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## **ANALYSIS OF THE APPLICATION OF INTEGRATED LEARNING TYPE CONNECTED IN IPS SUBJECTS TO IMPROVE LEARNING OUTCOMES OF GRADE IV ELEMENTARY SCHOOL STUDENTS**

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**Abstract.** This study aims to analyze the impact of connected type integrated learning approach to improve learning outcomes of fourth grade students in social studies subject. The connected type integrated learning approach allows students to connect various concepts in learning materials, thus improving their understanding and learning outcomes. This study used a quantitative method that was designed with experiments and utilized initial and final tests to determine changes in student learning outcomes. The research findings revealed a significant increase in student learning outcomes, with the initial average score of 66.97 rising to 83.03 on the posttest, showing an increase of 24.45% of the total population. In addition to the average score, student involvement in the learning process also increased from 61, 68% to 85, 33%. Based on the above results, it can be concluded that the application of a connected type integrated learning approach is effective in improving student learning outcomes in social studies subjects at SDN 3 Baron, Baron District, Nganjuk Regency. Therefore, this method is recommended to be applied consistently to improve the quality of education and student learning outcomes in elementary schools.

**Keywords:** Integrated Learning Approach, Connected Type, Social Studies, Learning Outcomes, Elementary School

### **Introduction**

Primary school education has a very important role in building the foundation of students' knowledge, social and skills that will be used throughout their lives. One of the subjects that is the focus of social knowledge development is Social Studies (IPS), which provides insight into relationships between individuals, groups, and communities. Social studies is expected to foster a sense of social sensitivity and critical thinking skills of students towards social phenomena around them (Allimah, 2023). Therefore, this learning can improve a deeper understanding for students is very important. One approach that is starting to be applied is integrated learning,

which allows students to understand the material more comprehensively (Sunaryati et al., 2024). Integrated learning, which includes various types, including Connected, is a method that integrates several subjects or concepts in one lesson (O'Neill & Short, 2025). With this type, students are not only taught material separately, but are invited to connect various interrelated concepts. The connected type in learning aims to provide students with a more holistic understanding of the interrelationships between various materials, so that they can understand the broader context in real life (Fatimah et al., 2023; Ginting & Sitompul, 2025). Therefore, the connected type has the potential to significantly improve students' learning outcomes as it helps them relate the knowledge they have learned to their daily life experiences.

In practice, connected type integrated learning can be applied in various subjects, including social studies. This subject often contains interrelated concepts, such as history, geography and economics. With the application of connected type, students are expected to see the relationship between various social phenomena that occur, both in local, national and global contexts. This type can help students to think more critically and analytically about the social events they study, and make them more aware of the issues that occur in society (Purwaningrum et al., 2022; Rohani et al., 2022).

Several previous studies have proven that an integrated learning approach can improve student learning outcomes, both in terms of concept understanding and socialization skills in the community. This integrated learning does not just offer theoretical understanding, but also involves students in activities that combine their cognitive, affective and psychomotor elements. For example, a study by Lusmianingtyas & Sriyanto (2022) suggests that the implementation of integrated learning in social studies subjects can improve students' ability to think critically and solve various problems related to social phenomena. This shows that the implementation of integrated learning, especially the connected type, has the potential to improve the learning achievement of elementary school students.

However, although this learning has been widely applied, the implementation of the connected type in the context of social studies lessons in elementary schools is still limited. Many teachers still apply traditional learning methods that focus more on delivering material separately without linking one concept to another (Fahrudin et al., 2021). This approach causes students to have difficulty in understanding the relationship between concepts, which has an impact on low student learning outcomes. Therefore, it is very important to conduct a more in-depth analysis of how the implementation of connected learning in social studies subjects can provide an increase in student learning achievement in grade IV at the elementary school level.

As one of the steps to solve the problem, this research aims to reveal the implementation of connected type integrated learning approach in social studies subjects in grade IV elementary school and its effect on students' learning achievement. This research is important to conduct because it can provide empirical evidence of the effectiveness of connected learning in improving students' learning achievement, as well as provide a deeper understanding of how to apply this type in

the context of social studies learning. It is hoped that this research can serve as a guide for teachers to implement more effective teaching approaches to improve the quality of education at the primary school level.

This research is expected to contribute to the development of more innovative and efficient teaching approaches to improve student learning outcomes, especially in social studies subjects. By improving the quality of learning, it is expected that students are better able to understand and apply the knowledge they gain in everyday life, and can play an active role in creating a better society. The results of this study are expected to provide advice for teachers and related parties in improving the quality of education at the primary school level.

## **Method**

This research method uses a quantitative approach with an experimental design to analyze the effect of the application of a connected type integrated learning approach on the learning outcomes of fourth grade students in Social Studies subjects. The research location was carried out at SDN 3 Baron, Baron District, Nganjuk Regency. This study involved fourth grade students as research subjects, with a sample size of 30 students selected randomly. The research design used pre-test and post-test to measure changes in student learning outcomes before and after the use of integrated learning with connected type. At the initial stage, students were given a pre-test with the aim of measuring the level of students' knowledge of the social studies material to be taught. After that, integrated learning with connected type was applied in the learning process for three meetings, where students were taught to connect various concepts in the material studied. At the end of the study, students were given a posttest to reveal changes in their learning outcomes after the application of the learning method.

## **Research Result**

This study aims to analyze the effect of the implementation of a connected type integrated learning approach on the learning outcomes of grade IV students in Social Studies subjects. Based on the results of the pre-test and post-test analysis that has been carried out, there is a very significant change in student learning outcomes after using a connected type integrated learning approach. In this initial stage, students were given a pretest to measure their level of knowledge about the social studies material to be taught. The pretest results showed that the average score of students before learning was 66.97. As part of the implementation of connected learning, students were then taught to connect various concepts in relevant social studies materials over three learning meetings. The materials taught included topics related to history, geography, and economics, which were integrated in the context of daily life.

After the implementation of the connected type integrated learning approach for three meetings, students were given a post-test to measure any changes in their learning outcomes. The post-test results showed a significant increase in student

learning outcomes, with the average score increasing to 83.03. Thus, it shows that the application of the connected type integrated learning approach succeeded in improving students' understanding of the social studies material taught.

**Table 1. Average Student Pretest and Posttest Scores**

Test Type	Average Value	Percentage Improvement
Pretest	66,97	24,45%
Posttest	83,03	

Table 1 shows that the average score of students increased by 24.45% from pre-test to post-test. This shows a significant difference in student learning outcomes after the application of an integrated learning approach with a connected type. In addition, this study also observed student learning activities during the learning process. Observations were made using observation instruments that recorded the level of student involvement during the learning process. The observation results showed that students' learning activities increased significantly. In the early stage, before the application of connected type, the level of student learning activity was recorded at 61.68%. After the implementation of connected type integrated learning, the students' learning activity level increased to 85.33%.

**Table 2. Percentage of Student Learning Activities**

Learning Cycle	Percentage of Learning Activities
Before Learning	61,68%
After Learning	85,33%

Table 2 shows a significant increase in student learning activities, so it can be concluded that the approach of implementing connected type integrated learning is not only to improve student learning outcomes but also to increase their involvement in learning activities. The results showed that the application of the connected type integrated learning approach is effective to improve students' learning outcomes in social studies subjects in class IV of SDN 3 Baron, Baron Sub-district, Nganjuk Regency. The application of this learning approach succeeded in improving students' understanding of the material, as well as increasing their activity and involvement in the learning process.

## **Discussion**

Connected type integrated learning is an approach that integrates various concepts in one lesson. In this study, the application of connected type integrated learning approach proved effective to improve students' learning outcomes in Social Studies subject. The results showed a drastic increase in pretest and posttest scores, as well as in student learning activities. This increase can be explained through the understanding that integrated learning helps students link the various concepts they learn, thus creating a deeper and more applicable understanding of the materials taught (Aldani & Tanjung, 2025). One aspect that influences the improvement of learning outcomes is the application of a connected type integrated learning approach that encourages students to recognize the relationship between various concepts in learning materials. This integrated learning allows students to relate new

knowledge to their daily life experiences, so that students not only remember facts, but can also understand how these concepts are interrelated (Mulia & Murni, 2022). This is in line with the view of Nuryadin et al. (2024) who revealed that integrated learning can help students develop critical and analytical thinking by linking various aspects of learning in the context of real life.

The application of connected type can also encourage students' ability to be more proactive in a learning process. In this study, observation of students' activities that showed their level of involvement in learning increased significantly after the implementation of connected learning. Before learning, the level of student activity only reached 61.68%, while after the application of the type, the level of learning activity increased to 85.33%. This increase shows that the connected type does not only focus on improving academic results, but also pays attention to aspects of engagement and motivation in learning (Purwanti et al., 2024).

The increase in student learning activities also indicates that the connected type integrated learning approach is able to form a more active and interactive learning environment. Integrating various concepts, students are invited to be able to think more critically and can reveal social phenomena in their environment. This opinion is in accordance with the opinion of Ritonga & Napitupulu (2024) which states that integrated learning provides opportunities for students to be able to develop skills in critical thinking and social skills through discussion and collaborative problem solving.

In addition, the application of the connected type can improve students' skills in linking knowledge after learning with the context of their lives. Learning that involves various concepts allows students to see the relationship between the topics they study, such as the relationship between history, geography, and economics in social studies lessons. In this way, students are able to understand how these concepts support each other and form a more complete picture of their social world (Faridah et al., 2023).

Although research results have shown that the connected type of integrated learning approach has a positive influence on student learning outcomes, it should be noted that the successful implementation of this type is highly dependent on the teacher's skills in managing learning. Teachers are required to be able to organize materials systematically and connect relevant concepts in each learning topic. According to Satar et al. (2024), teachers who are skilled in managing integrated learning to create a thorough and in-depth learning experience for students, which in turn can improve their learning outcomes.

The use of appropriate learning media also plays an important role in the successful implementation of connected learning. The media used must be able to facilitate students in understanding the relationship between the concepts studied. Visual media, such as diagrams or concept maps, can greatly assist students in seeing the connection between the various topics taught (Anggraini, 2024). Therefore, teachers must determine and utilize tools/media that are in accordance with the content of

the lesson and the characteristics of the students so that the learning process can be carried out properly.

The implementation of connected type integrated learning provides opportunities for students to develop collaborative skills. During the learning process, students often work in groups to discuss and solve problems given by the teacher. This method can create a more interactive and participatory learning environment. According to Rahmawati et al. (2025), learning that involves group work can improve students' communication, cooperation and problem-solving skills. These skills are very important to develop in elementary school as a provision for students' social life in the future.

In addition to the benefits mentioned, integrated learning with connected type can also help students in instilling a sense of responsibility for their own learning. With an approach that is more based on students' active involvement, the connected type gives students the opportunity to explore the material more deeply and connect prior knowledge with real-life situations. This opinion is in line with Vygotsky's theory of constructivism, emphasizing the importance of learning based on experience and social interaction (Vygotsky, 1978).

Although the application of connected learning has many advantages, there are still challenges in its implementation. One of them is the need for careful preparation from the teacher in designing well-integrated learning. Teachers are required to have a deep understanding of the concepts to be taught and how to connect them effectively. In addition, support from the school for teacher training and provision of adequate resources are necessary for the optimal implementation of this learning (Nababan et al., 2025). Overall, the results of this study have shown that the connected learning approach can improve students' learning outcomes in social studies at SDN 3 Baron. The application of this type not only improves students' concept understanding, but can also increase their activity and involvement in the learning process. Therefore, connected learning is highly recommended to be implemented consistently in elementary schools to improve the quality of education and student learning outcomes. Integrated learning with connected type can help students to link various concepts in the material they learn, so that they can understand the relationship between concepts better. It also encourages students to think more critically, increases their engagement in learning, and deepens their understanding of social studies materials. Thus, this learning not only improves students' academic learning outcomes, but also increases their motivation and activity in the learning process.

Based on the results of the research that has been carried out, it can be concluded that the use of an integrated learning approach of the connected type is proven effective to improve student learning outcomes in Social Studies subjects in class IV SDN 3 Baron, Baron District, Nganjuk Regency. The application of this learning approach showed a significant increase in student learning outcomes, which can be seen from the increase in the average score from pre-test to post-test by 24.45%. On the other hand, student learning activities also showed a significant increase, with

the level of student participation increasing from 61.68% to 85.33%. The connected type integrated learning approach facilitates students to connect various concepts in the material taught, so that they can better understand the relationship between concepts. It also encourages students to think more critically, increases their involvement in the learning process, and deepens their understanding of social studies materials. Therefore, this learning not only improves students' academic achievement, but also improves their motivation and activity in the teaching and learning process.

Based on these findings, it is recommended that connected type integrated learning be implemented consistently at the primary school level, especially in social studies, to improve the quality of learning and student achievement. However, the successful implementation of this learning is highly dependent on a teacher's skills in designing and managing learning as well as on adequate resource support from the school.

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