

THE USE OF INTEGRATED LEARNING MODEL IN INDONESIAN LANGUAGE: AN ANALYTICAL STUDY OF THE EFFECTIVENESS OF LEARNING PROCESS IN THE MERDEKA CURRICULUM ERA

Christanto Syam^{*)1}, Chairil Effendy², Martono³, Yudhistira Oscar Olendo⁴, Zakarias Aria Widyatama Putra⁵

¹Program Magister Pendidikan Bahasa Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tanjungpura, Pontianak, Indonesia; christanto.syam@fkip.untan.ac.id

²Program Magister Pendidikan Bahasa Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tanjungpura, Pontianak, Indonesia; chairil.effendy@fkip.untan.ac.id

³Program Magister Pendidikan Bahasa Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tanjungpura, Pontianak, Indonesia; martono.@fkip.untan.ac.id

⁴Program Studi Pendidikan Seni Pertunjukan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tanjungpura, Pontianak, Indonesia; yolendo@fkip.untan.ac.id

⁵Program Studi Pendidikan Seni Pertunjukan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tanjungpura Pontianak, Indonesia; zakarias.aria@fkip.untan.ac.id

^{*)}Corresponding author; E-mail addresses: christanto.syam@fkip.untan.ac.id

ARTICLE INFO

Article history:

Received January 04, 2024

Revised February 03, 2024

Accepted February 16, 2024

Available online February 28, 2024

Keywords: integrated learning, Merdeka curriculum, Indonesian language

Copyright ©2024 by Author. Published by Lembaga Pengembangan Pembelajaran, Penelitian, dan Pengabdian Masyarakat Universitas PGRI Mahadewa Indonesia

learning model used by the instructor is effective and efficient, as indicated by the preparation for the organized learning evaluation and alignment with the learning objectives. It should be a source of worry and adaptation for other Indonesian language instructors who wish to continue working with integrated learning models that have the features of learning models in the Merdeka curriculum period.

INTRODUCTION

There are many different ways to teach writing short stories in senior high school, including approaches, strategies, and techniques. One of these is using media that includes short films;

according to study (Indriani, 2023), this greatly enhanced students' capacity to produce short narrative texts in the final exam, resulting in results that were above average. In a different situation, students may also learn to write short tales by using the metaphor learning strategy as an alternative. This method allows students to explore a variety of concepts while also gaining information and coming up with original solutions for their stories (Samiaji, 2023). Similar to Iran (Arjmandi & Aladini, 2020), research on the Short Story Oriented Strategy (SSOS) can help students find, guess, and comprehend language as well as effectively store and internalize it in their thoughts. Consequently, having imaginative teachers who are always looking for fresh approaches to cutting-edge instruction to ensure that student achievements are likewise reflected is a sign of excellent short story writing instruction. The link in this research is that educators may use a variety of learning models, such as integrated learning models, to incorporate short story writing instruction in the classroom.

According to Enung et al. (2022), the integrated learning model comprises a range of educational activities that enable students, either independently or in groups, to actively explore and discover topics from diverse scientific viewpoints in a comprehensive and genuine manner. As such, integrated learning may be considered a model for learning activities due to its efficacy in assisting students in discovering established linkages and the most recent knowledge available in everyday activities (Dewi et al., 2022). Essentially, the integrative thematic concept is the rationale behind the integrated learning approach. When integrated learning is present in academic topics, it may be imparted through an integrated theme bond. This means that hearing, speaking, reading, and writing abilities can be merged with attempts to develop short story writing abilities not only within the context of Indonesian language courses but also across several disciplines. Students who internalize an integrated learning paradigm are thought to develop autonomous, imaginative, and inventive personalities (Elizar, 2019).

The Merdeka Curriculum has, in fact, been implemented according to the features of the integrated learning model. In keeping with the qualities of a meaningful integrated learning model, which in this instance influences students' learning experiences, the Merdeka Curriculum's primary implementation philosophy is to free students or be student-centered (Oktavia & Dixon, 2021). The integrated learning approach may be adaptable when it comes to the Merdeka Curriculum idea, allowing a topic to be connected to students' lives and the environments they experience both at home and at school (Rohmadi, 2023). Cognitive, emotional, and psychomotor learning are the three areas of learning that may be greatly impacted by strengthening the integrated learning model to contextualize environmental situations (Putri et al., 2022). Investigating the efficacy of the educational process in the age of the Merdeka curriculum is a major undertaking. Because it makes use of all five human senses, the integrated learning model for Indonesian language courses with short story writing content may be maximized with regard to the psychomotor learning element, or skills. In order to develop all these abilities and make them into a motivating factor for obtaining greatness in short story writing, it is the teacher's responsibility to be imaginative and inventive.

It is predicted that educators will be able to use integrated learning methods to help students write short stories. In order to instill a strong desire in students to learn how to write short stories, teachers must imaginatively create, execute, and assess learning models that integrate all facets of language proficiency. The skills of speaking, listening, and reading may be combined to create writing skills (short tales). Students must be able to locate sources of

inspiration that leave a lasting effect on them in order to complete the established assignment of writing short stories. The act of watching and listening to the inspiration source is one way to do this; another is to have conversations with other individuals or groups, which may eventually lead to the discussion of a certain subject or theme (Andayani, 2020). Likewise, reading a variety of sources might inspire oneself, which will motivate one through the entire process of creating a short tale.

It is thus vital to determine the efficacy of an integrated learning model used in short story writing at SMA N 4 Pontianak in this study. Since students require a vivid imagination to produce short tales, teachers—who serve as the catalyst and illustrators in the classroom—need to be thoroughly researched. Integrated learning approaches have been developed and implemented in Indonesian language courses by Indonesian language instructors at SMA N 4 Pontianak. In light of the usefulness of integrated learning models in Indonesian language courses, more research into their application to the instruction of short story writing is imperative. The results of study on the development of short story writing abilities by Kramat High School students are presented in previous studies with the same topic (Mulyaningsih, 2017; Supiadi et al., 2023) addressing the use of an integrated model in learning to write Islamic short tales. The distinction between this research and others is that the former gives priority to an investigation of the efficiency of teachers' use of integrated learning models in terms of planning and execution, particularly during the Merdeka curriculum era.

METHOD

This research's disclosure of the study employed a qualitative, descriptive technique in the form of a survey. According to Sukmadinata and Nana (2011), the descriptive technique employed in this study reveals data based on words, pictures, and people's actions rather than numbers. The review of the efficacy of the application of integrated learning models is gathered and presented narratively. In the meanwhile, using survey data that includes survey criteria, a description of the complicated situation, and the direction of future study is known as qualitative data with survey (Sukmadinata & Nana, 2011). The data sources were SMA Negeri 4 Pontianak City students who participated in short story writing learning activities and Indonesian language teachers who used an integrated learning strategy to teach students how to write short tales. The research data included the short story writing exercises that SMA 4 Pontianak City's Indonesian language instructors conducted using an integrated learning paradigm, as well as the short story writing exercises that SMA Negeri 4 Pontianak City students took part in.

In this study, picture cameras, tape recorders, field data logbooks, observation tools and lists, and survey lists were employed as research instruments (Sumandya & Widana, 2023). Researchers also used data gathering approaches to carry out direct communication and in-depth interviews with instructors and students of SMA Negeri 4 Pontianak who carried out and participated in learning activities related to writing short stories. Triangulation procedures, which include using several methods of data gathering to acquire clear data from related or identical sources, were employed to assess the validity of the data. Lastly, the interactive model of Miles and Huberman (Miles & Huberman, 2014) was employed by the researchers for data analysis. This approach methodically begins with data collecting, condenses it, presents it, and draws conclusions. The collected data (field notes, interview transcripts, recordings, observation transcripts, and survey results) served as the foundation for the data analysis. Additionally, the gathered data was condensed, meaning that each data point's conclusions were chosen and narrowed down in great detail. The condensed data is

then examined in terms of the efficacy of utilizing integrated learning models for Indonesian language topics with short story writing material, with a particular focus on the research debate and features of planning and execution. Ultimately, the information is utilized to make inferences, and researchers also employ interpretation to make the data more transparent and related.

RESULTS AND DISCUSSION

Lesson Planning for Short Story Writing with Integrated Learning Model

The teacher's capacity to create a lesson plan for students learning to write short tales is recognized based on an evaluation of the module. The review was centered on the elements of the teaching module, which comprised the following: 1) learning objectives; 2) learning media; 3) assessment; and 4) information and additional learning resources. After the instructional module, the outcomes were rated as follows: 1 for none/inappropriate, 2 for incomplete/partially appropriate, and 3 for complete/complete. The phrase RPP (learning implementation plan) in the 2013 curriculum has been replaced by the usage of teaching modules, as already indicated in advance. In order to meet the established competence criteria, teaching modules are one of the learning tools or learning designs that are based on the relevant curriculum (Izzah Salsabilla et al., 2023).

Learning goals form the foundation of the process and outcomes of the teacher-prepared teaching module for writing short tales, which is utilized as a guide in the Indonesian language learning process at SMA Negeri 4 Pontianak. Regarding how the Learning Objectives are organized in the Teaching Module component, it is in line with the skills and the desired process and learning results. The findings show items that follow the protocol, and there is a somewhat adequate evaluation for the desired learning objectives. The outcomes of the conformance item evaluation with the fundamental competences, however, are perfectly acceptable. The integrated learning paradigm is followed by the Teaching Module portion of the learning goals that Indonesian language instructors have prepared. Learning media is the subject of the following section of the Teaching Module component review. The following are the survey questions that pertain to choosing learning media: 1) Conformity with educational goals; and 2) Conformity with instructional resources and scientific methodology. Reviewing the items in line with the learning objectives led to complete compliance; reviewing the things in line with the scientific methodology and the learning materials produced only partial compliance. The scientific approach item's learning media selection component has not been methodically designed.

Assessment is the next part of the instructional module. Several survey items are included in this component, such as: 1) compliance with authentic assessment procedures and formats; 2) compliance with competence accomplishment indicators; 3) appropriateness of answer keys with questions; and 4) suitability of scoring guidelines with questions. The items of conformity with the methods and formats of authentic assessment, as well as the appropriateness of the answer key with the questions, are referred to as the review with partially appropriate results; on the other hand, the competency achievement indicators and the appropriateness of the scoring guidelines with the questions are referred to as the review with fully appropriate results (Widana et al., 2023). The review's findings on the assessment component items were only partially acceptable as there are still Indonesian language instructors who do not follow the guidelines for genuine assessment, and incorrect answer keys were used when creating the questions. Additionally, the last part of the teaching module

includes information and learning references, which include the following: 1) appropriateness with scientific techniques and learning materials; 2) suitability with student characteristics; and 3) suitability with learning objectives. The information and learning reference component's examination of all of the items yielded findings that were completely suitable, indicating that integrated learning has been designed by Indonesian language instructors.

When evaluating the training module created by Indonesian language instructors, the excellent evaluation with a score of 89 (based on a Likert scale) is shown. The Teaching Module of Indonesian Language topic also includes integrated learning components for the following areas: 1) speaking; 2) hearing; 3) reading; and 4) reading. Additionally, each of these abilities is specifically designed with the students' first-hand experience in short story writing in mind. In listening skills, students can read and discuss friend-written short tales, debate friend-written short stories, and share own life experiences. In the meanwhile, speaking skills assessments call for students to: 1) describe the qualities of short tales; 2) share personal experiences; 3) read and discuss short stories written by peers. Students can read short stories written by friends thanks to the reading skills component. Writing abilities are the final component that exemplifies the outcome of integrated learning. Here, students are able to: 1) choose a short story's theme; 2) create an outline, or synopsis; and 3) expand the idea into a short tale fragment.

Implementation of Short Story Writing Learning

Following the creation of the teaching module, the instructor carries out the instruction of writing short tales in compliance with the set lesson plan. All learning components must be implemented by teachers in the same manner that the Teaching Module specifies (Rokhmawati et al., 2023). The learning scenario consists of three main components that the instructor must implement: the introduction, the core, and the close. These components are organized into a systematic, procedural, and integrated unit. Items on perception, motivation, and the delivery of skills and activity plans are included in the introduction (Ratnawati, 2020). The instructor has completed the introduction tasks in a methodical and cogent manner, according to observations collected during the activities. The observation covered the following topics: 1) relating the material being studied to the students' experiences or prior knowledge; 2) posing thought-provoking questions; 3) outlining the advantages of the material; 4) illustrating a concept from the lesson; 5) outlining the skills the students will acquire; and 6) outlining activity plans that involve doing individual or group work and making observations.

The next noted feature is found in the section on core activities, which includes the following: 1) mastery of learning materials; 2) application of educational learning strategies; 3) application of the scientific method; 4) use of learning resources and learning media; and 5) student involvement in the learning process. Two aspects of applying the scientific method that were not carried out by Indonesian language teachers were identified based on observations made during the core activities. These two aspects were helping students analyze and encouraging them to reason (use logical and systematic thought processes). The final observational component of the learning process occurs during the final exercises (Purnadewi & Widana, 2023). Using proper and acceptable language throughout learning and closing learning are all part of the closing actions. The teacher has executed every element of the closing activities, as per the observation. These elements include: 1) using written language correctly and fluently; 2) using oral language clearly and fluently; 3) involving students in reflection or summarizing; 4) administering written or oral tests; 5) gathering

work for a portfolio; and 5) carrying out follow-up by giving instructions for the next activity and enrichment tasks.

A rating of AB (very good) with a score of 95 is attained when the outcomes of observations on the application of learning are evaluated. The integration of listening, speaking, reading, and writing abilities; and 2) the integration of competency features demanded of students are the two main components of the implementation of an integrated learning model when implementing short story writing learning. Concerning the listening, speaking, reading, and writing skills, the following results arise from their integration: In order to complete the following tasks: 1) students listen, speak, and read short stories written by their friends; 2) students describe the qualities of short stories; 3) students share personal experiences; and 4) students choose topics and create outlines into short story fragments (reading and writing). The integration of competency aspects that are expected of students comprises the following: 1) speaking ability (students explain or mention life experiences); 2) listening ability (students listen to other students read short stories); 3) reading ability (students read short stories); and 4) writing ability (students write short stories). in the meantime.

The Effectiveness of Integrated Learning Model in Short Story Writing and its Relevance in the Merdeka Curriculum Era

The integrated learning strategy proved to be efficacious when it came to teaching short story writing. The learning process and the outcomes that students achieve demonstrate the efficacy. The following statements demonstrate the learning process and outcomes that students achieved when they used an integrated learning approach to learn how to write short stories: 1) The percentage of students who completed the task of explaining personal experiences was 87.50 percent; 12.50 students selected the inactive option; 2) When creating an outline, or synopsis, the percentage of active students was 93.75 percent; 06.25 students selected the inactive option; 3) When creating short stories using the outline, the percentage of active students was 96.88 percent; 03.12 students selected the inactive option; and 4) When reading short stories, the percentage of active students was 100%. Based on the outcomes of the short story writing exercise, students have met all the requirements for a short tale (character, plot, and setting). Students are still not entirely satisfied with the language portion (linguistic style) of their work, however. In terms of language choice, pupils have also met all requirements. Students have not been partially gratified in the technical component of the narrative, but they have all been fulfilled in the exposure of character speech. Put differently, there are positive outcomes from creating short tales. This demonstrates the efficacy of teaching short story writing using an integrated learning methodology (Sukendra et al., 2023).

Analytical research demonstrates the continued relevance and efficacy of the integrated learning model approach to Indonesian language instruction in the context of the Merdeka curriculum. This shows that an integrated learning approach has been used to develop the abilities required for the 21st century, particularly with regard to the 4C skills (Syam et al., 2022). Through the disclosure of writing stories based on personal experiences, an integrated learning model also develops students' direct experience. This can help students become more imaginative when they write poetry and short stories (Khairunnisa, 2022). This can help students become more creative so they are prepared to follow the Merdeka curriculum. Although the Merdeka curriculum emphasizes the teacher's function as a facilitator, this position is not wholly essential because students' psychological preparation for learning requires that their self-readiness be encouraged (Putra, 2023). As a result, even with the

Merdeka curriculum era, the integrated learning approach remains very effective and relevant when used for Indonesian language classes that require short story writing.

CONCLUSION

Even with short story writing assignments, integrated learning models remain an efficient and successful teaching tool when included into the Merdeka curriculum for Indonesian language classes. Learning activities demonstrate the collaborative role that educators and students have in integrating integrated learning into the production of short tales. If teachers design and execute their lessons carefully, students' reading, listening, speaking, and writing skills will be able to absorb the integrated learning model for short story writing more successfully. Additionally, this helps develop students' skills, particularly in the 4Cs (creativity, critical thinking, communication, and teamwork), so they may meet the requirements of the Merdeka curriculum by continuing to strengthen both hard and soft skills. In order to further investigate the applicability and efficacy of their usage in bridging the 2013 Curriculum period with the Merdeka Curriculum, this research should serve as a link for other researchers who own learning model objects.

ACKNOWLEDGEMENTS

Thank you to the Principal of SMA N 4 Pontianak who permitted us to conduct this research. Thanks also to Indonesian language instructors at SMA N 4 Pontianak who are willing to be observed during the teaching activity in the class.

BIBLIOGRAPHY

- Andayani, N. K. (2020). Upaya meningkatkan aktivitas dan penguasaan huruf hiragana melalui team games tournament (TGT) berbasis kartu read and punishment. *Indonesian Journal of Educational Development*, 1(1), 52-60. <https://doi.org/10.5281/zenodo.3760436>
- Arjmandi, M., & Aladini, F. (2020). Improving EFL learners' vocabulary learning through short story oriented strategy (SSOS). *Theory and Practice in Language Studies*, 10(7), 833–841. <https://doi.org/10.17507/tpls.1007.16>
- Dewi, W. P., Ramadhiani, D. A., Mukarromah, K., Rahayu, M., & Aeni, A. N. (2022). Efektifitas pelaksanaan pembelajaran terpadu di sekolah dasar selama pandemi covid-19 berdasarkan perspektif guru. *Jurnal Cakrawala Pendas*, 8(1), 82–93. <https://doi.org/10.31949/jcp.v8i1.1918>
- Elizar, E. (2019). Pembelajaran terpadu dan urgensinya dalam pengembangan karakter anak sekolah dasar. *Edukasi Lingua Sastra*, 17(2), 1–12. <https://doi.org/10.47637/elsa.v17i2.35>
- Enung, N., Rahmawati, M., Nuri, Putri Andiani, & Fitria, Aliyah Himatul. (2022). Penerapan metode pembelajaran terpadu tipe nested di kober bahari mandiri usia 3-4 tahun. *Jurnal Ilmiah Perkembangan Anak Usia Dini*, 1(2), 135-146.
- Indriani, E. (2023). Pembelajaran menulis teks cerpen dengan menggunakan media film pendek di SMK PGRI Cikoneng. *Diksatrasia: Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia*, 7(1), 16–21. <https://doi.org/10.25157/diksatrasia.v7i1.8602>
- Izzah Salsabilla, I., Jannah, E., & Keguruan dan, F. (2023). Analisis modul ajar berbasis kurikulum merdeka. *Jurnal Literasi Dan Pembelajaran Indonesia*, 3(1), 33–41. <https://jurnal.fkip.samawa-university.ac.id/JLPI/article/view/384>
- Khairunnisa, K. (2022). Meningkatkan kemampuan menulis puisi siswa menggunakan metode field trip. *Indonesian Journal of Educational Development (IJED)*, 2(4 SE-), 617–627.

- <https://doi.org/10.5281/zenodo.6204338>
- Miles, M., & Huberman, A. (2014). *Qualitative data analysis: an expanded sourcebook*.
- Mulyaningsih, A. F. I. (2017). Penerapan model terpadu dalam pembelajaran menulis cerpen Islami. *Journal Indonesian Language Education and Literature*, 1(2), 207–220.
- Oktavia, Y. H., & Dixon, H. (2021). Implementasi pembelajaran terpadu dalam peningkatan kualitas pendidikan : tinjauan literatur sistematis. *Jurnal Kajian Pendidikan Dasar*, 6(2), 154–158. <https://doi.org/doi.org/10.26618/jkpd.v6i2.5573>
- Purnadewi, G. A. A., & Widana, I. W. (2023). Improving student's science numeration capability through the implementation of PBL model based on local wisdom. *Indonesian Journal of Educational Development (IJED)*, 4(3), 307-317. <https://doi.org/10.59672/ijed.v4i3.3252>
- Putra, Z. A. W. (2023). Analisis restrukturisasi kognitif sebagai peningkatan rasa percaya diri pada pianis pemula di La Music Course Pontianak. *Jurnal Pendidikan dan Konseling*, 5(2), 3213–3218. <https://doi.org/https://doi.org/10.31004/jpdk.v5i2.13795>
- Putri, V. M., Andini, S. R., & Fitria, Y. (2022). Analisis model shared pada pembelajaran tematik terpadu di sekolah dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5445–5452. <https://doi.org/10.31004/edukatif.v4i4.3302>
- Ratnawati, K. (2020). Penerapan model pembelajaran berbasis proyek pada pembuatan strip komik untuk meningkatkan kemampuan menulis bahasa inggris. *Indonesian Journal of Educational Development*, 1(3), 481-495. <https://doi.org/10.5281/zenodo.4286867>
- Rohmadi, S. (2023). *Pembelajaran bahasa indonesia yang mengasyikkan dengan metode tematik*. Berita Magelang.
- Rokhmawati, Mahmawati, D., & Yuswandari, K. D. (2023). Perencanaan pembelajaran (meningkatkan mutu pendidik). *Joedu: Journal of Basic Education*, 02(01), 1–16.
- Samiaji, M. H. (2023). *Peningkatan keterampilan menulis cerpen siswa dengan pendekatan metafora*. Badan Pengembangan Dan Pembinaan Bahasa.
- Sukendra, I. K., Widana, I. W., Juwana, D. P. (2023). Senior high school mathematics e-module based on STEM. *Jurnal Pendidikan Indonesia*, 12(4), 647-657. <https://doi.org/10.23887/jpiundiksha.v12i4.61042>
- Sukmadinata, & Nana, S. (2011). *Metode penelitian pendidikan: penelitian memberikan deskripsi, eksplanasi, prediksi, inovasi, dan juga dasar-dasar teoritis bagi pengembangan pendidikan*. PT Remaja Rosdakarya.
- Sumandya, I. W. & Widana, I. W. (2023). *Metode Penelitian Kualitatif dalam Bidang Matematika*. Klik Media.
- Supiadi, E., Sulisty, L., Rahmani, S., Riztya, R., & Gunawan, H. (2023). Efektivitas model pembelajaran terpadu dalam meningkatkan kemampuan berpikir kreatif dan hasil belajar siswa di sekolah. *Journal on Education*, 5(3), 9494–9505.
- Syam, C., Olendo, Y. O., & Putra, Z. A. W. (2023). Pemanfaatan prosedur stimulasi bagi guru bahasa Indonesia. *Academy of Eduation Journal*, 14(2), 1318–1327. <https://doi.org/10.47200/aoej.v14i2.2036>
- Syam, C., Olendo, Y. O., Putra, Z. A. W., & Dewantara, J. A. (2023). Relevansi nilai-nilai Pancasila terhadap ranah pendidikan sebagai penguat keterampilan di abad 21. *Academy of Eduation Journal*, 14(2), 1275–1284. <https://doi.org/https://doi.org/10.47200/aoej.v14i2.2034>
- Widana, I. W., Citrawan, I. W., Sumandya, I. W., Purnadewi, G. A. A. (2023). *Konsep evaluasi pembelajaran terintegrasi profil pelajar Pancasila berbasis kearifan lokal pada siswa berkebutuhan khusus*. Klik Media.