

ANALYSIS OF CONNECTED MODEL INTEGRATED LEARNING DEVELOPMENT TO IMPROVE STUDENT LEARNING OUTCOMES

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ABSTRACT

Integrated Learning Connected Model The connected model represents a framework for the integration of various academic disciplines. This framework effectively amalgamates a range of skills or competencies that are cultivated within a particular subject or subfield of study. The objective of this research is to enhance the learning outcomes of students in social studies through a connected model of integrated learning tailored for elementary school students. The researchers employed a descriptive research methodology utilizing a qualitative approach. The data collection techniques implemented in this study were aligned with the research objectives, specifically involving a literature review. This research suggests that the connected integrated learning model can serve as an effective, holistic, authentic, and meaningful educational alternative for improving the quality of education, particularly in social studies.

Keywords: *Integrated learning, connected model, social studies, and learning outcomes*

A. INTRODUCTION

To respond to advancements in the educational domain and cultivate high-caliber human resources, the government plays a pivotal role in elevating the quality of life for the Indonesian populace, aligning with the national educational objectives delineated in Law No. 20 of 2003, Chapter II, Article 3, concerning the national education system. This legal framework articulates that the purpose of national education is to enhance life and nurture the potential of learners, transforming them into individuals who are devoted to God Almighty, possess noble character, maintain health, acquire knowledge, develop skills, exhibit creativity, demonstrate independence, and emerge as democratic and responsible citizens (UU NO 20 THN 2003:6). In pursuit of these educational aspirations, the government is diligently working to enhance both the quality and the accessibility of education. Learning constitutes an endeavor to establish conditions conducive to student education. To realize the intended outcomes, it is imperative to engage in activities that select, establish, and refine pedagogical methods. This learning paradigm prioritizes the facilitation of student engagement by teachers over the mere content of what is learned.

One effective strategy to bolster students' learning capabilities is through the implementation of integrated learning, which amalgamates concepts from various disciplines. Integrated learning represents an educational approach that consolidates multiple concepts across different subjects, aiming to render the learning experience more significant while simultaneously fostering the development of children's competencies. This method also harmonizes various academic domains, employing diverse pedagogical approaches and techniques, and merging theoretical frameworks with practical

applications. By adopting integrated learning, students are empowered to enhance their understanding through the synthesis of interdisciplinary knowledge.

The Connected Model of Integrated Learning serves as an interdisciplinary integration framework. This model explicitly merges a specific concept, skill, or competency cultivated within a particular topic or sub-topic of a singular discipline. Connections within this model may occur organically or be systematically prearranged. Social Studies education stands as a compulsory subject within the curriculum from elementary through secondary levels, in accordance with the stipulations of the National Education System Law of 2003. As articulated by Sapriya (2017), Social Studies education encapsulates an integration of diverse social sciences, natural sciences, and humanities, structured through scientific and pedagogical methodologies to meet the educational needs within schools. The objective of Social Studies education is to equip students with the requisite knowledge, attitudes, and values essential for addressing both personal and societal challenges, thereby preparing them for responsible citizenship.

Through Social Studies education, students are cultivated to actively engage in social contexts, develop heightened social awareness, and exhibit robust social concern. These competencies are anticipated to foster a constructive attitude and perspective regarding prevalent social disparities within their communities. Furthermore, the complexities of future societal challenges are projected to intensify, presenting novel issues arising from evolving societal dynamics. The development of advanced cognitive abilities is imperative for effectively tackling a myriad of complex issues, one significant aspect of which involves cultivating the capacity for critical thinking among individuals, as highlighted by the research conducted by Widodo, Indraswati, and Sobri in the year 2019. Drawing upon prior empirical investigations, particularly the comprehensive study carried out by Ni Kadek Yeni Indah Permata Sari and colleagues in 2014, which was aptly titled "The Application of the Connected Model to Improve Social Studies Learning Outcomes for Fifth Grade Students at SD Negeri 3 Tampaksiring Gianyar," it becomes evident that the observations made within this research pointed towards a concerning deficiency in both the interactive learning experiences and the academic performance of students in the domain of Social Studies at the elementary education level. The findings suggest that there exists a notable shortfall in the levels of interaction and collaboration among students when it comes to addressing and resolving academic challenges, indicating that the tendency of students to exhibit individualistic behaviors significantly overshadows the essential dynamics of peer interaction and cooperative learning.

It is particularly alarming to note that a significant proportion of students seldom engage in the reciprocal exchange of information with their peers, thereby fostering an environment in which mutual assistance in the learning process is not only rare but also largely unencouraged. Consequently, this lack of collaborative spirit can severely hinder the overall educational experience, as students miss out on the invaluable insights and diverse perspectives that can be gained through communal learning efforts. In this context, it becomes increasingly crucial to implement educational strategies that promote not only individual academic achievement but also the development of a collaborative classroom culture that underscores the importance of teamwork and shared learning objectives.

Ultimately, addressing these deficiencies in student interaction and cooperation is vital for enhancing overall educational outcomes and fostering a more dynamic and engaging learning environment.

This is a reality that poses a challenge for elementary school teachers to create a conducive learning environment for children of elementary school age. Elementary school teachers must understand and comprehend the characteristics of growth and development of elementary school children themselves, and then understand and know the appropriate learning strategies for children of that age. To realize this, a learning model is needed that integrates one concept and skills combined with other learning within a single field of study. Based on the above description, the objective of this research is to improve the social studies learning outcomes of students through integrated learning based on the connected model for elementary school students.

B. RESEARCH METHOD

This scholarly investigation aims to meticulously identify and thoroughly describe the various challenges associated with the implementation of learning evaluations, particularly in the context of fulfilling educational objectives during the contemporary period characterized by a shift towards independent learning methodologies. In this regard, the researcher undertook the study employing a descriptive research methodology, which is complemented by a qualitative approach that emphasizes the richness of data and the depth of understanding. According to the scholarly works of Nurdin and Hartati (2019), qualitative research is characterized by its reliance on data that is derived from a multitude of sources, while simultaneously utilizing established theories as a framework for explanation and ultimately leading to theoretical conclusions that contribute to the academic discourse.

The technique employed for data collection in this research endeavor is specifically tailored to align with the overarching aim of the study, which predominantly involves a comprehensive literature review, known in academic parlance as a literature study. As elucidated by Sutrisno in Kurniawan (2013), this type of research is aptly termed library research because the essential data required to fulfill the research objectives is predominantly sourced from libraries, encompassing a diverse array of materials such as scholarly books, encyclopedias, dictionaries, academic journals, documents, magazines, and other relevant publications. It is pertinent to note that the variables utilized within the context of library research, particularly in the literature review phase, are often non-standardized and can vary widely based on the specific focus of the investigation. Furthermore, the data that has been meticulously gathered through this research methodology is systematically organized and presented in distinct subsections, which are specifically designed to comprehensively address the formulated research problems and questions that guided the inquiry.

C. RESULTS AND DISCUSSION

This scholarly investigation is primarily concerned with the acquisition of comprehensive information regarding the advancement and enhancement of integrated pedagogical approaches, specifically focusing on the connected model, with the explicit objective of ameliorating student academic performance in the domain of social studies subjects. Drawing from the findings of a thorough descriptive analysis, it has been observed that there exists a notable increase in the percentage of student learning outcomes in social

studies subsequent to the implementation of instructional strategies utilizing the connected type integrated learning model, which has yielded a statistically significant improvement in the average scores attained by students when compared to their performance prior to the introduction of this innovative instructional model. In a similar vein, there has also been a discernible enhancement in the attainment of the highest possible scores among the students. Furthermore, when evaluating the data against the established criteria of completeness, also known as the Minimum Completeness Criteria (KKM), there is a clear indication of an upward trend in the percentage of KKM achievement levels, signifying a positive shift from the period before students were instructed using the connected type integrated learning model to the period following that instruction. Consequently, it is reasonable to assert that the deployment of the connected type integrated learning model is indeed more effective and beneficial for the educational process. Overall, the learning outcomes in social studies exhibited by students after receiving instruction through the connected type integrated learning model are demonstrably superior to those outcomes observed prior to their exposure to this pedagogical approach. The findings obtained from this study are further substantiated by theoretical frameworks discussed in earlier sections, which posit that the connected type integrated learning model enables students to effectively relate current instructional content to previously acquired knowledge, thereby facilitating the interconnection of various concepts and enhancing their cognitive retention of past lessons while simultaneously deepening their comprehension of how disparate concepts interrelate within their broader educational experience.

The Connected Model has been identified as a viable alternative for the implementation of educational practices aimed at fostering optimal development in student learning and engagement. This particular model constitutes a subset of integrated learning frameworks that emphasize the interconnectivity of concepts within a singular academic discipline or field of study. Through the application of the connected model, students actively engage in the process of linking multiple concepts within the designated field of study, thereby promoting a more cohesive understanding of the material. Fogarty, as cited in Trianto (2007), articulated that the connected model serves as an integration framework situated within a singular academic discipline, effectively amalgamating various concepts to enhance the overall learning experience. This integrative approach ultimately results in a more effective and meaningful educational experience for the students involved.

The foundational premise of the connected model rests on the belief that various elements of learning can be organized under overarching primary subjects. For instance, components such as vocabulary, grammatical structures, reading comprehension, writing skills, and composition techniques can all be comprehensively categorized under the subject of the Indonesian Language. The mastery of these essential learning components is critical in the development of proficient Indonesian language skills. However, it is imperative to recognize that the holistic formation of understanding, practical skills, and experiential learning does not occur spontaneously or automatically. Therefore, it is of utmost importance for educators to excel in the implementation of the connected type integrated learning model within the context of social studies (IPS), which can subsequently be aligned with various themes that are typically presented in elementary education settings. The strategic use of diverse learning models is of paramount importance in the instructional process implemented by educators, as it serves to mitigate student disengagement and boredom during the learning experience, with the primary subject matter being the social studies curriculum.

The connected integrated learning model serves as a pedagogical framework that bestows upon students the invaluable opportunity to engage in the processes of searching,

exploring, and discovering various concepts or understandings, both in individual contexts and collaboratively within groups. Within this instructional paradigm, the educator adopts a more pivotal role as a facilitator, striving to provide guidance that is as effective and supportive as possible, thus fostering an environment conducive to student engagement. By encouraging students to take on a more active role in their learning process, this approach not only enhances the meaningfulness of the educational experience but also significantly boosts student motivation. Furthermore, students are afforded the chance to learn autonomously, as they progress in accordance with a pre-established work plan, which has been thoughtfully constructed in advance. This structured approach contributes to a deeper and more lasting comprehension of the material being studied. Consequently, it stands to reason that this model holds the potential to substantially improve students' learning outcomes in the domain of social studies. This assertion aligns with the findings articulated by Kilam (2010), Suparwati (2011), and Handayani (2011), who similarly posited that the connected integrated learning model is effective in enhancing students' overall educational performance. This particular attribute distinguishes the connected integrated learning model from traditional learning methodologies, as it offers a more dynamic and engaging alternative.

In stark contrast, traditional learning methodologies are often characterized by a significant degree of control exerted by the teacher over the learning process. Traditional learning, which encapsulates the conventional methods frequently employed by educators, typically involves the transmission of information through lectures, followed by practice exercises and the assignment of tasks. This conventional approach tends to prioritize teacher-led activities at the expense of active student engagement, thereby resulting in a predominantly passive learning environment. In such scenarios, the primary source of information is the teacher, which can inadvertently lead to a lack of student initiative and diminished motivation. As a result, students may become increasingly disengaged during the learning process, ultimately impacting the effectiveness of their social studies education. Based on the analysis presented, the findings of this study suggest that the connected integrated learning model has indeed made a significant and positive impact on the enhancement of students' social studies learning outcomes. Therefore, it is reasonable to assert that the connected integrated learning model should be regarded as a viable alternative for promoting active, holistic, authentic, and meaningful learning experiences, particularly in the pursuit of elevating the quality of education, especially in the context of social studies instruction.

D. CONCLUSION

The implementation of the connected type integrated learning model has been shown to have a significantly positive impact on enhancing the educational outcomes of students specifically in the realm of social studies. The findings derived from a comprehensive descriptive analysis indicate a notable increase in the overall percentage of learning outcomes associated with social studies, which is evident not only in the average scores attained by the students but also in the remarkable accomplishments reflected in the highest score achievements post-implementation of the connected-type integrated learning model. Moreover, there was a discernible rise in the levels of KKM achievement, which denotes the minimum competency standards that students are expected to meet, following the application of this innovative educational model.

The connected type of integrated learning model facilitates a more effective linkage of concepts within social studies disciplines, thereby significantly augmenting students' comprehension and subsequently enhancing their motivation and engagement levels

during the learning process. This approach stands in stark contrast to conventional learning methods, which often lean toward a more passive format that does not adequately create opportunities for students to actively participate and engage in their educational experiences.

Consequently, the implications of this research underscore the notion that the connected integrated learning model can serve as a highly effective, holistic, authentic, and meaningful alternative for elevating the quality of education, particularly within the context of social studies subjects, thereby fostering a more enriched learning environment for students.

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