

The Effect of the Webbed Learning Model on Learning Outcomes

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Abstrak

Tujuan yang ingin dicapai peneliti adalah untuk melihat pengaruh model pembelajaran webbed terhadap hasil belajar Tematik V SDN 1 Mendo Barat. Populasi dan sampel penelitian ini adalah seluruh siswa kelas V SDN 1 Mendo Barat. Jenis penelitian ini adalah penelitian eksperimental berupa Non-equivalent Control Group Design. Teknik pengumpulan data adalah tes dan dokumentasi. Data penelitian dianalisis dengan menggunakan teknik analisis data kuantitatif. Hasil perhitungan eksperimen posttest diperoleh mean sebesar 78,610, sedangkan hasil perhitungan posttest control meningkat pada perolehan mean sebesar 73,540. Selain itu pengaruh ini juga dibuktikan dengan uji hipotesis diperoleh thitung 2,345 lebih besar dari ttabel 1,714 sehingga H_a diterima dan H_0 ditolak. Hasil penelitian menunjukkan bahwa model pembelajaran webbed berpengaruh terhadap hasil belajar siswa kelas V pada mata pelajaran tematik di SDN 1 Mendo Barat. Seorang guru harus memiliki kreativitas dalam proses pembelajarannya, jika seorang guru mempunyai kendala pada hasil belajar siswa, peneliti menyarankan metode pembelajaran Webbed karena metode ini sudah banyak diteliti dan hasil belajar siswa sudah berkembang dari hasil belajar sebelumnya.

Kata Kunci: Webbed Model, Hasil Belajar, Siswa

Abstract

The aim that the researcher wants to achieve is to see the effect of the webbed learning model on the learning outcomes of the V Thematic students of SDN 1 Mendo Barat. The population and sample of this study were all students of grade V SDN 1 Mendo Barat. This type of research is experimental research in the form of Non-equivalent Control Group Design. Data collection techniques are tests and documentation. Research data were analyzed using quantitative data analysis techniques. The posttest experiment calculation results obtained a mean of 78.610, while the posttest control calculation results increased in the acquisition of the mean of 73.540. In addition, this influence is also evidenced by the hypothesis test obtained by tobtained 2.345 greater than ttabel 1.714 so H_a is accepted and H_0 is rejected. The results showed that the webbed learning model had an effect on the learning outcomes of fifth grade students in thematic subjects at SDN 1 Mendo Barat. A teacher must have creativity in the learning process, if a teacher has problems in student learning outcomes, researchers suggest the Webbed learning method because this method has been researched and student learning outcomes have developed from previous learning outcomes.

Keywords: Webbed Model, Student Learning, Outcomes

A. Introduction

Education is an important thing that cannot be separated from human life. It is absolute both in the life of a person, family and nation. Given the importance of life, education must be carried out as well as possible in the form of educational efforts, one of the most well-known educational efforts is learning. Learning is an effort or activity that is intentional and

conscious in acquiring knowledge. Learning is a process of behavior change caused by individuals to respond to the environment. This definition implies that someone who has experienced the learning process will experience changes in behavior in both aspects of knowledge, skills, and other aspects.

To form citizens in in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, citizens are required to develop their potential through education. Education is all learning experiences that take place in all environments and throughout life. Educational activities are activities that are very important in human life and cannot be separated from their lives. With education, human needs regarding change and development can be fulfilled.

The teaching and learning process is a determining factor for the success or failure of education. To obtain optimal teaching results, a good teaching planning is needed starting from the use of models, strategies and approaches. For this reason, the teacher must try various kinds of teaching and learning activities in the classroom. There are many techniques, methods, models, and strategies that teachers can use in learning activities, especially learning related to the level of understanding of student learning.

Some of the reasons behind the ineffective learning process that the researchers found during the observation were broad lessons, small material coverage, writing, and even using lectures with a long-time limit. So that it does not create an interesting and effective learning atmosphere. The result often causes students to be sleepy and unfocused during the learning process.

Based on the results of observations at SD Negeri 1 Mendo Barat, several problems were found, namely: 1) The way teachers still use lectures, causing students to easily get bored when receiving learning material because learning is only one-way, namely the transfer of knowledge; 2) Students are more likely to be passive; 3) The learning outcomes of class V students on thematic learning materials have not yet reached the Minimum Completeness Criteria.

Based on the above background, the researcher is interested in conducting a study entitled "The Influence of the Webbed Learning Model on the Learning Outcomes of Class V Students in Thematic Subjects of SD Negeri 1 Mendo Barat".

B. Method

This research was conducted using a quantitative approach. This study used a non-equivalent control group design. This design uses 2 groups, namely the experimental class and the control class. The experimental class was the group that received treatment in the form of the Webbe Learning Model (Y1) while the control class was the control group, namely the untreated class (Y2).

According to Karunia Eka Lestari and Mokhammad Ridwan Yudhanegara (2015: 138) the design in this non-equivalent control group design research can be described as follows:

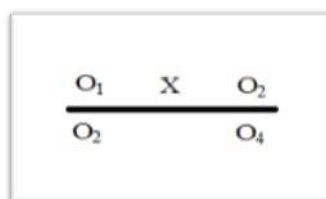


Figure 1. The research design

Basically, research variables are anything that has been determined by the researcher to be studied in order to obtain information about it, then draw conclusions. There are two variables in this study are as follows. *Independent Variabel (free)*: According to Sugiyono (2016: 39) independent variables are often referred to as independent variables. Independent variables are variables that affect or cause the change or the emergence of the dependent variable (Bound). The independent variable in this study is the use of the Webbed Learning Model in thematic learning. *Dependent Variabel (bound)*. The dependent variable is often referred to as the dependent variable. The dependent variable is the variable that is affected or that is the result, because of the independent variable.

Data collection techniques in this study, namely using documentation and test techniques. Data collection was carried out in the following manner. *Documentation*: The documentation in this study is the researcher documenting the events in the research. This is done by researchers to obtain data that is in accordance with the actual situation. The documentation of this research is in the form of writings, photographs or archives related to the research and student test results sheets, as well as student worksheets. *Tes*: The test is an assessment tool in the form of questions given to students. The test is used to assess and measure the reading comprehension ability of students, especially in the cognitive realm. Research test results obtained from the pretest and posttest scores. The type of test used is a multiple choice test consisting of a pretest and posttest.

The test instrument that was tested for validity was 20 multiple choice questions. To find out the validity or invalidity of the instrument, it is necessary to compare it with the product moment rtable. The rtable size on Product Moment for sample 24 is 0.361. If the calculation result rcount \geq rtable then the instrument is valid. Based on the results of the instrument difficulty test, from 20 questions it was stated that 3 instruments were classified as easy, 5 instruments were classified as difficult, and 12 instruments were classified as moderate. Therefore, consideration is needed to choose the instruments that will be used in the pretest and posttest.

C. Results and Discussion

Based on the results of the calculation, the results obtained for tcount is 2.345 and at ttable (dk) = 24-1 = 23 and a significance level of 5%, then ttable is 1.714. Thus, the result of tcount is greater than ttable (2,345 1,714). Thus, Ha was accepted and Ho was rejected. Therefore, it can be concluded that "There is an influence of the Webbed Learning Model on the learning outcomes of fifth grade students in thematic subjects of SD Negeri 1 Mendo Barat.

These findings support a research conducted by Masdiana, entitled Application of Thematic Learning to Improve Science Learning Outcomes of Material in the Class I Environment of SD Negeri 018 Letawa, Sarjo District, Mamuju Utara Regency. After making improvements, it appears that students who reach a score of 60 reach 81.25% and a value <60 reaches 18.75%. The average score of student learning outcomes on the competency test was 74.38. Furthermore, it shows an increase in terms of individual absorption capacity of 75% and classical learning completeness of 81%. This shows that the application of thematic learning provides satisfactory results.

Additionally, the research conducted by Masdiana has similarities and differences with the research I have done. The equation lies in thematic learning about learning outcomes. While the difference is in the object of research. The research conducted by Masdiana was conducted in class I SD Negeri 018 Letawa, Sarjo District, Mamuju Utara Regency, while this research was conducted in class V SD Negeri 1 Mendo Barat.

D. Conclusion

Based on the results of the study it can be ignored, that the Webbed learning model has a positive effect on the learning outcomes of grade V SD Negeri 1 Mendo Barat, especially in thematic learning. This can be seen from the average posttest experiment which is 78,610 and control posttest 73,540, so it can be interpreted that after the treatment of student learning outcomes using the Webbed learning model is higher than the learning outcomes of students who do not use the Webbed learning model.

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