Application of Game Card Media In Increasing Student Learning Activities In History Learning

Hana Mauludea[a*]**,** Nurhadianto[b], M. F. Hadi Kusuma[c], [a]Department of Historical Education, Faculty of Education and Social Science Teacher Training and Education, Institute PGRI Pontianak, Indonesia, [b]Department of Pancasila and Civic Education, Faculty of Education and Social Science Teacher Training and Education, Institute PGRI Pontianak, Indonesia, [c]Department of Economic Education, STKIP Majenang, Cilacap, Indonesia. Corresponding author: nadi.mauludea@gmail.com

History is often labeled as one of the boring subjects in school. This can be seen from the passive attitude of students when the learning process. This condition is very worrying because it can lead to a misperception about what is conveyed by the teacher so that students cannot receive the material properly. This research was conducted to improve the learning situation like that, one of them by using a special game card media in history subjects. This research was conducted to describe the efforts of teachers in increasing the activity of students in the classroom. This card game is packaged through a process of group discussion and class discussion. There are three cycles designed in the learning process, namely cycle I, cycle II, and cycle III. The results showed that in cycle 1 the activity of students increased by 56%, in cycle 2 an increase of 70%, and cycle 3 reached a value of 82%. Therefore, the use of media history game cards can be said to be successful in an effort to increase student activity in the process of learning history subjects in class.

Keywords : *learning media, history card games, learning activities.*

Introduction

Learning is an attempt to humanize humans. There are three benefits generated in the learning process, namely the apective, psychomotor and cognitive aspects (Reese, 2013). Normatively and axiomatically, apective is implied as building morality as well as inculcating students' character. The psychomotor side intends to make students more skilled, from those who initially could not be able or from those who were initially unable to become able. While the cognitive aspect is aimed at instilling students' knowledge and insights, so that they become aware of their ignorance, they become understood from what they initially did not understand.

Learning can be done by anyone, anytime and anywhere. The process requires a long time, even happening throughout life. Characterized by changes in behavior in the learner based on spiritual questions (SQ), emotional questions (EQ) and intellectual questions (IQ). Learning is a complex process that occurs in everyone, lasts throughout life, continuously and continuously (continuing education), from infancy to death (Sadiman (1986). Therefore, it is proper for every human being to always learn without making age as reasons for not doing so. Nowadays, the interpretation of concepts or processes of learning and education experiences a

shift in meaning. The learning process can only be done at school, even though the learning process can also be taken in an informal space (such as courses, training) or non-educational institutions. -formal (such as tutoring institutions, Education Outside the School (PLS), Package A is equivalent to elementary school, package B is equivalent to junior high, package C is equivalent to high school) .The three cannot be separated, especially in meeting lifelong needs, as long as the community exists. acquiring knowledge, skills is not enough only through formal education, but through non-fo education informal or informal. Therefore, knowledge and skills will be fully integrated. On the other hand, formal education will be limited by time and space.

Schools as formal educational institutions, the learning process in it is carried out in stages, structured and systematic (Taraban, Rynearson, & Kerr, 2000). Schools have a great responsibility to realize the ideals of the nation, as mandated by Law No. 20 of 2003 concerning the national education system. It is said that national education functions to educate the nation's life, form a civilized nation, cultivate the potential of students so that they will become superior people: who believe in God, have noble, creative, independent character, so that they become democratic and responsible citizens.

The learning process is closely related to learning activities. The activities of students in the classroom become an important core of the learning process carried out well (Engeström, 2001). In addition, it also refers to the curriculum of the results of government political policies in which contains the educational objectives themselves (Nasution, 1986). The success of the learning process in formal education in schools is determined by several interrelated factors. These factors include: the existence of educational goals, competence of educators (teachers), the media and learning models used, evaluation tools (Bernstein, 1975). Thus, the learning process becomes a series of activities that affect the learning outcomes themselves.

About history subjects at school. There is a kind of lack of interest of students to follow their learning (Boadu, 2015; Marta and Situmorang 2019). They assume, history lessons are no more than memorizing the names of characters, the year events occur or other factual events (Roth and Lee, 2007). That becomes a problem in the lack of students' interest in history subjects. This fact is almost happening in many schools in Indonesia. This means that this has become a very serious problem. Why is that? Once again, in part because history learning is emphasized on factual issues. Then it becomes deemed unimportant for students. Moreover, it is not directly related to their daily lives that tend to think more real, consumptive and instantaneous (Sadiman, 1986).

Other problems that constrain the lack of interest in history lessons in schools are caused by the lack of teacher competence in managing classes, such as lack of imagination, lack of insight, the media and learning models used, as well as a tendency to be less attentive to global phenomena or those that occur in the environment (Cole, 1988). These problems make history learning far from the lives of students (Gemini and Fitriani, 2016). Several problems were found which made the learning process in the classroom less effective. First, learning activities in the class are less active, characterized by a lack of activities asking, responding, or answering questions from the teacher. The learning process is still centered on the teacher. The teacher as the main source of learning. On the other hand, students are only listeners, without good responses. As a result, the learning process runs poorly and rigidly. Second, when learning takes place, some students seem to have their own activities outside the teaching-learning process in the classroom. For example, there have been found students who are "busy" themselves doing activities outside of learning such as drawing, joking, chatting or doing other tasks. Third, the lack of use of instructional media by teachers. The pattern of teaching still tends to be conventional. In other words, only sourced from textbooks. This causes history learning in the class to be less effective than in other classes. Whereas learning media actually becomes a

means of connecting between teachers and students in the learning process (Peruski and Mishra, 2004). Reinforced by Munadi (2008), learning media as a channel for teaching messages are planned planned by the teacher. With a view to facilitate the delivery of material to students.

The use of instructional media in teaching history is expected to make it easier for students to accept or understand each of the history lesson material (Klein, 2005). Because the media has an important meaning in the learning process. The learning media used correctly will determine the success of a process (Wena, 2013; Walker, 2012). Sadiman (2009) revealed that learning media as a tool that is able to overcome problems in learning, such as differences in learning styles, interests, level of intelligence, limited senses, disability, geographical conditions, distance and others (Yamin, 2013 Ziori & Dienes, 2008). The use of instructional media makes it easier for teachers to deliver lessons to their students so that students participate actively in the learning process in class (Nardi, 1996). The learning process and success of students shows a real difference between learning supported by learning media rather than without using media (Sudjana, 1995). The use of learning media will facilitate the process of delivering lessons to the students so that students actively participate in the learning process in class.

Research Method

The method used in this research is classroom action research. Wiriaatmadja (2014) explains that classroom action research is research that combines research procedures with substantive action. An action carried out in inquiry discipline, or an attempt by someone to understand what is happening, while being involved in a process of improvement and change. Thus, the use of classroom action research looks like there is an attempt to test the assumptions of educational theory in practice in the classroom or also to implement school policies.

Table 1 Rating Score Classification

Score	Category
<50	Not good
50 – 65	Cukup
65 – 80	Good
80 – 100	Very good

The subject and location of the study were conducted at one of the high school in Pontianak City. Participants involved were students, as many as 32 people, consisting of 18 female students and 14 male students. The level of student motivation in the experimental group was explained through descriptive statistics from the results of the pretest and posttest which consisted of the mean (mean), highest score (max), lowest score (min), standard deviation, frequency distribution and graphical data presentation. This study applies a class action research model adapted from Kemmis & McTaggart. Meanwhile data collection is done through interviews, documentation studies and test results. Teaching activities are divided into three cycles. Each cycle consists of four components, namely the stages of planning, action, observation, the last reflection or evaluation (Borg & Gall, 1983). Indicators of success in accordance with the ultimate goal of this study is to examine the extent of student learning activities in the class. It is seen from the aspect of increasing visual activity, listening activity and verbal activity. These indicators are categorized in Table 1.

Results and Discussion

The teacher starts learning by writing down the subject or theme of learning and the main points that will be discussed at the teaching and learning meeting. Then the teacher begins to explain the learning objectives, followed by explaining the subject matter to be delivered. The learning process activity ends with an evaluation in the form of a test as well as question and answer for the material that has been presented.

The application of learning media is based on observations of the implementation of learning activities with a focus on evaluating the activeness of students both during group discussions and class presentations. The result, overall, the activeness of students in the learning process has increased very well between cycle I, cycle II and cycle III. Learning in accordance with what is expected in this study, just how the teacher maintains the conditions of learning even more to grow towards a better direction.

The use of media card game learning media in improving student learning activities based on the results of the assessment of five groups. First, group A seems to have become accustomed to working on historical card games. When the group discussion progresses, this group already has their respective parts in working on the historical game cards. This group presentation has shown excellent learning activities. Which, members in this group have realized and implemented their respective roles optimally. This is marked by the presence of students who have the role of explaining the material, there are those who answer each of the questions that arise in turn, and there are those who act as a refutant or also add statements from a group of friends. In cycle I, cycle II to cycle III, group A always experiences an increase in each cycle.

Table 2 Results of Assessment of Active Learning Processes

Group	Cycle I	Cycle II	Cycle III
A	12	14	16
B	10	12	15
C	11	12	14
D	12	17	20
E	11	15	17
Total score	56	70	82
Maximum score	100	100	100
Categorization	Cukup baik	Baik	Sangat baik
Percentage	56%	70%	82%

Second, group B. Learning outcomes from group B seen from group discussion or class discussion has increased from each cycle. Group B is more active in group discussions and at presentations. Even though objectively there is still one student from this group who is still lacking in focus and playing a role in the group. However, in general, the members of this group have done their job well enough so that one person who is less focused becomes motivated and influenced by other friends. In addition, other friends reminded him to motivate him to follow the learning process well. During group discussions and presentations, cohesiveness is very visible from each member of this group. they are able to show their cooperation, for example the division of tasks and roles that are carried out properly and actively. This was demonstrated when presenting the material, answering questions or adding statements from a group of friends.

Third, group C. as a whole, group C experienced an increase in learning activities both in group discussions, classes or at presentations. The increase continues to move from cycle I, cycle II, to cycle III. Each member of the group is actively involved in the process of group discussion and class discussion. The division of tasks and roles are carried out well.

The increase in students' learning activeness has also increased in students who are grouped in group D and group E. The results of observations and evaluations of the three activities from cycle I, cycle II, to cycle III have increased, especially assessment when the course of presentations, group discussions and discussions the class is going well, interactive and orderly. Even when this group D made a presentation, a quite "critical" question was raised by members of group E. This led to scientific debate. Therefore, this also stimulates members of other groups to take an active part in this discussion either as an addition to statements, respond to or participate in strengthening the answers that have been raised by group D to members of group E. Such learning conditions make the learning process more "alive" again.
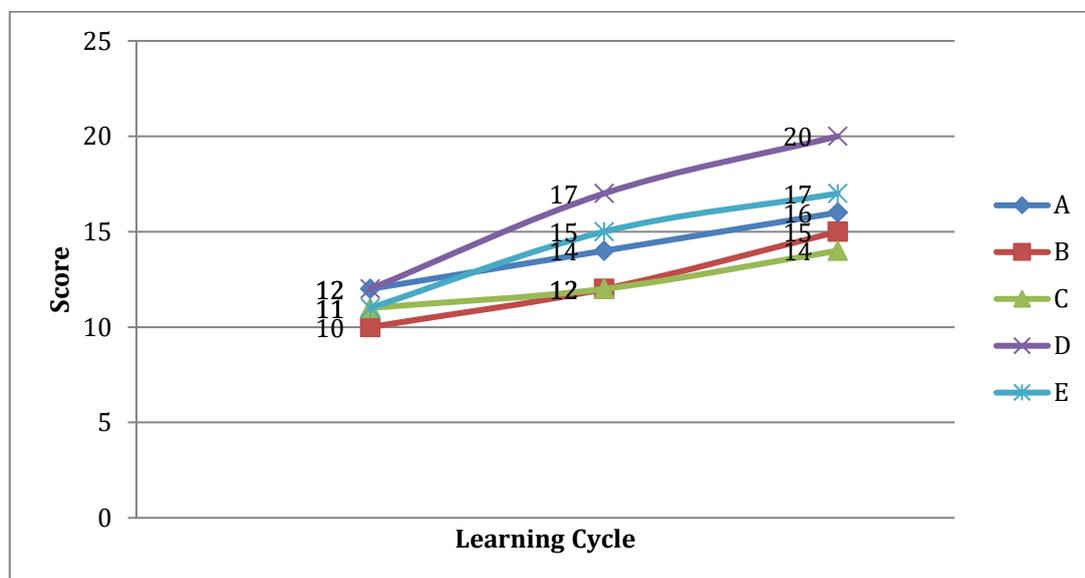
Figure 1 Learning Process Results Graph

The use of historical game card models has to do with efforts to increase student learning activeness very successfully and appropriately used as learning media. That success can be seen from the results of the learning assessment on the action cycle III. The results can be classified as very good or very satisfying compared to the previous cycles between cycles I and II. In cycle III, the average number with a score of students reached 32.5. In the course of group discussions, students are more active in working on historical card games. As if the students are already accustomed to having group discussions using historical games as supporting media. The presentation went well and in an orderly manner. Each group explained the material then continued to the interactive question and answer section. There are students who actively give questions, answer questions, respond and also reinforce statements and so on.

Thus, learning patterns in the classroom are no longer centered on the teacher but on the students themselves. The history media card game learning media is able to foster history learning that is fun, "lively", dynamic and directed by fully involving students actively. By doing so, it is hoped that learning patterns like this are also expected to be applied in other subjects so that it can create an effective learning environment and learning objectives can be

achieved well and as expected. Following are the results of the assessment of overall student learning activities, shown in Table 2.

In Figure 1, an increase in learning activities in each cycle. Increased learning activity that penetrated all groups consisting of five groups. It happened from the first cycle to the last cycle. Of the three cycles, none of the groups experienced a decline. However, although all groups experienced an increase from cycle to the next cycle, the rate of increase of each group varied from the first cycle to the next cycle: there was an increase slowly, some were quite significant. Meanwhile, generally, overall students in the classroom, the magnitude of the increase in learning activeness from the first cycle to the second cycle is 14 points (56-70). The second cycle to the third cycle increased by 12 points (70-82). From the data above, it is explained in more detail, as follows: cycle I, the average value of students' learning activeness in class is 56 out of 100 points (56%). In cycle II the average value is 70 out of 100 points (70%). This means an increase of 14 points or 14%. From cycle II to cycle III increased by 12 points or 12%, from 70% to 82%. This shows that the use of media cards for learning history games is successful and is able to be a tool to increase the activity of learning history of students in the classroom. Even so, it must be stated that this learning media in reality still has obstacles in its application. Some obstacles are like this: (1) Availability of time. The availability of time is relatively short (1 hour x 35 minutes), so the learning process is not fully conveyed in detail. Moreover, the allocation of history lessons at the high school level is only available 2 hours per week. And also, generally, in high school the allocation of 1 hour lessons ranges from 45 minutes. (2) Students are not accustomed to using this kind of learning media. At the beginning of the activity, in the first cycle, some students still looked confused. However, this obstacle does not greatly affect the effectiveness of learning, because it can be quickly resolved based on the results of reflection and evaluation conducted by researchers in each cycle. The second obstacle is only temporary and in the beginning, because it is only a matter of time to adapt.

Conclusion

Based on the results of this study, it can be concluded that the use of this historical game card learning media has succeeded in solving problems that occur in class while learning history. Through the use of this learning media, the learning activeness of students in following the history learning process is increasing, so that the learning process is not only centered on the teacher, but students are actively involved in the learning process in class. It can be said, the activeness or learning achievement of students, much depends on the way teachers manage class. Of course, in its application, the design needs to be made in advance adjusted to the purpose of learning history itself, in addition to adjusting the subject matter to be conveyed. This is because not all historical material is effective and appropriate when it is delivered using the history game card learning media. For this reason, it is hoped that the learning media of historical card games will become a new way of learning models for historical subjects. So the learning process becomes meaningful and right on target. On the other hand the use of these media can undermine the notion that learning history is not one of the saturating subjects which is also boring because there is an "game" element in the learning process.

Acknowledgements

References

Bernstein, B. (1975). *Class, Codes and Control: Towards a Theory of Educational Transmission*. London: Routledge.

Boadu, G. (2015). Effective Teaching in History: The Perspectives of History Student-Teachers. *International Journal of Humanities and Social Sciences*.

Borg, W.R. & Gall, M.D. (1983) *Educational Research: An Introduction*. New York : Longman Inc..

Cole, M. (1988). Cross-cultural Research in the Sociohistorical Tradition. *Human Development*, 31: 137–157.

Engeström, Y. (2001). Expansive Learning at Work: Toward an Activity-Theoretical Reconceptualization. *Journal of Education and Work*, 14(*6*): 133–156.

Gemini, G. E. dan Fitriani H. (2016). Nilai-Nilai Kepahlawanan dalam Pembelajaran Sejarah Indonesia. *Jurnal Sinau*, 2(*3*): 239-256.

Klein, S. R. E. (2005). Understanding history teaching. *Teaching and Teacher Education*.

Marta N. Dan Situmorang R. (2019). Exploration Of Historical Learning Strategies At SMAN 37 Jakarta. Asia Proceedings of Social Sciences (APSS), 5(*2*).

Nardi, B. (1996). Studying Context: A Comparison of Activity Theory, Situated Action Models, and Distributed Cognition. In Context and Consciousness: Activity Theory and Human-Computer Interaction, edited by B. Nardi, 69–102. Cambridge, MA: MIT Press.

Nasution. (1986). *Asas-Asas Kurikulum*. Bandung: Jemmars.

Peruski, L., and P. Mishra. (2004). Webs of Activity in Online Course Design and Teaching. *Research in Learning Technology*, 12(*1*): 37–49.

Reese, E. (2013). *Tell me a story: Sharing stories to enrich your child's world*. New York, NY: Oxford University Press.

Republik Indonesia. Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

Roth, W., and Y. Lee. (2007). Vygotsky's Neglected Legacy: Cultural-Historical Activity Theory. *Review of Educational Research*, 77(*2*): 186–232.

Sadiman, A. (1986). *Media Pendidikan*. Jakarta: Rajawali.

Sudjana, N. (1995). *Dasar-Dasar Proses Belajar-Mengajar*. Bandung: Sinar Harapan.

Taraban, R., Rynearson, K., & Kerr, M. (2000). College students' academic performance and self-reports of comprehension strategy use. *Reading Psychology*, 21(4): 283–308.

Walker, M. (2012). Universities and a Human Development Ethics: A Capabilities Approach to Curriculum. *European Journal of Education*, 47(*3*): 448–461.

Wena (2013). *Strategi Pembelajaran Inovatif Kontemporer*: Suatu Tinjauan Konseptual Operasional. Jakarta: Bumi Aksara.

Wiriaatmadja, R. (2014). *Metode Penelitian Tindakan Kelas*. Bandung: Rosdakarya.

Yamin, M. (2013). *Strategi Dan Metode Dalam Model Inovasi Pembelajaran*. Jakarta: Gaung Persada Press Group.

Ziori, E., & Dienes, Z. (2008). How does prior knowledge affect implicit and explicit concept learning?. *The Quarterly Journal of Experimental Psychology*, 61(4): 601–624.