

ACTUALIZATION OF INTEGRATED LEARNING DURING THE COVID-19 PANDEMIC IN ELEMENTARY SCHOOLS

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ABSTRACT

Integrated learning applied during the COVID-19 pandemic has advantages and problems. This study aims to explain the actualization of integrated learning during the COVID-19 pandemic in elementary schools. This research is qualitative research with a case study approach. The research subjects in this study were fourth-grade teachers and third-grade teachers at SD Negeri 5 Puding Besar, Bangka Belitung Islands Province. The data collection technique uses observation, interview, and document study techniques. The data analysis techniques used in this study are data reduction, data display, and conclusion. The results of this study are that learning is carried out with online and offline systems coming home for students who have problems related to cellphones, signals, and packages, the learning planning model (RPP) in online learning during the COVID-19 pandemic contains parts of the elements including 1) Identity Consists Of; 2) Learning Scenarios, and 3) Assessment. The inhibiting factor is related to learning devices that require internet signals and packages. The supporting elements for existing devices such as gadgets, WhatsApp applications, google meet, and zoom become applications to facilitate implementation of distance or online learning. This finding is expected to inspire the implications of integrated learning during the COVID-19 pandemic.

Keywords: COVID-19 pandemic; distance learning; integrated learning actualization; primary school

INTRODUCTION

Learning is currently being challenged to adapt because the COVID-19 pandemic is currently accompanying knowledge.¹ The COVID-19 pandemic period is an educational challenge, because it has to adapt to the times it is today with the challenges of COVID-19 with the prohibition of direct face-to-face activities. Learning requires innovation to be able to balance the abilities of students in their era.² Learning that can be modified and

¹ Suspahariati and Ririn Susilawati, 'Penerapan Sistem WFH (Work From Home) Dan Dampaknya Terhadap Kinerja Staf Dan Dosen Unipdu Jombang Selama Pandemi Covid-19 Pendahuluan Perubahan-Perubahan Dari Tahun Ke Tahun Kerap Dirasakan Masyarakat Dengan Berbagai Faktor Penyebab . Pada Awal 2020 ', *Jurnal Manajemen Dan Pendidikan Islam*, 6.2 (2020), 229–40.

² Y. Yusri, 'Manajemen Bimbingan Dan Konseling Dalam Pembinaan Siswapada SMA Di Kota Sabang', *Intelektualita*, 3.2 (2015), 242930.



adapted to the times is integrated learning. As stated ³ that integrated learning can be adapted to children's development.

Integrated learning that is actualized with the COVID-19 pandemic conditions adjusts to implement policies and techniques. As stated ⁴ education can be carried out while still implementing health protocols during the COVID-19 pandemic. Thus, integrated learning that can be actualized must, of course, choose and pay attention to health protocols.

The actualization of integrated learning at SD Negeri 5 Puding Besar, Bangka Belitung Islands Province, has characteristics and new things that can be described and explored more deeply. Integrated learning during the COVID-19 pandemic is not only carried out online but is also carried out by visiting students' homes. Thus, various problems will arise and ways to address or cover these deficiencies.

Previous research has focused on integrated learning with learning techniques that lead to the delivery of learning materials.⁵ Problems in planning, implementation, and evaluation.⁶ In addition, previous research also discussed students or students who carried out learning during the COVID-19 pandemic,⁷ and single international students in Hong Kong in the face of the COVID-19 pandemic.⁸ Therefore, this article presents the results of a case study regarding the actualization of integrated learning during the COVID-19 pandemic. With stages 1) Teacher treatment efforts in the implementation of integrated learning during the COVID-19 Pandemic; 2) Supporting Factors for the implementation

³ Isna Siskawati and Siti Syarah, 'Upaya Meningkatkan Kemampuan Motorik Halus Melalui Teknik Finger Painting Pada Anak Usia 4-5 Tahun Di Paud Teratai I Desa Pinayungan Kecamatan Telukjambe Timur Karawang', *Jurnal Thawali B*, 1.1 (2020), 57–66.

⁴ Yusi Srihartini and Maulidia Lestari Pratami, 'Pembelajaran Pendidikan Anak Usia Dini Online Di Era Pandemi Covid-19', *TARBIATUNA Journal of Islamic Education 1 | Tarbiatuna*, 1.1 (2020), 1–21 <<http://journal.laaroiba.ac.id/index.php/tarbiatuna/article/view/219>>.

⁵ Ragil Dian, Purnama Putri, and Veni Veronica Siregar, 'Implementasi Pembelajaran Tematik Di Sekolah Dasar Pada Masa Pandemi Covid-19 Ditinjau Dari Teori Konstruktivisme', *Journal of Integrated Elementary Education*, 1.1 (2021), 1–15.

⁶ Tya Ayu Pransiska Dewi and Arief Sadjiarto, 'Pelaksanaan Pembelajaran Daring Pada Masa Pandemi Covid-19', *Jurnal Basicedu*, 5.4 (2021), 1909–17.

⁷ Supiani and others, 'The Emotional Experiences of Indonesian Phd Students Studying in Australia during the Covid-19 Pandemic | Pengalaman Emosional Mahasiswa Program Doktor Asal Indonesia Belajar Di Australia Selama Pandemi Covid-19', *Journal of International Students*, 10.Special Is (2020), 108–25.

⁸ Suprihatin and others, 'Exploring the Emotions of Single International Students in Hong Kong Facing the Covid-19 Pandemic', *Journal of International Students*, 10.Special Issue 3 (2020), 91–107 <<https://doi.org/10.32674/jis.v10iS3.3201>>.

of integrated learning during the COVID-19 Pandemic, and 3) Inhibiting factors for the implementation of integrated learning during the COVID-19 pandemic.

RESEARCH METHODS

This research is qualitative research with a case study approach. The approach in research means understanding events about people in certain situations.⁹ This qualitative research is more likely to be scientific and without any hypothesis testing. The design of this research is a case study. According to¹⁰ case study research is an in-depth investigation of a person intensively. Research with a case study approach provides a detailed and complete explanation of the actualization of integrated learning during the COVID-19 Pandemic at SD Negeri 5 Puding Besar, Bangka Belitung Islands Province.

Research on the actualization of integrated learning during the COVID-19 Pandemic at SD Negeri 5 Puding Besar, Bangka Belitung Islands Province with the research subjects in this study, namely the fourth-grade teacher at SD Negeri 5 Puding Besar, Bangka Belitung Islands Province and the third-grade teacher at SD Negeri 5 Puding Besar Province. Bangka Belitung Islands. The data used as a reference to describe the application of integrated learning during the COVID-19 Pandemic at SD Negeri 5 Puding Besar, Bangka Belitung Islands Province, was obtained from observations, interviews and document studies.

The data analysis techniques used in this study were data reduction, data display, and conclusion drawing/verification.¹¹ The analysts discussed three aspects, including 1) Teacher treatment efforts in the implementation of integrated learning during the COVID-19 Pandemic; 2) Supporting Factors for the implementation of integrated learning during the COVID-19 Pandemic; and 3) Inhibiting Factors in the implementation of integrated learning during the COVID-19 Pandemic.

⁹ Novika Auliyana Sari and Sa'dun Akbar, 'Penerapan Pembelajaran Tematik Terpadu Di Sekolah Dasar', *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 3.12 (2018), 1572–82.

¹⁰ Zonalisa Fhatri, 'Perspektif Orangtua Terhadap Anak Autisme Dan Peranannya Dalam Terapi (Studi Kasus PLA Provinsi Kepulauan Bangka Belitung)', *Al-Mudarris: Jurnal Ilmiah Pendidikan Islam*, 2.2 (2019), 154–69.

¹¹ Dinar Pratama, 'Analisis Kualitas Tes Buatan Guru Melalui Pendekatan Item Response Theory (IRT) Model Rasch', *Tarbawy: Jurnal Pendidikan Islam*, 7.1 (2020), 61–70 <<https://doi.org/10.32923/tarbawy.v7i1.1187>>.

RESULT AND DISCUSSION

The implementation of integrated learning during the COVID-19 Pandemic at SD Negeri 5 Puding Besar, Bangka Belitung Islands Province can be described according to the results of data collection and divided into three parts, including 1) Teacher treatment efforts in implementing integrated learning during the COVID-19 Pandemic; 2) Supporting Factors for the implementation of integrated learning during the COVID-19 Pandemic, and 3) Inhibiting factors for the implementation of integrated learning during the COVID-19 pandemic. Here's the explanation there are Teacher treatment efforts in implementing integrated learning during the COVID-19 Pandemic at the Puding Besar State Elementary School 5, Bangka Belitung Islands Province.

The learning system practised at this school during the COVID-19 pandemic is an online system, both at low and low levels. Thus, the learning that is applied is not face-to-face or classical but online. The online learning model that teachers use during the COVID-19 pandemic is for low-grade teachers who give assignments via cellphones, and students collect duties through books. Then the learning model for high-class teachers provides grants via cellphone; students collect commissions via cellphone.

Some of the applications that teachers use to implement online learning during the COVID-19 pandemic, especially the high class, use the Zoom application, while the lower class uses the WhatsApp application. Because it adapts to students' abilities, the typical style is limited to using the WhatsApp application and regular assignments. In contrast, the high class uses the zoom or google meet application and uses the WhatsApp application.

The shortcomings of the application mentioned above in the implementation of online learning during the COVID-19 pandemic, including the internet network, the problem with internet quotas, and not all students having cellphones, let costs constrain alone laptops. So that in the implementation of learning, there needs to be another solution with assignments through textbooks.

In addition to the obstacles, there are also advantages of the application in the implementation of online learning during the COVID-19 pandemic, including from the Zoom application, which can accommodate more participants, the quality of access is relatively high, the image display is diverse. While the advantages of the WhatsApp

application are that it is easy to use, the basis (primary) of people who operate a lot and can directly contact via WhatsApp without having to sync or register the number again.

The material provided for online learning during the COVID-19 pandemic, including material for low-grade classes, is mainly through the attitude aspect, then through the knowledge aspect and skill aspect. Furthermore, the material for the high course is material related to cognitive, affective, and psychomotor.

The process of assessing student work in online learning during this pandemic period through assignments is one source of teacher assessment. However, with the online learning scheme, some adjustments need to be made. Through exams, teachers cannot monitor how students do their exams at home, so it is necessary to adjust the exam rules. Through discussion forums for learning that are separated by distance, the communication that usually exists in the classroom is hampered. Classrooms can be turned into virtual spaces where discussion forums between students and teachers can continue.

The learning planning model in online learning during the COVID-19 pandemic contains elements including 1) Identity Consists of: a) Elementary Education Unit; b) Class/Semester; c) Themes; d) Sub-themes; e) Learning to; f) Time Allocation; g) Subjects; 2) Learning Scenarios: a) Basic Competencies and Core Competencies; b) Indicators; c) Learning Objectives; d) Learning steps; e) Tools and Materials; f) Learning Methods, and 3) Assessment.

Efforts are being made to implement integrated learning during the COVID-19 pandemic. Low and high-grade teachers are as follows: Planning online learning, examples of creating lesson plans, namely carrying out online learning processes, and carrying out online learning evaluations.

- Factors inhibiting the implementation of integrated learning during the COVID-19 pandemic at Puding Besar State Elementary School 5, Bangka Belitung Islands Province

Factors inhibiting the implementation of integrated learning during the COVID-19 pandemic. The inhibiting factors for low and high grades include the lack of enthusiasm for learning for students; parents cannot accompany children during online learning because it is related to family income material, parents have limitations in using high-tech tools, there are still some who are constrained by the internet network, especially who live in the countryside.

Supporting factors for implementing integrated learning during the COVID-19 pandemic. Keeping factors for low class and high class, although not all parents have cellphones whose parents have cellphones can operate cellphones, especially WhatsApp and YouTube applications. Some parents have installed wifi, especially those who live in urban areas.

The teacher's solution to overcoming these obstacles for low and high-grade teachers is that students are motivated in videos by distributing YouTube links so that students can open them. The video contains learning motivation so that students return to their enthusiasm for learning, contacting personal events with students' parents and visiting students' homes if possible. Their homes are affordable from the school & the teacher explains the steps in running the application on the cellphone. The teacher encourages students and motivates students to be diligent in studying and collecting assignments.

Furthermore, the teacher also asks students to review the lessons taught by the teacher at school at home, and the teacher appreciates the results of student assignments with motivational words so that a sense of enthusiasm arises in students such as "be more diligent, study at home, be enthusiastic about learning, it's done. good, etc." And the teacher also motivates and advises parents to allocate time to students to guide students to study from home.

Students' enthusiasm in participating in online learning during the COVID-19 pandemic, for the low class and high class during the pandemic, almost all activities weakened. They were forced to be laid off; for the time being, this was done to reduce the spread of the COVID-19 virus and the world of education. For them, the educators feel tired in the face of the transformation of learning that was previously carried out directly in schools and now has to go through the online system.

Students can understand learning materials through online learning. Students' understanding is relatively high because they are encouraged or motivated to learn various sources or media (low and high grades).

Teachers implement learning with a home visit system to students during this pandemic, especially in remote areas where some teachers visit students' homes to deliver subject matter (low grade and high grade). So that learning is also done by paying or providing material directly to the house, which students cannot do online learning.

- Factors supporting integrated learning during the COVID-19 pandemic at Puding Besar 5 Public Elementary School, Bangka Belitung Islands Province

Factors that support integrated learning during the COVID-19 pandemic include supporting elements for low and high grades as follows: the presence of a device that teachers use to provide materials and instructions related to the learning process.

Factors that hinder integrated learning during the COVID-19 pandemic, the inhibiting factors for low and high classes are as follows, namely the lack of interest and motivation in learning in students, the economic factor in buying quotas is the reason parents object because they have to set aside money to purchase allocations besides that they have to pay for basic needs.

The teacher's solution to overcoming these obstacles, namely the teacher as a facilitator who facilitates students by using learning methods and media, such as using offline learning methods using groups or individuals coming to school accompanied by students' parents, and using media to make it easier for students to understand the learning material. . The teacher as a student mentor in the learning process, namely guiding students when they have difficulty understanding the learning material, and guiding students who lack tutoring from home, is carried out using the offline method with students coming to school accompanied by students' parents and guiding students in the implementation of distance learning. Therefore, the role of the teacher is needed as a guide in distance learning and assisted by parents in teaching students to learn from home. In the implementation of distance learning, the teacher's role as a mentor has been carried out.

DISCUSSION

The implementation of integrated learning during the COVID-19 Pandemic at SD Negeri 5 Puding Besar, Bangka Belitung Islands Province can be described according to the results of data collection and divided into three parts, including 1) Teacher treatment efforts in implementing integrated learning during the COVID-19 Pandemic; 2) Supporting Factors for the implementation of integrated learning during the COVID-19 Pandemic, and 3) Inhibiting factors for the implementation of integrated learning during

the COVID-19 pandemic. It was also stated¹² that the results of observations can be divided into three stages, including planning, implementation, and evaluation.

Teacher treatment efforts in the implementation of integrated learning during the COVID-19 Pandemic at the Puding Besar State Elementary School 5, Bangka Belitung Islands Province. The learning system practised at this school during the COVID-19 pandemic with an online system, both at low and low levels, was also conveyed.¹³ Thus, applied learning is not face-to-face or classical but online due to the current condition, namely the COVID-19 pandemic COVID-19.¹⁴

The online learning model that teachers use during the COVID-19 pandemic is a learning model for low-grade teachers who give assignments via cellphone. It can be used because it uses media that is easy to use today,¹⁵ students collect duties through books. Then the learning model for high-class teachers gives assignments via cellphones; students collect commissions via cellphones or the applications used.¹⁶

The application that teachers use in the implementation of online learning during the COVID-19 pandemic is partly because not all can implement it, and teachers can use it to maximize education performance.¹⁷ Primarily the high class uses the Zoom application¹⁸ while the low class uses the WhatsApp application. Because it adapts to students' abilities, so that the lower class is only limited to using the WhatsApp application, it was also conveyed¹⁹ that the WhatsApp application can help carry out

¹² Uum Murfiah and Aas Saraswati, 'Implementasi Model Pembelajaran Terpadu Dalam Mengembangkan Kreativitas Anak Sekolah Dasar', *Jurnal Ilmiah Pendidikan Dasar*, 1.1 (2016), 94–114.

¹³ Ronald Fransyaigu and Bunga Mulyahati, 'Konsep Pembelajaran Terpadu Dalam Kurikulum 2013 Di Sekolah Dasar', *Jurnal Seuneubok Lada*, 3.2 (2016), 84–93.

¹⁴ Siti Fadryana Fitroh and others, 'Pengaruh Program Parenting Berbasis E- Learning Terhadap Literasi Orang Tua Tentang Sugesti Positif', *Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, 8. April (2021), 36–46.

¹⁵ Ulvina Rachmawati, 'Manajemen Bimbingan Dan Konseling Tanpa Alokasi Jam Pembelajaran Di Sman 3 Semarang', *Indonesian Journal of Guidance and Counseling - Theory and Application*, 2.1 (2013).

¹⁶ M. Iqbal, Y. Yusrizal, and M. Subianto, 'Perancangan Media Pembelajaran Aplikasi Fisikapada Pokok Bahasan Fluida Statis Untuk Siswa Sma Berbasis Android', *Jurnal Pendidikan Sains Indonesia*, 4.2 (2016), 20–24.

¹⁷ Puji Astuti, 'Upaya Meningkatkan Hasil Belajar Ips Siswa Kelas Vi Sd Negeri 7 Sungailiat Kabupaten Bangka Tentang Perkembangan Sistem Administrasi Wilayah Indonesia Melalui Model Pembelajaran Kooperatif Tipe Picture and Picture', *Cendekiawan*, 1.1 (2019), 29–34 <<https://doi.org/10.35438/cendekiawan.v1i1.156>>.

¹⁸ Veny Iswantiningtyas, 'Perkembangan Kognitif Anak Selama Belajar Di Rumah', *Efektor*, 8.1 (2021), 9–20.

¹⁹ Irma Nur Miyanti, 'Blended Learning Menggunakan Whatsapp', *Jurnal PG-PAUD Trunojoyo : Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, 8.1 (2021), 26–35.

regular learning and assignments, while the high class uses the Zoom or Google Meet application as an addition, but also uses the WhatsApp application.

The material provided for online learning during the COVID-19 pandemic, including material for low-class classes, which is more mainly through the attitude aspect, because this aspect dramatically affects the students' treatment of their social²⁰ then through the knowledge aspect²¹ and the social aspect. Skills²² These three aspects are developments that are taught and developed in education, especially integrated learning.²³ Furthermore, the material for the high class is material related to cognitive,²⁴ affective,²⁵ and psychomotor.²⁶

The learning planning model (RPP) in online learning during the COVID-19 pandemic contains elements including 1) Identity Consists of: a) Elementary Education Unit; b) Class/Semester; c) Themes; d) Sub-themes; e) Learning to; f) Time Allocation; g) Subjects; 2) Learning Scenarios: a) Basic Competencies and Core Competencies; b) Indicators; c) Learning Objectives; d) Learning steps; e) Tools and Materials; f) Learning Methods, and 3) Assessment, it was also submitted.²⁷

Factors inhibiting the implementation of integrated learning during the COVID-19 pandemic at the Puding Besar State Elementary School 5, Bangka Belitung Islands Province. The inhibiting factors for low and high classes include the lack of enthusiasm for learning from students; parents cannot accompany children during online learning;

²⁰ Suranto Aw, 'Implementasi Teori Komunikasi Sosial Budaya Dalam Pembangunan Integrasi Bangsa', *Informasi*, 45.1 (2015), 65 <<https://doi.org/10.21831/informasi.v45i1.7771>>.

²¹ Oleh Ani and Nur Aeni, 'Menanamkan Disiplin Pada Anak', *Pendidikan Agama Islam -Ta'lim*, 9.1 (2011), 17–29.

²² Dek Ngurah and others, 'Pengembangan Bahan Ajar Tematik Sd Kelas Iv Berbasis Kearifan', *Jurnal Ilmiah Pendidikan Citra Bakti*, 3.1 (2016), 1–10 <<https://doi.org/0000-0003-4695-5403>>.

²³ Hidayat, 'PELAKSANAAN PEMBELAJARAN TEMATIK DI SEKOLAH DASAR ISLAM TERPADU IZZUDDIN PALEMBANG', *Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan & Pembelajaran*, 5.2 (2018), 56–65.

²⁴ Nur Maziyah Ulya, 'Pengaruh Metode Pembelajaran Dan Tipe Kepribadian Terhadap Hasil Belajar Bahasa Arab (Studi Eksperimen Pada MAN 1 Semarang)', *Nadwa Jurnal Pendidikan Islam*, 10.1 (2017), 1 <<https://doi.org/10.21580/nw.2016.10.1.867>>.

²⁵ Chodidjah Makarim, 'Peran Media Massa Televisi Dalam Pendidikan Karakter Anak Usia Dini', *Fikrah*, 7.2 (2014), 28–48.

²⁶ Tutuk Ningsih, Zamroni Zamroni, and Darmiyati Zuchdi, 'Implementasi Pendidikan Karakter Di Smp Negeri 8 Dan Smp Negeri 9 Purwokerto', *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 3.2 (2016), 225–36 <<https://doi.org/10.21831/jppfa.v3i2.9811>>.

²⁷ PERMENPANRB, 'Pedoman Penyusunan Standar Operasional Prosedur', *Permenpanrb No 35*, 2012, 3–4 <http://www.kopertis3.or.id/html/wpcontent/uploads/2011/04/permenpan2012_035.pdf>.

this was also conveyed²⁸ because it relates to family livelihood material,²⁹ parents have limitations in using tools -technological tools, because of the knowledge that existed at different times, there are still some who are constrained by the internet network, especially those who live in rural areas.

Inhibiting factors for implementing online learning during the COVID-19 pandemic. Supporting elements for low class and high class, although not all parents have cellphones whose parents have cellphones can operate cellphones, especially WhatsApp and YouTube applications and some parents have installed wifi, especially those who live in urban areas.³⁰

Factors that support online learning during the COVID-19 pandemic include supporting elements for low and high grades³¹ that gadgets are the primary tools used by teachers³² to provide materials and instructions. Instructions related to the learning process. It was also stated³³ that the use of gadgets is essential.

CONCLUSION

Actualization of integrated learning during the COVID-19 Pandemic at SD Negeri 5 Puding Besar, Bangka Belitung Islands Province, it can be concluded that learning is carried out with an online and offline system coming home for students who have problems related to cellphones, signals, and packages, learning planning models (RPP) in online learning during the COVID-19 pandemic, it contains elements including 1) Identity Consists of: a) Elementary Education Units; b) Class/Semester; c) Themes; d) Sub-themes; e) Learning to; f) Time allocation; g) Subjects; 2) Learning scenarios: a) Basic Competencies and Core Competencies; b) Indicators; c) Learning objectives; d)

²⁸ Fitri Handayani, 'Building Students ' Critical Thinking Skills through STEM-Based Digital Literacy during the Pandemic Period Covid 19', *Cendekiawan*, 2.2 (2020), 69–74 <<https://doi.org/https://doi.org/10.35438/cendekiawan.v2i2.184>>.

²⁹ Ana Septia Rahman, 'Peranan Wanita Karier Dalam Keluarga, Pola Asuh Dan Pendidikan Anak (Studi Kasus Pada Wanita Karier Pada Jl. Anggrek Rt 002/018 Pondok Benda Pamulang Tangerang Selatan).', *JENIUS (Jurnal Ilmiah Manajemen Sumber Daya Manusia)*, 1.2 (2018) <<https://doi.org/10.32493/jjsdm.v1i2.928>>.

³⁰ Igmanur Lailiyah and Burhanuddin Ridlwan, 'Peran Wanita Karir Dalam Pendidikan Islam', *Al-Misbah (Jurnal Islamic Studies)*, 8.2 (2020), 74–78 <<https://doi.org/10.26555/almisbah.v8i2.1151>>.

³¹ Dewi Ratnasari, Sukarmin Sukarmin, and Suparmi Suparmi, 'Analisis Implementasi Instrumen Two-Tier Multiple Choice Untuk Mengukur Keterampilan Proses Sains', *Jurnal Pendidikan Dan Kebudayaan*, 2.2 (2017), 166 <<https://doi.org/10.24832/jpnk.v2i2.627>>.

³² Srihartini and Pratami.

³³ Florianus Dus Arifian, 'Sketsa Konsep Literasi Modern', *30 Jurnal Pendidikan Dan Kebudayaan Missio*, 10.10 (2018), 27–38.

Learning steps; e) Tools and Materials; f) Learning Methods, and 3) Assessment. The inhibiting factor for implementing integrated learning during the COVID-19 Pandemic is that learning devices require internet signals and packages. Still, not all students have these devices, the learning provided cannot be maximized, so it is limited to delivering material only, not explained in detail, and factors supporting the implementation of integrated learning during the COVID-19 Pandemic, existing devices such as gadgets, WhatsApp applications, google meet. Zoom has become application to facilitate the implementation of distance or online learning. In addition, the role of parents to help students learn is also a reference for the achievement of learning materials.

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