

# The Influence of Cooperative Learning Model CRH Type with Audio Visual Aid to Social Skills and Learning Outcomes of Grade IV Students Elementary School

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DOI: 10.29322/IJSRP.9.07.2019.p9114

<http://dx.doi.org/10.29322/IJSRP.9.07.2019.p9114>

**Abstract-** This research aims to determine the influence of cooperative learning model type *course review horay* with audiovisual media against social skills and student learning outcomes. This research was conducted at Jepara II Surabaya Elementary School in Lesson 2018/2019.

This research uses a quantitative approach. This type of research is a quasi-experimental research with a non-equivalent design (pretest and posttest) control group design. The research uses two classes, which are experimental classes and control classes. A research sample is a grade IV A student as an experimental class and IV B as a control class. The research instruments used are social skills observation sheets and student learning tests. The data analysis techniques used include the normality test, homogenization test, an independent samples t-test.

The results showed that there was an influence of cooperative learning and the type of *course review horay* was assisted audio visual on social skills and student learning outcomes. The results of independent samples of t-test students' social skills showed that  $T_{\text{count}} 4.762 > T_{\text{table}} 2.02280$ . The results of the student study results independent samples t-test showed that  $T_{\text{count}} 11.483 > T_{\text{table}} 2.02280$ . It can be concluded that the cooperative learning model of the *course review horay* has an audio-assisted visual impact on social skills and student learning outcomes.

**Index Terms-** Cooperative Learning Model Type Course Review Horay, Audio Visual Media, Social Skills, Learning Outcomes.

## I. INTRODUCTION

Learning is a series of processes of activities undertaken by a lecturer on the participants in delivering knowledge, in which there is an interaction between teachers and participants in order to realize the purpose of learning (Aqib, 2008 p. 45). The implementation of learning is closely related to the involvement of teachers and students, in the process of activities also as a facilitator to the emergence of new ideas to students as part of community members through the process of teaching-learning in schools.

Active learning certainly involves a lot of students' activities because learning is not separated from an activity, for example, in a learning activity, a teacher gives a problem that

should be resolved through group discussion activities (Nasution, 2011 p. 74). In students' learning activities are expected to conduct learning activities to improve cognizing ability and social interaction with other students. Social interactions with other students are of course faced with other individual diversity in class situations, so students are also taught or directed to practice their social skills, which is very important considering the need for Social skills in diverse people's lives, which will eventually face the students in their lives.

Social skills are crucial to always be taught in class because students are part of a human being that is not separated from social life, therefore the human being is called a social creature. Social skills alone are the ability of individuals or citizens to connect with others, and are able to solve problems so that they can adapt to the community or surrounding environment harmoniously (Cartledge & Milburn, 1992 p. 8). Fact in the field, especially in the school where the research will be conducted is a school with most of the participants of the students from outside the city and even outside the island which certainly has a variety of characters and diversity that still carries the regional character, so that there is often a gap between students that is shown by low social skills in interpersonal, where the police still occur (insulting, mentioning with a title not good/racist) because cannot refrain, still likes to be selfish when the discussion, cannot accept another opinion, shame expressed opinion, has not been able to cooperate well with the group, the quality of work in the team less, less concerned about the environment, taste Responsibility to the task less, less active in asking or answering, and many other social problems. This has been the researcher attest after initial observations in class with the social skill category based on the opinions of Cartledge & Milburn (1986), which is obtained by 44% of the category of interpersonal behavior, 47% of self-conduct category and 45% category of behavior on tasks. In addition to social skill issues, another problem is that the low student learning outcomes are known from odd semester results in the 2018 school year/2019, where many student learning outcomes are still under the submission criteria, known as much as 67% of students are given grades under the school's submission criteria (77).

Regarding the importance of developing students' social skills and learning difficulties in understanding the material, researchers will implement a cooperative learning model of the type *course review horay*. The cooperative learning model is a

model that requires students to cooperate in small groups (4 persons in one group) in completing the task of the Teacher (Slavin, 1995 in Isjoni, 2014 p. 15)). While the type of *course review horay* according to Miftahul Huda (2013, p. 229-230) is the development of a cooperative learning model, where the implementation of making the climate in class become fun and festive, this is due to the necessity of students Shout "Horee!!" or shouted (which they made) when they managed to answer the question and correct it in answer. In addition to implementing cooperative learning model *course review horay*, researchers also used audio-visual assistance as a medium in learning so that the presented material is interesting and clear, this is because audiovisual media is a medium that uses the sense of hearing and vision simultaneously in a learning process (Munadi, 2013 p. 56). The hope of researchers with cooperative learning model type *course review horay* assisted audiovisual can affect social skills and student learning outcomes so that students can develop their social skills and student learning outcomes more optimal.

## II. METHOD

This type of research is experimental quasi-research or pseudo-experimentation. The population in this research is all grade IV students at Jepara II Surabaya Elementary School, while sampling is conducted by testing the homogeneity of the population. Prior to testing the homogeneity, first conducted a test of normality to social skills data and student learning outcomes using the One-Sample Kolmogorov Smirnov test. After two samples have been obtained through a homogeneity test, then determine the control and experiment classes, where the control class is a class whose learning is not given treatment, while the experimental class is a class with the treatment CRH Type Cooperative learning model with audiovisual aid.

The research procedure was conducted in three phases, namely: a) the preparatory phase consisting of initial observations, the determination of the experimental and control classes, and determining the material; b) Implementation stage by implementing pretest, application of action on experimental class, and implementing Posttest; c) The data analysis phase by collecting and analyzing data, concluded data analysis results. The technique of collecting data on this research is by using observation methods and tests. Analysis of student's social skills data by calculating the percentage of all data on the observation results of the student's social skills during the learning process,

which was further measured using the Independent Sample test T-Test (Test T) aimed at knowing the influence of the Model cooperative Learning CRH Type Assisted audiovisual to the social skills of the students. Data analysis to measure students' learning outcomes by using the achievement value of each individual, the average grade value, and the classical learning submission value. Students' initial skills were measured using a pretest while students' final abilities were measured using posttest. Furthermore, the measured test of the Independent Sample T-Test (Test T) aims to determine the influence of the CRH-type cooperative learning model with audiovisual aid to student learning outcomes. To help analyze the analysis packages used for the *SPSS 21.00 for Windows*.

## III. RESULT AND DISCUSSION

### A. Results Of Social Skills Analysis And Discussion

Results of the analysis of students' social skills in the experimental class of the recapitulation of the entire category of students' social skills in one class, at the initial observation obtained by the data, the category of Interpersonal conduct of 126 or 44%, the score against oneself amounting to 134 or 47%, behavior on tasks of 130 or 45%. However, after the implementation of the cooperative learning model of the audiovisual assisted CRH type in the data experiment class shows the interpersonal behavior category of 244 or 85%, the self-behavior score of 222 or 77%, the behavior of the tasks of 233 or 81%. With the average acquisition score on the social skills of students in a class of 16 at the beginning of observation to 29 after given treatment.

While the results of data analysis of students' social skills using the independent Sample t-test (Test T) shows that the value of  $T_{count}$  students' social skills were obtained at 4.762 and the value of the above data is 2.02280, referring to the basic decision making stating that if the value of  $T_{count} > T_{table} = H_0$  is rejected and  $H_a$  accepted means the value  $4.762 > 2.02280$ , which means that hypothesized ( $H_0$  is rejected and  $H_a$  is accepted). Reinforced with the next table stating that the value of  $sig. (2-tailed) < 0.05$ , namely  $0.000 < 0.05$  which means the influence of treatment. The results of the social skill students of experimentation classes and control classes can be seen in Figure 1. Following:

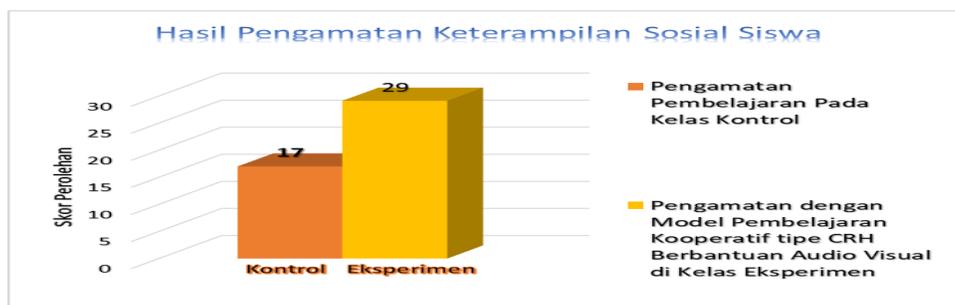


Figure 1. Histogram Social Skills Value Of Classroom Students Control And Experimentation

**A. Analysis Of Student Learning Outcomes**

The assessment of student learning is done through two stages, namely through pretests and posttest assessments. The analysis of

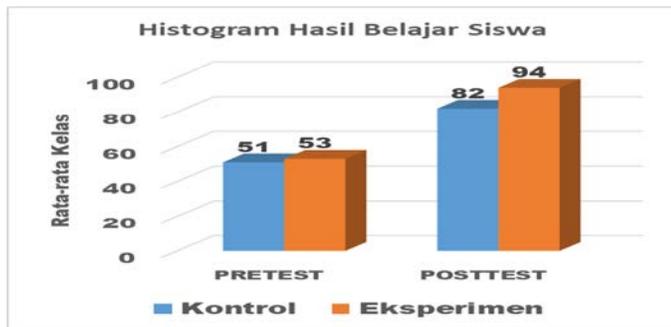
student learning outcomes is used to measure the ability of students in the cognitive realm, as shown in table 1 below:

**Table 1. Control Grade Student Learning Abilities**

| No      | Control class | Value   |          | Experimental classes | Value   |          |
|---------|---------------|---------|----------|----------------------|---------|----------|
|         |               | Pretest | Posttest |                      | Pretest | Posttest |
| Average |               | 51      | 82       | Average              | 53      | 92       |

The test results of normality pretests and Posttest show that all data is a normal distribution. Further analysis of student learning results from pretests and posttest results in both classes obtained the average value pretest control class and experimentation is 51 and 53 (under the Criterion of Class 77), but after learning the average value Posttest the control class to 82, and the experimental class to 94 (exceeding the criteria of the 77-class submission). The posttest value of the control class and experimentation was a significant difference, proving that by setting up a cooperative learning model with audio-assisted CRH type, the student learning results significantly improved and more from learning without treatment.

While the results of the analysis using the Independent Sample t-test (Test T) shows that the students' learning results are obtained at 11.483 and the value of the above data is 2.02280, referring to the basis of decision making stating that if the value of  $T_{count} > T_{table} = H_0$  is rejected and  $H_a$  is accepted means the value  $11.483 > 2.02280$ , which means that hypothesized ( $H_0$  is rejected and  $H_a$  accepted). Reinforced with the next table stating that the value of sig. (2-tailed)  $< 0.05$ , namely  $0.000 < 0, 05$  which means the influence of treatment. The results of learning pretests and posttest students can be seen in Figure 2.



**Picture 2. The Experiment Results Of Student Learning Histogram Control Class**

**IV. DISCUSSION**

Students' social skills are measured by calculating the percentage of all data on the observation of the student' social skills during the learning process, which is further measured using the Independent Sample t-test (Test T) test which aims to determine the influence of the CRH-type cooperative learning model for audio-visual aid to students' social skills. Early observations of the students' social skills in the control class acquired the social skills score of students with a Interpersonal

behavior category of 128 or 44%, the self-behavioral score of 133 or 46%, the task's behavior of 129 or 45%, with the average acquisition score on the social skills of a student in a class of 16. Further observations on the control class when learning without treatment are acquired by the students' social skills score under the 133 or 46% Interpersonal behavior category, self-behavior score of 138 or 48%, behaviour against Duty of 137 or 48%, with the average acquisition score on the social skills of students in a class of 17. The average increase in the social skills scores on the initial control class of observation and after 1 study only (score 16 to 17), As for each category of the Interpersonal behavior is only 2%, the self-behavior category is also 2%, and the task behavior category is 3%.

An early observation of students' social skills in the experimental class was obtained in a score with a 126 or 44% Interpersonal behavior category, the self-behavior scores of 134 or 47%, duty-to-task behavior of 130 or 45%, with an average acquisition score on the students' social skills in a class of 16. Further observations of the experimental class when learning with cooperative learning models of CRH type Audio visually assisted by a student's social score with a category of Interpersonal behaviors of 244 or 85%, behavioral scores Against oneself of 222 or 77%, behavior on tasks is 233 or 81%, with the average acquisition score on the social skills of students in a class of 29. The average increase in the social skills scores in the early experimental class observation and after learning at the rate of 13 (score 16 to 29), while for the social skills of the Interpersonal behavior category increased by 40%, the self-behavior category also increased by 30%, and the behavior category On duty increased by 36%.

The results of data analysis of students' social skills using the Independent Sample t-test (Test T) show that the value of  $T_{count}$  students' social skills were obtained at 4.762 and the value of the above data is 2.02280, referring to the basis of decision making stating that if the value of  $T_{count} > T_{table} = H_0$  is rejected and  $H_a$  is accepted means the value  $4.762 > 2.02280$ , which means that hypothesized ( $H_0$  is rejected and  $H_a$  is accepted). Reinforced with the next table stating that the value of sig. (2-tailed)  $< 0.05$ , namely  $0.000 < 0.05$  which means the influence of treatment.

Preliminary observations of student learning outcomes in the control class and experiment classes show control-class student learning outcomes with a total of 24 students. The acquisition of Pretest value in the control class got an average value of 51 with a maximum value of 62 and a minimum value of 35, then the acquisition of Posttest value got an average value of 84, with a maximum value of 93, and a minimum value of 72.

As for the experimental class with a total of 24 students, the acquisition of Pretest value was obtained an average value of 53

with a maximum value of 67 and a minimum value of 32, hereinafter the acquisition of Posttest value gets value An average of 92, with a maximum value of 95, and a minimum value of 87, this result is very significant when seen as a difference with the control class, this is because the experiment class has been given treatment so that resulted in the increasing value of students, so indirectly the value of the school's prescribed criteria has been greatly exceeded.

The results of the analysis using the Independent Sample t-test (Test T) showed that the value of the students' study results were obtained at 11.483 and the value of the above data is 2.02280, referring to the basis of decision making stating that if the value of  $T_{\text{count}} > T_{\text{table}} = H_0$  is rejected and  $H_a$  is accepted means the value  $11.483 > 2.02280$ , which means that hypothesized ( $H_0$  is rejected and  $H_a$  is accepted). Reinforced with the next table stating that the value of sig. (2-tailed)  $< 0.05$ , namely  $0.000 < 0.05$  which means the influence of treatment.

## V. CONCLUSION AND SUGGESTION

### CONCLUSION

Based on the discussion of research results, it can be concluded that:

1. There is the influence of cooperative learning model type *course review horay* the review is assisted audiovisual against the social skills of students. This can be proved by the results:
  - a. Assessment of the validator against learning devices, audio-visual media, and research instruments that obtain a good category.
  - b. Valid and reliable social skill instruments.
  - c. There is a significant influence on the social skills of students by showing the results of the students' social skills in the interpersonal behavior category of 126 or 44% to 244 or 85%, self-behavior of 134 or 47% to 222 or 77%, and behavior on tasks of 130 or 45% to 233 or 81%.
  - d. Testing results of the social skills hypothesis of students who showed data that the value of  $T_{\text{count}} > T_{\text{table}} = H_0$  is rejected and  $H_a$  is accepted, the value of  $4.762 > 2.02280$ , ( $H_0$  is rejected and  $H_a$  is accepted) (no influence).
2. There is the influence of cooperative learning model type *course review horay* assisted audiovisual towards student learning outcomes. This conclusion is evidenced by the results:
  - a. assessment of the validator against learning devices, audio-visual media, and research instruments that gained a good category.
  - b. Valid and reliable learning test instruments.
  - c. There is a significant influence on student learning outcomes by showing students' learning results when the

initial observation (pretest) is obtained the average value of 53 and increases significantly when posttest, the average value obtained of 92.

The results of the test hypothesis of student learning results that show the data that the value of  $T_{\text{count}} > T_{\text{table}} = H_0$  is rejected and  $H_a$  is accepted, the value of  $11.483 > 2.02280$ , ( $H_0$ ) is rejected and ( $H_a$ ) is accepted (no influence).

### SUGGESTION

Based on the results of the research and the above conclusions, researchers provide the following advice:

1. Teachers, are expected to take advantage of innovative learning models such as *course review horay* method and utilize media assistance, especially utilizing technological sophistication in learning activities, as they will provide positive impacts on social skills and learning outcomes, and can motivate students to learn.
2. Students, hopefully with a cooperative learning model type *course review horay* assisted audiovisual can develop and improve students' social skills and learning outcomes, as well as motivate students in learning.
3. For researchers who do experimental research, the results of this research should be used as a reference for classroom learning.

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