

The Effect of Vlog Media with ARIAS Model (Assurance, Relevance, Interest, Assessment, and Satisfaction) Towards Students' Verbal Communication Skills in Social Studies Learning

Siska Nudianty¹, Asep Mulyadi², Muhamad Iqbal³

Social Studies Education Study Program

Faculty of Social Sciences Education

Universitas Pendidikan Indonesia, Bandung, Indonesia

Abstract. *One of the dimensions of social studies learning is the skill, which includes communication skills. This study focuses on verbal communication through written and oral messages. This study aims at testing and observing the effectiveness of the vlog media with the ARIAS model on students' verbal communication skills at SMP Muhammadiyah 6 Bandung. Pre-experimental method used as the research method with the-one group pretest-posttest design. The sample of this research is students of class VIII-A at SMP Muhammadiyah 6 Bandung. The sole instrument used in this study is a test. After the data has been collected, it is processed using the hypothesis test or t-test using the SPSS v20 application. The results of the analysis showed that there was a change in students' verbal communication skills before and after using the vlog media treatment with the ARIAS model. The difference in students' verbal communication skills based on hypothesis testing, the significant value (sig 2-tailed) is $0.000 < 0.05$, therefore H_1 is accepted or H_0 is rejected and the hypothesis is accepted. Thus, it can be concluded that the vlog media with the ARIAS model in social studies learning is effective for improving verbal communication skills for class VIII-A students of SMP Muhammadiyah 6 Bandung.*

Keywords: vlog media, verbal communication, social studies learning.

Correspondence. siskanurdianty.sn10@gmail.com

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A. INTRODUCTION

In the era of science and technology development, humans are required to have good language skills. Someone who has language skills will find it easier to convey information both in writing and orally. The implementation of education has a very close relationship between learning and the learning process. In the 21st century, all forms of educational processes are directed at mastering various aspects of competence and social skills needed by students to be able to adapt to the progress of the times. Social skills in conflict resolution are important for younger generations to

provide communication or relationships among individuals (Chasanah, p. 2).

The objectives of social studies subject includes not only knowledge, but also skills, thus, it is important for social studies teachers to design a lesson that can provide opportunities for students to develop their skills in teaching and learning activities, one of which is communication skills. Communication has an important role for the facile learning process. Students need to pay attention to their communication skills in order to interact. Thus, the achievement in the classroom is not only learning but also social

relationships outside the classroom. Verbal communication carried out by students also has a significant role in the success and streamlined of the learning process in the classroom. This happens in order to establish a good communication and the message to be delivered can be conveyed according to its purpose.

One of the problems that becomes a concern for the researchers, which is found in class, is students' communication skills. Communication skills are important in every subject, including social studies learning. Nowadays, the development of technology is increasingly advanced, one of which is the use of vlog. Vlog media is a blog that provides video. This requires teachers to be able to arouse students' enthusiasm to practice verbal communication skills either orally or in writing through vlog media, hence, it can be used as a provision for the students' skills in the future.

Based on this background, researchers recognize the urgency to apply audiovisual-based learning media in the form of vlogs in social studies learning activities. It is expected that through the video vlog, the learning process will be more contextual, fun and meaningful, especially to improve students' verbal communication skills.

B. LITERATURE REVIEW

1. Verbal Communication Skills

In the Big Indonesian Dictionary (KBBI), skill means a person's proficiency in doing assignments. Meanwhile, according to Gordon (in Munthe, 2009, p. 29) suggests that "skills are the individual's ability to perform a job assigned to him". Another case with Gagne's opinion (in Dahar, 1989, p. 134) says that a person can be said to be skilled if he has the ability in the form of performances that can be observed as a result of learning, such as: (1) abilities related to intellectuality, (2) abilities related to cognitive strategies, (3) abilities related to attitudes, (4) abilities related to verbal information and (5) abilities related to motoric.

From the concept of the skills by the experts above, the researchers draw a conclusion that skills can be interpreted as the abilities that a person must have to carry out any skillfully and carefully activity. Purnamasari (2016, p. 8) argues that social skills are an asset so that children can adapt well and be accepted in the social environment. Children who have social skills in a good environment are usually influenced by the association itself (Rohmatin, p. 2). To have social skills, parents are the main figures in developing children's skills. However, not all children can get facilities for skills development from their parents (Madjid, p. 2).

In general, communication has two basic forms, which are verbal communication and non-verbal communication. Verbal communication is a form of communication in conveying messages through written or oral. Meanwhile, non-verbal communication is communication that is carried out using body movements, facial expressions, symbols, and intonation. Both forms of communication take place together, where non-verbal communication complements verbal communication.

2. Vlog as a Learning Media

The word media comes from Latin, "medius" which literally means "middle", "intermediary" or "introduction". In Arabic the media is called 'wasail', the plural form of 'wasilah', which is a synonym for "al wast" which means "middle". The word "middle" itself means being between two sides, so it is also called an "intermediary" (wasilah) or the one that intervenes between the two sides (Yudhi Munadi, 2013, p. 6).

Supporting learning media in the form of physical and non-physical tools that is deliberately used as an intermediary for teachers and students in understanding learning material to make it more effective and efficient (Musfiqon, 2012, p. 28). Learning media have to increase students' motivation. In addition, the media stimulates students to remember what they have learned (Hamdani, 2011, p. 18).

Based on these various definitions, it can be concluded that learning media is a tool that can help the teaching and learning process so that the message conveyed becomes clearer and learning objectives can be achieved.

3. ARIAS Learning Model (Assurance, Relevance, Interest, Assessment, Satisfaction)

The learning steps of the ARIAS learning model are illustrated by the meaning of the five ARIAS components according to Fajaroh and Dasna (in Rahman, M. and Amri Sofan, 2014, p. 13), such as:

- a. The assurance stage
Helping students determine their own strengths and weaknesses and instilling in students a positive self-image of themselves. This can be done by displaying a video or a picture of someone who has succeeded. With this, students will be able to instill a positive image of themselves.
- b. Relevance stage
The teacher uses clear classroom language or examples that have something to do or related with students' real experiences or values. Real experiences can bridge students to new things.
- c. The interest stage
Students are given the opportunity by the teacher to actively participate in learning, for example students are invited to discuss to choose topics to be discussed, ask questions or raise problems that need to be solved. Teachers can also adapt some variation in learning activities, for example variations from serious to humorous, from fast to slow, from loud to moderate voice, and changing teaching styles.
- d. Assessment stage
The teacher evaluates and provides feedback on students' performance, provides an objective and fair evaluation and immediately informs students of the evaluation results.
- e. The satisfaction stage
The teacher provides reinforcement, appropriate rewards both verbally and

nonverbally to students who have shown their success.

4. Social Sciences

The definition of social sciences which is stated by Setiawan, et al (2016, p. 7), social sciences essentially is a study of humans in social and community relations. In general, social sciences is often said to be an integrated social studies subject. According to Article 37 of the National Education System Law (in Sapriya, 2012, p. 45), the subject of Social Sciences (IPS) is a mandatory content that must be present in learning in primary and secondary schools.

Furthermore, it is stated in Article 37 of the National Education System Law that social science study materials, including earth sciences, history, economics, health, etc. are intended to develop students' knowledge, understanding and analytical skills on the social conditions of society. From several definitions above, social sciences is a science that studies humans in social relations towards social conditions.

C. METHOD

In this study, the researchers used a research method with a quantitative approach, which is the experimental method with pre-experimental - the one group pretest-posttest design. The research population was all class of 8th grade at SMP Muhammadiyah 6 Bandung with VIII-A as the sample class. Researchers used several research instruments to obtain data. The instrument is a tool that is selected and used by researchers in their activities to collect data so that these activities become systematic and facilitate the researchers (Riduwan, 2013, p. 24).

The instrument used in this study is a test. According to Arikunto (2014, p. 193) a test is a series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups. To measure students' verbal communication skills, the types of tests that are suitable for this study are performance tests to measure students' verbal skills orally and descriptive

text writing tests to measure students' verbal skills in writing.

D. RESULTS AND DISCUSSION

The following is a graph of changes in students' verbal communication skills in aspects of spoken language before and after the implementation of vlog media with the ARIAS model.

Spoken Language Aspect

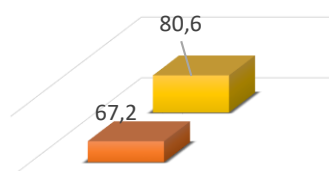


Figure 1. Changes in the Mean Value of the Pretest and Posttest of Spoken Language

Based on the research findings, in the aspect of spoken language before the treatment through vlog media, the average value obtained was 67.2 for verbal communication skills. The final score of students in the aspect of spoken language, is dominated by the "enough" category with a score range of 56-75 based on the final score category table proposed by Nurgiyantoro (2013, p. 253). Meanwhile, after the treatment through vlog media the average value obtained is 80.6. The final score of students in the aspect of spoken language is dominated by the "good" category with a score range of 76-85.

Written Language Aspect

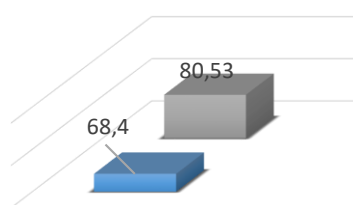


Figure 2. Changes in the Mean Value of the Pretest and Posttest of Writing Language

Verbal communication skills, the average value obtained is 68.4 in the aspect of written language before the treatment through vlog media. The final score of students in the aspect of written language,

is dominated by the "sufficient" category with a value range of 56-75 based on the final score category table proposed by Nurgiyantoro (2013, p. 253), while after treatment through vlog media the average value obtained is 80.53. The final score of students in the aspect of written language is dominated by the "good" category with a score range of 76-85.

Based on the results of statistical test analysis, the data in this study were normally distributed. This is proven in the data normality test using Shapiro Wilk, the data before using vlog media is $0.125 > 0.05$ for the oral language pretest, while for the oral language posttest it is $0.267 > 0.05$. Same as the oral language aspect, the written language aspect in the Shapiro Wilk test obtained the results of $0.341 > 0.05$ for the pretest and $0.125 > 0.05$ for the posttest. Because the data were normally distributed, it can then be tested using a parametric statistical test using the paired sample test. The results of the paired sample test, pretest and posttest data both in the aspects of spoken and written language in this study obtained a significance value (2-tailed) $0.000 < 0.05$. This proves that there is a significant difference before and after the implementation of vlog media towards students' verbal communication skills.

The conclusion from the above explanation is that vlog media has an influence on verbal communication skills. It is in line with the cone of Edgar Dale's experience which states that it will be more concrete for students to acquire knowledge directly through plays, exhibitions and so on. However, through objects students will be more abstract in obtaining knowledge because students are not directly related to the object being studied (Sanjaya, 2008, p. 165). In addition, through the media vlog, the creativity of teachers and students, both in delivering material or presentations, becomes interactive and can also increase students' interest in learning during the learning process (Priana, 2017; Susanti, 2019).

Based on the research findings, it can be concluded that the vlog media with the ARIAS (Assurance, Relevance, Interest,

Assessment, Satisfaction) model affects students' verbal communication skills, because there are significant differences before and after the application of vlog media in class VIII-A of SMP Muhammadiyah 6 Bandung in Academic Year 2019/2020.

E. CONCLUSION

Based on the results of the research that has been done, here are some researchers' reviews regarding the research conclusion that students' verbal communication skills can be influenced by the appropriate learning model and media, thus students are able to develop their verbal communication skills. There is a significant difference between the pretest and posttest verbal communication skills of class VIII-A at SMP Muhammadiyah 6 Bandung Academic Year 2019/2020 before and after treatment through vlog media with the ARIAS model (Assurance, Relevance, Interest, Assessment, and Satisfaction).

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