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THE INFLUENCE OF CARD SORT LEARNING MEDIA ON THE ACTIVE LEARNING OF IPS STUDENTS IN SMP AL- IKLAS LUBUKLIGGAU

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Abstract

The aim of this research is to determine the effect of active social learning on class VII students at Al-Ikhlash middle school Lubuklinggau, after the card sort learning media was implemented. This research method uses the experimental method. The data collection technique used was a questionnaire. The population in the study were students at Al-Ikhlash Lubuklinggau middle school which consisted of 3 classes, namely A,B,C totaling 63. The sample in this study used 2 classes, namely class B as the experimental class, totaling 21 and the control class totaling 21 students. Data analysis techniques determine the average value and standard deviation, normality test, homogeneity test. The result of this results of this research can be seen from the t-test, namely $t_{count} (32,9) > t_{table} (2,02)$, meaning that H_0 is rejected and H_a is accepted. This shows that the learning activity of experimental class students is not the same as the control class (), so it can be concluded that there is an influence of the use of card sort media on the social studies learning activity of class VII students at Al-Ikhlash middle school Lubuklinggau.

Keywords : *influence, card sort media, activeness, learning, students*

Abstrak

Tujuan penelitian ini untuk mengetahui pengaruh keaktifan belajar IPS siswa kelas VII SMP Al-Ikhlash Lubuklinggau setelah diterapkan media pembelajaran card sort. Metode penelitian ini menggunakan metode Eksperimen, teknik pengumpulan data yang digunakan adalah angket. Populasi dalam penelitian adalah peserta didik di SMP Al-Ikhlash Lubuklinggau yang terdiri dari 3 kelas yaitu A,B,C yang berjumlah 63. Sampel dalam penelitian ini menggunakan 2 kelas yaitu kelas B sebagai kelas eksperimen yang berjumlah 21 dan kelas control yang berjumlah 21 siswa. Teknik analisis data menentukan nilai rata-rata dan simpangan baku, uji normalitas, uji homogenitas. Hasil penelitian ini dilihat dari uji-t yaitu dengan $t_{hitung} (32,9) > t_{tabel} (2,02)$, artinya H_0 ditolak dan H_a diterima. Hal ini menunjukkan bahwa keaktifan belajar siswa kelas eksperimen tidak sama dengan kelas kontrol, sehingga dapat disimpulkan ada pengaruh penggunaan media card sort terhadap keaktifan belajar IPS siswa kelas VII SMP Al-Ikhlash Lubuklinggau.

Kata Kunci: Media card sort, pengaruh, keaktifan, belajar, siswa



INTRODUCTION

Education is an activity that humans carry out consciously and programmatically in order to build a good personality and develop the abilities or talents that exist in a person in order to achieve goals in living life (Susilo & Sarkowi, 2018). Law Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills needed for themselves, society, and the nation. The definition concludes that educational efforts seek to direct all the potential of learners to the fullest in order to realize a full-fledged personality in themselves (Astin Lukum, 2019).

Education is an effort to help the souls of students both physically and mentally, from their nature towards a better human civilization, for example, suggestions or directions can be found for children to sit better, not making noise so as not to disturb others, knowing what kind of clean body, neat clothes, respecting elders and loving the young, caring for each other, these are some examples of the educational process to humanize humans (Siregar, J., dkk, 2022). Education is a conscious effort to educate the life of the nation and state, where through the world of education children become the foundation of society to foster themselves to become intelligent, skilled and devoted humans to God Almighty, so improving education is intended to improve the quality of humans who are able to maintain and defend the nation's identity (Achmad, 2021).

Whereas education in a broad sense is all learning experiences that take place in all direct learning experiences in all environments and throughout life, this education period lasts for a lifetime. While education in a narrow sense is teaching organized at school as a formal educational institution, this educational period is included in a limited time, namely childhood and adolescence (Limbong, Masdar, dkk, 2022). The development of education that is currently occurring has not yet reached a point of stability, in this case the development of education in Indonesia still does not show a significant distribution of education that is evenly distributed throughout both urban areas, districts and even throughout the interior that cannot be reached though (Susilo & Isbandiyah, 2019).



The development of education that occurs is only a small part in the city and district areas on the outskirts of the city, while inland areas still experience shortcomings in the process of educational development. The development of education that occurs today has not yet reached a point of stability, in this case the development of education in Indonesia still does not show a significant distribution of education that is evenly distributed throughout both urban areas, districts and even throughout the interior that cannot be reached though (Pamungkas, Dwi Anggara, dkk, 2020). The development of education that occurs is only a small part in the city and district areas on the outskirts of the city while inland areas still experience shortcomings in the process of educational development (Bradford, 2023).

Globalization also has positive and negative impacts on education, the positive impact of globalization on education is that globalization has given the world of education, where technology is increasingly sophisticated and developed. This causes educators to be more creative in teaching, because they can utilize the internet and computers to create diverse teaching materials (Satinem, dkk, 2020). The negative impact of globalization on education is that, due to the rapid development of information and communication technology, students can be influenced by global currents that are not always good. This causes problems such as juvenile delinquency and affects the character and quality of education in Indonesia (Anatolii V. Postolit, 2023).

According to (Suwarso dkk., 2022) learning activeness is a teaching method that involves students actively in the learning process. Active learning teaching conditions students to always have meaningful learning experiences and always think about what they do during learning. Based on the results of observations made by the author on September 11, class VII B SMP Al-Ikhlas Lubuklinggau with Mrs. Melinda S.Pd., the author received information that class VII B SMP Al-Ikhlas Lubuklinggau numbered 21 students.

The problem that researchers find is that the activeness of student learning in social studies class VII B SMP Al-Ikhlas Lubuklinggau is still a lot that has not reached the target of completeness, this is due to the lack of active students in social studies learning.

This is due to the lack of active students in social studies learning, which during learning students are noisy, some are silent, talking with their classmates and going in and out. When viewed from the scores of students there are still those below the KKM, while the KKM set at Al-



Ikhlas Lubuklinggau Junior High School is 65. Based on the results of interviews with Mrs. Melinda, S.Pd., it was found that the learning media used was media where students only listened to the teacher's explanations in front of the class and took notes.

RESEARCH METHODS

This type of research is quantitative research with an experimental research approach. Experimental research is the only type of research that is more accurate / thorough than other studies, in determining the relationship of causal relationships (Sugiyono, 2017). This is because in experimental research the researcher can carry out supervision (control) of independent variables both before research and during research. Through this experimental research, researchers are able to control the conditions of the experimental group and control group (Arikunto, Suharsimi, 2019).

According to Frenkel and Wallen (Yusuf, 2014), the uniqueness of experimental research is the only type of research that provides opportunities for researchers to directly influence research variables and the only type of research that can test hypotheses about causal relationships. The population in the study were students at Al-Ikhlas Lubuklinggau Junior High School, Consists of three classes, namely classes A, B, C which totaled 63 students. According to Sugiyono (2019: 27) the sample in this study used two classes, namely class B as an experimental class totaling 21 students and class C as an experimental class totaling 63 students. Experimental class totaling 21 students and class C as a control class totaling 21 students.

The type of instrument used is to see learning activity using a questionnaire instrument. According to Sugiyono (2015), a questionnaire is a data collection technique that is carried out by asking respondents series of questions. Written statements to respondents to be answer the questionnaire. The questionnaire in this research is a closed questionnaire. A closed questionnaire is where the respondent only choose the answers given by the researcher to questions or statements from the questionnaire.

RESULTS DAN DISCUSSION

This research was conducted at Al-Ikhlas Lubuklinggau Junior High School in the 2023-2024 even semester by using two classes as research samples, namely experimental and control



classes in the experimental class, namely VII B, totaling 21 students with the learning process using card sort media while the control class, namely VII C, totaling 21 who did not use media or conventional learning.

In the implementation of learning, the researcher acts as a teacher. This study was conducted on April 30, 2024 to May 30, 2024 using two classes as samples in this study. Before the implementation of learning it is known that students are less active in learning social studies and still have not reached the KKM.

KKM in social studies lessons at Al-Ikhlas Lubuklinggau Junior High School is 65. After it was known that student learning activeness was still lacking, the researchers carried out learning with different treatments in the two classes, then conducted a post-test to determine the difference in student learning activeness in the two classes.

The implementation of this research was carried out according to school provisions, then the results of this study were obtained from test data in the form of a questionnaire of 25 items. The test was conducted in 2 classes, namely the test for class VII B given treatment using card sort media. Furthermore, class VII C without any treatment or conventional learning. Then a post test was conducted between the 2 classes by filling out a questionnaire distributed by the researcher. The results of student questionnaire scores in the form of calculating the average (\bar{X}) and standard deviation (s) in detail can be seen in table 4.1 as follows:

Table 4.1 Recapitulation of student learning activity questionnaire results

No	Description	Experiment	Control
1	Number of students	21	21
2	Average score	81,95	59,52
3	Highest score	87	63
4	Lowest score	78	56
5	Standard deviation	2,37	2,16

DATA NORMALITY TEST

The data normality test aims to see whether the data from the students' post-test results are normally distributed or not. Based on the provisions of statistical calculations regarding data



normality tests with a confidence level = 0.05, if the table counts, then the data distribution is normal. The results of the normality of the two groups can be seen in table 4.2.

Table 4.2 Recapitulation of normality test results

Class	χ^2_{count}	Degrees of freedom (dk)	χ^2_{table}	Conclusion
Experiment	-51,1983	4	9,488	Normal
Control	-29,1939	3	7,815	Normal

HOMOGENEITY TEST

This homogeneity test aims to see whether the data in the two sample classes have homogeneous variances or not. Based on statistical calculations, if $F_{\text{count}} < F_{\text{table}}$ then the variance of the two classes is homogeneous. The initial test variance at the confidence level = 0.05 using $dk = n-1$, namely in the numerator $dk = 21-1 = 20$, and the degree of freedom for the denominator $dk = 21-1 = 20$, then the F_{table} value is determined by F_{table} which has $dk = (20:20)$ which is 2.12 which in detail is seen in table 4.3.

Table 4.3 Recapitulation of Homogeneity Test Results

Data	F_{count}	Degrees of Freedom (dk) (numerator: denominator)	F_{table}	Conclusion
final test	1,20	20:20	2,12	Homogen

HYPOTHESIS TEST

The hypothesis in this study is "there is an effect of card sort media on the activeness of social studies learning of seventh grade students of Al-Ikhlas Lubuklinggau Junior High School". based on the results of normality and homogeneity tests, the data of the two groups are normal and homogeneous. Thus the data analysis between the experimental class and the control class can use the t-test formula, the detailed analysis results can be seen in table 4.4.

Table 4.4 Recapitulation of Hypothesis Test Results

Class	t_{count}	t_{table}	Conclusion
Final Test	32,9	2,02	Ha Accepted



DISCUSSION

This research was conducted at Al-Ikhlash Lubuklinggau Junior High School in the 2023/2024 school year, the next stage was determining the research sample, namely VII B class as an experimental class totaling 21 students and VII C as a control class totaling 21 students. Furthermore, the two groups were given different treatments, namely the experimental group was treated with card sort media while the control class was not given treatment. The treatment in the control class the author applies conventional media, in the form of varied lectures and the use of teaching materials such as Merdeka curriculum social studies textbooks, this is considered less effective, because during the learning process takes place .

The author found that some students in the control class lacked enthusiasm for learning, low focus and tended to pay less attention to the author explaining the material, this could have been triggered because the author only applied methods that they often experienced in the learning process so that students tended to feel bored. This can be seen from the results of the student learning activeness questionnaire, namely in the experimental class obtained an average of 81.95 and a standard deviation of 2.37 and the control class obtained an average of 59.52 and a standard deviation of 2.16. The results of the learning activeness questionnaire of these two groups were carried out normality test, homogeneity test, and equality test of two averages. From the normality and homogeneity tests, it shows that the two groups are normally distributed and homogeneous. furthermore, the equality test of the two averages obtained regarding student learning activeness about community empowerment between the experimental class and the control class is different . This result is seen from the t-test, namely with $t_{count} (32.9) > t_{table} (2.02)$, meaning H_0 is rejected and H_a is accepted. This shows that the learning activeness of experimental class students is not the same as the control class (1 2).

The high student learning activeness in the experimental class is due to the learning media that is used optimally that can attract students' attention so that it has a good impact on students' knowledge and experience in understanding the material presented by the teacher. The effect of card sort learning media on the learning activeness of seventh grade students of Al-Ikhlash Lubuklinggau Junior High School proved to be very effective, as shown by the average value of students using card sort media which is 81.95. Card games invite direct involvement of students,



making them more enthusiastic and focused on the material being taught. This more fun approach reduces the pressure and anxiety that students often face when learning social studies, so they are more willing to try and make mistakes which is an important part of the learning process. Based on the description above, it can be concluded that students' social studies learning activeness can be improved using card sort media. The hypothesis proposed is H_0 rejected and H_a accepted with $t_{count} = 32.9$ and $t_{table} = 2.02$, then $t_{count} > t_{table}$. So it is concluded that there is an effect of using card sort media on the activeness of students' social studies learning about community empowerment at Al-Ikhlas Lubuklinggau Junior High School.

Conclusion

The experimental class after treatment using card sort media and the control class using conventional media obtained the average post-test value of the experimental class of 81.95 and the control class of 59.52 and tested the equality of the two averages (t test) at a significant = 0.05, then the results of the t test calculation show the value of $t_{count} = 32.9 > t_{table} = 2.02$ then H_0 is rejected and H_a is accepted. Based on the results of the questionnaire in the experimental class is in the high category while in the control class is in the medium category. This difference shows that learning using card sort media is more effective because students look more enthusiastic in working on the questions given to students. Learning using media can also increase the effectiveness of teaching and learning which functions to arouse activeness during the learning process and create a better learning situation.

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