



The Implementation of the Paired Storytelling Model Assisted by Audiovisual Media to Improve Student Learning Outcomes in IPAS Subject

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Abstract: The paired storytelling learning model is a teaching model developed with an interactive approach between students, teachers, and the subject matter. This study aims to improve student learning outcomes in the IPAS subject through the implementation of the paired storytelling model assisted by audiovisual media. Considering the importance of education that is adaptive to the development of the times and the needs of students, this study uses a classroom action research (CAR) approach at SDN Selaro Berseri, involving 17 fourth-grade students. The research method was conducted in two cycles, including planning, implementation, observation, and reflection. The results of the study show a significant improvement in student activity and learning outcomes. Observation data shows that student activity increased from 29.4% in the pre-test to 88.2% in the post-test. Additionally, the percentage of learning completeness increased from 29.4% to 88.2% after applying the paired storytelling model. Interviews with students showed positive responses to this learning method, which encouraged active involvement and increased learning motivation. This study recommends the application of the paired storytelling model assisted by audiovisual media as an innovative strategy in IPAS learning to improve student learning outcomes.

Keywords: Audiovisual; Learning outcomes; Paired storytelling model

Introduction

Education is an effort to improve human quality. In Indonesia, education continues to follow the developments of the times (Farin, 2021; Sugiharto et al., 2024). This can be seen from the continuous changes in the curriculum to adjust to the times (Ritonga, 2018). In recent years, the 2013 curriculum has been recognized, followed by the Merdeka curriculum, which shares the common goal of focusing on student-centered learning and allowing teachers to apply innovative teaching models to achieve desired learning outcomes (Santika et al., 2022).

In order to realize the national educational goals of the nation, the learning process carried out in schools

plays a crucial role. Learning is an effort to form as many stimulus-response relationships as possible. Meanwhile, teaching is the provision of conditions that lead to the learning process in students. Effective teaching occurs when students actively engage in the learning process (Fakhrurrazi et al., 2022; Nurdyansah et al., 2018; Setianingrum et al., 2022). Thus, it can be said that the learning process fulfills students' curiosity by actively involving them (Zahriani Jf et al., 2022).

There are many teaching models that can be used to stimulate students to be more active in learning. One of them is the paired storytelling model. The paired storytelling learning model is a teaching model developed with an interactive approach between students, teachers, and the subject matter (Chang et al.,

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2022; Lotfi et al., 2023; Mardhotillah et al., 2020; Zhang et al., 2022). Students are asked to work in pairs and collaborate. Each student has their own responsibility to complete a part of the group task assigned, and afterward, they are given the opportunity to manage the information they have obtained and combine it within the group to communicate it directly (Syarif et al., 2024). Therefore, students' communication skills can be developed through the discussions they have conducted. The paired storytelling model encourages students to develop their thinking and imagination skills. By performing in pairs while telling a short story, the hope is that other students will be motivated, and cooperative attitudes and cohesion will grow among the students.

The paired storytelling model can be applied in several subjects, one of which is the IPAS (Integrated Science and Social Studies) subject. IPAS is a combination of science and social science in the Merdeka Belajar curriculum, aimed at the development of children's inquiry skills. The integration of Science (IPA) and Social Studies (IPS) in the Merdeka Belajar Curriculum aims to develop a more holistic, multidisciplinary, and contextual education. In this integration, the two subjects are not only studied separately but are also connected to one another so that students can understand the interrelation between natural and social aspects of everyday life (Ministry of Education, Culture, Research, and Technology, 2021).

Learning media is a tool that can assist in the teaching and learning process, making the meaning of the message clearer and helping achieve educational or learning goals effectively and efficiently. Learning media are tools that assist in the teaching process to stimulate the learners' thoughts, feelings, attention, and abilities or skills, thereby encouraging the occurrence of the learning process (Tafonao, 2018).

Based on observations and interviews at SD Negeri Selaro Berseri, most of the students are at the LOTS (Lower Order Thinking Skills) level, finding it difficult to analyze information properly and having literacy and numeracy skills below average. From the results of the observations and interviews, it was found that many students had difficulty understanding the material presented by the teacher because the learning was still teacher-centered, causing the students to be passive, which in turn affected the learning outcomes of the students in the IPAS subject, resulting in a decline. In the data from the fourth-grade daily test scores, 12 students scored above the KKM (Minimum Completeness Criteria), while in the PTS (Midterm Test) scores, only 5 students scored above the KKM. This data shows that the learning outcomes in the IPAS subject of the fourth-grade students have declined.

In previous research conducted by Asmawati et al. (2023) at the end of 2023 about the effect of the paired storytelling learning model assisted by pop-up book media on students' listening skills and learning outcomes. Another study was conducted by (Velinda et al. (2022) in 2022 on improving students' listening skills through the paired storytelling model assisted by YouTube media. Both studies yielded positive results using the learning model, which can be used as a reference for this research.

Based on these two previous studies, the results of the observations and interviews conducted by the researcher, it is likely that the application of the paired storytelling model assisted by audiovisual media could help improve students' learning outcomes. The researcher considers it important to conduct further research in an effort to improve students' learning motivation, help students understand the fundamental concepts of the IPAS subject more deeply, and ultimately improve their IPAS learning outcomes.

Method

The research conducted in this study is classroom action research (CAR). Classroom action research is research conducted by teachers in their own classrooms through stages of each cycle as follows: (1) planning, (2) implementation, (3) observation, and (4) reflection of actions collaboratively and participatively with the aim of improving teacher performance, so that students' learning outcomes can improve. This research will be conducted in the fourth-grade class of SDN Selaro Berseri, located in Dusun III, Simpang Bayat Village, Bayung Lencir District, Musi Banyuasin Regency, South Sumatra. This research will be carried out in the first semester (odd) of the 2024/2025 academic year. The subjects of this study are all 17 fourth-grade students of SDN Selaro Berseri, consisting of 6 female students and 11 male students.

This research will be conducted in two cycles, using several techniques to collect the required data, such as observation, tests, documentation, and interviews. Observation will be done by observing student activity, observing teaching modules, and observing the implementation of teaching modules. Tests will be conducted before and after the intervention. Documentation will include the required documents and photos of activities. Interviews will be conducted with students about the learning process.

The data analysis technique used is both quantitative and qualitative analysis. Quantitative analysis will be used to analyze observation results and test results, while qualitative analysis will be used to analyze the results of student interviews. The qualitative

data analysis steps consist of data reduction, data presentation, and conclusion. The analytical method used for the interview data is based on the questionnaires, which will be summarized. For quantitative analysis, the observation results will be analyzed by looking at the average student activity and average student learning outcomes for each cycle. To determine the success of classroom action research, the researcher sets a performance indicator, which is that students who score above the Minimum Completeness Criteria (KKM) must reach $\geq 80\%$, with the KKM for IPAS subject learning outcomes in the fourth grade being 70.

Results and Discussion

Classroom action research that applied the paired story telling model assisted by audiovisual media to the fourth-grade students of SDN Selaro Berseri, Bayung Lencir District, overall showed a positive impact on the increase in activity and learning outcomes in the IPAS subject for the fourth-grade students of SDN Sentang. This positive impact can be seen from the data collected during the implementation of Cycle I to Cycle II. After completing two cycles of action, the research objectives related to both the process and the final outcomes were achieved as expected. The presentation of the process results includes three main activities: student activity, learning outcomes, and interviews. The data presented during the teaching and learning process includes observation results on student activity, learning completeness, and interviews with the students. Observations, cognitive learning outcomes, and interviews should demonstrate the achievement of the goals set after the action was implemented.

Below is the table showing the results of the classroom action research observation from the pre-test to post-test.

Table 1. Results of Observation of Student Activity in IPAS for Grade IV

Action	Activity Criteria			
	Low	Moderate	Good	Very Good
Pre Test	7 people	5 people	3 people	2 people
Cycle 1	5 people	4 people	4 people	4 people
Cycle 2	2 people	5 people	6 people	4 people
Post Test	0 people	4 people	8 people	5 people

In the results of the classroom action research, it was found that during the pre-test, 2 students participated actively with a "very good" rating, 3 students with a "good" rating, 5 students with a "moderate" rating, and 7 students with a "low" rating. In Cycle 1, 4 students participated actively with a "very good" rating, 4 students with a "good" rating, 4 students

with a "moderate" rating, and 5 students with a "low" rating. In Cycle 2, 4 students participated actively with a "very good" rating, 6 students with a "good" rating, 5 students with a "moderate" rating, and 2 students with a "low" rating. After the post-test, 5 students participated actively with a "very good" rating, 8 students with a "good" rating, 4 students with a "moderate" rating, and no students with a "low" rating. These results indicate progress from the application of the paired story telling learning model assisted by audiovisual media in the fourth-grade students of SDN Selaro Berseri, Bayung Lencir District. The paired storytelling model takes into account the schemata or prior knowledge that students possess and encourages them to use it, making the learning more meaningful and involving emotional aspects (Asmawati et al., 2023; Moradi et al., 2019).

Below is the table showing the data for the test results from the classroom action research, from the pre-test to post-test.

Table 2. IPAS Learning Outcomes for Grade IV

Action	Number of students			
	Completed	%	Non completed	%
Pre Test	5 people	29.4%	12 people	70.6%
Cycle 1	8 people	47.1%	9 people	52.9%
Cycle 2	13 people	76.5%	4 people	23.5%
Post Test	15 people	88.2%	2 people	11.8%

The learning outcomes of students obtained from the classroom action research tests show that during the pre-test, only 29.4% (5 students) of the 17 students achieved the minimum mastery level. However, after the intervention during 2 cycles, the following results were obtained. In Cycle 1, 47.1% (8 students) achieved the mastery level and 52.9% (9 students) did not. In Cycle 2, 76.5% (13 students) achieved mastery, and 23.5% (4 students) did not. During the post-test, 88.2% (15 students) achieved mastery, while 11.8% (2 students) did not, though their scores had increased compared to before the intervention. This is supported by the following diagram.

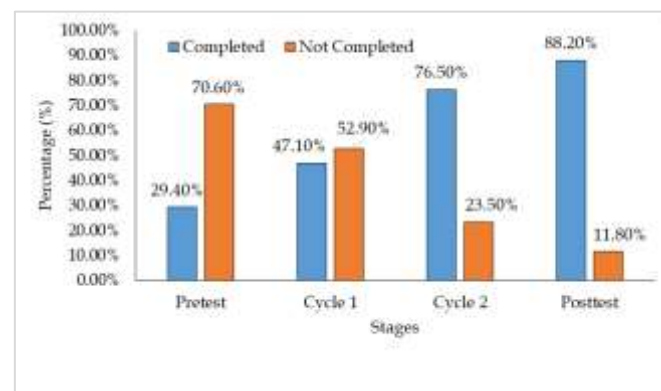


Figure 1. Development of student learning outcomes

Results from interviews with several students revealed that when the paired story telling model assisted by audiovisual media was first implemented, the students had a new experience. However, since they were not accustomed to it, they responded slowly in the learning process, which resulted in only a few students being active and achieving good test results. Nevertheless, the students had a very positive response to the new learning method. After further implementation, it was found that the students became more active and were able to explore themselves to remain active in the learning process. This also helped the students to continue thinking critically during the lessons, reducing feelings of sleepiness and boredom, making them more motivated and focused in the learning process.

In the classroom action research, the application of the paired story telling model assisted by audiovisual media in the fourth-grade students of SDN Selaro Berseri, Bayung Lencir District, made the students actively participate in the learning process. As a result, the students' grades also improved. This occurred because the students were actively involved and enthusiastic in the learning process. The lessons were not delivered in a one-way format, which made it easier for students to remember the material as they were directly engaged in solving the problems with the teacher's assistance. Thus, students were trained not only to memorize lessons but also to actively participate in the problem-solving process. As a result, students gained direct experiences that not only involved their sense of sight but also sharpened their sense of hearing.

This research was previously conducted by other researchers, such as Marpaung et al. (2024), on the paired story telling model assisted by picture stories to improve students' speaking skills. Another study conducted by Jannah et al. (2021) examined the effect of the paired storytelling learning model on listening skills in fourth-grade students at SD Al-Washliyah 43 Firdaus. Another study by Monika et al. (2023) investigated the paired story telling model with picture stories in local Balinese food technology to improve speaking skills.

This study serves as a benchmark for the use of the paired story telling model assisted by audiovisual media to improve student learning outcomes. The implications of this research are that it can be used as a recommendation for teachers to apply in the learning process. The paired story telling model assisted by audiovisual media prioritizes students' ability to think critically in understanding stories, thereby enhancing their reasoning skills and improving their learning outcomes.

Conclusion

This study demonstrates that the application of the paired story telling model assisted by audiovisual media can significantly improve the learning outcomes of fourth-grade students in the IPAS subject at SDN Selaro Berseri. Through observation and data analysis conducted over two cycles of research, there was a noticeable improvement in both student engagement and academic results. Out of 17 students, the percentage of students who reached the mastery level increased from 29.4% in the pre-test to 88.2% after the post-test. Additionally, student engagement also showed progress, as reflected in the increase in the number of students actively participating in the learning process.

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Author Contributions

The research team contributed to the writing of this scientific paper, including: the idea, concept, data collection, analysis and interpretation of results, manuscript preparation (DP); article writing guidance (ZKP and JJ); funding acquisition (DP and ANS).

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Conflicts of Interest

The author declares no conflicts of interest in the publication of this article.

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