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THE EFFECTIVENESS OF BRAINSTORMING METHOD AND AUDIO-VISUAL MEDIA ON THE LEARNING OUTCOMES OF ELEMENTARY SCHOOL IPS STUDENTS

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Abstract
This research is motivated by the results of researchers' observations that students in understanding Social Sciences (IPS) learning materials are less able to support achieving maximum learning outcomes. So an exciting treatment is needed using the Brainstorming method and audio-visual media to give a significant impact effectively. The research objective was to determine the effectiveness of the treatment of student learning outcomes in Social Science learning through the Brainstorming method supported by Audio Visual media for fourth-grade students at SDN Grogol 1, Kediri Regency. The research method used is quantitative, with the True-Experimental-Design research technique using two classes, namely the control and experimental classes. The research sample was fourth-grade students at SDN Grogol 1, Kediri Regency, for the 2021/2022 academic year, totaling 40 students. Data collection techniques in research are tests. The analysis technique used with the t-test (Independent Sample t-test) is used to test the effectiveness of using the Brainstorming method, which is supported by Audio Visual media in learning Social Sciences (IPS). The results showed that the probability (Sig. 2-tailed) = 0.002 <0.05 (significance level) and a t-count of 3.206 was more significant than a t-table of 2.009. The conclusions in the study provide evidence that the effectiveness of the Brainstorming method supported by Audio Visual media can improve learning outcomes in Social Sciences (IPS) in class IV Elementary School students.
Keywords: *Audio Visual; Brainstorming; Social Science*

Abstrak
Penelitian ini dilatarbelakangi melalui hasil pengamatan peneliti bahwa siswa dalam memahami materi pembelajaran Ilmu Pengetahuan Sosial (IPS) kurang mampu mendukung tercapainya hasil belajar yang maksimal, sehingga dibutuhkan perlakuan yang menarik dengan menggunakan metode Brainstorming dan media audio visual sebagai bentuk efektivitas dalam memberikan dampak secara signifikan. Tujuan penelitian adalah untuk mengetahui efektivitas perlakuan terhadap hasil belajar siswa pada pembelajaran Ilmu Pengetahuan Sosial melalui metode Brainstorming yang didukung media Audio Visual siswa kelas IV SDN Grogol 1 Kabupaten Kediri. Metode penelitian yang digunakan adalah metode kuantitatif dengan teknik penelitian True-Experimental-Design dengan menggunakan dua kelas yaitu kelas kontrol dan kelas eksperimen. Sampel penelitian adalah siswa kelas IV SDN Grogol 1 Kabupaten Kediri tahun ajaran 2021/2022 yang berjumlah 40 siswa. Teknik pengumpulan data dalam penelitian adalah tes. Teknik analisis yang digunakan dengan uji-t (Independent Sample t-test) digunakan untuk menguji tingkat efektivitas penggunaan metode Brainstorming yang di dukung media Audio Visual dalam pembelajaran Ilmu Pengetahuan Sosial (IPS). Hasil penelitian menunjukkan besarnya probabilitas (Sig. 2-tailed) = 0,002 < 0,05 (taraf signifikasi) dan diperoleh t-hitung sebesar 3,206 lebih besar dibandingkan t-tabel sebesar 2,009. Simpulan dalam penelitian memberikan bukti bahwa efektivitas metode Brainstorming yang didukung media Audio Visual dapat meningkatkan hasil belajar Ilmu Pengetahuan Sosial (IPS) pada siswa kelas IV Sekolah Dasar.
Kata Kunci: Audio Visual; Brainstorming; Ilmu Pengetahuan Sosial

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Introduction

One of the learning activities' objectives is improving students' learning abilities and achievements. Learning abilities and achievements are essential variables in influencing students' thinking and acting patterns. According to (Amri & Rochmah, 2021), maximum learning ability and achievement will provide maximum results as expected. According to (Aminah & Wahyuni, 2019), two main factors influence students in improving students learning abilities and achievements, namely internal factors and external factors. Internal factors are circumstances that influence the student, while external factors are all circumstances that influence coming from outside the student that can have a direct impact. Based on research (Yuzarion, 2017) states that student learning achievement in Indonesia is not optimal, so there needs to be a solution, both psychologically and via devices, to improve the quality of learning.

Based on these two factors, external factors are considered essential in developing students' potential to improve students learning abilities and achievements. According to (Putri, 2018), One aspect that affects students' external factors is media and learning methods. Media is a means of channeling messages and learning information from the message's source to the target and recipient. Based on research (Hadijah, Aulia, & Evianti, 2020), the purpose of media in learning is to make it easier for students to understand the material being studied so that later it will have an impact on improving student learning outcomes. According to (Dwinata, Pratiwi, As'ari, & Sa'dijah, 2022), the use of media in the learning process in the classroom is a massive need and cannot be ignored. This can be understood considering that the learning process experienced by students is focused on various activities in adding scientific insights for life in the present and future. Various kinds of media are exciting and can be adjusted to the characteristics of the content, material, and learning objectives, including audio media, print media, visual media, audio-visual media, computer media and technology, physical objects, and human media. In addition to the media, the teacher's effort in creating a learning situation that allows the student experience process to occur is by choosing the proper method to create effectiveness and efficiency during learning.

(Kusnadi, 2018) explains that learning methods are the methods teachers take to achieve learning objectives. Based on research (Aksiwi & Sagoro, 2014) conducted, learning methods must be appropriate in the classroom to improve student's learning abilities and achievements. The application of inappropriate methods will impact students so that the achievement of learning outcomes becomes less than optimal. Currently, a wide variety of learning methods are oriented towards increasing student activity and learning outcomes, one of which is the Brainstorming learning method.

The Brainstorming learning method is one of the methods that provide opportunities to express their opinions without fear of criticism. According to research (Aldeirre, Komala, & Heryanti, 2018), brainstorming is a learning method that allows students to express their opinions or ideas about learning material, but the ideas and opinions presented must be ready for criticism and input. The brainstorming method can be defined as one of the methods used to gather ideas and opinions to determine and designate various expressions as answers to questions. According to (Amin, 2016), the characteristic of the Brainstorming method is brainstorming, which is directed to teach students critical thinking in expressing opinions and developing scientific insights. Applying the Brainstorming method is one of the alternatives to improve learning to improve problems related to learning outcomes and students' abilities that are less than optimal. Based on research (Khaulani, Noviana, & Witri, 2019), learning activities supported by the Brainstorming method will make students think critically to understand the material and learning delivered by the teacher, and students will be motivated to participate in

learning in the classroom. According to (Utami, 2015), the purpose of applying the Brainstorming method is to express all that students think in response to various problems the teacher raises in class during the learning process. By applying the Brainstorming method in a class, students can analyze a statement made in class. Then students can provide criticism and suggestions to hone their critical and analytical abilities.

The variety of media supported by the Brainstorming method is a practical step in helping teachers significantly to maximize the learning process of Social Studies in the classroom. Social Science is learning that examines social phenomena occurring in society. According to (Rofiq, 2020), Social Science is a primary and secondary school subject that discusses individual human life interacting socially with their community environment. The purpose of studying Social Studies is to enable students to think critically about their social environment comprehensively. Meanwhile, according to (Saharuddin & Mutiani, 2020), Social Science examines the human side to refer to the concepts of philosophy, art, literature, and so on. Social Science also presents social issues currently being discussed, which are scientifically integrated for educational purposes. According to (Meldina, Harahap, Melinedri, & Agustin, 2020), the purpose of Social Science subjects is to recognize various concepts related to community life and the environment, have basic skills in thinking critically, coherently and logically about the problems faced, have a responsibility, and discipline towards social and human values, and have the ability to communicate, cooperate, and compete well in a pluralistic society from local to global levels. Based on research conducted (Maryani & Yani, 2014), learning Social Science supported by suitable media and methods will be able to orient the meaning and content of social sciences in an applicative manner. Applying Social Science learning in elementary schools can introduce students to the introduction of related facts, data, and concepts that occur in society to be reflected by students in meaningful learning. Nugroho, Hartono, & Sudiyanto (2020) that in learning Social Science in SD/MI, the Brainstorming method must be applied, which is supported by a learning system that involves students actively in finding concepts holistically and objective evidence.

Based on the results of observations by researchers conducted on August 12, 2018, at SDN Grogol 1, Kediri Regency, shows that in Social Science subjects, students are less able to support the achievement of learning abilities and achievements by predetermined goals. The problem lies in the methods applied and the media used. This statement is evidenced after the class teacher gives questions in the daily test. No more than half of the students reach the Minimum Completion Criteria (KKM) or ≤ 75. Only 40% of students in the class score above KKM, while the rest still get below KKM. Based on research (Nugroho, Hartono, & Sudiyanto, 2020), It is explained that the selection of one particular teaching method will affect the type of relevant learning media. However, other aspects must be considered when choosing the type of learning media, including learning objectives, tasks, and responses that students are expected to master during learning. Reinforced by research (Siregar, 2019) that from the existing problems, the method that should be relevant to use is brainstorming because classically, it can achieve learning completeness up to 85%. However, based on the opinion of (Suparlan, 2020) explained that one of the roles of learning media is as a teaching aid that influences the climate, conditions, and learning environment of students. The media is expected to attract students' attention, clarify the presentation of ideas, and decorate facts that students may quickly forget and ignore. Reinforced by research conducted (Susilo, 2020) that based on previous problems, accessible, engaging, and fun media that can help in the learning process of elementary school students in understanding learning materials is audio-visual. According to (Fitra, Dwinata, Hardati, & Irmawati, 2022) it is explained that applying the right, engaging, and fun methods and media

will improve learning outcomes and critical thinking skills in learning Social Studies for elementary school students.

Based on the results of observations and data proof of the previous problem, it can be presented as related to the application of the Brainstorming method with the help of audio-visual media in understanding Social Science learning in elementary schools. Teachers can synthesize the Brainstorming method supported by audio-visual media into an alternative component implication in learning Social Studies. The combination of the Brainstorming method and Audio Visual media can be a solution and a reformer in creating an active, creative, and fun learning process so that learning outcomes can be maximally obtained by the objectives set at the beginning of learning.

Research Methods

The type of approach used in this research is a quantitative True-Experimental-Design design with the provision of Pretest Posttest Control Group Design (before and after). This study has two groups selected randomly then the pretest is used to determine the initial situation related to the difference between students in the control and experimental classes. The population in this study were all fourth-grade students of SDN Grogol 1 Kediri Regency in the first semester of the 2022/2023 school year totaling 40 students, all of whom could be sampled. According to (Sugiyono, 2017), sampling from the population is the number of populations with less than one hundred that can be sampled in the study. The independent variable in this study is the effect of the Brainstorming method supported by audio-visual media, and the dependent variable is the ability to understand Social Science learning. The research instrument used in this study is a multiple choice test question that has been accompanied by an answer key to understanding the material in learning Social Science. Indicators of the implementation of the Brainstorming method and Audio Visual media are supported by the implementation syntax instrument. Prerequisite tests that must be conditioned in processing the research data are normality and homogeneity tests. The data analysis technique was used by using the Independent Sample T-test. The research design can be seen in the table below.

Table 1. Research Design

O_1	X	O_2
O_3	X_1	O_4

Source : (Sugiyono, 2017)

Keterangan :

X = effect of conventional learning methods
X1 = Effect of Brainstorming learning method supported by audio-visual media
O1 = ability to learn social studies subjects before being treated X
O2 = ability to learn social studies subjects after being treated X
O3 = ability to learn social studies subjects before being treated X1
O4 = ability to learn social studies subjects after being treated X1

Results and Discussion

The research report was conducted during the research at SDN Grogol 1, Kediri District. The implementation was carried out face-to-face, considering the condition of the spread of the Covid-19 outbreak subsiding and the school being allowed to conduct research activities offline. The descriptive statistics of the comparison between students using the Brainstorming method supported by audio-visual media and students using conventional methods can be presented in table 2 as follows.

Table 2. Descriptive Statistics

Jenis Perlakuan	N	Mean	Std. Deviasi	Minimum	Maximum	Sum
Before using conventional methods	20	44	15,33	20	75	1065
After using conventional methods	20	54	17,02	30	90	1365
Before using the Brainstorming method supported by audio-visual media	20	63	17,41	40	95	1525
After using the Brainstorming method supported by audio-visual media	20	78	15,44	50	100	1965

Descriptive statistics explain that the results of students' ability to understand Social Science can be presented between control class students (not given treatment) and practical classes (given treatment). In the control class, students before being treated with conventional methods showed data that the average value obtained was 44, the standard deviation was 15.33, the minimum value obtained was 20, the maximum value obtained was 75, and the total value was 1065. In control class students, after being treated with conventional methods, the data shows that the average value obtained is 54, the standard deviation is 17.02, the minimum value obtained is 30, the maximum value obtained is 90, and the total value is 1365. In the experimental class, students before being treated with the Brainstorming method supported by audio-visual media, the average value obtained was 63, the standard deviation was 17.41, the minimum value obtained was 40, the maximum value obtained was 95, and the total value was 1525. In the experimental class, students, after being treated with the Brainstorming method supported by audio-visual media, showed data that the average value was 78, the standard deviation was 15.44, the minimum value was 50, the maximum value was 100, and the total value was 1965.

Before the data is analyzed using the t-test, all data is first sought for normality and homogeneity tests. The normality test can be found using the One-Sample Kolmogorov-Smirnov Test statistical test and the homogeneity test with the Levele Statistical Test. The normality test results can be displayed in the table as follows.

Table 3. Normality Test of Pretest and Post Test

		Experiment Pretest	Experiment Posttest	Control Pretest	Control Posttest
N		25	25	24	24
Normal Parameters[a]	Mean	54.6000	78.6000	44.3750	63.5417
	Std. Deviation	15.33786	15.44614	17.02380	17.41309
Most Extreme Differences	Absolute	.098	.130	.167	.146
	Positive	.098	.086	.167	.146
	Negative	-.078	-.130	-.112	-.119
Kolmogorov-Smirnov Z		.489	.649	.820	.717
Asymp. Sig. (2-tailed)		.970	.794	.512	.682

Based on the exposure of table 3. The data normality test shows that the probability value of the experimental class pretest is Asymp. Sig (2-tailed) = 0.970> 0.05 (significance level), the probability value of the experimental class posttest is Asymp. Sig. (2-tailed) = 0.794 > 0.05 (significance level), the probability value of the control class pretest is Asymp. Sig. (2-tailed) =0.512 > 0.05 (significance level), and the probability value of the control class posttest is Asymp. Sig. (2-tailed) = 0.682 > 0.05 (significance level). Based on the results of statistical data

processing of pretest and posttest data between the control class and the experimental class, it can be concluded that all of them are categorized as normally distributed.

After the data meets the standard requirements, the homogeneity test is sought to check whether or not the data in a population in the study is uniform. The homogeneity test results in the table can be presented as follows.

Table 4. Variance Homogeneity Test

	Levene Statistic	Sig.
Experiment class Pretest and Post Test scores	2.593	.121
Control class Pretest and Post Test scores	6.576	.078

Based on the exposure of table 3. The Variance Homogeneity Test shows the magnitude of the probability value of the pretest and posttest of the experimental class Sig. = 0.121 > 0.05 (significance level) and the probability value of the pretest and posttest of the control class Sig. = 0.078 > 0.05 (significance level). So it can be concluded that all data is categorized as homogeneous, having the same variance.

After fulfilling the prerequisite test, hypothesis testing is carried out **with** Paired Sample T-Test and Independent Sample T-Test. The overall presentation of the analysis results with the t-test can be recapitulated by displaying them as follows.

Table 5. Hypothesis testing

No	Variable		t-count	df	t-table	P	Description
	Free	Bound			5%		
A	B	C	D	E	F	G	H
1	Effectiveness of Brainstorming learning method supported by audio-visual media	Understanding Social Science learning	9,596	19	2,059	0,000 < 0,05	Very significant
2	Effectiveness of conventional learning methods	Understanding Social Science learning	7,894	19	2,059	0,000 < 0,05	Very significant
3	Comparison of effectiveness between Brainstorming learning method supported by audio-visual media and conventional learning method	Understanding Social Science learning	3,206	38	2,009	0,002 < 0,05	Very significant

Through the source of the researcher's processing, the recapitulation table at number one shows the results of the comparison between the pretest and posttest in the experimental class showing that the t-count is greater than the t-table 9.596> 2.059 with df 19 and Sig. (2-tailed) of 0.000 <0.05. So that there is an influence between before and after treatment.
By looking at the table of recapitulation results at number two, it shows that the results

of the comparison between the pretest and posttest in the control class show that the t-count is greater than the t-table, namely 7.894> 2.059 with df 19 and Sig. (2-tailed) of 0.000 <0.05. So that there is an influence between before and after being treated.

Based on the table of recapitulation results at number three shows the results of the comparison between the posttest of the experimental class and the control class with the acquisition of t-count results greater than t-table, namely 3.206> 2.009, with a sig value. (2-tailed) of 0.002 <0.05 (significance level. So that with this, it can be concluded that the Brainstorming learning method supported by audio-visual media can effectively affect Social Science learning in grade IV elementary school students.

Teachers in the learning process often use various methods and media. Still, sometimes in their implementation, it looks less relevant and practical in use with the acquisition of less than optimal learning outcomes. Moreover, students in elementary school understand that concepts and materials must be concrete and realistic and heard, observed, and reflected by students. So the proper methods and media are needed, especially in understanding the concepts and learning materials of Social Studies. According to research (Isnaeni & Radia, 2021), students are directed to understand past events and the phenomenon of natural appearances that students cannot necessarily witness directly in learning Social Science. Hence, methods and media that are suitable and relevant are needed. According to (Fitra, Anggara, Hardati, & Irmawati, 2022), students are also directed to think critically in understanding the phenomena that occur so that if social problems occur, they can provide effective solutions. Based on the results of the exposure of the relevance of the previous study, one of the methods that should be suitable for learning Social Studies is the Brainstorming learning method. The media that should be suitable is audio-visual media.

The brainstorming method is one of the effective methods that shows its distinctiveness, namely open brainstorming, logical expression of ideas, and problem-solving. The results of the Sig value are based on research results (Rohmanurmeta, Harsanti, & Widyaningrum, 2016). (2-tailed) of 0.000 <0.05 on learning outcomes and student motivation, thus presenting the positive effect of the Brainstorming learning method in elementary school student learning. As for audio-visual media, it becomes an attraction in the implementation of learning to support the effectiveness of the Brainstorming learning method. This is in line with research (Friday & Olube, 2015) that visual media can help encourage and motivate students to learn with various tools such as television, film strips, radio, and slide shows on projectors. The results showed that r-cal= 0.470 > 0.194 (r-crit), showing a measurable relationship between audio-visual media and students' learning capacity in elementary schools.

The effectiveness of the Brainstorming method supported by audio-visual media in learning Social Science makes a positive step for teachers in showing the characterization of practical learning to students when learning occurs. Based on the results of research conducted by (Riansyah, 2017) in the field explained that the application of the Brainstorming method supported by audio-visual media can improve student learning outcomes in Social Science learning with the acquisition of research results of 3.070 (t-count) > 2.042 (t-table).

Meanwhile, based on research conducted (Kaluku, Sari, & Lestaluhu, 2021) that the implementation of the Brainstorming method supported by audio-visual media can identify and prevent stunting independently with the acquisition of a significance of 0.000 <0.05 (significant level). So that through the findings of the two previous studies, the essence can be drawn that the Brainstorming method, supported by audio-visual media, can make it easier for students to understand and inspire the material thoroughly and fun learning. This is very relevant to the research that the effect of the Brainstorming method supported by audio-visual media can

provide a significant level of effectiveness in student learning in elementary schools. Teachers providing their students an understanding of concepts and materials must be wise so that learning seems exciting and fun. Implementing the Brainstorming method and audio-visual media is one of the active components in the implication to provide a sense of interest and fun when learning takes place in the classroom.

Conclusion

In general, from the results of the research and discussion that has been carried out, it can be concluded that the effectiveness of the Brainstorming method supported by audio-visual media can improve learning outcomes and understanding of Social Science subjects in elementary schools. The acquisition of results can prove this through the t-count of 3.206, more significant than the t-table of 2.009 (df; 38) and a significance value of 0.002 <0.05 (significant level). Thus, it can be actualized that the application of the Brainstorming method supported by audio-visual media is one of the teachers' choices in teaching elementary school students. The implications of applying the Brainstorming method supported by audio-visual media in understanding Social Science learning can be a practical component in adding to the teacher's innovation in the learning process. Future researchers should include the Brainstorming method and audio-visual media in learning research so that the data obtained is more diverse by producing research that is more highly different from before.

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