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THE EFFECT OF INTEGRATIVE LEARNING MODEL TYPE NETWORKED IN LISTENING

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ABSTRACT

The aim of this research is to identify the effectiveness of the Networked Type Integrative Learning Model in Listening for Class VII Students at UPT SMPN 8 Bangkala Barat, Kab. Jeneponto. The researcher was applied pre-experimental design the population is the first-grade students of UPT SMPN 8 Bangkala Barat, Kab. Jeneponto in academic year 2021/2022. In analyzing the numerical data, the writer was used SPSS for windows. Based on the discussion above, we can conclude that There is an influence of the networked type of integrative learning model on the results of the listening ability of Class VII UPT SMPN 8 Bangkala Barat, Kab. Jeneponto. This can be seen from the research results above that the p-value from the pretest and posttest is lower than α (0.000<0.05) and the degree of freedom is 22. The t-test value from the pretest and posttest can be concluded that there is a significant difference. This shows that the alternative hypothesis (H1) is accepted and, of course, the null hypothesis (H0) is rejected. This shows that the application of the networked type of integrative learning model to Class VII students at UPT SMPN 8 Bangkala Barat, Kab. Jeneponto can improve students' listening skills

Keyword: Integrative Learning Model, type networked, Listening

INTRODUCTION

The curriculum is a tool for achieving educational goals, as well as a guideline for implementing learning at all types and levels of education Arifin (2011:1). In education, the curriculum must have a dynamic character, changes and developments can be made so that the education system can keep up with developments and challenges of the times. Curriculum development and development must have a clear vision and direction, where the national education system with that curriculum will go. The orientation of the 2013 Curriculum is to increase and balance between attitude, skills, and knowledge to improve the quality of education (Prastowo, 2015: 4).

In improving and increasing the quality of education in Indonesia, the government is currently implementing the 2013 Curriculum as a reference for the learning system, especially school education. Education is one form of manifestation of human culture that is dynamic and full of development. Therefore, developments in the education system are things that should occur in line with developments over time. Currently, most education in Indonesia, especially at the school level, uses the 2013 Curriculum. The 2013 Curriculum is oriented so that there is an increase and balance between students' attitudes, skills and knowledge (Majid & Rochman, 2014: 9-10). Learning in the 2013 Curriculum is carried out in an integrated manner. Fogarty (2009:12) states that there are ten

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types of integrated learning, namely fragmented type, connected type, nested type, sequenced type, shared part type.), spider web type (webbed), knitted type (threated), integrated type, immersed type and networked type.

One type of integrated learning is the networked type. Fogarty (2009: 112) explains that networked integrated learning is learning that motivates students to collaborate with someone who is an expert in the field they are studying. So that students can think critically and students gain knowledge from other sources, not just being motivated by their teacher. Therefore, this networked type can make students motivated and interested in learning activities. Therefore, this type of integrated learning is very suitable to be implemented in schools.

Integrated learning should be able to be implemented in the 2013 Curriculum learning. However, many teachers still do not understand integrated learning in the 2013 Curriculum, teachers are limited to knowing 10 types of integrated learning, in implementing which teachers still experience difficulties. Problems that occur with teachers include: (1) teacher (A) knows that the 2013 Curriculum uses thematic learning, while teacher (B) only knows that the 2013 Curriculum uses integrated learning with a scientific approach (5M), (2) when asked about 10 integrated learning type, both teachers do not yet know and master the overall types of integrated learning that can be used in the 2013 curriculum, the teacher's knowledge is only limited to the webbed type, (3) teacher (A) does not experience difficulties in planning learning, while teacher (B) still experiences some difficulties in planning integrated learning even though he has participated in the 2013 curriculum training several times. This is because in one lesson from morning to afternoon there are several KI, KD, and various subjects used, (4) during the implementation process, the teacher (A) answered that he still had difficulties in implementing integrated learning, especially to foster student activity in learning activities, while teacher (B) answered that teachers had difficulty in assessing evaluation results, (5) both teachers needed examples of integrated learning tools so that they could better master integrated learning, increase insight and create new creativity for teachers, (8) the two teachers do not yet know and master networked type integrated learning.

Teachers only master webbed type integrated learning which is in accordance with government regulations in the 2013 Curriculum, in implementing learning in the classroom teachers tend to be fixated on the teacher's handbook and the learning activity steps used in accordance with the teacher's handbook, so that teachers do not develop learning activities in the classroom. Researchers want to design a learning device that is not boring so that students can be more active and motivated to participate in learning.

Based on the explanation above, the researcher concludes that teachers need examples of developing networked type integrated learning tools to add insight, reference and can be used as a reference in learning activities. This is done so that teachers have references or guidelines that will help teachers in implementing the 2013 Curriculum. Researchers have never found an example of a networked type Integrated Learning Implementation Plan. This type of integrated learning tool is complementary and perfecting, so that the quality of the integrated learning process in learning practices in schools can increase.

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The networked type of integrated learning can help students to foster an attitude of cooperation between students and other people. Apart from that, networked integrated learning can also increase student motivation in learning together with an expert. The characteristics of networked integrated learning emphasize the potential for creating learning resources between many parties, generating students' interest in searching for information, enabling students to be active in searching for information, generating high curiosity, and making students able to conclude the information obtained. The development of networked type integrated learning tools can help teachers in developing integrated learning tools referring to the 2013 Curriculum in Schools.

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). According to Gay (in Emzir, 2007: 63) Experimental research is the only research method that can correctly test hypotheses regarding causal relationships (cause and effect). 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 VII students with a total of 23 students. So, the number of samples used in this research was 23 students. The data analysis method used in this research is hypothesis testing. In this research, researchers want to test the relationship between one variable and other variables. To test t statistics by comparing t-count with t-table. If the t-count value > t-table means that there is a significant influence between the independent variable and the dependent variable, or it could also be with significance below 0.05, which states that an independent variable individually influences the dependent variable.

FINDINGS AND DISCUSSIONS

Findings

Effectiveness of the Networked Integrative Learning Model in Listening Learning for Class VII Students at UPT SMPN 8 Bangkala Barat, Kab. Jeneponto

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**

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Good	61-80	4	**16**
Enough	41-60	16	**64**
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 25 students, no students were in the very good category, 4 people (16%) were in the good category, 16 people (64%) were in the fair category, 5 people (20%) were in the 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
56.25	2,925

Source: Processed Research Data (2022)

Based on the classification of test results, the average score obtained was 56.25 with a standard deviation of 2,925 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	4	**16**
Good	61-80	18	**72**
Enough	41-60	3	**12**
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 25 students, 4 (16%) students were in the very good category, 18 (72%) were in the good category,

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there were 3 (12%) students in the fair category, and no There are students in the poor and very poor categories.

Based on the description above, there has been a significant increase in learning outcomes, especially in terms of students' listening 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
78.25	5,875

Source: Processed Research Data (2022)

In the table above, the average value obtained is 73.45 with a standard deviation of 5,475.

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)

Based on the results of data analysis as summarized in table 5, the p-value of the posttest for both groups was lower than α (0.000<0.05) and the degree of freedom was 22. The t-test value of the two groups in the pretest and posttest can be concluded there are significant differences. 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 Networked Type Integrative Learning Model to Class VII Students of UPT SMPN 8 Bangkala Barat, Kab. Jeneponto can improve students' listening skills.

Discussion

Based on the research results above, the p-value from the pretest and posttest is lower than α (0.000<0.05) and the degree of freedom is 24. The t-test value from the pretest and posttest can be concluded that there is a significant difference. This shows that the alternative hypothesis (H1) is accepted and, of course, the null hypothesis (H0) is rejected. This shows that the application of the

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networked type of integrative learning model to Class VII students at UPT SMPN 8 Bangkala Barat, Kab. Jeneponto can improve students' listening skills.

Increasing learning outcomes cannot be separated from the availability of valid learning tools, the implementation of learning implementation plans well, students being active during the learning process. Through the learning process, for student learning outcomes to increase, there must be interaction between teachers and students so that a change in behavior occurs in individuals (students), and teachers must make various efforts to achieve learning goals. The definition of learning outcomes as stated by Sudjana (2006: 76) says that "learning outcomes are essentially changes in behavior as a result of learning in a broad sense covering the cognitive, affective and psychomotor fields".

Increasing learning outcomes in learning is when students gain knowledge and skills by carrying out real activities, interactive situations; this allows them to rationally and meaningfully interpret the knowledge and skills acquired during the process (Brown, Collins, and Duguid, 1989; McLellan, 1996). New knowledge obtained by students through located learning is not isolated or fragmented but complete and comprehensive knowledge that is truly mastered following reorganization (Huang, CSJ, Yang, SJH, Chiang, THC, & Su, AY S: 2016).

CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher concludes that the implementation of the networked type of integrative learning model to Class VII students at UPT SMPN 8 Bangkala Barat, Kab. Jeneponto can improve students' listening skills; it is proved by the mean score of the students' posttest. The t-test of the students' vocabulary achievement in posttest was smaller than α ($0.000 < 0.05$). It meant that the H1 of the hypothesis was accepted.

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