



Integrated Teaching Material Development Model through Blended Learning

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Abstract: The integrated learning approach in social studies is often referred to as an interdisciplinary approach. The integrated learning model is essentially a learning system that allows students both individually and in groups to actively seek, explore, and discover concepts and principles in a curriculum and authentic way. One of them is combining Basic Competencies through integrated learning. Students can gain direct experience to increase the power to receive, store, and produce impressions about their learning. Students can gain direct experience through integrated learning to increase the power to receive. Blended learning is a learning process that utilizes various approaches. The approach taken can utilize a variety of media and technology. Learning takes place conventionally (face to face), independently, and independently online. Offline self-study materials are prepared in digital forms, such as CDs, MP3, DVDs, etc. In contrast, online self-study materials are prepared in Mailing Lists, social media, Learning Management Systems (LMS), etc.

Keywords: Blended learning, integrated learning, learning media

Introduction

The current condition of the development of technology and information is increasingly rapid, and the acceleration of access to technology affects people's lives. Even now, technology has a significant influence on education, one of which is the learning system. The global disaster situation of the COVID-19 pandemic also affects the learning system in Indonesia. This situation requires



teaching staff to be innovative in developing learning systems. One of them is an integrated learning system developed in particular colleges in the Social Sciences Education Program, which is not new. Several innovations and curriculum improvements to date continue to be refined according to the needs of the times.

Currently, e-learning programs are becoming a hot topic in education. As technology becomes more sophisticated, it will affect learning methods and will become more sophisticated. Regulations for e-learning have also been discussed by the government, as revealed by the Minister of Education and Culture, saying, "regulations for the implementation of e-learning or online lectures have been issued by the government, especially during the COVID-19 pandemic" (Kebudayaan, 2020).

To switch from a face-to-face learning model or meet in person, then turn online (online) requires a lot of effort and costs. However, this can start with the Blended Learning model. The Blended Learning model combines the advantages of learning carried out face-to-face and virtually.

The integrated curriculum is given by many educators that integrated curriculum is an approach or teaching activity carried out by more than one discipline (Regina, 2015; Dada, 2016; Bajah, 1983; Lam, 2001). According to Chi Chung Lam (2001), integrative learning in Hong Kong became controversial curriculum reforms. This happens because the resources or teachers who play a role here must be more innovative in developing materials using an integrated curriculum. There are several reasons why an integrated curriculum is essential in education, namely: saving time, saving energy, and creating democratic learners. This is in line with the goals of social studies education according to NCSS (Hinde, 2011; Adam, 2018; Mark, 2009).

Research related to the integrated curriculum is still an obstacle and challenge in these two countries, for example, Zimbabwe, Nigeria, and Turkey, even in the United States itself as a developer of social studies or PIPS (Regina, 2015; Dada, 2016; Scuhmacher, 2016; Kahveci, 2015). These obstacles are diverse, originating from students, teachers, schools, school committees, etc.

Theoretical Foundation and Design of Integrated Social Studies Learning Model.
Integrated learning is developed based on progressivism, constructivism,



developmentally appropriate practice (DAP), normative and practical foundations (Depdikbud, 1996). The flow of progressivism states that learning should take place naturally, not artificially. Learning at school is not like the real world, so it does not give meaning to most students.

Integrated learning is also developed according to constructivism. Constructivism learning theory is a new cognitive learning theory in educational psychology which states that students have to find out for themselves. If they want the information to be theirs, they transform complex information, check new information with old rules, and revise it if the rules do not fit again.

According to this school of thought, cognitive development is a process in which children actively build systems of meaning and understanding of reality through their experiences and interactions by continuously assimilating and accommodating new information. In other words, constructivism is a theory of cognitive development that emphasizes the active role of students in building their understanding of reality (Slavin, 1994).

According to this theory, the teacher cannot just provide knowledge to students. Students must build their knowledge in their minds. Teachers can facilitate this process by allowing students to discover and apply their ideas and consciously use their strategies for learning. Teachers can give students stairs that lead students to a higher understanding, in a way that students themselves have to climb (Slavin, 1994).

The principle of developmentally appropriate practice (DAP) emphasizes that learning must be adapted to age and individual development, which includes the development of students' cognitions, emotions, interests, and talents. Meanwhile, integrated learning is also based on a normative basis and a practical basis. The normative basis requires that integrated learning be carried out based on the ideal outcome of the learning objectives. While the practical basis expects that integrated learning is carried out by taking into account practical situations and conditions that affect the possibility of its implementation achieving optimal results.

Curriculum integration is an innovation to increase the value of the curriculum offered in schools. The integrated curriculum is based on a holistic view of



learning and recognizes the need for learners to see a more detailed picture. Curriculum integration is a pedagogical approach to help students build connections within and across disciplines (Abagi, Kiminza, 2000; Magoma, 2016). In addition, it was also explained that the integrated learning model "returned" to its position when the competency-based curriculum (KBK) was implemented with another package, also known as the thematic learning model. According to Joni T.R (1996: 3), integrated learning is a learning system that allows students, both individually and in groups, to actively seek, explore and discover scientific concepts and principles holistically, meaningfully, and authentically. Integrated learning will occur if authentic events or exploration of topics/themes become the controller in learning activities. By participating in the exploration of these themes/events, students also learn the process and content of several subjects simultaneously.

In line with the opinion above, according to Prisetley (2009), integrated learning is learning that begins with a particular subject or theme that is associated with other topics. Certain concepts are associated with others, which are carried out spontaneously or planned in one field. Study or more, and with various children's learning experiences, learning becomes more meaningful. According to Collins (Hadisubroto, 2000), integrated learning occurs when an authentic event or exploration of topics is the driving force in the curriculum. By participating in the event/topic exploration, students simultaneously learn the processes and content relating to more than one curriculum area.

When it is associated with the level of child development, integrated learning is a learning approach that pays attention to and adjusts the giving of concepts according to the level of child development. The approach departs from learning theory which rejects the drill-system as the basis for forming children's intellectual structure and knowledge (Heni, 2000). According to Sukandi, et al. (2001), integrated teaching is intended as a teaching activity by combining the material of several subjects in one theme. Thus, teaching and learning activities can be implemented by teaching the subject matter presented at each meeting. Integrated learning as a concept can be said as a teaching and learning approach that involves several fields of study to provide meaningful experiences to students. It is meaningful because, in integrated learning, children will understand the concepts they learn through direct observation and relate them to concepts they understand.



Integrated learning will occur if a natural occurrence or exploration of a topic is at the core of curriculum development. By playing an active role in this exploration, students will learn teaching materials and the learning process of several fields simultaneously. In the statement, it is clear that as a driver in the implementation of integrated learning is through topic exploration. In the exploration of the topic, a specific theme is raised. Learning activities occur around the theme and then discuss the main concepts related to the theme.

The basic principles of integrated learning are (1) having an actual theme, (2) being close to the world of students, (3) having something to do with everyday life, and (4) needing to consider student characteristics, such as interests, abilities, needs and prior knowledge. The combined subject matter does not need to be too forced. Materials that cannot be combined do not need to be combined (Sahinkaya & Aladag, 2009; Bumen, 2001).

Themes become a unifying tool for diverse material from several subject matters. Thus, in integrated teaching, it is necessary to choose material from several possible and interrelated subjects so that the selected materials can reveal the theme in a meaningful way. But remember that the presentation of such enrichment materials needs to be limited by referring to the learning objectives because, after all, integrated teaching must not conflict with the objectives of the applicable curriculum, it must support the achievement of the learning objectives contained in the curriculum. From the pattern of integration of Fogarty (1991) regarding the integrated learning model, Priestly (2009) said that three models are considered feasible to be developed and easy to implement informal education (primary education). The three models in question are the connected model, the webbed model, and the integrated model.

Integrated Learning Model Connected. Fogarty (Priestly, 2009) suggests that the connected model is an integration model between fields of study. This model integrates a concept, skill, or ability developed in one subject or sub-subject associated with concepts, skills, or abilities in other subjects or sub-subjects in one field of study. Linkages can be held spontaneously or planned. Thus, learning becomes more meaningful and effective. In other words, the connected type of integrated learning is learning that is done by linking one subject to the next, linking one concept to another, linking one skill to another, and can also relate the day's work to another or the next day in one field of study (Hadisubroto, 2000).

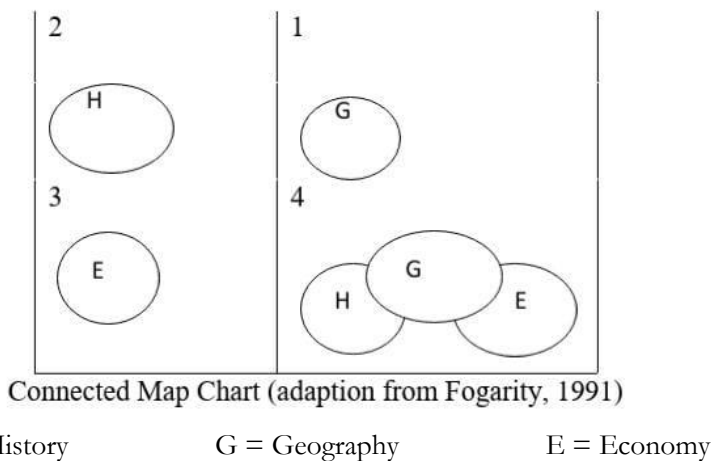


Figure 1. Connected Map Chart

The integration of the ideas learned is contained in one semester or one quarter with the next semester or quarter into a unified whole. The example diagram illustrates the connected type integrated learning above.

Integrated Learning Model Webbed. Webbed integrated learning is integrated learning that uses a thematic approach. This approach is developed by determining a particular theme. Themes can be determined by negotiation between teachers and students, but they can also be done through discussions with fellow teachers. After the theme is agreed upon, the sub-themes are developed by considering their relation to the fields of study. From these sub-themes, learning activities that students must do are developed. The following Figure 2 is an illustration of Webbed-type integrated learning, as follows.

Integrated Learning Type Integrated. This model is integrated learning that uses an interdisciplinary approach. This model is attempted by combining fields of study by setting curricular priorities and finding overlapping skills, concepts, and attitudes in several fields of study. In this model, related and overlapping themes are the last things teachers want to find and choose in the program planning stage. The first time the teacher selects the concepts, skills, and attitudes taught in one semester from several fields of study, then selects several concepts, skills, and attitudes that have close and overlapping relationships among various fields of study.

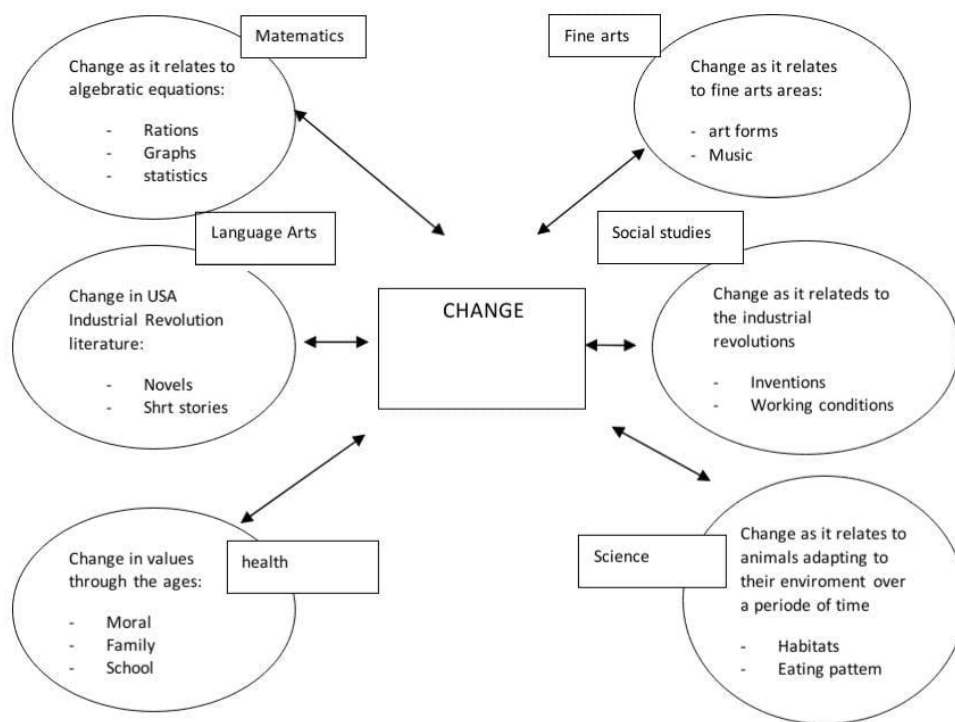


Figure 2. Webbed Map Chart

Integrated-type of integrated learning is a type of integrated learning that uses an interdisciplinary approach, combining fields of study by setting curricular priorities and finding overlapping skills, concepts, and attitudes (Fogarty, 1991). In this type, related and overlapping themes are the last thing the teacher wants to achieve and choose in the program planning stage.

At the initial stage, the teacher should form a team between fields of study to select the concepts, skills, and attitudes taught in a particular semester for several fields of study. The next step is to select several concepts, skills, and attitudes closely related and overlapping several study fields. Integrated study areas such as mathematics, natural science, arts, languages and social studies.

The focus of integration is on a number of learning skills that a teacher wants to train their students in a learning unit for the achievement of subject matter (*content*). According to Fogarty (1991), the learning skills include thinking skills, social skills, and organizing skills.

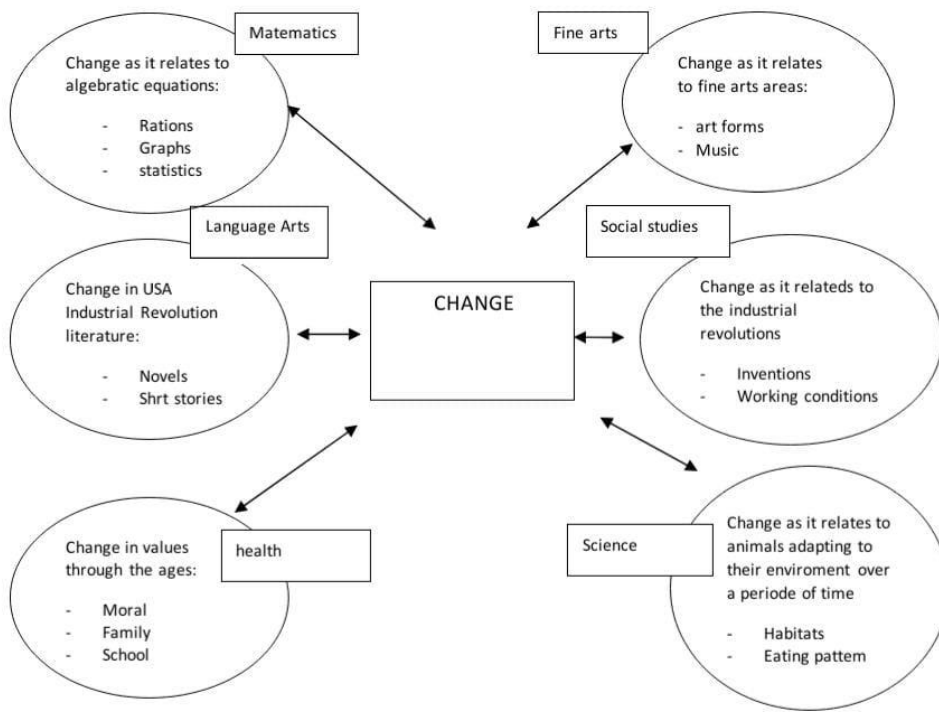


Figure 3. Map of Material Integration and Thinking Skills, Social Skills and Organizing Skills (Fogarty, 1991).

Nested Integrated Learning Model. The nested type of integrated learning (nested) integrates curriculum within one discipline, explicitly focusing on integrating several learning skills that a teacher wants to train to their students in one learning unit to achieve subject matter (content). The learning skills include thinking skills, social skills, organizing skills (Fogarty, 1991).

The steps of Nested-type integrated learning follow the stages that are passed in each integrated learning which includes three stages, namely the planning stage, the implementation stage, and the evaluation stage. The characteristics of the subjects become the basis for this initial activity. As the example given by Fogarty (1991) for the types of social and language subjects can be combined thinking skills with social skills. As for the subjects of science and mathematics, it can be combined with thinking skills and organizing skills. The sub-skills that can be combined through the Nested model are shown in Table 1.

Table 1. Elements of Thinking Skills, Social Skills, and Organizing Skills.

Thinking Skill	Social Skill	Organized Skill
Prediction	Attentive listening	Web
Inference	Clarifying	Venn diagram
Hypothesize	Paraphrasing	Flow chart
Compare/contras	Encouraging	Cause-effect-circle
Classify	Accepting ideas	Agree/disagree
Generalize	Disagreeing	chart
Prioritize	Consensus seeking	Grid/matrix
Evaluate	Summarizing	Concept map
		Fishbone

Source: Fogarty (1991)

Design of Social Studies Integrated Learning Model in Curriculum. One of the main principles in Curriculum 13 is to give full attribution to school agencies to design and plan their learning according to the conditions and level of school ability. This principle is possible to make schools independent as institutions that are considered to know very well about the conditions and characteristics of students, school management, and learning facilities and infrastructure. Thus, the analysis of the needs and carrying capacity of the school automatically becomes a reference and consideration in the preparation, design, and planning of learning.

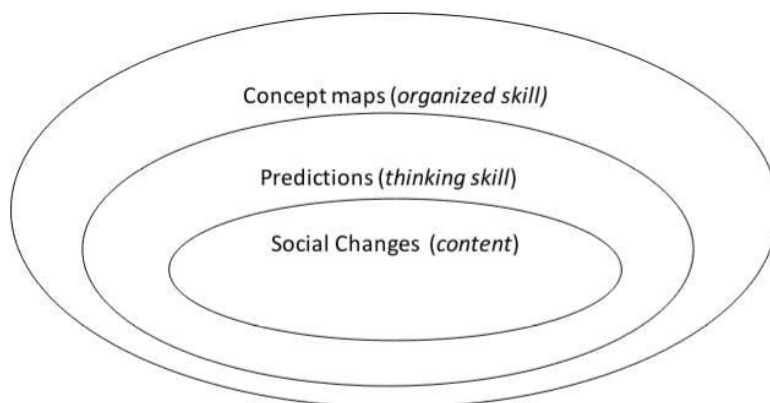


Figure 4. An example of a Nested model for social studies subjects



The government only stipulates signs for other school institutions describing and developing their learning. The signs are in the form of Competency Standards and Basic Competencies. Competency Standards and Basic Competencies are curriculum results from reflection, thought, and review of the previously applicable curriculum. This new curriculum is expected to help prepare students for future challenges. Competency Standards and Basic Competencies aim to provide skills and expertise to survive in conditions full of changes, competition, uncertainty, and complexity in life. This curriculum is structured to create graduates who are competent, intelligent, build social integrity, and embody a national character.

In implementing Competency Standards and Basic Competencies, various studies have been carried out that improve the efficiency and effectiveness of services and development due to educational innovation. As a form of efficiency and effectiveness of curriculum implementation, various curriculum implementation models have been developed.

Following the mandate of curriculum 13, that the integrated learning model is one of the curriculum implementation models that is recommended to be applied at all levels of education, applied mainly at the elementary education level, starting from the Elementary School/Madrasah Ibtidaiyah (SD/MI) level to Junior High School (SMP/MTs) but also does not rule out the possibility to be developed at the secondary education level, both for general secondary education (SMA/MA) and vocational secondary education (SMK/MAK). This structure depends on the tendency of materials that have the potential to be combined in a particular theme. This learning model is essentially a learning approach that allows students both individually and in groups to actively seek, explore, and discover concepts and principles holistically and authentically (Depdikbud, 1996). This learning is a model that tries to combine several subjects (Beane, 1995, in Puskur, 2007).

Through integrated learning, students can gain direct experience to add strength to receive, store, and apply the concepts they have learned. Thus, students are trained to find their various concepts studied thoroughly (holistically), meaningfully, authentically, and actively. The way of packaging the learning experience designed by the teacher greatly influences the meaningfulness of the experience for students. A learning experience that shows the connection of conceptual elements will make the learning process



more effective. The conceptual link that is learned with the field of study of the relevant sciences will form a cognitive schema so that the child acquires the wholeness and unanimity of knowledge. The acquisition of learning integrity and a unanimous view of life, the natural world, and life phenomena can only be reflected through integrated learning.

Integrated learning can be packaged with theme or topic about a discourse discussed from various points of view or scientific disciplines that students easily understand and recognize. In integrated learning, a theme or concept is discussed from various aspects of the field of study. For example, in social studies, the theme of urbanization can be discussed from the point of view of the environment and location (geography), social interactions and social changes (sociology), and patterns of livelihoods and human needs (economics), the background of the emergence of urbanization from a time perspective (historical). It is also possible to discuss themes from certain aspects, for example, urbanization in West Java. Thus, through this integrated learning, several relevant concepts to be used as themes do not need to be discussed repeatedly in different fields of study. The time for discussion is more efficient, and the achievement of learning objectives is also expected to be more active.

The achievement of Competency Standards and Basic Competencies of subjects is still carried out following their respective fields of study. However, its implementation in learning schools is still mainly carried out separately. For example, social studies learning are still fragmented in the Competency Standards and Basic Competencies of sociology, history, geography, and economics without any integration in it. This hinders achieving the goal itself, which is formulated based on realities and life phenomena that embody an interdisciplinary approach from aspects and branches of science. This is due, among other things, to:

1. The curriculum itself does not describe an integrated unit but is still separated between fields of science.
2. The teacher's background is a teacher of particular disciplines such as geography, economics, sociology, history, and anthropology in the Social Studies group. Hence, it is tough to carry out learning that combines these disciplines.
3. There are difficulties in dividing tasks and time for each subject teacher for integrated learning.



4. Although integrated learning is not a new thing, teachers in schools are not used to implementing it, so it is "considered" a new thing. Based on the above thinking, in the context of implementing Competency Standards and Basic Competencies as well as to meet learning achievement at the Education Unit Level Curriculum (Curriculum 13) and K-13, a breakthrough in the learning process is needed through the development of integrated learning models at the basic education level and medium. This is important to provide an overview of integrated learning that can be a reference and concrete example in implementing Competency Standards, Core Competencies, and Basic Competencies.

Decisions Models, Strategies, and Integrated Social Studies Learning Methods through Blended Learning. Learning is a system and a process. It is said to be a system because it consists of subsystems that are components of learning. Meanwhile, it is said to be a process because learning consists of three stages, namely planning, learning activities, and assessment and reflection, which are carried out simultaneously on an ongoing basis. The learning components include students, teachers, teaching materials, media and learning tools, evaluation tools, methods that interact functionally to achieve learning objectives. In essence, students have characteristics that must receive attention from teachers, so knowledge is needed about various approaches, models, methods, and skills to choose and use in learning.

Blended Learning grammatically consists of two words, namely Blended and Learning. The word Blend means "mixing to improve quality so that it gets better" (Collins Dictionary), or the formula of a combination or combination alignment (Oxford English Dictionary) (Heinze and Procter, 2006: 236), while learning has a general meaning, namely learning, thus At first glance it means learning patterns that contain elements of mixing or merging between one pattern and another. The question is, what is mixed? Elenena Mosa (2006) said that what was mixed were two main elements, namely classroom learning with conventional face-to-face (classroom lessons) and online learning. This means that conventional learning is usually done in the classroom combined with online learning, both independently and collaboratively, using information and communication technology infrastructure.

Besides Blended Learning, other terms are often used, including Blended e-Learning and hybrid learning. The terms mentioned earlier have the same



meaning, namely blending, mixing, or combination of learning. To more easily understand the difference between these terms, Mainnen (2008) states, "Blended learning has several alternative names, namely mixed learning, hybrid learning, blended e-learning and melted learning (Finnish)." Because this mixed learning model uses more blended e-learning in learning than face-to-face or residential and visiting tutorials, the author uses Blended e-learning. In addition, Heinze (2008: 14) also argues, "A better term for 'Blended Learning' is 'blended Blended e-learning'..." A more popular term is Blended e-learning than Blended Learning in its development. These two terms are the latest educational issues in the development of globalization and Blended e-learning technology. Zhao (2008:162) explains, "The issue of Blended e-learning is difficult to define because it is something new". However, it is pretty tricky to define the meaning of Blended e-learning.

Some experts and professors research blended e-learning and mention the concept of Blended e-learning. In addition, in the research of Sharpen et al. 1 (2006:18), it was found that "many institutions have developed with their language, definitions or typologies of blended practices". According to Ahmed, et al. (2008:1), said: "*Blended Blended e-learning, on the other hand, merges aspects of Blended learning such as web-based instruction, streaming video, audio, synchronous and asynchronous communication, etc. with traditional, face-to-face learning.*" So Blended Learning can be interpreted as a learning process that utilizes various approaches. The approach taken can utilize a variety of media and technology. In simple terms, it can be said that Blended Learning is learning that combines face-to-face (conventional learning, where students and educators interact directly with each other, each can exchange information about teaching materials), independent learning (study with various modules provided) as well as self-study online. Blended learning does not just happen. Some things to consider are the characteristics of the learning objectives we want to achieve, relevant learning activities, and choosing and determining which activities are relevant to conventional and which activities are relevant for online learning.

In learning activities, it is essential to pay attention to student factors so that the learning process takes place effectively. These factors are: actively involving students, attracting students' interest and attention, and individual student characteristics. Students who are actively involved in learning activities are characterized by two activities, namely activities in thinking (minds-on) and activities in doing (bands on). A habituation process is needed for students to

be actively involved in learning activities. In the habituation process, basic skills should be embedded to support student activities in class. As one of the learning components, the teacher has a strategic role in utilizing other learning components so that activities take place effectively and efficiently in learning activities. Teachers have roles and tasks oriented towards learning activities, developing student potential, and providing transfer of learning skills.

Characteristics and Objectives of Integrated Social Studies Learning through Blended Learning. The characteristics of Blended Learning are:

1. Learning that combines various delivery modes, educational models, learning styles, and various technology-based media.
2. As a combination of direct education (face to face), independent learning, and independent learning online.
3. Learning supported by an effective combination of delivery methods, teaching methods, and learning styles.
4. Educators and parents of students have the same critical role, educators as facilitators, and parents as supporters.

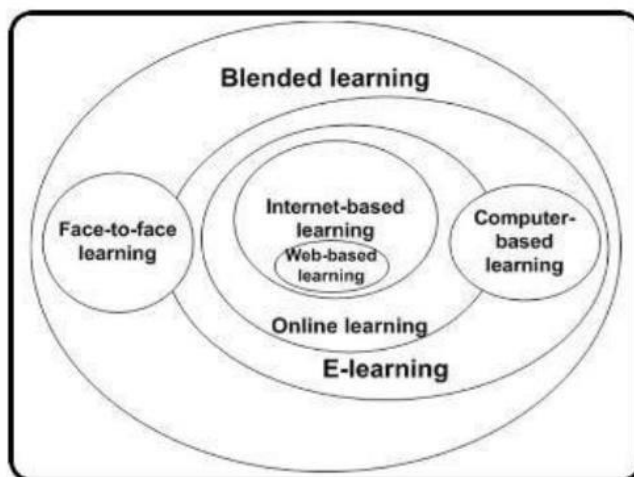


Figure 2. Blended Learning Components
Source: ICT-based learning training module

The objectives of blended learning are:

1. Help educators develop better in the learning process, according to learning styles and preferences.
2. Provide practical, realistic opportunities for independent, rewarding,



and continuous learning for teachers and educators.

3. Increased scheduling flexibility for educators by combining face-to-face and online instruction with the best aspects. Face-to-face classes can be used to engage students in interactive experiences. While online classes provide educators, the online portion provides students with multimedia content rich in knowledge at anytime and anywhere as long as educators have internet access.

The integrated learning approach in social studies is often referred to as an interdisciplinary approach. The integrated learning model is essentially a learning system that allows students both individually and in groups to actively seek, explore, and discover concepts and principles in a curriculum and authentic manner (Depdikbud, 1996). One of them is combining Basic Competencies. Through integrated learning, students can gain direct experience to increase the power to receive, store, and produce impressions about the things they learn. Thus, students are trained to find the various concepts being studied.

Blended learning is a learning process that utilizes various approaches. The approach taken can utilize a variety of media and technology. Learning takes place conventionally (face to face), independently, and independently online. Offline self-study materials are prepared in digital forms, such as CDs, MP3, DVDs, etc. In contrast, online self-study materials are prepared in Mailing Lists, social media, Learning Management Systems (LMS), etc. In the integrated learning approach, learning programs are arranged from various branches of science within the social sciences family. The development of integrated learning, in this case, can take a topic from a particular branch of science, then complement, discuss, expand, and deepen it with other branches of science. Topics/themes can be developed from developing issues, events, and problems. It can form problems that can be seen and solved from various disciplines or points of view, for example, floods, slums, tourism potential, science and technology, social mobility, modernization, revolution discussed from various disciplines of social sciences.

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