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INTEGRAL APPROACH IN INDONESIAN LEARNING

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ABSTRACT

Language learning aims at improving understanding competency and language use. Language constitutes an unity, so in learning language should be done in integral way with various learning models. To reach the integral way, it must be considered as follow: (1) widely effective communicative as language learning, (2) language learning situation based on the context, and (3) maximalize the relationship among language ability or competency. Integral language learning may be done with among language competency and among subjects.

INTRODUCTION

Language competency involves four aspects, namely speaking, listening, reading, and writing. Those skill has relationship each other. The relationship between one competency and other competency basically come from the language competence and communicative competence. The realization of language and communicative competences are speaking, listening, reading, and listening. In communication process, all aspects both orally and written form are very important. Experience is the base of whole meanings conveyed by the language activity. Someone who has large experience, will express their idea or message well or easily. In the reality, the use of language in the daily activity both formal and informal situation can not be stand alone. For example, at the time of reading, it relates to vocabulary, spelling, and sentence structure. It may after reading, we write something, or discuss it with other people, and so on. The purpose of language learning is in order the students be able to use the language with various factors. Those factors involves speaker and listener, aims, place, time, culture context and situation, media, and language events (Utari, 1993 :93). To reach the Indonesian learning, particularly at elementary school, the material should be given with certain themes based on competence standard and basic competence in *Kurikulum Tingkat Satuan Pendidikan* (KTSP), so the learning objectives is clearly integrated with various skills and integrated with other subjects, like natural science, social science, mathematic, and organ health education.

The students should be given various experience and good curriculum implementation that describe a certain subject knowledge or multi-disciplinary subject. Those are not contrast each other. We just choose one subject as the base to arrange curriculum in multi-disciplinary subject. To avoid the bad devices, the teacher should has good characteristic in order they can determine the change degree, scope, and order of the multi-disciplinary subject. Teacher's decision really has significant effect toward the students learning. with curriculum decentralization wisdom, the teacher is more freely to develop and know the students' need through integral curriculum. Based on the illustration above, the use of language always appear altogether. Look at the condition, Indonesian learning, particularly at elementary school should use an integrated approach, namely integrate two or more language aspects, or Indonesian subject with other subjects. It calls as integral approach.

MATERIALS AND METHODS

The present study deals with integral approach in Indonesian learning. The design of this study is descriptive qualitative. It is more conceptual framework or library study and the data thus most come from literature review, observation, and freely interview about integral approach in Indonesian learning.

DISCUSSION

This unit discusses several issues as follow: integral language learning, the principle to reach integral learning, integral Indonesia learning model, and implementation of integral Indonesian subject learning.

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Integral Language Learning

In language learning, integral concept refers to the definition of language material completely. It means that the material of language learning both language aspects and language competencies should be conveyed in integral way based on the fact of natural language use in language community. Lutan (1994: 27) states integral learning approach is a strategy that give the chance to the students to develop their competency in balance, optimal way, and integrally. It basically help the students to improve their self wholly to become the developer of knowledge through real experience. Language learning aims at improving understanding competency and language use. Language competency involves four aspects, namely speaking, listening, reading, and writing. Those skill has relationship each other. In content standard of KTSP of Indonesian subject mentioned four skills and they should be acted in balance way and integrally (for example, listening, writing, discussing, speaking, writing, and reading). According Sukardi in Trianto (2010), integral learning basically as teaching activity with combining several subjects in one theme. So, language learning with integral model can be done by teaching several learning material in each meeting. Integral learning will run if exploration of a certain topic or event is the main of curriculum development.

Integral learning model is one of learning models suggested to all education leves from elemenatry school, junior high school, to senior high school. Integral learning model basically is a learning approach to allow the students to looking for, investigate, and find out the concept, and holistic and authentic principle (national education ministry, 2007). It is a model that try to combine several topics (Beane,1995). According Frazee and Rosse (1995) that the objective of integral approach refers to students thinking forming completely because the students of elementary school always view something with completed way and holistic. In other hand, the students of elementary school always use the language completely not in partial way. So, it is better for learning models use the completed or wholly thinking. Organization and addressing the material should be based on context and theme unit. Context and theme unit used for development and expanding words and language activity unity. The purpose is the language learning is good and not seperated from the context (Elmustia, *et al.*, 2005: 10). Besides the integral principle of language aspects, in Indonesian learning at elementary school should consider as follow: (1) material of Indonesian learning can be integrated to other subjects, like natural science, social science, or mathematic, (2) the material of Indonesian subject for class I and II also involves natural and social sciences (Elmustia, *et.al.* 2005: 10). The phylosphy of integral learning comes from not only how the teacher teaches skills of reading and writing, but also teaches the students how to view their selves. The teacher who use integral language phylosophy, it must give cognitive aspect to students and as model in reading, writing, and other skills. Thus, the class is signed by communication and interaction with the live language (Zuchdi and Budiasih, 1996/1997: 38). The characteristics of integral language learning, are as follow:

- Presenting concept from several subjects in a learning concept with the purpose to make the learning is meaningful.
- Flexible
- Learning may be developed based on talent and students' need.

- Give directed experience to students.
- Student's center.

In addition, Yeager in Zuchdi and Budiasih (1996/1997: 38-39) give several activities in the class with integral language as follow.

- The students read much
- The students feel their learning improvement and be able to learn hard
- The teacher interacts to students
- The teachers show their attention toward the learning material

Forgarty (1991:4-5) also gives 10 models related to the integral learning as follow: Fragmented Model, connected Model, Nested Model, Sequenced Model, Shared Model, Webed Model, Threaded Model, Integrated Model, Immersed Model, and Networked Model. Based on the view, it can be concluded that integral learning has certain models related to learning process at school. Integral learning is combination between two or more relevant materials in a subject of one learning scenario.

Curriculum Arrangement Directive for Multi-Disciplinary Subjects

The main objective of this curriculum model is unifying perspective of several subjects to one theme. The purpose is to make the students can find out and understand the relationship among the subjects. Maryanto (1994, 32 -34) gives four basic steps in the directive choosing, namely:

- Choose the control centre
- The teachers precede their planning activity by choosing control centre as escort of curriculum development
- Analyze all opinios to find out the relationship
- Urge the students to do looking for exploration of multi-disciplinary subject relationship in a topic.

Frame 1. Concept Model among Subjects

Social ScienceArt

- Profit of *Gia*Gatokaca
- Civil airportkite forms
- Airport retributionvarious countries

Language and Literature

- hero
- Gatokaca
- Superman

Moral

- wind and flying direction
- temperature and rain
- Athmosphere

Civilization EducationMathemathic

- AURI Adisuciptolanding edge
- Island knowledgeplane sizes

The frame above can be read as follow. Determine the guide questions, namely:

- Who can fly? (the answer can be animal, human's creation, utterance, and so on)
- Why and how they can fly ?
- What is the effect of flight for human life?
- How is the flight condition in the future?

After the questions made, the way to ask needed to be developed. Activity planning is the key of learning material. One of the basic principle of effective planning is the teacher's ability to develop the students' creativity and critic thinking in the learning process. Prabowo (2002) also gives the steps in every learning model, namely planning, implementation, and evaluation. The planning process involves (1) determination of basic competency, (2) determination of Learning result indicator, (3) conveying the supported concept that should be mastered by students, and (4) conveying the basic concepts that will be mastered by students.

The Principle to Reach Integral Learning

This subunit presents the option to plan learning program. Every program has certain characteristic both advantages and weakness. The teacher can choose one of the models or mix two models.

Frame. 2. Planning option net of learning material content

- One Discipline multi among mix
- Discipline paralel
- Discipline Discipline

The planning of one discipline focuses on interpretation of subjects at school. The knowledge is conveyed clearly with other subjects. The second plan, give opportunity for teacher to do teaching with same material. The third plan, multi-disciplinary refers to planning of multi-disciplinary subjects. The learning model is called as group learning. The fourth plan is the multi-disciplinary subject plan. The purpose is in order the designer can use completely for every learning material. It does not mean to change other subject, but support one another. At the elementary school, not only learning groups of natural and social sciences but also health and sport subjects. Those subject also taught at junior and senior high school. There are several principles that must be used to reach the integrity (Busching and Schwartz, in Zuchdi and Budiasih, 1996/1997: 103-106). Wide communicative effectiveness is the objective of language learning at elementary school. The students need the language competence to communicate well in the society life. They have to be able to understand other people, discuss, take a decision, and express the personal need. The activities done by the students with actively communication experience and natural thinking bring them to be good reader and writer. The help of teacher and parents to the children in learning language is very effective if it relates to the willingness and awaranses of children. Other important thing is maximalize the language competence. The relationship can be created if it is done with integral learning. Language learning with productive (speaking and writing) and receptive (listening and reading) can create a integrity basic. The effort to reach the integrity can be done by holistic learning. it lines to Whole' statement that language learning is easy if it is completed and integrated based on the reality, relevant to the

students, and interesting materials (Weaver in Elmustia *et al.*, 2005: 23).

Integral Indonesia Learning Model

In general, the subjects in KTSP use seperated model. It means that one subject and other subjects like natural science, social science, mathematic, civilization subject, are not integrated. However, Indonesian subject uses integrated model (class 1 and 2), while the high class uses the relationship model, integrity, and independent. Goodman (1986) in his view about language teaching states that competencies of reading, writing, speaking, and listening are not viewed as in itself. The fact shows the four skills used integrally in various teaching activity either in learning language or other subjects. In the implementation of KTSP, the teacher in Indonesian subject can apply bound model, pure integrity model, relationship model, order model, and cycle model. In learning Indonesian, there are two models of integral learning, namely among components in Indonesia subject and integral learning between Indonesian subject and other subjects.

1. Integrity Learning among Components in Indonesian Subject

In KTSP, Indonesian subject at elementary school covers components of language, understanding, and using. Language learning includes fours skills, namely listening, speaking, reading, and writing. Those skills get the same or balance position in the learning. Meaningfull learning is a model that implemented based on the sudents' need. The elementary school students' characteristics who are concrete and realistics needs the concrete and integral learning model. It lines to the objectives of subject oriented to knowledge, value, attitude to bring the students to participate in various environment (Schuncke, 1988: 232; Barr, Bart and Shemis, 1978:17-19). In the implementation, learning of language component, understanding, and using of language presented in integral way. Likewise, the aspect of language use, listening, speaking, reading, and writing presented in integral way. As unity tool and learning place can be used the context or theme. However, in learning activity, the teacher may just focus on one of aspects without ignoring the otehr components. For example, the teacher teaches the material of formal letter writing. The teacher can integrate it with students' activity to read official letter from certain institution, discuss it and then analyze them. After understanding and analyzing the example of letter, the students are given duty to write the formal leter and discuss it with their friends.

2. Integral Learning among Indonesian Subjects with other Subjects

Indonesian learning at elementary school (class I and II) use the thematic learning principle as a holistic aspect. At high class, (class III-VI) may be integrated with other subjects in the same period, although the curriculum in the high classm (class III—VI) use seperated model for all subjects. This thought can be used with consideration of that elementary school uses class teacher system. A teacher may arranges and teaches Indonesian subjects by integriting with other subjects that has closed relevant material, for example, the theme of "self".

Implementation of Integral Indonesian Subject Learning :
In Indonesian learning at low class and high class, the integral

learning can be realized with combination two or more skills or two or more subjects. For example, skills of listening-writing, discussion with focus on writing; listening-speaking-writing with focus on listening; reading-discussion-writing with focus on reading, and so on. Clearly, the integral learning can be seen in the illustration below.

1. Integral Learning at Low Class

Integral Indonesian learning may be done by combination two or more aspects.

- The teachers may teach how to make sentence or words, and they also teach how to read, pronounce, and the spelling. In this case, the teachers relate reading and spelling, and also phoneme. For example, when the teachers teach or write the words of “sama”, “sana”, and “saya”, the meaning is different since the differences of phonemes of /m/, /n/, and /y/.
- When the teachers teach the skill of speaking, they also teach about intonation, spelling, and listening. The students may tell a story and other students respond or retell the story briefly. Thus, one student do speaking and other students do listening.
- When introducing the new words, the teachers have to always remember that the words should be included in sentence or in reading (in context). So, the teachers teach the words as well as teach how to make sentences. In this case, there is integration between vocabulary, language skill, and structure.

2. Integral Learning at High Class

a. Listening and Writing: The teacher read or sound off a record of drama, and ask the students to listen it carefully. The times of reading or sound off the drama depend on the difficulty level of it. After that, the students asks the problems or new concepts they face. The teachers then give questions and asks the students to answer it or answer their friends' questions about drama briefly with their own word. It shows that the teacher integrate the skills of listening and writing.

b. Reading and Writing: The teachers give duty to students to read a story or other writing in the library. The students asked to write the summary what they have already read. After writing a summary, the teachers submit the students' work. Other way is the students can read and then submit their work in front of the class. This model integrate the skills of reading, writing, and speaking.

c. Indonesian Subject with other Subjects: The integral learning between Indonesian and other subjects, like natural and social sciences may be done considering the basic competency that can be related in one lesson time. It is done by integrating the topic among subjects and consider the unity or integrity among components in Indonesian subject.

The integral learning really need the teacher's competency to arrange the effective and efficiency learning material. The advantage of this model is the students are easy to relate the material in multi-disciplinary subjects. It needs knowledge, concept understanding, skill, and attitude that are integrated to the subject. In the implementation of curriculum or learning model, there are three factors influencing, namely headmaster supporting, teachers' college, and the teachers' personal. From those factors, the teacher is the main factors compared to other

factors. The success of KTSP implementation is really determined by the teacher, since although the education media is good but the teacher does not teach or do tasks well, the implementation of curriculum will not be satisfied (Mulyasa, 2006).

Closing

Language competency involves four aspects, namely speaking, listening, reading, and writing. Those skill has relationship each other. So, learning one skill can increase other skills. Language learning aims at improving understanding competency and language use. Language constitutes an unity, so in learning language should be done in integral way with various learning models. To reach the integral way, it must be considered as follow: (1) widely effective communicative as language learning, (2) language learning situation based on the context, and (3) maximalize the relationship among language ability or competency. Integral language learning may be done with among language competency and among subjects. The integral learning sometime done by teacher but in unawareness condition. However, if it is done in unawareness condition, it means that there is not planning. If there is not planning, the result is not good. With the good planning and implementation, the result reached by the teacher will be good too.

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