

DETERMINING STRATEGIES AND MEDIA IN INTEGRATED LEARNING

Silmi Nur' Afifah¹, Yuani Tri Astuti², Septa Anggraeni³, Mera Dwi Pratiwi⁴

^{1,2,3,4} Primary School Teacher Education, University Lampung, Indonesia

silminurafifah336@gmail.com¹, yuanitriastuti@gmail.com², septaanggraeni@gmail.com³,
mdwi45997@gmail.com⁴

Abstract

Integrated learning represents a pedagogical approach that seeks to amalgamate a diverse array of subjects into a singular thematic construct, thereby facilitating a comprehensive and contextually rich learning experience that is both engaging and meaningful for students. The identification and implementation of appropriate learning strategies and media are of paramount importance, as they significantly contribute to the overall effectiveness and efficiency of the integrated learning process. In the present article, a literature study methodology is employed to meticulously analyze a wide variety of scholarly sources that pertain to the strategies and media utilized in the realm of integrated learning, with a particular focus on the educational practices employed at the elementary school level. The findings derived from this extensive study illustrate that the application of interactive and collaborative learning strategies, when coupled with multimedia resources and thematic learning media, has a profound ability to enhance student motivation, increase levels of engagement, and ultimately improve learning outcomes within the classroom setting. In summation, it is imperative that the selection of both educational strategies and media be meticulously tailored to align with the distinctive characteristics of the students as well as the specific learning objectives, thereby ensuring that the practice of integrated learning is not only effective but also deeply meaningful in the context of educational development. This nuanced approach underscores the necessity of recognizing the individual needs of learners while striving to create a cohesive educational environment that fosters growth and intellectual curiosity. Therefore, educators must remain vigilant in their efforts to adapt and refine their instructional methods and resources to meet the evolving demands of their students and the educational landscape as a whole.

Article History

Submitted: 29 June 2025

Received: 18 September 2025

Published: 31 December 2025

Keywords: *integrated learning strategies, interactive learning media, thematic learning*

A. Introduction

Integrated learning epitomizes a groundbreaking educational framework that intricately weaves together a multitude of academic disciplines, thereby forming a cohesive subject matter that resonates profoundly with the authentic life experiences of students, and in doing so, significantly amplifies their overall engagement with academic content. This comprehensive and multifaceted approach aspires to equip learners with a well-rounded understanding of the subject matter by striking a delicate balance among the affective, cognitive, and psychomotor dimensions of the educational experience. However, for a substantial number of educators operating within the elementary education sector, the endeavor to pinpoint the most effective learning strategies and the most appropriate media for instruction presents itself as a daunting and formidable challenge.

This complexity is compounded by the diverse and heterogeneous characteristics that are intrinsic to student populations, alongside the limitations imposed by scant educational resources and the unrelenting acceleration of technological advancements,

which invariably exert a significant influence on the overall learning experience. The careful selection of suitable learning strategies and media is of utmost importance, as such decisions have a profound and far-reaching impact on the overall success of integrated learning initiatives. By adeptly employing effective pedagogical strategies, educators can significantly enhance student engagement and motivation, while the strategic utilization of a variety of learning media serves to facilitate a more profound and comprehensive understanding of complex concepts, as highlighted by various studies (LP2AI Unismuh, 2020; Salma, 2020).

When viewed through the lens of integrated learning, students are able to glean invaluable insights into the intricate interconnectedness of various academic disciplines, thus rendering their educational journey more contextualized, meaningful, and holistic, a perspective eloquently articulated by Forgarty (1991). Consequently, educators are confronted with the critical and pivotal decision-making process of choosing between a thematic approach, project-based learning methodologies, or problem-based learning models to effectively facilitate integrated learning.

The meticulous selection and application of learning media, whether they originate from traditional sources or are grounded in technological innovations, must be carefully aligned with the demographic characteristics of the student body as well as the overarching educational objectives that have been established for the learning experience. In this contemporary digital age, technology-enhanced media, including simulations, interactive videos, and various educational applications, have demonstrated exceptional efficacy in addressing the myriad challenges associated with integrated learning within the classroom environment. The judicious selection of appropriate media and instructional strategies not only aids students in achieving their academic aspirations but also cultivates a dynamic, innovative, and enjoyable learning atmosphere that actively encourages participation and engagement.

As a result, it becomes increasingly essential for educators to possess a deep and nuanced understanding of the foundational principles that underpin integrated learning. Additionally, they must be well-equipped with the requisite skills necessary to devise effective learning strategies and select suitable media, thus ensuring that the teaching and learning process unfolds in a seamless and effective manner. Furthermore, this article aspires to explore the various obstacles that are frequently encountered in the implementation of integrated learning methodologies within elementary educational institutions, while concurrently proposing viable and practical solutions to address these challenges effectively.

B. RESEARCH METHODOLOGY

The methodology employed in this research endeavor was a comprehensive literature study that adopted a qualitative approach to thoroughly investigate the subject matter at hand. In the course of this study, a meticulous collection and analysis of national journal articles, along with other pertinent academic sources, were systematically conducted to ensure a robust foundation for the findings. Literature studies are widely recognized as an effective and commonly employed methodology

for the aggregation and examination of data derived from a diverse array of written sources, including but not limited to, journals, scholarly books, and various academic documents, particularly in scenarios where the primary objective of the research is to describe, analyze, and synthesize existing knowledge without the necessity for direct field data collection.

The research process is delineated into several critical stages, including the systematic collection of data, the careful reduction of that data to eliminate redundancies, the organized presentation of the findings, and ultimately, the formulation of conclusions that are drawn from the comprehensive literature review. The principal focus of this investigation centers on the various learning strategies and instructional media that are utilized within the framework of integrated learning approaches in elementary school settings, emphasizing their effectiveness and relevance in contemporary educational practices.

By employing such a thorough and methodical approach, this study aims to contribute valuable insights into the pedagogical strategies that can enhance the learning experiences of young students in an integrated educational environment. Ultimately, the findings of this research are anticipated to serve as a significant resource for educators and policymakers seeking to innovate and improve the landscape of elementary education through informed and evidence-based practices.

C. RESULTS AND DISCUSSION

The curriculum introduced in the year 2013 places significant emphasis on the importance of employing an integrated thematic approach within the realm of basic education, asserting that this method is crucial for the holistic development of learners. According to Kurniawan (2014), the selection of lesson topics is grounded in their pertinence to the real-life experiences and contexts of the students, thereby making the learning process more relatable and meaningful. The overarching objective of each theme is to facilitate a comprehensive understanding among children regarding various subjects in a manner that is not only accessible but also engaging, thereby promoting deeper cognitive engagement. As a result of this innovative approach, students are no longer engaging in learning activities in isolation within their respective subjects; rather, they are now experiencing a more interconnected educational paradigm, where disparate subjects converge into a cohesive thematic unit that enhances overall understanding.

Among the primary characteristics that define this integrated thematic approach are its learner-centered focus, which prioritizes the needs and interests of students, as well as its emphasis on hands-on, experiential learning opportunities that encourage active participation. Furthermore, this methodology significantly diminishes the compartmentalization of subjects, thereby fostering an environment where cross-disciplinary concepts can be integrated seamlessly into the learning experience. Additionally, the framework of integrated thematic learning is designed to allow educational outcomes to evolve in accordance with the diverse interests and needs of the learners, which serves to further enrich the educational experience. These

distinctive features serve to differentiate the integrated thematic approach from traditional educational models, which often tend to be fragmented and disjointed in their delivery of content. Majid (2014) articulates that the advantages associated with integrated thematic learning are manifold, encompassing aspects such as the provision of relevant learning experiences that resonate with the realities of the world outside the classroom, the promotion of both social and cognitive development among learners, and the ability to tailor learning activities to align with the specific levels of comprehension exhibited by the students.

Nevertheless, the implementation of this approach also brings to the forefront a series of challenges that must be addressed, including the necessity for a flexible curriculum that can adapt to the evolving educational landscape and comprehensive evaluation methods that accurately reflect student learning outcomes. Moreover, educators are tasked with the critical responsibility of sourcing and managing pertinent information while also ensuring that students are afforded opportunities to showcase their creativity and academic prowess to the fullest extent. Consequently, it is imperative for educators to engage in careful deliberation regarding the needs and characteristics of their students when selecting appropriate learning materials and media that will facilitate effective teaching and learning experiences.

Ahmadi (2014) underscores the importance of transparency in the selection of learning media, asserting that educators should engage in a thorough comparison of the various media options available to them and provide clear explanations for the media they ultimately choose, thus enabling a more focused and effective learning process. Furthermore, the successful implementation of integrated learning necessitates that educators maintain a degree of flexibility within their instructional designs, allowing for the learning experiences to not only adhere to the established curriculum but also resonate with the contextual realities of the surrounding environment. In doing so, educators must demonstrate the ability to adapt the themes they introduce to address current issues and the local needs of their students, which in turn can significantly enhance students' sense of ownership and engagement with the material they are studying.

One of the principal advantages of the integrated learning model, as posited by Sukandi et al. (2001), is the utilization of real-world topics that are directly relevant to the lives of students, serving as a foundation for the integration of various subject matters into a cohesive learning experience. Consequently, this approach enables students to not only acquire foundational knowledge but also to develop practical skills and gain meaningful learning experiences that extend beyond the confines of the classroom. Learning activities can thus be meticulously tailored to align with the interests and needs of students, fostering both intellectual curiosity and emotional investment in their educational journey.

Thematic, inquiry-based, cooperative, and collaborative project methodologies represent a selection of integrated learning strategies frequently employed in educational settings, which underscore and prioritize the active engagement and involvement of students within group activities, discussions, and exploratory

undertakings. When students are actively engaged in the learning process, such as through participation in dynamic discussions and collaborative projects, the educational experience becomes significantly more meaningful, relevant, and directly applicable to their daily lives, fostering a deeper connection between academic content and real-world contexts. Furthermore, it is of utmost importance that learning strategies are meticulously customized to meet the unique needs of individual learners as well as the specific characteristics of the learning environment in which they are situated. The research conducted by Shintawati (2022) elucidates that the successful implementation of integrated learning initiatives is profoundly contingent upon the preparedness and capability of educators to select appropriate strategies and media that align with their instructional objectives. To ensure that the strategies selected can be effectively executed, it is imperative that a supportive and nurturing school environment is established, facilitating both teacher and student engagement in the learning process.

In the realm of integrated learning, the incorporation of blended learning and flipped classroom methodologies has increasingly gained traction in alignment with the rapid advancements in technology that define the modern educational landscape, as evidenced by the findings of Oktaviana and Dewi (2022). By leveraging digital technologies, educators are afforded the opportunity to conduct real-time evaluations and enhance the overall effectiveness of the learning experience, thus optimizing educational outcomes (Fitria & Komalasari, 2025). This progression underscores the critical importance of evolving and developing new pedagogical methods and media to ensure that integrated learning remains pertinent and responsive to the contemporary needs of society and the educational sector. The capacity of educators to engage in reflective practice and systematically evaluate the learning process serves as a significant determinant of the effectiveness of integrated learning strategies. Educators who are adept at conducting ongoing assessments will find themselves well-equipped to adapt the instructional strategies employed in response to the dynamic nature of the classroom environment and the diverse needs of their students. Moreover, fostering student involvement in the design and selection of learning activities can further enhance engagement and motivation. The selection of appropriate media within integrated learning contexts plays a crucial role in augmenting educational outcomes, as suitable media resources can facilitate students' comprehension of abstract concepts in a more contextualized and tangible manner.

Research conducted by Zulfa et al. (2020) indicates that a sequential integrated learning model, particularly when combined with engaging media such as interactive puzzles, has the potential to significantly enhance student motivation and academic performance. The incorporation of visual media and enjoyable hands-on activities contributes to making complex material more accessible and memorable for students. In addition to this, the use of visual and audiovisual media, including interactive animations and instructional videos, has proven to be highly effective in assisting students in comprehending the interconnections between various topics within the curriculum (Yasminda & Komalasari, 2025). By encouraging interactive media engagement, students are provided with opportunities to collaborate and engage in

meaningful dialogue with their peers through group discussions and exploratory activities. This collaborative approach allows students to develop a more comprehensive understanding of the material being studied. Therefore, the judicious use of appropriate media not only serves to elevate student achievement but also contributes to creating a vibrant and enjoyable classroom atmosphere conducive to learning. From a constructivist perspective articulated by Piaget (1972), it is posited that relevant and contextual learning experiences are fundamental in actively constructing knowledge. Consequently, the role of media in integrated learning becomes exceedingly significant, particularly in the contexts of inquiry-based learning, collaborative projects, and thematic simulations.

In the digital age, the significance of technology-based media continues to grow exponentially in its capacity to support integrated learning initiatives. By harnessing educational applications, online learning platforms, and a plethora of other digital educational resources, educators are able to provide a wide array of diverse and interactive learning content designed to engage students in meaningful ways. However, it is essential that educators remain cognizant of the challenges posed by the digital divide or disparities in technological access, as addressing this issue must be prioritized to ensure all students have equitable opportunities for optimal learning experiences. The utilization of interactive media—including images, videos, audio, and various forms of digital content—serves to enhance integrated thematic learning and aids educators in delivering material in both visual and auditory formats. Furthermore, the implementation of thematic-based learning management systems has been demonstrated to assist educators in better integrating cross-curricular material, thereby fostering a more interconnected and holistic approach to education.

Integrated learning serves to not only enhance educational outcomes but also to foster an inclusive, innovative, and profoundly meaningful learning environment by adeptly integrating suitable strategies alongside diverse media. This pedagogical approach empowers educators to effectively accommodate the myriad learning styles exhibited by students, thereby significantly boosting their engagement and comprehension of the subject matter being taught. The overall efficacy of integrated learning is inherently reliant on the collaborative efforts of educators, along with the resolution of various technical challenges that may arise in the process. It is imperative that educators from different disciplines come together to collaboratively design integrated themes, define achievement indicators, and develop comprehensive assessments. Such collaboration not only enriches the educational materials available to students but also facilitates the establishment of a nurturing and inclusive learning culture within educational institutions.

Nevertheless, there exist a multitude of challenges associated with the effective utilization of learning media within this integrated framework. These challenges encompass, but are not limited to, the inherent limitations present in technological infrastructure as well as the potential shortcomings in educators' abilities to proficiently manage and utilize various media. In order to surmount these obstacles, it is essential for educators to engage in professional development that focuses on the selection and

integration of media that align with the distinctive needs of their learners. To fully realize the potential of this integration of strategies and media, it is crucial for schools and policymakers to extend their support, ensuring that educators are equipped with the necessary resources and training to implement these innovative approaches effectively (Neliti, 2017; Salma, 2020).

In an effort to improve the effectiveness of integrated learning, the following solutions can be used as a reference in determining learning strategies and media, including:

1. Analyzing the needs and characteristics of students Educators need to understand the needs, interests, and characteristics of students before determining learning strategies and media. This is to ensure that the strategies and media chosen are truly relevant and effective.
2. Selecting a variety of learning strategies Apply various integrated learning strategies such as thematic, inquiry, cooperative, collaborative projects, blended learning, and flipped classrooms. The selection of these strategies can be adjusted to the material, learning objectives, and classroom conditions.
3. Use appropriate and diverse learning media Choose learning media that supports the integration of material, such as visual media, audiovisual media, interactive animations, learning videos, interactive puzzles, and digital applications and platforms. The media must be tailored to the theme and needs of the students so that learning is more interesting and easier to understand.
4. Transparency and Reflection in Media Decisions Educators need to compare several available media, explain the reasons for choosing certain media, and conduct regular reflection and evaluation to ensure the effectiveness of the media used.
5. Collaboration Among Educators Educators from various subjects must work together in designing integrated themes, achievement indicators, and assessments. This collaboration is important to ensure the integration and continuity of learning.
6. Utilization of Digital Technology Utilize digital technology such as learning applications, online platforms, and Learning Management Systems (LMS) to enrich learning content and interaction. However, ensure that access to technology is available equally to avoid disparities.
7. Support from Schools and Policy Makers Schools and policy makers need to provide adequate infrastructure, training, and support for educators to optimally manage learning strategies and media. Continuous Evaluation and Adjustment Periodically evaluate the strategies and media used, and make adjustments based on the evaluation results and the dynamics of student needs.

D. CONCLUSION

Based on a review of the literature, it can be concluded that the success of education in elementary schools is greatly influenced by the selection of appropriate strategies and learning media in integrated learning. Approaches such as thematic,

inquiry, cooperative, and project-based approaches have been shown to increase student activity, motivation, and critical and creative thinking skills. The choice of various learning media, both conventional and digital technology-based, helps students understand concepts in a more tangible, contextual, and interesting way. Collaboration among stakeholders, school infrastructure support, and educators' readiness in planning strategies and selecting appropriate media all greatly influence the successful implementation of integrated learning. Continuous support from schools, the government, and the community in the form of training, provision of facilities, and development of educator learning communities is needed. The main obstacles faced include limited technological infrastructure, lack of teacher training, and availability of relevant teaching materials. Therefore, incorporating effective learning strategies and media into integrated learning can create an interactive, collaborative, and holistic learning environment. This will maximize the cognitive, affective, and psychomotor development of students.

E. DAFTAR PUSTAKA

- Agustiani, S. A., Syarif, C. R., & Asmawati, L. (2021). Implementasi Pembelajaran Tematik Terpadu Melalui Pemanfaatan Media Powerpoint Untuk Meningkatkan Aktivitas Dan Hasil Belajar Peserta Didik. *Jurnal Pendidikan Dan Pembelajaran*, 7(3), 45-56.
- Al Muhayani, A., Suryani, N., & Sari, R. (N.D.). *Model Integrated Dalam Pembelajaran Terpadu*. Jurnal Ilmiah Pendidikan.
- Destrilia, S.Pd. (2020). *Penggunaan Media Pembelajaran Multimedia Dalam Pembelajaran Tematik Terpadu*. Jurnal Pendidikan Dasar, 5(2), 123-130.
- Fogarty, R. (1991). *The Mindful School: How To Integrate The Curricula*. Palatine, Il: Iri Skylight Publishing.
- Helmalia Evi , Dkk. (2024). Pemanfaatan Media Pembelajaran Dalam Pembelajaran Tematik Terpadu Di Sekolah Dasar. *Awwaliyah: Jurnal Pgm Volume 7 Nomor 1 Tahun 2024 P-Issn: 2621-5446 E-Issn: 2656-7296*
- Iai Tabah. (2023). *Pemanfaatan Media Pembelajaran Dalam Pembelajaran Tematik Terpadu*. Jurnal Pendidikan Islam, 5(2), 55-63.
- Kemendikbud. (2020). *Panduan Implementasi Pembelajaran Tematik Terpadu*. Jakarta: Direktorat Jenderal Pendidikan Dasar Dan Menengah.
- Kemendikbud. (2020). *Panduan Pembelajaran Tematik Terpadu Di Sekolah Dasar*. Jakarta: Kementerian Pendidikan Dan Kebudayaan Republik Indonesia.
- Komalasari, M. D. (2025). Strategi Penggunaan Media Interaktif Untuk Memaksimalkan Proses Belajar Di Sekolah Dasar. *Basicedu Journal*, 5(1), 22-34. .
- Lp2ai Unismuh. (2020). *Pedoman Penetapan Strategi, Metode, Dan Media Pembelajaran*. Makassar: Universitas Muhammadiyah Makassar.
- Lp2ai Unismuh. (2020). *Pengembangan Strategi Dan Media Dalam Pembelajaran Tematik Di Sekolah Dasar*. Makassar: Lembaga Penelitian Dan Pengabdian Kepada Masyarakat Unismuh.
- Majid, A. (2014). *Pembelajaran Terpadu*. Bandung: Remaja Rosdakarya.
- Marcelina, S., Et Al. (2021). *Pengembangan Strategi Pembelajaran Terpadu Pada Sekolah Dasar*. Jurnal Pendidikan Terpadu, 3(1), 67-75.
- Neliti. (2017). *Penerapan Model Pembelajaran Terpadu Dalam Meningkatkan Hasil Belajar Peserta Didik*. Jurnal Pendidikan Indonesia, 4(2), 89-97.
- Oktaviana, P. D., & Dewi, K. P. (2022). Strategi Pembelajaran Daring Berbasis Multimedia Saat Pandemi Covid-19 Di Sd Muhammadiyah Noyokerten. *Fundamental Pendidikan Dasar*, 3(2), 67-79.
- Piaget, J. (1972). *Psychology And Pedagogy*. Viking Press. Retorika Unm. (2021).

- Pengembangan Strategi Pembelajaran Terpadu Di Sekolah Dasar*. Makassar: Universitas Negeri Makassar.
- Retorika Unm. (2021). *Strategi Pembelajaran Terpadu Menyimak Dan Berbicara*. Makassar: Universitas Negeri Makassar.
- Salma, N. (2020). "Efektivitas Media Pembelajaran Interaktif Dalam Meningkatkan Hasil Belajar Peserta Didik Sekolah Dasar", *Jurnal Pendidikan Dasar Nusantara*, 5(1), 33– 41.
- Salma, N. (2020). *Implementasi Pembelajaran Terpadu Dalam Meningkatkan Kualitas Belajar*. *Jurnal Pendidikan Dasar*, 6(3), 112-120.
- Saputra, D. S., Et Al. (2020). *Model Pembelajaran Terpadu Untuk Meningkatkan Kompetensi Peserta Didik*. *Jurnal Ilmiah Pendidikan*, 8(4), 200-210.
- Shintawati. (2022). Studi Implementasi Pembelajaran Terpadu Di Sdit Ummul Quro Bogor. *Educate Journal*, 10(1), 15-28.
- Simargolang Zahriyah, Dkk. (2024). Strategi Meningkatkan Motivasi Belajar Peserta Didik Melalui Model Pembelajaran Terpadu Di Sekolah. *Jurnal Pendidikan Islam Indonesia*, Volume 00, Issue 01, September 2024.
- Susanti, W., & Kurniawan, D. (2021). Penggunaan Lms Berbasis Tematik Untuk Pembelajaran Terpadu Di Sekolah Dasar. *Jurnal Inovasi Pendidikan Dasar*, 9(1), 54– 66.
- Uniba Balikpapan. (2023). *Analisis Penerapan Pembelajaran Terpadu Tipe Webbed Terhadap Minat Literasi Peserta Didik*. *Jurnal Pendidikan*, 9(1), 34-42.
- Yasminda, F. I. A., & Komalasari, M. D. (2025). Strategi Penggunaan Media Interaktif Untuk Memaksimalkan Proses Belajar Di Sekolah Dasar. *Basicedu Journal*, 5(1), 22–34.
- Yusri, M., Zainuddin, M., & Rahmah, S. (2021). "Penerapan Strategi Pembelajaran Terpadu Berbasis Digital Untuk Meningkatkan Keterlibatan Peserta Didik", *Jurnal Teknologi Pendidikan Dan Pembelajaran*, 9(2), 112–120.
- Zulfa, E., Nuroso, H., & Reffiane, F. (2020). Keefektifan Model Pembelajaran Terpadu Tipe Sequenced Berbantu Media Puzzle Terhadap Hasil Belajar Peserta Didik. *Jurnal Pendidikan*, 8(2), 101-110.