THE EFFECTIVENESS OF ASSISTED LEARNING AND AUDITORY INTELLECTUALLY REPETITION MODEL FOR MASTERING *UNGGAH UNGGUH BASA*

Siti Wahyuni[1], Slamet Subiyantoro[2], Siti Sutarmi Fadhilah[3]

Universitas Sebelas Maret, Jl. Ir. Sutami 36 A Kentingan Surakarta 57126. Telp./Fax (0271) 632450
wah_yuni1748@yahoo.com[1], s.biyantoro@yahoo.co.id[2], fadh.sant@gmail.com[3]

ABSTRACT

The aim of this research was to discern the effectiveness of Assisted Learning and Auditory Intellectualy Repetition models for mastering *unggah ungguhing basa*. The method used in this study is the experimental method. The study population was all the students of grade V elementary school in Sragen. The research sample was taken by using stratified random sampling technique. The technique of collecting data used test in form of objective tests. The data collected in form of score mastery *unggah ungguh basa* and then analyzed using descriptive and inferential statistical analysis. The results showed that the average learning outcomes of students with assisted learning model is 78 with standard deviation 7, 69 and student learning outcomes with Auditory Intellectualy Repetition model 74 with standard deviation 7, 75. The level of significance showed that 0.000 can be taken decision to reject H_o because the level of significance is lower than alpha (0.025). The difference can be seen from the calculations using the t-test results gained $t_{count} = 3,849 > t_{table} = 1,917$. It can be concluded that there is difference in effectiveness of use of assisted learning model and auditory intellectualy repetition to mastery of *unggah ungguhing basa*.

Key words*: Assisted Learning, Auditory Intellectualy Repetition, Unggah Ungguh Basa*

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui keefektifan model *Assisted Learning* dan model *Auditory Intellectualy Repetition* terhadap Penguasaan *unggah ungguh basa* Siswa Sekolah Dasar. Metode yang digunakan dalam penelitian ini adalah metode eksperimen. Populasi penelitian adalah semua siswa sekolah dasar kelas V di kabupaten Sragen dengan jumlah 13173. Sampel penelitian diambil dengan menggunakan teknik *stratified random sampling*. Jumlah sampel dalam penelitian ini 200 siswa. Pengumpulan data dilakukan dengan metode tes pengguasaan *unggah ungguh* bahasa Jawa yang berupa tes objektif. Data yang dikumpulkan berupa skor pengguasaan *unggah ungguh* bahasa Jawa kemudian dianalisis menggunakan analisis statistik deskriptif dan inferensial. Hasil penelitian menunjukkan bahwa rata-rata hasil belajar siswa dengan

model *Assisted Learning* adalah 78 dengan standar deviasi 7, 69 dan hasil belajar siswa dengan model *Auditory Intellectualy Repetition* 74 dengan deviasi standar 7, 75. Taraf signifikansi menunjukkan 0,000 bisa diambil keputusan menolak H_o karena level signifikansi kurang dari dari alpha (0,025). Perbedaan tersebut dapat dilihat dari perhitungan dengan menggunakan uji-t yang memperoleh hasil t_{hitung}= 3,849 > t_{tabel} = 1,917. Dapat disimpulkan bahwa terdapat perbedaan keefektifan penggunaan model *Assisted Learning* dan *Auditory Intellectualy Repetition* terhadap pengguasaan *unggah ungguhing basa*.

Kata kunci: *Assisted Learning, Auditory Intellectualy Repetition, Unggah Ungguh Basa*

INTRODUCTION

Education in elementary school is the initial foundation of planting character. The teacher should be able to design the learning that is able to realize the predetermined educational goals. This is in accordance with Suhana (2014: 3) explaining that teachers should build a learning culture learning to know, learning to do, learning to be, and learning to live together for students. As with the Java language learning in elementary schools. Javanese subjects are very important taught as one of the local wisdom and contains moral values and very useful in life. However, the implementation experienced some obstacles so that the lesson learned less meaningful, passive and not applicative. Based on observations in several schools in Sragen found obstacles in learning. That is mastering of *unggah ungguh basa* very low. Many learners don't know about to use *unggah unnguh basa* in their environment. Especially mastering variety *unggah ungguh basa krama* is very low. Many students are just using *basa ngoko*. Moreover, the value students about *unggah ungguh basa* very low. Form 131 students in five schools, found only 21 students (16%) which reaches the minimum mastery criteria 65. The rest as much 110 students don;t succes reach the minimum mastery criteria. That is below 65 (84%). This problem is very worrying about the preservation of *unggah ungguh* in Javanese language.

Unggah ungguh basa is one of the Javanese language material that reflects the concept of Javanese culture. It contains levels in speaking with the other person. *Unggah ungguh basa* have word equation with *undha usuk* (*level speech*). Opinion from Poedjospedarmo et al (Sutardjo, 2008: 45) *unggah-ungguhing basa* is a code sense of courtesy which there is a certain vocabulary element, syntax, morphology and phonology. Sumarlan (Sulaksono, 2016: 65) divide the form it into four categories namely *ngoko lugu, ngoko alus, krama lugu* dan *krama alus.* In variety of *unggah ungguh basa* there are values of decency, politeness and mutual respect. Therefore, it need to be preserved. The value and essence of it will find a way to transform themselves into the order of life the community is better and survive the negative side of the times.

Based on the above problem, this study was tested using two models of learning that is Assisted Learning and model Auditory Intellectualy Repetition (AIR). Zubaedi (2013: 185) describes that it is basis of learning practices and learning psychology theory with designed based on the curriculum and its operational level in the classroom.

Assisted Learning model referring on scaffolding and modified with other learning concepts is zone of proximal development/ZPD (Cahyo, 2013: 255). Whereas, Auditory Intellectualy Repetition (AIR) model is one of the learning models with a constructivist approach that emphasizes learning must take advantage of all the sensory tools of students.

This study is related to some previous researches both related to use of Assisted Learning, Auditory Intellectualy Repetition (AIR) or *unggah ungguh basa* in Java. First, Research from Tukiran (2009) about application of constructivism approach Assisted Learning in an effort to improve the skills of writing official letters. The equation with this research is located on Assisted Learning model for elementary schools. The difference is the type of research used is classroom action research, the subject is a fifth grade elementary school student in Wonogiri and the dependent variable is the official letter writing skill. The results of this study are application of constructivism approach with Assisted Learning model in formal letter writing skill learning can increase learning activity, improve students ability, and improve teacher ability in conducting learning activity.

The next research is scaffolding argumentation about water quality: a mixedmethod study in a rural middle school from Belland, Gu, Armbrust & Cook (2015). The equation with this research is the existence of strategy scaffolding. The difference lies in the research method it uses mixmethod, the subject of the study and the dependent variable. The result of this research is to use computer scaffolding, teacher scaffolding and groupmate support found significant and substantial impact on the ability of argument evaluation to improve student achievement, and early evidence of impact on the ability of evaluation arguments. The next relevant study is the effectiveness of Auditory Intellectually Repetition (AIR) model to students understanding of energy concepts by Linuwih and Sukwati (2014). The equation with this research is the use of Auditory Intellectually Repetition (AIR) model. The difference is the variables subject to treatment that is the concept of energy and the subject of research of high school students. The results of this research is implementation Auditory Intellectually Repetition (AIR) model in physics learning effective to improve the understanding of energy concepts in students.

This study has some differences with previous research. First, Auditory Intellectually Repetition (AIR) model initially only used on mathematical subject matter of calculation. After observing the syntax of the learning model can be used in language learning. According to Shoimin (2014: 31) implementation Auditory Intellectually Repetition (AIR) model able to make students more active, students have more opportunities to utilize their knowledge and skills comprehensively and their learning is more meaningful. On the other hand, model Assisted Learning is based in language learning with scaffolding and ZPD students. With these activities provide influential benefits for students, among others 1) making the students grow and become independent students in solving problems; 2) through feedback on the work of students then the students get input to improve the results of their work; 3) develop the knowledge he has mastered (Wahyuni & Baharuddin, 2010: 132-133).

Based on the reasons described above, appropriate solutions are needed in the learning process *unggah ungguh* basa in Java. So research on effectiveness Assisted Learning and Auditory Intellectually Repetition (AIR) model for mastering *unggah ungguh basa* in Java in the fifth grade students of elementary school in Sragen regency able to provide solution for the creation of better learning and in accordance with the characteristics and needs of students. Based on the background of problems that have been raised, then formulated the problem is whether there are differences in effectiveness Assisted Learning dan Auditory Intellectually Repetition (AIR) model for mastering *unggah ungguh basa* Java students in the fifth grade of elementary school in Sragen?

METHODOLOGY

This research was conducted in elementary school in Sragen. This research was conducted during the period of eight months ie from March to October in the academic year 2017/2018. The research method used in this research is experimental research with factorial design 2 X 1. The subjects of this study grouped into two classes are the experimental class and the control class. In the experimental class, students follow the lesson with Assisted Learning model. In the control class students follow the lesson with Auditory Intelectually Repetition (AIR) model. Each class was given 9 treatments. The population in this study were all five graders of Sragen elementary schools in the academic year 2017/2018 amounting to 520 elementary schools with 13173 students with sample 212 students. Sampling research using Cluster Sampling (area sampling) and Proportionate stratified random sampling technique based on the value of school accreditation between A and B. Techniques used in collecting data in a study include observation, interviews, inventory, tests and documentation. Validity of test instrument with construct validity and content validity. Test data normality with Lilliefors and test homogeneity data with Bartlett test. Analysis of inferential data using t independent sample test. In data processing with the help of computer program SPSS 22.00 for Windows.

RESULTS AND DISCUSSION

Prior to the execution of the research, several instruments have been validated and tested in Reliablity. The research instrument in the form of written test in conducting qualitative study then tested the validity of the contents with given to 8 *expert.* The item is said to be valid in content because of the validity index (V) ≥ 0,75. Test reliability test mastery *unggah ungguh basa* with formula reliabilitas ratings with the help of the application *iteman 3.00* obtained coefficient value 0,777. Based on the data that has been obtained is known the value of *unggah ungguh basa* students who are taught by the Assisted Learning model is 100 students got the lowest score of 60 and the highest score 97 with mean 78, the value of mode 77, the value of median 77, the value of variance 59 and value of standard deviation is 7, 69. Next, the value of *unggah ungguh basa* students who were taught with Auditory Intelectually Repetition (AIR) model is 112 students. They get the lowest score of 57 and the highest score 91 with *mean* 74, the value of mode 71,

the value of median 74, the value of variance 60, 09 dan the value of standard deviation 7,75.

Normality test of research data using Lilliefors test with Shapiro-Wilk statistic while testing homogeneity of variance of research data using Levene's Test of Equality of Error Variances. Testing of normality, homogeneity and balance of data in this study with the help of computer program SPSS 22.00 for Windows. Data is normally distributed if the level of significance (*Sig*.) > 0.05.. Normality test data in this study was conducted on two groups of data. Testing is done to test the null hypothesis (H_0) and the antithesis is (H_1) on a real level = 0,05. Significance of value L_o compared with the value L_t. If the value of $L_o < L_t$, So (H_0) accepted; (H_1) rejected and vice versa. Homogeneity testing is performed to test the null hypothesis (H_0) and antithesis (H_1) on a real level = 0,05. v (H_0) accepted if value $x^2_{hitung} \leq x^2_{tabel}$ and vice versa if nthe value $x^2_{hitung} > x^2_{tabel}$ on a real level = 0,05. So (H_1) accepted. Furthermore, the balance test to determine the balance of variance in two classes.

Normality value test results of *unggah ungguh basa* students who were taught with Assisted Learning model (A1). From test Lilliefors with n = 100 and significance α = 0,05 obtained Shapiro-Wilk Value shows the numbers 0,293. So it can be concluded that the data value of mastery *unggah ungguh basa* students are taught by Assisted Learning model comes from a normally distributed population. Result of test of normality of mastery value *unggah ungguh basa* students taught with Auditory Intelectually Repetition (AIR) model (A2). From test Lilliefors with n = 112 and significance α = 0,05 get the value of Shapiro-Wilk 0,70 so it can be concluded that the data value of mastery *unggah ungguh basa* students are taught with Auditory Intelectually Repetition (AIR) model comes from a normally distributed population.

The result of homogeneity test of variance value of mastery *unggah ungguh basa* students grup (A1) and (A2) produce significance / probability on *based on mean* = 0,997 > 0,05. Based on testing criteria, so H_0 accepted. So can it was concluded that the variance of the mastery *unggah ungguh basa* both homogeneous groups. Next, balance test in this research with computer program SPSS 22.00 for windows is independent samples test. The calculation results shows the number of significance 0, 973 and its value above α = 0,05. So, H_0 accepted. Thus it can be concluded that both groups have equal or equal ability.

Hypothesis test of this research using t test technique. Statistical analysis techniques are used to see the difference in effect because of differences in different learning model *(*Assisted Learning - Auditory Intelectually Repetition).

Table 3. Summary of results t test

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	AL- AIR	3,4880	9,0623	,9062	1,6898	5,2862	3,849	99	,000

The result of t test analysis obtained t $_{count}$ 3,849> t$_{tabel}$ 1,917 significance (sig.) 0,000 < 0,05. It can be seen there are differences in values *unggah ungguh basa* students who were taught by Assisted Learning model with Auditory Intellectually Repetition (AIR) model. The average of Assisted Learning model of 81 is higher than Auditory Intellectually Repetition (AIR) model is 77, 5. Thus it can be concluded mastering *unggah ungguh basa* students who were taught by Assisted Learning model were significantly better than mastery of *unggah ungguh basa* students with Auditory Intellectually Repetition (AIR) model.

The above conclusion is in accordance with the opinion of Shoimin (2014: 202) that Assisted Learning model has several benefits that are as follows: 1) weak students are helped solving problems; 2) clever students can develop their skills and abilities; 3) there are responsibility of the group to solve the problem; 4) students learn to work together; 5) reduce anxiety; 6) students are active in learning; 7) students have a sense of caring; 8) students learn to appreciate; 9) can be replace competition with mutual cooperation; 10) students can discuss, debate, ordeliver ideas, concepts and skills to understand it; 10) eliminates feelings of isolation. The theory is in accordance with the findings in this study that students treated with the Assisted Learning model were able to achieve mastery *unggah ungguh basa* which is better than students who were taught with the model Auditory Intelectaully Repetition (AIR).

The above results are in accordance with those proposed by Yurovsky, Yu & Smith (2012) in his research on Statistical speech segmentation and word learning in parallel: scaffolding from child-directed speech. The equation with this research is located on the independent variable is the existence of scaffolding techniques on learning. The difference lies in the dependent variables of speaking skills and research subjects used are students or students at the University of Indiana. The study found significant results on the role of scaffolding or assisted learning on learning to speak the mother tongue or english. The next research is from Iyer (2011) entitled considering peer assisted learning methods in new Zealand's special needs education sector. The equation with this research lies in the independent variable is the use of assisted learning model but the difference lies in the dependent variable that is subject to the children with special needs in New Zealand. The result of the research is that assisted learning model by peers can complement the conventional teaching methods especially for children with special needs who need intensive assistance in following the learning.

The next suitable research is Peer-assisted learning in teaching clinical examination to junior medical students from Silbert and Lake (2012). The equation with this research lies in the free variable that is assisted learning and is a type of experimental research. But, the difference in this research lies in the dependent variable that is clinical examination of health field. The results of this study are students who are taught by using assisted learning models have high confidence, increased learning outcomes and students are able to have expertise in teaching. The next relevant research is Introducing case-based peer-assisted learning in a professional course by Hodgson, Brack & Benson (2014). The equation with this research lies in the use of Assisted Learning model. The difference lies in the integration of assisted learning with case-based learning in a single

study to examine the biological radiology of health. The result of the research is the application of Assisted Learning and Case-Based Learning model can make the students work in small groups to examine a case and teach their peers feel that they get a lot of knowledge and understanding about multidisciplinary aspect of radiological biology. The involvement of learners as group members in a large Assisted Learning role in providing tutorial feedback will be useful for improving learning motivation.

The next research is Application of AIR (Auditory, Intellectualy, Repetition) model to Improve Student Learning Outcomes by Pujiastutik (2016). The equation with this research lies in the use of learning models AIR (Auditory, Intellectualy, Repetition) but the difference lies in subjects subject to treatment of students and the dependent variable of learning and learning courses. The result of this research is learning with AIR (Auditory, Intellectualy Repetition) model student learning outcomes become good. This can be seen from the acquisition of student value that is A = 15%, AB = 25%, B = 40%, BC = 15% and C = 5%. It also can be seen from the success of classical learning by 80% and> 75% of students give a positive response or response on the application of AIR model (Auditory, Intellectualy, Repetition).

In addition to this research, there is a study with the title of comparative study of Somatic, Auditory, Visualization, Intellectually (SAVI) and Auditory, Intellectually, Repetition (AIR) models of ICT learning outcomes (Palguna, Agustini & Sugihartini: 2016). The equation with this research lies in the comparative study using model (Auditory, Intellectualy, Repetition) AIR but the difference lies variable of other learning model that is Somatic, Auditory, Visualization, Intellectually (SAVI), dependent variable of ICT learning result with research subject is student of Senior High School. The result of the research is there are significant difference of learning result after hypothesis test by using one path Anova formula (F_{count} = 180,00) and further test of t-scheffe done 3 times pair test between use SAVI learning model and AIR (t = 5.74), SAVI and conventional learning (t = 18.55), AIR and conventional learning (t = 12.81). Judging from the average learning outcomes of the SAVI learning model (54.00), the AIR learning model (49.55) and conventional learning (39,63), it can be concluded that the Somatic, Auditory, Visualization, Intellectually (SAVI) learning model is better than Auditory, Intellectually, Repetition (AIR) learning model.

Implementation of Auditory, Intellectually, Repetition (AIR) learning model in both above study improves learning outcomes but when compared to assisted learning model devoted to the field of study *unggah ungguh basa* will look more effective assisted learning model. In addition, it can see in the research above if the learning model of Auditory, Intellectually, Repetition (AIR) is compared with Somatic, Auditory, Visualization, Intellectually (SAVI) learning model. It can know SAVI learning model more effective for improving ICT learning outcomes. The update in this research lies in the use of assisted learning model and Auditory Intellectually Repetition (AIR) to know effectiveness on learning *unggah ungguh basa* elementary school students.

Implementation of the research has been pursued in accordance with applicable procedures and regulations. Nevertheless, researchers are aware that there are inevitable limitations. Limitations are as follows: 1) The results and conclusions obtained from this study only applies to primary school students in fifth grade in Sragen who made

the subject of research so that relative can not be generalized to subjects who have different characteristics; 2) During the course of the research, monitoring can not be carried out continuously; 3) Research subjects are learners who can not be limited behavior and difficulty limiting the existence of other variables outside the predefined variable that may affect the process of research; 4) Taking data of mastery *unggah ungguh basa* only through a written test of objective questions; 5) Intervention of researchers to one model of learning in a particular group can minimized with the use of the same learning media and guidelines for measurement of learning outcomes.

CONCLUSION

The results of data analysis of research conducted obtain the conclusion of the mastery of unggah ungguh basa teaching with Assisted learning model is better than the learning the mastery of unggah ungguh basa with the learning model of Auditory Intellectually Repetition (AIR). It can see the learning model has a significant influence on the learning *unggah ungguh basa*. This is evident from hypothesis test using t test and marginal mean. Teachers should apply the Assisted Learning model to improve the mastery of *unggah ungguh basa* in Java. In addition, other researchers should pay attention to the results and teaching and learning process ofunggah ungguh basa with comprehensive observations so that the results obtained complete research.

REFERENCES

 Baharuddin & Wahyuni. 2010. *Teori Belajar dan Pembelajaran*. Yogyakarta: AR-RUZZ MEDIA.

Belland, B. R., Gu, J., Armbrust, S., & Cook, B. 2015. Scaffolding Argumentation About Water Quality: A Mixedmethod Study In A Rural Middle School. *Educational Technology Research and Development*, 325–353. https://doi.org/10.1007/s11423-015-9373-x.

Cahyo, A. 2013. *Panduan Aplikasi Teori-teori Belajar-Mengajar Teraktual dan Terpopuler*. Yogyakarta: Diva Press.

Fitri, S & Utomo, Budi R. 2016. Pengaruh Model Pembelajaran Auditory , Intellectually , And Repetition Terhadap Kemampuan Pemahaman Konsep. *Jurnal e-DuMath Hlm. 193-201 2(2), 193–201.*

Hodgson, Y., Brack, C., & Benson, R. 2014. Introducing case-based peer-assisted learning in a professional course, *Journal of University Teaching & Learning Practice, 11*(2). http://ro.uow.edu.au/jutlp

Iyer, D. 2011. Considering Peer Assisted Learning Methods In New Zealand's Special Needs Education Sector. *journal of special education and rehabilitation*. 12(3-4): 89-99 https://doi.org/10.2478/v10215-011-0014-6

Linuwih, S., & Sukwati, N. O. E. 2014. Efektivitas Model Pembelajaran Auditory Intellectually Repetition (Air) Terhadap Pemahaman Siswa Pada Konsep Energi Dalam The Effectiveness Of Auditory Intellectually Repetition (Air) Learning Model On Students ', *10*(2), 158–162. https://doi.org/10.15294/jpfi.v10i2.3352

Palguna, I., Agustini, K & Sugihartini, N. 2016. Studi Komparatif Model Pembelajaran Somatic, Auditory, Visualization, Intellectually (SAVI) Dan Auditory, Intellectually, Repetition (AIR) Terhadap Hasil Belajar Tik Siswa Kelas X SMA Negeri 2 Mengwi Tahun Ajaran 2015/2016. *Kumpulan Artikel Mahasiswa Pendidikan Teknik Informatika (KARMAPATI). Volume 5 ,Nomor 2. p1-9.*

Pujiastutik, H. 2016. Penerapan Model Pembelajaran AIR (Auditory , Intellectualy , Repetition) untuk Meningkatkan Hasil Belajar Mahasiswa Mata Kuliah Belajar Pembelajaran, *Proceding Seminar Nasional XIII Pendidikan Biologi FKIP UNS*, *13*(1), 515–518.

Shoimin, A. 2014. *68 Model Pembelajaran Inovatif dalam Kurikulum 2013. Yogyakarta*: AR-RUZZ MEDIA.

Silbert, B. I., & Lake, F. R. 2012. Peer-assisted learning in teaching clinical examination to junior medical students, 392–397. https://doi.org/10.3109/0142159X.2012.668240

Suhana, C. 2014. *Konsep Strategi pembelajaran*. Bandung: PT Refika Aditama

Sulaksono, D. 2016. *Seputar Budaya Jawa*. Surakarta: CakraBooks Solo.

Sutardjo, I. 2008. *Kajian Budaya Jawa*. Surakarta: Jurusan Sastra Daerah UNS.

Tukiran. 2009. *Penerapan Pendekatan Konstruktivisme Assisted Learning Dalam Upaya Meningkatkan Keterampilan Menulis Surat Resmi (Penelitian Tindakan Kelas Pada Peserta didik Kelas VI SD Negeri 1 Batuwarno Kabupaten Wonogiri)*. Surakarta: Perpustakaan UNS.

Yurovsky, D., Yu, C., & Smith, L. B. 2012. Statistical speech segmentation and word learning in parallel : scaffolding from child-directed speech, *Frontiers in Psychology | Language Sciences. 3*(October), 1–9. https://doi.org/10.3389/fpsyg.2012.00374

Zubaedi. 2013. *Desain Pendidikan Karakter: Konsepsi Dan Aplikasi Dalam Lembaga Pendidikan*. Jakarta: Kencana Prenada Media Group.

Iyer, D. 2011. Considering Peer Assisted Learning Methods In New Zealand's Special Needs Education Sector. *Journal Of Special Education And*: 89-99. https://doi.org/10.2478/v10215-011-0014-6