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Effectiveness of the Sequenced Type of Integrative Learning Model in Teaching Writing of West Wawonii Elementary School Students

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Abstract

The objectives of this research are to find out the results of students' writing learning before and after participating in learning using the sequenced type integrative learning model. To find out students' activities in participating in learning using the sequenced type integrative learning model. And to determine students' responses to learning to write using a sequenced type integrative learning model. This research is categorized as quantitative descriptive research. In this study, the One Group Pretest-Posttest design was used, namely an experiment carried out with one group that was given a pretest before being given treatment. The findings show that the average fifth grade students gave a positive response to the implementation of the sequenced integrative learning model, where the average percentage of student responses was 89.5%. Thus, the response of students taught using this model can be said to be effective. Learning to write using a sequenced type integrative model can result in changes in students' activities and views towards learning to write as shown by the percentage of positive student responses of 78%. And after

implementing the sequenced type integrative learning model have met the indicators of completeness of classical student learning outcomes, namely ≥ 75%. Moreover, it can be concluded that the teacher's ability to manage learning using the sequenced integrative learning model is said to be effective at SDN Wawonii Barat.

Keywords: Elementary Students, Integrative Learning Model, Sequenced Type, Teaching Writing

INTRODUCTION

Increasing the efficiency of implementing school system education in modern society by emphasizing learning that clearly separates the presentation of subjects will create serious problems, especially for elementary school students (Gunardi, Nursehah, 2022). Learning at the elementary school level, especially for the early grades, must pay attention to the characteristics of students who live the learning experience as a unit (Sujarwo et al., 2023). Effective learning occurs if it creates broad opportunities for students to see and build interrelated concepts. This can be obtained not only through providing new knowledge to students but also the opportunity to consolidate and apply it in increasingly diverse new situations (Ibrahim et al., 2023).

The 2013 curriculum focuses on achieving 4 competency domains which are divided into: spiritual competency, attitude competency, knowledge competency and skills competency. These four competencies are produced and developed in a learning process. The 2013 curriculum prioritizes student-centered learning without ignoring the role/duties of educators in the classroom, so as to increase student independence and creativity. The most felt effect of the curriculum change is that several subjects are delivered simultaneously (integrated) (Nurhikmah et al., 2022).

Integrated learning as a concept is a learning approach that involves linking learning themes or materials in one field or in several fields of study (Usmanovna, 2023), with the aim of providing meaningful experiences to children. Through integrated learning, it is hoped that children will experience the concepts they learn through direct experience and connect them with other concepts they have mastered (Nicolas & Emata, 2018; Bluestone et al., 2013; Li & Clariana, 2019).

Implementation of thematic learning is carried out in the following stages; (1) planning; (2) application of learning; (3) evaluation. In the planning stage, teachers carry out KD mapping, determine themes, analyze indicators, determine

theme networks, prepare syllabi, and prepare lesson plans. Meanwhile, in the application/implementation stage, learning is carried out through preliminary, core and final activity steps. Meanwhile, the evaluation or thematic learning assessment stage is carried out by assessing the process and results. The assessment tools used are tests and non-tests, which include; (1) written test; (2) oral test; (3) action test; (4) student progress records; (5) portfolio. This assessment is no longer integrated through themes, but is separated according to basic competencies, learning outcomes and subject indicators, so that the final grade on the Student Learning Results Report (LHBS) or report card is returned to subject competencies.

Thematic learning models are very important at this time. Learning models are very important in the continuity of the teaching and learning process. The learning model is one of the important components that supports the success of the learning process (Jauhari et al., 2020). Choosing the right learning model will have an impact on student learning success and the achievement of learning goals (Kim, 2020). The learning model is a learning design designed to facilitate the learning process. The learning model is applied in the teaching and learning process by teachers in schools (Akhiruddin; Sujarwo, 2020), including learning carried out in elementary schools. The learning model is applied in the teaching and learning process by teachers in schools, including learning carried out in elementary schools. Teachers must fully understand the implementation of the learning model that will be used in the learning process. Because by mastering the learning model, teachers will feel the ease of transferring knowledge in the form of attitudes, knowledge and skills so that learning objectives can be achieved well and precisely. Many learning models emphasize student activity in the learning process, including the sequenced model

The Sequenced model is an integrated learning model that emphasizes sequence because of the similarities in concepts, even though the subjects are different stating that the sequenced model is the arrangement or sequence of grouping activities or steps carried out in curriculum planning in a more precise manner (Asdar et al., 2023). refers to "when" and "where" the discussion points are placed and implemented. The benefit of the sequence type integrated learning model is that educators can rearrange a series of topics, chapters and units by determining the priority scale for subjects in the curriculum or not just following the sequence outlined in the curriculum (Asdar et al., 2024).

There are several theories that form the basis of this research. The theories studied are related to integrated learning models, and writing problems, as well as the application of integrated models in learning to write. In today's modern life, mastery of written language is absolutely necessary for a person (Jubhari et al., 2022). However, in reality, learning to write at school does not receive adequate attention (Husni Suwarni, Adam, 2023). As a result, students' writing skills are

inadequate. There are several reasons for the lack of success in learning to write in elementary school. One of the reasons is that the delivery of material still uses a non-integrated approach. The realization of integrated learning to write is tied to two things, namely (1) the entire learning process is oriented towards meaningfulness and (2) learning is learner-oriented. Learning is made the main focus as a learning actor. Thinking about improving students' writing skills with an integrated learning approach in learning needs to be researched. Thus, researchers will try to apply a sequenced type integrated learning approach to learning writing.Therefore, researchers are interested in conducting research with the title: "Effectiveness of Sequenced Type Integrative Learning Model in Class V Students' Writing Learning at SD Negeri 9 West Wawonii".

Based on the problem formulation, the problem formulation is What are the results of students' writing learning before and after participating in learning using the sequenced type integrative learning model? How are students' activities in participating in learning using the sequenced type integrative learning model? And How do students respond to learning to write using the sequential type of integrative learning model?

The objectives of this research are to find out the results of students' writing learning before and after participating in learning using the sequenced type integrative learning model. To find out students' activities in participating in learning using the sequenced type integrative learning model. And to determine students' responses to learning to write using a sequenced type integrative learning model.

Benefits of research are the students more active during the learning process and gain new experiences from learning models with students' critical thinking skills. Enriching theoretical knowledge is expected to improve the quality of the learning process in schools. As a contribution of thought to school principals and teachers in an effort to increase students' enthusiasm for learning through the learning model applied so that it has an impact on students' critical thinking abilities in understanding material.

METHOD

Research Types and Designs

Based on its type, this research is categorized as quantitative descriptive research. In this study, the One Group Pretest-Posttest design was used, namely an experiment carried out with one group that was given a pretest before being given treatment and a posttest after being given treatment.

Table 3.1 Research Design

Pre-test	Variable	Post-test
O1	X	O2

Information:

O1 Pretest,namely a test to determine students' initial abilities before applying the sequenced type integrative learning model

X Treatment (treatment) shared type integrative learning model in learning to write

O2 Posttest,namely a test of students' writing learning outcomes after applying the sequenced type integrative learning model.

Research variable

The variables in this research are as follows:

a. The results of students' writing learning after being taught through a sequenced type integrative learning model.
b. Student activities during writing learning when applying the sequenced type integrative learning model.
c. Students' responses to learning to write while applying the sequenced type integrative learning model.

Research Population and Sample

The population in this study was class V students at SDN 9 West Wawonii in the 2022/2023 academic year with a total of 19 students. And the sampling technique in this research was carried out using the total sampling method (Creswell, 2014). Total sampling is a sampling technique where the number of samples is the same as the population. The reason for taking total sampling is because the total population is less than 100, the entire population is used as the entire research sample (Cohen, L., Manion, L., & Morrison, 2017). So the sample in this study was all class V students at SDN 9 West Wawonii for the 2022/2023 academic year with a total of 19 students

Data collection technique

The research instruments used in this research were observation, tests and student response questionnaires.

a. Data about student activities was taken using the student activity observation sheet instrument during the writing learning process through the application of a sequenced type integrative learning model.
b. Test

   In this study, the test used consisted of pretest questions and posttest questions, namely in the form of validated multiple choice questions totaling 10 questions. The test was given to the experimental class and control class. In the control class, no treatment was given, but conventional learning was carried out.
c. Student Response Questionnaire

The questionnaire in this study only consisted of favorable items with four alternative answers, namely strongly agree, agree, disagree, strongly disagree. This

is done to be able to come to a conclusion regarding whether or not each item in the questionnaire is appropriate in measuring students' learning responses.

Data analysis technique

The data that has been collected using existing instruments is then analyzed quantitatively using descriptive analysis techniques and inferential analysis techniques.

1. Statistical Analysis Description

1.1 Student Writing Learning Outcomes

a. Completeness Analysis of Students' Writing Learning Outcomes

Student learning outcomes were analyzed quantitatively using descriptive analysis with the aim of describing students' understanding of writing learning before and after learning using the sequenced type integrative learning model. The criteria used to determine the category of writing learning outcomes are based on the categorization technique that has been determined as follows:

Table 3.2 Standard Categories of Student Learning Outcomes

Score	Category
$0 \leq x < 65$	Very low
$65 \leq x < 75$	Low
$75 \leq x < 85$	Moderate
$85 \leq x < 95$	High
$95 \leq x < 100$	Very high

Table 3.3 Minimum Completeness Criteria (KKM)

Score	Category
0 – 74	Not completed
75 – 100	Completed

Besides that, student learning outcomes are also directed at achieving individual and classical learning outcomes. The criteria for a student to be said to have completed learning is if they have a score of at least 75, while classical completeness is achieved if at least 75% of students in that class have achieved the minimum completeness score.

b. Data Analysis for Improving Student Learning Outcomes

Descriptive analysis is used to determine the gain (increase) in student learning outcomes in the experimental class. Gain is obtained by comparing the pretest results with the posttest results. The gain used to calculate the increase in student mathematics learning outcomes is normalized gain. The formula for normalized gain is:

$$g = \frac{S_{post} - S_{pre}}{S_{maks} - S_{pre}}$$

Source: (Lestari and Yudhanegara, 2017: 235)

Information:

Post: final test score

Spre: initial test score

Smax: the maximum possible score achieved

The normalized gain classification is shown in the following table:

Table 3.4 N-Gain Value Criteria

Score	**Category**
N – gain≤0.30	Low
0.30<N – gain 0.70<	Moderate
N – gain≥0.70	High

Student learning outcomes are said to have increased if the average normalized gain is at least in the medium category.

Student Activities During Learning

This analysis was carried out to determine student activities during the writing learning process using a sequenced type integrative learning model. The success rate of student activities in this research is if they reach at least 75% of all components on the student activity observation sheet.

Analysis of student activity data was carried out by determining the frequency and percentage of frequencies used by students in learning to write by applying the sequenced type integrative learning model. The steps for analyzing student activities, namely:

1. Determine the frequency of observations of student activities for each indicator in one meeting.
2. Find the frequency percentage of each indicator by dividing the frequency by the number of students, then multiplying by 100%.

To calculate the average percentage for each aspect of student activity, the following formula is used:

$$Pta = \frac{f}{N} X\ 100\%$$

Information:

P = Percentage of student responses who answered yes or no.

f = Frequency of students who answered yes or no.

N = Number of students who filled out the questionnaire.

The criteria set to say that students have a positive response to learning to write using the sequenced type integrative learning model is more than or equal to 75% of them gave a positive response to the number of aspects asked.

2. Interferential Statistical Analysis

There are 2 data analysis techniques used, namely the one sample t test and the z test.

a) One sample t test formula:

$t = \frac{x - \mu}{s / \sqrt{n}}$ (used to test hypotheses 1 and 3)

information:

t = calculated t value

x = average value

μ= hypothesized value

s = sample standard deviation

n = number of sample members

b) Z test formula:

$Zcount = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$ (used to test hypothesis 2)

information :

x = the amount of data that falls into the null hypothesis category

n = lots of data

p = standard proportion of classical completion

RESULTS AND DISCUSSION

The research data were analyzed using descriptive analysis and inferential analysis.

Descriptive Analysis Results

The following will describe the results of descriptive statistical analysis, namely the results of students' writing learning before and after learning through the application of the sequenced type integrative learning model, the results of observing student activities, the results of observing the implementation of learning, and the results of student response questionnaires to learning using the sequenced type integrative learning model.

a. Description of Learning Implementation

The implementation of learning that was observed was the implementation of learning related to the sequenced type integrative model. The observations regarding the implementation of learning refer to the Learning Implementation Plan (RPP).

The results of observations regarding the implementation of learning in the following activities in the learning process:

Aspects are valued	Score
Open the lesson with greetings and ask one of the students to lead a prayer	4
Checking student attendance	4
Carrying out apperception by relating the material to everyday life	3
Conveying motivation to students	3
Convey the learning objectives to be achieved	3
Organizing students into groups	3
Give questions in the form of worksheets to students to complete, then students are asked to discuss the answers from each group member	4
The teacher explains the material related to the discussion assignment given to students	3
The teacher directs students to identify what the teacher has explained according to the discussion material they received	4
The teacher asks students to discuss and process the data obtained by answering the questions contained in the worksheet	4
The teacher asks students to prove the hypothesis based on the data obtained through discussion	4
The teacher asks each group to draw conclusions from the results of the discussion they held	4
The teacher asks several groups to present in front of the class	4
The teacher asks students to collect the worksheets they have done	3
The teacher asked several students to draw conclusions from the learning carried out at this meeting	3
The teacher carries out an assessment by giving verbal questions to determine the level of achievement of learning indicators	4
The teacher asks students to pay attention to the material for the next meeting	3
The teacher closes the lesson with greetings	4

Based on the results of observations, the average implementation of learning through the application of the sequenced type integrative model is 3.56. In terms of learning completeness criteria, the average score obtained is in the interval class $3.50 \leq value < 4{,}00$ which means it is in the very well implemented category.

b. Description of Writing Learning Outcomes

Based on the results of descriptive analysis of the scores of writing learning outcomes for class V students at SDN Wawonii Barat before and after being given treatment, it is shown in Table 4.1 below:

Table 4.1 Statistics of Writing Learning Outcome Scores for Class V Students of SDN Wawonii Barat Before and After Being Given Treatment (Pretest and Posttest)

Statistics	Statistical Value		
	Pretest	Posttest	Gains
Sample size	19	19	19
Ideal score	100	100	100
Maximum score	87	95	0.74
Minimum score	64	75	0.10
Score range	23	20	0.64
Average score	75.7	84.2	0.34
Standard deviation	6.91	5.33	0.18
Median	76	84	0.31
Variant	45.25	26.90	0.03

` Furthermore, if the scores resulting from students' writing learning before and after applying the sequenced type of integrative model are grouped into five categories, a frequency distribution table and percentage score can be obtained which can be seen in Table 4.2.

Frequency Distribution and Percentage Scores of Writing Learning Results for Class V Students of West Wawonii Elementary School Before and After Being Given Treatment (Pretest and Posttest)

Score	Category	Frequency		Percentage	
		Pretest	Posttest	Pretest	Posttest
$0 \leq x < 65$	Very low	1	0	5%	0%
$65 \leq x < 75$	Low	7	0	37%	0%
$75 \leq x < 85$	Moderate	9	12	47%	63%
$85 \leq x < 95$	High	2	6	11%	32%
$95 \leq x < 100$	Very high	0	1	0%	5%
Amount		19	19	19	100%

Furthermore, data on students' writing learning outcomes before and after implementing the integrative sequenced type which is categorized based on completeness criteria can be seen in Table 4.3.

Table 4.3 Description of the Completeness of Writing Learning Results for Class V Students of West Wawonii Elementary School Before and After Being Given Treatment (Pretest and Posttest)

Score	Category	Frequency		Percentage	
		Pretest	Posttest	Pretest	Posttest
0 – 74	Not completed	8	0	42%	0%

75 – 100	Complete	11	19	58%	100%
Amount		19	19	100%	100%

Based on table 4.1 it can be interpreted as follows:

a) The average posttest score after participating in writing learning through the application of the learning model was 84 (medium), from the ideal score of 100, whereas previously the average pretest score75.7(medium) from the ideal score of 100. This shows that for class IV Sampoda students there was a significant increase (8.3) from the very moderate category to the medium category.
b) The average gain score is0.34. This means it is at a gain index interval of 0.30<N – gain 0.70<So it can be concluded that the increase in learning outcomes is categorized as moderate.
c) The median scores for the pretest and posttest were 76 and 84 respectively, this shows that for the pretest score in that class there were 50% of students who got the highest 76 or the lowest 84 and for the posttest score there were 50% of students who got the highest 84 or as low as 76.
d) Measures of dispersion include pretest and posttest score ranges of 23 and 20 respectively, pretest and posttest standard deviations of 6.91 and 5.33 respectively and variance
   pretest and posttest respectively 45.25 and 26.90. This shows that the pretest scores tend to be homogeneous (less varied), the same thing also applies to the posttest.
e) Based on the slope coefficient, the posttest score with a negative curve model indicates that only a few students got low scores, while the slope coefficient on the pretest with a positive curve model indicates that students generally have low scores.

Based on Table 4.3, it can be interpreted that the criteria for a student to be said to have completed their studies if they have a score of at least 75. From Table 4.3 it can be seen that the number of students who do not meet the criteria for individual completeness is 8 people or 42% and as many as 58 students or 88% who meet the criteria individual completeness of the total number of 19 students. Based on the description above, it can be concluded that the learning outcomes of class V students at SDN 9 West Wawonii before the sequential type of integrative learning model was implemented were relatively low.

From Table 4.2, it can be seen that there were 0 students (0%) who did not complete, while there were 19 students who met individual completion criteria (100%). If linked to the indicators of completeness of student learning outcomes, it can be concluded that the learning outcomes of class V students at SDN 9 Wawonii Barat after implementing the sequenced type integrative learning model

have met the indicators of completeness of classical student learning outcomes, namely ≥ 75%.

Student pretest and posttest data are then calculated using the normalized gain formula. The aim is to find out how much the learning outcomes of class V students at SDN 9 Wawonii Barat have improved after implementing the sequenced type of integrative learning model in learning to write.

To see the percentage increase in student learning outcomes, see table 4.4 below:

Table 4.4 Description of the Improvement in Students' Writing Learning Outcomes After Implementing the Sequenced Type Integrative Learning Model

Gain Value	Category	Frequency	Percentage
N – gain≤0.30	Low	8	42%
0.30<N – gain 0.70<	Moderate	10	53%
N – gain≥0.70	High	1	5%
Amount		19	100%

Based on table 4.4, it can be seen that there are 8 or 42% whose gain value is 0.30 or the increase in learning outcomes is in the low category. From table 4.4 it can also be seen that there are 10 or 53% of students whose gain value is 0.30 g 0.70, which means that the increase in learning outcomes is in the medium category and 1 or 5% of students whose gain value is in the interval g ≥ 0.70 which is This means that the increase in learning outcomes is in the high category. If the student's average normalized gain is 0.70 grouped into 3 categories, then the student's average normalized gain is in the interval ≥ 0.70. This means that the increase in learning outcomes for class V students at SDN 9 West Wawonii after implementing the sequenced type integrative learning model was in the medium category.

c. Description of Observation Results of Student Activities

Data regarding student responses to learning to write through a sequenced type of integrative model was obtained by administering student response questionnaires which were then collected and analyzed.

1. The percentage of students' responses who liked writing lessons when divided into groups in pairs was 89%. Meanwhile, students who were not happy reached 11%
2. The percentage of student responses who think that having discussions with group friends can help and make it easier for you to understand writing lesson material is 91%. Meanwhile, students who do not understand reach 9%
3. The percentage of student responses who enjoyed working on group questions using LKS was 81%. Meanwhile, those who did not like working on questions using LKS reached 19%.

4. The percentage of student responses who were happy if they were appointed to do the percentage was 90%. Meanwhile, students who were not happy reached 10%.
5. The percentage of happy responses in learning to write if you do the percentage in front of the class is 86%. Meanwhile, the percentage of those who do not like learning to write is 14%.
6. The percentage of student responses who think that giving a percentage in front of the class can make you more active in learning to write is 97%. Meanwhile, students' responses who disagreed with the opinion that the percentage in front of the class can make you more active in learning to write reached 3%.
7. The percentage of students' responses who were motivated to learn to write after doing a percentage or seeing friends doing a percentage in front of the class was 93%. Meanwhile, students who were not motivated to learn writing after doing percentages or seeing friends doing percentages in front of the class reached 7%
8. The percentage of student responses who think that their self-confidence has increased in expressing ideas/opinions/answers to questions in writing learning activities in pair group activities is 94%. Meanwhile, students who disagreed with the opinion that their self-confidence increased in expressing ideas/opinions/questions reached 6%.
9. The percentage of students' responses who are happy if the teacher gives the opportunity to answer or provide responses to other groups is 75%. Meanwhile, students who were not happy reached 25%.
10. Percentage of student responses who would like the teacher to apply the same learning activities in the next lesson. In terms of pair and group activities, the percentage is 89%. Meanwhile, students who were not happy wanted the teacher to implement the same learning activities in the next lesson, reaching 11%.

In general, the average fifth grade student at SDN Wawonii Barat gave a positive response to the implementation of the sequenced type integrative learning model, where the average percentage of student responses was 89.5%. Thus, the response of students taught using this model can be said to be effective because it meets the student response criteria, namely ≥ 75% give a positive response.

1. Inferential Analysis Results

Inferential statistical analysis in this section is used to test the hypothesis that has been formulated, and before carrying out inferential statistical analysis a normality test is first carried out.

a. Normality test

The normality test aims to determine whether the average score of student learning outcomes (pretest-posttest) from the population is normally distributed. The test criteria are:

If pvalue ≥ a = 0.05 then the distribution comes from a normally distributed population

If pvalue < a = 0.05 then the distribution comes from a population with a non-normal distribution.

Using the help of a computer program with the Statistical Product and Service Solutions (SPSS) version 24 program with the Kolmogorov-Smirnov Test. The results of the analysis of the average score for the posttest obtained a pvalue = 0.064 a = 0.05. This shows that H0 is accepted and H1 is rejected, which means that the average writing learning outcomes are in the normal category.

b. Hypothesis testing

The hypothesis test was analyzed using the t-test to find out whether learning to write was effective through the application of a sequenced type integrative model for class V students at SDN 9 Wawonii Barat.

Based on the results of the analysis, it appears that the p value (sig. (2-tailed)) is 0.000 0.05, indicating that the average normalized gain for class V students at SDN 9 Wawonii Barat is more than 0.3. This means that H0 is rejected and H1 is accepted, namely the normalized gain of student learning outcomes is in the high category.

The results of data analysis of students' writing learning before and after applying the sequenced type integrative learning model, the criteria for a student being said to have completed learning if they have a score of at least 75. From Table 4.3 it can be seen that the number of students who do not meet the individual completeness criteria is 8 people or 42% and As many as 11 students or 58% met the individual completion criteria out of the total number of 19 students. Based on the description above, it can be concluded that the learning outcomes of class V students at SDN 9 West Wawonii before the sequential type of integrative learning model was implemented were relatively low. This is caused by several factors such as students not being brave enough to express opinions, students not showing participation in learning, students being less active in learning and the methods used by teachers are not appropriate.

After being given treatment, the results of writing learning showed that there were 0 students (0%) who did not complete, while there were 19 students who had individual completion criteria (100%). If linked to the indicators of completeness of student learning outcomes, it can be concluded that the learning outcomes of class V students at SDN 9 Wawonii Barat after implementing the sequenced type integrative learning model have met the indicators of completeness of classical student learning outcomes, namely ≥ 75%. Meanwhile, the increase in student learning outcomes (normalized gain) is in the medium

category with a value of 0.34. Therefore, it can be concluded that the results of learning to write are complete.

The results of observations of student activities in the sequenced type integrative model show that students discuss with each other in solving problems, respond to presentation results between groups, and follow the teacher's directions in forming groups. Based on the results of data analysis on the student activity observation sheet, it shows that the average percentage of students who are active during the learning process is 97% from students' active activities and 3% from students' passive activities. This means that learning to write using a sequenced type integrative model can result in changes in students' activities and views towards learning to write as shown by the percentage of positive student responses of 78%. The results of data analysis on the learning implementation observation sheet show that the average score for each aspect during the 4 meetings reached 3.74 or was in the very good category.

Some previous studies stated that there is an influence on students' reading comprehension abilities with an integrative approach to Indonesian language subjects (Ari Gunardi, Uvia Nursehah, 2022). Integrative thematic learning is a learning approach that integrates various competencies from various subjects into various themes. This integration is carried out in two ways, namely the integration of attitudes, skills and knowledge in the learning process and the integration of various related basic concepts (Asdar, A.Vivit Angreani, Andi Ramadhana. B, 2024). Applying integrative methods can improve students' reading comprehension skills in Indonesian language subjects (Asdar et al., 2023).

According to the specified criteria for the completeness of learning outcomes, it can be concluded that the classical learning outcomes have been fully accomplished. Every element of student activity, while utilizing the sequenced type of integrative model, has fulfilled the active criteria, specifically resulting in an enhanced and positive direction of student engagement. The teacher's ability to control learning was assessed as excellent from all perspectives. Based on the effectiveness criterion, the teacher's ability to manage learning is considered effective when it meets the standards of quality. Therefore, it can be inferred that the teacher's ability to manage learning utilizing the sequenced type integrative learning model is deemed effective.

CONCLUSION AND RECOMMENDATION

Based on the results of the research and discussion that have been presented, it can be concluded that the sequenced type of integrative model is applied to class V students at SDN 9 Wawonii Barat which is shown by the effectiveness indicators as follows: the results of learning to write for class V students at SDN 9 Wawonii Barat are 100% of the students. Achieving the criteria for completeness score or individual completeness. Based on the criteria for completeness of

learning outcomes that have been stated, it can be concluded that completeness of classical learning outcomes has been achieved. Each component of student activity using the sequenced type integrative model has met the active criteria, namely that there is an increase in student activity in a better direction. From all aspects of the teacher's ability to manage learning, an average score of 3.74 was obtained in the very good category. In accordance with the effectiveness criteria, the teacher's ability to manage learning is said to be effective if it reaches good criteria, so it can be concluded that the teacher's ability to manage learning using the sequenced type integrative learning model is said to be effective.

Based on the results obtained from this research, the author proposes several suggestions as follows in learning to write, teachers must be able to create a pleasant learning atmosphere and be able to involve students actively so that students can be motivated to be more active in participating in learning to write. Teachers in particular should try to apply the sequenced type integrative model in the learning process as an effort to make the writing learning process more effective. Future researchers in the field of education should conduct further research on the sequenced type integrative model in learning to write to obtain more accurate results in order to improve the quality of education in general.

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