



# Magic Box Media Assisted Rotating Trio Exchange (RTE) Learning Model Toward Social Science Competencies of the Fourth Grade Elementary School

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## ABSTRAK

Rendahnya kompetensi pengetahuan IPS yang disebabkan oleh kurang optimalnya penggunaan model saat pembelajaran menyebabkan siswa sulit untuk memahami pembelajaran. Guru lebih dominan menggunakan metode ceramah sehingga siswa cepat merasa bosan dalam belajar. Tujuan penelitian ini ialah mengkaji pengaruh model pembelajaran Rotating Trio Exchange (RTE) berbantuan media Magic Box terhadap kompetensi pengetahuan IPS. Penelitian ini merupakan penelitian eksperimen semu dengan rancangan non-equivalent control group design. Populasi penelitian ini berjumlah 275 siswa. Pemilihan sampel dengan teknik cluster random sampling. Pengumpulan data menggunakan metode tes pilihan ganda sehingga didapatkan data berupa nilai kompetensi pengetahuan IPS yang berbentuk data kuantitatif yang dianalisis menggunakan uji-t yaitu polled varians. Hasil analisis data diperoleh  $t_{hitung} = 7,010 > t_{tabel} = 2,000$  pada taraf signifikansi 5% ( $dk = 31 + 31 - 2 = 60$ , Jadi terdapat perbedaan yang

signifikan kompetensi pengetahuan IPS antara kelompok yang dibelajarkan dengan model pembelajaran Rotating Trio Exchange Berbantuan Media Magic Box dengan kelompok yang dibelajarkan melalui pembelajaran konvensional pada kelas IV SD. Model pembelajaran Rotating Trio Exchange berbantuan Media Magic Box dapat diterapkan dalam proses pembelajaran untuk meningkatkan hasil belajar siswa.

## ABSTRACT

The low ability of social knowledge competence was caused by the less optimal use of instructional media during the learning process. It caused the students were difficult to understand the study. This study aimed to examine the effect of the Magic Box Media Assisted Rotating Trio Exchange (RTE) Learning Model Toward Social Science Competencies. This study was a quasi experiment study with non-equivalent control group design. The population of this study was 275 students. The sample was determined by cluster random sampling. The data were collected using test method with the usual multiple-choice instrument. As the result, it can get the data in the form of social knowledge competence value quantitatively that was analyzed using a t-test, namely polled variance. The result of data analysis obtained  $t_{count} = 7,010 > t_{table} = 2,000$  at the significant level of 5% ( $dk = 31 + 31 - 2 = 60$ ) Therefore,  $H_0$  was rejected and  $H_a$  was accepted so that there was a significantly different of the social knowledge competence between the group taught using the Rotating Trio Exchange assisted by Magic Box Media with the groups taught using conventional learning in fourth-grade of elementary school.

## 1. Introduction

Students are the most important component in the world of education because they become an object and subject in education. Since the students are the subject and object of learning, the learning process requires the students to learn by discovering, exploring, and compiling their own knowledge to

emphasize a meaningful learning process. A meaningful learning process can increase students' ability to develop knowledge (Jailani, 2016, 2017). It is not easy to develop meaningful learning for students. Many factors influence the learning process to be more meaningful. These factors include students' interest, students' learning motivation, teacher readiness in designing the learning process, teachers must design learning that stimulates all active senses (Donas & Elhefni, 2016). Designing meaningful learning for students is still a quite difficult challenge to be realized by the teacher, even though there are many innovative models have been applied but the development of children who adapt the development of science and technology is one of the factors determining the success of learning process, teachers are required to be more innovative in using a model and appropriate media in line with child development. Learning designs that are not match with child development will get an impact children's learning achievement.

Currently, many students face obstacles in achieving knowledge competency optimally. In addition, many students are passive and do not take part in learning as well as tend to only accept teacher explanation. In line with this matter, (Anika & Fajar, 2020) state that there are only a few students who are active and some students are not active in the learning process so that learning is not optimal. It is due to the less attractive learning packaging so that it seems monotonous. However, learning at the school should become meaningful learning for students for their next life. Learning problems are more specifically faced in Social Science. Not all students like Social Science because the material is very broad and difficult to be understood by elementary school students. It is supported by the results of observations made in one elementary school.

The results of observations were conducted at several public elementary schools in Cluster VI Sukawati during the implementation of initial field training program (*PPL-Awal*) and it was completed with observations for 3 days starting from 29<sup>th</sup> October 2019 to 31<sup>st</sup> October 2019 which were conducted before preparing this proposal and thesis where most of Social Science learning activities were conducted with conventional learning by explaining and it was monotonous because students are passive, unfocused, sleepy, and lack of interaction during the learning process. Students did not master the learning material provided by the teacher so that many students got scores below 75 as the Minimum Completeness Criteria (KKM). It was proven by the data collection of the middle test of Social Science, namely, from 275 students, 160 or 58.1% had not met the KKM, while 115 students or 41.8% had met the KKM. This issue seems trivial, but if it is discussed it will have an impact knowledge competence.

The desired competency of knowledge comes from several lessons. In the 2013 curriculum, learning is packaged into a thematic. Thematic learning is a learning that emphasizes the provision of certain themes to teach several concepts in terms of various subjects, one of them is Social Sciences. Thematic learning of Social Science content in schools, especially elementary schools, is more aimed at an educational forum so that all student abilities are developed in the form of basic social science knowledge, abilities, and skills. When it is compared to other material content, Social Science is also important because it contributes quite a lot in shaping superior human beings, with the criterion to use thoughts for the progress of their people. Social science is a study of humans and the world around them (Suwarso, 2010; Wahyuni, Dkk, 2018). In other words, this problem will greatly impact education outcomes if there is no effort to cover it, and it also affects the quality of human resources. Therefore, it is necessary to apply and develop a variety of models and media to make students active in the learning process. In line with this matter, (Puspita et al., 2019) state that in examining the existing situation in learning, the teacher should choose and determine a fixed learning strategy so that learning objectives can be achieved and students can play an active role in the learning process. Learning activities are conducted to stimulate a better mastery of knowledge competency. The signs of learning success or failure can be seen from the student's achievement on derived indicators from basic competencies, then it is seen from the students' learning completeness. Therefore, teachers must be good at choosing a learning model that is suitable with the teaching material.

Various learning models can be an option for a teacher to be applied in learning activities. Considering the characteristics of elementary school students who like to be taught in groups and Social Science examines many social problems so that Social Science needs to be designed to build and reflect students' abilities in social life which always change and develop continuously (Dharin, Aziz, & Waseso, 2020). Indirectly, students are directed to interpret the diversity of opinions and work together well in groups so the Rotating Trio Exchange (RTE) model can be applied. Rotating Trio Exchange (RTE) cooperative learning model is one of the cooperative learning models that stimulate students to learn more actively, where the learning process takes place together and helps each other in solving the given problems (Hasanah, Nurtaman, & Hanik, 2019). RTE is a learning model in which a group consists of 3 students, who are numbered 0,1, and 2, then it rotates (Huda & Yulianti, 2020). The trio group of students who are rotated will be given a number, namely 0,1,2 then number 1 will move clockwise, as well as

number 2, and number 0 remains in place so that it creates a new trio that will take new questions that must be discussed (Isjoni, 2016). This model is a model where students can work together, help each other to learn information or skills and there is an assessment system for individual improvement by working in groups (Alwan, 2020). The benefit or advantages of this model are clear patterns in regular time that students have to share with their partners in the group, an opportunity to process obtained information, boredom during the learning process can be minimized because students will be rotated and always work with different friends. The students can practice to solve questions with different groups so that they can increase their enthusiasm for learning.

Many studies have been conducted, a study conducted by (Paryanto & Kurniasih 2020) state that RTE is superior because students' RTE learning model will work together in solving math problems. A group consists of 3 students and do a rotation. Each turn, the teacher provides questions and the level of questions difficulty is different from each turn of the group. Moving groups will make learning more meaningful for students. The collaboration that occurs in the RTE learning model enables students to play an active role in learning so that it can improve mathematics learning outcomes in the affective aspects of learning. Therefore, the affective aspect of mathematics learning outcomes in using the RTE model will have a good impact the student's cognitive aspects of mathematics learning outcomes so it is stated that the affective aspects of students' learning outcomes who use the RTE type of cooperative learning model are better than the MEA type cooperative learning model. Another study was also conducted by (Yahya & Bakri 2020) which states that the Rotating Trio Exchange type of cooperative learning model can increase student activity and mathematics learning outcomes.

Based on this description, the RTE learning model influences students' social science competency knowledge. Learning by applying this model has the privilege to train cooperation and communication between students because the patterns in learning with this RTE model are made clear in a regular time where students have to share with their partners in the group, the given opportunity to process the obtained information is quite a lot and in the learning process students will be rotated to always work with different friends to minimize students' boredom in the learning process. It makes learning more varied, active, and fun when it is compared to conventional learning which only focuses on the teacher explanation in front of the class. The application of the RTE Model is not perfect without interesting learning media.

Learning media is the key to implement the learning process that can be used to convey learning material so that students can easily understand learning material (Irwandi, 2020; Qondias et al, 2016). One of media that can be used to support the RTE learning model is the magic box media. Magic box media is a media that is in the form of a cube or block. The selection of this magic box media is not only based on the conditions of school facilities and infrastructure, it also considers to be more attractive, but the materials are also easy to obtain and the manufacturing price is affordable (Fatikhassari, 2020). The advantage of this media can be seen as a game so that it arouses students' interest in learning and makes it easier to deliver material to students because it is conveyed through the questions in the box. This magic box media can provide a different challenge for students in learning because students do not know the content in the media.

Several studies have been conducted on magic box media a study conducted by (Twiningsih & Sayekti, 2020) states that the learning media of Magic Box based on STEM (Science, Technology, Engineering, Mathematics) can improve students' numeracy skills. A study conducted by (Tarwiti 2018) states that the magic box media is effectively applied to science lessons on simple aircraft materials. (Fitrianti, 2020) states that the magic box media assisted by the numbered heads together model is effective in learning mathematics learning outcomes of a simple classroom building nets in the fifth grade class V. Thus, it can be said that magic box media has a positive effect on learning process because it can increase students' curiosity.

Based on the explanation above, the objectives of the study were formulated, namely, to analyze how far the influence of the Rotating Trio Exchange (RTE) learning model assisted by Magic Box Media on the Social Science Competency of Class IV in elementary school so that this study was conducted. This study combined the RTE model with Media magic box based on the material of social science. Isjoni (Chandra, 2018) states that RTE is implemented with class steps that is divided into groups of three students. Then, the class was organized so that each group could see the other groups on the left and the right. Those three students were given the same question to be discussed. Then, those three students were given a number, for example, numbers 0, 1, and 2. Then, number 1 was ordered to move clockwise and number 2 vice versa, counterclockwise. Meanwhile, number 0 remained in place. This will result in a new Trio. Then give each new Trio new questions to discuss, adding a little difficulty. Then, students were rotated again based on each question that had been prepared. These steps were combined with the Magic Box media in which the questions were placed in the box so that the students themselves did not know

what was inside them. With the application of the Rotating Trio Exchange (RTE) learning model assisted by the Media Magic Box, it is expected that it can improve the competence of students' Social Science knowledge. Then, this combination of models and media can be one of the alternatives used by teachers in developing and innovating appropriate learning based on children's development.

## 2. Method

This study applied a quasi-experimental with a non-equivalent control group design. There were two groups in this design, namely, the experimental and control groups. The treatment of the experimental group was done by applying the RTE model, while the control group was applied to conventional learning. In this study, it provided a pretest, where the pretest score was used equivalence test for both groups. And for the posttest value, it was analyzed as research data. The pretest was used to measure group equivalence.

In this study, the population was all class IV elementary school of Cluster VI Sukawati Gianyar in academic year 2019/2020 of 9 classes from 6 existing elementary schools and a total of students was 275. The sampling system was cluster random sampling. Samples were selected without individual randomization because existing classes were impossible to be changed. Cluster random sampling is a technique in which the sample selection does not consider individually but it is based on the broad group and object (Sugiyono, 2017). Therefore, all classes have the same opportunity to become research samples. The previous population was numbered, drawn, and taken 2 classes to be as the sample and they were given a pretest for equalization.

In this study, the obtained data were students' social science knowledge competency data. Research data collection applied test method. Test is described measurements in numbers, scales, and categorical systems regarding objective behavior (Yusuf, 2015). In this study, the used test was an ordinary multiple-choice test. In multiple choice tests, it usually provides alternative possible answers, namely, a, b, c, or d (Arikunto, 2015). The student who answered correctly the test item got 1 score and the student who answered incorrectly the test item got 0 score. The multiple-choice test was arranged based on the question grid that contained basic competency (KD) and indicators. The grid of competency knowledge of social science in the fifth grade can be seen in Table 1.

**Table 1.** The Grid of Social Science Competency Test in Class V

Basic Competency (KD)	Indicators	Cognitive
3.1 Identifying spatial characteristics and utilization of natural resources for the welfare of the community from the city/district level to the provincial level.	3.1.1 Defining the definition of natural resources.	C2
	3.1.2 Identifying the types of natural resources.	C4
	3.1.3 Determining the types of natural resources based on their nature	C3
	3.1.4 Citing examples of natural resources from the city/district level to the provincial level.	C1
	3.1.5 Classifying natural resources based on their nature.	C4
	3.1.6 Classifying natural resources by type.	C4
	3.1.7 Providing examples of efforts to utilize natural resources from the city/district level to the provincial level.	C3
	3.1.8 Implementing efforts to conserve natural resources from the city/regency to the provincial level.	C2
	3.1.9 Giving an example of the bad effects when natural resources are overused	C2

Metode analisis data yakni metode analisis statistik inferensial yakni uji t. Sebelum uji t dilakukan maka dilaksanakan uji prasyarat yakni uji normalitas dan uji homogenitas. Adapun analisis *Kolmogorov-Smirnov* untuk menghitung normalitas data serta *Uji Fisher* dipergunakan untuk uji homogenitas pada penelitian ini. Kriteria pengujian normalitas data yakni  $D_{hitung} < D_{tabel}$  *Kolmogorov Smirnov* berarti data

berdistribusi normal dan kriteria uji homogenitas apabila  $F_{hitung} < F_{tabel}$  berarti homogen sehingga uji hipotesis yaitu uji beda mean menggunakan statistik parametrik. Perhitungan analisis data pada penelitian ini menggunakan Microsoft Excel 2013.

The presented test grid table had been through the test item in order to obtain a valid Social Science knowledge competency test with a biserial point correlation test that was 30 questions. From the difference power test, it was obtained 7 items in sufficient category, 17 items in good category, and 6 items in very good category. From the difficulty level test, it was obtained 8 items in the difficult category, 14 items in the medium category, 8 items in the easy category, and the reliability test applied KR-20 to obtain questions on the competence of reliable social studies knowledge.

The data analysis method was inferential statistical analysis method, namely, t-test. Before conducting the t-test, the prerequisite test was conducted, namely, the normality test and homogeneity test. In this study, the Kolmogorov-Smirnov analysis was used to calculate the normality of the data and Fisher's test was used to test the homogeneity. The criteria of data normality test were  $D_{count} < D_{table}$ , Kolmogorov Smirnov means that the data are normally distributed and the criteria for the homogeneity test are if  $F_{count} < F_{table}$  means homogeneous so that the hypothesis test is the mean difference test using parametric statistics. In this study, the calculation of data analysis applied Microsoft Excel 2013.

### 3. Results and Discussion

Based on the objectives of the study, the study was conducted on the research sample, namely, the experimental group class IV B SDN (Elementary School) 6 Batubulan given the Rotating Trio Exchange model treatment assisted by Magic Box media and class IV SDN (Elementary School) 7 Batubulan became the control class learning that was conducted conventionally. Each class was given 6 treatments and after that post-test was given to get the score data from each sample. Based on the calculations, the data of two research groups were described as follows.

**Table 2.** Description of Social Science Competency Data

Data Description	Experimental Group	Control Group
N	31	31
Mean	84,065	70,871
Standard Deviation	7,545	7,338
Variance	56,929	53,849

Based on Table 2. Description of the social science knowledge competency data, namely N that was the number of students in the experimental and control groups, each group consisted of 31 students. Then from the calculation results, the mean value of the experimental group was 84.065 and the control group was 70.871. The standard deviation of experimental group was 7.545, the variance was 56.929, meanwhile, the standard deviation of control group was 7.338, the variance of control group was 53.849. It means that the mean value of the experimental group is higher than the control group. Furthermore, considering the posttest results, a table of the relative frequency distribution in this study was compiled.

Before conducting the t-test, it must pass the first prerequisite test stage, namely, the normality test. Based on the calculations made in the experimental group, the value of  $D_{count} = 0.104$  at the significant level of 5% and dk 31 so that the value of  $D_{table} = 0.238$ . The results of  $D_{count}$  were then compared with  $D_{table}$ . It can be seen that  $D_{count} < D_{table}$  ( $0.104 < 0.238$ ) means that the experimental group social studies knowledge competency data is normally distributed. In the control group, the normality test results obtained a value of  $D_{count} = 0.218$  then compared with  $D_{table} = 0.238$  with a significance level of 5% and dk 31. It can be seen that  $D_{count} < D_{table}$  ( $0.218 < 0.238$ ). It means that social science knowledge competency data in the control class is normally distributed.

In order to show the difference of the hypothesis test, the variance between groups was different, it was not because of the differences within the group, the homogeneity test was conducted by using the F test. The largest variance was 56.929 that was divided by the smallest variance of 53.849 so that the result was 1.057. According to the results of the analysis,  $F_{count}$  was 1.057, this result was compared with  $F_{table}$  in the numerator dk 30, namely  $(n_1 - 1) = (31 - 1)$  and the denominator 30, namely  $(n_2 - 1) = (31 - 1)$  at the 5% significant level so  $F_{table} = 1.84$ . Because the value of  $F_{count} < F_{table}$  ( $1.057 < 1.84$ ) means that the research group data has a homogeneous variance.

Based on the analysis results of prerequisite hypothesis test, it was found that the social science knowledge competency data of the experimental group and the control group were normal and homogeneous so that the t-test of the research hypothesis can be tested.

Hypothesis testing was performed using t-test statistics using pooled variance. Hypothesis testing criteria was if  $t_{count} \leq t_{table}$ , it means that  $H_0$  is accepted and  $H_a$  is rejected, and if  $t_{count} > t_{table}$  means that  $H_0$  is rejected and  $H_a$  is accepted at the 5% significance level and  $dk = n_1+n_2-2$ . The test analysis recapitulation of post-test data was presented in the following table.

**Table 3.** The t-test analysis recapitulation of post-test data

No	Sample	Average	Variance	Dk	N	T <sub>count</sub>	t <sub>table</sub>	Summary
1	Experimental Class	84,065	56,929	60	31	7,010	2,000	H <sub>0</sub> is rejected
2	Control Class	70,871	53,849		31			

According to the hypothesis test, the value of  $t_{count} = 7.010$  and the value of  $t_{table} = 2,000$  with a significance level of 5%,  $dk$  60, and the variance in the experimental group was 56.929, while in the control group was 53.849. Because  $t_{count} > t_{table}$ , then  $H_0$  was rejected and  $H_a$  was accepted so it can be said that there is a significant difference in the competence of social science knowledge between the group that was taught using the Magic Box media assisted Rotating Trio Exchange learning model and the group was taught conventionally in the fourth elementary school. It means that there is an effect of the Magic Box media assisted Rotating Trio Exchange learning model on the social science competency knowledge of the fourth-grade elementary school.

The acquisition of data calculations showed that the average score of students whose learning activities with the Magic Box media assisted Rotating Trio Exchange learning model was (= 84.065) and the average of student who was taught conventionally was (= 70.871) so that it had a difference of 13.194. It means that the Magic Box media assisted Rotating Trio Exchange learning model affects the competence of social science knowledge. Two research samples have different knowledge competency values because learning with Magic Box media assisted Rotating Trio Exchange learning model can activate students in learning and create interactions between students to make students more expressive in conveying the knowledge they have.

In this study, the different treatment was done by applying the Magic Box media assisted Rotating Trio Exchange learning model for the experimental group and conventional learning for the control group. In conventional learning, students tend to be passive and teachers provide material or knowledge. Students only tend to accept what the teacher says and it will affect students. Students feel bored and uncomfortable in doing learning. In general, conventional learning is conducted by the teacher only and makes students feel bored so that many students play during the learning process (Widiana & Dkk, 2018; Wungguli & Yahya, 2020). It is in line with the opinion of (Qondias & Dkk, 2016; Sobron, Bayu, Rani, & Meidawati, 2019) which states that if conventional learning is applied continuously, it will affect students' motivation. In contrary, the Magic Box media assisted Rotating Trio Exchange learning model has a more positive impact the learning process. It is influenced by the following factors.

First, the Magic Box media assisted Rotating Trio Exchange learning model has an impact the competence of social science because it can increase student activeness. The result can be seen from the learning steps where students actively solve the problems given in the boxes that have been prepared. RTE is a learning model in which a group consists of 3 students, who are numbered 0.1, and 2, then rotate (Huda & Yulianti, 2020). Meanwhile, Isjoni (Chandra, 2018) state that RTE is implemented in steps, namely the class is divided into groups consisting of three people. Then, the class is organized so that each group can see the other groups on the left and the right. Each Trio is given the same question to be discussed. When they finish it, the Trio is given number. For example, numbers 0, 1, and 2. Then, order number 1 to move clockwise and number 2 vice versa, counterclockwise. Meanwhile, number 0 remains in place. This will result in a new Trio. Then, give each new Trio new questions to be discussed by adding a little difficulty. Then, students are rotated back based on each question that has been prepared. These steps are combined with the Magic Box media in which the questions are placed in the box so that the students do not know what is inside them. By conducting these steps, students are no longer passively waiting but students are active. This is in line with the advantages of the Magic Box media model, namely clear patterns in regular time make students share with their partners in the group, the opportunity to process information is obtained a lot, boredom during the learning process can be minimized because students will be played and always work with different friends. Students can solve questions with different groups so that they can increase their enthusiasm for learning. The Magic Box media assisted

Rotating Trio Exchange learning model involves active students in learning mentally, physically, and socially (Maghfiratul Rahmi, 2018).

Second, Magic Box media assisted Rotating Trio Exchange learning model enhances students' attitudes of cooperation and mutual respect. Cooperation and mutual respect for others' opinions are two very important things in learning process where the cooperation of students complement and collaborate with each other in increasing knowledge. Eggen and Kauchak (Pratiwi, Ardianti, & Kanzunnudin, 2018) state that the ability of cooperation is done by listening politely to other people and only speak after other people have finished talking, interrupt politely, respect other people's ideas, catch other people's ideas appropriately before stating no agree, and support each group member participation. In the Magic Box media assisted Rotating Trio Exchange learning model, students' ability to work together is very developed. This model is a model where students can work together, help each other to learn information or skills and there is an assessment system of individual improvement by working in group (Alwan, 2020; Fatikhasari, 2020).

Third, the selected media in the application of the RTE model. It is because the application of a learning model is not perfect without interesting learning media. Therefore, a supporting media was chosen. Learning media can be used by teachers to deliver learning material so that students can easily capture and understand learning material (Irwandi, 2020). One of the medias that can be used to support the RTE learning model is magic box media. Magic box is a media in the form of a cube or block which is made interestingly based on the material as well as the situation at school. This is in line with the opinion of (Fatikhasari, 2020) which states that the selection of this magic box media is not only based on the conditions of facilities and infrastructure in schools, it is also considered more attractive, the manufacturing materials are easy to obtain and the manufacturing price is affordable. The advantage of this media is that it is practical, easy to make, and it can be used as a game so that it arouses students' interest in learning and facilitates the delivery of material to students because it is conveyed through the questions in the box. This magic box media can provide a different challenge for students in learning because students do not know the content in the media.

Fourth, the Magic Box media assisted Rotating Trio Exchange learning model makes learning fun and comfortable for students. It has an impact students' learning motivation, a comfortable learning atmosphere will make students enjoy learning and certainly, it has an impact to increase student knowledge. This statement is in line with (Arianti, 2017) which states that a pleasant learning atmosphere will increase students' ability to receive material that is always being learned. Meanwhile, (Widodo, 2016), states that meaningful learning can be created with a fun learning atmosphere and a pleasant atmosphere is obtained from learning by learning in groups.

The results of this study are supported by a study conducted by (Paryanto & Kurniasih, 2020) which states that the learning outcomes of students affective aspects who use the RTE type cooperative learning model are better than the MEA type cooperative learning model. Another study was also conducted by (Yahya & Bakri, 2020) which states that the Rotating Trio Exchange type of cooperative learning model can increase student activity and mathematics learning outcomes. In addition, a study on the use of learning media for STEM (Science, Technology, Engineering, Mathematics) based Magic Box props based on the addition concept can improve students' numeracy skills (Twiningsih & Sayekti, 2020). The learning outcomes of Social Sciences (IPS) content can be increased through the Rotating Trio Exchange type of cooperative learning method (Diana, Maksum, & Kaban, 2019). Learning by applying the Magic Box media assisted Rotating Trio Exchange learning model has a positive effect on the competence of Social Science knowledge. From this combination of models and media, teachers can use them to create more innovative learning.

#### 4. Conclusion

From the results of the overall study, the Magic Box media assisted Rotating Trio Exchange learning model on Social Science knowledge competency. Based on the results of the calculation, it shows that  $t_{count}$  is more than  $t_{table}$  with the mean value of the experimental group higher than the control group. Thus, it can be concluded that the RTE model assisted by the Magic Box media affects the competence of social science knowledge for class IV Public Elementary School of Cluster VI Sukawati Gianyar academic year 2019/2020.

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