

Learning Medium of History Smart Quartet Cards

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Abstract: This study aims to develop The Quartet Game Card Media into a historical learning medium. The History Smart Quartet Card is expected to improve students' history learning outcomes. The research method used was the Research & Development (R&D) method adapted and modified by Borg & Gall. The procedure of work steps in research includes: 1) Preliminary Studies, 2) Media Development, 3) Implementation of Media use, and 4) Product Effectiveness Testing. The product effectiveness test was carried out by using the Experimental Method. The Mean score of the Experimental Class learning outcomes test = 85.71 > the mean score of the Control Class learning outcomes test = 78.75 so it can be concluded that the History Smart Quartet Card media developed is effective for learning History. This research was conducted at SMA YP UNILA Bandar Lampung with experimental class X IPS 1 and control class X IPS 2. This research contributed to the variety of historical learning media at the high school level.

Key words: History Learning Media, Quartet Cards, Games

1. INTRODUCTION AND BACKGROUND

Law Number 20 of 2003 concerning the National Education System explains that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the community, the nation and the State. Every student must be able to take advantage of the knowledge he gets in everyday life, for that every lesson must always be associated with its benefits in the social environment of society (Sumargono, 2016: 125). As explained by Tilaar and Nugroho (in Rauf & Jaenilora, 2015: 33) and quoted by Rizal, et al (2016: 165-166) that education has a very strategic role in improving the quality of human resources and efforts to realize the ideals of life of the Indonesian people who are prosperous (Andri Samsul Rizal, et al 2016: 165-166).

History learning which has an important position as a subject of character building and student nationalism is currently facing many problems. These problems include the weak use of theory, poor imagination, state-oriented textbook references and curricula, and the tendency not to pay attention to the phenomenon of globalization and its historical background (Subakti, 2010). The study of history is often seen as a tedious rote and rote subject. This learning is considered to be nothing more than a series of numerical years and a sequence of events that must be remembered and then revealed again when answering the exam questions. This fact cannot be denied, because it is still happening today.

Several education experts gave opinions about the phenomenon of historical learning that occurred in Indonesia, including Subakti (Kuswono, 2017: 165) quoted by Juniarto Leonardus Sidabutar (2018: 1) that in the history learning process, many teachers still use the conventional paradigm, namely the paradigm " the teacher explains the students are listening ". This is reinforced by the statement of Muhadjir Effendy (Minister of Education and Culture) who criticizes the way history teachers teach. According to him, history teachers lectured and spoke too much. Whereas the function of learning history is to provide education on the history of the nation's struggle (Kompas, Wednesday, August 20, 2017, page 11). This kind of historical learning method has made history a boring lesson, so that students give an emotional touch at the learning time, because students feel that they are not involved in the learning process.

This kind of condition encourages the need for the preparation of instructional designs (Instructional Design) for a more active, creative, and innovative history learning. The purpose of this research is the development of learning media that can be realized in practice. In addition to understanding its

use, teachers should strive to develop skills to create their own attractive, cheap and efficient media. The existence of learning materials that are designed according to the characteristics of learning, one of which is learning media.

The media have had various impacts on people's lives, albeit in different standards. In subsequent developments, the potential of media in learning is impossible to ignore (Yusufhadi Miarso, 2011: 457). A. Tabrani Rusyan and Yani Daryani (1993: 3-4) suggest that one of the efforts that can be taken is to create a learning situation where the learning experience process occurs in students. This is done by mobilizing all sources and learning methods that are both effective and efficient. Regarding its existence, Sudarwan Danim (1995: 1) emphasizes that media, namely the use of tools in the learning process in the classroom, has an impact on student achievement. When there are limitations in the media used, it is possible that there will be a weakening of the quality of student learning. Learning media can be a means of a scientific, systematic, and rational approach without creating student boredom. It can be assumed that the media is not just a means of communication for teachers to students, but an integral part of influencing each other.

Media based on its type can be grouped into several, namely: (a) auditive media that only rely on sound capabilities, such as tape recorders; (b) visual media that rely on the sense of sight in a visual form; and (c) audiovisual media that has sound and image elements (Sadiman, 2012). Furthermore, the use of media is supported by Rahardjo in Yusufhadi who states that the practical values of using learning media are: (1) making abstract concepts into concrete; (2) display objects that are too large; (3) allows uniformity of observation and perception for the learning experience; (4) generate motivation to learn; (5) presents learning information consistently and can be repeated or stored as needed; (6) presenting messages or learning information simultaneously, overcoming time and space constraints; and (7) controlling the direction and speed of student learning (Yusufhadi Miarso, 2011: 51).

In an effort to overcome the historical dilemmas faced by students, media with interactive principles was created. This media is shown in the form of a quartet card. A quartet is a group, collection and so on which consists of four. So, it can be said that the quartet card is thick paper like a ticket in groups of 'four-four' (Purwadarminta in Medisty, 2013: 2). The development of this media is inspired by the games that children often play so that students feel familiar with the form of games to be developed.

Its application is a tangible form of a learning strategy with a limitation of a method or a series of activities, in order to achieve educational goals (Sanjaya, 2009: 126). This quartet card, was made as a learning medium for class X semester 1 of specialization history subject at SMA YP UNILA Bandar Lampung. In simple terms, students know him as KKPS (History Smart Quartet Card). Through this media, it is expected to be able to eliminate boring statements in the learning process. In addition, its existence will further clarify the material written in the reference book. The practice of the game which is done in groups, ultimately builds interactive communication between students and teachers.

Based on the description above, the researcher developed the history learning media with the research title "Development of Historical Learning Media Based on the History Smart Quartet Card (KKPS) to Improve Learning Outcomes of Class X IPS SMA YP UNILA Bandar Lampung".

2. RESEARCH METHODOLOGY

2.1. Research Methods

The research method used in this study is a Research and Development Method. Borg and Gall in Sugiyono (2014) quoted by Sumargono (2019: 85-86) states that development research is a process used to develop and validate products used in education and learning. This Research And Development uses a modified Borg and Gall research model in (Basri & Sumargono, 2018: 74-75) whose steps are simplified as needed into 3 stages of research, namely: (1) Preliminary Study And Model (product) development; (2) Limited trial which includes expert validation and small-scale testing of the product in the form of a media prototype of the History Smart Quartet Card; and (3) Testing on the actual class.

2.2. Data Collection Technique

Data collection techniques in this study were Observations, Interviews, and Learning Outcomes Tests. The data collected in this study include Qualitative Data and Quantitative Data. Qualitative data is

data about the process of developing learning media for the Quartet Card Game in history subjects in the form of criticism and suggestions from media experts and material experts on learning media developed by researchers, as well as student opinions on learning media for the Smart History Quartet Card and student learning outcomes tests in the Experimental Class. and Control Class.

2.3. Data Analysis Technique

The data analysis used in this research is a descriptive analysis technique. The goal is that the data obtained from media experts, materials, and field trials and learning outcomes tests are analyzed using descriptive analysis techniques. The descriptive analysis technique was carried out using Descriptive Statistics.

2.4. Target Population

The target population of this study consisted of 2 classes in SMA YP UNILA Bandar Lampung with experimental class X IPS 1 and control class X IPS 2.

3. RESULTS AND DISCUSSION

3.1. Preliminary Research Findings

The obstacles that teachers often face in teaching history in schools are: First, the majority of teachers do not understand the importance of learning media in the smooth learning process and as a support for students' understanding of history teaching material, they only rely on sources and media such as textbooks and lecture methods such as those in SMA YP UNILA Bandar Lampung even though they have used a little media in the form of power point slides but it is not yet optimal Second, the idea of developing historical learning media based on the History Smart Quartet Card to improve student learning outcomes of SMA YP UNILA Bandar Lampung is supported by the teacher. From the perspective of students, it is revealed that so far, they have only studied based on textbooks and then explained by the teacher in front of the class, students only listen to and note the teacher's explanations, this causes boredom, drowsiness and a lack of interest in students' learning history.

3.2. Media Development for Game Cards "Historical Smart Quartet Card (KKPS)

The theoretical framework used as the basis for the development of learning media for the game card "Smart History Quartet Card (KKPS)" is history learning which refers to the philosophy of constructivism, First, learning media is one of the learning resources used by students to train students to construct or develop their thinking from the material captured on the learning media and then implement or connect it into their lives. For example, the media for playing cards "Historical Smart Quartet Cards (KKPS)" contains visual media in the form of picture cards and how to use them by playing directly with friends in class. This media is one of the learning media that can be used to build students' understanding of the material being taught as said by Levie and Lentz in (in Sukiman, 2012: 38), especially visual media, suggesting that educational media has four functions, namely: attention function , affective function, cognitive function, and compensatory function.

Second, in terms of the characteristics of students. One of them can be seen from the learning styles of students. The learning styles of the participants consist of several types including visual types (how to learn through what they see), auditory learners (how to learn through what they hear) and kinesthetic learners (how students learn through motion and touch). Of these various types of learning styles, it is important for a teacher to be able to facilitate students in learning activities in order to make it easier for students to gain knowledge. So, one thing that the teacher can do is to create and develop learning media in the form of a game card "History Smart Quartet Card (KKPS)". Based on the above considerations, historical learning media with human and history materials were developed, history as a science, historical thinking, historical sources, and historical research in the form of a "Historical Smart Quartet Card (KKPS)" game card associated with cooperative methods to improve achievement. Student learning.

3.3. Expert Validation

3.3.1. Material Expert Assessment

This validation is carried out before the competency test, so as to minimize these errors when applied in the learning process. The material expert in the learning media for the "Historical Smart Quartet Card (KKPS)" game card that was developed was Jainal Abidin, S.Pd., a history teacher at SMA YP

UNILA Bandar Lampung. The results of the validation from the media expert, this learning media has a total value of 55 if averaged 5 and when converted based on a scale of 5 then overall it is declared very good and feasible to be applied in the learning process in class.

3.3.2. Learning Media Expert Assessment

The media expert who validates or evaluates the learning media product of the "Historical Smart Quartet Card (KKPS)" is Dedy Miswar, S.Si., M.Pd. as a lecturer at the FKIP, University of Lampung. Media expert validation covers aspects of communication, design, technical assessment and display format. The results of the evaluation by media experts are in the form of values using a Likert scale ranging from 1 to 5. The results of validation from media experts, this learning media has a total value of 48 if the average is 4.8 and when converted based on a scale of 5 then overall it is declared very good and feasible to apply. in the learning process with revisions according to expert advice on choosing the font for the card explanation script letters so that it is easy to read in the learning process.

3.3.3. Trial Assessment on Students One-on-one trials, small groups, and field trials were carried out on class X IPS 1 SMA YP UNILA Bandar Lampung.

Based on the data from one-on-one trials, it can be concluded overall that the learning media based on the game card "History Smart Quartet Card (KKPS)" developed by the researcher is good according to students. This can be seen from the average number of assessments from the value range 0-5 which was converted into quantitative data, namely 4.67. And for the Small Group Trial, the average assessment converted into quantitative data was 4.10. As well as for the Field Trial, the average number of assessments converted into quantitative data is 4.25. The suggestions and product revisions given by the students were that the color combination of each quartet card needed to be corrected in color questions to make it look more attractive.

3.4. Test the Effectiveness of History Learning Media

Using the Game Card "Smart History Quartet Card (KKPS)" at SMA YP UNILA Bandar Lampung. To test the effectiveness of the learning media for the game card "Smart History Quartet Card (KKPS)" that has been developed is to test the learning outcomes. To conduct this competency test, it involves two classes, namely the class that uses the learning media card game "Smart History Quartet Card (KKPS)" developed (experimental class), namely class X IPS 1 and the class using power point media (control class), namely in class X IPS 2 SMA YP UNILA Bandar Lampung. The questions for the learning outcome test were 50 items and were carried out on October 21, 2019. The data on the results of the learning outcome test for students can be seen that the average test score of the experimental class learning outcomes test (the group that was subjected to the developed learning media) was 65, 63 on the pretest and posttest 85.71. Meanwhile, when viewed from the control class (the group subjected to power point media), the pre-test score for achievement test was 65.56 and the post-test score was 78.75. Meanwhile, to prove the effectiveness of the use of learning media products, the game card "Smart History Quartet Card (KKPS)" which was developed in improving student learning achievement, the t test was carried out.

3.4.1. Equivalence Test

The experimental design used in this study was the Matching Only pre-test-post-test control group design. The consequence of using this design is that the two groups being compared must be statistically the same condition before the treatment is given. To find out the initial state before the treatment was given (between experiment and control), a pre-test was given to the two groups of subjects to be given the treatment. From the results of the SPSS 16 analysis, it is known that it is significant at $0.973 > 0.05$, which means that there is no significant difference between the experimental class and the control class before being treated so the sample can be used for research experiments.

3.4.2. Pre-Requirements Test

1) Normality Test

The normality test used here is the normality test using the t-test. This test is performed on a variable that has two or more groups of data. So, this test is intended to find out whether each data group comes from a normal population or not (Dewi Priyatno, 2008). This study used the data normality test

and variance using the One Sample Kolmogorov-Smirnov test with a significance level of 0.05. Data is declared to be normally distributed if the significance is greater than 5% or 0.05 (Dewi Priyatno, 2008). The results of the normality test carried out using the SPSS 16.0 program. Based on the results of the Kolmogorov-Smirnov normality test, learning outcomes show a significance level greater than α ($p > 0.05$), so that the data is declared to have a normal distribution or has a normal data distribution.

2) Homogeneity Test

The homogeneity test is used to determine whether the population variance is the same or not. This test is also a requirement for using the t-test, if the variance of the population is not the same, then the t-test cannot be used as an analysis tool. The results of the homogeneity test carried out using the SPSS 16.0 for Windows program, the data shows that the sample has a significance level greater than 0.05 ($0.860 > 0.05$). So, it can be concluded that the sample of learning outcomes from the population has the same variance (homogeneous).

3.4.3. Hypothesis Test

The experimental design used in this study was the Matching Only pre-test-post-test control group design. The use of this design is to see the results of the two groups which are compared statistically in the final condition after the treatment is given to determine the final state after the treatment is given (between experiment and control), posttest is given to two groups of subjects who are given different treatments. namely learning media. Hypothesis testing in this study using t-test. From the results of the SPSS 16 analysis, it is known that it is significant at $0.000 < 0.05$, which means that there is a significant difference between the experimental class and the control class after being given the treatment. Because the mean score of the experimental class achievement test (the group that was subjected to the developed learning media) = $85.71 >$ the mean score of the control class learning outcome test (the group that was subjected to the power point) = 78.75 , so it can be concluded that the developed media was effective to improve the results. learn learners. The comparison of the average value of the group using learning media using the “Historical Smart Quartet Card (KKPS)” game card that was developed and the group using power point media can be seen in the following figure:

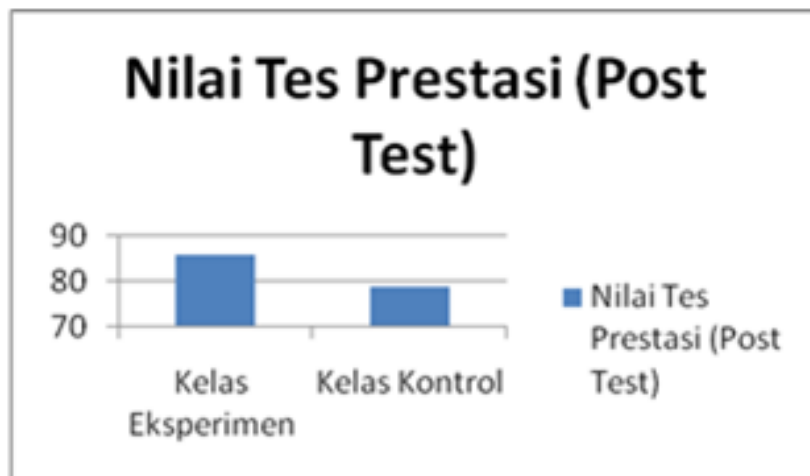


Figure1. Comparison of Average Post Test Values Experiment Class and Control Class

4. CONCLUSION

Based on the research results it can be concluded; 1) The use of learning media that is not in accordance with the characteristics of students has an impact on learning History which is not interesting and boring for students, which results in the results of learning History being not optimal. 2) Media development is carried out through development procedures starting with planning, production of learning media for the Historical Smart Quartet Card (KKPS), and validation. 3) The overall validation results state that the quartet card media for the Smart History Quartet Card (KKPS) developed are feasible to be produced and used in history learning. 4) Testing the implementation of the Learning History Smart Quartet Card (KKPS) Learning Media in History learning brings an increase in learning outcomes of history lessons. Based on the analysis of the results of the effectiveness test, the post-test results of the experimental class (using developed media) were higher than the control class (using power points). This statement is proven based on data from the results of

the SPSS 16 analysis, it is known that it is significant at $0.000 < 0.05$, which means that there is a significant difference between the experimental class and the control class after being treated. Because the mean score of the experimental class learning outcomes test (the group that was subjected to the developed learning media) = 85.71 > the mean score of the control class learning outcomes test (the group subjected to the power point) = 78.75, so it can be concluded that the developed media is effective for learning history. The description above proves that the historical learning media products use the History Smart Quartet Card Learning Media (KKPS) which is developed effectively for learning history.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are put forward:

The learning process in each school must be supported by using learning media, so that students tend to be more active and don't get bored quickly, subject matter can also be easily accepted by students. Teachers at school must arouse their creativity in making learning media for students and make better use of learning media, be it educational videos, animation, or interactive learning media such as the Smart History Quartet Card in the history learning process at school. With the existence of the game card "Smart History Quartet Card (KKPS)" which is used as a medium and learning resource, besides being able to develop students' affective and psychomotor cognitive, this card game media is expected to also raise learning motivation and student learning activities so that it leads to improved tests student learning outcomes.

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