

APPLICATION OF INTEGRATED LEARNING MODEL CONNECTED WITH AUDIOVISUAL MEDIA TO IMPROVE STUDENT LEARNING OUTCOMES AT SMKN 4 JEMBER

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Abstrak

Student learning outcomes to date are still less than what the teacher expects, it is time for teachers to fix the learning process, especially Civics, especially regarding the models, approaches, or techniques used in learning. Several kinds of learning models are expected to be able to overcome problems in Civics learning, including the Connected Model Integrated Learning

This research is a Classroom Action Research (CAR) which was conducted in two cycle stages. Cycle I consisted of two meetings and cycle II consisted of one meeting. Each cycle consists of four stages, namely planning, implementing actions, observing and reflecting, The subjects in this study were students of class XI MM1 SMKn 4 Jember, totaling 41 students. The indicator of success in this study is if 75% of students are actively involved in learning and there is also an increase in learning outcomes in each cycle through the post test and if 85% of students can achieve the Minimum Completeness Criteria (KKM) determined by the school, which is 77. The results showed that with the application of the treasure hunt method through the articulation learning model in Civics subjects, the material for Implementation of Democracy in Indonesia in class XI MMI 1, the overall score of student learning activities on each indicator increased by 14.97%, from the average cycle I. by 73.61% to 81.94% in the second cycle. Increased mastery of student learning outcomes increased from the first cycle of 21 students (58.3%) to 31 students (86.1%) who achieved the KKM score in the second cycle

Keywords: connected model, audiovisual media, learning outcome



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Intaroduction

Education is basically something that is done consciously to develop personality and ability to think and reason. One of the important things in education will not only provide direction but also provide provisions in choosing materials and methods of directing demanding students to be logical, scientific and responsible. . One of the quality students in the school education environment is the acquisition of high learning outcomes. The success of a learning activity is determined by the initial goals of students in carrying out learning activities (Priawasana, Degeng, Utaya, & Kuswandi, 2020; Setyosari, Degeng, Praherdhiono, Sulton, & Ikhsan, 2019)

the main indicators according to Wasliman (Oey-Gardiner et al., 2017) are the factors that influence student success, namely internal factors and external factors." Internal factors include physical health, intelligence, attention, interests, talents, maturity and motivation. Factors include learning methods, curriculum, teacher and student relations, student-student relationships, and learning facilities in schools. Learning facilities in schools are one of the external factors that affect Civics Learning Outcomes. (Meidayanti, Parno, & Hidayat, 2019). "Facilities are anything that can facilitate and

expedite the implementation of a business, it can be in the form of objects or money." School facilities are clean, large in every place, and optimal use of learning media has not been fully carried out by the teachers and students concerned. "The state of the place to go to school and study that affects the level of student learning success(Hikmawati, Kamid, & Syamsurizal, 2013; Widodo, 2012)

Related to the problem of low student learning outcomes to date, it is time to fix the Civics learning process, especially regarding the models, approaches, or techniques used in learning. Several kinds of learning models are expected to be able to overcome problems in Civics learning, including the Connected Model Integrated Learning. In connection with the above problems, new breakthroughs in learning are needed that can motivate students to be more active, creative, and innovative. One model that is considered to be able to facilitate is the connected learning model

Freamwork

Integrated Learning Model Connected

Integrated learning is an approach in the learning process that intentionally links several aspects, both intra-subject and inter-subject. Dewey in (Savic & Kashef, 2013) suggests that integrated learning is an approach to develop children's abilities in forming knowledge based on interactions with the environment and experiences in their lives. In connection with that, (Ellahi, Nasiri, Fath-Tabar, & Gholami, 2014) suggested that an integrated learning approach helps children to learn to connect what they have learned and what they have just learned.

Pada perspektif bahasa, pembelajaran terpadu sering diartikan sebagai pendekatan tematik (*thematic approach*). (Nugraha, Suyitno, & Susilaningih, 2017) pembelajaran terpadu didefinisikan sebagai proses dan strategi yang mengintegrasikan isi bahasa (membaca, menulis, berbicara, dan mendengar) dan mengaitkannya dengan mata pelajaran yang lain. Konsep ini mengintegrasikan bahasa (*language arts contents*) sebagai pusat pembelajaran yang dihubungkan dengan berbagai macam tema atau topik pembelajaran.

In connection with the above opinion, (Al-Tabany, 2017) integrated learning is learning that begins with a certain subject or theme that is associated with other subjects, certain concepts associated with other concepts that are carried out spontaneously or planned, either in one fields of study or more and with a variety of children's learning experiences so that learning becomes more meaningful.(Utomo, 2013)

According to (Junaidi, Duling, & Wiyogo, 2020) integrated learning is a teaching and learning approach that involves several fields of study. This teaching and learning approach is expected to be able to provide a meaningful experience to students. Meaning is meaningful here because in integrated learning it is hoped that children will gain an understanding of the concepts they learn through direct experience and connect them with other concepts that they already understand..

(Mulyasa, 2013; Setyosari, 2017) states that integrated learning has several characteristics or characteristics, namely: holistic, meaningful, authentic, and active.

a. Holistic

A symptom or phenomenon that is the center of attention in integrated learning is observed and studied from several fields of study at once, not from a boxed point of view and integrated learning allows students to understand a phenomenon from all sides.

b. mean

The study of a phenomenon from various aspects as described above, allows the formation of a kind of interweaving between related concepts called schemata. This will have an impact on the meaningfulness of the material being studied and a real reference of all concepts obtained and their relationship to other concepts will add to the meaningfulness of the concepts studied.

c. Authentic

Integrated learning allows students to directly understand the principles and concepts they want to learn through direct learning activities. Teachers are mostly facilitators and catalysts, while students act as actors seeking information and knowledge.

d. Active

Integrated learning emphasizes student activity in learning, both physically, mentally, intellectually, and emotionally in order to achieve optimal learning outcomes by considering students' desires, interests, and abilities so that they are motivated to continuously learn.

Based on some of the definitions above, it can be concluded that integrated learning is a learning approach carried out by combining several related subjects from several subjects as well as within the subject itself in order to provide a meaningful learning experience to students, because they will understand the concepts being studied. through direct experience and relate it to other concepts they already understand

Audiovisual media

Audiovisual media is a media which is a combination of audio and visual media. Audio media are media that can be heard or have sound elements, while visual media are media that can be seen and do not contain sound elements. Audiovisual media, namely media that contains elements of sound and also has elements of images that can be seen, such as video recordings, films, and so on that can channel messages by utilizing the senses of hearing and sight. (Larasari, Bachtiar, & Jaya, 2021; Wuryanto, 2016)

Media is a communication channel, which is everything that carries information from an information source to be conveyed to the recipient of the information. Various media can be used as references or learning resources. This research focuses on the use of video learning media or motion media. Video media is media that presents images accompanied by sound (audio visual). So it is hoped that with the use of this video media children can be motivated and interested in the learning being carried out(Larasari et al., 2021; Wuryanto, 2016)

Learning activity

Activity is very necessary in learning, because in principle learning is "learning by doing". So do activities to change behavior. If there is no activity, the learning process will not occur. Therefore, activity is a very important principle in teaching and learning interactions.

Before discussing the quality of learning further, there are two questions that arise, namely: What is meant by quality learning? and What is meant by effective learning? The first problem has long been the center of attention of many parties, even since the beginning of independence until now. This quality problem is just like a snowball, which is getting bigger and bigger, and if we don't find a solution, the quality problem will become like a tangled thread, which is difficult to find where it ends and where it starts. The second problem is related to how far the achievements or results achieved through the learning process that we do in class(Setyosari, 2017)

Characteristics of Effective Learning Effective learning is actually not something that is easy and simple. Effective learning is not just a matter of achieving all of the specific learning objectives. Many aspects are involved in it. We seem to agree that most studies or literature state that effective learning is a really complex process (Arends, 2015)

so that this can be realized, every student must be involved in learning activities. (Kim et al., 2019) states that effective learning can be defined as learning that successfully achieves student learning goals as expected by the teacher. There are at least two main elements in effective learning, namely 1) the teacher must have a clear idea of the expected learning objectives and 2) the planned and delivered learning experience can be achieved

Learning outcomes

The success of learning is measured by how far the learning outcomes achieved by students. Dimiyati and Mudjiono (2006: 250), learning outcomes are the results of the learning process and are indicated by teacher assessments, while according to Sudjana (2009: 22) learning outcomes are abilities possessed by students after they receive their learning experiences.

Benjamin S. Bloom in (Darmawan & Sujoko, 2013) there are three domains of learning outcomes, namely the cognitive, affective, and psychomotor domains. The description is as follows (1) The cognitive domain consists of six types of behavior, namely knowledge, understanding, application, analysis, synthesis, and evaluation, (2) The affective domain consists of five types of behavior, namely acceptance, participation, assessment, determination and attitude. , (3) The psychomotor domain consists of seven behaviors, namely perception, readiness, guided movements, accustomed movements, complex movements, adjustment of movement patterns, and creativity..

Data analysis

Based on the research objectives that have been stated above, the analysis used in this study is as follows:

a. To examine the activities of XI MM1 students at SMKN 4 JEMBER while following the treasure hunt method through the articulation learning model, the percentage of student activity (P_a) was used with the formula

$$P_a = \frac{A}{N} \times 100 \%$$

Information:

A = the number of scores obtained by students

N = number of maximum scores

with activity criteria as shown in table 1. below:

Table 1. Student Activity Criteria

| Persentase Aktivitas | Kriteria |
|-------------------------|---------------------|
| $P_a \geq 80\%$ | Sangat aktif |
| $60\% \leq P_a < 80 \%$ | Aktif |
| $40\% \leq P_a < 60 \%$ | Sedang |
| $20\% \leq P_a < 40 \%$ | Kurang aktif |
| $P_a < 20\%$ | Sangat kurang aktif |

Sumber: Basir (1988)

a. a. To examine the completeness of student learning outcomes XI MM1 SMKN 4 Jember after following the treasure hunt method through the articulation learning model can be searched with the formula:

$$P = \frac{n}{N} \times 100\%$$

Information:

P = Percentage of student learning completeness

n = Number of students who finished studying

N = total number of students

The criteria for student completeness are stated as follows:

- 1) Individual absorption, a student is said to be complete if he has achieved 85% of the maximum score of 100.
- 2) Classical absorption, a class is said to be complete if there is a minimum of 85% that has reached a value of 75.

Pre Cycle Results

The data from the observations in this study were in the form of student activities during learning activities. The results of observing student learning activities in the pre-cycle obtained a summary of student learning activities during class learning as shown in Table 2.

Table 2. Percentage of Student Learning Activities in Pre-cycle

| No. | Indikator | Persentase Aktivitas |
|--------------------------------------|--|----------------------|
| 1 | Pay attention to the teacher's explanation | 62,00% |
| 2 | Asking question | 50,00% |
| 3 | Writing/notes | 64,81% |
| Rata-rata persentase aktivitas siswa | | 58,64% |

Based on Table 2., it was found that the average percentage of student learning activities was 58.64%, which means that the learning activities of class XI MM1 SMKn 4 Jember students before using the Connected Model Integrated Learning method with audiovisual media were included in the moderate criteria (see Table 1.)

The data on the completeness of student learning outcomes in the pre-cycle obtained a summary of the completeness of student learning outcomes during class learning in Table 3.

Table 3. Percentage of Completeness of Student Civics Learning Outcomes in Pre-cycle

| Siklus | Jumlah siswa yang tuntas | Jumlah siswa belum tuntas | Jumlah siswa |
|------------|--------------------------|---------------------------|--------------|
| Prasiklus | 15 | 26 | 41 |
| Persentase | 36,59% | 63,41% | 100% |

Table 3. illustrates that there are 15 students (36.59%) who have completed learning out of a total of 41 students and the rest have not been completed, meaning that the percentage of completeness of student learning outcomes has not met the criteria for classical learning completeness of 85%.

Observation activities were carried out to observe teacher activities during teaching and learning activities, activities carried out by observers during the implementation of learning were observing whether teachers in teaching were in accordance with the lesson plans made where the model used was conventional with boring lecture methods and questions and answers. Based on the results of these observation activities, overall teacher activities are in the good category. This is evidenced by the teacher's activities starting from opening the lesson to closing the lesson running smoothly according to the scenario in the lesson plan.

a. Reflection

Based on the results of observations and data analysis as described above, it can be concluded that student learning activities and mastery during learning using conventional models are still low. In

the teaching and learning process, the activities carried out by the teacher are in accordance with the learning implementation plan that has been designed. However, the learning outcomes obtained are still not able to increase the activity and completeness of student learning outcomes. The low activity and completeness of student learning outcomes are influenced by several factors, namely:

- (a) Lack of readiness of students in receiving the material being studied.
- (b) The lack of variety in teaching done by teachers in delivering subject matter and the dominance of the use of the lecture method in Civics learning makes students feel bored and less motivated.
- (c) Teachers interact less with students so that students are more passive in learning activities, and teachers pay less attention to whether students really understand the material that has been delivered.
- (d) Students lack the courage to mengungkapkan pendapat dan bertanya.

a. Repair Plan

Based on the results of the reflections that have been carried out, it is necessary to make improvements in subsequent learning activities. The improvement plan used to improve learning activities and complete student learning outcomes is to apply the Connected Model Integrated Learning. Integrated Learning Model Connected by using audiovisual, students are given the opportunity to study together with other students of different gender, academic level, and ethnicity. Students gather in groups, study together by studying activity sheets and help each other in studying the material to prepare for the posttest. Students will compete in doing the posttest given by the teacher. The post test scores will be used as group scores. The group will get a predicate according to the average value obtained by the group. So, Integrated Learning Connected Model invites students to be able to help each other in learning and accept each other for the differences that exist in each individual and compete to get good learning outcomes..

1. Cycle I

Based on observations during learning activities, data obtained from observations of student learning activities in cycle 1 obtained a summary of student learning activities during class learning as shown in Table 4.

Table 4. Percentage of Student Learning Activities in Class In Cycle 1

| No | Indikator | Prosentase Aktivitas |
|---|---|----------------------|
| 1 | Carry out group assignments | 74,31% |
| 2 | Asking question | 72,22% |
| 3 | Answer the question | 72,92% |
| 4 | Follow the discussion | 75,00% |
| 5 | Presentation of the results of the discussion | 73,61% |
| Average percentage of student activity in class | | 73,61% |

Based on Table 4. the percentage of student learning activities on average is 73.61% as in Table 4. This shows that the learning activities of class XI MM1 SMKn 4 Jember students by using the application of the treasure hunt method through the articulation learning model have increased by 14.97% . So, student learning activities are classified as active criteria (see Table 1.)

Data on the completeness of student learning outcomes in cycle 1 obtained a summary of the completeness of student learning outcomes during class learning in Table 5.

Table 5. Percentage of Completeness of Student Civics Learning Outcomes in Cycle 1

| Siklus | Jumlah siswa yang tuntas | Jumlah siswa belum tuntas | Jumlah siswa |
|------------|--------------------------|---------------------------|--------------|
| Siklus 1 | 26 | 15 | 41 |
| Persentase | 63,41% | 36,59% | 100% |

Illustrates that there are 26 students (63.41%) who have completed learning out of a total of 41 students and the rest have not completed, meaning that the percentage of completeness of student learning outcomes has not met the criteria for classical learning completeness of 85%.

Based on the results of observations of learning activities in cycle 1, overall teacher activities are in the good category. This is evidenced by the teacher's activities starting from opening the lesson to closing the lesson running smoothly according to the scenario presented in the lesson plan.

Reflection

Based on the analysis of observational data and as described above, it can be concluded that the activity and completeness of student learning outcomes during learning using the application of lectures are still unsatisfactory because student learning outcomes are not as expected, namely meeting the KKM. In the teaching and learning process the activities carried out by the teacher are in accordance with the lesson plans contained in the application of the treasure hunt method through the articulation learning model, it's just that the teacher does not master the class so there are still students who make noise during group discussions. Thus, learning cycle 2 is carried out with the following considerations:

To find out whether in cycle 2 the activity and completeness of student learning outcomes continued to increase and did not decrease.

To find out more about the application of the Connected Model Integrated Learning with audiovisual media through this learning model, it is suitable to be applied to students of class XI MM1 SMKn 4 Jember.

1. Cycle II Results

Based on observations during learning activities, data obtained from observations of student learning activities in cycle 1 obtained a summary of student learning activities during class learning as shown in Table 6.

Table 6. Percentage of Student Learning Activities in Class In Cycle II

| No | Indikator | Prosentase Aktivitas |
|---|-----------------------------|----------------------|
| 1 | Melaksanakan tugas kelompok | 80,56% |
| 2 | Mengajukan pertanyaan | 81,25% |
| 3 | Menjawab pertanyaan | 82,64% |
| 4 | Mengikuti diskusi | 82,64% |
| 5 | Presentasi hasil diskusi | 82,64% |
| Rata-rata prosentase aktivitas siswa di kelas | | 81,95% |

Based on Table 6. the percentage of student learning activities on average is 81.95%. This shows that the learning activities of class XI MM1 SMKn 4 Jember students using the application of Integrated Learning Connected Model using audiovisual media have increased from cycle 1 to cycle 2 by 8.33%. So, student learning activities are classified as very active (see Table 1.)

Data on the completeness of student learning outcomes in cycle 2 obtained a summary of the completeness of student learning outcomes during class learning in Table 7.

Table 7. Percentage of Completeness of Student Civics Learning Outcomes in Cycle 2

| Siklus | Jumlah siswa yang tuntas | Jumlah siswa belum tuntas | Jumlah siswa |
|------------|--------------------------|---------------------------|--------------|
| Siklus 2 | 34 | 7 | 41 |
| Persentase | 82,93% | 17,07% | 100% |

Table 7. Illustrates that there are SMKn 4 Jember students (82.93%) who have completed learning from a total of 41 students and the rest have not been completed, meaning that the percentage of completeness of student learning outcomes has met the criteria for classical learning completeness of 85%.

Based on the results of observations of learning activities in cycle 2, overall teacher activity was better than cycle 1. This was evidenced by the teacher's activities starting from opening the lesson to closing the lesson running smoothly according to the scenario presented in the lesson plan. The teacher is better at mastering the class so that there are fewer students who make noise in class so that the discussion atmosphere is more organized.

a. Reflection

Based on the analysis of observational data and as described above, it can be concluded that the activity and completeness of student learning outcomes during learning using the application of the Connected Model Integrated Learning method with audiovisual media is good and has increased. This is indicated by the large percentage classically on student learning activities which reaches 81.94% and is categorized as very active. Completeness of student learning outcomes also increased from 63.41% to 82.93%, so the cycle was stopped. This increase shows that learning using the application of the treasure hunt method through the Connected Integrated Learning model with audiovisual media has succeeded in increasing the activity and completeness of Civics learning outcomes in class XI MM1 SMKn 4 Jember. In the teaching and learning process, the activities carried out by the teacher were very good and in accordance with the learning plans contained in the application of the treasure hunt method through the articulation learning model, the teacher was able to adapt to the conditions of the students and could control the classroom atmosphere compared to pre-cycle and during cycle 1. From the results of the analysis, it can be said that the failure achieved in the pre-cycle was not caused by factors from the teacher, but by student factors. A very good teacher activity shows that the teacher has been able to carry out the learning process using the application of the treasure hunt method through the articulation learning model well.

From the results of data analysis obtained, the level of learning activities affects student learning outcomes in class XI MM1. This can be seen from the increase in student learning activities which are always followed by an increase in student learning outcomes. The increase in student learning activities occurs from pre-cycle to cycle I and from pre-cycle to cycle II. The diagram also depicts an increase in the completeness of student learning outcomes from pre-cycle to cycle I or from pre-cycle to cycle II. An increase in mastery learning outcomes and student learning activities proves that the application of the Connected Model Integrated Learning method with audiovisual media is able to increase the activity and completeness of student learning outcomes in class XI MM 1 .

Based on the results of this study, the use of the treasure hunt method through the articulation learning model for Civics learning in class XI MM1 SMKn 4 Jember can be applied as an alternative method of learning Civics. So, the use of the application of the Connected Model Integrated Learning method with audiovisual media in Civics learning can increase the activity and completeness of Civics learning outcomes for class XI MM1 SMKn 4 JEMBER Jember .

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the data analysis and discussion that has been described in the previous chapter, the following conclusions can be drawn.

- a. Application of Integrated Learning Connected Model with audiovisual media can increase student activity in learning Civics in class XI MM1 SMKn 4 Jember in each cycle. Learning activities can increase because students learn together with other students in discussing to answer and solve problems. This resulted in most students contributing to the group by actively participating in expressing opinions in completing and doing assignments from the teacher. In the classical pre-cycle student activity of 58.64% which is included in the moderate criteria. In the first cycle, students' activities classically increased by 14.5% from those included in the active criteria. In cycle II, student activity classically increased by 8.5% to 86.5% which was included in the very very active criteria. PPKn
- b. The increase in student learning activities in the application of the Connected Model Integrated Learning with audiovisual media was followed by an increase in the mastery of student learning outcomes in Civics learning in class XI MM1 SMKn 4 Jember in each cycle. In addition, the completeness of student learning outcomes can increase because of quizzes that train and hone skills to solve problems. In the pre-cycle student learning outcomes completeness is 27.8%. In the first cycle, student learning outcomes have increased by 35.61% to 63.41%. In the second cycle, student learning outcomes have increased by 19.52% to 82.93%.

RECOMMENDATIONS

Based on the researcher's observations during classroom action research in class XI MM1 SMKn 4 JEMBER, the researcher provides the following suggestions:

- a) Integrated Learning Connected Model with audiovisual media can be used as an alternative in Civics lessons to increase student activity, interest, understanding, and learning outcomes.
- b) In learning Civics through Integrated Learning Model Connected with audiovisual media, teachers should motivate students to take part in learning more actively and be able to increase students' courage in expressing opinions or ideas in the learning process.

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