

## THE INTEGRATIVE LEARNING MODEL TYPE WEBBED IN SPEAKING AT CLASS V STUDENTS OF SD NEGERI CITAMAN 1

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### ABSTRACT

The aim of this research is to identify the effectiveness of the Webbed type Integrative Learning Model in speaking for class V students at SD Negeri Citaman 1. The researcher was applied pre-experimental design the population is the seven grade students of SD Negeri Citaman 1 in academic year 2021/2022. In analyzing the numerical data, the writer was used SPSS for windows. Researchers can conclude based on the research results that the integrated learning model assisted by technology media can improve the quality of student learning according to the objectives of integrated learning effectively and efficiently by using the Webbed type, especially in speaking. Both in terms of arranging material, presenting, and coaching students during the teaching and learning process, a teacher continues to play an active integrated role with the help of technological media and can improve the quality of student learning according to the objectives of integrated learning effectively and efficiently by using the Webbed type. Both in terms of preparing material, presenting and coaching students during the teaching and learning process

**Keyword:** Integrative Learning Model, type webbed, Speaking

### INTRODUCTION

Integrated learning is a concept that refers to a learning approach that involves several subjects to provide meaningful experiences to students. Through integrated learning, students get direct experience in the learning process, this can increase students' abilities and become stronger regarding the things they learn. Integrated learning is also a learning model that involves several fields of study to provide meaningful experiences to students (Hermawan, 2009). Therefore, with integrated learning in elementary schools, teachers who teach in schools are expected to be able to read and understand holistically about how to implement integrated learning both theoretically and practically so that student learning outcomes can be meaningful and contain concrete learning experiences through a scientific approach in line with with K-13 (2013 Curriculum).

One of the integrated learning models that can be applied is the webbed type integrated learning model. By using the webbed type, it is certainly easier for teachers to carry out the teaching and learning process. The webbed model is an integrated learning model that uses themes as the basis for learning. This learning model combines multidisciplinary knowledge or various subjects bound by one theme (Fogarty, 1991). Themes can be determined by the teacher with students or fellow teachers. Once the theme is agreed upon, it is continued with selecting sub-sub themes by paying attention to their relationship to other subjects. For this

reason, the main theme must have broad material coverage and provide provisions for students to learn further. Then, Trianto (2009) said that webbed type integrated learning is a learning development that first determines a theme that has been arranged systematically before carrying out learning in class.

Somantri (2009) one of the weaknesses in learning English is the emphasis on lecture and expository strategies or transfer of knowledge which makes the teacher the center of teaching and learning activities. Thus, students must increase their capacity to receive and store in order to gain direct experience through integrated learning, so that students can process the information obtained well. This is in line with the formulation of national education goals contained in the National Education System (SISDIKNAS) Republic of Indonesia Law no. 20 of 2003-chapter II Article 3 which states: "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have good morals. noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen."

Students in the class are at an early age who still see everything as a whole so that their learning still depends on concrete objects and the experiences they experience. The second reason is that implementing separate learning in elementary schools for each subject will result in less development of children to think holistically. The third reason is that there are problems in the early grades and high grades. To achieve quality social studies learning, various strategies are needed, one of which is the use of webbed learning, learning is designed in such a way that learning objectives can be achieved. Improving the quality of learning includes student activities and student learning outcomes. Involving students in critical and democratic thinking so that the learning process makes students active. The problems faced in integrated learning are a lack of fundamental knowledge in preparing learning designs, a lack of references regarding the learning being taught, not integrating students' lives according to experiences in the learning process.

Also, in the current contemporary era demands competence in mastering media in the form of technology as a tool to assist in the learning process. The use of modern media such as projectors, computers and other digitalization tools is sought to be utilized to make it easier to convey teaching materials and information as well as complementary media. Likewise, it is hoped that a learning atmosphere that is maximally useful will be created achieving goals. Literally, the use of learning media with the aim of helping convey messages or subject matter to students so that they are easy to understand and make it fun, on the other hand, a teacher makes it easier to transfer knowledge to students.

The use of technological media is used as a device in displaying and conveying learning resources. This is the basis for implementing technological developments, especially in the field of education. Based on the description above and the reality in the field that the SD Negeri Citaman 1 teachers in teaching English with an integrated learning approach have several obstacles so that it becomes a very urgent matter, this shows that the teachers have not been able to

combine the planned subjects or link them in one theme, for example in Mathematics, English and Social Sciences. Apart from that, teachers are unable to provide life-integrating learning for students who need learning according to their experience. Not giving students an active role in finding ideas based on the principles themselves, the next problem is that teachers are unable to accommodate integrated learning optimally because teachers are still confused about the curriculum being implemented.

Facing integrated learning given to students, teachers should involve students as subjects, not as objects that only provide knowledge or are only expository. Apart from that, the learning approaches or methods applied by teachers tend to emphasize the use of lecture methods and skills in using technology that are not yet optimal as tools or learning media in the classroom, thus making learning monotonous and students get bored and there is still minimal research carried out.

## METHOD

This research design is a pre-experimental research design of the One-Group Pretest-Posttest Design type. In this research, the results of the treatment can be known more accurately, because it can be compared with the situation before the treatment was given. The sampling technique used is Total Sampling. Total sampling is a sampling process where the researcher uses the entire existing population to be used as a sample because the population is less than 100. The total population in this study is class V students with a total of 18 students. So, the number of samples used in this research was 18 students. The data collection technique used in this research was Test. The test used in this study was in the form of multiple choice with a total of 10 questions. This test is carried out with the aim of determining improvements in student learning outcomes by looking at the scores obtained by students through the test.

## FINDINGS AND DISCUSSIONS

### Findings

#### The Effectiveness of the Webbed Type Integrative Learning Model in Speaking for Class V Students at SD Negeri Citaman 1

##### a. Student test results on the pretest

As explained previously, after tabulating and analyzing students' scores into percentages, they are classified into six levels. The following table is the students' pretest scores and percentages of the experimental and control groups.

Scores			
Classification	Score	Frequency	Percentage
Very good	81-100	0	0
Good	61-80	1	5
Enough	41-60	8	44
Not enough	21-40	9	51
Very less	1-20	0	0

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<b>Total</b>	<b>18</b>	<b>100%</b>
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Source: Puskur (2006: 35)

Based on the data in table 1, the pre-test results of 25 students, no students were in the very good category, 1 person (4%) was in the good category, 8 people ( 64%) were in the fair category, 9 people (24%) were in the good category. poor category and there are no students in the very poor category.

b. Mean scores and standard deviations of students' pretests for the experimental group and control group

Before *treatment* is carried out, students are given a pretest to determine the student's initial knowledge. Furthermore, the purpose of this testing is to determine students' initial abilities.

After calculating the students' pretest results, the average scores and standard deviation are presented in the following table.

Table 2. Mean Scores and Standard Deviations from Student Pretests

<u>Average Score</u>	<u>Standard Deviation</u>
60.25	3,441

Source: Processed Research Data (2022)

Based on the classification of test results, the average score obtained was 60.25 with a standard deviation of 3,411 and was still in the low category.

c. Student posttest results

In this section students' grades are classified into five levels. The scores are then tabulated and analyzed into percentages. The following table is a summary of posttest statistics for students from both groups.

Table 3. Percentage of Student Posttest Scores

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Very good	81-100	5	<b>30</b>
Good	61-80	12	<b>66</b>
Enough	41-60	1	<b>4</b>
Not enough	21-40	0	<b>0</b>
Very less	1-20	0	<b>0</b>
<b>Total</b>		<b>18</b>	<b>100%</b>

Source: Puskur (2006: 35)

Based on the data in table 4.3, the pre-test results of 25 students, 5 students (30%) were in the very good category, 12 people (66%) were in the good category, 1 people (4%) were in the enough category and there were no students who fall into the categories of less and very less.

Based on the description above, there has been a significant increase in learning outcomes, especially in terms of students' speaking abilities.

d. Students' posttest means and standard deviation.

In the following table, researchers present the average scores and standard deviations.

Table 4.4. Students' Posttest Mean and Standard Deviation Scores

Average Score	Standard Deviation
81.65	6,525

Source: Processed Research Data (2022)

In the table above, the average value obtained is 81.65 with a standard deviation of 6,525.

e. Significance test (t-test).

The T-test is a test to measure whether there is a significant difference between the results of students' average scores in the pretest and posttest produced by students. By using inferential analysis from a t-test or a significance test run by SPSS version 23, significant differences can be easier to analyze. The significance level is ( $\alpha$ ) = 0.05 and degrees of freedom (df) = 18, N1- 1. The following table describes the results of the t-test values:

Table 4.5. T-test results

Variable	Probability value	$\alpha$	Information
Pretest and Post-test	0,000	0.05	significant

Source: Processed Research Data (2021)

Based on the results of data analysis as summarized in table 4.5, the p-value of the posttest for both groups obtained results lower than  $\alpha$  ( $0.000 < 0.05$ ) and the degrees of freedom were 17. The t-test value of the two groups in the pretest and posttest can be concluded there was a significant difference. This shows that the alternative hypothesis ( $H_1$ ) is accepted and, of course, the null hypothesis ( $H_0$ ) is rejected. This shows that the application of the Webbed Type Integrative Learning Model to Class V Students at SD Negeri Citaman 1 can improve students' speaking skills.

## Discussion

Based on the research results above, the p-value from the pretest and posttest is lower than  $\alpha$  ( $0.000 < 0.05$ ) and the degrees of freedom are 17. The t-test value from the pretest and posttest can be concluded that there is a significant difference. This shows that the alternative hypothesis ( $H_1$ ) is accepted and, of course, the null hypothesis ( $H_0$ ) is rejected. This shows that the application of the Webbed Type Integrative Learning Model to Class V Students at SD Negeri Citaman 1 can improve students' speaking skills .

According to Trianto (2013:43), the webbed learning model (cobweb model) is integrated learning that uses a thematic approach. The development of this approach begins with determining a specific theme. Themes can be determined by negotiation with students, but can also be done by discussion among teachers. After the theme has been agreed, these sub-sub themes are developed and learning activities that students must carry out. So the webbed or spider web model is implemented through a thematic approach as a guide to

learning materials and strengths. This approach is a learning model used to teach certain themes which tend to be conveyed through several other fields of study, in this connection the themes can be linked to learning activities, both within subjects and across subjects.

This model is an integrated learning model that is very familiar to teachers, especially in Indonesia. In this model, the theme functions as a unifier of learning activities from different scientific disciplines. Themes also make the learning process deeper in the discussion content. In developing learning activities, themes are described in sub-themes, then sub-themes are deepened into topics in more detail (Risti, 2017).

This learning model combines multidisciplinary knowledge or various subjects bound by one theme (Fogarty, 1991). Themes can be determined by the teacher with students or fellow teachers. Once the theme is agreed upon, it is continued with selecting sub-sub themes by paying attention to their relationship to other subjects. For this reason, the main theme must have broad material coverage and provide provisions for students to learn further. Then, Trianto (2009) said that webbed type integrated learning is a learning development that first determines a theme that has been arranged systematically before carrying out learning in class.

## CONCLUSION

Researchers can conclude based on the research results that the integrated learning model assisted by technology media can improve the quality of student learning according to the objectives of integrated learning effectively and efficiently by using the Webbed type, especially in speaking. Both in terms of arranging material, presenting, and coaching students during the teaching and learning process, a teacher continues to play an active integrated role with the help of technological media and can improve the quality of student learning according to the objectives of integrated learning effectively and efficiently by using the Webbed type. Both in terms of preparing material, presenting, and coaching students during the teaching and learning process.

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