



Effect of Active Learning Strategy Type Card Sort of Understanding The Concept of Students (Quasi-Experimental Study in Elementary School Fourth Grade Cigedang on Scene 7 IPS Subtheme 1 Education Academic Year 2018/2019)

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Abstract. Learning is a process of interaction or educational activities between teachers and students. Problems faced that students have difficulty in understanding the material presented by the teacher. Understanding the concept is needed by students in each lesson. Active learning strategy type of Card Sort is a student-centered learning with emphasis on active student involvement in learning that is used to make students better understand the concepts being taught. This study aimed to determine the effect of the use of Active Learning Strategies Card Sort mode and the differences increase in the understanding of the concept of students who get Type Active Learning Strategies Card Sort by students who had learning lectures. The method used is quasi experiments conducted at Elementary School fourth grade B Cigedang. To obtain the data used research instruments are objective tests (pretest-posttest). Data were analyzed using t tests to see the effect and the difference increased understanding of the concept of students in both groups. These results indicate that learning using Active Learning Strategies Type of Card Sort the experimental class has an average value of 87.29 posttest results, while the control class by using the average learning lecture 70.85 posttest results so that there are differences in the average value experiment grade higher than the grade control. T as well as on the group posttest is 7.795 with $\alpha = 0.05$ so the H1 hypothesis is accepted by the acceptance criteria. It can be concluded that there are significant use of Active Learning Strategies Card Sort mode and the differences increase in the understanding of the concept of students in the fourth grade social studies learning Cigedang B Elementary School. To implement the strategy of active learning card types are advised to pay attention to the allocation sort of time available for learning remain effective and must pay attention to conditioning classes.

Keywords: Active Learning Strategies Type of Card Sort, Concept Training Students

INTRODUCTION ~ Learning is a process of interaction or educational activities between teachers and students. Learning is a systematic activity that is interactive and communicative between teachers and students directly to create the conditions that allow the students' actions. Directed learning activities undertaken to achieve the goals or competencies predetermined by the teacher. Preparation of learning needs to be done by a teacher for the learning process is well organized.

Preparation of learning is an estimate of what action will be carried out in the learning process. According to Majid (2013: 89) planning needs to be done to organize the components of learning such as learning content to be taught as well as teaching and evaluation scenarios that will be used. This is done so that the learning content easily understood by students. One of the problems often faced by teachers are not yet optimal achievement of objectives, one of the reasons that students have difficulty in understanding the material presented by the teacher.



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Understanding the concept of a student's ability to know and understand about the material presented by the teacher or the learning outcomes that a higher level of knowledge. For example, reiterated a concept in their own words, give examples and write again using their own sentences. This is in accordance with what is described Arifin (2016: 21) that in Bloom's Taxonomy of understanding included into the domain of cognitive the higher level of knowledge, the level of ability that requires students to know and understand the material being taught by the teacher and can make use of it without having to connect it with other things.

Understanding the concept is needed by students in each lesson one of which is the

IPS. Social learning is closely related to assessing or examining social issues are closely related to people's lives. Therefore, IPS learning requires fairly deep understanding of the concept. The only problem in this school shows that they lack understanding of the concept of students. This is evidenced from the results of interviews and observations conducted by researchers with the homeroom teacher IV A and B, it was found that students still have difficulty in understanding the concept of the material presented. This is evidenced from the results of daily tests of learning theme 6 subthemes 1 IPS obtained is not as expected, the minimum completeness (KKM 70) as illustrated in Table 1.1:

Table 1 Values Daily Deuteronomy 6 Subtheme Scene 1 learning IPS

Kelas	Jumlah Siswa	>KKM	%	<KKM	%	KKM	Jumlah %
IV A	21	8	38%	13	62%	70	100%
IV B	17	6	35%	11	65%		100%

Low student learning outcomes are caused by a lack of understanding of the concept of students on the material being studied. One of the reasons it can happen that the teacher is less likely to master the use of a variety of learning methods, resulting in learning social studies teacher only uses lecture and interspersed with exercises alone. This is resulting in the students understand the material presented difficulties when learning takes

place. The method used by teachers simply lecture centered on the teacher's explanation and no innovative method that tends to make students passive learning. Therefore,

Active learning is a student-centered learning with emphasis on active student involvement in learning. One type of active learning strategies were used that Card Sort (Election Card). This sort of



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learning the type of card used to make the students better understand the concepts taught, finding their own information as well as their physical gestures in this study will help students relieve boredom. With the use of this sort of learning card will be more fun and create a new atmosphere that appeals to students, so that will further hone the student's ability to understand and remember the learning and will make students focus and comfortable for learning.

Based on the above problems, researchers interested in conducting research by lifting the title "The Effect of Active Learning Strategies Against Type of Card Sort Concept Training Elementary School fourth grade students Cigedang".

Theoretical review

Concept Training

Uno (2014: 61) comprehension is defined as a person's ability to interpret, interpreting, translating or expressing something with their own sentences about a concept of the material he has ever received.

Arifin (2016: 21) is the level of capability that requires students to know and understand the material being taught by a teacher and can use it without having to connect it with other things.

Kunandar (2015: 168) explains that the students can be said to understand something if he could give a detailed

description or explanation of something by his own words.

The concept according Surpriantna (2007: 95) is an abstraction commonality or connectedness of a group of objects or properties. The similarity in question is the existence of the same elements in the form of concrete and abstract shapes. Hamdani (2016: 129). The concept is an abstraction of a number of objects that have the same characteristics.

Based on some sense of understanding and concept of the above, it can be concluded that the level of understanding of the concept is a person's ability to comprehend and understand a concept, and are able to communicate or parse again using his own words according to what was intended before.

Active Learning Strategies Type of Card Sort

Silberman (2016: 169) argues Card is a card sort or the selection of the cooperation activities that could be used to teach the concepts, classification properties, facts about an object or assess the information. This type of learning allows the physical movement that can help stimulate the spirit of the students. Warsono and Hariyanto (2014) argues that the card is a card sort or selection of learning that uses an index card. This is a combination of learning and collaborative learning individual depending on the wishes of teachers



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Active learning steps according to the type of card sort Silberman (2016:169) is as follows:

- a. Give each student an index card containing information or examples that match several categories.
- b. Ask students to get around the classroom to find other students who have the same category cards.
- c. Students who have the same kaegori form a group and present it to the class.

d. When presented, the key points to convey the material being taught.

METHOD

The method used in this study is quasi-experimental. The study design used was nonequivalent control group design. Before the treatment is given in advance by the pretest (test start) and the end of the study were given a posttest (final test). Here is a table design nonequivalent control group design study.

Table 2 Research design Nonequivalent Control Group Design

Experiment group	O1	X	O2
Control group	O3		O4

(Sugiyono, 2017: 79)

Information:

O1: pretest (initial test) in the experimental class.

O2: Posttest (final test) in The

O3: pretest (preliminary tests) in the control group

O4: Posttest (final test) in the control class.

X: Treatment or treatment given, using active learning strategies (Active Learning) type of Card Sort.

This research was conducted in primary schools Cigedang with the subject of research is the fourth grade students with a total of as many as 38 students. Both classes will be a place of this research is class IV A class numbered 21 students as control and class IV B, amounting to 17 students as an experimental class.

Data collection techniques using written tests include pre-test (initial test) and posttest (final test). Data analysis techniques digunakan namely normality test, homogeneity test, test hypotheses and N-gain.

RESULTS AND DISCUSSION



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The research data consisted of tests that the initial test and final test in the form of a written test in social studies lesson with the subject matter of Racial and Cultural Diversity in Indonesia. The study was conducted in April-May 2019. About the pretest-posttest in the form of written questions with multiple choice. Pretest (initial test) is given before the learning both in the classroom and grade control experiment, and posttest (final test) dibeikan after the learning process in the classroom.

Data pretest experimental class before using active learning strategies sort of type card obtained the lowest score = 43, highest score = 77 with an average of 59.64, and standard deviation = 9.41.

Whereas in the control class obtained the lowest score = 40, the highest score of 73, the average value = 56.95, and standard deviation = 9.55.

Data posttest experimental class after being given treatment using active learning strategies sort of type card obtained the lowest score = 73, the highest score is 97 with an average of 87.29, and standard deviation = 6.86. Whereas in the control class obtained the lowest score = 57, the highest score of 80, the average value = 70.85, and standard deviation = 7.17. The calculation result normality test by calculating the pretest and posttest experimental class and control class is obtained:

Table 3 Normality test

statistic	class		classroom	
	Experiment	Control	Experiment	Control
al	pretes	postte	pretes	postte
	t	st	t	st
Average	59.58	87.05	55.67	71.14
SD	9.41	6.86	9.55	7.17
X ² hitun				
	4.93	4.25	5.41	4.99
g				
X ² tabel	5.991	5.991	5.991	5.991
	Norm	Norm	Norm	Norm
Ket				
	al	al	al	al

In this study, homogeneity test calculations in the experimental class and control class is obtained:

Table 4 Normality test

pretest	posttest
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statistic	Con ⁻ Experi		Contr ⁻ Exper	
	trol ⁻ ment	ol ⁻ iment		
variance	91.2	88.5	51.4	47
Fhitung	1.03		1.09	
Ftabel	4.11		4.11	
n1	21		21	
n2	17		17	
Ket	Homogeneous		Homogeneous	

Because both normal and homogeneous berdistribusi of data, hypothesis test using t test, to test the hypothesis of whether there is a difference in the final test

posttest learning between experimental class control class. The test results posttest by t seen in the following table:

Table 5 Hypothesis testing

Class	Avera ⁻ thitu ⁻ ttabe		Ket
	ge ⁻ ng ⁻ l		
Experi ⁻ ment	87.29	7.795	H1 ⁻ accept
Control	70.85	1.688	ed

From the calculation results obtained $t = 7.795$, while $\alpha = 0.05$ and $df = 36$, obtained table = $t_{0,05} (36) = 1.688$ or $t > t$ table. So it can be said that there is a difference in students' understanding of the concept of post-test results between classes using active learning strategies sort by class card types that use the lecture method. Thus the application of active learning strategies sort type of card to get a higher value than the lecture method.

N-gain hypothesis test to test the hypothesis that there are differences in N-Gain increase learning in the classroom using active learning strategies sort of car types compared to the class using the lecture method is obtained as follows:



Table 6 Hypothesis N-Gain

	Average	t _{hitung}	t _{tabel}
Class			
Experimental	0.704	16.826	1.688
Control	0.317		

Based on the calculation of the N-Gain t test obtained $t > t_{table}$ ie $16.826 > 1.688$. So it can be said that there are differences in the increase in n-gain the understanding of the concept of students between class experiments using active learning strategies with the type of card sort control classes using lecture method.

Based on the analysis of the average pretest score in classes that use the lecture method obtained an average score of pretest is 56.95 while in the classroom using active learning strategies sort of type card obtained average pretest score is 59.64. This means that there is no significant difference between the average value pretest control class and experimental class.

After learning on both classes using active learning strategies card type sort the

experimental class and the control class lecture, then given a posttest to see the extent of students' understanding of the concept after a given treatment. then analyzing the results of these two classes posttest. Results of the analysis showed that there is a difference in students' values obtained when compared to initial tests before being given treatment. Almost all the students get higher grades or better than the initial test. This is evident from the average acquisition value posttest experimental class is 87.29, and the average value of 70.85 in the control class.

The test results using the equality test two averages (t test) on the posttest results obtained $t > t_{table}$. At the significant level ($\alpha = 0.05$) with derajatkebebasan db = 36 obtained $t 7.795 > 1.688$ ttabel. This shows that H1 is accepted that there are differences in understanding the concept



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of students (posttest) between the experimental class using active learning strategies with the type of card sort control classes using lecture method.

In addition, based on the analysis of data obtained N-gain value of 0.70 experimental class and control class is 0.317. This value is then interpreted into N-gain criteria. Having interpreted Ngain values obtained control class is classified, while for class experiments with the use of active learning strategies sort type of card has a value Ngain is high.

After testing the average difference (t test) gain obtained thitung 16.826 and 1.688 ttabel then $t > t$ table. Thus H1 accepted that there are differences in the increase (n-gain) on students' understanding of the concept among experimental class get active learning strategy card type sort with the control class to get a lecture.

Understanding the concept of a level of a person's ability to comprehend and understand a concept, and are able to communicate or parse again using his own words according to what was intended before. It can be said that the understanding of the concept of a higher level than just the knowledge that requires us to be able to grasp the meaning or purpose of a concept being studied.

Therefore, to improve students' understanding of the concept of the learning diterapkanlah using active learning strategies type of card sort. Active learning strategy was first introduced by

Mel Silberman, which requires the participation of students who not only hear, but also see to better understand, discuss them in order to understand, do in order to acquire knowledge and teaching in order to find out.

Silberman (2016: 169) argues Card is a card sort or the selection of the cooperation activities that could be used to teach the concepts, classification properties, facts about an object or assess the information. This type of learning allows the physical movement that can help stimulate the spirit of the students.

Active learning strategy type card turns any sort of physical movement in this learning will make learning more fun atmosphere in the classroom. Students enthusiastically following study and the teachers do not saturate the classroom atmosphere. This proves the statement Zaini (2008: 50), which suggests that physical movement is dominant in this activity can help dynamically the class fired or bored. Thus making the students will be more aware and more in charge of the material being studied and can improve students' learning spirit so as to get maximum results.

CONCLUSION

Based on the research that has been done in primary schools on learning Cigedang IPS with the subject matter of Racial and Cultural Diversity in Indonesia by using active learning strategies on the type of



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card sort of fourth grade can be summarized as follows:

1. There are differences in students' understanding of the concept of posttest results between students who received active learning strategy card type sort by students who had learning lecture on IPS learning Cigedang Elementary School fourth grade. What this means is understanding the concept of students (posttest) on students who get a card-type active learning strategies sort more effective than the students who had learning lectures.

2. There are differences in the increase (Gain) on students' understanding of the concept among the students who received the active learning strategy card type sort by students who had learning lecture on IPS pembelajaran Cigedang Elementary School fourth grade. What this means is understanding the concept of students (posttest) on students who get a card-type active learning strategies sort higher than the students who had learning lectures.

SUGGESTION

Based on the conclusions of the study, the researchers given some suggestions in order to improve learning in the classroom, is as follows:

1. For Teachers, in applying active learning strategies must consider the type of card sort allocation of time

and conditioning classes for the learning process remains effective.

2. For further research, this research is expected to serve as an illustration, or as input information. In addition, it should be prior to learning should prepare carefully planning beforehand so that learning can be run smoothly.

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