IMPROVING STUDENT LEARNING OUTCOMES BY USING THE SPIDER WEBBED MODEL IN THEMATIC LEARNING TOWARDS FOURTH GRADE STUDENTS OF SDN KALIASIN V/284 SURABAYA ACADEMIC YEAR 2021/2022

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Abstrak

Penelitian ini untuk mendeskripsikan Penerapan Model Jaring Laba-Laba Dalam Meningkatkan Hasil Belajar Subtema Lingkungan Siswa Kelas IV SDN Kaliasin V/284 Surabaya Tahun Pelajaran 2021/2022. Jenis penelitian tindakan kelas yang digunakan dalam penelitian ini adalah penelitian kolaboratif.Tindakan dalam penelitian ini adalah penerapan model jaring laba-laba yang bertujuan untuk meningkatkan hasil belajar siswa kelas IV subtema lingkungan teman. Penelitian ini dilakukan dalam dua siklus. Siklus 1 terdiri dari 2 kali pertemuan dan Siklus 2 terdiri dari 2 kali pertemuan. Tindakan Siklus 1 dan Siklus 2 dilaksanakan sesuai dengan rencana yang ditetapkan dalam RPP. Hasil penelitian menunjukkan bahwa setelah menerapkan model jaring laba-laba pada subtema teman-lingkungan dan melakukan tindakan, pola pembelajaran dapat ditingkatkan secara efektif sehingga menghasilkan hasil belajar siswa yang ditandai dengan ketuntasan hasil belajar pada setiap siklusnya. dapat ditingkatkan. Keberhasilan ini merupakan hasil dari penerapan model jaring laba-laba dengan mengajarkan konsep-konsep kunci yang membuat siswa tetap aktif dan membuat pembelajaran menjadi menyenangkan. Artinya siswa lebih cenderung aktif mengikuti proses belajar mengajar yang diberikan oleh gurunya dan berdiskusi serta bertanya di kelas. Data hasil belajar yang dikumpulkan selama Siklus I dan II menunjukkan bahwa siswa mengalami peningkatan. Hasil tes siklus I sebanyak 13 siswa atau 52% tuntas dan 12 siswa atau 48% tidak tuntas. Hasil tes siklus II kemudian menunjukkan bahwa 22 siswa atau 88% tuntas dan 3 siswa atau 12% tidak. Peningkatan pembelajaran ini dinilai berhasil dengan peningkatan siswa yang mencapai 88% siswa dan melebihi indeks keberhasilan 75%.

Kata Kunci : Jaring laba-laba, metode, hasil belajar

Abstract

This study is to describe the Application Of The Profit Webs Model In Improving Learning Outcomes Of The Environmental Subtema Students Class IV SDN Kaliasin V/284 Surabaya Academic Year 2021/2022. The type of classroom action research used in this research is collaborative research. The action in this research is the application of the spider web model which aims to improve the learning outcomes of fourth grade students with the sub-theme of friends' environment. This research was conducted in two cycles. Cycle 1 consists of 2 meetings and Cycle 2 consists of 2 meetings. The actions of Cycle 1 and Cycle 2 are carried out according to the plan set out in the RPP. The results showed that after applying the spider web model to the friend-environment subtheme and taking action, the learning pattern could be improved effectively so as to produce student learning outcomes which were marked by the mastery of learning outcomes in each cycle. can be improved. This success is

the result of applying the spider web model by teaching key concepts that keep students active and make learning fun. This means that students are more likely to actively participate in the teaching and learning process given by the teacher and discuss and ask questions in class. Learning outcomes data collected during Cycles I and II showed that students experienced an increase. The results of the first cycle test were 13 students or 52% completed and 12 students or 48% incomplete. The results of the second cycle test then showed that 22 students or 88% completed and 3 students or 12% did not. This learning improvement is considered successful with an increase in students reaching 88% of students and exceeding the success index of 75%.

Keywords: Cobwebs, methods, learning outcomes

BACKGROUND

Law Number 14 of 2005 on Teachers and Lecturers in Article 10 states that the competence of teachers includes pedagogical competence, personality competence, social competence, and professional competence. According to Charles E. Johson, 1974 "Competence is a rational performance that satisfactorily meets the objectives for the desired conditions". Competence is rational behavior to achieve the required goals in accordance with the expected conditions). One of the important things that educators should pay attention to is professional competence. Professional educators need to have the ability to design and implement various learning strategies that are considered in accordance with their interests and talents and according to the level of development of students. In the learning process, the teacher is the most influential component of educational success. Professional teachers have the competence or ability to design and implement various learning strategies that are considered in accordance with their interests and talents and following the level of students' development(Kusrini, 2019).

Teaching and learning activities are the processes of interaction or reciprocity between teachers and students in the learning process. The teacher, as one of the components of the teaching and learning process, plays a very important role in this activity. The position of the teacher is not only as a presenter of teaching materials, but also as a regulator and actor who coordinates the cycle of teaching and learning activities. Therefore, the teacher determines how the teaching and learning process is carried out. Therefore, teachers must be able to make learning more effective and interesting so that the material presented makes students content and perceive the need to learn the material (Rombe, 2020; (Dunn, Hofmann, Waters, & Witchel, 2011; Marsono, Yoto, Devi, & Mustakim, 2019; Wahyuningsih, Tsuroya, Patmawati, Sunendar, & Anggarasari, 2019).

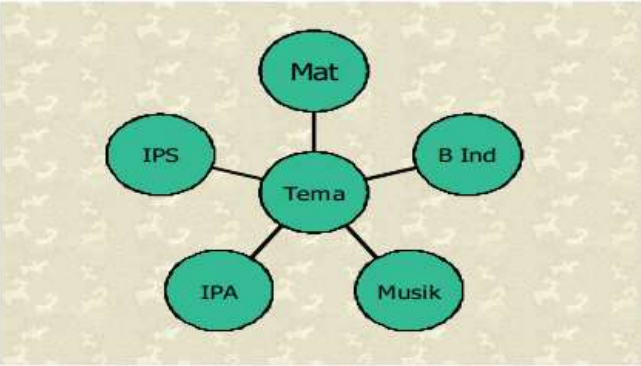
Planning is the initial activity before implementing a program of activities. Planning is a frame of mind about what is to be achieved, how to achieve it, and determining required facilities. Planning can also be said as a decision-making process about alternative activities to be carried out to achieve a predetermined goal. It is a systematic process of making decisions about future actions. It is called systematic because it is carried out using certain principles, including the decision-making process, knowledge application, scientific techniques, and organized activities. With the planning, a program will be implemented and controlled properly because the planning determines the objectives, methods, and others that can support the process

of implementing a program(Marsono et al., 2019).

Thematic learning has not been applied to the 2006 curriculum, while in the 2013 curriculum, thematic learning is still a conceptual problem. Only creative teachers who can apply thematic learning in curriculum 2013, while the ability of elementary school teachers in applying thematic learning is still low. This condition informs that thematic learning in implementing the 2013 curriculum should be improved. Based on these conditions, the question should be 'how is the implementation of thematic learning by the concept of curriculum 2013: thematic and holistic?' This study is very important to determine whether the implementation of thematic learning is following thematic and holistic criteria. If it is not revealed, the implementation of the curriculum does not correspond to expectations and is equal to asynchronous learning. The results of this study can be used as a basis to improve the implementation of curriculum 2013, especially in designing holistic thematic learning (Marsono et al., 2019; (EFIE, 2020; Rapih & Sutaryadi, 2018; Rosidah, 2016; Sumasrifah, 2018; Syafrizal, 2015).

At the design level, this interdisciplinary curriculum is described by Fogarty (1991:62). He distinguishes between three forms of curricular integration: within a single discipline, between disciplines, and within and across learners (in order from easiest to most complex). increased. These three forms of curriculum integration each developed ten integration methods. The spider web model is one of the methods in Across the Disciplines, where it is the 6th of 10 methods (medium complexity). The integrated network model looks at the curriculum like a telescope, where the telescope captures a whole constellation of disciplines at a glance. This network model requires topics, potential topics, that can intervene in different areas. Therefore, it is important to choose and define prolific topics to apply this model. Therefore, this model is also called thematic model. Figure 1 illustrates the position of prolific topics as central to various disciplines.

Referring to the mandate of the law, the implementation of the 2013 curriculum in elementary schools uses an integrated thematic approach, which aims to form the ability to integrate various disciplines to overcome a problem. Referring to the Webbed Model design, thematic learning in elementary school is described as in Figure 2.



The use of the webbed model needs to be supported by the provision of various related devices, such as teaching materials. The implementation of thematic learning requires teaching books that are different from the previous curriculum. The government, until recently has provided a teacher's book in the form of a teaching guide and there is no material or teaching materials. Thus, teachers are expected to

develop teaching materials following the needs and circumstances of each school independently. Teachers should not put all the responsibility of providing thematic teaching materials to the government because the ability to design teaching materials is one of the characteristics of professional teachers.

Based on the description above, this study is to describe Improving Student Learning Outcomes by Using the Spider Webbed Model in Thematic Learning towards Fourth Grade Students of SDN Kaliasin V/284 Surabaya academic year 2021/2022.

RESEARCH METHODS

This research is a type of class action research. The researcher collaborates with the principal or homeroom teacher. The main purpose of Class Action Research is to improve classroom learning practices, especially in the fourth grade of SDN Kaliasin V/284 Surabaya. The type of class action research used in this study is collaborative research. This means that those who carry out actions must also be involved in the research process. The action in this study is applying the spider web model that aims to improve the learning outcomes of fourth-grade students with the sub-theme of "Environment is Our Friend Too". The study was conducted in two cycles. Cycle 1 consists of 2 meetings and Cycle 2 consists of 2 meetings. The actions of Cycle 1 and Cycle 2 were carried out in accordance with the lesson plan (RPP).

The place of research was where research activities were carried out to obtain the desired data. This research was conducted at SDN Kaliasin V/284 Surabaya, Class IV in April 2022. The writer chose this class because the average learning outcomes were low on the subtheme “Environment is Our Friend Too", the writer tends to solve the existing challenges, and improve learning quality. This study is a study of classroom behavior in which learning activities are observed in the form of intentionally provoked behaviors that take place in collaborative learning, and the researcher acts as a teacher and carries out these behaviors.

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Chart 3.1. Time of Actions

No	Cycle	Time of Actions	Description
1	Cycle 1	6th and April 2022	
2	Cycle 2	April 13 and 14, 2021	

The subjects of this study were fourth grade students of SDN Kaliasin VII / 286 Surabaya. There are 25 male and female students in Class IV.

RESEARCH RESULTS

The subjects of this study were fourth grade students of SDN Kaliasin VII / 286 Surabaya. Because 4th grade learning outcomes were still low, the writer decided to set the number of 4th grade students to 25, both boys and girls. The subject of this study is a spider web model of “Environment is Our Friend Too" used by researchers.

Before the study was conducted in the second semester of the 2021/2022 academic year, the researcher observed the learning results of fourth grade of SDN Kaliasin V/284 Surabaya on subtopic of "Environment is Our Friend Too" subjects, and the value of student learning results reached the minimum score (KKM). Some students do not learn optimally because teachers still use traditional methods and do

not know the existence of teaching aids. In the promotion exam, many students received low scores under the minimum score (KKM) set by the school for the fourth grade students who learn "Environment is Our Friend" subtopic. They only achieved below the minimum score (KKM) of 75. 286 Surabaya.

The subjects of the study were fourth grade students. There are 25 students in this class. The implementation of classroom behavior learning to improve learning outcomes of environmental subtopics by using a spider web model in fourth grade students of SDN Kaliasin V/284 Surabaya academic year 2021/2022 is carried out in two ways. It was performed in cycles. The initial data comes from the pre-test session, which is planned to be held in April 2022 which was attended by 25 fourth grade students at SDN Kaliasin V/284 Surabaya.

Table 7: The Analysis of Learning Outcomes Completion in Pre Cycle

No	Score	Students	Percentage	Categories
1.	X < 75	20	80	Incomplete
2.	X ≥ 75	5	20	Compl

As a result of the pre-action, 20 students or 80% of students did not pass, and 5 students or 20% passed. This means that the acquisition of student learning outcomes in pre-cycle is still very lacking. In addition, there are still many students in Table 7 who still have minimum scores (KKM) below 75. This descriptive result means that some students still pay attention to improving their learning outcomes. Therefore, researcher hopes to use the concept map method to improve student learning outcomes, especially those whose grades are still below the value of his minimum score (KKM), which is 75. Based on the results in the table, the students should have been better guided and managed than in Cycle I.

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Cycle I

Observation is carried out when learning activities are carried out using observation sheets that have been prepared by the teacher. The observation took place during the first cycle meeting and the teacher did not complete all the activities contained in the observation sheet. This observation was conducted to obtain data on the adequacy of the application of spider web model learning in the lesson plan developed and to test how well the spider web model learning can improve the learning outcomes of fourth-grade students. Complete. The teacher gives the material according to the spider web model, however in practice, it still has various shortcomings. The ability of teachers to explain the procedures, steps and objectives of the subtopic "of Environment is Our Friend Too" ('Lingkungan Sahabat Kita') using the spider web model is still lacking and teacher's time management shows no different result. Furthermore, what is still lacking is the increased involvement of students in learning. Overall, teachers have not been able to provide good guidance and feedback to students, yet they could make learning activities run smoothly. Here are the average observations made by teachers:

Table 8: percentage of observation of learning implementation

No	Activities	Implementation (%)
1	Pre Learning	83.3
2	Early Learning	50

3	Core Learning	70
4	Conclusion	75

Overall, teachers have been able to prepare well for learning, but in practice, the learning is still less appropriate. In this learning activity, teachers pay less attention to student motivation that must be developed so that the learning process can be successful. Primary activities in which the teacher does not fully engage students in exploring or putting ideas to use in learning. Students' attention to learning is still lacking; proven by less attentive attitude of some students to the teacher's explanation, and until the experiment was carried out, students are still trying their best to find the answer. I haven't done my best. This is indicated by the participation of underachieving students in various learning activities. Students seemed confused and silent while working on the concept map. In addition to the results of his observations about the activities of students and teachers, researcher describes the level of student learning outcomes achieved in the first cycle as follows:

Table 10: The Analysis of Completion of Learning Resultin Cycle I

No	Score	Students	Percentage	Categories
1.	X < 75	12	48	Incomplete
2.	X ≥ 75	13	52	Compl

Table 11: percentage comparison of the number of students completed results **learning in pre-cycle and I cycle**

Cycle	Number of		
	Incomplete	Completed	Average score
Pre	20	5	60%
Cycle I	12	13	70,24%
Increase (%)		32	

From the table above, Cycle I has completely improved over the previous cycle. This increase occurred by 32% in student learning outcomes. Comparison of the results of learning completeness in pre-cycle and cycle I is shown in the bar graph below.

From the table above, 13 or 52% of the entire students, have achieved full learning outcomes in the first cycle. The results have increased compared to the results of the previous cycle of 5 students or 20%. However, these results are less than indicators of the success of the study. That means 75% of the students have completed their studies, so further action is needed in Cycle II. This retrospective planning activity is intended as a resource for the next cycle. The first cycle input Review was conducted by the researcher and teachers to the fourth grade students. The purpose of this reflection activity is to discuss the constraints of the implementation of the cycle I

Cycle II

Observation Cycle II since the meeting, the teacher has completed all the activities on the observation sheet. Overall, the teacher is able to conduct the learning well and provide feedback to the students to ensure their learning goes well. Observation is carried out in parallel with the ongoing learning process using

observation sheets that have been made. Click here for observation results:

Table 13: percentage of observation of learning implementation

No	Activities	Implementation (%)
1	Pre Learning	100
2	Early Learning	100
3	Core Learning	100
4	Conclusion	100

Observations show that the learning process is going well. Teachers are excellent guides, giving students full flexibility and the opportunity to discover and explore learning ideas. The first encounter is the material of the natural environment and the artificial environment. In the first activity, the teacher initiates learning through student perception. At the next stage, the teacher asks questions about the problems we face related to the natural and artificial environment. Teachers guide students to find big and small ideas to complete the concept map provided. In general, when doing lessons from conferences, teachers do all the activities that are on the observation sheet. In this cycle the implementation of learning with Spider Webbed model almost achieve maximum results. In terms of the learning process and stages that have been passed by students have been better. The student's activity is excellent in discovering the primary and secondary ideas present in the environment and complementing its concept map.

Table 15: completeness analysis of learning outcomes Cycle II

No	Score	Students	Percentage	Categories
1.	X < 75	3	12	Incomplete
2.	X ≥ 75	22	88	Compl

The results of these indicators are compared based on the category of success that is 75% in the category of completion between Cycle I and Cycle II. The comparison is as follows:

Table 11: percentage comparison of the number of students completed results **learning in pre-cycle and I cycle**

Cycle	Number of		
	Incomplete	Completed	Average score
I	12	13	70,24%
II	3	22	81,44%
Increase (%)		36	

From the table above, the second cycle is more complete than the first. The increase in student learning outcomes rose by 36%. From the description above, in the Cycle II, 22 students or 88% of students have achieved full learning outcomes. These results have increased compared with the results of cycle I. Based on indicators of success, the results of the second cycle showed that learning Concept Her Maps

successfully improve student learning outcomes, because 88% of students complete mastery of the material.

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DISCUSSION

Class action research consists of Cycle I and Cycle II, each consisting of two meetings and stages of Planning, Implementation, and Reflection. In the second cycle, the steps performed are fixed in the previous cycle. The results obtained in this study consist of test data in the form of student learning obtained through test results after doing the sub-theme of "Environment is Our Friend Too" using a spider web model. The results of the two cycles were used to determine the improvement of student learning outcomes by using a spider web model on the subtopic of our friend's environment in fourth-grade students of SDN Kaliasin V/284 Surabaya.

The data collected before and before the implementation of the measures showed an improvement in student learning outcomes, which was demonstrated by the test results obtained. Before applying the spider web model for social studies learning, as many as 5 students (20%) completed and 20 students (80%) were not completed. However, the data showed that student learning outcomes improved after learning using a spider web model on the subtopic of "Environment is Our Friend Too" in cycles I and II. Cycle test results as many as 13 students or 52% completed and 12 students or 48% not completed. Based on these data, it can be said that in the first cycle there was an increase in the ability of student learning outcomes by 32%. The second cycle test results then showed 22 students or 88% completed and 3 students or 12% not completed. Based on these results, it can be said that the proficiency of student learning outcomes increased by 75% compared to the previous cycle and by 56% compared to the first cycle. Based on these data, there is an increase in the percentage of achievement of minimum proficiency learning outcomes in Cycle I and Cycle II.

This increase in learning is considered successful by reaching 88% of its students and the increase in students exceeds 75% of its success indicators. In addition to improving student learning outcomes, the sub-theme of "Environment is Our Friend Too" by using the spider web model can also increase learning motivation and increase student participation and learning activities during classroom learning. increased. SDN Kaliasin V/284 Surabaya at the time the researchers conducted initial observations on the sub-theme "Environment is Our Friend Too" of Grade 4 students Surabaya, teachers provide learning materials that only focus on student learning during the learning process. me. They are experiences when they offer and do not offer a broader perspective. Thus, the way of thinking is further developed by observing the environmental conditions surrounding life

By having a broader perspective, students are directed and guided to observe the natural conditions around them, taking a close look at how the environment is managed. The main idea is developed with a stronger mindset by challenging students to look for activities outside the main idea. Through the ability to find solutions to deal with the environment based on environmental differences. By providing secondary ideas, the application of the given knowledge develops successfully.

In other words, students will more easily develop ideas for the survival of the surrounding environment in relation to the natural and artificial environment. In Cycle I and II, the subtheme 'Environment is Our Friend Too' was applied to Grade 4 students of SDN Kaliasin V/284 Surabaya using the conception map method. The problems and phenomena that occur and flourish in society become a source of learning for students,

allowing them to learn and think more freely. According to Darsono (2000: 4), Learning is a mental or psychological activity that takes place in positive interaction with the environment, meaning experience. This shows that learning requires a proper and Positive Process for students to gain experience and reclaim what they have gained. Teachers also provide opportunities to students through discussion activities and facilitate friendship between friends. Learning allows students to value differences of opinion and socialize by practicing working together. More frequent discussion activities increase interaction and collaboration. This shows an increase in student participation in each cycle. With interesting activities and self-discovery, for example the spider web model encourages students to actively participate in learning activities.

These learning outcomes reflect breadth, depth, and complexity (tiered assessment), are clearly stated, and can be measured using specific assessment techniques. Nana Sudjana (2006: 22) states that the process of assessing learning outcomes provides information to teachers about student progress to achieve learning objectives through learning activities. Therefore, the assessment of learning outcomes plays an important role in the learning process. The experiences students gain through learning can mobilize their ability to search for ideas, explore experiences, and explore the world around them to learn. It provides flexibility, depth, and complexity when collecting learning materials.

Learning actually has many factors that must be met in order to succeed. This is due to the different circumstances of students, teachers, and the school environment, requiring adjustments to student materials and learning methods (A.Fauzi, 2020; Benny, Prasetiya, Ulil, Hidayah, Aries, 2019; Harimulyo, Prasetiya, & Muhammad, 2021; Prasetiya, 2017, 2019). Where students have different advantages and disadvantages and teachers need to package their learning well. Because students have different characteristics, the teacher must be able to prioritize the interests of students and understand the needs of each student. Achieving good learning outcomes is one measure of learning success. Learning outcomes are achieved after the student experiences various learning activities that bring changes to him. Student learning outcomes can be measured against certain criteria or benchmarks. Students can use test techniques when measuring student learning outcomes. This suggests that learning outcomes are changes in a student's behavior or skills after a measurable learning experience. Change in this case is a change for the better. Learning, the process of moving from ignorance to knowledge is perfect for those moments that shape aspects of the learning process that are areas of improvement and goals. Therefore, teachers must be able to package learning properly so that aspects of student learning outcomes assessment can be achieved. This is because students need to achieve good learning outcomes, but these results also need to be achieved through a good process.

CONCLUSION

The use of concept map techniques to improve learning outcomes on subtopic 'Environment is Our Friend Too' of fourth grade students of SDN Kaliasin V/284 Surabaya academic year 2021/2022 is increasing, namely before the application of spiders. have done. Learning IPS webbed model has been completed by 5 students or 20% and not completed by 20 students or 80%. However, after applying the spider web model to the sub-theme of "Environment is Our Friend Too" and taking action, learning patterns can be effectively improved to produce learning outcomes that are

characterized by the completeness of learning outcomes in each cycle can be upgraded. This success results from applying the spider web model by teaching key concepts that keep students active and make learning fun. This means that students are more likely to actively follow the teaching and learning process given by the teacher and discuss and ask questions in class. Data on learning outcomes collected during cycles I and II showed that students experienced improvement. Cycle test results as many as 13 students or 52% completed and 12 students or 48% not completed. The results of the second cycle test then showed that 22 students, or 88% completed and 3 students, or 12% did not. This increase in learning was assessed as successful, with an increase reaching 88% of students and exceeding the success index of 75%.

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