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IMPLEMENTATION OF THE INTEGRATED LEARNING MODEL TO ENHANCE CONCEPTUAL UNDERSTANDING AND THE CHARACTER OF RESPECTING DIFFERENCES AMONG ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aimed to analyze the effectiveness of implementing the integrated learning model in integrating Civics, Social Studies, and Mathematics for second-grade elementary school students. The research employed Classroom Action Research (CAR) conducted in three meetings involving 18 students of grade II SD VITA in the 2025/2026 academic year. Data were collected through observation, students' worksheets, reflective activities, pre-test and post-test scores, and documentation. Data analysis was carried out descriptively qualitative and quantitative by comparing students' learning outcomes and participation during the learning process. The results showed that the implementation of integrated learning successfully improved students' cognitive achievement and social character. The average pre-test score increased from 72.2 to 90.8 in the post-test. In addition, students demonstrated better collaboration, empathy, and appreciation for differences through group discussions and contextual data visualization activities. The integration of local wisdom and concrete learning media also enhanced students' engagement and understanding. Therefore, the integrated learning model proved to be effective in creating meaningful, contextual, and holistic learning experiences for elementary school students.

Keywords: integrated learning, data processing, respect for differences

Abstrak: Penelitian ini bertujuan untuk menganalisis efektivitas penerapan model pembelajaran terintegrasi tipe integrated dalam menghubungkan muatan Pendidikan Pancasila, IPS, dan Matematika pada siswa kelas II sekolah dasar. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam tiga kali pertemuan dengan melibatkan 18 siswa kelas II SD VITA tahun ajaran 2025/2026. Teknik pengumpulan data dilakukan melalui observasi, LKPD, refleksi siswa, dokumentasi, serta tes awal dan tes akhir. Analisis data dilakukan secara deskriptif kualitatif dan kuantitatif dengan membandingkan hasil belajar serta partisipasi siswa selama proses pembelajaran. Hasil penelitian menunjukkan bahwa penerapan pembelajaran terintegrasi mampu meningkatkan hasil belajar dan karakter sosial siswa. Nilai rata-rata siswa meningkat dari 72,2 pada pre-test menjadi 90,8 pada post-test. Selain itu, siswa menunjukkan peningkatan sikap kolaboratif, empati, dan kemampuan menghargai perbedaan melalui kegiatan diskusi kelompok dan visualisasi data kontekstual. Penggunaan media konkret dan integrasi kearifan lokal juga membuat pembelajaran lebih menarik dan bermakna. Dengan demikian, model pembelajaran terintegrasi efektif digunakan untuk menciptakan pengalaman belajar yang holistik, kontekstual, dan relevan bagi siswa sekolah dasar.

Kata kunci: pembelajaran terintegrasi, pengolahan data, menghargai perbedaan

Background

The current condition of learning in elementary schools, particularly in second grade, is still often challenged by the fragmented delivery of subject matter. Students learn numeracy skills in Mathematics lessons but frequently lose the social context behind them, and the same occurs when studying topics in Civics. This fragmented subject based approach contradicts the fundamental developmental characteristics of elementary school children, who tend to think holistically and require integrated learning experiences (Octavia, 2020). In practice, students' understanding of "self-identity and differences" often remains limited to memorizing definitions without genuinely fostering empathy. In addition, instructional delivery is still predominantly teacher centered through one-way lectures. As a result, students are less actively engaged in recognizing the diversity that exists directly around them, particularly within their own classroom environment. Consequently, the potential of mathematics as a simple social analysis tool is often overlooked, making learning less relevant to students' everyday lives.

Various studies have discussed the effectiveness of integrated thematic learning in elementary schools. However, most research has primarily focused on improving cognitive learning outcomes without contextually integrating students' social character development. Previous studies have also tended to connect subjects in a general manner without utilizing authentic data derived from students' own environments as learning resources. Furthermore, the integration of Civics, Social Studies, and Mathematics through simple data visualization remains relatively uncommon in lower-grade elementary school contexts. In fact, the ability to understand social diversity should be instilled from an early age through concrete learning experiences closely related to students' daily lives.

Considering these challenges, the implementation of innovative and interactive learning models has become essential. The model designed in this study is not merely a teaching aid but a bridge connecting abstract concepts with physical realities. Its significance lies in its ability to transform statistical data, often perceived as monotonous, into meaningful narratives about peer diversity. Through an interactive approach, students are no longer passive recipients of knowledge but become “young researchers” who collect, categorize, and compare data related to their own identities. This approach is important in creating a joyful learning environment in which numeracy skills (mathematics) are utilized to strengthen social character. According to (A., Muhammad et al., 2019), meaningful learning connects new knowledge with students’ real-life experiences, enabling cognitive and affective aspects to develop simultaneously.

This study offers novelty through the use of students’ self-identity data as a medium for cross-subject integration aimed at developing numeracy skills alongside the character of respecting differences. This integration is further strengthened through a contextual approach based on the local wisdom of Surabaya, making learning more relevant to students’ social experiences in everyday life. Therefore, this research not only contributes to improving mathematics learning outcomes but also provides practical contributions to strengthening character education in elementary schools.

The learning model applied in this study is Integrated Learning. According to (Muh. Khaerul, 2023), material integration enables students to perceive comprehensive relationships among disciplines, thereby strengthening their retention of learning materials. In its implementation, topics from Civics and Social Studies regarding respect for differences were integrated with Mathematics topics on data presentation using bar charts. Theoretically, data visualization is part of early statistical literacy that supports students’ critical thinking skills (Ridho & Fauzi, 2025). By presenting both physical data (such as height) and non-physical data (such as hobbies), students learn logically that differences are factual realities that should be accepted respectfully. (Ibadullah, 2017) further explained that integrated thematic learning provides opportunities for students to construct their own knowledge through themes closely related to their everyday experiences.

Integrated learning is a learning approach that connects various subjects within a unified theme, making learning experiences more meaningful for students. In the elementary school context, this approach is highly relevant because it aligns with students’ holistic thinking characteristics. According to (Andi, 2019), integrated thematic learning enables students to understand concepts comprehensively because they are not studied separately but interconnected within authentic learning experiences. Similarly, (Aprizan et al., 2024) explained that thematic learning in elementary schools is designed to simultaneously develop

knowledge, skills, and attitudes through the integration of various subject contents. Consequently, students not only gain cognitive understanding but are also able to relate learning to their daily lives.

The integrated learning model of the integrated type emphasizes combining competencies from multiple subjects into a single learning activity. (Munahefi et al., 2023) stated that this model is effective in improving students' literacy because the materials are presented contextually and interrelatedly. Therefore, learning is no longer partial but becomes more meaningful. In practice, integrated learning can also be combined with inclusive and differentiated approaches. (Iryani et al., 2023) demonstrated that integrated learning combined with differentiated instruction can accommodate diverse student characteristics, thereby creating fairer and more equitable learning experiences. (Anwar et al., 2025) further emphasized that teachers play a crucial role in implementing differentiated learning in elementary schools, particularly in designing activities suited to students' varying abilities and interests.

The integration of Civics, Social Studies, and Mathematics represents an implementation of integrated thematic learning. In lessons concerning self-identity and differences, Civics functions to develop attitudes of respect toward diversity, Social Studies helps students understand social identities within their environment, and Mathematics is used to process data related to these differences. According to (Andi, 2019), interdisciplinary integration aims to provide holistic and relevant learning experiences connected to students' lives. In this context, students not only learn theoretical concepts of differences but also process authentic data from their surroundings, for example through categorizing and presenting simple datasets.

(Fharhah et al., 2025) added that integrating mathematical concepts into thematic learning can help students understand abstract concepts through real and familiar contexts. This approach makes mathematics learning more engaging and easier to comprehend. Through such integration, students not only learn to respect differences but also develop logical and analytical thinking skills in data processing. Thus, learning becomes more comprehensive as it encompasses attitudes, knowledge, and skills simultaneously. One of the important objectives of learning in elementary schools is character building, including fostering attitudes of respecting differences. (Jubaedah et al., 2025) explained that integrated thematic learning positively influences students' character formation, such as discipline and independence. (Wibowo, 2024) further noted that integrating character values into Social Studies learning has proven effective in measurably improving tolerance among elementary school students. (Regina et al., 2025) also emphasized that integrated learning models can strengthen students' cooperative character. In the context of learning about differences,

learning activities involving interaction among students can cultivate mutual respect and collaboration. Therefore, integrated learning not only focuses on academic aspects but also plays a significant role in shaping students' character to enable them to live harmoniously within diversity.

Method

This study employed the Classroom Action Research (CAR) method. CAR was selected because it aims to improve the learning process through the implementation of an integrated learning model of the integrated type in enhancing students' knowledge, skills, and attitudes toward respecting differences among second-grade elementary school students.

The learning activities were conducted in Grade II of SD VITA during the second semester of the 2025/2026 academic year. The implementation consisted of three meetings with a total duration of 6 lesson periods (1 lesson period = 35 minutes). The learning process took place in Classroom II C by utilizing the classroom environment as a learning resource, particularly in observing differences in students' self-identities. The research subjects were 18 second-grade students, consisting of 8 boys and 10 girls. In general, second grade students are still at the concrete operational stage of development, making them more capable of understanding concepts through direct experiences and real examples (Nuryati, 2021). The diversity of students' characteristics, both physical and non-physical, such as interests, hobbies, habits, and cultural backgrounds, supported the implementation of learning activities themed around respecting differences.

This classroom action research was conducted through the stages of planning, acting, observing, and reflecting. During the planning stage, the teacher designed integrated learning materials combining Civics, Social Studies, and Mathematics content. In the acting stage, the teacher implemented the integrated learning model through active and contextual learning activities. The observation stage involved monitoring students' activities, participation, and learning outcomes throughout the learning process. Finally, the reflection stage was conducted to evaluate the achievement of learning objectives and the effectiveness of the implemented learning model.

The learning model applied in this study was the integrated learning model of the integrated type, which combines several subject contents into a single sequence of learning activities. According to (Budiono & Hatip, 2023), integrated learning is highly compatible with the Merdeka Curriculum because it can develop students' competencies holistically. The learning strategies employed included an integrated thematic approach through observing, questioning, experimenting, and communicating activities, as well as active learning through discussions, group work, and presentations.

The learning process was conducted in three interconnected meetings following the stages of Engaged, Explore and Explain, Elaborate, and Evaluate. These stages were designed to create active and meaningful learning experiences, beginning with attracting students' attention through introductory activities, encouraging students to explore concepts through discussion, reinforcing understanding through practical activities, and concluding with reflection and evaluation. These stages align with the principles of integrated thematic learning, which emphasize students' active involvement in gradually and contextually constructing knowledge (Andi, 2019).

Data collection techniques included observation of students' activities, students' work products such as identity cards, data tables, charts, posters, student worksheets, and students' reflections. The collected data were analyzed using qualitative and quantitative descriptive techniques. Qualitative analysis was conducted by describing students' activities, participation, and attitude development throughout the learning process. Quantitative analysis was carried out by calculating the average pretest and post-test scores to determine improvements in learning outcomes after the implementation of the integrated learning model.

Result and Discussion

Result

In the first meeting, the teacher used self-identity cards illustrated and created directly by the students. These cards were then displayed on the classroom walls and became the primary visual media supporting collaborative observation activities. This approach proved effective because students were highly enthusiastic about viewing their classmates' cards and actively began comparing various personal characteristics. During the second meeting, the data collected from the identity cards were transformed into simple tables and bar charts using ordinary stationery on HVS paper. This medium was intentionally selected to ensure students' direct involvement in the creation process. The completed works were displayed in the classroom as a collaborative learning gallery. The use of concrete media such as these aligns with the characteristics of lower grade elementary students who are still in the concrete operational stage and therefore understand concepts more easily through real objects and direct experiences. In the third meeting, student groups created posters entitled "We Are Different, Yet We Remain Together" using A3 drawing paper, markers, colored pencils, and crayons. These posters functioned both as learning media and as final products to be presented by each group.

The integrated learning model of the integrated type was implemented by combining Civics, Social Studies, and Mathematics content into a unified sequence of interconnected activities. The strategies employed included an integrated thematic approach involving

observing, questioning, experimenting, and communicating, as well as active learning through discussions, group work, and presentations. The success of this model became evident when students were able to connect the concept of identity differences they had learned with authentic data they personally collected and presented in the form of bar charts. Students did not realize that they were simultaneously learning three subjects, which contributed to a more natural and less burdensome learning atmosphere. Heterogeneous group work during the second meeting also successfully encouraged interaction among students from different backgrounds.

Assessment in this learning process was conducted through both formative and summative approaches. Formative assessment took place throughout the three meetings through observations of students' activities, self-identity cards, data tables, bar charts, posters, and reflections at the end of each session. The teacher observed students' participation, discussion skills, and understanding of the concepts being studied. Summative assessment was conducted during the third meeting through individual student worksheets containing questions on reading simple charts and reflective questions regarding attitudes toward respecting differences. Based on the evaluation results conducted before and after the learning cycle, there was a significant improvement in students' understanding. The data showed that the average pre-test score was 72.2. However, after the implementation of the integrated learning model supported by concrete media, the average post-test score increased substantially to 90.8. This improvement was evident not only at the class level but also in individual performance. For example, the lowest score improved from 46 to 78, while the highest score reached a perfect score of 100. (Hendrizal et al., 2022) confirmed that significant improvements in learning outcomes such as these are strong indicators of the effectiveness of integrated thematic learning approaches compared to conventional learning methods. The comparison between pre-test and post-test scores is presented in the following table.

Tabel 1. Comparison of Pretest and Post-test Scores

Assessment Aspect	Pre-test	Post-test
Average Score	72,2	90,8
Highest Score	88	100
Lowest Score	46	78
Number of Students Achieving Mastery	11 students	18 students

The learning syntax implemented in this study followed the stages of Engaged, Explore and Explain, Elaborate, and Evaluate. In the Engaged stage, the teacher began each meeting with stimulating and enjoyable introductory activities. The first meeting started with an ice breaking activity involving simple movements, such as raising hands for students who liked meatballs, jumping for those with straight hair, and similar actions. This activity immediately

encouraged students to smile, move actively, and recognize differences among themselves in an enjoyable manner. Students' learning motivation appeared to increase from the beginning because they felt physically and emotionally involved in the learning process.

During the Explore and Explain stage, students worked in pairs to observe and discuss differences in their classmates' physical and nonphysical characteristics. The teacher guided students through simple questions such as, "What differences do you notice in your friend?" and "How do you feel about those differences?" This stage encouraged students to think critically and communicate their own observations. In the second meeting, students worked collaboratively in groups to collect data and organize them into tables and charts. At this stage, students indirectly learned decision making skills, such as determining which data should be displayed, what categories should be created, and how the information should be presented.

The Elaborate stage was implemented through the creation of identity cards, bar charts, and posters. Students' creativity was particularly evident during the third meeting when they designed posters. Each group was free to determine the visual appearance, colors, and messages they wished to convey. The resulting posters were diverse and expressive, reflecting students' genuine understanding of diversity. Elements of local wisdom were incorporated according to students' cultural backgrounds through the selection of favorite foods influenced by Chinese Surabayan culinary acculturation, such as pia, steamed cupcakes, and spiku cake. This approach ensured that the learning materials reflected the social realities students encountered in their everyday lives.

Efforts to build students' motivation were initiated from the beginning of the learning process through ice breaking activities, stimulating questions related to daily life, and the creation of a warm classroom atmosphere that embraced differences. The teacher consistently provided verbal appreciation for every student contribution, whether small or significant, allowing students to feel safe and confident in participating. Interactions among students emerged naturally through paired activities, heterogeneous group work, and presentation sessions in which other groups were encouraged to ask questions and provide appreciation (Karimah & Liestyasari, 2025). According to (Sriana, 2022), this interaction pattern has proven effective in fostering positive social relationships and directly developing students' empathy within the learning context.

The implementation of local wisdom was integrated throughout each stage of the learning activities. In the first meeting, the teacher used examples of differences related to local customs and culture in Surabaya. For instance, questions about favorite foods referred to local dishes familiar to the students. In the third meeting, the poster theme "We Are Different, Yet We Remain Together" indirectly reflected the values of cooperation and social harmony, which are part of Surabaya's local wisdom. Some groups even spontaneously added

illustrations of shaking hands or circles symbolizing unity in their posters, indicating the internalization of these values.

Discussion

The integration of Civics, Social Studies, and Mathematics content in this study was not merely a matter of combining schedules, but rather blending concepts into a single meaningful activity. This integration occurred naturally through the “Self-identity Data” activity. Students learned about physical diversity, hobbies, and favorite foods within the context of Civics and Social Studies, while simultaneously using these data to learn data presentation skills in Mathematics. This finding is consistent with the view of (Andi, 2019), who argued that integrated learning removes boundaries between subjects, allowing students to acquire comprehensive knowledge within a unified experiential context. Overall, the implementation of the integrated learning model in Grade II of SD VITA was successfully conducted and achieved the intended objectives. When students used self-identity cards as data sources and then transformed the information into bar charts, they experienced a learning process that meaningfully connected direct experiences with numeracy concepts (Firda, 2021).

The integration of the three subjects in this learning process is also in line with the findings of (Aprizan et al., 2024), who stated that thematic learning in elementary schools is designed to simultaneously develop knowledge, skills, and attitudes through the integration of various subject contents. This was evident in the implementation process, where students not only learned how to interpret bar charts as part of cognitive mathematical skills, but also developed attitudes of respecting differences as part of the affective dimensions of Civics and Social Studies within the same activity. The effectiveness of the integrated model applied in this study supports the findings of (Munahefi et al., 2023), who reported that the integrated learning model effectively improves students’ literacy skills because learning materials are presented contextually and interconnectedly.

The impact of this integration was clearly reflected in the improvement of students’ learning outcomes, where the class average increased significantly from 72.2 to 90.8. This improvement occurred because students were no longer memorizing formulas or theories separately, but instead applying them in practice. (Fharhah et al., 2025) emphasized that when mathematical concepts such as bar charts are used to visualize social realities such as classroom differences, students’ learning motivation increases because they perceive the material as relevant to their lives. Students who initially obtained low scores, such as 46, were able to achieve the minimum mastery criterion score of 78 because the use of concrete media helped them understand abstract concepts through more visual and practical approaches. (Fitri & Juliani, 2024) further confirmed that contextual approaches in elementary mathematics

learning can significantly improve numeracy skills. This effect was particularly evident during the second meeting, when data processing concepts that are usually considered abstract became easier to understand because the data originated from the students themselves and their classmates. (Ridho & Fauzi, 2025) also stated that simple data visualization in elementary mathematics learning can serve as a medium for developing critical thinking skills.

Regarding character development, the implementation of this learning process supports the findings of (Jubaedah et al., 2025), who concluded that integrated thematic learning positively influences students' character formation. Learning activities involving direct interaction among students, such as pair work, group work, and presentations, effectively fostered attitudes of mutual respect and empathy. This finding is reinforced by (Oktriani, 2025), who emphasized that integrated learning models can strengthen students' cooperative character. Through the integrated method, students unconsciously practiced empathy and tolerance while discussing data related to their classmates' differences. (Munahefi et al., 2023) further explained that the integrated model effectively improves comprehensive literacy because the learning materials are contextual and interconnected. The high post-test scores indicate that when psychological barriers toward learning mathematics are reduced through the integration of enjoyable social themes, students' comprehension of all learning materials improves simultaneously.

The implementation of systematic learning stages consisting of Engaged, Explore and Explain, Elaborate, and Evaluate also proved to support learning effectiveness. (Hairul et al., 2025) stated that integrating active learning approaches into thematic learning can improve students' critical thinking skills. In this implementation, the exploration and discussion stages provided opportunities for students to construct their own understanding. Several challenges emerged during the process, including differences in students' abilities to process data and the tendency for some groups to be dominated by a single student. These issues are consistent with the findings of (Iryani et al., 2023) in their study on inclusive integrated learning models, which highlighted the importance of differentiation in integrated learning implementation to accommodate diverse student characteristics.

Finally, the incorporation of local wisdom elements in this learning process strengthened the relevance of the materials to students' lives. (Nuril et al., 2024) demonstrated that local wisdom based integrated thematic learning effectively improves tolerance among lower grade elementary students. The use of references to Chinese Surabayan cultural acculturation in learning examples enabled students to identify more closely with the materials and encouraged them to share their own experiences more confidently.

Overall, the implementation of this integrated learning model successfully demonstrated that cross subject integration is not only feasible in lower elementary grades but

also provides more positive impacts compared to separated subject based learning. This success was supported by careful instructional planning, the selection of contextual learning resources, and the teacher's ability to create an active and enjoyable learning atmosphere (Apriansyah et al., 2023).

Conclusion

Overall, the implementation of the integrated learning model combining Civics, Social Studies, and Mathematics in Grade II of SD VITA was carried out successfully and achieved the intended objectives. This model effectively created a more natural learning atmosphere because students did not feel that they were studying three separate subjects independently. During the implementation process, several adjustments were made to the instructional procedures. Initially, students experienced confusion when asked to identify personal differences without concrete examples. As an adaptive response, the teacher clarified the learning steps through direct demonstrations and prepared more structured identity card templates. One of the most interesting aspects of this implementation was the use of the students themselves as "living data sources" combined with the incorporation of local wisdom derived from Chinese Surabayan cultural acculturation, particularly through examples of traditional foods. This approach made the learning materials feel highly authentic and relevant to the students' daily experiences.

The assessment results demonstrated satisfactory achievements. Formative assessment was conducted through observations during the completion of identity cards, the creation of tables and bar charts, and the development of posters. The teacher observed that students' participation and collaboration improved progressively throughout the learning process. Summative assessment was carried out through individual student worksheets, and most students proved capable of interpreting chart data and explaining the meaning of diversity using their own language. This process produced a significant impact on students' cognitive achievement, as reflected in the increase in the average score from 72.2 on the pretest to 90.8 on the post-test. Despite these successful outcomes, several challenges remained, including the dominance of certain students during group work and limited time allocation for poster presentation sessions. To address these issues, the teacher actively assisted each group to ensure that all students contributed equally and provided additional time for students who required more support in completing individual tasks.

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