conducted through reputable academic databases with a publication range of 2021–2025 to obtain relevant and up-to-date sources. The results of the analysis showed there are many learning obstacles in mathematics subject elementary school, especially in the epistemological aspect. In the epistemological aspect are caused by less contextual and varied learning approaches, limited use of visual and concrete media, and weak teachers' ability to identify students' conceptual difficulties from the beginning of learning. Contextual approaches and constructivistic learning models are important to be applied to construc students' knowledge.

Keywords: Elementary School, Learning Obstacle, Mathematics, Thematic Learning

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi, mengklasifikasi, dan menganalisis faktor penyebab hambatan yang dihadapi guru dalam penerapan pembelajaran tematik pada mata pelajaran matematika di sekolah dasar, serta merumuskan rekomendasi untuk meningkatkan kualitas implementasi pembelajaran. Metode penelitian menggunakan pendekatan kualitatif dengan studi Systematic Literature Review (SLR) berdasarkan pedoman PRISMA, yang memungkinkan proses identifikasi, penilaian, dan sintesis hasil penelitian terdahulu secara transparan dan terstruktur. Pencarian literatur dilakukan melalui basis data akademik bereputasi dengan rentang publikasi tahun 2021–2025 untuk memperoleh sumber yang relevan dan mutakhir. Hasil analisis menunjukkan bahwa pembelajaran matematika di sekolah dasar sering menghadapi berbagai hambatan terutama pada aspek epistemologi. Hambatan aspek epistemologi disebabkan karena pendekatan

pembelajaran kurang kontekstual dan variatif, keterbatasan penggunaan media visual maupun konkret, dan lemahnya kemampuan guru dalam identifikasi kesulitan konseptual siswa sejak awal pembelajaran. Pendekatan kontekstual dan model pembelajaran konstruktivistik penting diterapkan untuk membangun pengetahuan siswa.

Kata Kunci: Sekolah Dasar, Hambatan Pembelajaran, Matematika, Pembelajaran Tematik

Catatan : Nomor HP tidak akan dicantumkan, namun sebagai fast respon apabila perbaikan dan keputusan penerimaan jurnal sudah ada.

A. Introduction

Thematic learning at the elementary school is designed to integrate many subjects into a specific theme. Integration of subjects on specific themes can provide more complex learning experience (Sa'diah et al., 2024). According to Aka & Afandi (2023), thematic learning has the advantage of improving learning outcomes holistically. Holistic learning outcomes can improve the understanding of concepts as a whole (Salsabila et al., 2025), direct learning experiences (Asyafah, 2019) and develop all students' potential as a whole (Rohmah et al., 2023). Thematic learning is important to be implemented in elementary schools to improve learning outcomes.

The implementation of thematic learning in mathematics subjects can help students' understanding abstract concepts through real experiences associated with learning themes (Helmane, 2012). According to Priyati et al., (2015) the application of thematic learning models to mathematics subjects can be used to analyze students' thinking skills. This shows that the integration of thematic learning with mathematical concepts is important to be applied to help students' understanding abstract concepts.

The implementation of thematic learning in elementary schools has many obstacles. The integration of knowledge in thematic learning requires quite complex cognitive abilities, both teachers and students. According to Alfida & Gembong (2023) about cognitive complexity in thematic learning, it shows the difficulty of the thinking process experienced by students when carrying out activities to connect, analyze and integrate various concepts from various

subjects in one complete and meaningful lesson theme. Thematic learning allows students to search, explore, and find scientific concepts or principles in a holistic, meaningful and authentic manner (Priyati et al., 2015). Thematic learning is able to accommodate themes as an umbrella to integrate various subjects so that students learn more relevant to their real lives (Sakinah & Fitria, 2024).

The implementation of thematic learning in mathematics subjects still faces various obstacles. Most teachers have not had a deep understanding of the integration of basic mathematics competencies into contextual themes (Sawitri, 2020). The planning process of learning requires teachers' ability to analyze the curriculum, integrate between subjects, and prepare authentic assessments (Lestari et al., 2024). The limited learning resources and concrete media make teachers to have difficulty of presenting mathematics learning which interesting and meaningful, as a result of which students tend to be lazy and do not understand the material (Ananda & Wandini, 2022). This shows the importance of implementing integrated thematic learning to improve students' understanding holistically.

The ability of students to understand the material holistically can foster motivation and learning outcomes. According to Abdullah, (2020) thematic learning can increase students' motivation and learning outcomes if it is designed appropriately and supported by a good understanding of teachers. The effectiveness of thematic learning depends on the readiness of teachers, the availability of learning facilities, and school policies to support its implementation. Meanwhile, Ramadhanie et al., (2024) explained that the success of thematic learning does not only depend on the curriculum, but also depends on teacher competence, facility support, and school policies. Teachers has difficulty in compiling an integrated thematic learning plan between mathematics material and student characteristics (Nuraini & Abidin, 2020). Teacher training, provision of facilities, learning strategies and curriculum adjustments must be carried out to improve teacher competence.

Eventhought, there have been many studies discussing the

effectiveness of thematic learning, there are still gaps that have not been widely studied, especially related to learning obstacles that specifically arise in the implementation of thematic learning in Mathematics subjects. Most previous research has still focused on general aspects, such as motivation or learning outcomes (Sari et al., 2021), the obstacles experienced by teachers (Azmi et al., 2024) and students (Nurfidah et al., 2023) in the context of mathematics learning. In addition, the relationship between factors that cause barriers, such as teacher competence, learning facilities, school policies, and student characteristics, has not been widely researched in an integrated manner. This study intends to conduct an in-depth mapping and analysis of various obstacles to the implementation of thematic learning in mathematics subjects in elementary schools, as well as efforts to recommend overcoming these obstacles based on real contexts in elementary schools. In this research, it is hoped that it will make a real contribution to the development of more effective and meaningful thematic learning practices, so that it really becomes a means to foster the ability to think critically, creatively, and logically reason, especially in teaching mathematics concepts to elementary school students.

B. Method

This study uses a qualitative approach with the Literature Review (SLR) study research method according with the guidelines of PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). This approach aims to identify, assess, and systematically synthesize various results of previous research that discuss the obstacles faced by teachers in carrying out thematic learning in mathematics subjects, the factors behind the emergence of these obstacles. The PRISMA method was chosen so that the review process is transparent, structured, and replicable, and minimizes researcher bias in the selection of literature (Haddaway et al., 2021; Rethlefsen & Page, 2021a).

This research process begins by determining the focus of the research using questions consisting of two aspects, namely what are the obstacles faced by teachers in carrying out thematic learning in mathematics subjects, and what

factors are behind the emergence of these obstacles. The literature search process was carried out in several reputable academic databases Scopus and Sinta with a publication range of 2021-2025 to capture relevant and up-to-date evidence related to the topic. The search strategy uses a combination of Indonesian and English keywords ("barrier" OR "learning obstacle" OR "learning difficulty") AND ("thematic learning" OR "thematic learning") AND ("mathematics" OR "mathematics") AND ("SD" OR "MI" OR "elementary") as well as Boolean operators (AND, OR) and pruning by subject area to filter out relevant results.

Next, the screening process is carried out in stages. The initial selection is based on the title, abstract, and then followed by a full review of the articles that meet the criteria (Rethlefsen & Page, 2021b). The articles included in the final analysis are publications from 2021 to 2021, written in Indonesian or English, based on empirical research, and directly related to obstacles, thematic learning, and mathematics of basic education. The data extracted from each article includes publication details consisting of authors, titles, years, and research results (Tusam et al., 2024).

This information is then categorized into main themes according to the focus of the research. Then the data synthesis was carried out using a narrative approach that emphasized thematic grouping, identification of relationship patterns, inconsistencies, and unique findings throughout the study (Ratnawati et al., 2025). The conceptual model developed based on this data aims to identify and analyze the obstacles and factors in implementing thematic learning in basic education mathematics subjects. The entire process of document selection and analysis is visualized in the PRISMA diagram 1.

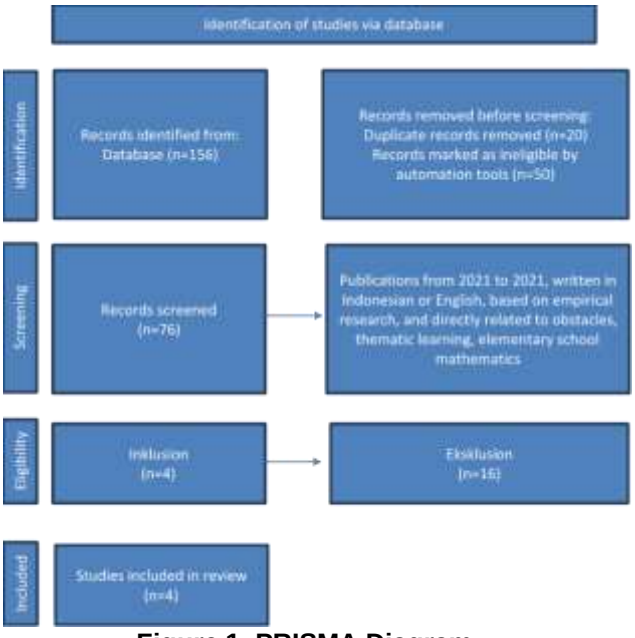

Figure 1. PRISMA Diagram

C. Result and Discussion

Result

The results of the study show that the thematic learning barriers to mathematics material include ontogenic, didactic, and epistemological barriers. In detail, it can be seen in table 1.

Table 1. Tabulation of Literature Review

Researcher (year)	Title	Journal	Results
Imansyah & Badarudin, (2022)	Analisis Learning Obstacle Siswa Pada Materi Operasi Penjumlahan Pecahan di Kelas IV SD Negeri Kalitlaga	*AKSELERASI: Jurnal Pendidikan Guru MI*	Learning obstacle found at SD Negeri 2 Kalitlaga in the material The operation of fraction summation in thematic learning has 3 obstacles, including: 1. Ontogeni obstacle found because most grade IV students have weak readiness to learn. 2. Didactical obstacle It was found because in the learning of fraction summation operations carried out by classroom teachers did not develop learning implementation plans, teaching materials, and learning methods. 3. Epistemology obstacles to learning occur due to the limited knowledge and context of the material that students have. The learning obstacle factors found by the researchers are: 1. The learning implementation plan prepared by the classroom teacher is not improved according to the conditions experienced by the students so that the learning process does not run well like many materials that are not delivered properly. 2. The shift from online to offline learning causes students to need to adapt again to classroom learning. 3. During online learning, teachers have difficulty guiding and controlling students such as signal constraints and lack of facilities that students have.
Pratama et al., (2023)	Analisis Hambatan Belajar Siswa dalam Pembelajaran Aljabar di Kelas V Sekolah Dasar	DWIJA CENDEKIA: jurnal Riset Pendagogik	The results of the study show that students' difficulties in solving algebra problems are caused by several factors, including: 1. difficulties or obstacles of students in understanding the meaning of the question,

			2. students' difficulties or obstacles in formulating mathematical sentences from the context of the given problem, and 3. difficulties or obstacles in solving the problems contained in the algebra story questions precisely.
Portuna et al., (2023)	Learning Obstacle Materi Volume Bangun Ruang Sisi Datar Prisma Segitiga Pembelajaran Matematika Kelas V SDN 80 Palembang	JIPM (Jurnal Ilmiah Pendidikan Matematika)	The results of the study found that learning obstacles are in the form of epistemological learning obstacles, ontogenic learning obstacles, and didactical learning obstacles. 1. The types of learning obstacles experienced by students are the limited context in understanding the concept of the building volume of the triangular prism space which is included in the epistemological learning obstacle; 2. learning obstacles related to learning tools, both from lesson plans, teaching materials and teaching from teachers that are included in the didactical learning obstacle, and; 3. The ontogenical learning obstacle seen in this study is that students do not understand the concept of the building volume material of the flat side of the triangle prism which can be seen from the fact that most students have not been able to distinguish between flat building and building space.
Santosa et al., (2024)	Hambatan Belajar Siswa Pada Materi Kaidah Pencacahan	Journal Of Math Tadris (JMT)	The results of this study show that Students take on epistemological obstacles, especially in distinguishing between permutations and combinations. Ontogenetic obstacle are weaknesses in prerequisite material, such as basic math operations, and low confidence among students. Didactic obstacle from the lack of varied teaching methods, with the predominance of lecture-based instruction and minimal use of visual aids or interactive media. The main cause of these barriers involves a combination of internal factors, such as limited conceptual understanding and operational errors, and external factors, such as teaching strategies that are not adaptive to the needs of students. Recommended learning strategies include the use of visual aids, problem-based learning approaches, group – based learning, and reinforcement of prerequisite materials through gradual practice.

Based on the results of the analyzing of the four researches which is in the table 1, it was found that learning obstacle in mathematics learning at the elementary school level consist of various materials, such as fraction summation operations, algebra, triangular prism volume, and enumeration rules. In general, the four studies propose three types of learning barriers, namely ontogenic, didactic, and epistemological obstacles. Ontogenetic obstacles are related to students' initial readiness and ability to understand basic mathematical concepts. Didactic obstacles arise because the learning strategies, teaching tools, and methods used by teachers are not fully in accordance with the characteristics and learning needs of students. Meanwhile, epistemological obstacles are caused by students limited conceptual understanding of the material being taught.

The four researches analyzed, it is known that epistemological obstacles are the most dominant obstacles. Students tend to have difficulty understanding mathematical concepts in depth, such as distinguishing between permutations and combinations, understanding the context of algebraic story problems, and relating abstract concepts and concrete representations to fractional operations and building volumes. These obstacles show that students' conceptual understanding of mathematics material is still superficial and unsustainable. The causative factors include a less contextual and varied learning approach, limited use of visual and concrete media, and weak teachers' ability to identify students' conceptual difficulties from the beginning of learning.

Discussion

Thematic learning in elementary school is essentially designed to integrate various concepts between subjects so that students gain a complete and meaningful understanding. In line with the opinion (Qoriyani & Wahyudi, 2021) states that thematic learning that provides a direct learning experience to students will create a more effective learning process. In fact, the application of thematic learning in mathematics subjects often take on many challenges that hinder the achievement of students' basic competencies.

Ontogenetic obstacle are related to students' initial readiness and ability to understand basic mathematical concepts. This obstacle arises because students lack psychological drive so they are reluctant to complete learning. This obstacle arises from students during the development process (Hidayah & Maemonah, 2022). The willingness to learn that comes from students greatly affects the mental readiness of students in order to achieve learning goals. On the other hand, if the readiness has not been formed, then the material studied cannot be understood properly. Therefore, mental readiness has benefits for students to understand and master the lesson so that the learning process runs more smoothly (Easter et al., 2025).

Didactic obstacles arise because the learning strategies, teaching tools, and methods used by teachers are not fully in accordance with the characteristics and learning needs of students. This inconsistency can be an obstacle in the learning process so that students find it difficult to follow the learning flow because they do not understand the material in depth, do not get learning support that suits their style and ability. This obstacle is difficult for students to avoid because it starts from teachers who are not fully able to adapt learning to the learning needs of each student (Hidayah & Maemonah, 2022). As a result, learning objectives are not achieved optimally, and students become less motivated and experience confusion in understanding the material well.

According to Elfiah et al., (2020), epistemological obstacles occur when students' knowledge is limited to certain contexts, thus hindering their ability to understand new knowledge. This obstacle arises because students tend to associate mathematical concepts only with existing or existing knowledge, so they have difficulties when faced with new problems that require the application of concepts in different contexts (Munawwaroh et al., 2025). Epistemological obstacles are the main that are often faced in the application of thematic learning of mathematics materials. This is due to the lack of contextual and varied learning approaches, the limited use of visual and concrete media, and the weak ability of teachers to identify students' conceptual difficulties from the beginning of learning.

A less contextual and varied learning approach causes

mathematics learning to become monotonous, as a result of which students are less enthusiastic and tend to be passive in participating in learning activities. This shows that traditional learning methods that are less interactive can cause students to become passive and less interested in learning mathematics (Sutrisna, 2023). (Rahayu et al., 2024) argue that an interactive and contextual learning approach is believed to be able to increase student motivation, engagement, and understanding in the mathematics learning process.

The limited use of visual and concrete media in learning makes abstract concepts in mathematics difficult to understand optimally by students. Sholihin & Ibrahim (2023) emphasized that mathematics learning that is less varied and not tailored to the characteristics and needs of students results in learning goals that are difficult to achieve optimally. Therefore, the use of learning aids and the application of contextual approaches in mathematics learning are important to improve student understanding (Jannah et al., 2025).

Abstract concepts in mathematics that are not explained clearly and contextually cause students to have difficulties in understanding the material, especially for students with limited cognitive abilities (Mukherjee, 2025). This condition requires teachers to develop learning methods according to the level of students' abilities so that the learning process takes place more effectively. In addition, it is important for teachers to have the ability to identify students' conceptual difficulties from the beginning of learning (Karunanayake et al., 2020). These efforts can help teachers in designing more adaptive and student-oriented learning strategies. The inconsistency between learning strategies, methods, and media with student characteristics and the abstract nature of mathematics material leads to low conceptual understanding and student learning motivation. Therefore, innovative efforts are needed from teachers in designing creative, contextual, and student-centered learning so that learning goals can be achieved optimally.

The application of the constructivist learning model can be one of the solutions in overcoming these problems. In constructivistic

learning, teachers play the role of facilitators who guide students to build their own knowledge through direct experience (Lathifah Abdiyah & Subiyantoro, 2021). Thus, mathematical concepts can be understood more easily because students are actively involved in the learning process.

E. Conclussion

The application of thematic learning to mathematics subjects in elementary schools still faces various obstacles, namely ontogenic, didactic, and epistemological obstacles. The results of the study show that epistemological obstacles are the most dominant barriers. This is due to the lack of contextual and varied learning approaches, the limited use of visual and concrete media, and the weak ability of teachers to identify students' conceptual difficulties from the beginning of learning. This condition causes learning to be monotonous, students tend to be passive, and understanding of mathematics concepts becomes low. Therefore, strategic steps are needed through improving teacher competence, innovation in learning methods and media, and school policy support to optimize the effectiveness of the implementation of thematic learning in mathematics. Contextual approaches and constructivistic learning models are recommended to increase students' active engagement and help them build a deeper understanding of concepts.

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