

The Effectiveness of Media Technology Assisted Webbed Thematic Learning Model on Learning Outcomes in Social Studies, Healthy Food Theme of Students in Class V

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Abstract

Social studies learning is a lesson in people's lives that can be used as a source of social life for the benefit of learning by using social science concepts. The first reason underlying this is because of the empirical background. The aim is to determine the quality of social studies learning for fifth-grade students at SDN 15 Patamuan by applying the webbed-type thematic learning model assisted by motion media technology, knowing the quality of social studies learning for fifth-grade students at SDN 15 Patamuan by applying the webbed-type thematic learning model assisted by technology without using motion media and can determine the differences in the quality of social studies learning for fifth-grade students at SDN 15 Patamuan who were taught with the thematic learning model of the webbed type assisted by motion media technology and for class V at SDN 02 Patamuan assisted by technology without using motion media. The method used in this research is quantitative descriptive, using a quasi-experimental design with a pretest-posttest control group design. Based on the results of the study that fifth-grade students at SDN 15 Patamuan, the integrated learning model assisted by media technology can improve the quality of student learning according to the objectives of integrated learning effectively and efficiently with the use of the Webbed type. In terms of preparing material, presenting, and guiding students during the teaching and learning process, a teacher continues to play an active role.

Keywords: learning outcomes, social studies learning, webbed type, elementary school

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Introduction

Learning Social Studies in Elementary Schools provides insight and a deep understanding of the knowledge, skills, attitudes, and intelligence of students in the realities of social life in society. Therefore, teachers must be able to create social studies learning that fully involve students physically and intellectually to improve social studies learning outcomes (Suparyanto and Road (2015, 2020). This has an impact on students who feel bored with social studies learning so they are busy with their respective activities without paying attention to the teacher's explanation. In addition, the learning process affects social studies learning low outcomes. This is in line with the opinion (Ilahi & Desyandri, 2020) states that "The low learning outcomes of students can't be separated from the learning process that lasts for this" which means that low learning outcomes cannot be separated from the learning process. The motivation given to students is expected to be able to improve student learning outcomes following the goals to be achieved in the learning itself (Maisyarah & Firman, 2019).

In addition, motivation can also play a role in strengthening learning in completing assignments when students completing tasks are faced with a problem that requires solving and can only be solved thanks to the help of things they have been through. Strengthening learning in completing tasks through motivation can help students to be able to have learning outcomes following what they want to achieve. The 2013 curriculum uses an integrated thematic approach which is an approach to learning that deliberately links several aspects both in intra-learning and between subjects (Alfianiawati et al., 2019). Integrated thematic learning combines various subjects in the curriculum and connects them in the form of a theme. Integrated thematic learning is an attempt to integrate knowledge, skills, values, learning attitudes, and creative thinking by using themes. One of the integrated learning models that can be applied is the webbed type integrated learning model using the webbed type, of course, it is easier for teachers to carry out the teaching and learning process. The webbed model is an integrated learning model that uses themes as the basis for learning. This learning model combines multidisciplinary knowledge or various subjects bound by one theme (Syafriyanto, 2019). Thus, the development of student's potential in the integrated social studies learning process in schools needs to get the attention of the teacher to create creative and independent students. This is done to improve the quality of learning through one of the lessons between one subject and another with one theme that is mixed in integrated webbed learning. The first reason underlying this is because of the empirical background.

Students in the class are in the early age range who still see everything as a whole so their learning still depends on concrete objects and the experiences they experience. The second reason, namely the implementation of learning in SD which is separate for each subject will result in less developing children thinking holistically. The third reason is that there are problems in the early and high grades. Based on the description above and the reality on the ground that the teachers of SDN 15 Patamuan Padang Pariaman Regency teaching social studies with the thematic learning approach several obstacles make it very urgent, this shows that the teachers have not been able to integrate the planned subjects or link them in one theme, for example in the subjects of Mathematics, Indonesian and Social Sciences. In addition, teachers are not able to provide learning to integrate the lives of students who need learning according to their experiences. In dealing with integrated learning given to students, teachers should involve students as subjects, not as objects that only provide knowledge or are only expository. Therefore, researchers are interested in conducting research with the title "Effectiveness of Webbed Type Thematic Learning Model Assisted by Technology Media on Learning Outcomes of Social Sciences with the Theme of Healthy Food for Class V Students."

Methodology

The method used in this research is quantitative descriptive, using a quasi-experimental design with a pretest-posttest control group design. This research involves two classes, namely the experimental class, and the control class both in terms of content, materials, objectives, and learning time will receive different treatments. the same (Aninda et al., 2020). Meanwhile, according to (Purwanti et al., 2022) that the design of the experimental group to the control group was not chosen randomly.

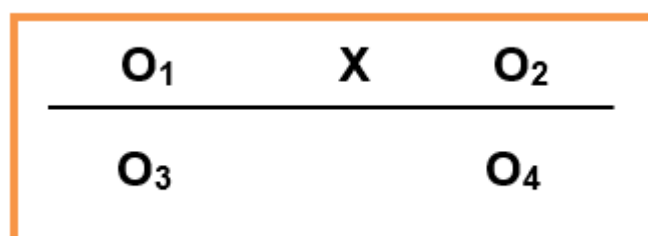


Figure 1. Research Design

Information:

O1: Pre-test scores in the experimental class

O2: Post-test scores in the experimental class

O3: Pre-test scores in the control class

O4: Post-test scores in the control class

X: Treatment in the experimental class using the Webbed type integrated learning model

This research was conducted in class V SDN 15 Patamuan, Patamuan District, Padang Pariaman Regency.

A. Population and Sample

1. Population

The population is all students of SDN 15 Patamuan, Padang Pariaman Regency. The number of students in group 2 is 144 people, with the following details:

Table 1. State of the Population

School	Class	Total
SDN 15 Patamuan	V	30
SDN 11 Patamuan	V	25
SDN 02 Patamuan	V	30
SDN 06 Patamuan	V	29
SDN 08 Patamuan	V	30
Amount	V	144

(Source: data cluster 2 of Patamuan District).

2. Samples

The sample is part or representative of the population being studied (Lister, 2020). The technique for determining the sample in this study uses a random sampling technique, which is a technique that provides equal opportunities for members of the population (Lister, 2020). Respondents were registered as students at SDN 15 Patamuan. The determination of the sample in this study was carried out on a representative basis based on consideration of the aims and objectives of the study. so the sample in this study which according to the researcher is following the aims and objectives of the researcher are 60 grade V students with the following details:

Table 2. Sample Conditions

School	Class	Amount	Information
SDN 15 Patamuan	V	30	Experiment
SDN 02 Patamuan	V	30	Control

Results

In the research that has been done, there are variables, namely the effectiveness of webbed-type thematic learning and assistance by technology media for social studies learning outcomes on the theme of healthy food. So that everything can be known before giving a test at the beginning of the learning meeting of the two classes, namely the experimental class and the control class. Furthermore, after carrying out the learning process by providing teaching materials with the theme of healthy food in thematic learning, the first target is class V (experimental) SDN 15 Patamuan using technological assistance such as a projector to display motion learning media in class then in class V (control) SDN 02 Patamuan there is a difference, namely using technological assistance without motion media in the learning process is only the delivery of material (expository).

1. Description of the pretest results of webbed thematic model learning to improve student quality

Based on data collection, researchers used two classes as samples. Class V SDN 15 Patamuan (experiment) and class V SDN 02 Patamuan (control) with two types of learning test treatment, namely the quality of students before treatment and the quality of students after treatment. Both classes have the same number of students, namely 30 people, in the integrated learning model there is a comparison of the scores obtained between the two classes. Can be seen in the following table:

Table 3. Learning Quality Control Class Pretest

Class	Learning outcomes	Average	Med	Min	Maks
Control	Quality	41.16	40	20	65

Table 4. Pretest Analysis of Class Control Class Quality Statistics

		Control Class
N	Valid	30
	Missing	0
Mean		41.16
Median		40.00
Mode		35.00
Std. Deviation		11.34
Variance		128.76
Minimum		20.00
Maximum		65.00
Sum		1235.00

Table 5. Pretest Learning Quality Experiment Class

Class	Learning outcomes	Average	Med	Min	Maks
Experiment	Quality	46.66	45	35	65

Table 6. Pretest Analysis Class Quality Experiment Statistics

		Experiment Class
N	Valid	30
	Missing	0
Mean		46.66
Median		45.00
Mode		40.00
Std. Deviation		7.69
Variance		59.19
Minimum		35.00
Maksimum		65.00
Sum		1400.00

Thus, it can be seen in the table above that the quality of the thematic learning model of the webbed type by fifth-grade students in the Patamuan District cluster from the pretest learning outcomes has a value of 41.16 in the control class while in the experimental class, the value is 46.66. At the lowest value frequency up to the highest value, the following can be presented in the form of graphs for both the control class and the experimental class.

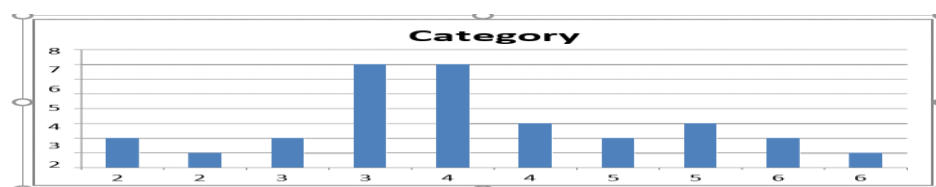


Figure 2. Control Class Pretest Frequency

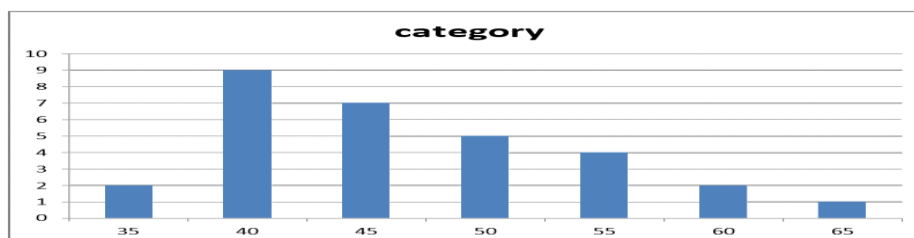


Figure 3. Frequency of Experiment Class Pretest

It can be seen in Figure 4.1 the control class presented above that the frequency values of 35 and 40 were obtained by 7 students while in Figure 4.2 the experimental class the frequency value of 40 students was 9 people. Thus, there is a comparison of the achievement scores obtained by students in the webbed-type integrated learning model.

1. Description of the posttest results of learning thematic models of the webbed type assisted by Media Technology to improve student quality

In the research process in the experimental class by providing treatment with the theme of healthy food, the thematic learning model of the webbed type in class V SDN 15 Patamuan assisted by technology media to display learning media slides as a tool in the learning process as well as to find out the comparison of students in learning while in the control class V SDN 02 Patamuan in giving treatment to the thematic learning model of the webbed type without the help of technological media. The following table can be presented as follows:

Table 7. Posttest Learning Quality Control Class

Class	Learning outcomes	Average	Med	Min	Maks
Control	Quality	73.16	72	60	80

Table 8. Posttest Analysis of Quality Control Class Statistics

		Control Class
N	Valid	30
	Missing	0
Mean		73.16
Median		72.50
Mode		70.00
Std. Deviation		5.64
Variance		31.86
Minimum		60.00
Maksimum		80.00
Sum		2195.00

Table 9. Posttest Learning Quality Experiment Class

Class	Learning outcomes	Average	Med	Min	Maks
Experiment	Quality	75.00	75	60	95

Table 10. Posttest Analysis of Class Experiment Quality Statistics

		Experiment Class
N	Valid	30
	Missing	0
Mean		75.00
Median		75.00
Mode		75.00
Std. Deviation		8.20
Variance		67.24
Minimum		60.00
Maksimum		95.00
Sum		2250.00

It can be seen in the picture above in Table 4.6 the Posttest learning control class has a mean value of 73.16 while in Table 4.8 the experimental class has a mean value of 75.00. This shows that there is a comparison of the acquisition of scores in the two classes in the webbed-type integrated learning model to improve the quality of class V group 2 students in Patamuan District. With the same treatment, namely healthy food theme lessons in the control class but without the help of technological media and technology-assisted experimental classes. The frequency of the lowest value to the highest value in both classes can be seen in the image below:

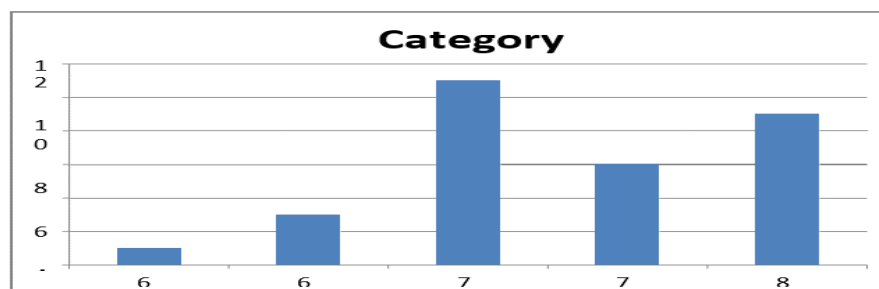


Figure 4. Posttest Frequency of Control Class

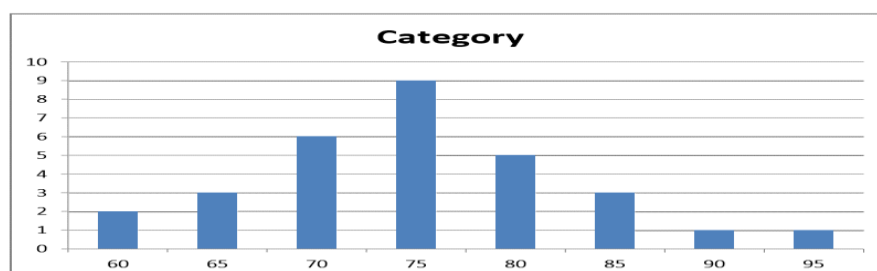


Figure 5. Posttest Frequency of Experiment Class

In Figures 4.3 and 4.4 there is a control class with the highest frequency of 11 students with a value of 70 and a maximum value of 80 - a total of 9 students while in the experimental class, the maximum value is 1 student and a frequency of 75 is 9 students.

Discussion

Referring to the results of the analysis of research data tests and explanations (Irwansyah et al., 2020), then: Thematic learning models are effective and can improve student quality based on numerical tables with a significant $5\% = 2,000 < \text{account} = 6,629$ for count improvement in learning quality student. Based on the frequency tabulation of the Posttest learning category in the control class without the help of technology media, no student was getting a score of 95 in the webbed type integrated learning model, only the highest score was 80, compared to the experimental class in the webbed type integrated learning model assisted by technology media, there was 1 student obtained a score of 95. There were differences in learning in the control class and the experimental class, an integrated learning model of the webbed type assisted by technology media to improve the quality of social studies learning for class V students with the theme of healthy food (Efendi et al., 2022).

Observation Activities in terms of Teacher Activities, In managing learning in the classroom the teacher's role is very much needed in terms of management, direction, and presentation of teaching materials to students (Anggraini, 2021). In the early stages, based on the design of the learning process, starting from the introduction, the teacher's core and closing activities can run properly and in a structured manner. Observation Activities In terms of student activity, physically and psychologically students are ready to participate in the learning process so that the effectiveness of integrated learning is right on target and according to learning objectives (Pahrudin, Agus, and Pratiwi, 2019). Observation of the Implementation of Learning Activities, the achievement of implementation of the learning process has achieved the objectives starting from the introduction, core activities, and closing. Relations in teacher learning convey in an organized manner. In era 4.0 so that teachers can make maximum use of technology as a teaching aid. Essay Written Test, after carrying out a series of learning processes in class students experience an increase in the quality of learning with the objectives of the learning model well achieved, some students are achieving a good grade scale which previously reached a sufficient level (Saharuddin, 2020). The effectiveness of the thematic learning models assisted by media technology shows an increase in the quality of students in grade V after providing teaching materials as seen from the results of student evaluations.

Conclusion

Researchers can conclude based on the results of the study that fifth-grade students at SDN 15 Patamuan in integrated learning models assisted by media technology can improve the quality of student learning according to the objectives of integrated learning effectively and efficiently with the use of the Webbed type. In terms of preparing material, presenting, and guiding students during the teaching and learning process, a teacher continues to play an active role.

Author Contributions

Conceptualization, Didi Syahrir, Firman and Desyandri; methodology, Didi Syahrir; validation, Firman and Desyandri; formal analysis, Desyandri; investigation, Firman and Didi Syahrir; resources, Desyandri and Didi Syahrir; data curation, Didi Syahrir; writing-original draft preparation, Desyandri, and Firman; writing-review and editing, Firman; visualization, Desyandri,

and Didi Syahrir; supervision, Firman; project administration, Desyandri; funding acquisition, Firman and Didi Syahrir. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

No Conflicts of interest.

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