

Learning model Cooperative Audio Visual Assisted *Mind Mapping* on Social Sciences Learning Outcomes in Class VI at SDN 16 Bungku

Wahyudin S. Amin*, Juraid, Nuraedah
Tadulako University, Palu, Indonesia

ABSTRACT

Basic Education is level basic education education intermediate . As for goals education at school base is For obtain education from the teacher who gave it lesson , improve potency Study as well as know to what extent discipline Study participant learn at school . Formulation problem implementation of learning models cooperative Mind Mapping assisted by visual videos implement learning in class VI SDN 16 Bungku , results Study student using a learning model cooperative assisted by visual videos. Research purposes For know How implementation of learning models cooperative Mind Mapping assisted by visual videos implement learning in class VI SDN 16 Bungku . For know results Study student using a learning model cooperative assisted by visual videos. Study This is study descriptive qualitative with method data collection used are : observation , study documents , and interviews . Research result Presentation of data at SDN 16 Bungku Regency Morowali , obtained through method observation , interviews , and documentation . In research on this , the presentation of the data is based focus study namely : first : Implementation of the Learning Model Cooperative Mind Mapping Assisted by In-Depth Visual Video Implement it Learning in Class VI SDN 16 Bungku , second : results Study student using a learning model cooperative assisted by visual videos.

Keywords: Cooperative Mind Map , Audio Visual, Learning Outcomes

Corresponding author

Name: Juraid

Email: juraidlatief@yahoo.com

INTRODUCTION

According to Yahya 2018 Progress life nation and state can seen from development education . Education is none other than institutions and businesses development nation and character nation . Essentially education is influence , guidance , direction to become mature , independent and have a complete and mature personality (Januarsih et al., 2024)

Basic Education is level basic education education intermediate . As for goals education at school base is For obtain education from the teacher who gave it lesson ,

improve potency Study as well as know to what extent discipline Study participant learn at school (Ramadhani et al., 2024) .

Learning is business aware from teachers to make participant educate study , that is happen change Act behave yourself participant students who study , where change That with he got ability new ones in effect in relatively long time . In the learning process the teacher teaches a number of eye lesson to participant educate . Subjects is a must lesson taught (learned) to school base or school continued . One of eye lesson That is eye lesson Knowledge Knowledge Social (IPS). Subjects Knowledge Knowledge Social (IPS) (Maulana et al., 2024) .

Purposeful teaching program For prepare participant educate yourself so you can do it face change circumstances in the life always develop , through exercise Act on base thinking in a way logical , rational , critical , careful , honest and effective and also prepare participant educate to use mathematics and patterns think mathematics in life everyday and learn various knowledge knowledge . (Bk et al., 2024)

(Cahya & Wahyuni, 2023) , stated that communication is expertise that is not can avoided and must be owned by humans as creature social , human need For still communicate as form interaction with each other . Interaction with use communication can done in a way oral or non- verbal (writing, language body , and so on) . Form communication main thing to do is communication verbal which is form implementation from Skills speaking based on level ability somebody For speak in a way clear , good and correct . So that the message being discussed or communicated capable accepted with well by listeners . So from That 's expected student own Skills speak well to be able interact in the environment family nor school and society .

For increase interest participants learn social studies educate , you should educator endeavor For awaken interest Study participant educate in social studies learning through learning process innovations . Where is good learning should participant - centered educate , then they must active , creative and innovative , Teacher as teacher must capable become facilitator for participant his education that is active in facilitate implementation learning , formulating purpose and meaning activity learning , the teacher should carry it out evaluation and assessment so that interaction Study teach walk with smooth and fun (Napah & Agusta, 2024) . In conveying the material to be taught , the teacher should use effective learning strategies with apply the right learning model , understand material learning provided will more easy and learning process teach can optimized , so own impact positive when learn in class and influence learning as well as results Study participant educate (Hidayah & Anwar, 2024) .

That matter obtained from observation researcher time on March 13 until March 27, 2023. Based on results observation , activities learning held in a way stare face . In learning in a way stare face , the teacher uses conventional models and lectures so that learning not enough effective , student feel less than optimal in control learning , and

resulting in outcomes Study low students . Learning outcomes low students proven with recapitulation mark daily student class VI at SDN 16 Bungku ie obtain Average affective , psychomotor and cognitive scores i.e. 70, 60.60 of KKM value 70.

Interview result the supported by the results observation author on April 4 , 2023 to April 24, 2023, visible that method teach with method lecture Still Lots used by teachers today teach in class . That matter show Still lack of activity discussion between students and teachers. Additionally , in learning only utilise book theme as well as board write just For help the learning process . Teacher only centered on giving material with method explain direct all over material learning to student Then next with assignment in a way individual . Then , when student get chance ask about material that has been discussed before at the end of the learning process , no Lots students who want ask . Other things are also sufficient worrying is there is One class VI students No capable For convey his idea or ask to the teacher when given chance For ask or speak .

Learning model cooperative audio-visual assisted Mind Mapping is a teaching model Where student Study in groups small who have level ability different . Every member each other Work the same and helpful For understand something material learning in finish task group (Halifah , 2024) . Learning model Cooperative Mind Mapping is able to direct with easy and fast understand material and form new ideas , can also accommodate all style Study namely Visual Auditory Kinesthetic (VAK). So this model suitable For increase results Study they especially in realm cognitive . Ongoing learning can direct they For increase motivation learning , interest learning , creativity , and results Study . Moreover Again learning model syntax Cooperative Mind Mapping is appropriate with indicator results study social studies in realm cognitive .

This matter in line with Isjoni (Hasibuan et al., nd) , aim main in application of learning models teach cooperative is for students can Study in a way group together his friends with method each other value opinion and give chance to others for put forward his idea with convey opinion they in a way group .

METHOD

Study This is study descriptive qualitative with method data collection used are : observation , study documents , and interviews. Observations made with observe activities carried out by teachers and students with effectiveness application of learning models cooperative Mind Mapping for participant educate within class . During the learning process carried out by teachers, researchers observe related matters with effectiveness application of learning models cooperative Mind Mapping (Ruslan & Hamid, 2024) .

FINDING AND DISCUSSION

Things that become role important in success activity Social studies learning is the implementation process optimal learning . Implementation in question is interaction between teachers and students in the learning process within class . Based on the researcher 's observations do that planning learning assembled like that appearance , so in implementation teacher learning already Ready in give learning for students .

Based on results observations and interviews researcher do that's it in making Teaching modules are also necessary see channel objective existing learning , so in implementation learning in class can walk with effective . In learning in class must effective and innovative , one of them is in apply method learning . Teachers also need it prepare necessary things used when apply method selected learning ie mind mapping method assisted by Audio Visual. In using method learning must There is preparation . Well, deep I prepared this mind mapping method for the Audio Visual later used moment classroom learning .

In this core activity , the teacher conveys material about Caring Community material Environment . The teacher conveys material use easy language understood by students with use Map Mapping method assisted by audio visuals, occasionally the teacher gives jokes to encourage students No too tense in accept material . And also occasionally the teacher gives question For student more know his knowledge . This is for training student his courage and public speaking in class . Don't forget the teacher also gives appreciation For students who have brave answer questions given

Research result This describe objective research carried out , namely know results Study with use of learning models cooperative Mind Mapping on the eyes students' social studies lessons class VI of SD Negeri 16 Bungku .

Validity fill is stated representation representativeness the aspect being measured in instrument . Validity fill load standard competence , competency basics and indicators as yardstick measure and number item question or statement that has been explained from indicator , amount proposed instrument as material study as many as 20 numbers choice double with material principal meaning proclamation . Score used that is Guttman scale for measure difference results Study student . Study done not enough more for 2 weeks with 4 meetings . At the meeting First carried out a pre-test (test beginning) , next learning process is carried out for 2 meetings . Meeting fourth given a post-test (test end) for know is There is difference results Study student before and after this Mind Mapping learning model applied . The research results obtained will analyzed use statistics descriptive . Statistics descriptive aim For describe results study .

Planning implementation students' social studies learning class VI of SD Negeri 16 Bungku Regency Morowali with use of the Visual Video Assisted Mind Mapping learning model with material Towards a Prosperous Society , obtained description of the learning

process during four meetings were held can seen from results observation implementation of the learning process and results observation activity student .

Observation implementation of the learning process done during the learning process takes place in the use of the Mind Mapping eye learning model class VI social studies with material Towards a Prosperous Society. Component the divided on three activity ie activity initial , core activities and activities end .

Use of learning strategies cooperative development For reach three objective learning important as stated (Lestari, 2024) namely 1) Learning outcomes academic . Based on Cooperative Learning research , this model more superior in help participant educate in understand difficult and possible concepts increase value (achievement) in learning academic . 2) Acceptance to difference individual . Cooperative Learning gives opportunities for participants educate from various background back and condition For work with each other depend with task academic and through award cooperative participant educate will Study value One The same other . 3) Development Skills social . Teach to participant educate Skills work together and collaborate . Skills social important owned by participants educate as provisions For life in environment social (Putri et al., 2023) .

On research This there is four meetings , as follows explanation general implementation of the learning process the . Meeting First , writer give test beginning or pretest with objective can know knowledge beginning from student about teaching materials . Meeting second this , writer bring teaching materials about Towards a Prosperous Society, before That writer give apperception before enter in discussion material , author explain in a way short about a caring society environment , then test knowledge beginning student about material learning . Meeting third , author continue teaching materials with still using the Mind Mapping learning model (Ariyanto & Akhyar, nd) . Meeting four , author give test to student form test results learning (posttest) in form choice double with 20 items question with allocation time 30 minutes For see extent of ability student understand material that has been studied after given treatment form use of the Mind Mapping learning model . Learning process with using the Mind Mapping learning model provides benefit for student . Student more active and cooperative between team more effective (Tati, nd) .

first step taken by the author is preparation . In steps preparation , teacher motivates student at a time convey learning objectives . Activity This more dominated with activity more discussion emphasize giving question For student about objective learning . So that student can train communicate in a way oral with Good (S. Aulia & Astuti, 2024) . Apart from that , the teacher provides motivation for students active follow activity learning . If students active in activity learning , good active discuss with fellow Friend nor active ask to the teacher then in a way No direct student capable communicate in a way verbal and p the can practice Skills speak student . That matter in line with opinion (Rosidah et al., 2024) which states that motivation Study is

encouragement from inside and outside self student For own desire Study without exists coercion to get it happen change Act in demand For reach cold destination achieved . If desire student For Study very big , then the level is also large his activeness in learning . That matter can develop Skills speak student .

This has been strengthened with the statement of the sixth grade teacher who teaches social studies stated that in implementation of learning models Mind Mapping cooperation is very helpful in give understanding to student . With collaborate in understand complex concepts , students can each other share ideas, help One each other for understand material , and building knowledge in a way together . Apart from that , the learning model cooperative this can also be done increase involvement student in the learning and strengthening process Skills social they

With using mind mapping and audio visuals as presented (Rahmina & Ridhwan, 2024) is very effective For bring out the participants ' hidden ideas educate have and make associations between those ideas . Participants ' notes educate for form A pattern mutual ideas associated with topic main in the middle and sub topics and details become its branches . Mind mapping helps writing essay or related tasks with mastery draft . He is an ideal strategy for jumpstart ' thinking participant educate ' . mind mapping forms , visualizes , designs , notes , solves problem , create decisions , revise and clarify topic main , so participant educate Can do lots of tasks even though .

Use of mind mapping and audio visual learning models strengthened with a number of response positive from Student Where they feel comfortable Study with a learning model cooperative Mind Mapping because of the learning process carried out different with usually that's just it with lecture only , apart from that is also a given group with Friend so that Study more effective and communicative . After done processing of result data research , in fact general research carried out show that Social studies learning with the Mind Mapping Learning Model can be done give influence positive to results Study student (DR Aulia , 2024) .

Mind mapping models assisted by audio visuals are capable develop realm cognitive , affective , or psychomotor . Research result show exists enhancement results learn what you can seen from the gain score. Enhancement results Study is realm cognitive . Affective domain be marked with participant educate each other alternate ask in learning and materials in create a mind map that shows exists attitude each other honor . Mind mapping models can also be done develop realm psychomotor Because participant educate Study make more active (Hastari & Saraswati, nd) .

The use of mind mapping learning models assisted by audio-visual can be done realized in the Research Objectives namely 1) can improve and improve practice learning should be carried out by the teacher, remembering public We develop so fast , 2) can increase quality education , and 3) Developing culture academic environment school so that

created attitude proactive For repair learning , based on problems learning that teachers face in the classroom (Harahap et al., 2024) .

CONCLUSION

Before using the Mind Mapping learning model obtained results students learn social studies in class in class VI at SDN 16 Bungku Regency Morowali with average student score by 57 and after The Mind Mapping learning model carried out the students' average scores obtained amounting to 76.14. This matter showing that The use of the audio-visual assisted Mind Mapping learning model is very helpful impact positive to results Study student . There is enhancement previous value the average value obtained student only 56 and after use method Mind Mapping learning towards results Study student the average value obtained reached 76.14 . This matter can seen from results giving question before using the mind mapping learning model and and after using the mind mapping learning model show exists Difference.English education students at FKIP Untan showed acceptance of the implementation of online learning due to the ease of accessibility and showed positive and negative perception. Positive perception includes understanding the material that is felt easier to understand, students have adequate infrastructure to follow online learning, an increase in discipline and self-reliance. Meanwhile, negative perceptions include students facing problems in internet network connectivity, the number of assignments that are calculated, and also the interaction between lecturers and students.

REFERENCES

- Ariyanto , Y., & Akhyar, M. (nd). DEVELOPMENT OF A FLIPBOOK-BASED MATHEMATICS LEARNING MODULE TO IMPROVE THE CRITICAL THINKING ABILITY OF HIGH SCHOOL (SMA) STUDENTS.
- Aulia , DR (2024). Efforts to Improve Ability Study Mathematics with Using the Point-Counterpoint Learning Strategy for Medan Praayatna Middle School Students for the 2022/2023 Academic Year . 4(1).
- Aulia , S., & Astuti, M. (2024). Development of Video Tutorial Learning Media on Trimming and Coloring Subjects Hair at SMK N 7 Padang. 8.
- Bk, MKU, Handayani , MI, Ali, ZJ, & Araroh , W. (2024). THE EFFECTIVENESS OF INTERACTIVE CLASS TEACHING IN IMPROVING STUDENTS' ABILITY TO UNDERSTAND SENTENCES IN CLASS 4 SDN 6 TAMBUN. 1(2).
- Cahya, SP, & Wahyuni, I. (2023). FEASIBILITY OF DIFFERENTIATED TEACHING MODULE PROJECTS ON ENVIRONMENTAL POLLUTION MATERIALS TO IMPROVE STUDENTS' COLLABORATION SKILLS.
- Halifah , S. (2024). Increase Activities and Learning Outcomes Student With the PBL Model , Mind Mapping and Talking Sticks, Social Science Content for Students Class IV at SDN Ambakiang Regency Balangan . 1.

- Harahap , AN, Sitohang , R., Prawija , S., & Afriadi , P. (2024). Development of PowerPoint - Based Multimedia Learning Media for Student Theme 1 Class V SDN 106810 Sampali Village . 8.
- Hasibuan , HA, Rahayu, P., & Nasution, SK (nd). Meta Analysis of Learning Models Cooperative Type of Group Investigation of Learning Outcomes Physics Students in High School.
- Hastari , L., & Saraswati, S. (nd). Learning Media Development Interactive Assisted Android Based SAC App .
- Hidayah, SR, & Anwar, K. (2024). Increase Activity Study PPKN at Class 5 Uses PBL, GI and TGT Models. 2(1).
- Januarsih , L., Hasna, D., & Elfanius , Y. (2024). IMPLEMENTATION OF PROJECT INSTRUMENTS TO MEASURE CREATIVITY IN HISTORY LEARNING USING CANVA PLATFORM FOR GRADES X AND XI AT SMAN 4 YOGYAKARTA. 8.
- Lestari, TP (2024). Application of Jemuran Gembira Media to Learning Outcomes of Class 2 Pancasila Education at SDN Pandeanlamper 01 Semarang. 8.
- Maulana, RA, Wijayanti , A., & Huda, C. (2024). EFFECTIVENESS OF A PROJECT BASED LEARNING MODEL ASSISTED WITH AUDIO VISUAL MEDIA ON SCIENCE LEARNING OUTCOMES THEME 2 SUBTEMA 1 AT SD NEGERI 4 TAMBAHREJO. Educational Insights , 4(1), 212–223. <https://doi.org/10.26877/wp.v4i1.17363>
- Nabesar , A., & Agusta, AR (2024). Increase Activity Learning And Skills Think Critical Social Studies Content Using Smart Models in Class IV at SDN Beringin 2. 1(04).
- Putri, SA, Usman, A., & Slamet, IP (2023). Application of Learning Media Biology Canva based for Improving Learning Outcomes Cognitive Students of SMAN 1 Panji. Journal Biology , 1(3), 1–14. <https://doi.org/10.47134/biology.v1i3.1966>
- Rahmina , A., & Ridhwan, M. (2024). The Influence of Cooperative Learning Model with Concept Sentence Type Assisted by Audio Visual Media on Students' Critical Thinking Skills at SMA Negeri 1 Mesjid Raya Aceh Besar. 1.
- Ramadhani, N., Lestari, MYW, & Kustantinah , I. (2024). Improving Students' Reading Comprehension of Descriptive Text by Using Picture and Picture Technique at Junior High School. *Lingua Franca*, 3(1), 23–35. https://doi.org/10.37680/lingua_franca.v3i1.3411
- Rosidah , S., Putra, HD, & Hendriana , H. (2024). The Implementation of Kahoot to Improve Students' Understanding Ability on Integral Materials. (JIML) JOURNAL OF INNOVATIVE MATHEMATICS LEARNING, 7(1), 20–31. <https://doi.org/10.22460/jiml.v7i1.18641>
- Ruslan, ZA, & Hamid, MG (2024). META ANALYSIS: THE INFLUENCE OF VARIOUS TYPES OF LEARNING MEDIA ON STUDENTS' SCIENCE LEARNING OUTCOMES. *Dalton: Journal of Chemical Education and Chemical Sciences* , 7(1), 62. <https://doi.org/10.31602/dl.v7i1.14212>
- Tati, ADR (nd). Application of Learning Models Cooperative STAD Type For Improving Students' Social Sciences Learning Outcomes Elementary Schools in the District Luwu .

