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Increasing Students' Learning Impact on Thematic Learning Theme 8 Through Using Integrated Types of Webbed Learning For Elementary School Students

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ABSTRACT

The aim of the analysis is to increase the learning impact of students in thematic learning theme 8 by using a webbed-style integrated learning type for class III students at SD Negeri 1 Kambowa. The research method includes research procedures, namely classroom action research (PTK) which consists of planning, implementation, observation and reflection. The topic of analysis is class III students, a total of 20 students, including 9 male students and 11 female students. The method of combining information used is through examination, observation and archiving. This analysis was carried out in the even semester of the 2021/2022 academic year in two cycles, each cycle taking place per two meetings. The impact of student learning in the pre-cycle before implementing the webbed type integrated learning model was that there were 7 students who finished training themselves with 35% classical completeness. After implementing the webbed type integrated learning model in cycle I, there were 14 students who completed the study with a classical completeness of 70%. Then in cycle II it increased to 17 students who completed their studies with a classical completeness of 85%. Based on the research results, it can be concluded that using the webbed type integrated learning model can improve student learning outcomes in the thematic study of theme 8 of class III students at SD Negeri 1 Kambowa.

Keywords: *Effects, Student Practice, Types of Assessment, Webbed Style*

1. Introduction

Law no. 20 of 2003 concerning SISDIKNAS, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves and society, nation and state. According to the Big Indonesian Dictionary, education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. So education is a conscious effort to change a person's attitudes and behavior to become better.

In the learning process, teachers must place students as learning subjects. In implementing the learning process in the classroom, teachers must activate students so that students are not passive by using several methods, models and learning strategies. In understanding concepts, of course students' understanding is different, especially students in lower classes need concrete things so it is necessary to present concepts contextually. Ministry of National Education (2002: 26). Environmental assessment is an educational idea that helps educators relate to the topics taught through conditions in students' real lives, and helps students make connections between the insights they have and their experiences in their daily activities.

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Thematic combines several basic competencies (KD) and indicators from content standards (SI) from several subjects to form a theme. The study of topics focuses on students, continuing skills directly to students and thematically, students learn while playing.

The subjects used in class III are themes. The themes are Theme 8 entitled Praja Muda Karana and sub-theme 4 entitled I Like to Create. Within a theme there are subthemes and learning. Each sub-theme consists of several lessons. In one meeting, one lesson. At the end of each lesson there is an evaluation that is used to determine students' abilities regarding the lessons they have learned.

Based on initial observations from interviews with class III teachers and after conducting initial tests on class III students at SDN 1 Kambowa, class 3 learning outcomes were still low. There are several problems faced by students in the learning process. Students are passive in learning because learning is abstract so that students do not understand the lesson and provide less experience for students. This is indicated by the number of students who have not reached the KKM (Minimum Completeness Criteria) applied by the school, namely they are said to be complete if they reach a score of 70. In the learning results of class III students at SD Negeri 1 Kambowa, totaling 20 students, only 7 students completed the KKM together. success in classical learning was 35%, the remaining 13 students with 65% classical learning completeness were still below the KKM. In this case, the learning process activities cannot be said to be complete or successful because classical learning completeness has not yet reached 75%.

Teachers must make efforts to optimize learning by holding activities that support the complete presentation of material so that students can grow their strengths in a lively and rich way without getting tired. By using the learning model, it is hoped that students will learn optimally so that they can improve student learning outcomes by using the Webbed type integrated learning model. The Webbed type integrated learning model is learning that uses a thematic approach. Webbed model or often called spider web.

Rukamana (2006: 33) webbed learning model is a learning model used to teach certain themes that are conveyed through fields of study. The Webbed model places more emphasis on student involvement in learning so that students can gain direct experience. Through direct experience, students will finally understand the concepts they have learned and be able to relate them to other concepts. Webbed type integrated learning can be tried to further activate the learning process, it is hoped that students will be able to learn actively and the learning objectives can be achieved and can increase the desire and effect of students' practice.

2. Methods

The design carried out in classroom action research is in the form of a cycle that will last more than one cycle depending on the level of success of the target to be achieved, where each cycle has three meetings. Each cycle consists of design, implementation, observation and reflection. The research subjects were 20 Class III students at SD Negeri 1 Kambowa, with the main target being to improve their skills in writing descriptive paragraphs in Indonesian with holistic learning.

Data collection techniques are the most strategic step in research, because the main aim of research is to obtain data. With data, a researcher can obtain information related to the learning that has been carried out which is then used as material for continuous reflection, planning, action and observation. There are two techniques used to obtain the data needed in this research, namely test and non-test.

Data analysis in classroom action research is obtained, then data analysis will be carried out. The data analyzed consists of observations of student learning outcomes, implementation of learning and student activities. Analysis of this data is to determine the level of achievement of student learning outcomes during the teaching and learning process: 1) Data on student learning outcomes is obtained through tests given to students assessed individually. Tests are given at the end of each action cycle. Student learning outcomes in the study of the webbed type integrated learning model, if the results of the observations and tests given have reached the KKM (Minimum Completeness Criteria) that have been determined where the KKM for Indonesian language lessons is 70

3. Findings and Discussions

3.1 Findings

Pre-Cycle Data

Before carrying out the first cycle action, the analyzer carries out a pre-cycle test. The pre-cycle test was taken by 20 participants consisting of 9 men and 11 women. Pre-cycle tests are carried out in order to know the early conditions of the students' learning effects and then the pre-cycle effects will be an example of the effects of the first cycle. Regarding pre-sklus score decisions, you can see this list.

Table 1. Pre-Cycle Results

Student Initials	Mark	Information	
		Complete	Not Complete
AWP	70	Complete	-
AAM	60	-	Not Complete
DMS	80	Complete	-
DV	70	Complete	-
FDN	40	-	Not Complete
HLN	60	-	Not Complete
KNNT	50	-	Not Complete
MHDK	80	Complete	-
NT	80	Complete	-
RAI	80	Complete	-
RWT	60	-	Not Complete
TA	60	-	Not Complete
TAR	50	-	Not Complete
SNH	80	Complete	-
SWTR	60	-	Not Complete
SA	50	-	Not Complete
VAS	50	-	Not Complete
ZN	60	-	Not Complete
ZKYN	60	-	Not Complete
ZLFK	40	-	Not Complete
Amount			1.240 : 20
Average			62
Completed [7:20] x 100% =			35%
Incomplete [13 :20] x 100% =			65%

It is known that the number of students who succeed is slightly more compared to the number of students who fail. Of the 20 students who took part in the pre-cycle, 7 students succeeded in reaching the kkm and 13 other students did not do well and did not meet the kkm 70. So the classical success rate was only up

to 35%. After paying attention to the information on precycling effects, the situation of change must be studied using a webbed type integrated learning model.

Cycle I

After carrying out Cycle I, the analyst carries out the test. The exam aims to measure how far students have progressed in their practice before completing cycle one and after completing cycle one. From backward observations, the effect of students' practice is that 65% of students have not finished practicing and 35% of students have finished studying or 13 students have not finished practicing and 7 students have finished practicing and the kkm is 70. After carrying out cycle one, the effect of practicing for class III students peaks and can be seen on the list**.**

Table 2. Results Test Cycle I

Student Initials	Mark	Information	
		Complete	Not Complete
AWP	60	-	Not Complete
AAM	60	-	Not Complete
DMS	100	Complete	-
DV	70	Complete	-
FDN	50	-	Not Complete
HLN	90	Complete	-
KNNT	60	-	Not Complete
MHDK	80	Complete	-
NT	100	Complete	-
RAI	90	Complete	-
RWT	70	Complete	-
TA	80	Complete	-
TAR	80	Complete	-
SNH	80	Complete	-
SWTR	90	Complete	-
SA	90	Complete	-
VAS	70	Complete	-
ZN	60	-	Not Complete
ZKYN	80	Complete	-
ZLFK	30	-	Not Complete
Amount			1.490 : 20
Average			74,5
Completed [7:20] x 100% =			70%
Incomplete [13 :20] x 100% =			30%

The percentage of students' learning completion effect in cycle one shows that there is a slight increase in the students' practice effect in topic 8 subtheme 4 learning 1. The total number of students who completed it was fourteen students with a total score of 1,170 and the percentage of learning completion was 70%, while the total number of students who completed About six students were unsuccessful and the total score was 320 and the incomplete index was 30% and the average student score was 74.5. However, the achievement of the practice effect in cycle one is less than the analyst's wishes, the level of completeness of the practice effect of students in cycle one is less than achieving the benchmark of success, less than the success indicator applied is 75%.

Cycle II

After one meeting, the second meeting held a final test in cycle II. This was carried out in order to know the students' competency in understanding the theme lesson subjects that have been delivered after using the webbed type integrated learning model. The evaluation activity or final test was attended by all class III students, a total of 20, consisting of nine male students and eleven female students. The results of the evaluation or final exam of cycle II are in the following picture.

Table 3. Results Test Cycle II

Student Initials	Mark	Information	
		Complete	Not Complete
AWP	80	Complete	
AAM	80	Complete	
DMS	100	Complete	
DV	100	Complete	
FDN	60	-	Not Complete
HLN	100	Complete	
KNNT	80	Complete	
MHDK	90	Complete	
NT	100	Complete	
RAI	80	Complete	
RWT	90	Complete	
TA	90	Complete	
TAR	80	Complete	
SNH	90	Complete	
SWTR	100	Complete	
SA	80	Complete	
VAS	80	Complete	
ZN	60	-	Not Complete
ZKYN	100	Complete	
ZLFK	50	-	Not Complete
Amount			1.690: 20
Average			84,5
Completed [7:20] x 100% =			85%
Incomplete [13 :20] x 100% =			15%

The success shows that the total number of students who completed was 17 students with a total score of 1,520 and a percentage of learning completion of 85%, while the number of students who did not complete was 3 students with a total score of 170 and a percentage of incomplete learning of 15% and the estimated average of students was 84. 5. In the second cycle of evaluation, the achievement of the practice effect has reached the specified success indicator, namely 75%. So the implementation was decided in cycle two. So, the efforts obtained in practicing using the webbed type integrated learning model in theme 8 subtheme 4 lessons 1 and 2 have an impact on improving the learning outcomes of class III students at SD Negeri 1 Kambowa.

3.2 Discussions

Classroom action analysis (PTK) was carried out with two action cycles. Each cycle is formed from preparation, action, observation, test and introspection activities. During the learning implementation process, researchers made observations to find out any shortcomings in the assessment system and the extent of students' learning success.

Student Learning Results

The impact of student learning outcomes on theme 8, subtheme 4, learning 1 and 2, can be seen in the grades obtained through evaluations starting from pre-cycle to the end of the cycle. Before carrying out the first cycle actions, pre-cycle actions are first carried out. The pre-cycle test was taken by 20 class III students. This pre-cycle test obtained an average of 62 with a total student score of 1,210. Students' classical completion in the pre-cycle reached 35% of students who met the KKM 70 and had not yet reached the success indicators.

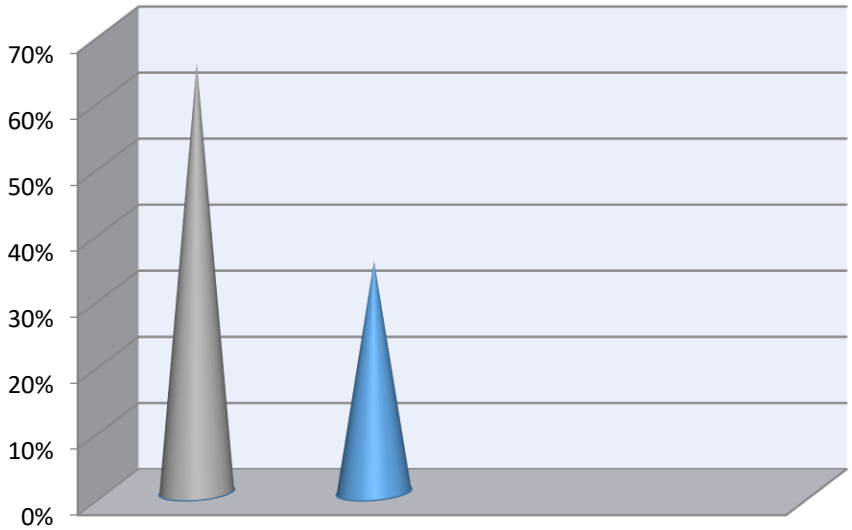

Figure 1. Graph of Pre-Cycle Learning Results

After being given the first cycle of action, the average score of students increased to 74.5 and the total score of students as a whole reached 1,490, the percentage of classical completeness increased to 70% of students who reached KKM 70 and the percentage of students who did not complete it decreased to 30% of students who had not achieved KKM 70. The learning results of cycle I can be seen from the graph as follows:

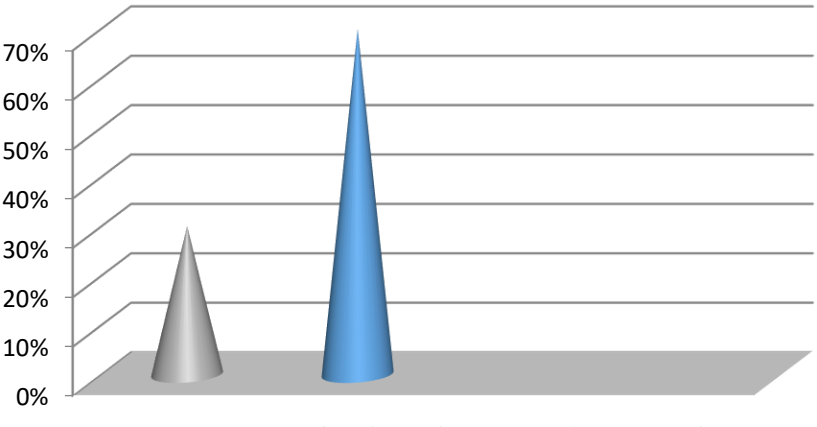

Figure 2. Graph of Cycle I Learning Results

From graph 2, it is very clear that the increase in student learning outcomes can be seen. However, the achievement of the learning effect of students in cycle one did not reach the achievement indicator determined by the researchers, namely 75%. So, the researcher carried out cycle II actions. In the second cycle of action the average student increased to 84.5, the total student score increased to 1,690, students' classical completion increased to 85% of students who received a KKM of 70 and 15% of students who had not yet received a KKM of 70 or students who had completed the KKM. 70 totaled 17 students and those who did not complete KKM 70 totaled 3 students. The increase in student learning outcomes in cycle II has reached the achievement indicator determined by the researchers, which is 75%, so that the success indicator for practice accuracy has reached 85%. So the effect of students' practice is declared complete and it can be said that learning using the webbed type integrated learning model can improve learning outcomes in theme 8 sub-theme 4 for class III students at SD Negeri 1 Kambowa. The learning results of cycle II can be seen from the chart:

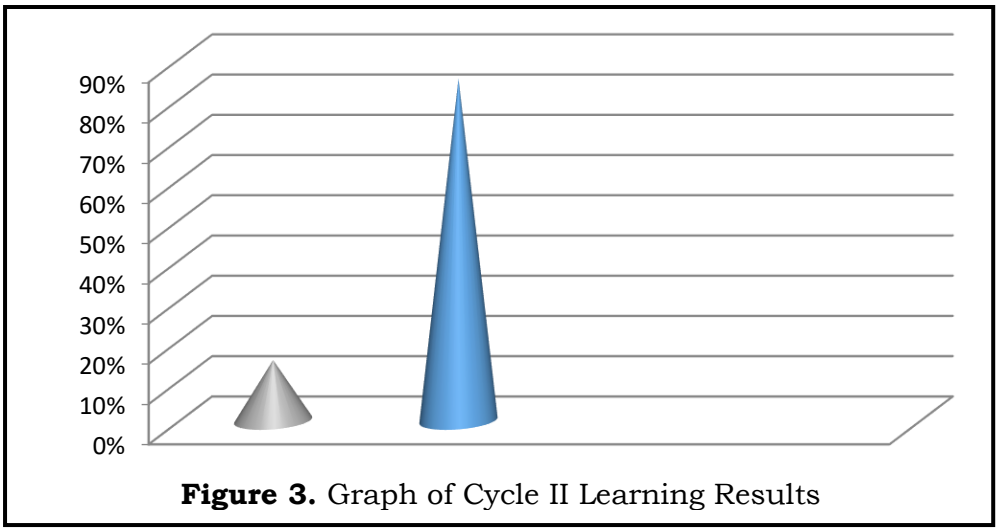

Figure 3. Graph of Cycle II Learning Results

The implementation of cycle II is the same as cycle I, only in cycle II the increase in student activity increases after the teacher corrects deficiencies during learning. In the implementation of cycle II, of the 20 aspects observed, 19 aspects were implemented well and the percentage of learning implementation increased to 95% with the criteria being very good or having achieved success.

4. Conclusion

Based on the effects of the analysis and discussion, it can be concluded that the use of the webbed type of integrated assessment can improve the learning outcomes of class III students in thematic learning theme 8 subtheme 4 and its impact at SD Negeri 1 Kambowa, North Buton Regency, which is indicated by an increase in learning outcomes in the pre-cycle (test initial) the percentage of classical learning completeness was 35%, increasing in cycle I, classical learning completeness reached a percentage of 70% and increased in cycle II to 85% with a KKM of 70. For the results of teacher observations in cycle one, the number was 90% and the benchmarks were very good and the effect student observations in cycle one were 80% and the benchmark was very good, there had been an increase in cycle two in the teacher observation effect with a score of 100% with very good criteria as well as the effect of student observation with a score of 95% with very good criteria.

Based on the classical orderliness of practicing in the second cycle, 85% have achieved the expected orderliness, namely 75%. It has been proven in research that using the webbed type integrated learning model can increase the results of students' practice in thematic study theme 8 in third grade students at SD Negeri 1 Kambowa Regency. North Buton.

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