



Implementation of Integrated Learning Models in Improving Elementary School Student's Learning Outcomes

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Abstract

Periset ini dibingkai pada poin besar program pelaksanaan bentuk kegiatan belajar mengajar terstruktur yang difokuskan agar sanggup menaikkan keberhasilan peserta ajar di Sekolah Dasar. Tujuan pada riset ini merupakan untuk mengenali penerapan model pembelajaran terpadu dalam meningkatkan hasil belajar siswa SD. Metode penelitian ini menggunakan literature review dengan menggunakan search engine Google Scholar ditemukan 78 artikel dengan hasil akhir dari data ekstraksi 9 artikel. Pembelajaran terpadu di Sekolah Dasar memiliki sepuluh model pembelajaran terpadu yang dapat digunakan yaitu: terpisah, terhubung, tersarang, terurut, terbagi, terjaring, terikat, terpadu, terbenam dan jaringan. Keberhasilan kegiatan belajar mengajar terstruktur terlihat dari bermaknanya kegiatan belajar mengajar. Kegiatan belajar mengajar yang berarti membuahkan peserta didik yang aktif pada metode berlatih membimbing yang menyenangkan, alhasil terjalin komunikasi 2 arah guru serta siswa.

This researcher is framed on the main points of the implementation program in the form of structured teaching and learning activities that are focused on being able to increase the success of teaching students in elementary schools. The purpose of this research is to identify the application of the integrated learning model in improving the learning outcomes of elementary school students. This research method uses literature review using the Google Scholar search engine found 78 articles with the final result of data extraction 9 articles. Integrated learning in elementary schools has ten integrated learning models that can be used, namely: separate, connected, nested, ordered, divided, netted, bound, integrated, immersed and networked. The success of structured teaching and learning activities can be seen from the meaning of teaching and learning activities. Teaching and learning activities which means producing students who are active in fun guiding practice methods, as a result, two-way communication is established between the teacher and students.

Integrated Learning Models, Elementary School, Learning Outcomes

Background

Integrated learning systems in elementary schools generally have not shown progress in terms of quality. Increasing the existence of elementary schools in Indonesia is still limited to quantity (Wiyoko & Wulandari, 2021). Aiming to develop students' potential to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible society, national education serves to develop capabilities and shape dignified national character and civilization (Wardani et al., 2020).

an intentional and deliberate action taken by educators to humanize humans through efforts to form superior personalities by focusing on the process of maturing the quality of logic, heart, morals, and faith, so that teaching efforts carried out by educators produce creative graduates, and can be accepted in society can be interpreted as simple education. The role of the instructor is crucial for teaching objectives can be carried out properly, the teacher must be able to select the appropriate teaching methodology in line with the models of subject matter to be delivered (Rahman et al., 2022).

Integrated learning began in 1991 and is a new learning model in the United States. This was marked by the writing of By Gillian Collins and Hazel Dixon and Robin Fogarty, *Integrated Learning: Planned Curriculum Units Stage 3* and *The Mindful School: How to Integrate the Curricula*. In 1993, meanwhile, in Indonesia, integrated learning was formulated through the Ministry of National Education so that the book "Integrated Learning" for Elementary School Teacher Education (PGSD) was born, written by Tisno Hadi Subroto and Ida Siti Herawati in 1998. Integrated learning is very developed for the next level (Anwar, 2018).

This is due to how effective the integrated learning model developed and there is no clarity on the integrated curriculum model from the Curriculum Center, so far it has been limited to implementing integrated thematic forms of learning in the lower grades of elementary school. As for the model and implementation of integrated learning there are still many differences between those in the reference book,

and those from Curriculum Center, Ministry of National Education (Syaifuddin, 2017).

Therefore as a methodology, integrated learning can be defined as a teaching and learning strategy involving a number of academic disciplines that give students significant learning opportunities. The purpose of this study was to find out the Application of the Integrated Learning Model in Improving Learning Outcomes of Elementary School Students.

Method

Inclusion Criteria Framework and Exclusion Criteria

Inclusion criteria articles:

1. Articles are published in English and Indonesian.
2. Articles published in 2013-2023.
3. The article discusses the Implementation of Integrated Learning Models In Improving Elementary School Students' Learning Outcomes.

Article Exclusion criteria:

Opinion articles, reports and comments.

Search Flow

Search literature using articles in 2012-2023 using English and Indonesian language limits, free full text with data going back ten years. There must be keywords in the title and abstract. The materials utilized come from the Google Scholar search engine. Search by keyword in Indonesian ((((((“Learning Model”) OR (“integrated learning model”) OR (“implementation of learning model”) AND (“SD”) OR (“Elementary School”) AND (“Learning outcomes”)). Search by keyword in English ((((((“Integrated Learning Models”) AND (“Elementary School”) AND (“Learning Outcomes”)) OR (“Learning Model”)), the next stage is the selection of articles by the criteria set by the researcher and by the research questions. The articles that appear are sorted until no similar titles are found. Then categorized according to the predetermined inclusion and exclusion standards. The articles that will be examined are the outcome.

Article Extraction

The extracted articles are then obtained. Author's extraction of articles, country, year, number of samples used, and search results performed and database items.

Results and Discussion

The identification results obtained from the search method on Google Scholar obtained up to 78 search data results. Finder contains selections with the same search data results and the same search title. After the screening step by

matching the study data with the inclusion criteria set by the researcher, including the study of the Implementation of Integrated Learning Models In Improving Elementary School Students' Learning Outcomes guidance in the full text of the 2013-2023 article. The results of the research are collected and selected to include documents that meet the research criteria. It was found that 9 articles that matched the research criteria were collected and continue to provide important reflections to get the best evidence.

Table 1 Data Extraction

| No | Author/Year | Sample | Results |
|----|------------------------|--|--|
| 1 | (Asih, 2019) | There are 40 students in grade 1 for the 2017-2018 school year | In the results of the study it was found that there was an increase in social studies learning outcomes with the theme of health by implementing integrated learning. This can be seen in the process of learning activities on Health Themes (Healthy homes) which have been carried out in the three action cycles, namely students are more active in group discussion activities and class discussions. Students dare to speak and answer questions, students' attention to the achievements of group discussion results increases. Student learning outcomes have increased as evidenced by the results obtained by students in accordance with the specified KKM score. Only a few students scored below the KKM |
| 2 | (Buang, 2018) | Class V SDN Kedaleman I City of Cilegon totaling 32 students | The results of the research show that the application of connected integrated learning can increase creativity and science learning outcomes with the healthy theme that is important for fifth grade students of Kedaleman I Elementary School, Cilegon City |
| 3 | (Anwar, 2018) | Elementary school students grades 1-3 | The purpose of learning exhibits the efficacy of integrated learning. Students who participate actively in a pleasurable teaching and learning process as a result of meaningful learning engage in two-way contact with teachers. If the instructor is inventive and offers variety, learning is enjoyable in how to learn so as to produce good learning achievement |
| 4 | (Pribadi et al., 2022) | Class 5 teacher at SD Negeri Banjar Agung 4 | The findings of this study show that implementing integrated learning in grade 5 makes learning more creative and varied so that children are not easily bored. Its implementation by merging one lesson with another material gives a meaningful experience, according to the results of the study. Additionally, teachers face challenges while implementing integrated learning. For example, Mrs. Tuti occasionally becomes too at ease when addressing a topic and forgets to connect it to the subsequent content. Students will obtain practical |

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| | | | experience, expand their knowledge, and develop their abilities through this integrated learning |
| 5 | (Putri, 2020) | Grade IV SD students totaled 24 students | The study's findings point to an increase in speaking abilities and learning activities in environment-based integrated theme learning. Based on the percentage of student learning activities in cycle 1, a sufficiency rating of 62% on average is determined. In cycle 2, student learning activities had an increase in the good category of 85%. The average percentage of students' speaking skill in cycle 1 was 57.5% in the sufficient category, while in cycle 2, there was an improvement of 83% in the good category. In light of the findings of this investigation, the use of integrated thematic learning based on the environment can improve learning activities and speaking skills of fourth grade elementary school students |
| 6 | (Purjanto, 2021) | There are 25 students in grade VI at SD Ma'arif Ponorogo for the 2015/2016 academic year. | The results of the study using 3 cycles and 9 meetings showed that in cycle I the final grade average score was 66.9 with a completeness percentage of 66%, the value was still unsatisfactory. So it was continued in cycle II the final grade average value was 75.04 with a percentage value of 78.2% and in Cycle III the percentage was 93%. Data collection was carried out using field observation data and questionnaires obtained from the evaluation. Based on the research, it can be concluded that through the Integrated Learning approach to the material for making text summaries there was an increase in the learning outcomes of class VI students at SD Ma'arif Ponorogo. Suggestions from researchers, teachers can vary various forms of approaches to learning |
| 7 | (Sibua, 2019) | Sangowo State students, East Morotai District, totaling 32 people | The results showed that the application of the environment-based Integrated Science learning model to Sangowo State students in East Morotai District could improve student learning processes and outcomes. This can be seen from the results of the pre-test and post-test in cycle II, namely 7 students (21.8%) had satisfactory qualifications, 7 students (21.8%) had good qualifications, 10 students (31.2%) are sufficiently qualified, 5 students (15.6%) are less qualified and 3 students (9.3%) have failed qualifications |
| 8 | (Elkhaira & Reinita, 2020) | There are 26 students enrolled in the 2018/2019 academic year | The findings indicated that student learning outcomes increased from cycle I to 72.5 in cycle II and to 92 in cycle II. As a result, using the Portfolio model to implement learning increased student learning outcomes |
| 9 | (Murfiah, 2018) | 226796 students with male participants is 116026 and female students are 110772 | Creativity can be developed in students through a learning process that includes: (1) developing imagination, (2) producing something original (original), (3) increasing productivity, (4) solving problems, and (5) producing something of value |

Integrated learning refers to an approach to learning even though the curriculum is not yet integrated. At the application level, the notions of integrated learning and integrated curriculum are complementary and interchangeable like the current basic education curriculum. Schools that

have started using the integrated learning model in their applications still use the Education Unit Level Curriculum. (KTSP), unless the school directly refers to the Collins & Dixon or Fogarty books (Rachmawati et al., 2022).

The integrated curriculum shows an interdisciplinary approach. Student-centred integrated curriculum, topics are blended across curricula, skills integrated into a lesson, flexible classroom methods and environment, free to discover and investigate open-ended questions (Fimala et al., 2022).

As a concept, integrated learning is an approach to teaching and learning that combines a variety of subject areas to give students rich learning opportunities. A learning technique called integrated learning enables students to actively seek out, investigate, and discover scientific topics and principles in a comprehensive, significant, and real-world manner (Utaminingsih et al., 2021).

In general, the principles of integrated learning can be classified into: (1) the principle of extracting themes; (2) learning management principles; (3) evaluation principles; and (4) the principle of the reaction (Audia, 2023). The ten models of integrated learning include the following:

1. Fragmented (separate)

The traditional curriculum stipulates to separate and differentiate subjects. In the standard curriculum, these subject areas are separated, so there is no attempt to connect or combine them. Each science looks pure and as it is (Wulan et al., 2021).

2. Connected (connected)

The curriculum model focuses on making clear connections between lessons, connecting one subject to another, one idea to another, one skill to another, one day's work to the next, or even the concepts of one semester to the next. This model's major component is the attempt to link curricula with disciplines from the assumption that students will understand the relationship automatically (Audia, 2023).

3. Nested

This model of integrated learning is a design used by teachers in learning activities. However, in a lesson that uses a nested approach, serious setting several learning goals for students requires planning. However, the cohesiveness of this nested model gives the advantage of a natural combination so that tasks become visibly easier.

4. Sequenced (sorted)

Due to the limited relationship between different disciplines, teachers can rearrange learning topics. So, subjects that have similar ideas can coincide. Two related disciplines can be sorted. By sorting the topics taught the activity from each can encourage the other topic. In other words, one topic supports another topic and vice versa (Utoyo, 2021).

5. Shared (divided)

The expansion of disciplines creates an umbrella that includes a curriculum: science and science are lumped together as science, literature and history are lumped under the humanitarian label: art, music, dance, and drama are seen as fine arts, computer technology, industry, and home art are lumped together as a practical art. In some complementary disciplines, the planner and/or teacher focuses on shared ideas,

abilities, and attitudes (Fazriyah et al., 2017).

6. Webbed

The webbed curriculum describes a thematic approach to integrating subject matter. A cross-departmental team makes a decision using the time like a layer for different subjects. In the application of the more complex webbed model, the convoluted parts of the lesson can be constructed to be integrated in all relevant areas (Nistiti, 2022).

7. Threaded

The threaded model of this integrated curriculum focuses on metacurricula that replace or cut off the core of some and entire subject matter. The employment of consensus-seeking techniques to resolve conflicts in situations that require problem solving. These skills are essentially structured through standard curriculum content (Fatmi et al., 2021).

8. Integrated (integrated)

The integrated curriculum model shows an approach from between branches of knowledge that is almost the same as the shared model. The integrated model emphasizes the four major disciplines by setting curriculum priorities and finding The four components contain knowledge, ideas, and behaviors. Similar to the shared model, integration is the outcome of removing ideas from the subject matter's content, not placing ideas on those subjects as in the webbed theme approach. Integration arises from within a variety of disciplines and pairs are created among them as newly emerging communities (Hariyanto et al., 2017).

9. Immersed

Graduates, doctoral candidates and professors totally immerse themselves in one

field of study. They filter various learning curricula through a single microscopic lens. This individual combines all data (from various fields and disciplines) by channeling various ideas according to their respective areas of interest. In this integrated curriculum model, students can integrate internally and intrinsically with little or no extrinsic intervention (Atikah et al., 2021).

10. Networked

The integrated learning networked model is a continuous source of external input that always provides new ideas, expanded and improved or with special input. The student's professional work relationship is usually carried out (Sasriyanti et al., 2021).

Conclusion

Integrated learning in elementary schools uses several kinds of models that are used based on patterns of integrating material or themes. Based on this pattern, there are ten integrated learning models used by elementary schools, namely: dispersed, linked, nested, sequenced, shared, webbed, threaded, integrated, submerged, and networked. To use the Education Unit Level Curriculum (KTSP).

The systematics of integrated learning design, namely the curriculum development team gathers to determine themes in each field of study or between branches of research and produce instructional materials for each discipline. Second, the impact of integrated learning on what is learned in elementary schools. Students who participate actively in a pleasurable teaching and learning process as a result of meaningful learning engage in two-way contact with teachers. If the instructor is inventive and offers variety, learning is enjoyable in how to learn so as to produce good learning achievement.

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