



THE INFLUENCE OF USING QUARTET CARD LEARNING MEDIA ON PKN LEARNING OUTCOMES

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ABSTRACT

The objectives of this research are: (1) to determine the influence of Civics Education learning outcomes before using card quartet learning media on fourth-grade students at SDN 86 Barru, (2) to determine the influence of Civics Education learning outcomes after using card quartet learning media on fourth-grade students at SDN 86 Barru, (3) to determine the influence of using card quartet learning media on the learning outcomes of Civics Education for fourth-grade students at SDN 86 Barru. This research is a quantitative study with a pre-experimental research design. The research design used is the One-Group Pretest-Post-test Design. Sampling was done using purposive sampling technique, resulting in a sample size of 20 students. The research instrument used is a test. The data analysis techniques used are descriptive statistical analysis and inferential statistical analysis. The results of the research show that before using card quartet learning media, the increase in Civics Education learning outcomes in the pre-test obtained an average score of 71.5, with a percentage of students who achieved mastery of 75%, and those who did not achieve mastery of 25%. After using card quartet learning media, the learning outcomes in the post-test obtained an average score of 86, with a percentage of students who achieved mastery of 100%, and those who did not achieve mastery of 0%. The influence of using card quartet media on the learning outcomes of Civics Education can be seen from the hypothesis testing, which shows a Sig. value (2-tailed) of $0.00 < 0.05$, indicating a significant influence before and after using card quartet learning media.

Keywords: Learning media; learning outcomes

1. INTRODUCTION

Quality education is when learners actively develop their potential to possess spiritual and religious strength, self-control, personality, noble character, and the necessary skills for themselves, society, and the nation. This development should be carried out consciously and systematically. In this context, learners are positioned as the subjects of education, and teachers must adapt to the learners' potential. (Abd. Rahman Getteng and Rosdiana, 2020).

Education is also a process to enhance intelligence, skills, and strengthen personality and national spirit, enabling individuals to build themselves and take responsibility for nation-building. (Yeni Meiliani, Nurhadiah 2017). The activities carried out by children in the form of learning always take the form of play, as play is inherent in the nature of a child. Play is a repeated activity that brings pleasure/satisfaction to an individual. It also serves as a means of socialization, providing children with opportunities to explore, discover, express emotions, be creative, and have fun. Play is considered a primary tool for their growth. (Zulvia Trinova, 2012).

So far, teachers have been delivering lessons through monotonous and potentially boring lecture methods, coupled with the lack of instructional aids used, which hinders students' understanding and mastery of abstract Civic Education (PKn). Students' lack of attention and motivation results in suboptimal PKn learning within the classroom. Learning resources used are solely from the teacher, without exploring more diverse sources. (Indah Setiyorini, M. Husain A, 2013).

The above opinion explains that to achieve better PKn learning outcomes, teachers can use varied teaching methods and diverse instructional media to engage students in the subject matter, allowing them to actively participate in the teaching and learning process. Therefore, the selection of teaching methods or models becomes crucial and should be considered in the teaching and learning process. By doing so, teachers can accurately utilize learning strategies to achieve the learning objectives.

According to Bastian et al., they state that media is anything used to convey messages from the sender to the receiver. With a more detailed definition, Sri Anitah, quoted by Indrawan, suggests that media is any person, material, tool, or event that enables learners to acquire knowledge, skills, and attitudes (Hamdan HB, 2020). According to Livie and Lentz, specifically regarding visual media, they propose that instructional media has four functions, as follows:

- a. The attention function of visual media is essential, as it attracts and directs the learners' attention to the subject matter conveyed through visual meaning displayed or accompanying the instructional material.

- b. The affective function of visual media can be observed through the level of enjoyment experienced by learners while studying or reading illustrated texts. Visual images or symbols can evoke emotions and attitudes in learners, such as information related to social or racial issues.
- c. The cognitive function of visual media is evident in the visual findings or images that facilitate the achievement of goals to comprehend and remember information or messages contained within the visuals.
- d. The compensatory function of instructional media is observed through research findings that indicate visual media providing context for understanding text helps weak readers to organize information within the text and retrieve it later. (Husniyatus Salamah Z, 2017).

The various functions and benefits of instructional media mentioned above indicate positive impacts on learners during the learning process. Learners become more interactive, engaged, find the subject matter easier to understand, and gain motivation to learn.

Quartet cards are a type of game consisting of several cards with images accompanied by written descriptions. Usually, the title of the image is written at the top of the card in larger or bolder font. The image description is written in two or four vertical lines between the title and the image. The descriptive text is typically written in colored ink. Quartet cards come in various sizes, including small and medium. There are 48 cards in a quartet set, with 12 different titles, each having 4 cards. Quartet cards are used as a card-matching game. The use of this instructional media is focused on engaging learners through gameplay. Learners feel like they are just playing, while in reality, they are learning. (Dion Sudiono, 2016).

Quartet Cards are a form of card game played by two to four players. The cards feature various images, ranging from cartoons, superstars, movie star animals, and even educational content. (Mulyono, et al, 2016). Based on the above statement, it can be concluded that Quartet Cards are a type of card game consisting of a set of diverse picture cards that revolve around a common theme, combining learning and playing. The steps for using Quartet Cards as a media tool are as follows:

- a. The teacher prepares the quartet cards and explains the lesson material.
- b. The teacher divides the students into several groups consisting of 3-4 people.
- c. Then, the teacher explains the instructions for using the quartet cards as a media tool.
- d. The game starts by shuffling the cards to mix them up, and the remaining cards are placed in the middle.

- e. To determine the first player, it is decided by the student who successfully answers a question from the teacher. Then, the first player requests a card from another player by stating the requested category.
- f. The player who is asked must give a card with the requested category and subcategory if they have it and successfully guess it correctly.
- g. If they don't have it, the player who made the request must draw 1 card from the remaining pile, and then the turn passes to the next player.
- h. If a player has collected 4 cards with the same title, the set of cards is kept aside to be counted at the end of the game.
- i. The game will end when all the sets of cards have been formed, and the player who has a complete set of cards will earn 1 point. The player with the highest number of points is the winner. (Wingkawaty U, et al, 2021).

According to Sunanih, the advantages of using card quartet as a learning media are as follows:

- a. Card quartet is a visual media in the form of pictures that are easily accessible to students, and its usage does not require electricity.
- b. Card quartet does not require any additional supporting tools.
- c. Card quartet is highly suitable for the learning style of elementary school students, as it resembles a playful learning approach.
- d. Card quartet can be played anywhere and at any time, offering an engaging game-like experience while containing learning materials.

On the other hand, the disadvantages of using card quartet as a learning media are:

- a. The use of the card quartet is limited to visual perception only.
- b. The size limitations of the card quartet may pose challenges when used in larger groups.

To overcome these disadvantages, the teacher can provide explanations about the types of economic activities depicted in the pictures, thereby involving the students' auditory senses. Forming small groups consisting of 2-3 students can also address the size limitations of the card quartet when used in the classroom. The alternatives suggested by the researcher can help minimize the limitations of using card quartet as a learning media. (Siti Syamsiah, et al., 2021).

Learning outcomes are the final assessment of the process and understanding that has been repeatedly undertaken and will be retained for a long period of time, or even indefinitely. This is because learning outcomes contribute to shaping the individual's character, as they constantly strive for better results, which in turn can lead to a change

in thinking and improved work behavior. (Ahmadiyanto, 2016). Learning outcomes can also be understood as the level of achievement of students in learning the subject matter in school, expressed in scores obtained from tests covering specific subjects. To determine whether the achieved learning outcomes are in line with the intended objectives, they can be assessed through evaluations in specific subject areas. (Rosdiana, et al, 2022).

Based on the above statement, it can be concluded that learning outcomes are the final assessment obtained by students from various aspects, which can be known through evaluations conducted in specific subject areas.

According to Muhibbin Syah, there are three categories of factors that influence learning:

- a. Internal Factors: These are factors that originate from within the individual learner. They include cognitive abilities, prior knowledge, motivation, interests, and learning styles. Internal factors play a crucial role in shaping the learning outcomes and determining the level of success achieved by the learner.
- b. External Factors: These are factors that exist outside the individual learner. They include the learning environment, teaching methods, instructional materials, availability of resources, and the support and guidance provided by teachers and peers. External factors create the conditions and opportunities for effective learning to take place.
- c. Situational Factors: These are factors that arise from specific situations or circumstances in which learning occurs. They can include time constraints, distractions, noise, and other situational variables that can either facilitate or hinder the learning process. Situational factors can significantly impact the learner's ability to concentrate, engage, and retain information. (Muhibbinsyah, 2016).

In summary, the learning outcomes, or results, are an assessment of the final product of the learning process. A combination of internal, external, and situational factors influences them. Evaluations of specific subject areas can provide insights into whether the desired learning objectives have been achieved.

According to Samsuri, as quoted by Irwan Gesmis and Eliwon Feriyanus, Citizenship Education is defined as the preparation of the younger generation to become citizens who possess the knowledge, skills, and values necessary to actively participate in society. Meanwhile, according to Godfrey Thomson, as quoted by Irwan Gesmis and Eliwon Feriyanus, education is the environmental influence on individuals to bring about appropriate changes in their behavior, thinking, and emotions. (Damri dan Fauzi, 2020).

Based on the above statements, it can be understood that Citizenship Education is a form of political democracy education conducted by educational institutions in order to shape and prepare Indonesian citizens to think critically, participate actively, be democratic, and be responsible in accordance with Pancasila (the philosophical foundation of Indonesia) and the 1945 Constitution.

As for the initial observation results in the fourth grade of SDN 86 Barru, it was found that some students are still having difficulty learning or understanding Civics lessons. This is because some students pay less attention to the ongoing learning process and engage in distracting conversations with their peers. This results in a waste of time and prevents the students from focusing on receiving the lessons effectively.

In relation to the issue, a research study needs to be conducted at SDN 86 Barru, Lompo Riaja Village, Tanete Riaja District, Barru Regency, specifically in the fourth grade. The research topic will be "The Influence of Using Kartu Kuartet Learning Media on the Learning Outcomes of Civic Education in Fourth Grade Students at SDN 86 Barru, Barru Regency." This research is considered important to describe any influence and analyze the magnitude of the influence caused by using quartet card learning media on the students' learning outcomes.

2. METHODS

This type of research is quantitative research using a pre-experimental design method. The experimental design in this study is a One-Group Pretest-Posttest Design, with a population of all fourth-grade students at SDN 86 Barru, Barru Regency, consisting of 20 students, using Purpose Sampling as the sampling technique. The experimental design allows for a more accurate assessment of the treatment's effects by comparing it to the pre-treatment condition. (Sugiyono, 2020, p. 74).

The data collection method used in this study is through tests and observations. The research instrument consists of pre-test and post-test questions, consisting of 5 essay questions, to assess the students' learning outcomes before and after using the kartu quartet media in the learning process. Additionally, an observation sheet is used to assess the students' learning activities during the learning process, which includes four components: activeness, discipline, knowledge, and politeness. The data analysis techniques used are descriptive statistics and inferential analysis. The data analysis will be performed using IBM SPSS Ver 29.

3. RESULTS AND DISCUSSION

Based on the research conducted by the researcher at SDN 86 Barru, Barru Regency, data was collected through test instruments to determine the students'

learning outcomes. The learning outcomes are in the form of test scores obtained from the assessments conducted on the four th- grade students at SDN 86 Barru, Barru Regency.

Table 1. Pre-Test scores

Descriptive Statistic						
Pre-test						
N	Range	Min	Max	Mean	Std. Deviation	Variance
20	20	60	80	71,50	8,127	69,221

It can be determined that the pre-test results of the 20 students in the experimental class obtained an average score of 71.50, which falls into the "sufficient" category. The highest score obtained was 80, while the lowest score was 60. If the test results of the students are categorized into 4 categories, the frequency distribution and percentage obtained are as follows:

Table 2. Frequency Distribution and Percentage of Student Learning Outcomes

No	Score	Category	Frequency	Percentage
1	≤ 35	Less	0	0%
2	≤ 65	Enough	5	25%
3	≤ 85	Good	15	75%
4	≤ 100	Very Good	0	0%

Research Data Source

Based on the table above, it can be concluded that for the pre-test, the distribution of students' learning outcomes is as follows, Below Average 0% (0 students), Average 25% (5 students), Good: 75% (15 students, Very Good 0% (0 students). Therefore, it can be inferred that the pre-test results of the student's learning outcomes in PKn (Civic Education) in Grade IV of SDN 86 Barru fall into the "Cukup Baik" (Average-Good) category. In other words, the teaching provided by the teacher is considered good enough. However, during the learning process, the students still easily get bored, as indicated by the data from the students' observation sheets. This may be attributed to the teacher's lack of varied teaching methods, which leads to the students paying less attention to the ongoing lessons.

Table 3. Descriptive Statistic Post-test

N	Range	Min	Max	Mean	Std. Deviation	Variance
20	20	70	100	86,00	8,826	155,747

It can be observed that in the post-test, the average score for the student's learning outcomes in PKn is 86. The average score of 86 falls within the "good" category (passing). The highest score obtained is 100, and the lowest score is 80. If the test results of the students are categorized into 4 categories, the frequency distribution and percentage obtained are as follows:

Table 4. Frequency Distribution and Percentage of Student Learning Outcomes

No	Score	Category	Frequency	Percentage
1	≤ 35	Less	0	0%
2	≤ 65	Enough	0	0%
3	≤ 85	Good	9	45%
4	≤ 100	Very Good	11	55%
Amount			20	100%

Research Data Source

Based on the table above, it can be concluded that for the post-test, the distribution of students' learning outcomes is as follows, Below Average 0% (0 students), Average 0% (0 students), Good: 45% (9 students), Very Good 55% (11 students). Therefore, it can be inferred that the pre-test results of the student's learning outcomes in PKn (Civic Education) in Grade IV of SDN 86 Barru fall into the "Cukup" (Average) category. In other words, the teaching provided by the teacher is considered average. However, after implementing the treatment using the Kartu quartet learning media, the post-test results indicate that the student's learning outcomes in PKn are in the "Baik" (Good) category, with an average score of 86. The highest score is 100 and the lowest score is 70. In other words, the teaching provided by the teacher is considered "Baik" (Good). This can be attributed to the positive reception of the students towards the learning process, where they engage in learning through play using the Kartu quartet media.

Table 5. One-Sample Kolmogorov-Smirnov Test

		<u>Unstandardized Residual</u>
N		20
<u>Normal Parameters^{a,b}</u>	Mean	.0000000
	Std. Deviation	7.49361929
<u>Most Extreme Differences</u>	Absolute	.118
	Positive	.118
	Negative	-.103
<u>Test Statistic</u>		.118
<u>Asymp. Sig. (2-tailed)</u>		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the results of the One-Sample Kolmogorov-Smirnov Test analysis on the data for grade IV students taught before using the learning media, it is found that the sig value (2-tailed) is $0.200 > 0.05$. This indicates that the learning outcome scores of grade IV students follow a normal distribution.

Table 6. Uji Homogenitas Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa Based on Mean	.191	1	38	.664
Based on Median	.075	1	38	.786
Based on Median and with adjusted df	.075	1	35.122	.786
Based on trimmed mean	.165	1	38	.687

Furthermore, the homogeneity test was conducted to examine the similarity of the two variances (pre-test and post-test). The obtained significance value for the homogeneity test is 0.687, which is greater than 0.05. Since the significance value is greater than the alpha value (0.05), the null hypothesis (H0) that states the homogeneity of the populations is accepted. This means that the learning outcome data from the population are homogeneous.

In summary, based on the statistical analysis, it can be concluded that the learning outcome scores of grade IV students taught before using the learning media follow a normal distribution, and the pre-test and post-test data are homogeneous, indicating consistency in the learning outcomes of the students.

Table 7. Paired Samples Test

	Mean	Paired Differences		95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 Pretest - Posttest	-14.500	8.256	1.846	-18.364	-10.636	-7.855	19	.000

Furthermore, a t-test was conducted to compare the use of media before and after using quartet card learning media. The obtained significance value was 0.005 at a significance level of 0.05, with a degree of freedom (df) of 19. The hypothesis testing assumed that if the calculated significance value (sig hitung) is greater than the tabulated t-value (t tabel), then H0 is accepted and Ha is rejected; if the calculated significance value is less than the tabulated t-value, then H0 is rejected and Ha is accepted. Therefore, H0 is rejected and Ha is accepted, indicating that there is a significant difference between the learning outcomes of grade IV students taught using quartet card learning media, as evidenced by the statistical data showing the average scores of the two media usages. In conclusion, there is a significant difference in the learning outcomes of grade IV students before and after using quartet card learning media, as supported by the statistical data showing a pre-test average score of 71.50

and a post-test average score of 86. Based on this, it can be concluded that there is a significant impact of using quartet card learning media on the teaching and learning process of PKn compared to not using any learning media. The results of the study can be concluded that the use of the kartu quartet has an influence on students' learning outcomes in the subject of PKn (Civic Education) in the fourth grade of SDN 176 Tanabatue, Libureng District, Bone Regency. This is evident from the results of the t-test calculation. The comparison between the pre-test and post-test scores shows that the obtained value of $9.01 > 4.318$. This indicates that the research hypothesis is accepted. Therefore, the use of kartu quartet media is suitable for improving learning outcomes in the fourth-grade students of SDN 176 Tanabatue, Libureng District, Bone Regency. (Andi Jumarni, 2017).

Based on the results and discussion of this study, it can be concluded that the learning outcomes of grade IV students in the subject of PKn (Civic Education) before using the card quartet learning media at SDN 86 Barru Kab. Barru was categorized as "sufficient" with an average score of 71.50. It was found that 25% of the students did not meet the passing criteria, while 75% of them achieved a passing grade. The highest score obtained was 80, and the lowest score was 60 among the 20 students. After implementing the card quartet learning media, the learning outcomes of grade IV students in PKn significantly improved. The post-test results showed an average score of 86, indicating a "good" level of achievement. All students (100%) were able to meet the passing criteria, with the highest score recorded as 100 and the lowest score as 70 among the 20 students. The use of the card quartet learning media had a significant impact on the learning outcomes of PKn among grade IV students at SDN 86 Barru Kab. Barru, as evidenced by the hypothesis testing results and the increase in the average scores between the pre-test and post-test. The pre-test average score of 71.50 fell into the "sufficient" category, while the post-test average score of 86 fell into the "good" category when the card quartet learning media was implemented.

For researchers, this study can provide new insights for future researchers who are interested in investigating the use of card quartet media in improving the learning outcomes of PKn among students.

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