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The CRH-Type Cooperative Learning Model Assisted By Powerpoint Media On Students' Social Science Knowledge Competencies

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ABSTRAK

Kurangnya penerapan model serta media pembelajaran yang tepat pada pembelajaran IPS, kemudian berdampak pada rendahnya kompotensi pengetahuan siswa. Adapun tujuan dari penelitian ini yakni untuk mengetahui pengaruh yang signifikan model pembelajaran kooperatif tipe course review horay (CRH) berbantuan media powerpoint terhadap kompetensi pengetahuan IPS siswa kelas V sekolah dasar. Penelitian ini merupakan penelitian eksperimen semu dengan rancangan Nonequivalent Pretest Posttest Control Group Design. Populasi dalam penelitian ini yakni 116 siswa kelas V SD. Penarikan sampel dalam penelitian ini dilakukan dengan menggunakan teknik cluster random sampling, dan didapatkan jumlah sampel penelitian ini yakni sebanyak 22 siswa kelas V SD. Pengumpulan data kompetensi pengetahuan IPS dilakukan menggunakan metode tes, dengan instrument penelitian berupa 30 soal tes pilihan ganda. Data yang diperoleh dalam penelitian kemudian dianalisis dengan menggunakan teknik analisis statistik deskriptif dan analisis statistik inferensial. Hasil analisis data menunjukkan bahwa model pembelajaran kooperatif tipe course review horay (CRH) berbantuan media powerpoint berpengaruh secara signifikan terhadap kompetensi pengetahuan IPS siswa kelas V sekolah dasar. Disimpulkan bahwa model pembelajaran kooperatif tipe course review horay (CRH) berbantuan media powerpoint dapat meningkatkan kompetensi pengetahuan IPS siswa kelas V sekolah dasar.

ABSTRACT

The need for appropriate learning models and media applications in social studies impacts students' low knowledge competence. This study aims to determine the significant effect of the course review horay (CRH) cooperative learning model assisted by PowerPoint media on the social studies knowledge competence of fifth-grade elementary school students. This research is a quasi-experimental study with the Nonequivalent Pre-test and Post-test Control Group Design. The population in this study was 116 students of class V SD. Sampling was carried out using cluster random sampling technique, and the number of samples in this study was 22 students of class V SD. IPS knowledge competency data was collected using the test method, with a research instrument in the form of 30 multiple choice test questions. The data obtained in the study were then analyzed using descriptive statistical analysis techniques and inferential statistical analysis. The results of the data analysis showed that the course review horay (CRH) type cooperative learning model assisted by PowerPoint media had a significant effect on the social studies knowledge competence of fifth-grade elementary school students. It was concluded that the cooperative learning model of the course review horay (CRH) type assisted by PowerPoint media could improve the competence of Social Sciences knowledge of fifth-grade elementary school students.

1. INTRODUCTION

Social science examines various social science and humanities disciplines and basic human activities presented scientifically to provide deep insight and understanding to students, especially at elementary and secondary levels (Jacub et al., 2020; Widyaswati et al., 2022). It was further explained

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that social science is a subject taught to students by examining human life in a society that originates from social science disciplines (Idris et al., 2019; Khasanah et al., 2018; Ningtyas et al., 2020). So based on this, it can be said that social science is a science that studies the symptoms of social life based on facts, concepts, and generalizations from social science disciplines related to society (Amin, 2020; Ariyani & Kristin, 2021). Learning social sciences is important in preparing students to become good citizens who master knowledge, attitudes, values, and skills to solve personal and social problems (Astutik et al., 2021; Marhayani, 2018; Widodo et al., 2020). In the 2013 curriculum, Social Sciences is learning content that has been integrated with other subjects into a certain theme so that the learning process should be delivered in an interesting and meaningful way (Abriyanti, 2022; Fahreza & Husna, 2017; Wiluya & Khastini, 2022). The implementation of learning Social Sciences in Elementary Schools aims to develop students' sensitivity to various social phenomena that occur in society so that students can find solutions to various existing problems (Ariesta & Kusumayati, 2018; Hidayat, 2020). Students who master Social Sciences material will tend to have higher social sensitivity than students who do not understand Social Sciences material well (Ariyani & Kristin, 2021; Herwin, 2019; Sudrajat et al., 2020). It requires teachers to be able to design learning processes that suit the needs of students.

It is just that the reality on the ground shows that the use of media and learning models in learning Social Sciences still needs to be improved, which then impacts the low knowledge competence possessed by students (Pratama et al., 2018; Syupriyanti & Taufina, 2020 The results of observations and interviews conducted with the fifth-grade teacher at SD N Gugus IV Wibisana, Banjarangkan, showed that the problem that emerged was student learning outcomes, especially students' Social Science knowledge competence, still needed to be higher. Based on the LAP category, students' mastery of knowledge competence is considered good if it reaches a percentage of 80-89. However, out of 116 fifth-grade students at SD N Gugus IV Wibisana, Banjarangkan District, only 27.59% can reach the good category, and 72.41% of students still need to be in a good category. Several factors, namely cause the low competence of Social Sciences knowledge: the teacher has not fully implemented a scientific approach by including the 5 M (observing, asking, reasoning, associating, and communicating) in the learning process; the learning process tends to be monotonous, and the lack of use of learning media in the learning process results in boredom in students; students are less active in participating in the learning process both between students and students and students and teachers; and teachers are less motivated in applying varied and innovative learning models that can make the classroom atmosphere more interactive. If left unchecked continuously, these problems will certainly impact not achieving the learning objectives of Social Sciences.

Addressing this problem requires innovation in developing innovative, interesting, and fun learning models—one of the innovative learning models that can be used in the course review horay cooperative learning model. Cooperative learning uses small groups (4-6) of students who work together to achieve learning objectives (Febrianti, 2020; Maulida et al., 2020; Sulfemi & Mayasari, 2019). The course review horay learning model is a learning model that can create a lively and fun class atmosphere because every student who can answer questions correctly is required to shout "hurray!" or other agreed yells (Antari et al., 2019; Arsani et al., 2018; Astuti et al., 2019). It was further explained that cooperative learning of the CRH model is group learning, a review of student's knowledge obtained through group discussions by answering questions prepared by the teacher (Adawiah & Novianty, 2022; Suwarni, 2020). So based on this explanation, it can be concluded that the course review horay cooperative learning model is a group learning model that requires students to shout "hurray!" or other yells agreed upon when answering questions correctly through group discussions to make the class atmosphere lively and fun (Sumiani et al., 2019; Suprihartini, 2019; Widiani & Ardana, 2020; Winarni, 2021). There were shouts of "hurray!" encouraging students to be more motivated in answering questions and providing encouragement to group members (Lestari, 2019; Ningrum et al., 2019).

The application of the course review horay type cooperative learning model can make the learning process more varied because there is fun interaction and cooperation between students in the class. This is because the CRH model has an attractive structure and encourages students to be able to get involved in it, methods that are not monotonous because it is interspersed with entertainment so that the atmosphere is not tense, and trains work skills between students (Wiyoko et al., 2020; Yanayanti et al., 2021). Using the course review horay type cooperative learning model also requires interactive learning media to maximize the learning process, such as PowerPoint. Microsoft PowerPoint is a presentation application program that is used to assist individuals in designing and creating presentation slides as well as displaying attractive and professional presentations that are equipped with various types of slide transition effects and better object animation effects (Nurafni & Putri, 2021; Nursyaida & Hardiyanti, 2020; Widhayanti & Abduh, 2021). Powerpoint is a presentation media with multimedia stimuli, such as text, audio, visual, animation, and others designed as learning media (Asriningsih et al., 2021;

Muthoharoh, 2019). Playing with colors, letters, and animations, whether animated pictures or photos, will further stimulate students to understand more about information about teaching materials displayed in PowerPoint media (Anggraeni, 2021; Nafisah, 2021). Therefore, the use of PowerPoint media will have consequences on the course of learning that attracts students' learning interest and makes students more enthusiastic and enthusiastic in learning.

Several previous studies revealed that there was an influence of the course review horay model on learning outcomes in Social Sciences because the course review horay learning model was able to make students able to work together with their groups and be able to gain a good learning experience (Anjelina et al., 2021). The results of other studies also revealed an influence of the course review horay learning model assisted by Scrapbook media on the science knowledge competence of fifth-grade elementary school students (Widiani & Ardana, 2020). The results of further research revealed that the application of PowerPoint media in the learning process could make it easier for students to understand the material and invite them to be active in learning to improve their knowledge competence (Dapitra et al., 2022). Based on some of the results of these studies, the application of the course review horay model and Powerpoint media is effectively used to assist student learning processes. It's just that in previous studies, no studies specifically discussed the effect of the course review horay type cooperative learning model assisted by PowerPoint media on the social science knowledge competencies of fifth-grade students at SD N Gugus IV Wibisana, Banjarangkan. So this study focused on this study to know the significant effect of the course review horay (CRH) type cooperative learning model assisted by PowerPoint media on the competence of Social Sciences knowledge of fifth-grade elementary school students.

2. METHOD

This study uses a quasi-experimental design because not all aspects of this study can be strictly regulated and controlled. The quasi-experimental design used in this study was the Nonequivalent Pre-test Post-test Control Group Design. In this design, there are two groups: the experimental and the control groups. The population in this study were all fifth-grade students at SD N Gugus IV Wibisana, Banjarangkan District. The population is the whole object of a study. The total population of this study was 116 students who were obtained from all fifth-grade students at SD N Gugus IV Wibisana, Banjarangkan District. The population is equalized first. Then two classes will be selected as the research sample. The research sample is part of the population taken with certain techniques to represent a population that will be used as the object of research. The technique used in selecting the sample for this study was cluster random sampling by lottery. Based on the results of cluster random sampling, the experimental group sample was fifth grade at SD N 2 Aan with a total of 22 students, and the control group selected was fifth grade at SD N Nyanglan with a total of 18 students. After the sample was selected, both samples were given a pre-test and followed by giving treatment eight times by applying for a course review horay type cooperative learning model assisted by PowerPoint media in the experimental group and not with the control group. Then after being given the treatment, the experimental and control groups were given a post-test.

The data needed in this study is data on students' social science knowledge competencies, so the method used to collect data in this study is the test method. A test is a tool used to measure knowledge or mastery of the measuring object against a certain set of content and material. Data collection in this study was conducted on fifth-grade students at SD N Gugus IV Wibisana, Banjarangkan District, who were members of the sample through the usual multiple choice objective test method. The nature of the data in this study is in the form of a score. However, before the test was used as an instrument for this study, instrument testing was carried out to determine the feasibility of the test, which included validity, test device reliability, level of difficulty, and discriminatory power. Based on the results of the content validity test, it was obtained at 1.00, indicating that the content validity of the Social Sciences knowledge competency instrument was in the very high category. Then the results of the validity test of the test items that have been carried out found that out of the 50 items tested, 30 items were declared valid. The results of the reliability test of the Social Sciences knowledge competency test kit were obtained at 0.92 and included in the very high criteria. Furthermore, the test results of the difficulty level of the test items that have been carried out obtained five difficult questions, 20 moderate questions, and five easy questions. The differential power test that was carried out obtained the results of 30 questions declared valid. There were 15 items in the good category and 15 in the fairly good category.

Data analysis techniques used in this study are descriptive statistical analysis techniques and inferential statistical analysis. Descriptive statistical analysis techniques in this study were used to describe social science knowledge competence data in the experimental group given the course review horay type cooperative learning model assisted by PowerPoint media. The descriptive statistical analysis

techniques, in this case, include the average (mean), median, mode, standard deviation, and variance. The inferential statistical analysis used in testing the research hypothesis is the t-test. However, before carrying out a hypothesis test, it is necessary to carry out a prerequisite test consisting of a normality test and a homogeneity test. Test the normality of data distribution using Chi-square. Then proceed with the second prerequisite test, namely the homogeneity test using the F test with the criteria if Fcount ≤ Ftable, then the sample is homogeneous. After carrying out the prerequisite test, it is continued to calculate the normalized gains score to determine the magnitude of the change in the pre-test and post-test scores obtained by the experimental and control groups. Test the hypothesis of this study using the t-test with the polled variance formula. The criterion is that if tcount > ttable at a significance level of 5% with dk = n+2-1, then H0 is rejected, and H1 is accepted.

3. RESULTS AND DISCUSSION

Results

Social Science knowledge competency data were analyzed using descriptive statistical analysis to determine the mean, median, mode, standard deviation, and variance from the data from the pre-test and post-test results in the experimental and control groups. The summary of the results of the pre-test descriptive statistical data analysis in the experimental group is presented in Table 1.

Table 1. Description of the Experimental Group's Social Science Knowledge Competency Pre-Test Data

Statistics	Social Science Knowledge Competency
Mean	18,36
M%	61,2%
Median	17
Mode	17,18
Standard Deviation	4,41
Variance	19,45

Table 1 shows that the mode is smaller than the median, and the median is smaller than the mean (Mo<Me<M), thus forming a positive squint graph. Furthermore, the average (M%) of the pre-test social science knowledge competency of the experimental group students obtained 61.2% converted into a PAP scale of five, which is included in the low category. Furthermore, the pre-test Social Science knowledge competency data for the control group can be seen in Table 2.

Table 2. Description of the Control Group's Social Science Knowledge Competency Pre-Test Data

Statistics	Social Science Knowledge Competency
Mean	14
M%	46,67%
Median	13
Mode	12,49
Standard Deviation	3,99
Variance	15,92

Table 2 shows that the mode is smaller than the median, and the median is smaller than the mean (Mo<Me<M), thus forming a positive squint graph. Furthermore, the average (M%) pre-test of social science knowledge competence of control group students obtained by 46.67% converted into a LAP scale of five is included in the low category. Furthermore, the post-test Social Science knowledge competence data for the experimental group can be presented in Table 3.

Table 3. Description of the Experimental Group's Social Science Knowledge Competency Post-Test Data

Statistics	Social Science Knowledge Competency
Mean	25,23
M%	84,1%
Median	26,04
Mode	26,7
Standard Deviation	3,21
Variance	10,3

Table 3 shows that the mode is greater than the median, and the median is greater than the mean (Mo>Me>M), thus forming a negative squint graph. Furthermore, the average (M%) of the experimental group students' post-test social science knowledge competency obtained 84.1% converted into a PAP scale of five included in the high category. The control group's post-test Social Sciences knowledge competence data can be presented in Table 4.

Table 4. Description of the Control Group's Social Science Knowledge Competency Post-Test Data

Statistics	Social Science Knowledge Competency
Mean	20,67
M%	68,9%
Median	20,5
Mode	19,9
Standard Deviation	2,85
Variance	8,12

Table 4 shows that the mode is smaller than the median, and the media is smaller than the mean (Mo<Me<M), thus forming a positive squint graph. Furthermore, the average post-test score of social science knowledge competence of control group students with M = 68.9 converted into a PAP scale of five is included in the medium category. The obtained Social Science knowledge competence data were analyzed using the t-test, which first tested the prerequisites, namely the normality test of data distribution and the homogeneity of variance test. The results of the pre-test normality test for the experimental class showed that X^2count<X^2table (2.42<11.07), which means that the distribution of the experimental group's pre-test score data was normally distributed. The control class pre-test normality test results showed that X^2count<X^2table (6.45<11.07), which means that the distribution of the control group's pre-test score data was normally distributed. The results of the post-test normality test for the experimental class showed that X^2count<X^2table (8.09<11.07), which means that the distribution of post-test score data for the experimental group was normally distributed. The results of the post-test normality test for the control class show that X^2count<X^2table (4.47<11.07), which means that the distribution of post-test score data for the control group is normally distributed. The homogeneity test of the data variance pre-test of IPS knowledge competence showed that Fcount ≤ Ftable (1.22≤4.10), which means that the pre-test data variance of Social Science knowledge competence in the experimental group and the control group were homogeneous. The results of the homogeneity test for the post-test data variance of social science knowledge competence showed that Fcount ≤ Ftable (1.27≤4.10), which means that the post-test data variant of social science knowledge competence in the experimental group and the control group were homogeneous.

The data obtained in testing the normality of data distribution and homogeneity of variance resulted in a normal distribution and homogeneous variance, so it continued testing the research hypothesis using t-test analysis. Before carrying out the t-test analysis, a normalized gain score analysis was carried out from the pre-test and post-test data of the Social Sciences knowledge competency of the experimental and control groups. A summary of the results of hypothesis testing is presented in table 5.

Table 5. Summary of t-Test Calculation Results

Group	Number of subjects (n)	Average Score $(\overline{X})$	Variance (s^2)	Degrees of freedom (dk)	T_{count}	T_{table} (t.s. 5%)
Experiment	22	0,58	0,051	38	3,167	2,024
Control	18	0,39	0,025			

Based on the data in Table 5, it can be seen that the social science knowledge competency data for the experimental and control groups obtained a tcount = 3.167. In contrast, at a significance level of 5% and dk =38 obtained ttable = 2.024 so that tcount is greater than ttable (3.167 > 2.024), H0 is rejected, and H1 is accepted. So, it can be concluded that there is a significant effect of the course review horay type cooperative learning model assisted by PowerPoint media on the competence of Social Sciences knowledge; fifth-grade students at SD N Gugus IV Wibisana, Banjarangkan District, 2022/2023 academic year.

Discussion

The difference in the results obtained between the experimental and control groups is that the Social Science knowledge competence of students in the experimental group is better than that of students in the control group. It was caused by the treatment given to the experimental and control groups. The application of the course review horay type cooperative learning model assisted by PowerPoint media can involve students actively in the learning process and create a fun and lively classroom atmosphere (Adawiah & Novianty, 2022; Suwarni, 2020). In addition, the course review horay is a learning model that gives students random questions, and students write the answers on cards or boxes according to the question numbers mentioned (Antari et al., 2019; Arsani et al., 2018; Astuti et al., 2019). This activity was carried out using the group discussion method with heterogeneous group members (Maulida et al., 2020; Sulfemi, 2019). Through this activity, students can exchange ideas, information, or concepts with their group members to strengthen their understanding, increase learning motivation, and make it easier for students to understand new concepts related to Social Sciences material (Abriyanti, 2022; Fahreza & Husna, 2017; Wiluya & Khastini, 2022). The many opportunities to interact with other students can certainly train students' courage in confidently expressing opinions. Discussion of questions and checking of answers is also carried out at the evaluation stage of the course review horay learning model to minimize misunderstandings between students' perceptions (Lestari, 2019; Ningrum et al., 2019). Students who answer correctly will give a checklist on the answer card or box and must shout "hurray!" or the agreed yells (Suprihartini, 2019; Winarni, 2021). It shows joy as well as encourages group members to be able to answer correctly.

There are reward activities for students who get the highest scores or shout “hurray!” at the end of learning. This is done as a form of appreciation to students who have succeeded in answering the correct questions, as well as being a reference for other students to be able to imitate their friends who are successful so that it has an impact on increasing the competence of their Social Sciences knowledge (Sumiani et al., 2019; Widiani & Ardana, 2020). The course review horay learning model can be combined with various learning media, such as PowerPoint. Combining the course review horay cooperative learning model with PowerPoint media will be very interesting and trigger student involvement in the learning process. The existence of visual, audio, audio-visual, and other elements in PowerPoint media can make it easier for students to understand Social Sciences lessons (Asriningsih et al., 2021; Muthoharoh, 2019). As well as increasing motivation to learn to achieve better knowledge competencies. It was further explained that playing with colors, letters, and animations, both animated pictures or photos presented on PowerPoint media, will further stimulate students to understand more about the information regarding the teaching materials displayed (Anggraeni, 2021; Nafisah, 2021). Therefore, the use of PowerPoint media will have consequences on the course of learning that attracts students' learning interest and makes students more enthusiastic and enthusiastic in learning (Nurafni & Putri, 2021; Nursyaida & Hardiyanti, 2020; Widhayanti & Abduh, 2021).

The results of this study are in line with the results of previous research studies, which also revealed that there was an influence of the course review horay model on social science learning outcomes because the course review horay learning model was able to make students able to work together with their groups and be able to gain a good learning experience (Anjelina et al., 2021). The results of other studies also revealed an influence of the course review horay learning model assisted by Scrapbook media on the science knowledge competence of fifth-grade elementary school students (Widiani & Ardana, 2020). The results of further research revealed that the application of PowerPoint media in the learning process could make it easier for students to understand the material and invite them to be active in learning to improve their knowledge competence (Dapitra et al., 2022). Based on some research results supported by previous research, the application of the course review horay model and Powerpoint media is effectively used to assist student learning processes.

4. CONCLUSION

Based on the data analysis and discussion results, it can be concluded that there is a significant influence of the course review horay type cooperative learning model assisted by PowerPoint media on the competence of Social Sciences knowledge of fifth-grade students at SD N Gugus IV Wibisana, Banjarangkan District.

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