

Application of Cultural Diversity Quartet Learning Media to Improve Student Learning Outcomes in Class 4 ES 02 Silaut

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ABSTRACT

This study aims to analyze the increase in learning outcomes for class IV Technical Services Unit (TSU) Elementary School (ES) 02 Silaut students in the 2022/2023 academic year. The research method used is classroom action research. The subjects of this study were 24 students of class IV TSU ES 02 Silaut. The research phase consists of planning, action, observation, and reflection. Data collection methods are interviews, observations, tests, and documentation. Data collection instruments are used in the form of observation, tests, and documentation. The data analysis technique used is descriptive qualitative and quantitative data analysis techniques. Before conducting classroom action research, namely, student learning outcomes in social studies class IV were low. The results showed that the learning outcomes for social studies content averaged 73 in the first cycle with 65% classical completeness, then increased in the second cycle with a significant increase to 82 and 85% classical completeness. While the indicator of success, namely 75%. So, it can be concluded that quartet learning media can improve student learning outcomes in Class IV TSU ES 02 Silaut.

Keywords: Learning Media, Quartet Cards, Elementary School, Cultural Diversity.



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INTRODUCTION

Education is the level where students learn to receive and absorb knowledge which is an obligation that must be carried out by every human being today. Human quality is determined by the quality of education and is an important factor in the progress of the nation. Based on Law No. 20/2003 article 1 which 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 religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state.

Nurdiyansyah et al (2016) stated that curriculum, teachers, and students are components that are inherent in education. The role of the teacher in the learning process is very important because the teacher is the main thing that plays a role in determining the quality of education and managing the learning process. A good learning process will be able to lead students to become quality human beings by the criteria in the laws governing the national education system above. According to the findings during observations at TSU ES 02 Silaut, the low learning outcomes of students in grade 4 on cultural diversity in Indonesia need improvement. Therefore, the researcher chose learning quartet media.

According to Saptawulan (2012), this media has many benefits including children can master concepts, hone social skills, learn sportsmanship because there are winners and losers, improve children's cognitive abilities, and add insight into health messages. Therefore, researchers want to try to apply quartet learning media to science learning materials in grade 4, especially material on cultural diversity.

According to Giwangsa (2021) states that quartet cards are a type of game consisting of several numbers of picture cards on which the cards contain information in the form of writing explaining the pictures. Usually, the title of the picture is written at the top of the card and the writing is enlarged or bolded. While writing pictures, write two or four lines vertically in the middle between the title and the picture. Writing that explains the picture is usually written in colored ink (Trisnawati, 2013). The sizes of these quartet cards usually vary, some are small and medium in size (Sari et al., 2017). The number of cards in the quartet card is 48 cards, meaning it has 12 titles, each of which has 4 cards. It can be interpreted that quartet cards were a game in ancient times that was very popular with children because this game featured interesting descriptions of words and pictures. Quartet cards measuring 8 x 12 cm consist of several sets of picture cards with a predetermined theme. On each card, there are titles and subtitles to explain the picture (Sasmita, 2017). On each card, there is a title in the top center, while above the picture there are words that are the sub-themes.

In using this quartet card learning media, there are steps that explain what the quartet game is about and how to play it (Karsono et al., 2014), one of the players shuffles the cards and distributes four to each player, the rest of the cards are placed in the middle of the table in a closed position, the game is played clockwise, after being drawn to get the first player, to start the game, the player asks another player if he has a card of a certain category, if the answer is "no" the player loses his turn, then takes a card on the table and the game continues to the next player, if the answer is "yes" the player asks again aiming to get a card with an underlined entry that is not the same as what he has, if the answer is "yes" the player receives the card he is looking for, he then continues asking other players for other categories or other underlined entries until he gets a negative answer, the game is then given to the next player, after each turn, the players whose cards are less than four must complete it by taking a card from the pile cards on the table, the complete quartet is set aside or stored to be counted at the end of the game, the game ends when the ten quartets have all been collected by the players, then the number of cards that are complete and the one with the most wins is counted.

The learning process is carried out by teachers and students to provide knowledge to students. After the learning process is carried out the teacher measures students' abilities about mastery of the subject matter presented in values. Muhammad Fathurrahman & Sulistyorini (2012) achievement is an extraordinary/powerful result that has been achieved and achievement is a high standard of success whose image is only obtained by a handful of people. Istiningsih (2017) explains, that learning is a mental/psychic activity, which takes place in active interaction with the environment, which results in several changes in knowledge-understanding, skills, and attitudes.

Arifin (2011) states that learning achievement is generally related to aspects of knowledge that can be identified through evaluation and manifested in the form of numbers or grades. Suryabrata (2011), learning achievement is a value that is a form of final formulation given by the teacher related to the progress or achievement of student

learning during a certain time. Rozalia (2017) learning achievement is the ability of students to understand the material and do assignments while studying at school given by the teacher. learning achievement is the result obtained in the form of a change as a result of learning activities to achieve the goal. Student learning achievements can be seen from the results of assessments or evaluations which are expressed in numbers, letters, or sentences so that teachers can easily determine the level of student achievement.

The initial conditions at the time of observation on April 15 2023 in class IV TSU ES 02 Silaut, there were still problems where learning in class did not run in a conducive manner, and students made noise in class. When the teacher explains the learning material, the students don't listen, instead, they daydream and fall asleep. Another problem that the researchers found was that teachers did not apply fun learning models and media, causing low student enthusiasm for learning and impacting low student achievement.

Based on the introduction above, to overcome the learning outcomes the researcher conducted research with the following problem formulation: How to increase learning outcomes by utilizing the media of cultural diversity quartet cards in Class IV TSU ES 02 Silaut? To analyze the increase in learning outcomes for class IV students of TSU ES 02 Silaut for the 2022/2023 academic year.

METHODS

The type of research used is classroom action research. This classroom action research was carried out at TSU ES 02 Silaut, Pesisir Selatan District. The subjects in this study were students of Class IV TSU ES 02 Silaut even semester of the 2022/2023 academic year. The number of students in class IV, namely 24 students consisting of 14 boys and 10 girls. This classroom action research uses the Kemmis and McTaggart models. The classroom action research design used in this research, there are four stages, namely planning, implementation, observation, and reflection. Data collection techniques that will be used in this study, namely interviews, observation, tests, and documentation.

The data analysis technique used in this study uses quantitative and qualitative data analysis techniques. Quantitative data were obtained from student learning outcomes in the realm of knowledge through an evaluation test which totaled 10 questions. This qualitative data was obtained from the results of observations made during the learning process, namely the learning outcomes with the application of quartet card media. The completeness score obtained by students is then calculated using the following formula:

$$\text{Score} = \text{QUOTE} \times 100$$

Source: 2013 Curriculum Assessment Guide

The expected indicator of success for student learning outcomes is obtaining a minimum of ≥ 75 completeness with a percentage of $\geq 75\%$.

RESULTS

Classroom action research was conducted with the approval of the class IV teacher, with the agreement that cycle I was held on April 19-20 2023. Where meeting 1 was held on April 19 2023 and meeting 2 was held on April 20, 2023. Cycle II was held on April 24 and 25 April 2023, where meeting 1 was held on 24 April 2023 and meeting 2 was held on 25 April 2023. Based on the analysis that has been carried out, the results of the data obtained in each cycle are as follows. Student learning outcomes in cycle I were obtained from the evaluation test activities at the end of the cycle by applying quartet card media. Students who took the test amounted to 24 students. Improving student learning outcomes based on cycle I and cycle II obtained data through Table 1 as follows.

Table 1. Improvement of Cycle I-II learning outcomes

Achievement	Cycle I	Cycle II
Lowest value	60	65
The highest score	85	90
Class Average	73	82
Classical Mastery	65%	85%

Murtono (2017) argues that there are six indicators of learning outcomes in the realm of knowledge, namely knowledge or memory (C1), understanding (C2), application or application (C3), analysis (C4), evaluation (C5) and creating (C6). Based on Table 2, it can be seen that there is an increase in learning outcomes obtained in the implementation of cycle I and cycle II. The lowest score is in cycle II, which is 65, the highest score is 90, and the class average is 82 along with 85% classical completeness. So from the results of this study, it can be concluded that the application of quartet card media can improve social studies learning outcomes in class IV TSU ES 02 Silaut students are said to be successful, because learning outcomes have reached the predetermined research indicators, namely ≥ 75 . The results of the cycle research I found that students still did not understand playing the quartet cards because when the teacher explained the media there were students who did not listen. To overcome these problems, the teacher chooses learning by combining learning with a discussion model assisted by quartet card media. By applying learning models and media it is hoped that all students will be active, the teacher also encourages students to be brave in speaking and expressing opinions.

After making improvements in cycle II, it can be seen that students are already fluent when playing the quartet cards, students are willing to listen to the teacher's explanation, students are willing to join group members and students are starting to dare to express their opinions. Another problem that researchers found, namely in carrying out student learning cannot be conditioned so that students need to be given tools or media to attract students' attention. Therefore, to create a fun learning situation and effective learning, the teacher can use the game method. Students' interest in learning is increasingly visible with the use of quartet cards as learning media.

CONCLUSIONS

Based on classroom action research conducted in class IV TSU ES 02 Silaut, it can be concluded that the application of the time token model assisted by quartet card media can improve student learning outcomes in the realm of knowledge and skills. Student learning outcomes have increased, in cycle I got a classical percentage of 65%, and cycle II increased to 85%. Quartet card is a card game consisting of writing and pictures with a predetermined theme and is played by 2 to 4 players. The use of quartet cards is supported by research by Setiyorini (2013) who found that the use of quartet cards can improve student learning outcomes in ESs. This can be seen by the increase in student learning outcomes in cycle I obtaining an average of 66.67%, while cycle II rose again to 72.22% and cycle III increased to 91.66%. This increase shows that the use of quartet card media can improve student learning outcomes, even exceeding the predetermined target, which is 75%. Therefore, it can be concluded based on the information above, that the cultural diversity quartet card media can improve learning outcomes in class IV students of TSU ES 02 Silaut.

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