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ANALYSIS OF LEARNING MEDIA IN THE HOLISTIC CURRICULUM OF IPAS SUBJECTS AT SD NEGERI 35 KIMINDORES, SOUTHWEST PAPUA

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Abstract: This study aims to analyze the use of learning media in learning Natural and Social Sciences (IPAS) at SD Negeri 35 Kimindores, Southwest Papua. This research uses a qualitative approach to gain an in-depth understanding of the effectiveness of learning media, student responses, and the characteristics of learning media in the context of the Holistic Curriculum. Data were collected through observation, interviews with teachers and students, and document analysis related to the learning media used. The results showed that the learning media used at SD Negeri 35 Kimindores in Southwest Papua are diverse, including visual, audio, manipulative, and digital media. Students show high enthusiasm for the use of learning media and find it useful in understanding the concept of IPAS. However, some media are less integrated with the principles of the Holistic Curriculum, such as the lack of focus on developing critical, collaborative and creative thinking skills. This research provides important implications for the development of learning media that are more effective and in accordance with the principles of the Holistic Curriculum.

Keywords: Holistic Curriculum, Subjects, Learning media, SD Negeri 35 Kimindore

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INTRODUCTION

In Indonesia, the application of the holistic curriculum must be applied to every subject, currently the independent curriculum is being implemented which requires integration with the holistic curriculum, but in each region it has not been integrated optimally (Sumiharsono & Hasanah, 2017). The integration of learning media into the holistic curriculum has become an important aspect of modern education, as it not only enhances the learning experience but also fosters a more comprehensive understanding of the subject matter (Suryadi, 2020).

Holistic education encompasses a wide range of philosophical orientations and pedagogical practices, focusing on wholeness and avoiding the exclusion of any important aspect of human experience (Johnson, 2023). This approach recognizes the importance of developing the intellectual, emotional, physical, social, imaginative, and transpersonal dimensions of the individual (Johnson, 2023). The use of diverse learning media in a holistic curriculum can contribute to this multifaceted development by providing students with engaging and interactive learning opportunities (Ansyar, 2015). For example, teachers can utilize their abilities, competencies and skills to identify and develop media that match students' learning characteristics and preferences (Suherman, 2018).

This approach not only encourages active participation but also ensures that learning outcomes are meaningful and useful (Khuluqo & Istaryatiningtias, 2022). One example of an integrative thematic learning medium that aligns with the principles of holistic education is the Damar Kurung culture (Jamaludin, 2024). This cultural artifact can be used as a platform for gender education, fostering a deeper understanding of the connectedness between individuals, communities and the natural environment (Musfah, 2012). By incorporating culturally relevant media, educators can create a more dynamic and holistic learning experience that fosters connections between the individual and the outside world, as well as the inner self and various forms of knowledge (Primarni & Khairunnas, 2016).

Moreover, the application of a holistic approach to education can inspire learners to be the architects of their own learning, and actively shape their educational experience (Widodo, 2019). When educators equip students with a well- rounded and holistic education, they equip them with the skills and mindset necessary to challenge the infrastructure of modern society, becoming fully functional and self-reliant individuals (Triwiyanto, 2014). This holistic approach to learning media not only enhances the educational experience but also prepares students to become active and responsible members of the community, contributing to the overall well- being of society (Mustafa et al., 2019; Mahmoudi et al., 2012; Grigoropoulos & Gialamas, 2018; Johnson, 2023).

In the evolving landscape of primary education, the holistic approach to curriculum development has gained significant traction, and promises to improve students' overall learning experience (Kusumawati & Rulviana, 2017). This research article aims to analyze the implementation and effectiveness of the holistic curriculum at SD Negeri 35 Kimindores, an elementary school located on one of the islands in Raja Ampat Regency, Southwest Papua Province. The concept of holistic education, as described in the literature, emphasizes the importance of addressing the intellectual, social, emotional and spiritual dimensions of child development.

This comprehensive approach aims to nurture insightful individuals who can navigate the complexities of modern life with purpose and strong self-awareness. This integration of various aspects of learning is crucial in preparing students to become "architects of their own learning," as they are equipped with the necessary tools to address the challenges of an ever-changing society.

The interconnection between morals, reasoning, and research, as highlighted in "Model of Moral-Reasoning-Research Interconnection in Pesantren Curriculum" (Kuswandi et al., 2021), provides a valuable framework for understanding the holistic approach adopted by SD Negeri 35 Kimindores (Kuswandi et al., 2021). The school curriculum aims to foster an integrative thinking paradigm, which recognizes the complementary nature of different fields of knowledge, rather than perpetuating rigid dichotomies. This approach is in line with the broader movement towards holistic and value-based education, as described by the scholars and educators referenced in the source (Rafikov et al., 2021).

Learning media analysis continues to evolve along with the development of technology and learning theory. Some of the latest findings and approaches in learning media analysis reached by experts include: (1) Emphasis on Personalization of learning: Experts now pay more attention to the personalization aspect in learning media to meet individual learning needs. Learning media analysis includes evaluating the media's ability to provide learning experiences that match students' learning preferences and styles; (2) Integration of interactive technologies: Learning media analysis now often highlights the importance of technology integration that can encourage interaction and collaboration between students. This includes involving learning media that support project- based learning, simulations, and games to increase student engagement; (3) Data-driven learning: Recent approaches in learning media analysis also include utilizing data and analytics to monitor and evaluate the effectiveness of learning media. Experts pay attention to performance measures, engagement levels, and student responses to the media to make continuous improvements and adjustments; (4) Adaptive and responsive

design: Experts now also focus on adaptive and responsive learning media design, which can accommodate individual learning needs and provide real-time feedback to improve learning effectiveness.

However, there is ongoing innovation and research in learning media analysis, so recommendations and findings from experts may continue to evolve in line with advances in technology and learning theory (Mirdanda, 2019). Learning media analysis can also involve evaluating the features, strengths and weaknesses of the media in supporting the learning process. Therefore, experts in this field often use different frameworks and research methods to analyze learning media from different perspectives (Yaumi, 2017). This article aims to describe the results of the Learning Media Analysis of the Holistic Curriculum for IPAS Subjects at SD Negeri 35 Kimindores.

METHOD

This study uses a qualitative approach to gain an in-depth understanding of the effectiveness of learning media, student responses, and characteristics of learning media in the context of a holistic curriculum at SD Negeri 35 Kimindores, Southwest Papua. Data collection techniques such as observation, interview, and document analysis can be used to gain deeper insight related to learning media in the holistic curriculum of IPAS subjects. In addition, document analysis such as curriculum, guidelines for using learning media, and previous evaluation results can also provide the context needed to understand the effectiveness of the learning media. In the context of analyzing learning media in the holistic curriculum of IPAS subjects at SD Negeri 35 Kimindores, Southwest Papua, in addition to qualitative research methods, there are several related things that may be interesting to research or consider:

1. **Feasibility Analysis of Learning Media:** Research can be conducted to evaluate the feasibility or effectiveness of the learning media used in the implementation of the IPAS holistic curriculum. This evaluation may involve aspects such as content adequacy, clarity of information presentation, visual appeal, and student response to the media.
2. **Evaluation of the Impact of the Use of Learning Media:** In addition to analyzing the learning media itself, research can also focus on evaluating the impact of using the media on students' understanding, their engagement in the learning process, as well as their improved learning achievement in IPAS subjects.
3. **Stakeholder Perception Study:** A study of the perceptions and responses of various stakeholders such as teachers, students, parents, and school staff to the use of learning

media and the implementation of the IPAS holistic curriculum can also provide valuable insights.

4. **Development of Technology-Based Learning Media:** Given the development of technology, research may also involve the development or evaluation of technology-based learning media such as mobile applications, e-learning platforms, or interactive multimedia to support the IPAS holistic curriculum.
5. **Opportunities for Development of More Attractive and Effective Learning Media:** With the results from the analysis and evaluation, the research can also focus on identifying opportunities to develop learning media that are more interesting, effective, and in line with the educational needs of SD Negeri 35 Kimindores in Southwest Papua.

FINDING AND DISCUSSION

The results of the analysis of learning media, student responses, and effectiveness in supporting IPAS learning. The discussion will discuss the implications of the findings for the development of learning media in accordance with the principles of the Holistic Curriculum.

Learning Media Analysis Results:

- **Types of Media:** The analysis shows that the learning media used at SD Negeri 35 Kimindores are diverse, including visual media (pictures, posters, videos), audio media (sound recordings, songs), manipulative media (props, models), and digital media (computers, tablets).
- **Media Quality:** Most of the learning media are of good quality, but some media show flaws such as unclear images, inaudible sound, or damaged props (Kustandi & Darmawan, 2020).
- **Relevance to the Curriculum:** The learning media are generally relevant to the IPAS subject matter, but some media are less integrated with the principles of the Holistic Curriculum, such as the lack of focus on developing critical, collaborative and creative thinking skills.

Student Response:

- **Enthusiasm:** Students show high enthusiasm for the use of learning media, especially interactive and engaging media.
- **Comprehension:** The use of learning media helps students in understanding the concept of IPAS better.
- **Engagement:** Learning media encourages students to be more actively involved in the learning process, such as discussing, experimenting, and solving problems.
- **Learning Media Effectiveness:**

- **Improved Understanding:** The use of learning media proved effective in improving students' understanding of the IPAS material.
- **Skill Enhancement:** Learning media helps students in developing critical, collaborative, and creative thinking skills.
- **Learning Motivation:** Interesting and interactive learning media can increase students' learning motivation.

The analysis shows that learning media at SD Negeri 35 Kimindores has the potential to support effective IPAS learning. However, some aspects need to be improved to achieve optimal learning in accordance with the principles of the Holistic Curriculum.

Implications of Findings:

- **Quality Media Development:** It is necessary to develop quality learning media, taking into account good visual, audio, and manipulative aspects.
- **Integration with Holistic Curriculum:** Learning media should be integrated with the principles of the Holistic Curriculum, with a focus on developing critical, collaborative and creative thinking skills.
- **Increased Teacher Involvement:** Teachers need to be provided with training and guidance in using learning media effectively and creatively.
- **Evaluation and Revision:** It is necessary to periodically evaluate and revise the learning media used, to ensure its relevance and effectiveness.

In the holistic curriculum of IPAS subjects at SD Negeri 35 Kimindores, learning media analysis plays a very important role. This process involves assessing the effectiveness and suitability of various media tools and resources used in the teaching and learning process. By delving into media analysis, educators can optimize the learning experience for students and ensure improved understanding and retention of information.

Media analysis plays an important role in the IPAS curriculum by allowing teachers to identify the most effective ways to deliver content and engage students. By evaluating the strengths and weaknesses of different types of media such as visual aids, audio recordings, and interactive platforms, educators can customize their teaching methods to cater to different learning styles and preferences among students. This personalized approach encourages a more inclusive and stimulating learning environment.

Through careful analysis of learning media, teachers at SD Negeri 35 Kimindores can determine the relevance, accuracy and appeal of educational materials used in the IPAS curriculum. By incorporating innovative media analysis techniques, educators can ensure that

the content presented is aligned with learning objectives and curriculum standards, ultimately improving the overall quality of education provided to students.

By integrating media analysis into the teaching process, educators can optimize the effectiveness of teaching materials and activities, leading to improved learning outcomes for students. By utilizing data-driven insights gained through media analysis, teachers can make informed decisions about the selection and utilization of media resources, thus maximizing student engagement and understanding of the IPAS curriculum.

CONCLUSION

In conclusion, learning media analysis in the holistic curriculum of IPAS subjects at SD Negeri 35 Kimindores plays an important role in shaping the educational experience for students. By using media analysis techniques and utilizing them effectively, educators can create dynamic and enriching learning environments that empower students to achieve academic success and personal growth. With a qualitative approach, it can dig deeper into the experiences and perceptions of teachers and students towards the use of learning media in IPAS learning at SD Negeri 35 Kimindores. This will provide a richer and deeper understanding of how learning media can be used effectively to achieve learning objectives and integrate the Holistic Curriculum.

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