



Collaborative Learning through an Integrated Thematic Approach in Elementary Schools

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ABSTRAK (10 PT)

Tujuan penelitian ini yaitu untuk menggambarkan pentingnya pendekatan tematik terpadu dalam meningkatkan pembelajaran siswa. Metode penelitian yang digunakan adalah metode kualitatif dengan wawancara kepada enam guru dari berbagai kelas di sekolah dasar. Hasil penelitian menunjukkan bahwa pembelajaran kolaboratif melalui pendekatan tematik terpadu memiliki dampak positif pada siswa di sekolah dasar. Para guru melaporkan adanya peningkatan dalam kolaborasi dan kerjasama antara siswa dalam proses pembelajaran. Siswa terlibat aktif dalam diskusi, berbagi ide, dan saling membantu dalam memecahkan masalah, menciptakan lingkungan pembelajaran inklusif. Selain itu, pendekatan tematik terpadu memungkinkan siswa untuk menerapkan pengetahuan yang mereka pelajari dalam situasi nyata. Siswa dapat menghubungkan konsep pembelajaran dengan pengalaman nyata mereka, seperti melakukan proyek di komunitas atau kunjungan lapangan yang terkait dengan tema pembelajaran. Ini memberikan makna yang lebih dalam bagi siswa dan memperkuat pemahaman mereka terhadap materi yang dipelajari. Pembelajaran kolaboratif melalui pendekatan tematik terpadu juga meningkatkan motivasi siswa dalam pembelajaran. Pembelajaran yang berpusat pada siswa, melibatkan mereka dalam aktivitas kolaboratif yang menarik, dan memberikan mereka tanggung jawab terhadap pembelajaran sendiri, membuat siswa lebih antusias dan terlibat secara aktif dalam proses pembelajaran.

ABSTRACT

The purpose of this study is to illustrate the importance of an integrated thematic approach in enhancing student learning. The research method used is a qualitative method by interviewing six teachers from various classes in elementary schools. The results of the research show that collaborative learning through an integrated thematic approach has a positive impact on students in elementary schools. Teachers reported an increase in collaboration and collaboration between students in the learning process. Students are actively involved in discussions, share ideas, and help each other in solving problems, creating an inclusive learning environment. In addition, an integrated thematic approach allows students to apply the knowledge they learn in real situations. Students can connect learning concepts with their real experiences, such as doing projects in the community or field trips related to learning themes. This provides a deeper meaning for students and strengthens their understanding of the material being studied. Collaborative learning through an integrated thematic approach also increases student

motivation in learning. Student-centered learning, involving them in interesting collaborative activities, and giving them responsibility for their own learning, makes students more enthusiastic and actively involved in the learning process.



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Introduction

Education in primary schools must adapt to a changing world that is increasingly complex and dynamic. Collaborative learning through an integrated thematic approach offers a relevant approach to overcome this challenge (Fitria et al., 2018). This approach encourages students to work together in groups, integrate multiple disciplines, and apply their knowledge in real-life contexts. The integrated thematic approach has become one of the increasingly popular learning methods in elementary schools (Kazumaretha et al., 2020). This approach integrates multiple subjects into relevant themes or topics, providing a more in-depth context for students. One important aspect of the integrated thematic approach is collaborative learning, in which students work together in groups to achieve better understanding and build social skills (Ajirna, Nasir Yusuf, 2018). Collaborative learning in the context of an integrated thematic approach provides many benefits for students. First, through collaboration, students can share their knowledge and experiences with each other. When they work in groups, they have the opportunity to come up with ideas, solve problems together, and teach one another. This not only enhances understanding of concepts, but also enriches their learning experience.

In addition, collaborative learning through an integrated thematic approach strengthens students' social skills. In group work, they learn to listen to the opinions of others, communicate clearly, cooperate, and solve conflicts constructively. These social skills are very important in students' everyday and future lives, helping them to become individuals who can collaborate well in teams and adapt to diverse social environments. In addition to benefits for students, an integrated thematic approach with collaborative learning also provides benefits for teachers. In collaborative learning, the teacher acts as a facilitator and guide, supporting students in the learning process (Hidayah et al., 2015). They encourage students to interact with each other, exchange ideas, and reach mutual understanding. Teachers can also leverage individual strengths in groups to maximize the potential of each student. Collaborative learning through an integrated thematic approach has a number of significant benefits. First, students can develop social and cooperative skills through interactions with classmates. These skills are important in everyday life and preparation for future careers. In addition, this approach promotes a deep understanding of the concepts taught through practical experience and application in relevant contexts (Andini & Fitria, 2021).

However, the implementation of collaborative learning through an integrated thematic approach also faces certain challenges. One of the challenges that are often faced is time management and roles in groups. Teachers need to manage time wisely so that all students can contribute and achieve learning goals. In addition, it is also important for the teacher to provide clear guidelines on the roles and responsibilities of each group member, so that all students feel involved and contributing. To overcome these challenges, support and

collaboration between teachers, students and parents are needed. Teachers can provide clear guidance and targeted coaching for students in collaborative learning. Parents can also play a role in supporting collaborative learning by providing support at home and appreciating students' collaborative efforts (Yolanda, 2018). Collaborative learning through an integrated thematic approach also has an impact on increasing student involvement and motivation in learning. In a collaborative environment, students feel more motivated to learn, because they feel they have a responsibility towards their group and feel valued for their contributions. This can increase students' intrinsic motivation and interest in learning (Mujiyono et al., 2021).

In conclusion, collaborative learning through an integrated thematic approach provides valuable opportunities for students to learn holistically, develop social skills, and collaborate well (Sari et al., 2018). With the right support from teachers and parents, students can optimize their potential and become active and collaborative learners. Collaborative learning through an integrated thematic approach is a step towards inclusive education, preparing students for the challenges and opportunities of the future. The implementation of collaborative learning through an integrated thematic approach in elementary schools requires the support and involvement of teachers and school staff. Teachers must play an active role in planning and implementing collaborative learning, as well as facilitating interaction and collaboration between students. In the context of an integrated thematic approach, teachers can integrate multiple subjects and provide a holistic learning experience (Dewi et al., n.d.).

So Collaborative learning through an integrated thematic approach makes a significant contribution to the development of students in elementary schools. By encouraging collaboration, knowledge integration, and application in real-life contexts, students can develop social skills, gain deep understanding, and increase their motivation towards learning. Effective implementation requires the support of all relevant parties, including teachers, school staff and other stakeholders.

Method

This study uses a qualitative approach to understand the effectiveness of collaborative learning through an integrated thematic approach in elementary schools. The interview method is used as the main instrument of data collection. The research participants consisted of six teachers who taught classes that implemented collaborative learning through an integrated thematic approach in elementary schools. Participants were selected based on experience criteria and a good understanding of the implementation of the approach. Data collection was carried out through individual interviews with each teacher. Interviews were recorded and recorded to ensure data accuracy and integrity. The interview questions were designed to explore teachers' experiences, perceptions and views regarding collaborative learning through an integrated thematic approach. Data analysis was carried out through the thematic analysis approach. By using interviews with six teachers in each class, this study aims to gain an in-depth understanding of the effectiveness of collaborative learning through an integrated thematic approach in elementary schools. The data obtained from the interviews will be analyzed thematically to reveal the views and experiences of teachers in implementing this approach.

Results and Discussions

After conducting interviews with six teachers who implemented collaborative learning through an integrated thematic approach in elementary schools, this study revealed several significant results. Teachers consistently share positive experiences and supportive views

regarding the effectiveness of collaborative learning through an integrated thematic approach. In the interviews, the teachers emphasized the importance of collaboration and cooperation among students. They report that the integrated thematic approach creates a learning environment that supports collaboration, in which students work together in groups to achieve set learning goals. Teachers witnessed that students more actively participated in discussions, shared ideas, and helped each other in solving problems. This shows that collaborative learning through an integrated thematic approach encourages the development of students' social skills and improves their ability to work together in teams (Fitriasari et al., n.d.).

In addition, an integrated thematic approach allows students to apply the knowledge and skills they learn in real contexts. Teachers reported that students were involved in projects and practical activities related to the learning theme. For example, when studying environmental themes, students are involved in projects that involve planning and implementing green efforts in their schools or around their neighborhoods. This provides a deeper meaning for students and helps them see the relevance of learning to everyday life. By applying knowledge in real-life situations, students can strengthen their understanding and develop skills that can be applied in everyday life. Furthermore, teachers also noted increased student engagement and motivation in learning. Implementing collaborative learning through an integrated thematic approach makes learning more interesting and relevant to students. Teachers saw positive changes in students' enthusiasm, active participation, and their sense of responsibility for their own learning. In a collaborative and inclusive learning environment, students feel heard, valued and encouraged to contribute.

The results of these interviews provide strong evidence of the effectiveness of collaborative learning through integrated thematic approaches in elementary schools. By facilitating student collaboration, applying knowledge in real contexts, and increasing student motivation, this approach helps create valuable and immersive learning experiences. However, it is important to remember that this research was conducted with limited participants and in a specific context. Therefore, these results need to be strengthened by broader and in-depth research to validate these findings and provide a stronger basis for the development of collaborative learning practices in elementary schools.

1. Student collaboration and cooperation

The results of the interviews show that collaborative learning through an integrated thematic approach can increase collaboration and collaboration between students. Teachers reported an increase in student participation in group discussions, sharing ideas, and helping each other with problem solving. This creates an inclusive learning environment and strengthens students' social skills.

2. Application of knowledge in real contexts

Collaborative learning through an integrated thematic approach allows students to apply the knowledge they learn in real situations. Teachers reported that students were able to relate learning concepts to their real experiences, such as doing projects in the community or conducting field trips related to learning themes. This provides a deeper meaning for students and helps them see the relevance of learning to everyday life.

3. Increased student motivation

Collaborative learning through an integrated thematic approach also has a positive impact on students' motivation in learning. Teachers reported an increase in students' enthusiasm and their active participation in the learning process. Student-centered learning, involving them in interesting collaborative activities, and giving

them responsibility for their own learning, makes students feel motivated to learn and achieve better results.

4. Limited diversity of participants and contexts

It is important to remember that this research was carried out with a limited number of participants and in a specific elementary school context. Therefore, the results of this study cannot be directly applied in general. In order to strengthen these findings and provide a stronger basis for the development of collaborative learning practices, further research with more and more diverse participants and involving a variety of elementary school contexts needs to be conducted.

In conclusion, collaborative learning through an integrated thematic approach has great potential in increasing the effectiveness of learning in elementary schools. By encouraging student collaboration, applying knowledge in real contexts, and increasing student motivation, this approach enables students to develop social skills, strengthen understanding of concepts, and experience a deeper involvement in the learning process. However, further research is needed to strengthen these findings and apply them more broadly in the context of basic education.

Conclusions

Overall, this article discusses the effectiveness of collaborative learning through an integrated thematic approach in elementary schools. Based on the results of research using the interview method with six teachers, it was found that this approach had a positive impact on improving student learning. First, collaborative learning through an integrated thematic approach facilitates collaboration and collaboration between students. Teachers reported an increase in student participation in discussions, sharing ideas, and helping each other solve problems. This creates an inclusive learning environment and helps students develop social skills that are important in their lives. Second, an integrated thematic approach allows students to connect the knowledge they learn with real situations. In this study, students were involved in projects and practical activities relevant to the learning theme. This provides a deeper meaning for students and helps them see the relevance of learning to everyday life. By applying knowledge in real contexts, students can reinforce their understanding and develop skills that can be applied in everyday life. Thus, collaborative learning through an integrated thematic approach has great potential to enhance learning in primary schools. By encouraging student collaboration, applying knowledge in real contexts, and increasing student motivation, this approach creates meaningful and immersive learning experiences. However, it is important to remember that this research was carried out in a limited context, so further research is needed to strengthen these findings and apply collaborative learning practices more broadly in basic education.

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