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INTEGRATIVE LEARNING MODEL TYPE A SEQUENCED IN LEARNING WRITING IN CLASS VII STUDENTS OF UPTD SMP NEGERI 34 SINJAI

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ABSTRACT

The aim of this research is to identify the effectiveness of the sequenced type integrative learning model in learning to write for class VII students at UPTD SMP Negeri 34 Sinjai. The researcher was applied pre-experimental design the population is the second-grade students of UPTD SMP Negeri 34 Sinjai in academic year 2021/2022. In analyzing the numerical data, the writer was used SPSS for windows. Basically, all learning models that are implemented are designed in the learning process, if they are implemented with a full sense of responsibility, the results achieved can be meaningful for students and teachers as well as all existing components, including the government and society in general. The improvement in students' writing skills in research can be seen from the increase in the number of words in each sentence produced when students write. The data from this research indicates that the application of integrated learning with a sequenced model through deep thinking skills strategies can increase children's vocabulary and understanding of good behavior related to peaceful values.

Keyword: Integrative Learning Model, sequenced type, Writing

INTRODUCTION

The 2013 curriculum is a new hope for the development of education in Indonesia. The interesting thing about the 2013 Curriculum is that students are made into learning subject or called Student Centered Learning, so Learning will provide students with direct experience. Student required to be active in learning and teachers as learning facilitators.

Apart from that, the 2013 Curriculum uses thematic learning for provides complete learning and can make students think carefully comprehensive. Prastowo (2014:45) says that thematic learning is integrated learning model (integrated instruction) which is a system learning that enables students, both individually and groups, actively explore and discover scientific concepts and principles holistically, meaningfully, and authentically. Thus, it can be said that the 2013 Curriculum is trying unites curriculum content in a unified and created unit learning is more meaningful and makes it easier for students to understand learning materials.

The 2013 curriculum as integrated learning allows students to understand learning concepts. Students acquire concepts through direct experience and being able to connect concepts owned with a new concept. Through integrated learning, teachers give full freedom for students to participate in every process learning.

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Integrated learning is learning that begins with something certain subjects or themes that are linked to other subjects, certain concepts are associated with other concepts, which is done spontaneously or planned, either in one or more fields of study and with a variety of experiences children learn, then learning becomes more meaningful (Hadisubroto in Margunayasa, Arini and Japa, 2014: 4).

Based on the explanation above, the 2013 curriculum as integrated learning has advantages, namely able to make learning more meaningful. Integrated learning according to the child's cognitive development stage elementary school. Daryanto (2014:50) said that elementary school children are at a stage concrete operation. Salkind (2009:326) explains that the operational stage concrete takes place at the age of 7 to 12 years. At this stage, students are capable think logically, see more than one dimension at once and can connecting between dimensions. In line with this, the Gestalists believes that students have insight and understanding if they see the relationship of various elements in the situation they face (Ellis in Margunayasa , Arini and Japa, 2014: 9). Integrated learning begins with getting to know something, namely a learning theme study components through several subthemes. Through subthemes their students learn to see the relationships between elements of a large theme studied.

Fogarty (2009:12) explains that there are ten integrated learning models, namely fragmented, connected, nested, webbed, integrated, sequenced, threaded, shared, immersed, and networked. Each model has characteristics each and several of these integrated learning models serve as a reference in preparing the 2013 Curriculum. Many teachers are implementing it in the field lack of understanding of the implementation of integrated learning.

Many teachers have participated in training conducted by the government regarding the ins and outs of the 2013 Curriculum. However, teachers do not fully understand the 2013 Curriculum as integrated learning. The teachers interviewed wanted examples of the development of integrated learning tools as a reference in developing learning in the classroom, especially regarding the 2013 Curriculum. Apart from that, when the researcher asked how to teach and sequence material in different subjects but still had the same concept, the three teachers answered, the lesson was carried out according to the order in the book. Seeing these conditions, it can be concluded that teachers need examples of developing good learning tools referring to the 2013 Elementary School Curriculum, especially the sequenced type to add insight and references in conducting learning in the classroom. Therefore, researchers are encouraged to conduct research on the development of integrated learning tools entitled "Development of Sequenced Type Integrated Learning Tools for Grade IV Elementary School Students Referring to the 2013 Curriculum". The sequenced learning type will help students learn the material continuously and the same learning concepts in each subject are studied at the same time or almost the same time. This type helps students learn thoroughly, does not take up too much time, and makes students have complete knowledge. Therefore, the development of this learning tool will help teachers in developing learning tools that refer to the 2013 Curriculum, especially sequenced type integrated learning.

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METHOD

This type of research is experimental research, namely a research method used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2006: 72). 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 VII students with a total of 25 students. So, the number of samples used in this research was 25 students.

FINDINGS AND DISCUSSIONS

Findings

The Effectiveness of the Sequenced Type Integrative Learning Model in Writing for Class VII Students of UPTD SMP Negeri 34 Sinjai

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.

Table 1. Percentage of Student Pretest Scores

Classification	Score	Frequency	Percentage
Very good	81-100	0	**0**
Good	61-80	5	**20**
Enough	41-60	15	**60**
Not enough	21-40	5	**20**
Very less	1-20	0	**0**
Total		**25**	**100%**

Source: Puskur (2006: 35)

Based on the data in table 1, the pre-test results of 20 students, no students were in the very good category, 5 people (20%) were in the good category, 15 people (60%) were in the fair category, 5 people (20%) 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

Average Score	Standard Deviation
63.50	4,336

Source: Processed Research Data (2022)

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Based on the classification of test results, the average score obtained was 63.50 with a standard deviation of 4,336 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

Classification	**Score**	**Frequency**	**Percentage**
Very good	81-100	5	**20**
Good	61-80	15	**60**
Enough	41-60	5	**20**
Not enough	21-40	0	**0**
Very less	1-20	0	**0**
Total		**25**	**100%**

Source: Puskur (2006: 35)

Based on the data in table 3, the pre-test results of 20 students, 5 students (20%) were in the very good category, 15 people (60%) were in the good category, 5 person (20%) was in the fair 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' writing abilities.

d. Students' posttest means and standard deviation.

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

Table 4. Students' Posttest Mean and Standard Deviation Scores

Average Score	Standard Deviation
77.50	5,780

Source: Processed Research Data (2022)

In the table above, the average value obtained is 72.75 with a standard deviation of 5,780.

e. Significance test (t-test).

The T-test is a test to measure whether or not 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 (α) = 0.05 and degrees of freedom (df) = 24, N1- 1. The following table describes the results of the t-test values:

Table 5. T-test results

Variable	Probability value	α	Information
Pretest and Post-test	0,000	0.05	significant

Source: Processed Research Data (2021)

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Based on the results of data analysis as summarized in table 5, the p-value of the posttest for both groups obtained results lower than α (0.000<0.05) and the degree of freedom was 24. 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 implementation of the Sequenced Type Integrative Learning Model in Class VII Students of UPTD SMP Negeri 34 Sinjai can improve students' writing skills.

Discussion

Based on the research results above, the p-value from the pre-test and post-test is lower than α (0.000<0.05) and the degree of freedom is 24. The t-test value from the pre-test and post-test 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 implementation of the Sequenced Type Integrative Learning Model in Class VII Students of UPTD SMP Negeri 34 Sinjai can improve students' writing skills.

Teachers need examples of developing good learning tools referring to the 2013 Elementary School Curriculum, especially the sequenced type, to add insight and references in conducting learning in class. Therefore, the results of this research encourage the development of integrated learning tools. The sequenced learning type will help students learn the material continuously and the same learning concepts in each subject are studied at the same time or almost the same time. This type helps students learn thoroughly, does not take up too much time, and makes students have complete knowledge. Therefore, the development of this learning tool will help teachers in developing learning tools that refer to the 2013 Curriculum, especially sequenced type integrated learning.

Sequenced type learning provides students with reinforcement of the material presented and makes learning more meaningful (Daryanto, 2014: 117). Several concepts that are almost the same are taught sequentially so that there will be intersections in the content of the material. The intersection of the same concepts in the subjects presented will make students' knowledge broader. Students have the advantage of focusing on learning and the ideas gained are strengthened naturally (Fogarty, 2009:50). Apart from that, students find it easier to understand the material presented by the teacher because learning activities between fields of study support each other

CONCLUSION

Integrated learning is very appropriate when used by school teachers because teachers, especially grades 1 to 3, are class teachers who require prior consideration, including student interests, their nature must stimulate students' curiosity, the scope of existing sub-topics and the available learning resources. so that meaningful learning can be created by teachers in one class. Basically, all learning models that are implemented are designed in the learning process, if they are implemented with a full sense of responsibility, the results achieved can be

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meaningful for students and teachers as well as all existing components, including the government and society in general. The improvement in students' writing skills in research can be seen from the increase in the number of words in each sentence produced when students write. The data from this research indicates that the application of integrated learning with a sequenced model through deep thinking skills strategies can increase children's vocabulary and understanding of good behavior related to peaceful values.

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