THE EFFECT OF ARTICULATION LEARNING MODELS ON STUDENTS' UNDERSTANDING IN THE REPUBLIC INDONESIA PROCLAMATION OF INDEPENDENCE MATERIALS AT 5th GRADE OF ELEMENTARY SCHOOL IN SOCIAL STUDIES

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Abstrak. This study aims to determine the effect of articulation learning models on students' understanding The Republic Indonesia proclamation of independence materials at 5th grade in social studies subjects. The method that used in this research is a quasi experiment with the design of Nonequivalent (Pre-Test and Test Post) Control- Group Design. The design of the Group-Control Design is Non-equivalent Pre-Test and Post Control Group Design Test. The subjects of this research were the 5th grade students of SDN Babakan, Bogor City, with Academic Year of 2016/2017. The results of this research are obtained data on the average pretest score of the experimental group is 56.80 and control group is 56.60. The average differences in the pretest scores of the experimental and control group are obtained by a significance value of $0.812 > 0.05$, so H_0 was accepted. It can be concluded that there is no difference in the pretest scores of the experimental group and the control group. The average final score of the post-test experimental group was 89, the control group was 68.29. The different test of the average post-test score of experimental and control group in the both populations is if the significance score (P-value) > α, with the significance score is $0,000 \leq 0.05$. then H0 is rejected and H1 is accepted. This can be concluded that there are differences in the average post-test score in experimental group and control group. The conclusion of the obtained data is that the articulation learning model in the experimental group can influence the understanding of elementary students about Republic Indonesia proclamation of independence materials.

Keywords: articulation, student understanding, social studies learning

A. Introduction

Debriefing, development and human resource development are ways that must be taken in order to realize an increase in quality of human resources. For the sake of realizing quality of human resources, one way must be done through the education process. The problem of education is a very complex problem which requires a very mature and appropriate planning (Suwastana, 2016).

Education that done by teachers in learning especially in schools education must be able to provide and increase extensive knowledge, positive attitudes, and skills as a provision in life of their students. The successes of the teacher's figure and behavior in education has a very important role. Surya, (2014) teacher's behavior in the education process is a determining factor for the development of students' personality.

Teacher professionalism is highly demanded for the achievement of the expected educational goals, which was for the realization the intelligence of the nation's life. The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, appreciating, and evaluating students in early childhood education at formal education, basic education, and secondary education. (UU Guru dan Dosen No. 14 of 2005,

pasal 1). Regarding the main task of teachers in teaching and learning activities, a teacher should have teaching skills, master at effective and varied learning models, and master the subject that will be taught to students, especially in elementary schools. Dewi (2015) revealed that elementary school is a basic level of formal institution which was actually held to develop the attitudes, abilities and basic skills that needed by students to live in society.

One of the subjects that must be mastered by elementary school teachers is social studies. Social Studies is a social science family that is related to the social life of the community.

Teachers in teaching social studies must be able to encourage students to develop their knowledge, understanding, and analytical skills towards the social conditions of society in the present and future. Being a good teacher of social studies must have a minimum of social studies learning basics. Because social studies learning in elementary schools does not mean teaching social science disciplines, it teaches the essential concepts of social science to shape students to become good citizens (Nurhasanah, 2016).

The teaching and learning process is the core of educational activities in

schools. Teachers are the personnel who occupy strategic positions in the framework of developing human resources, required to continue to follow the development of new concepts in the world of learning. (Tamorron, Saneba, and Hasdin, 2017). The successes of teachers in learning is when the learning objectives are achieved in accordance with what was expected. One indicator of success is that the students can master and understand the subject that delivered by the teacher. The success of the learning process will certainly be influenced by various factors whether from the school environment, family or from the students themselves. (Rijal and Bachtiar, 2015) Therefore, for the subject that delivered by the teacher can be understood by students effectively, the teacher must be creative and variative in choosing and using learning models and media in accordance with the characteristics of the subject that delivered. In addition, the teacher must be able to motivate students to learn. Erlisnawati, (2015) Motivation is one of the most important elements in effective teaching.

Social studies teacher as an educator and teacher can influence the social attitudes and social responsibility by the teacher way to gives the direct and spontaneous examples to students. (Surahman and Mukminan, 2017).

Learning in social studies to make students motivated and effective in understanding the material in learning are with the articulation learning model. The articulation learning model emphasizes on students learning actively with their peers by conveying and exchanging messages in the form of understanding material that have learned, understood and mastered. The selection of articulation models is suitable for mastering the understanding of the lessons. Kurniawati, Subandriyo and Wakino, (2014) revealed the articulation model was chosen because this model is like a chain system, so as the teacher has said, the student must convey it to other students.

The general problem of the articulation learning model are less used in direct classroom learning, considering that social studies are difficult to understand because it is too theoretical, lacks of interest in students so the results of social studies are low, and students are less active when learning takes place.

Based on theories and problems, there must be a solution offered to overcome the learning problems in order to achieve the expected learning objectives. The solution that applied in this research is by applying an articulation learning model to improve students' understanding of the material that being studied.

B. Research Methods

The method in this study is the quasi-experimental research method with the design of the Nonequivalent (Pre-Test and Post-Test) Control Group Design.

In this design, the experimental group (A) and the control group (B) are selected without random assignment procedures. In the two groups, both pretest and posttest were done. But only group A is given the treatment (Creswell, 2010).

C. Research Results and Discussions

The following are the results of the pretest and posttest data in the experimental group and the control group that presented in table 3.1 below:

Table 1. The Average Score of Experimental Group and Control Group

Value Recap	Groups					
	Experimental			Control		
	Minimal	Maximum	Average	Minimal	Maximum	Average
Pretest	30	100	56,80	30	85	56,60
Postest	53	100	89,43	44	94	68,29
Increase Difference	23	0	32,63	14	9	11,69

The average of difference test is done on the pretest score first, this test can be done with several conditions including normality test and homogeneity test.

Table 2. The Difference of Average Test of Pre-test Results (T-TEST)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experimental	56,80	35	17,417	2,944
	Control	56,60	35	13,735	2,322

Table 3. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Experimental & Control	35	0,977	0,000

Tabel. 4 Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	Experimental — Control	0,200	4,934	,834	-1,495	1,895	0,240	34	0,812

The different testing criteria for the average pretest score of the control and experimental groups in both populations is if the significance value (P-value)> α then Ho is accepted and H1 is rejected if the significance value (P-value) <α then Ho is rejected and H1 is accepted at the significance level α: 0.05 with the following hypothesis:

H_0: there is no difference in the average pretest score in the experimental group and the control group.

H_1: there are differences in the average pretest score in the experimental group and the control group.

Based on the table obtained a significance value of 0.812> 0.05 then H_0 is accepted. Then can be concluded that there is no difference at pretest scores in the experimental group and the control group. Testing the difference in average post-test score can be done with several testing conditions including the normality test and homogeneity test.

Table 5. The Differences of Average Test of Post-test Results (T-TEST)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experimental	89,43	35	14,040	2,373
	Control	68,29	35	14,276	2,413

Table 6 Paired Samples Correlations

	N	Correlation	Sig.
Experimental & Control	35	0,094	0,591

Table 7. Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Experimental-Control	21,143	19,059	3,222	14,596	27,690	6,563	34	0,000

The different testing criteria for the average post-test score of the control and experimental groups in the two populations are if the significance value (P-value)> α then Ho is accepted and H1 is rejected, if the significance value (P-value) <α then Ho is rejected H1 is accepted at the level α: 0.05 are significance with the following hypothesis:

H_0: there is no difference in the average post-test score in the experimental group and the control group.

H_1: there are differences in the average post-test score in the experimental group and the control group.

Based on table 3.7 obtained a significance value of $0.000 \leq 0.05$, then H_0 is rejected and H1 is accepted. Then it can be concluded that there are differences in the average post-test score of the experimental group and the control group. It means that the articulation learning model has an influence on elementary school students' understanding about the Republic Indonesia proclamation of independence materials.

The description of the research results has shown the results of the experimental group and the control group. The final score of the number and average test results at the pretest and post-test stage along with statistical analysis through the help of SPSS version 22. The following is the increasing description of experimental group and the control group results of the two populations at the pretest and post-test stage will be illustrated in the following table.

The results of the analysis on the learning of social studies subjects in elementary schools students towards an understanding of the Republic Indonesia proclamation of independence material in whether in experimental class and the control class have been done the research. At the pre-test stage, both the control group and experimental group are scored low and were relatively the same. In the control group the average score was 56.60 and the experimental group had an average score of 56.80. At the time of the different test, the average score at the pretest stage showed no differences, as seen from the results of the T-Test test obtained a significance value of 0.812> 0.05, then H_0 was accepted. This means that it can be concluded that there is no difference in pre-test scores in the experimental group and the control group.

After pretesting as a preliminary test to determine the ability of students in control group and experimental group, then it was continued by giving treatment to the experimental group. The experimental group is given treatment in learning by using articulation learning

Santa, Wawan, & Roni

models and control group by using conventional learning which is usually done by teachers in daily learning in the classroom.

The results of the analysis after being given treatment of the experimental class using the articulation learning model, showed an improvement in the influence of students' understanding of learning on social studies subjects with the Republic Indonesia proclamation of independence material. The average of the control group increased from the previous average results, from 56.60 post-test to 68.29, the increase score is 11.69. While the experimental group increased from the average previous results, which was from 56.80 post-test pre-test to 89.43. The differences increased by 32.63.

When the difference test is done, the average score in the post-test stage shows a differences and improvement, it can be seen from the results of the T-Test that the significance value is $0.000 \leq 0.05$, so Ho is rejected and H1 is accepted. Then it can be concluded that, there are differences in the average post-test score in the experimental group and the control group. However, the more significant and effective influence on learning is the articulation learning model.
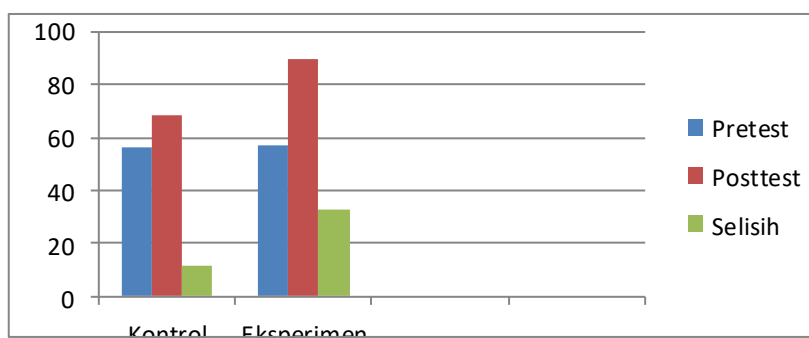
Grafik 1. The Improvement learning of the experimental group and the control group

Social studies learning is a learning that must be learned by students. This in accordance with the stated in Article 37 of the National Education System Law (Sapriya, 2008). It is stated that social studies subjects are a mandatory content that must be in the basic and secondary education curriculum.

Taufik (2015), revealed the knowledge (social studies) is part of the elementary and secondary curriculum that has the main responsibility of helping students to develop the knowledge, skills, attitudes and values that needed in the life of the state in the community.

Taneo et al (2008) social Studies is a science that combines a number of selected concepts from the branches of social sciences and other sciences and then processed based on educational principles and didactic to be used as teaching programs at the school level.

Damanhuri, Hakim and Pratiwi (2016) the subject of Social Studies in elementary schools is a teaching program that aims to develop the potential of students to be sensitive to social problems that occur in the community.

The things that learned in social studies of elementary school are related to learning about concepts and theories, so that the students have understanding of it.

Understanding means having knowledge and understanding the meaning and purposes of what has been read and learned. Sapriya (2008) revealed that understanding is one of the targets of the ability that wants to be achieved in reading activities.

Students' understanding of learning means understanding and comprehending of the material that have learned by students and taught by teachers which involves the ability to capture the meaning of a concept with its own words to be conveyed again to others.

Djaila, Jamaludin, and Hani (2017), social studies learning is very important because the material that obtained by students in schools can be developed and integrated into something that is more meaningful when students are in the community, both now and in the future.

Social studies learning by using articulation learning models is very effective to improve students' understanding in social studies learning. This is relevant to Sundari's research and Andriana (2018) that revealing articulation learning models can improve students' understanding of concepts in social studies subjects in 5th grade students of SDIT An Nadwah Bekasi.

Azhari, Sahputra and Hadi (2018) revealed the atmosphere of learning implementation with a cooperative model of articulation type, seen an orderly class and students were very enthusiastic to listen to the teacher's explanation. Besides articulation learning can support the successes in learning. This is in accordance with the results of the research on articulation but the focus of the research is different, Pebriana, Ekowati and Fantiro (2017) articulation learning models and media hand puppets can be used as references in the implementation of learning processes that can support learning success.

Sudrajat and Septianah (2017) the results of these researches indicate that the articulation model can be used as one of the teacher teaching models to improve students' social studies learning outcomes.

The articulation learning are also very beneficial for students when used in the learning process in the classroom.

Huda, (2014) revealed the benefits of articulation learning especially for students: Students become more independent, Students work in groups to complete learning material, Awards are more group oriented than individuals, Interactions occur between students in small groups, Interactions occur between small groups, and Each student has the opportunity to speak or appear in front of the class to convey the results of their group discussion.

The articulation learning model has advantages as revealed by Kurniasih and Sani, (2016) revealing that the advantages and disadvantages of the articulation learning model are as follows: All students are involved (getting roles), Training students' readiness, Practicing absorption from others, Suitable for simple tasks, interactions are easier and faster to form, increasing children's participation.

Mursilah (2018) revealed that articulation learning. Learning by using this model requires more active and make students interested in the learning process so its help students to understand the material that been taught by the teacher and can improve students' learning outcomes.

D. Conclusions

The results and discussions which has been presented above, it can be concluded that the articulation learning model can have an influence on students' understanding of the Republic Indonesia proclamation of independence materials on social studies subjects in 5th grade of SDN Babakan, Bogor City. This can be proven based on the results of hypothesis testing in table 3.7 that obtained a significance value of $0,000 \leq 0.05$, it can be concluded that the articulation

learning model can have an influence on the understanding of elementary students at Republic Indonesia proclamation of independence materials.

In addition, there were differences in the pre-test and post-test scores of students' understanding using the articulation model when compared with the pre-test and post-test scores with conventional learning. The average results of the pre-test articulation learning model was 58.80 and

conventional learning was 56.60, are equally low. The average results of post-test articulation learning is 89.45 and conventional learning 68.29. The improvement differences in articulation learning model between pre-test and post-tes was 32.63 while the difference of conventional learning between the results of pre-test and post-test was 11.69. Then, there are the differences in the results of students' understanding using conventional learning and articulation models.

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