

Implementation of Shared and Webbed Learning Model in Elementary Schools: A Qualitative Study Through Interviews with Teachers

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ABSTRACT

The development of integrated thematic learning in elementary schools is an increasingly popular approach to building foundational knowledge, skills, and positive attitudes in children. This article aims to explain the implementation of the shared and webbed learning models in elementary schools through qualitative research using teacher interviews. The research sample consisted of elementary school teachers who have implemented the shared and webbed learning models in integrated thematic learning. Data obtained from the teacher interviews were analyzed using a descriptive analysis approach to identify emerging themes and patterns. The results of the study indicate that the shared and webbed learning models have been implemented in various ways in elementary schools but also face challenges in terms of time, teacher understanding, and comprehensive assessment. The benefits obtained include improved student understanding, the development of collaborative skills, and student motivation in learning. In further development, adequate support is needed in terms of time and resources, teacher training, and the development of relevant assessment instruments to enhance the implementation of shared and webbed learning models in elementary schools.

Keywords: Integrated Thematic Learning, Shared, Webbed. Qualitative study.



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INTRODUCTION

Elementary education, which includes early childhood education to primary school level, plays a crucial role in shaping the foundation of knowledge, skills, and positive attitudes in children. This stage provides a strong basis for further academic and personal development in their lives. In the context of Elementary education, there are various evolving learning approaches to achieve effective and holistic educational goals. One increasingly popular approach in primary learning is the development of integrated thematic learning. This approach aims to integrate and connect various disciplines and learning concepts within a broader and meaningful context for students (Sasmita et al., 2023). Integrated thematic learning provides opportunities for students to connect the knowledge and skills they learn through relevant real-world experiences (Melinda & Desyandri, 2021).

In the context of developing integrated thematic learning, the shared and webbed learning models are two approaches frequently used by educators. Both models emphasize the integration of various disciplines, connecting concepts within a broader context, and collaboration between teachers and students in the learning process. The shared learning model is an approach where students work together to achieve a deeper understanding of a topic or concept (Putri et al., 2022). In this model, students share their knowledge, ideas, and experiences with their classmates, building shared understanding and expanding insights through discussion and collaboration. Teachers act as facilitators and guides,

directing students in collective learning and helping them develop social and communication skills. With student interactions, the shared learning model can enhance student understanding through diverse perspectives and create an inclusive learning environment. Meanwhile, the webbed learning model focuses on connecting various concepts and disciplines within a specific theme or topic (Hardiyana, 2022; Sasmita et al., 2023; Sumardi, 2018). In this model, teachers design learning experiences that integrate content from relevant subjects with the theme being studied (Wahyuni et al., 2018). Previously fragmented concepts become naturally interconnected, allowing students to see the relationships between various aspects of learning. For example, when studying the theme of "ocean," students can learn about marine ecosystems in science class, navigation in mathematics, and sea voyage stories in history. Thus, students can develop a more comprehensive understanding and see the application of concepts in real life.

The implementation of shared and webbed learning models in primary schools can provide holistic learning experiences for students (Intang, 2021). By integrating various disciplines, students can see the connections between the concepts they learn and understand how knowledge can be applied in real-life situations. Collaboration between teachers and students also encourages active participation, critical thinking, and student engagement in the learning process. Through these models, students have the opportunity to develop a deeper understanding, better connections between concepts, and collaborative skills essential for future success. The implementation of the shared and webbed learning models allows students to learn in a fun, engaging, and meaningful way (Sasmita et al., 2023). It also creates an inclusive learning environment where students feel supported and actively involved in the learning process. Thus, the implementation of these models can positively contribute to the development of student understanding, collaborative skills, and intrinsic motivation in integrated thematic learning in primary schools.

This research aims to gain a better understanding of the implementation of the shared and webbed learning models in primary schools. Through teacher interviews, the perspectives of teachers on implementation, challenges faced, benefits obtained, and their suggestions for further development in the context of integrated thematic learning will be explored. Through a deeper understanding of the implementation of the shared and webbed learning models in primary schools, it is expected that this research can contribute to the development and improvement of the quality of integrated thematic learning at the Elementary education level.

METHODS

This research utilizes a qualitative approach with the method of teacher interviews. The qualitative approach allows researchers to gain an in-depth understanding of the implementation of the shared and webbed learning models in primary schools. Through teacher interviews, this research will explore their perspectives and experiences in implementing these models. The research sample consists of teachers who have implemented the shared and webbed learning models in primary schools. The selection of the sample is done using the purposive sampling technique, where teachers with relevant experience and understanding of the implementation of these models are chosen as participants.

The research procedure includes: 1) Obtaining permission and consent from the school and teachers who will participate in the research; 2) Data collection through interviews

with the selected teachers as participants. The interviews are conducted face-to-face; 3) Recording the interviews with participant consent and making detailed notes during the interview process; 4) Transcribing the interviews to facilitate data analysis and ensure the accuracy of the obtained information; and 5) Qualitative data analysis using a thematic approach. The data from the interviews will be repeatedly analyzed to identify the main themes that emerge from the conversations with the teachers. The analysis will be conducted by comparing and grouping the data based on similar themes and then identifying patterns and variations that arise. The data obtained from the interviews will be analyzed qualitatively. Data analysis will be conducted using a thematic approach, where the main themes that emerge from the data will be identified and comprehensively analyzed. At this stage, coding, grouping, and interpretation of data will be carried out to understand and explain the research findings. By utilizing the method of teacher interviews and qualitative data analysis, this research will provide an in-depth understanding of the implementation of the shared and webbed learning models in primary schools. Data analysis will yield relevant findings that can be used to inform the development of better integrated thematic learning in the future.

RESULTS

The summary of responses from each teacher in the interview regarding implementation, challenges, benefits, and suggestions for further development in integrated thematic learning can be seen in Table 1 below.

Table 1 Summary of interview findings

No	Interviewees	Interview Conclusion
1	Teacher A	The implementation of the shared and webbed learning models is carried out through thematic-based projects. Teachers use collaborative strategies and group discussions to integrate concepts. Teachers see the benefits in enhancing students' understanding and building collaborative skills.
2	Teacher B	"Teacher B" implements the shared and webbed learning models through an interdisciplinary approach. The teacher provides opportunities for students to discover connections between subjects and relate them to everyday life. The teacher reports that students are more motivated and engaged in the integrated thematic learning process.
3	Teacher C	"Teacher C" faces challenges in integrating a packed curriculum with thematic learning. However, they successfully utilize collaborative strategies and facilitate discussions among students. The teacher recognizes that the shared and webbed learning models can enhance students' social and collaborative skills, as well as broaden their understanding of the relationships between concepts.
4	Teacher D	"Teacher D" emphasizes the need for adequate time and resources to support the implementation of the shared and webbed learning models. They also suggest more intensive training for teachers to enhance their understanding of integrated thematic learning.
5	Teacher E	"Teacher E" faces challenges in conducting comprehensive assessments of students' understanding of various concepts. They suggest the development of more holistic and relevant assessment instruments to measure students' understanding in integrated thematic learning.

3.1 Implementation of shared and webbed learning model

The results of interviews with teachers indicate that the shared and webbed learning model has been creatively and variably implemented in various primary schools. Teachers

use a variety of strategies and approaches in their efforts to integrate various concepts and disciplines in integrated thematic learning. Here are some examples of how the implementation of the shared and webbed learning model was found in this research:

- **Collaborative strategies:** Teachers actively implement collaborative strategies in integrated thematic learning. They form work groups consisting of students with diverse abilities to work together in finding solutions and solving problems related to the theme being studied (Sari et al., 2018). Through this collaboration, students can share their knowledge, ideas, and experiences.
- **Group discussions:** Group discussions are one of the frequently used methods by teachers in implementing the shared and webbed learning model. In group discussions, students are invited to discuss concepts related to the learning theme. The teacher acts as a discussion facilitator, guiding students to achieve a deeper understanding through the exchange of ideas and arguments.
- **Project-based themes:** Teachers engage students in project-based themes that allow them to apply the learned concepts to real-life activities. For example, students can develop research projects or creative projects related to the learning theme. These projects encourage students to integrate the various knowledge and skills they have learned.
- **Interdisciplinary approach:** Teachers use an interdisciplinary approach in teaching integrated thematic learning. They connect concepts from various disciplines such as social sciences, science, mathematics, and language to provide a comprehensive understanding of the theme being studied. This helps students to see the interconnections between disciplines and broaden their insights.

Additionally, teachers also create a collaborative learning environment where students are given opportunities to share their knowledge and experiences. They encourage interactions among students through activities such as discussions, group work, and collaborative projects. In this way, teachers play the role of facilitators and guides in the learning process, while students actively engage in the teaching and learning process. Through the implementation of the shared and webbed learning model with collaborative strategies, group discussions, project-based themes, and interdisciplinary approaches, primary school teachers create stimulating and interactive learning environments. This provides students with opportunities to develop a deeper understanding of the concepts they are learning and expand their social and collaborative skills.

3.2 Challenges faced in implementing the learning model

In interviews with teachers, several challenges faced in implementing the shared and webbed learning model in the context of integrated thematic learning were identified in detail. Here is a more detailed explanation of these challenges:

- **Lack of available time to integrate the curriculum:** One of the challenges faced by teachers is the limited time available to integrate various concepts and disciplines in integrated thematic learning. Due to the predetermined curriculum and limited instructional time, teachers often feel restricted in presenting and explaining in-depth concepts (Irda Sukmawati Dewi, 2021). This can hinder the development of comprehensive integrated thematic learning.
- **Need to enhance teachers' understanding and skills:** Teachers recognize the need to enhance their understanding and skills in managing integrated thematic learning. The implementation of the shared and webbed learning model requires a deep knowledge of various concepts and the interrelationships between disciplines. Teachers also need to have skills in planning, implementing, and evaluating integrated thematic learning to

facilitate effective and meaningful learning for students (Putri et al., 2022).

- **Challenges in comprehensive assessment:** Teachers highlight challenges in conducting comprehensive assessments of students' understanding of various concepts in integrated thematic learning. They face challenges in assessing students' understanding comprehensively and holistically, as students may demonstrate different levels of understanding in various aspects of learning. Additionally, developing assessment instruments that align with integrated thematic learning is also a challenge in itself.

In addressing these challenges, teachers are aware of the need for more intensive efforts to enhance their understanding and skills in managing integrated thematic learning. Ongoing training and professional development in this field can help teachers overcome these constraints. Additionally, collaboration among teachers and the sharing of experiences and proven strategies can also be solutions to address these challenges.

3.3 Benefits Derived from the Shared and Webbed Learning Model

- **Improved understanding of interconnected learning concepts:** Teachers report that implementing the shared and webbed learning model can enhance students' understanding of the interconnectedness of concepts learned in integrated thematic learning. Through the integration of various disciplines, students can see and comprehend the relationships between previously perceived separate concepts. This helps students acquire a deeper and more comprehensive understanding of the topic or theme being studied (Noviana et al., 2022).
- **Development of collaborative skills:** Teachers observe that implementing the shared and webbed learning model can develop students' collaborative skills. In integrated thematic learning, students are encouraged to work together in groups, engage in discussions, share ideas, and achieve learning goals collaboratively. This collaborative process helps students develop communication, cooperation, problem-solving, and critical thinking skills. They learn to listen to others' opinions, contribute their ideas, and work reciprocally to achieve better results.
- **Meaningful learning experiences:** Teachers report that implementing the shared and webbed learning model provides more meaningful learning experiences for students (Putri et al., 2022). By connecting learning concepts in a broader context, students can see the relevance and real-world applications of what they learn. They can make connections between classroom learning and everyday life, making learning more relevant and engaging for students. This helps enhance students' intrinsic motivation and interest in learning.
- **Increased motivation and interest in learning:** Teachers observe that implementing the shared and webbed learning model can enhance students' motivation and interest in learning (Putri et al., 2022; Sasmita et al., 2023). By actively involving students in the learning process, and providing opportunities for participation, contribution, and ownership of their learning, students feel more engaged and motivated to learn. They become more active and take an active role in constructing their knowledge, which positively impacts their motivation and interest in learning.

Through the implementation of the shared and webbed learning model, teachers see significant benefits for students. Improved understanding of interconnected concepts, the development of collaborative skills, meaningful learning experiences, and increased motivation and interest in learning are some of the positive aspects resulting from these models.

3.4 Suggestions for Further Development

- **Provision of adequate time and resources:** Teachers suggest the need for adequate time and resources to support the implementation of the shared and webbed learning model. In the context of elementary schools, teachers often feel constrained by limited time to integrate the curriculum and effectively implement integrated thematic learning. Therefore, support from the school or educational institution is needed to provide sufficient time to plan, implement, and evaluate integrated thematic learning. Additionally, resources such as relevant textbooks, teaching materials, technology devices, and supportive learning materials should also be adequately available.
- **Ongoing training and professional development:** Teachers emphasize the importance of ongoing training and professional development for teachers to develop their understanding and skills in managing integrated thematic learning. In the context of integrated thematic learning, teachers need to have in-depth knowledge of various disciplines and how to effectively integrate them. Training and professional development focused on the shared and webbed learning model can help teachers enhance their understanding of these concepts, develop effective teaching strategies, and acquire skills in planning, implementing, and evaluating integrated thematic learning.
- **Development of holistic and relevant assessment instruments:** Teachers propose the need for the development of more holistic and relevant assessment instruments to measure students' understanding of integrated thematic learning. The shared and webbed learning models emphasize a deeper understanding and interconnectedness of learning concepts. Therefore, the assessment instruments used should reflect these aspects. Teachers suggest the development of assessment instruments that involve various forms of assessment such as formative assessment, authentic assessment, and student portfolios. This will help assess students' understanding comprehensively and provide richer feedback regarding their learning progress in the context of integrated thematic learning.

By considering these suggestions, the development of integrated thematic learning can be significantly enhanced. Adequate support in terms of time, resources, training, and the development of relevant assessment instruments will help teachers implement the shared and webbed learning model more effectively and provide maximum benefits for students.

CONCLUSIONS

Teachers implement the shared and webbed learning models in various ways. They use collaborative strategies, group discussions, project-based themes, and interdisciplinary approaches to integrate concepts in integrated thematic learning. This creates a collaborative learning environment and provides opportunities for students to share knowledge and experiences, as well as encouraging interaction among students. However, teachers also face several challenges in implementing these models. These challenges include time constraints, the need to enhance teachers' understanding and skills in managing integrated thematic learning, and constraints in comprehensive assessment of students' understanding of various concepts. Nevertheless, the implementation of the shared and webbed learning models provides significant benefits. Teachers report an improvement in students' understanding of the interconnectedness of learning concepts, the development of collaborative skills, and a more meaningful learning experience. Additionally, these models also enhance students' motivation and interest in learning, as students feel actively engaged in the learning process. Based on these findings, researchers

recommend the need for adequate support in terms of time, resources, training, and the development of relevant assessment instruments. This support will help teachers overcome the challenges they face and improve the implementation of the shared and webbed learning models. Thus, the development of integrated thematic learning can continue to be enhanced to provide a better learning experience for elementary school students.

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