

# Application of the Spider Web Integrated Learning Model ( *Webbed* ) to Student Learning Activities

Yanti Sri Wahyuni <sup>1</sup>, Sri Rahayu <sup>2</sup>

{yantisriwahyuni512@gmail.com <sup>1</sup>, rahayusri903@gmail.com <sup>2</sup> }

PGRI University of West Sumatra, Indonesia <sup>1,2</sup>

**Abstract.** Learning activity is a fundamental principle in learning interactions. Student learning activities can be seen in the learning process, such as listening, asking questions, reading, writing, and responding, but at SMP Negeri 10 Padang, student learning activities still need to be more visible. Therefore, the purpose of this study was to analyze the application of the webbed learning model to the learning activities of students in social studies class VIII.2 at SMP Negeri 10 Padang. The research results on the webbed learning model were conducted in class VIII.2. We can see student activity in the learning process by applying the webbed learning model. Student learning activities such as listening, asking, reading, writing, and responding increased compared to learning before using the webbed learning model..

**Keywords:** Webbed, Learning Activities, Social Studies Learning

## 1 Introduction

Educators act as educators whose function is to provide knowledge to students through learning. The role of the teacher in education plays an important role in learning both physically and psychologically and socially. The teacher's duties at school are numerous, he must make a systematic, detailed teaching plan for every lesson he gives [1]. In essence, students are only likely to learn well if the teacher has prepared a conducive environment for them to learn. Student learning process activities can be observed indirectly, meaning that the learning process which is an internal student process cannot be observed, but can be understood by the teacher. Educational programs in schools, including tutoring service programs, can be integrated with subjects so that the educational process in schools will be more meaningful according to the needs of students and the needs of society and development.

Teachers are not only required to behave professionally in carrying out their duties but teachers can also involve students actively both physically and mentally and socially in the learning process that takes place. Learning is a process in which individuals can change their behavior for the better, learning is a process of seeing, observing, and understanding something [2]. To achieve success in learning activities, there are several components that must be developed by the teacher, namely objectives, materials, strategies, and learning evaluation. Each of these components is interrelated and influences one another. Therefore, to get good and maximum learning results, good activities are needed in learning. Good learning

activities in learning are basic needs that must be met by students in achieving learning outcomes. The expected learning outcomes are the realization of quality human beings who have good spiritual, religious, self-control, personality, intelligence, noble character, and life skills in society.

In the learning process, the teacher is an educational resource and as well as the main actors of the learning process. For that, the creativity of a teacher always be the main thing in learning. Quick change in information technology and learning technology are not a barrier for teachers as the main source and actor of education, but rather a challenge demands higher teacher creativity and professional competence [3].

In the process of learning student activity is very necessary attention because in principle learning is doing or being known by motto of learning by doing. Doing to change behavior means doing an action or activity. There is no learning if there is no activity because without activity the learning process is not possible to take place properly. That's why student activity is a very important principle or principle in learning process [4].

Based on the results of observations, the learning activities of class VIII<sup>2</sup> students in the social studies subject at SMP Negeri 10 Padang are still minimal. Students are not active, after the teacher explains the material the teacher asks the students the students are only silent, there are questions the students are also silent. In addition, students also talk with friends, in and out. The lack of student learning activities results in low student learning outcomes. Based on the conditions of these problems prompted researchers to conduct research with the title "Application of the Spider Web Integrated Learning Model (Webbed) on Student Learning Activities.

The Cobweb learning model is a learning model without being bound by a theme like the Cobweb learning model developed, but more to a learning strategy approach [5]. This model, according to Marion, is a learning model that gives students the opportunity to build their knowledge independently.

## 2 Methods

The approach used in this study is a qualitative descriptive type approach. The informant technique in this study used a purposive sampling technique [6]. In this study using a qualitative approach, namely a research approach where data is collected in the form of words, pictures and not numbers [7]. The informants in this study were: 1) Principal of SMP Negeri 10 Padang, 2) Deputy head of SMP Negeri 10 Padang, 3) Social studies teacher for class VIII<sup>2</sup> SMP Negeri 10 Padang 4) Students in class VIII<sup>2</sup> SMP Negeri 10 Padang. Observation data collection techniques and document studies. Observations using observation sheets, these sheets contain activities carried out by students during the teaching and learning process taking place. Data collection is carried out by researchers assisted by observers, while the tool used in collecting data is a checklist, which can be expressed by giving a check mark. on the appropriate alternative. Study documents, documents such as lesson plans (RPP), teacher data and student data. Data analysis using percentage analysis. The results of observations in the learning process about student activities at each meeting are analyzed to be able to draw conclusions, from the results of this study that are needed in answering research problems. The results of observations in the learning process about student activities were analyzed using percentage analysis using the percentage formula according to Sudijono, to determine the level

of the next criterion the score obtained in % with descriptive analysis of percentages was consulted with the criteria table.

### **3 Results and Discussions**

Before implementing this webbed cobweb integrated learning model, there are several things that must be prepared by the teacher, namely first, the teacher first prepares a Learning Implementation Plan (RPP) using the webbed learning model, this lesson plan aims to be a teacher's guide during the learning process that will be applied during the learning process for 4 meetings in accordance with KD material that will be conveyed by the teacher during the learning process.

KD 4.4 analyzes the chronology, change, and continuity of space (geographical, political, economic, educational, social, and cultural) from the period of change in the western colonial period and changes in society during the Japanese colonial period, with indicators identifying the effects of change in the western colonial period, identifying influences societal changes during the Japanese colonial period, and identifying community efforts in maintaining the colonial period changes that still exist in our area.

The purpose of learning is to analyze the changes that occurred in the western colonial period, through discussions students can analyze the changes in society that occurred during the Japanese colonial period, and through discussions students can also analyze the changes in the legacy of the Japanese colonial period that were around.

Second, the teacher will determine the theme, the first theme will be discussed regarding population changes during the colonial period, community life, community education and the second meeting the theme will be discussed regarding changes in society during the Japanese colonial period, community development, maintaining change.

Third, the teacher will also divide students into discussion groups according to their interests, the group members have one name, namely Albert, Birelsa, Lukman, Salsabila and Nazwa, the theme of which will be discussed in the discussion group regarding population changes during the colonial period. The group's two member names, namely Hanabi, Nabil, Sazkia, Nafisha and Edonal, will discuss the theme of the discussion group regarding community life. The group's three members' names are Alfarel, Elcha, Habibi, Fatir and Suci, the theme of which will be discussed in the discussion group is about community education. So at the second meeting, the group members had the same name, namely Hanabi, Nabil, Sazkia, Nafisha and Edonal. The group's two member names namely Alfarel, Elcha, Habibi, Fatir and Suci will discuss the theme of the discussion group regarding community development. The group's three members' names are Albert, Birelsa, Lukman, Salsabila and Nazwa, the theme of which will be discussed in the discussion group is regarding sustaining change.

The group's four member names namely Akqhila, Dhiva, Iلمان, Mrezky and Amelia the theme that will be discussed in the discussion group regarding changes in society during the colonial period. The group's five members' names are Dani, Firzahwa, Murtazza, Rahmat and Viola. The themes that will be discussed in the discussion group are about people's lives. The group of six members' names, namely Defa, Anjeli, Fais and Reyno, the theme that will be discussed in the discussion group is about community education. So in the second meeting, the group's four members, namely Dani, Firzahwa, Murtazza, Rahmat and Viola, discussed the

theme of the discussion group regarding the Japanese colonial period. The group's five members' names are Defa, Anjeli, Fais and Reyno, the theme of which will be discussed in the discussion group regarding community development. The group's six member names, namely Akqhila, Dhiva, Ilman, Mrezky and Amelia, the theme that will be discussed in the discussion group is regarding sustaining change.

Fourth, the teacher also forms a learning contract as a reference for students to work on during group discussions during 2 meetings.

Fifth, after the teacher divides several students into discussion groups, the teacher will also prepare media that will be used as a support during the learning process such as preparing power points, pictures about changes in Indonesian society and social studies textbooks. As well as the tools used by the teacher during the learning process, namely laptops, infocus, LCD and whiteboards.

### **3.1 Application of the Webbed Learning Model**

Students will be given an understanding of the material changes in Indonesian society during the colonial period by using the webbed spider learning model which will be applied during the learning process for 2 meetings.

#### **3.1.1. First Meeting of Shift A**

At the first meeting, analyzing changes in Indonesian society during the colonial period. This study discusses the material changes in the western colonial period. Students discuss the expansion of land use, population distribution and urbanization, introduction of new plants, discovery of mines, transportation and communication, development of economic activity, regarding money, changes in education, changes in political aspects, changes in cultural aspects. With its basic competence, namely describing changes in Indonesian society during the western colonial period.

In the learning process the teacher will use the webbed integrated learning model, namely the teacher starts the teacher's lesson by saying greetings, checking the cleanliness of the class, praying, singing the national anthem, and further attendance conveying the learning objectives, namely: discussing the expansion of land use, distribution of population and urbanization, introduction of new plants, discovery of mines, transportation and communication, development of economic activities, regarding money, changes in education, changes in political aspects, changes in cultural aspects in the western colonial period, scope of material, learning steps and techniques evaluation.

Designing learning, the teacher will design learning by distributing themes that will be discussed in each group and the teacher directs students to be able to develop themes into sub-themes according to the specified theme. Connecting all activities, the teacher gives directions to students to be able to connect the sub-themes with all the activities that have been carried out in the community so that students can see from various aspects in order to gain a good understanding. So that the sub-themes that are expected to emerge are as follows: Analyzing the western colonial period changes in the western colonial period, students can analyze from geographical, economic, social, historical aspects as well as from educational aspects.

After the teacher forms a study group, the teacher provides a learning contract that can be used by students as a reference for group activities that will be carried out during group discussions later. The next implementation stage activity is classroom management in which students have been grouped according to the interests of the students, the teacher also prepares

media or tools that can be used to support learning material, the teacher provides guidance to students when learning and teaching activities (KBM), and students take the media that has been provided by the teacher according to the theme to be discussed in each discussion group.

The second stage, each member of the discussion group observes the media that has been prepared by the teacher such as textbooks, pictures related to themes that have been determined by the teacher beforehand, after students observe the material, pictures given by the teacher related to the themes discussed by each group after that students hold discussions with their respective members regarding the theme determined by the teacher earlier and their understanding of the material, images they have observed before so that students can draw conclusions from the material.

And third. After group two has finished presenting the results of their group discussions, it will be followed by group three with the theme of community education, the names of which are Alfarel, Elcha, Habibi, Fatir and Suci. Students will get their respective assignments when making a presentation, namely Alfarel as the moderator, Suci the representative who presents the results of the discussion, and Elcha, Habibi, Fatir as answering questions given by groups 1 and 2 regarding the material discussed by the presentation group. Each group was represented by one person who asked questions regarding the material the group was currently performing, group 1 was represented by Lukman the question was, how did society change to recognize money in the western colonial period?, and group 2 was represented by Edonal the question was, how did society change in the cultural aspect during the western colonial?

With the completion of the results of each group's presentation, the teacher will provide representatives for each group to convey or draw conclusions, reflections, feedback, or moral messages that can be obtained by students regarding changes in Indonesian society during the colonial colonial period, and the teacher provides the core material that has been discussed, namely the wealth of the kingdoms in the period before the arrival of the western nation one by one experienced a decline and even collapse, in the western colonial government the people were ruled by foreign nations and the power of the Indonesian people to govern their nation was increasingly disappearing, replaced by the power of western nations

### **3.1.2 First Meeting of Shift B**

At the first meeting, group B analyzed changes in Indonesian society during the colonial period. This study discusses the material changes in the western colonial period. Students discuss the expansion of land use, population distribution and urbanization, introduction of new plants, discovery of mines, transportation and communication, development of economic activity, regarding money, changes in education, changes in political aspects, changes in cultural aspects. With its basic competence, namely describing changes in Indonesian society during the western colonial period. In the learning process the teacher uses the webbed integrated learning model, namely the steps for applying the webbed model as follows.

In the first meeting before the teacher starts learning the teacher begins by greeting, checking class cleanliness, praying, singing the national anthem, and further attendance conveying learning objectives, namely: discussing the expansion of land use, population distribution and urbanization, introduction of new plants, discovery of mines mining, transportation and communication, development of economic activities, regarding money, changes in education, changes in political aspects, changes in cultural aspects during the western colonial period, scope of material, learning steps and assessment techniques. In the core activity of determining the theme, the teacher will choose the initial activity to introduce the overall theme to students, namely population changes during the colonial period, economic

development, economic change. After the theme is determined the teacher will form students in three groups and give directions to students to be able to form seats in their respective groups.

Designing learning, the teacher will design learning by distributing themes that will be discussed in each group and the teacher directs students to be able to develop themes into sub-themes according to the specified theme. Connecting all activities, the teacher gives directions to students to be able to connect the sub-themes with all the activities that have been carried out in the community so that students can see from various aspects in order to gain a good understanding. So that the sub-themes that will be expected to emerge are as follows: Analyzing the western colonial period changes in the western colonial period, students can analyze from geographical, economic, social, historical aspects as well as from educational aspects. After the teacher forms a study group, the teacher provides a learning contract that can be used by students as a reference for group activities that will be carried out during group discussions later.

The second stage, each member of the discussion group observes the media that has been prepared by the teacher such as textbooks, pictures related to themes that have been determined by the teacher beforehand, after students observe the material, pictures given by the teacher related to the themes discussed by each group after that students hold discussions with their respective members regarding the theme determined by the teacher earlier and their understanding of the material, images they have observed before so that students can draw conclusions from the material. The culmination stage, students will present the results of learning or group discussions they have obtained.

After group one has finished presenting the results of their group discussion, it will be continued by the second group with the theme of community life, the names of the members are Dani, Firzahwa, Murtazza, Rahmat and Viola. Students will get their respective assignments when making a presentation, namely Dani as the moderator, Firzahwa representatives who present the results of the discussion, and Murtazza, Rahmat, Viola as answering questions given by groups 1 and 3 regarding the material discussed by the presentation group. Each group was represented by one person who asked questions related to the group's material that was being presented, group 1 was represented by Ilman the question was, how was the state of society with the discovery of mines in the western colonial period?, and group 3 was represented by Fais the question was, what was the impact of introducing new plants during the western colonial era?

And third. After group two has finished presenting the results of their group discussion, group three will continue with the theme of community education, the names of which are Defa, Anjeli, Fais and Reyno. Students will get their respective assignments when making a presentation, namely Defa as the moderator, Anjeli the representative who presented the results of the discussion, and Fais, Reyno as answering questions given by groups 1 and 2 regarding the material discussed by the presentation group. Each group was represented by one person who asked questions regarding the group's material being presented, group 1 was represented by Amelia the question was, what was the purpose of transmigration during the western colonial period?, and group 2 was represented by Murtazza the question was how did the political aspect change during the western colonial period? .

With the completion of the results of each group's presentation, the teacher will provide representatives of each group to convey or draw conclusions, reflections, feedback, or moral messages that can be obtained by students regarding changes in Indonesian society during the

colonial colonial period, and the teacher provides the core material that has been discussed that although it had developed before colonialism, plantations in Indonesia experienced significant progress. There was an increase in the amount of land for developing various export crops. The colonial government also involved foreign companies to invest in Indonesia. Forests were cleared for plantation land clearing.

### **3.1.3 Second Meeting of Shift A**

At the second meeting of group A, the material analyzed changes in society during the Japanese colonial period. Students discuss changes in geographical, economic, educational, political and cultural aspects. With its basic competence, namely describing changes in Indonesian society during the Japanese colonial period. In the learning process the teacher uses the webbed integrated learning model with the following steps for implementing the webbed model.

At the second meeting, before the teacher starts learning, the teacher begins by greeting, checking class cleanliness, praying, singing the national anthem, and further attendance. The purpose of learning is to discuss changes in geography, economics, education, politics and culture during the Japanese colonial period. coverage of material, learning steps and assessment techniques. Designing learning, the teacher will design learning by distributing themes that will be discussed in each group and the teacher directs students to be able to develop themes into sub-themes according to the specified theme. The name of the group is Hanabi, Nabil, Sazkia, Nafisha and Edonal. The theme that will be discussed regarding changes in society during the Japanese colonial period, students will relate to the sub-themes, namely students will analyze how changes in society during the Japanese colonial period can be seen from changes in society in historical, geographical and economic aspects.

Connecting all activities, the teacher gives directions to students to be able to connect the sub-themes with all the activities that have been carried out in the community so that students can see from various aspects in order to gain a good understanding. The sub-themes that emerged were as follows: Analyzing the Japanese colonial period towards changes in society during the Japanese colonial period, students can analyze from geographical, economic, social, historical and educational aspects. How to maintain changes during the Japanese colonial period and preserve other societies, students also analyze from historical, geographical, social, economic and educational aspects. After the teacher forms a study group, the teacher provides a learning contract that can be used by students as a reference for group activities that will be carried out during group discussions later.

The second stage, each member of the discussion group observes the media that has been prepared by the teacher such as textbooks, pictures related to themes that have been determined by the teacher beforehand, after students observe the material, pictures given by the teacher related to the themes discussed by each group after that students hold discussions with their respective members regarding the theme determined by the teacher earlier and their understanding of the material, images they have observed before so that students can draw conclusions from the material. From the pictures I've seen. After that students will make the results of the discussions that have been observed, and their understanding of the material according to the theme determined beforehand. Next, students will write down the results of their discussion on double folio paper or one sheet of paper in the most attractive way possible to make it easy to understand.

The culmination stage, students will present the results of group discussions they have obtained. Like group one with the theme of changing society during the Japanese colonial period, the names of the members were Hanabi, Nabil, Sazkia, Nafisha and Edonal. Students got their respective assignments when making a presentation, namely Nabil as the moderator, Sazkia the representative who presented the results of the discussion, and Hanabi, Nafisha, Edonal as answering questions given by groups 2 and 3 regarding the material discussed by the presentation group. Each group was represented by one person who asked questions regarding the group material that was being presented, group 2 was represented by Suci the question was, what was the cause of the high death rate during the Japanese occupation?, and group 3 was represented by Salsabila the question was, how did society change in the aspect of education during the Japanese occupation? Japanese education?

After group one has finished presenting the results of their group discussion, it will be followed by a second group with the theme of community development. The presentation was continued by groups of three with the theme of maintaining changes during the Japanese colonial period, the names of the members being Albert, Birelsa, Lukman, Salsabila, Nazwa. Students will get their respective assignments when making presentations, namely Lukman as moderator, Nazwa representative who presents the results of the discussion, and Salsabila, Albert, Birelsa as answering questions posed by groups 1 and 2 regarding the material discussed by the presentation group. Each group was represented by one person who asked questions regarding the group material that was being performed, group 1 was represented by Hanabi the question was, how did society change in the cultural aspect during the Japanese colonial period?, and group 2 was represented by Habibi the question was, how was society changed in the economic aspect during the Japanese occupation? Japanese colonial period?

With the completion of the results of each group's presentation, the teacher will provide representatives for each group to convey or draw conclusions, reflections, feedback, or moral messages that can be obtained by students regarding changes in Indonesian society during the Japanese colonial period, and the teacher provides the core material that has been discussed, namely during the Japanese colonial period, Indonesian society experienced many changes, especially in geographical, educational, economic and political aspects. After the conclusion from the teacher then closed by praying together.

#### **3.1.4 Second Meeting of Shift B**

At the second meeting, group B analyzed changes in society during the Japanese colonial period. Students discussed changes in geographical, economic, educational, political and cultural aspects. With its basic competence, namely describing changes in Indonesian society during the Japanese colonial period. In the learning process the teacher uses the webbed integrated learning model, namely the steps for applying the webbed model as follows.

At the second meeting before the teacher starts learning the teacher begins by greeting, checking class cleanliness, praying, singing the national anthem, and further attendance conveying learning objectives, material coverage, learning steps and assessment techniques. In the core activity of determining the theme, the teacher will choose the initial activity to introduce the overall theme to students, namely changes in society during the Japanese colonial period, community development, maintaining change. After the theme is determined the teacher will form students in three groups and give directions to students to be able to form seats in their respective groups.

Designing learning, the teacher will design learning by distributing themes that will be discussed in each group and the teacher directs students to be able to develop themes into sub-themes according to the specified theme. Like the group, the names of its members are Dani, Firzahwa, Murtazza, Rahmat and Viola. The theme that will be discussed regarding changes in society during the Japanese colonial period, students will relate to sub-themes, namely students will analyze how changes in society during the Japanese colonial period can be seen from changes in society in historical, geographical and economic aspects. The group's two member names are Defa, Anjeli, Fais and Reyno. The theme that will be discussed is about community life, the sub-themes are that students can analyze how people live in the educational, political, and social aspects. The group's three member names are Akqhila, Dhiva, Ilman, Rezky and Amelia. The theme that will be discussed is about maintaining changes during the Japanese colonial period so that students analyze related sub-themes, namely the history, geography, economics, education, politics and social sections.

Connecting all activities, the teacher gives directions to students to be able to connect the sub-themes with all the activities that have been carried out in the community so that students can see from various aspects so that they can gain a good understanding. The sub-themes that are expected to emerge are as follows: Analyzing the Japanese colonial period towards changes in society during the Japanese colonial period, students can analyze from geographical, economic, social, historical and educational aspects. How to maintain changes during the Japanese colonial period and preserve other societies, students also analyze from historical, geographical, social, economic and educational aspects.

The second stage, each member of the discussion group made observations of the media that had been prepared by the teacher such as textbooks, pictures and videos related to the themes that had been determined by the previous teacher, after the students had observed the material, the pictures provided by the teacher related to the themes discussed by each group after that students carry out discussions with their respective members regarding the theme determined by the teacher earlier and their understanding of the material, the images they have observed before so that students can draw conclusions from the material. From the pictures I've seen. After that students will make the results of the discussions that have been observed, and their understanding of the material according to the theme determined beforehand. Next, students will write down the results of their discussion on double folio paper or one sheet of paper in the most attractive way possible to make it easy to understand.

The culmination stage, students will present the results of learning or group discussions they have obtained. Like group one with the theme of changing society during the Japanese colonial period, the names of the members were Dani, Firzahwa, Murtazza, Rahmat and Viola. Students get their respective assignments when making a presentation, namely Rahmat as a moderator, Viola a representative who presents the results of the discussion, and Dani, Firzahwa, Murtazza to answer questions posed by groups 2 and 3 regarding the material discussed by the presentation group. Each group was represented by one person who asked questions related to the group's material being presented, group 2 was represented by Defa the question was, how were the changes in the political aspect during the Japanese colonial period?, and group 3 was represented by Rezky the question was, how do we maintain changes to Japanese colonialism? .

And third. After group two has finished presenting the results of their group discussions, it will be followed by group three with the theme of maintaining changes during the Japanese colonial period, the names of the members being Akqhila, Dhiva, Ilman, Rezky and Amelia.

Students will get their respective assignments when making a presentation, namely Rezky as a moderator, Amelia a representative who presents the results of the discussion, and Akqhila, Dhiva, Ilman as answering questions given by groups 1 and 2 regarding the material discussed by the presentation group. Each group was represented by one person who asked questions regarding the group material that was being presented, group 1 was represented by Firzahwa the question was, what are the infrastructures from the Japanese colonial legacy in Indonesia that you know?, and group 2 was represented by Anjeli the question was, explain the changes in Indonesian society during the Japanese occupation?

With the completion of the results of each group's presentation, the teacher will provide representatives for each group to convey or draw conclusions, reflections, feedback, or moral messages that can be obtained by students regarding changes in Indonesian society during the Japanese colonial period, and the teacher provides the core material that has been It was discussed that although they both came with the aim of controlling Indonesia, the Japanese were known to be "more sadistic and brutal" than the colonists. Japan is very eager to incorporate into our culture where the ability of Japanese people to bow. Our people are forced to do so in honor of the Japanese emperor. After the conclusion from the teacher then closed by praying together.

After the writer applied the webbed cobweb integrated learning model, it was seen that students were active in the learning process, listening, taking notes, asking questions, responding and reading. For more details, we can see the percentage of student activity in each meeting in the table below.

**Table 1.** Percentage of Student Activity in Each Meeting

No	Student Learning Activities	Activity average							
		Meeting 1				Meeting 2			
		Shif A		Shif B		Shif A		Shif B	
	Amount	%	Amount	%	Amount	%	Amount	%	
1	Hear	11	73	10	71	15	100	14	100
2	noted	10	67	11	79	15	100	14	100
3	Ask	9	60	8	57	13	87	12	86
4	Respond	8	53	7	50	14	93	14	100
5	Read	8	53	8	57	13	87	13	93

Based on the table above, student activities listening, taking notes, asking, responding and reading from meeting 1 to meeting 2 increased in general, active students, before using this model student activities tended to be negative. Student activities listening, taking notes, asking questions, responding and reading were only done by one or two students.

#### 4. Conclusion

Based on research conducted at Padang 10 Public Middle School with the application of the integrated learning model of the spider web (webbed) to the learning activities of Class VIII. 2 students on social studies subjects it can be concluded, before applying this (webbed) learning model, there were several things must be prepared by the teacher. For example, 1) the teacher first prepares a Learning Implementation Plan (RPP) using a learning model (webbed). 2) the teacher will determine the meeting of members of shifts A and B. 3) the teacher will divide students into discussion groups according to their interests. 4) the teacher prepares

media and tools that will be used as supports during the development process such as preparing power points, pictures related to learning materials, social studies package books, laptops and infocus. The application of the webbed model to the social studies subject at SMP Negeri 10 Padang, the activities of students listening, taking notes, asking questions, responding and reading increased from before using the learning model to meetings 1 and 2 after using the learning model it increased.

## 5. References

- [1] Aliwanto (2017). Analysis of Student Learning Activities. *Jurnal Konseling*. Gusjigang. 3 (1). Universitas Muria Kudus.
- [2] Nurdyansyah, EF Fahyuni. (2016). Learning Model Innovation According to the 2013 Curriculum. Nizamia Learning Center Sidoarjo.
- [3] Hasyim, M. (2014). Application of the teacher's function in the learning process. *Auladuna*, 1(2), 265–276.
- [4] Tarigan, D. (2014). Improving Student Learning Activities by Using the Make A Match Model in Mathematics Subjects in Class V SDN 050687 Sawit Seberang. *Jurnal Kreano*, 5(1), 56–62.
- [5] Marion. (2014). "Design of Learning Mathematics Using Webbed Models". *Jurnal Pendidikan*. Vo 45. No 1.
- [6] Bungin, B. (2003). *Qualitative Research Data Analysis: Philosophical and Methodological Understanding Towards Mastery of Application Models*. King of Grafindo Persada.
- [7] Afrizal. (2014). *Qualitative Research Methods*. Jakarta: PT.Raja Grafindo Persada.