



Application of Couple Card Media to Improve Students Activeness in Elementary School

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Abstract: This research is motivated by the need for more active student learning in elementary schools. This study aims to increase students' activeness in using pair cards media among elementary school students. This study uses Classroom Action Research (CAR) with the Kemmis and McTaggart model design. The research implementation plan includes planning, action and observation, as well as reflection. Data collection techniques include observation sheets, interviews, field notes, and documentation. Data processing techniques involve calculating average values and percentages. The results obtained at the pre-cycle stage showed that out of 30 students only 41% (12 students) were active in the learning process. After the implementation of the first cycle with paired card learning media, student activity increased but still needs to be maximized with a percentage of 68% (20 students) participating actively in the learning process. After the implementation of cycle II, student activity increased significantly and reached the threshold determined by the researcher as an indicator of activity in learning. The percentage obtained was 91% (27 students) actively involved during the learning process.

Abstrak: Penelitian ini dilatarbelakangi oleh kurangnya keaktifan belajar siswa di sekolah dasar. Tujuan penelitian adalah untuk meningkatkan keaktifan belajar siswa dalam menggunakan media *couple card* pada siswa sekolah dasar. Jenis penelitian yang digunakan yaitu penelitian tindakan kelas (PTK) dengan desain model Kemmis dan Mc Taggart. Rancangan pelaksanaan penelitian meliputi perencanaan, pelaksanaan tindakan dan pengamatan, dan refleksi. Teknik pengumpulan data menggunakan lembar observasi, wawancara, catatan lapangan dan dokumentasi. Teknik pengolahan data dengan menggunakan rumus nilai rata-rata dan persentase. Hasil penelitian yang diperoleh pada pra siklus dari 30 siswa hanya mencapai 41% (12 siswa) yang aktif dalam proses belajar dan sesudah dilakukannya proses tindakan siklus I dengan menggunakan media pembelajaran *couple card* keaktifan belajar siswa meningkat namun masih belum maksimal dengan persentase 68% (20 siswa) berpartisipasi aktif dalam proses belajar. Setelah dilaksanakannya siklus II, keaktifan siswa meningkat secara signifikan dan sudah mencapai batas ketercapaian indikator keaktifan belajar yang telah ditentukan oleh peneliti. Persentase yang diperoleh mencapai 91% (27 siswa) aktif ketika proses pembelajaran berlangsung.

A. Introduction

Education is a form of embodiment of Indonesia's national development in educating the life of the nation. Quality education is not only through the knowledge given to students but more importantly by forming the character of students who can interact with their environment. The involvement of students in the learning process needs to be considered so that the learning process can run optimally (Sofiarini, 2021; Ama, 2021; Amelia et al., 2020). Learning is a process of interaction between students and educators as a source of learning in an environment (Djamaluddin & Wardana, 2019). Learning itself does not focus on what is learned but on how to make students experience the learning process related to organizing material, methods, and managing lessons. Republic of Indonesia Government Regulation No. 19 of 2005 article 19 states that the learning process in academic units is carried out in an interactive, inspiring, fun, challenging and motivating manner so that students can actively participate and provide sufficient space to develop creativity in physical and psychological development. Faturrahman (Kurniawan et al., 2021) revealed that every learning activity must always involve two active actors, namely, teachers and students. Teachers as instructors as creators of student learning conditions that are designed intentionally, systematically, and continuously. In other words, a learning process that involves students will be far more meaningful than a learning process that is only teacher-centered. Therefore, an educator can no longer be the only source of information because of the speed of knowledge development, but students must also be able to change their role from being passive as consumers of information to being active and developing abilities in meaningful ways (Fajeri, in Vania et al., 2021).

Active learning is a learning process that places or involves students as the center of learning activities both individually and in groups in developing their abilities. According Wahyuningsih (2020) that student activity in the learning process is a student's effort to gain learning experience where the learning process can be achieved through learning activities in groups or individuals. According to Sudjana (in Prasetyo & Abduh, 2021) there are many aspects of active learning that students can carry out so that they become active, including 1) students contribute to the learning process carried out, 2) students contribute to solving problems, 3) students think critically by actively asking friends or teachers if they don't understand, 4) Students dig up information to solve problems, 5) students have group discussions. Meanwhile, according to Paul Diedrich (in Hariandi, 2018) student learning activities include visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities, and emotional activities.

The role of student learning activities in schools is very important and determines the achievement of learning objectives. In learning activities in the classroom, it is necessary to have an interactive atmosphere between the teacher and students so that the learning process does not feel monotonous and students can learn actively in the classroom. Good learning activities in learning are basic needs that must be met by students in achieving learning outcomes. However, based on the results of observations made at school, student learning activity was very low. This is caused by the lack of use of learning media used

during the learning and teaching process. Media is an introduction to information from educators to students, which aims to achieve learning objectives (Sadirman, 2018). The same thing was said by Winkel (in Kristanto, 2021) learning media is defined as non-personal (non-human) tools used or provided by teachers, playing an important role in the teaching and learning process in the classroom to achieve learning goals. Learning media is very important in supporting active learning in the class. It has become integral to learning (Hasan et al., 2021) learning media will provide a learning experience for students physically, mentally, and emotionally.

A good and meaningful learning process can be created by selecting methods, models, approaches, or learning media for use (Putera & Rhussary, 2018). So far, in the learning process the teacher has only focused on using thematic books and as we know that in thematic textbooks there are still many deficiencies where the existing material is sometimes inadequate so the teacher has to look for reinforcement of other material. Learning media itself is a very integral part of the learning process. According to Rohani (in Ulfa & Nasryah, 2020) the role of learning media is to generate a new interest in learning and to generate active student learning. Based on the results of these observations, it was also reinforced by the results of the interviews, namely that there were several reasons why the teacher had never implemented the use of learning media in the classroom, including teachers who had not been able to think of and make simple learning media, limited time, limited understanding of teacher resources, which were partially large above average age. 50 years, and the existing infrastructure has caused teachers to only focus on conveying student learning materials using lecture and discussion methods.

All the limitations that exist both in terms of facilities and infrastructure as well as the teacher's knowledge of the importance of using instructional media in learning greatly affect student learning outcomes. This happens in grade IV students' understanding of the material that needs to be improved. While the teacher was explaining the material, only a few students paid attention to the teacher and chatted, and some students were busy with their activities. In addition, when the teacher asked questions about the material, only a few students could answer according to the material, and some students gave unexpected answers or answers outside of the material. During the discussion learning process which is divided into several groups of students need help to discuss and solve problems properly. It can be seen that only a few students actively contribute in their groups to work on and solve problems. In contrast, other students are busy with their activities, such as chatting, sleeping, disturbing friends, or being silent.

The lack of active student learning in class is caused by the inability of teachers to use various learning media and their dependence on thematic handbooks to present material. Therefore, efforts must be made to overcome these problems by utilizing innovative and creative learning media to enhance student learning activities. Given the importance of student activities in the learning process, effective and efficient learning conditions can be created, as well as all aspects of ability or learning outcomes in helping

them develop themselves and optimize their talents to gain learning experience (Sitio & Habeahan, 2023).

The average grade IV elementary school student is at the age of 9 years, at that age students have started to understand something logically, so a learning process with logic through concrete objects is needed. According to Piaget's theory, elementary school-age children (7-12) years are at the stage of concrete operational thinking, meaning that children's activities are more focused on more tangible objects. Children will play a role in compiling their knowledge and understanding of reality, and children who play a more active role in interpreting information obtained through their learning experiences (Marinda, 2020). The accuracy of the selection of learning media itself is very influential on student learning outcomes. Therefore, in choosing media, it is necessary to pay attention to the complexity and uniqueness of the learning process so that it can take place effectively. Selection of appropriate learning media will attract students' attention and clarify the object to be studied based on suitability with student experience so that students will be active in the learning process. The use of interesting learning media can create more active interactions in the learning process, including discussions, questions, reflections, and explanations used in the learning process, one of which is the use of couple card media.

Couple card media is a media that is classified as two-dimensional media. Couple card media is a learning device that contains elements of teaching materials in the form of pictures, descriptions, questions, or answers according to the material presented (Damayanti, 2021). This pair card media is based on domino cards where students will match questions and questions related to the material according to the color on the card. Through partner cards, students can be fully involved, increase their learning activities and make the learning process more effective, efficient, and able to answer the needs and problems in the student learning process. Based on the findings of researchers and observations regarding existing problems related to active learning, this study aims to determine the process of applying couple card media to increase student learning activities in elementary schools.

B. Method

This type of research is called Classroom Action Research (CAR). This research method applies special treatment to perfect the previous learning process, resulting in improvements through action in the learning process. The CAR design in this study used the Kemmis and McTaggart model PTK design, which consisted of three stages, namely planning, action & observation, and reflection. The research flow used is as follows:

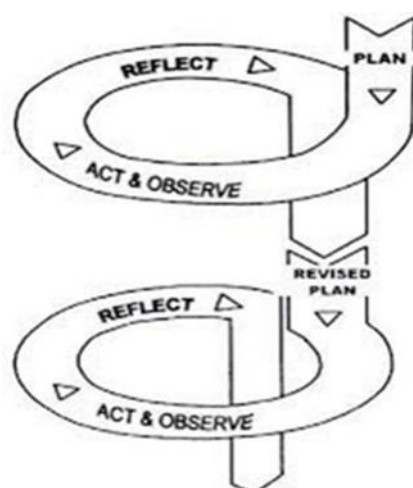


Figure 1. The flow of Classroom Action Research (CAR) Model
Kemmis and Mc Taggart (Jalaludin, 2021)

Participants in this study consisted of 30 grade IV students. Data collection techniques include interviews, observation sheets, field notes, and documentation. Data analysis includes quantitative and qualitative descriptive methods. Quantitative analysis assesses students' active learning by calculating the average score and percentage based on the observation sheet. Meanwhile, qualitative data analysis is used to describe the increase in student learning activeness during the learning process, as evidenced by the results of interviews, field notes, and documentation. The success index in this study is an indicator of the success of active learning which reaches 80% of the 30 students who are declared successful.

C. Results and Discussion

Results

The following table shows the results of students' active learning in Pre-Cycle, Cycle I and Cycle II, showing the findings from the observation sheet for each indicator of student learning activity:

Table 1. Improvement of Pre-Cycle Observation Results, Cycle I, and II Student Learning Activeness

No	Indicator	Average value					
		Pre-Cycle	Category	Cycle I	Category	Cycle II	Category
1	Visual Activities	40	Enough	68	Good	90	Very good
2	Oral Activities	48	Enough	65	Good	91	Very good
3	Motor Activities	30	Enough	67	Good	92	Very good
4	Mental Activity	41	Enough	67	Good	90	Very good
5	Emotional Activity	38	Enough	71	Good	93	Very good

Table I above shows an increase in the average value of students in general in pre-cycle, cycle I, and cycle II which shows an increase in each indicator. Improvements can be observed in visual, oral, motor, mental, and emotional activity. The increase in these five indicators of active learning shows that the use of couple card media in the learning process can effectively increase student engagement.

Visual activity indicators increased from an average score of 40 to 68 in cycle I. This shows that some students can focus and pay attention to the teacher during the learning process. However, the predetermined achievement scores still have to be fully achieved because of ten students in one cycle, I still have difficulty paying attention to the teacher. In cycle II there was a further increase with an average score of 90, with 24 students actively paying attention and listening to the teacher, especially when demonstrating the use of couple card media.

The oral activity indicator increased from an average score of 48 to 65. This was due to the fact that 19 students began to ask questions and respond to the teacher when asked and express their opinions during discussions, although with a little hesitation. In cycle II, the indicators of oral activity increased to 91, namely 27 students became more comfortable asking questions, giving quick responses to teachers, expressing opinions in discussions with peers, and showing confidence in asking questions.

The motor activity indicator increased from an average score of 30 to 67. In this indicator, 20 students learned to use media effectively, although some still experienced confusion when compiling cards. In cycle II the score increased to 92 which indicated that students were actively conducting experiments using paired card media and quickly solving problems by forming patterns. This indicator shows the full participation and active involvement of students in experimenting with several card media during the learning process.

The mental activity indicator increased from an average score of 41 to 67. In this indicator, 11 students seemed to need help solving the questions on the cards correctly and collaborating with their group members, remaining silent during the discussion. In cycle II the score increased to 90, with 27 students completing card-based tasks working together with their peers without a hitch.

The indicator of emotional activity increased from an average of 38 to 71. In this indicator students were able to show enthusiasm and take an interest in learning even though their self-confidence was still lacking. In cycle II the indicator increased to a value of 93. In this indicator 28 students showed an enthusiastic attitude and took an interest in learning when using the couple card media, especially in terms of increasing student confidence by appearing in front of the class with their own will in giving opinions on the learning process which has been carried out properly and clearly.

In addition to the results shown in the table, there is a comparison of the percentage increase in classical student learning activeness using couple card learning media from the pre-cycle, cycle I and cycle II.

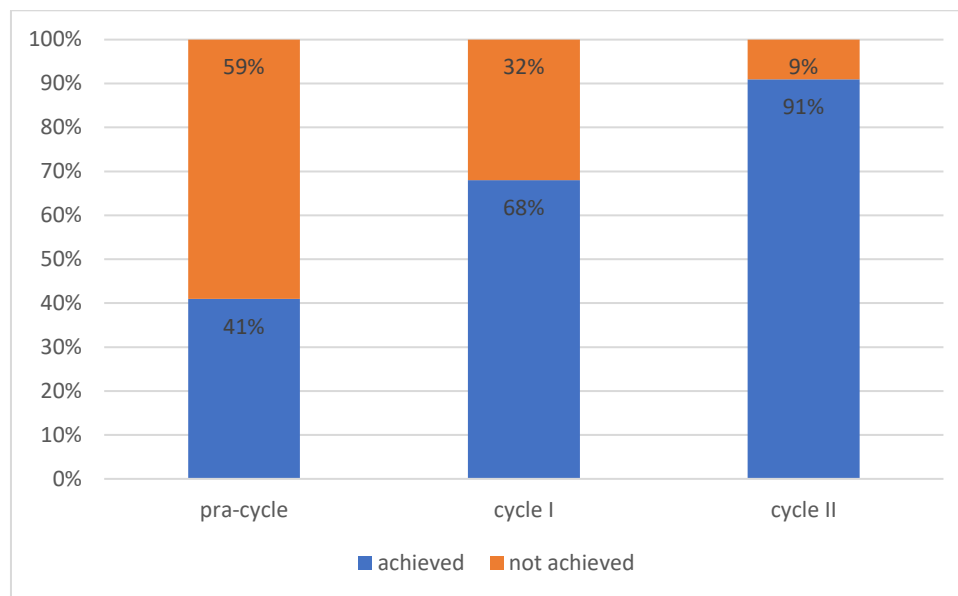


Figure 2. Diagram of Increasing Student Active Percentage

In Figure 2, the results show an increase in the percentage of student learning activity with each action taken. In the pre-cycle the indicator of student learning activity was 41% which showed 12 out of 30 students were active in the learning process, while the remaining 59% (18 students) were not active. In cycle I there was an increase to 68%, with 20 active students. The percentage increase between pre-cycle to cycle 1 is 27%. This increase continued in cycle II to reach 91% with 27 students actively using paired card learning media. The percentage increase from cycle I to cycle II was 23%. In cycle II there were still three students who were not active in the learning process. This is because students still remain silent and need more self-confidence.

Discussion

Before carrying out the intervention, the researcher carried out the pre-cycle stage which included direct observation in assessing student learning activities in class and interviews with class teachers to identify problems during the learning process. Each cycle consists of three sessions focused on social studies subjects. Based on the results of the presentation of student learning activities, there was a significant increase in student learning activities when couple card media were used in the group learning process.

Increased learning activity by using couple card media from the percentage of student learning activities which previously reached 41%. After the application of couple card media in cycle I increased to 68%, indicating an increase of 27% in cycle I. However, because the achievement indicator had been set at 80%, students did not meet the specified achievement indicator. Researchers made improvements based on observations and field notes to reach 91% in cycle II. For the average score of indicators of increasing student learning activity, the visual activity indicator achieved a score of 40 in the pre-cycle, 68 in cycle I, and 90 in cycle II. The average value of oral activity indicators was 48 in the pre-

cycle, 65 in the first cycle, and 91 in the second cycle. Motor activity indicators obtained an average score of 30 in the pre-cycle, 67 in the first cycle, and 92 in the second cycle. Mental activity indicators obtained an average score of 41 in the pre-cycle, 67 in the first cycle, and 90 in the second cycle. The emotional activity indicator has an average value of 38 in the pre-cycle, 71 in the first cycle, and 93 in the second cycle.

Based on the results of the description in each cycle, the use of couple card media as a learning tool can increase the learning activities of class IV class students. Couple card media in the learning process gets a positive response from students and teachers so that it affects student learning outcomes. Students show enthusiasm and interest in learning when using this medium, which introduces new learning experiences that lead to increased active learning engagement. Student engagement in learning activities directly contributes to their active involvement in the learning process. Previous research conducted by [Dwisa et al \(2022\)](#) supports this claim, demonstrating that using concrete media enhances student learning activity and ensures an effective learning process where students fully immerse themselves in acquiring knowledge.

This learning media provides benefits such as making it easier for students to understand the material, motivating and increasing interest in learning, and generating enthusiasm during the learning process and providing a comprehensive learning experience, preventing students from feeling bored. Oemar Hamalik (in [Nurdyansyah, 2019](#)) suggests that using learning media in the learning process can provide stimulation in learning activities in expressing messages and content in the ongoing learning process. The use of couple card media provides a learning experience that involves students directly so that students can contribute more actively and have an interest when learning by using this media where the use of the media becomes something new for students when learning, as a result students can increase their learning activity.

D. Conclusion

Couple card media itself is a card-based learning tool that contains questions and answers. Students match answer cards with the appropriate questions based on color, similar to playing dominoes. The use of couple card media itself provides an understanding for students in understanding an abstract concept to become more concrete, helps students actively participate in the learning process both individually and in groups and provides a meaningful learning experience.

Based on the obtained results of existing research, it can be concluded that the use of couple card media helps in increasing the active learning of students in elementary schools. This can be proven from the results of the percentage of each cycle that has experienced a significant increase. In the pre-cycle, the percentage yield is 41%. After using the couple card media, students' learning activity increased by obtaining a percentage of 68% and experienced an increase in cycle II of 91%.

The suggestions given by researchers are in accordance with the results of the research conducted, namely to improve the learning process that is effective and based on

learning objectives in the demands of the 2013 curriculum where students must be able to learn actively or contribute fully to the learning process. Therefore, it is necessary to prepare the learning process as well as possible so that it can make students participate actively in the learning process, one of which is by using learning media. An educator must be more creative and innovative in developing and utilizing appropriate learning media and pay attention to the selection of learning media that is adapted to the characteristics of students because the accuracy of using instructional media itself greatly influences the results of the student learning process. In addition, the application of couple card media is not limited to social studies subjects. it can be applied in all subjects to enhance students' learning activities and improve their understanding of the material being taught. This approach ensures that the learning process is aligned with the expected goals, maximizing student learning activities to the fullest.

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