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Analysis of bachelor students' perspectives from the pedagogical department on academic challenges in school education

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Article info

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Abstract

Elementary school education in Indonesia faces academic challenges, including curriculum changes, uneven teacher competence, limited facilities, and low student motivation, which affect learning effectiveness. Previous studies have mainly examined these issues from teachers or policymakers, while limited research explores the views of bachelor's students from the pedagogical department enrolled in the primary school teacher education program as prospective elementary school teachers. This study addresses this gap by analyzing their perspectives on academic challenges in Indonesian elementary schools. This study used a qualitative approach involving 22 undergraduate students from the pedagogical department in the primary school teacher education program at a public university in Bandung, Indonesia, selected through purposive sampling. Data were collected through in-depth interviews and analyzed using thematic analysis. The findings reveal five main challenges: curriculum changes and relevance, teacher competence and availability, teaching and learning implementation issues, student potential and learning attitudes, and limitations in educational facilities and infrastructure. These results indicate that academic challenges in elementary school education are multidimensional and related to human resource capacity and policy implementation. The study provides insights for developing adaptive and inclusive policies to improve elementary school learning in Indonesia.

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1. Introduction

Education in Indonesia still faces various complex challenges, particularly in the academic aspect. Various reform policies implemented to improve the quality of education have often not yielded optimal results at the implementation level (Lastri et al., 2022; Lindawati, 2023; Murti et al., 2024; Rafsanjani & Rozaq, 2024). Frequent curriculum changes, disparities in teacher competencies, low student motivation, and limited learning facilities and infrastructure continue to arise across school levels (Braun et al., 2022; Buabeng & Amo-Darko, 2025; Sofi-Karim et al., 2023). This situation indicates that the national education system is still struggling to achieve quality, relevant, and equitable learning for all students.

Education plays a crucial role in shaping the quality of human resources and the nation's progress. In this context, the government has undertaken various improvement efforts, ranging from curriculum renewal and teacher competency development to strengthening student character (Gordon et al., 2025; Kusumawati & Umam, 2025; Rasidi et al., 2025). However, reality shows that these efforts have not fully addressed the root causes of educational problems, particularly in Indonesia (Sain et al., 2024; Syafii et al., 2025; Widiastuti, 2025). Rapid changes in educational policy are often not accompanied by the readiness of human resources or supporting facilities (Wang et al., 2023). This results in schools' education not yet reflecting the ideal goals of a holistic, sustainable national education.

The academic challenges faced by schools stem from various interrelated aspects. Changes in the curriculum that are not matched with teacher readiness and learning facilities result in suboptimal classroom implementation (Hamriana et al., 2021; Kumayas et al., 2025; Navis et al., 2024; Navis & Kaltsum, 2025; Putri et al., 2023; Widodo & Indraswati, 2021). Curriculum standards that are too high, weak integration of character and cultural values, and limited relevant teaching materials also widen the quality gap in education across regions (Wang et al., 2023; Widiastuti, 2025). On the other hand, aspects of teacher competence and professionalism remain crucial issues. There are still teachers who do not understand students' potential, inconsistently apply exemplary values, and even engage in grade manipulation (Mugambi, 2022). The uneven distribution of qualified teachers in various areas further weakens the effectiveness of learning in schools.

In addition to factors related to teachers and curriculum, academic challenges also encompass students' characteristics and the dynamics of teaching and learning. Significant differences in students' learning abilities, low learning motivation, and dishonest behavior during the academic process constitute real obstacles to achieving educational goals (Allen & Kizilcec, 2024). Students' reliance on online information sources without teacher guidance also reduces the depth of conceptual understanding (Liu et al., 2023). In the implementation of teaching and learning activities, heavy workloads, monotonous teaching methods, and minimal interaction between teachers and students make the learning process ineffective (Wang et al., 2025). This situation is exacerbated by limitations in educational facilities and infrastructure, including inadequate classrooms, limited access to technology, and disparities in facilities between urban and rural schools (Ying & Hatta, 2025). These various issues indicate that the challenges in school education are multidimensional, encompassing aspects of educators, students, educational content, and educational tools that are interconnected.

In this study, academic challenges refer to obstacles that influence the effectiveness of the teaching and learning process, including issues related to educators, students, educational content (curriculum and learning materials), and educational tools (facilities and learning resources). These interconnected factors shape the overall quality of learning outcomes, particularly in elementary school education. In this context, it is important to understand how prospective educators perceive this complexity. Graduate students in pedagogy programs, as prospective professional education personnel, have valuable perspectives for depicting empirical realities in the field. Their views can

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reflect the extent to which the educational theories studied in universities align with actual practice in schools. However, previous studies on educational challenges have predominantly focused on the perspectives of teachers, policymakers, or institutional evaluations, while limited research has explored how bachelor students in pedagogy programs perceive academic challenges in elementary school education. As future educators who will directly engage with the school system, bachelor students possess unique perspectives that bridge theoretical knowledge and practical realities in classrooms. Understanding their views is therefore important for identifying emerging issues in education and improving teacher preparation programs.

Furthermore, during their academic studies and teaching practice experiences, bachelor students often observe real classroom conditions and educational policies in practice. Their perspectives can provide valuable insights into how academic challenges are experienced and interpreted from the standpoint of prospective teachers. Based on the background outlined above, this study aims to explore bachelor students' perspectives on academic challenges in elementary school education. This study addresses the following research questions:

a. How do bachelor's students in the primary school teacher education program perceive academic challenges in elementary school education?
b. What key dimensions of academic challenges are identified by primary school teacher education bachelor's students in relation to curriculum changes and relevance, teacher competence and availability, the implementation of teaching and learning activities, student potential and learning attitudes, and educational facilities and infrastructure?

2. Literature Review

2.1. Academic challenges in school education

Academic challenges in school education refer to various obstacles that affect the effectiveness of teaching and learning processes, including curriculum implementation, teacher competence, student engagement, and the availability of educational resources (Emiru & Gedifew, 2024; Timotheou et al., 2023). Educational systems across the world continue to face complex challenges due to rapid technological development, evolving pedagogical expectations, and diverse student needs. These challenges often influence both learning outcomes and the overall quality of education (Barrenechea et al., 2023; Mhlanga, 2024). Curriculum reforms and policy changes frequently require teachers to adapt their instructional approaches and integrate new learning standards. However, inconsistencies in curriculum implementation may create difficulties for educators and learners, particularly in developing countries where educational resources and institutional support may be limited (Dang, 2026). Moreover, academic challenges are not limited to structural factors but also include pedagogical issues such as ineffective instructional strategies, limited use of educational technology, and insufficient teacher preparation. Research has shown that academic challenges often manifest through low student motivation, inadequate teaching methods, and disparities in educational infrastructure (Jamil et al., 2026). These issues highlight the importance of examining educational challenges from multiple perspectives, including those of teachers, students, and prospective educators.

2.2. The role of prospective teachers in understanding educational challenges

Prospective teachers, particularly students enrolled in pedagogical departments, play an important role in understanding educational realities. As individuals who are preparing to become professional educators, they often develop insights into school-based challenges through academic coursework, teaching practicums, and field observations. Their perspectives provide valuable information regarding the strengths and weaknesses of existing educational practices (Bauer et al.,

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2025; Mulaudzi & Hamilton, 2025). Teacher education programs aim to equip prospective teachers with pedagogical knowledge, classroom management skills, and reflective practices that enable them to address real classroom problems. Through teaching practice experiences, students are able to observe firsthand the complexities of school environments, including curriculum implementation, classroom diversity, and institutional limitations (Veliz et al., 2025). Several studies emphasize that prospective teachers' perceptions can provide early indicators of systemic educational issues. Their reflections on learning environments, teaching practices, and institutional challenges may contribute to improving teacher education programs and educational policies (Dursun & Aykan, 2025). Therefore, examining the perspectives of pedagogy students can offer meaningful insights into how academic challenges are experienced and interpreted within educational contexts.

2.3. Curriculum change and teacher professional competence

Curriculum reform is one of the most significant factors influencing academic challenges in schools. Educational reforms often aim to improve learning outcomes, integrate technological advancements, and promote student-centered learning approaches. However, successful implementation depends largely on teachers' professional competence and readiness to adapt to new pedagogical demands (Ncube et al., 2025). Teacher competence includes pedagogical knowledge, subject-matter expertise, classroom management skills, and the ability to integrate digital technologies into teaching practices (Khanal et al., 2024). When teachers lack sufficient training or institutional support, curriculum reforms may not be effectively implemented, resulting in gaps between policy expectations and classroom practices (Abedi, 2024). Studies have shown that teacher professionalism plays a crucial role in shaping learning quality. Teachers who possess strong pedagogical competence and reflective teaching practices are more likely to respond effectively to academic challenges and create engaging learning environments for students (Abedi, 2024; Khodadad, 2023; Kolajo, 2025).

2.4. Curriculum change and teacher professional competence

Student motivation is another key factor influencing academic success and educational quality. Motivation affects how students participate in classroom activities, complete assignments, and respond to instructional strategies. Low levels of motivation can lead to decreased engagement, reduced academic performance, and limited participation in learning processes (García-López et al., 2023). In many educational contexts, students face difficulties maintaining motivation due to monotonous teaching methods, limited interactive learning opportunities, and excessive academic workloads. Research suggests that student-centered pedagogical approaches, such as collaborative learning, problem-based learning, and technology-assisted instruction, can significantly improve student engagement and learning outcomes (Khodadad, 2023; Kolajo, 2025). Understanding the factors that influence student motivation is therefore essential for addressing academic challenges. Prospective teachers who observe motivational issues during their field experiences may provide valuable insights into how teaching strategies and classroom environments affect student learning behavior.

2.5. Educational facilities and technological resources

Educational infrastructure and technological resources also play a significant role in shaping the quality of teaching and learning processes. Schools with adequate learning facilities, digital technologies, and supportive learning environments are more capable of implementing innovative instructional strategies and fostering effective learning experiences (Timotheou et al., 2023). However, disparities in educational resources remain a major challenge in many regions. Limited

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access to digital technology, insufficient classroom facilities, and inadequate learning materials can hinder teachers' ability to deliver high-quality instruction and support student learning (Mathebula et al., 2025). In the context of contemporary education, the integration of technology has become increasingly important. Digital learning platforms, online resources, and interactive media can enhance instructional effectiveness and provide diverse learning opportunities for students (Huda, 2023; Sofi-Karim et al., 2023). Nevertheless, successful integration of technology requires both institutional support and teacher competence in using digital tools effectively.

3. Method

This study used a qualitative approach with thematic analysis methods to identify and understand various academic challenges encountered in the implementation of education in elementary schools. This approach was chosen because it was considered capable of revealing the deep meanings of informants' experiences and perspectives on complex, context-specific educational phenomena. The participants consisted of 22 bachelor's students from the pedagogical department enrolled in the primary school teacher education program at a public university in Bandung, Indonesia. Participants were selected through purposive sampling based on their academic exposure to educational issues and their perspectives as prospective elementary school teachers who understand the dynamics of learning in elementary schools. All participants were undergraduate students who had taken pedagogical courses related to teaching and learning processes in elementary education. The diversity of participants' academic experiences and perspectives was expected to enrich the data and enable a comprehensive understanding of academic challenges in the school environment.

The purposive sampling criteria included: (1) being enrolled as bachelor's students in the pedagogical department, specifically in the primary school teacher education program, (2) being in semester 6 at the time of the study, (3) having academic exposure to educational issues through pedagogical coursework, and (4) being willing to participate voluntarily in the research. These criteria were used to ensure that participants possessed sufficient academic understanding of educational practices and challenges in elementary schools.

Regarding participant characteristics, the study involved 22 bachelor's students in semester 6 from the pedagogical department enrolled in the primary school teacher education program who had completed several courses related to pedagogy, curriculum, and educational studies. At this stage of their study, participants had gained academic exposure to elementary school education through coursework and initial field observations or teaching practice activities. These experiences enabled participants to provide reflective perspectives on academic challenges in elementary school education.

Participants were recruited through purposive recruitment using announcements distributed through the department's academic communication channels and postgraduate student groups. Students who met the inclusion criteria were invited to participate in the study. Interested participants contacted the researchers and were then provided with detailed information about the study before agreeing to take part in the interviews.

Data were collected through in-depth semi-structured interviews, which allowed the researchers to explore important issues within the context of each informant's experience. The interviews were conducted both online and offline and lasted 30–60 minutes. All interviews were recorded with the informants' consent, transcribed verbatim, and analyzed using a thematic approach. The interview guide consisted of several open-ended questions designed to explore participants' perspectives on academic challenges in elementary schools. Examples of interview questions included: (1) What academic challenges do you observe in elementary school education?

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(2) How do curriculum changes influence the learning process in schools? (3) What issues related to teacher competence have you observed in schools? (4) What challenges do students face during the learning process? and (5) How do facilities and learning resources affect the effectiveness of teaching and learning activities? These questions allowed participants to elaborate freely while maintaining the focus of the study.

Data analysis was conducted following the stages of thematic analysis as proposed, namely: repeatedly reading the data to understand context and patterns of meaning; coding significant segments; grouping codes into potential themes; reviewing the alignment of themes with the overall data; and defining and naming each theme to provide a deeper understanding of the phenomenon (Byrne, 2022). In addition, the thematic analysis followed the six phases proposed by Braun et al. (2022): (1) familiarization with the data through repeated reading of the interview transcripts, (2) generating initial codes from meaningful data segments, (3) searching for themes by grouping related codes, (4) reviewing potential themes to ensure coherence with the dataset, (5) defining and naming themes, and (6) producing the final analytical report. Thematic analysis was used; through this method, five main themes were identified to represent academic challenges in schools, namely: curriculum changes and relevance; teacher competence and availability; students' potential and attitudes; issues in the implementation of teaching and learning activities; and the availability of educational facilities and infrastructure.

Two researchers conducted the coding process independently to enhance analytical rigor. Each researcher coded the interview transcripts separately and then compared the coding results. When differences in interpretation occurred, the researchers discussed the discrepancies and revisited the transcripts until a consensus was reached. This collaborative process helped ensure the credibility and reliability of the thematic interpretation. To ensure data validity, this study applied triangulation techniques. Interview results were compared among informants and verified with relevant literature and theory. Additionally, member checking was conducted with several participants to ensure that the researcher's interpretations aligned with the informants' intended meanings. The entire research process was carried out reflectively, systematically, and continuously to guarantee the validity and reliability of the findings.

This study adhered to ethical research principles. Although the research did not require formal approval from an institutional ethics committee, all participants were informed about the objectives and procedures of the study before participation. All participants provided informed consent and signed a consent form indicating their voluntary agreement to participate in the study. Participants were also informed that they could withdraw from the study at any time without any consequences. To ensure confidentiality, participants' identities were anonymized using coded initials in the transcripts and research report. Any identifying information was removed from the data. Interview recordings and transcripts were stored securely and were only accessible to the research team.

4. Results

Based on interviews with 22 informants, various perspectives on academic challenges in school education were obtained. Through the process of thematic analysis and coding, five main themes were identified, namely: (1) Curriculum Changes and Relevance, (2) Teacher Competence and Availability, (3) Implementation of Teaching and Learning Activities, (4) Student Potential and Learning Attitudes, and (5) Educational Facilities and Infrastructure. Each theme was elaborated along with relevant quotations from the informants. In this study, each informant was coded using initials (e.g., AJ, HI, AD) to ensure participant confidentiality while allowing the traceability of interview excerpts. Table 1 presents a summary of the themes, subthemes, and supporting evidence identified in the analysis.

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Table 1. Summary of the theme and subthemes.

Theme	Subthemes
Curriculum Changes and Relevance	Frequent curriculum revisions, high curriculum standards, and weak integration of character values.
Teacher Competence and Availability	Professionalism gaps, lack of role modelling, uneven teacher quality.
Implementation of Teaching and Learning Activities	Excessive assignments, limited teacher–student interaction, and monotonous teaching methods.
Student Potential and Learning Attitudes	Differences in learning abilities, low learning motivation, and dishonest academic behavior.
Educational Facilities and Infrastructure	Limited facilities, unequal distribution of resources, and low technological literacy.

4.1. Curriculum changes and relevance

This theme describes participants' perspectives on the instability and relevance of the curriculum in elementary school education.

4.2.1. Subtheme 1: frequent curriculum changes

Most informants assessed that frequent curriculum changes confused both educators and students. The curriculum was considered not yet fully relevant to students' needs and the times' developments.

> "*...the curriculum kept changing, teaching materials and learning resources were still scarce...*" (AJ)
>
> "*...the curriculum that constantly changed and did not match reality...*" (HI)

4.2.2. Subtheme 2: high curriculum standards

Participants also highlighted that curriculum standards were often too demanding compared to actual classroom conditions.

> "*...curricular demands that targeted the improvement of learning skills and intelligence that were too high... when educational success indicators are not met, manipulation of student grades often occurred...*" (AD)

4.2.3. Subtheme 3: limited integration of character values

Some informants also highlighted that the curriculum had not optimally integrated character and cultural values.

> *"...schools had not yet been able to select character values that aligned with the school's vision and mission... teachers' competencies were not sufficient to integrate these character values..."* (AM)

Thus, this theme indicates that the curriculum is perceived as frequently changing, overly demanding, and not yet fully aligned with educational needs.

4.2. Teacher competence and availability

This theme appeared frequently in the interviews and reflects participants' concerns about teacher professionalism and availability.

4.2.1. Subtheme 1: frequent curriculum changes

Participants highlighted issues related to professionalism, consistency, and role modeling among teachers.

> "*...the lack of role models, teachers' inconsistency in implementing established rules... the lack of teacher professionalism...*" (AE)
>
> "*...teachers were inconsistent, teacher professionalism was lacking, and there was a lack of role modeling...*" (AJ)

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4.2.2. Subtheme 2: integrity in academic assessment

Some participants reported concerns about integrity in the assessment process.

> "*...when the indicators of educational success were not achieved, manipulation of student grades often occurred...*" (AD)

4.2.3. Subtheme 3: unequal distribution of qualified teachers

Participants also emphasized disparities in teacher quality across regions.

> "*...unequal quality of educators...*" (HI)
>
> "*...there were still a few qualified educators...*" (JA)

These findings indicate that gaps in professionalism, integrity, and the uneven distribution of teachers remain significant challenges in elementary school education.

4.3. Implementation of teaching and learning activities

This theme reflects challenges related to classroom practices and the effectiveness of the learning process.

4.3.1. Subtheme 1: excessive assignments

Participants frequently mentioned that students often receive too many assignments.

> "*...the biggest challenge for students was certainly assignments, especially when too many were given...*" (AB)

4.3.2. Subtheme 2: limited instructional explanation

Some participants observed that teachers sometimes rely heavily on assignments without adequate explanation.

> "*...the teacher only gave material or assignments without explaining the material...*" (SY)

4.3.3. Subtheme 3: limited interaction in learning

Participants also described limited interaction between teachers and students during lessons.

> "*...the lack of interaction in lessons, because students were mostly required to search for information on the internet...*" (DH)
>
> "*...schools could not provide good teaching and could not shape students into good social individuals...*"

These findings suggest that learning practices are often assignment-oriented, with limited interaction and insufficient emphasis on conceptual understanding.

4.4. Potential and attitudes of students in teaching and learning activities

This theme reflects participants' observations regarding student characteristics and learning behavior.

4.4.1. Subtheme 1: differences in learning ability

Participants observed significant differences in students' learning abilities.

> "*...the difference in ability between one student and another student...*" (AL)

4.4.2. Subtheme 2: academic dishonesty

Some participants reported the presence of dishonest academic practices.

> "*...many students used the services of someone who was paid to complete tasks on behalf of others to finish their assignments...*" (DE)

4.4.3. Subtheme 3: low learning motivation

Participants also noted that students' motivation often decreases due to unengaging teaching approaches.

> "*...the lack of students' motivation to learn... the learning system and curriculum that kept changing and were difficult for students and teachers to follow...*" (RE)

These findings indicate that differences in ability, low motivation, and dishonest behavior contribute to academic challenges in elementary schools.

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4.5. Educational facilities and infrastructure

This theme highlights the role of facilities and infrastructure in supporting the learning process.

4.5.1. Subtheme 1: limited educational facilities

Participants emphasized that many schools still lack adequate educational facilities.

"...*the lack of school facilities in supporting education*..." (JI)

"...*inadequate facilities and infrastructure*..." (AE, SH)

4.5.2. Subtheme 2: unequal distribution of resources

Some participants also highlighted disparities in facilities between regions.

"...*uneven distribution of school facilities*..." (HI)

"...*the uneven distribution of infrastructure and human resources throughout Indonesia*..." (LA)

4.5.3. Subtheme 3: limited use of educational technology

Participants also reported limited technological literacy among educators.

"...*not all educators could quickly learn about technological developments*..." (DZ)

Overall, this theme indicates that limitations in facilities, unequal distribution of resources, and low technological literacy remain major obstacles to effective learning in elementary schools.

5. Discussion

Based on interviews with 22 informants, various academic challenges were identified in the implementation of education in elementary schools. These challenges include aspects of curriculum change and relevance, teacher competence and availability, the implementation of teaching and learning activities, student potential and attitudes, and the availability of educational facilities and infrastructure. Overall, these findings depict the complexity of educational issues originating from policies, system structures, and teaching practices in schools. In relation to curriculum changes and relevance, participants highlighted that frequent curriculum revisions contribute to instability in the learning system. Repeated changes without adequate preparedness of educational human resources may result in suboptimal curriculum implementation. Rather than merely reflecting dissatisfaction with policy, this perception may indicate the gap between curriculum reform at the policy level and the practical realities faced by teachers in classrooms. Rapid curriculum changes are often not accompanied by adequate teacher training (Ajani, 2024; Bemmel et al., 2025). Teachers often experience difficulties in adapting to curriculum changes due to a lack of socialization and technical support (Hadisaputra et al., 2024; Rohmah et al., 2024; Taş, 2022). Curriculum relevance should focus on the development of 21st-century competencies without neglecting character values and local culture (Soghomonyan & Karapetyan, 2023). In the Indonesian context, curriculum reforms are frequently introduced as part of national education transformation programs; however, when implementation support is limited, teachers may struggle to translate these reforms into effective classroom practices.

Regarding teacher competence and availability, interview results indicate that the quality of educators is not yet evenly distributed across regions. Some teachers are considered to lack adequate pedagogical and professional competencies, particularly in integrating character values, mastering technology, and understanding students' potential. From the perspective of graduate students in pedagogy programs, these observations may reflect the gap between theoretical expectations of professional teaching and the realities encountered in schools. Previous research has also emphasized that teacher competence, particularly pedagogical and professional competence, directly affects student learning outcomes (Puja, 2024). Napitupulu et al. (2025) similarly noted that many teachers still experience difficulties in integrating digital technology into teaching practices, even though technological competence is increasingly important in modern education. Concerns regarding assessment practices, including grade manipulation, have also

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been highlighted in previous studies, which associate such practices with institutional pressure and weak accountability systems (Melia et al., 2024). Although these observations cannot be generalized to all schools, they indicate the importance of strengthening teacher professionalism and ethical standards in education.

The implementation of teaching and learning activities in schools also reflects several instructional challenges. Participants noted that learning activities are sometimes dominated by assignments, with limited explanation of learning materials and minimal interaction between teachers and students. This condition may reflect structural constraints such as limited instructional time, large class sizes, or teachers' workload. However, previous research suggests that excessive assignments without sufficient guidance may reduce students' motivation and comprehension (Hu et al., (2024). Baca (2024) further explains that effective learning environments require active two-way communication between teachers and students. When instruction becomes one-way and monotonous, students are less likely to participate actively in classroom activities.

From the perspectives of students' potential and learning attitudes, the findings suggest that differences in students' learning abilities and motivation remain challenges in classroom instruction. Such diversity requires teachers to apply adaptive teaching strategies that accommodate varied learning needs. Previous research indicates that students' engagement and academic integrity may be influenced by learning environments that either support or discourage meaningful participation (Shamoa-Nir, 2025). The emergence of dishonest academic behavior, such as outsourcing assignments, may also be associated with high academic pressure or a lack of meaningful engagement in learning tasks (Feng & Xiao, 2024). This suggests that improving students' learning motivation requires not only curriculum improvements but also more engaging and interactive teaching strategies (Pajar et al., 2025; Vidianti & Wijaya, 2020). In addition, the availability of facilities and infrastructure was identified as an important supporting factor for effective learning. Participants observed that some schools still experience limitations in educational facilities, including classrooms, learning materials, and access to technology. Previous research has demonstrated that adequate facilities are positively associated with the quality of the learning process (Iqbal et al., 2024). Zhang et al. (2025) also emphasized that disparities in educational resources between regions may contribute to differences in educational quality. In the Indonesian context, disparities in educational facilities are often related to regional development differences, which may influence schools' capacity to implement modern learning approaches. Limited access to educational technology may also affect students' opportunities to develop digital literacy skill (Li, 2025). Overall, these findings indicate that academic challenges in elementary school education are multidimensional and interconnected. Rather than representing isolated issues, the challenges identified in this study illustrate how curriculum policy, teacher competence, classroom practices, student characteristics, and educational resources interact within the broader education system. Addressing these challenges therefore requires coordinated efforts between policymakers, schools, and teacher education institutions.

6. Conclusion and Implications

This research shows that academic challenges in elementary school education are complex and multidimensional, encompassing aspects of curriculum changes and relevance, teacher competence and availability, the implementation of teaching and learning activities, student potential and learning attitudes, and the availability of educational facilities and infrastructure. The findings indicate that these challenges are reflected in several key issues, including frequent curriculum revisions and high curriculum standards, gaps in teacher professionalism and unequal distribution of qualified educators, assignment-oriented learning practices with limited teacher–

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student interaction, differences in students' learning abilities and motivation, and disparities in educational facilities and technological resources. The interconnection among structural, technical, and human resource factors indicates that improving educational quality requires a comprehensive and sustainable approach.

These findings underscore the importance of consistent, relevant, and contextual education policies, with the enhancement of teacher competence and the renewal of learning strategies that are more adaptive to student needs. More specifically, curriculum reforms should be accompanied by adequate teacher training and instructional resources to support effective implementation in classrooms. Teacher education programs also need to strengthen the development of pedagogical competence, professional ethics, and technological literacy so that future educators can respond effectively to diverse classroom challenges. In addition, schools should promote more interactive and student-centered learning approaches to improve students' motivation and engagement in learning.

The implications of the research results underscore the need for synergy among policymakers, educators, and educational institutions to realize a quality, equitable, and student-character-development-oriented education system. Improving the availability and equitable distribution of educational facilities, including digital learning resources, is also essential to support effective teaching and learning processes in elementary schools.

7. Limitation

This study has several limitations that should be acknowledged. First, the research involved a relatively small number of participants, consisting of 22 bachelor's students from the Primary School Teacher Education program at a single university, which may limit the generalizability of the findings to broader educational contexts. Second, the data were derived solely from the perspectives of prospective elementary school teachers, and therefore may not fully represent the views of other stakeholders in the education system, such as in-service teachers, school leaders, or students. In addition, the use of a qualitative approach with thematic analysis focuses on exploring participants' experiences and perceptions rather than measuring statistical relationships among variables. Consequently, future studies are recommended to involve larger and more diverse participant groups, include multiple educational stakeholders, and apply mixed-method approaches to obtain a more comprehensive understanding of academic challenges in elementary school education.

Credit authorship contribution statement

Aryanti: Conceptualization, Methodology, Investigation, and Writing – original draft. **Ghany Taufik Sidik**: Formal analysis, Data curation, and Writing – review & editing. **Rianita Puspitasari**: Literature review, Validation, and Supervision.

Declaration of competing interest

All authors declare that they have no competing interests.

Data Availability Statement

The data supporting the results of this study can be obtained from the corresponding author upon reasonable request. However, the data are not publicly accessible because they contain information related to human participants, and their confidentiality must be protected.

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Ethical Declaration

All participants voluntarily agreed to participate and signed written informed consent forms prior to their involvement in the research. Participants were informed about the purpose of the study, the research procedures, and their right to withdraw from the study at any time without any consequences. To ensure ethical integrity, all participant information was kept confidential and anonymity was maintained throughout the research process.

Declaration of AI statement

The authors used Scopus AI to assist in identifying and exploring relevant scholarly literature related to the research topic. The AI tool was used solely to support the literature search process and to improve the efficiency of accessing relevant academic sources. No AI tool was used to generate the research content, data analysis, or interpretation of findings. All interpretations, writing, and conclusions presented in this manuscript were developed independently by the authors, who take full responsibility for the accuracy and integrity of the final manuscript.

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