

LITERATURE REVIEW ON THE IMPLEMENTATION OF INTEGRATED LEARNING IN BIREUEN 4 PRIMARY SCHOOL

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ABSTRACT

Integrated learning has become a prominent approach in elementary education, aiming to provide students with a holistic understanding of various subjects. This literature review examines the implementation of integrated learning at SD 4 Bireuen. The findings suggest that integrated learning positively impacts students' understanding of learning materials and fosters interdisciplinary skills development. However, challenges such as insufficient teacher training and support hinder its effective implementation. The role of school principals is crucial in facilitating integrated learning practices. Despite its potential benefits, concerted efforts from various stakeholders are necessary to overcome implementation challenges and enhance the effectiveness of integrated learning at SD 4 Bireuen

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1. INTRODUCTION

Education is an important aspect in forming the character and quality of a nation's human resources. In this context, education not only aims to transfer knowledge, but also to form attitudes, values and skills needed to face future challenges. Effective education must be able to develop students' potential as a whole, both academically and non-academicly. One approach that has been widely applied in the world of education to achieve this goal is integrated learning. Integrated learning combines various subjects into one coherent whole, so that student scan gain a deeper and more comprehensive understanding of the concepts studied. According to Sugiyono (2019), "integrated learning provides opportunities for students to connect knowledge from various scientific disciplines, thereby improving critical and creative thinking abilities."

Integrated learning at SD 4 Bireuen is the main focus of this research. This school has implemented an integrated learning model with the aim of improving the quality of education and strengthening students' skills in critical and analytical thinking. This model allows students to learn through hands-on experiences and projects involving a variety of subjects. Research by Ahmad (2020) shows that "integrated learning can increase students' learning motivation and make learning more interesting and meaningful." By integrating subjects such as mathematics, science, language, and social studies, students are invited to see the relationship between different concepts and apply them in real-life contexts

One of the main advantages of implementing integrated learning is increasing student involvement and participation in the learning process. When students see direct relevance between what they learn in class and everyday life, they tend to be more motivated and interested in learning. Blended learning also encourages students to work together in groups, thereby developing social and teamwork skills. According to Hidayat (2018), "integrated learning helps students to develop communication and collaboration skills, which are very important in the modern world of work."

Additionally, blended learning enables the development of cross-disciplinary thinking skills. Students are invited to make connections between various subjects and understand how these concepts are interconnected. This helps them to develop a deeper understanding of the subject matter and to think critically and analytically. Research by Rahmawati (2019) shows that "integrated learning can improve students' ability to apply the knowledge they have acquired in different and complex situations." Thus, students not only learn to memorize facts, but also to understand and apply their knowledge in various contexts.

However, implementing integrated learning also faces several challenges. One of the main challenges is the availability of adequate resources. Integration of various subjects requires sufficient resource support, including integrated textbooks, technological devices, and laboratory facilities. In addition, teachers also need training and support to develop and implement integrated learning strategies effectively. According to Sutrisno (2020), "lack of resources and training for teachers is the main obstacle in implementing integrated learning in many schools.

To overcome this challenge, cooperation between various parties is needed, including schools, government and society. Schools need to ensure that they have sufficient resources to support blended learning, including access to appropriate textbooks, technology devices, and other supporting facilities. The government also needs to provide support through adequate policies and funding, as well as providing training and professional development for teachers. According to Kurniawan (2019),

"Support from the government and community is very important for the successful implementation of integrated learning."

In the context of these results and discussion, it can be concluded that the implementation of the integrated learning model at SD 4 Bireuen makes a positive contribution to student learning. Through the integration of various subjects, this model not only increases student engagement and the development of thinking skills across subjects, but also challenges students to learn holistically and contextually. In this way, students not only understand each subject separately, but can also relate and apply their knowledge in complex real-world situations. Research by Widiastuti (2020) concluded that "integrated learning helps students to develop critical and analytical thinking skills that are very necessary in facing future challenges."

As a recommendation, it is suggested that integrated learning models continue to be developed and implemented in various educational institutions. This effort will not only improve the overall quality of education, but will also strengthen students' readiness to face increasingly complex and global future challenges. According to Nugroho (2021), "the development and implementation of integrated learning can help create a generation that is better prepared to face changes and challenges in the future." Commitment is needed from various parties, including schools, government and educational supporting communities, to support the implementation of this model in a sustainable and effective manner.

This conclusion underlines the importance of a holistic and integrated learning approach in responding to today's educational dynamics. By optimally utilizing the integrated learning model, it is hoped that the younger generation will be better prepared and able to contribute positively to an increasingly complex and global society. According to Sari (2021), "integrated learning is an important step in creating relevant and meaningful education for students." Thus, the integrated learning model is worthy of continuing to be developed and implemented as an effort to improve the quality of education and prepare students to face future challenges.

2. LITERATURE STUDY

The implementation of integrated learning at the elementary school level has become a concern of educational researchers and practitioners. According to research by Suryani (2019), integrated learning can improve students' understanding of learning material. Integration between various subjects helps students to see the connections between the concepts studied, thereby deepening their understanding. This is in line with the view that holistic learning is able to improve students' critical and analytical thinking skills, as expressed in other research which shows that students who are involved in integrated learning tend to have better understanding and are more able to apply their knowledge in various contexts (Pranata, 2019).

However, in a study conducted by Kurniawan (2020), it was found that the implementation of integrated learning in elementary schools still faces several obstacles, such as teachers' lack of understanding of the concept of integrated learning and limited resources.

Power. Kurniawan highlighted that many teachers do not fully understand how to integrate various subjects effectively. Apart from that, limited resources such as integrated textbooks and teaching aids are also a major

obstacle. These obstacles cause the implementation of integrated learning to not be optimal in many elementary schools (Sudrajat, 2020).

Research conducted by Utami (2018) highlights the importance of the teacher's role in implementing integrated learning. Teachers who have a good understanding of the concept of integrated learning can integrate various subjects effectively, thereby creating a more meaningful learning experience for students. Utami also emphasized the need for adequate training and support for teachers to be able to implement integrated learning well. This research shows that teachers who receive appropriate training tend to be more confident and better able to implement innovative and effective learning strategies (Hidayati, 2018).

Apart from the role of teachers, support from the school and government is also very important in implementing integrated learning. According to research by Handayani (2019), support in the form of providing adequate resources and supporting facilities is very necessary. Schools that are supported by adequate facilities, such as laboratories, libraries and access to technology, are able to implement integrated learning better. This support also includes providing a curriculum that is flexible and relevant to student needs as well as ongoing training for teachers (Susanto, 2019).

Other research by Nurhadi (2020) revealed that collaboration between teachers is also an important factor in the success of integrated learning. Teachers need to work together in designing and implementing integrated learning, sharing resources, and supporting each other in the learning process. This collaboration allows teachers to learn from each other and improve their competence in integrating subjects. This research also emphasizes the importance of school leadership that supports and encourages innovation in learning (Putra, 2020).

3. RESEARCH METHODS

This research uses a qualitative approach by conducting a literature study and analysis of various journal articles relevant to the topic of integrated learning at SD 4 Bireuen. A qualitative approach was chosen because it allows researchers to gain an in-depth understanding of the phenomenon under study, namely the implementation of integrated learning in elementary schools. Through literature study, various journal articles containing information about the implementation of integrated learning at the elementary school level were collected and analyzed. Data was also obtained through searching journal articles through various academic databases such as Google Scholar, PubMed, and ResearchGate. After the data was collected, analysis was carried out to identify the main findings in the related literature review.

4. RESULTS AND DISCUSSION

From the results of the literature analysis, it was found that the implementation of integrated learning at SD 4 Bireuen had a positive impact on students' understanding of the learning material. This is in line with findings in Prasetyo's (2021) research which shows that integrated learning can improve student academic achievement. Integration between different subjects also allows students to develop cross-disciplinary skills, such as problem solving and critical thinking.

However, the research also highlights several challenges faced in implementing integrated learning at SD 4 Bireuen. One of them is the lack of support and training for teachers in integrating various subjects. This is in accordance with findings in Rahayu's (2020) research which shows that teachers' lack of understanding of the concept of integrated learning can be a major obstacle in its implementation.

Apart from that, the role of the school principal is also very important in supporting the implementation of integrated learning. According to research by Anwar (2019), school principals who have a strong commitment to integrated learning can create a school environment that supports its implementation. Principals can provide support, resources, and motivation to teachers to integrate various subjects effectively. Thus, although the implementation of integrated learning at SD 4 Bireuen promises many benefits, greater efforts are still needed from various parties, including the government, schools and educational institutions, to support better implementation of integrated learning. Awareness of the importance of integrated learning, adequate training for teachers, and support from school principals and the government will be the keys to success in increasing the effectiveness of learning at the elementary school level.

5. CONCLUSION

Based on the literature review carried out, it can be concluded that the implementation of integrated learning at SD 4 Bireuen has the potential to increase students' understanding of learning material and develop cross-disciplinary skills. However, challenges such as lack of understanding and support for teachers in implementing integrated learning also need to be a major concern in efforts to increase the effectiveness of learning at the elementary school level. Therefore, greater efforts are needed from various parties, including the government, schools and educational institutions, to support the implementation of better integrated learning at SD 4 Bireuen and its surroundings.

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