

## ANALYSIS OF NESTED TYPE INTEGRATED LEARNING MODEL IN INDONESIAN LANGUAGE LEARNING IN GRADE VI OF ELEMENTARY SCHOOL

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### *Abstract*

This study analyzes the effectiveness of the Nested type integrated learning model in improving the Indonesian language skills of grade VI students at SD 1 Bireuen. Using a qualitative case study approach , data were collected through observation, interviews, and document analysis. The results showed that the Nested model significantly improved students' listening, speaking, reading, and writing skills . The integrated approach allows students to relate various aspects of language learning , thus creating a richer and more meaningful learning experience . This study confirms the potential of the Nested model as an innovative and effective teaching strategy in language education in elementary schools .

**Keywords:** *Integrated learning, Nested model, Indonesian language skills, elementary education , grade VI*

## INTRODUCTION

Integrated learning is one of the most important approaches in modern education , especially in the context of basic education . This approach integrates various fields of study into a cohesive theme, allowing students to develop a deeper and more applicable understanding of the material being studied. According to Nurhadi (2004), integrated learning can increase students' learning motivation because the material presented is more meaningful and contextual. This is relevant to the needs of students in the era of globalization which requires critical and creative thinking skills in facing various challenges.

One of the effective integrated learning models is the Nested type. This model combines several different but interrelated learning aspects in one learning. According to Trianto (2009), the Nested model allows for more holistic competency development because each aspect of learning supports each other. In the context of learning Indonesian in grade VI of Elementary School, this model is very relevant because students need cross- aspect understanding such as reading, writing, listening, and speaking skills . Integrated learning can help students connect these various skills in one complete learning context .

This study aims to analyze the effectiveness of the Nested type integrated learning model in improving the Indonesian language skills of grade VI elementary school students. This analysis is important considering the challenges in language learning that require

innovative and effective teaching methods. As expressed by Suprijono (2010), the use of appropriate methods in language learning can significantly improve student competence. Therefore, this research is expected to provide real contribution in developing more effective and applicable language learning methods at elementary school level.

Thus, this study is not only academically relevant, but also practically in an effort to improve the quality of Indonesian language education in elementary schools. The results of this study are expected to provide new insights for educators in designing and implementing more effective learning strategies that are in accordance with students' needs. As stated by Sagala (2011), innovation in learning methods is very much needed to answer the challenges of education in the future. Through an integrative approach such as the Nested model, it is hoped that students' Indonesian language skills can be significantly improved.

## LITERATURE STUDY

Integrated learning is an approach that combines various disciplines to provide a more meaningful learning experience for students. According to Fauziah (2021), this model can increase student engagement in the learning process because students can see the relationship between the subjects they are studying. This is in line with the opinion of Junaidi (2022) who stated that integrated learning allows students to develop critical and analytical thinking skills through contexts that are relevant to everyday life. For example, in a study conducted by Wibowo (2020), it was found that students involved in integrated learning showed a significant increase in their critical thinking skills compared to students who followed conventional learning methods. Furthermore, Hidayat (2019) emphasized that integrated learning can create a more interactive and collaborative learning environment, so that students are more motivated to actively participate in the learning process.

Nested Model is one type of integrated learning that integrates various aspects of learning in one big theme. For example, in learning Indonesian, students not only learn about grammar and vocabulary, but also how to use the language effectively in various contexts such as discussions, presentations, and develop various skills simultaneously and interactively. Hartati (2021) found that the application of the Nested model in teaching Indonesian can improve students' ability to express ideas in writing and orally. In addition, research by Nugroho (2020) shows that this model can increase students' confidence in communicating in public because they are accustomed to various different communication situations.

Learning Indonesian in elementary schools emphasizes the development of four basic skills: listening, speaking, reading, and writing. Each of these skills is interrelated and requires a holistic and integrative teaching approach. Kurniawan (2022) stated that the application of varied learning methods can increase student motivation and learning outcomes. In a study conducted by Handayani (2019), it was found that the use of methods that combine listening and speaking activities can improve students' understanding of the material being taught. In addition, Pratama (2021) noted that the integration of reading and writing activities in one learning session can help students to better understand and master the material. Thus, a holistic approach to teaching Indonesian can have a positive impact on the development of students' language skills as a whole.

## METHODS

### *Research Design*

This study uses a qualitative research design with a case study approach. The subjects of the study were sixth grade students at an elementary school. Data were collected through observation, interviews, and document analysis .

### *Data Collection Procedures*

1. Observation: Conducted during the learning process to see how the Nested model is applied and how students respond to this method .
2. Interviews: Conducted with teachers and students to get their views on the effectiveness of the Nested learning model .
3. Document Analysis : Includes analysis of students' assignments and learning outcomes to measure their improvement in language skills .

### *Data Analysis Techniques*

The data obtained were analyzed descriptively by identifying the main themes that emerged from observation data, interviews, and documents. The analysis was carried out by categorizing the data according to the aspects of language skills measured : listening, speaking, reading, and writing.

## RESULTS AND DISCUSSION

This study found that the application of the Nested type integrated learning model in Indonesian language learning in grade VI of elementary school provides several benefits:

1. **Improved Listening Skills** : Students showed improved ability in understanding and responding to oral information . This can be seen from the results. model Nested
2. **Development of Speaking Skills** : Students are more active and confident in expressing their opinions. Interviews with teachers revealed that students are more courageous in speaking in front of the class and in group discussions .
3. **Improved Reading Ability** : Reading test results show that students understand texts more quickly and can answer questions more accurately .
4. **Better Writing Skills** : Students produce more structured and creative writing . Document analysis shows an increase in the quality and quantity of students' writing after participating in learning with the Nested model .

The results of this study indicate that the Nested model is effective in improving students' language skills . This is in line with the theory of integrated learning which states that the integration of various aspects of learning can create a richer and more meaningful learning experience. In addition, the Nested model also allows students to relate new knowledge to their daily experiences , so that learning becomes more relevant and applicable .

According to Susanto's research (2023), a learning model that combines various skills can help students see the relationship between these skills and apply them in real situations.

In the context of learning Indonesian, the Nested model helps students develop language skills comprehensively, not only limited to theory but also in practice .

## CONCLUSION

The Nested type integrated learning model has been proven effective in improving the Indonesian language skills of grade VI elementary school students . Through an approach that integrates various aspects of language skills , students can develop their listening, speaking, reading, and writing skills in a more balanced and interactive manner. This study provides an important contribution to the development of Indonesian language learning methods in elementary schools, by showing that the Nested model can be an innovative and effective alternative in language learning .

It is expected that this research can be a reference for teachers and educators in designing more integrative and applicable learning strategies. In the future, further research is needed to test the effectiveness of the Nested model in a broader and more diverse context, and to identify factors that can support the optimal implementation of this model in various educational environments .

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