

The Implementation of Card Sort Active Learning Strategies to Increase Civics Learning Activities

by

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Abstract

This study aims to determine the increase in civics learning activities and outcomes by using an active learning strategy of card sort type on the subject matter of the Nation and the Unitary State of the Republic of Indonesia. This research is qualitative in the form of CAR (Classroom Action Research) with the research subjects of odd semester X class students, totalling 30 people. This research was carried out in 2 cycles with steps: planning, implementation, observation, and reflection. Data collection tools used are observation and tests. The results showed that there was an increase in student learning activities in the first cycle of 57.08% and the second cycle of 87.70% which means there is an increase in student learning activities of 0.71 high categories. In addition, student learning outcomes in the initial pre-test obtained were completed by 13.33%. Then action was taken with the application of an active learning strategy of card sort type. The completeness of learning outcomes in the first cycle was 40% and the second cycle was 83.33%, which means that there was an increase in student learning completeness by 0.72 in the high category. This shows that there is an increase in activity and completeness of student learning outcomes by using an active learning strategy of the Card Sort type on the material of the Nation and the Unitary State of the Republic of Indonesia.

Keywords: Card Sort, Civics, Learning Activities.

Introduction:

One way to advance the eminence of human resources is to improve the quality of education. This can be attained by refining the excellence of student learning, especially Civics learning in schools. The tenacity of education is to lead students to changes in intellectual behaviour, have a noble character, knowledgeable, creative, independent, and responsible. In achieving these objectives, students must interact with the learning environment regulated by the teacher through the learning process, learning strategies, and learning assessments. A teacher is a person who occupies a strategic position to develop human resources by processing learning more effectively, dynamically, and efficiently. This is characterized by awareness and active

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involvement between two teaching subjects, namely the teacher as a mentor, while students are the ones who undergo and are actively involved in getting changes in learning.

According to Istarani (2017, p. 4) “Learning is a process of changing behaviour that can be expressed in the form of mastery, use, and assessment of knowledge, attitudes and values and skills”. Meanwhile, according to Istarani (2017, p. 5) “Learning can be interpreted as a change in behaviour in individuals due to interactions between individuals and with their environment so that they can interact with their environment”.

In reality, the teaching is carried out by the teacher by using the media only. The way of delivering information orally to students is teacher-centred and communication that occurs is only one-way communication. For example, students are asked to listen to the teacher’s explanation so the teacher is more active than the students. Learning is also rarely varied by using other learning strategies (Susanto Ahmad, 2016). This is a challenge for a teacher as an educator in carrying out classroom learning. The low interest of students in learning Civics subjects is a clear phenomenon for Civics teachers. In Civics learning, students are often faced with problems such as low student learning outcomes even though the subject matter is repeatedly explained, questions from teachers are often not answered by students, students often being late or not on time when entering class.

The Civics learning outcomes of students are classified as very low, especially in class X SMA. This can be seen from student learning outcomes which show that class X students get scores below the average completion limit. While the value of completeness of Civics subjects at the Landia Private High School Medan is 75. In this case, the teacher must be able to make changes. Teachers can restore students’ enthusiasm for learning by changing strategies and approaches in teaching so that students are enthusiastic about following lessons. The selection of the right strategy can increase student activity and learning outcomes.

Related to the statement above, to overcome the learning problem, a suitable strategy is needed so that it can create a pleasant learning atmosphere and students become more active than the teacher (Mahmud and Idham, 2017). One strategy that is categorized as being able to meet the above demands is an active learning strategy of the Card Sort type. This card sort strategy is a collaborative activity that can be used to teach concepts, characteristics, classifications, facts about objects, reviewing the knowledge that has been given previously (Sabri, 2014, p. 128). The dominant physical movement in this strategy can help a class to function more dynamically. This strategy also emphasizes physical movement, which is prioritized to help energize a class that is getting saturated. This strategy provides opportunities for students to need each other in learning. This strategy, of course, requires physical activity or movement.

According to Saifuddin and Berdiati (2015, p. 167) “Card sort is a learning strategy part of cooperative learning, in which students move actively and dynamically looking for pairs of cards”. Furthermore, this learning strategy of sorting and selecting cards (Card sort) is a strategy and method of learning by sorting and selecting to reveal the memory of the subject matter that has been studied by students (Astuti, 2017)

Based on the quote above, the card sort active learning strategy is a strategy that creates cooperative learning conditions, mutual help, and is responsible for completing the tasks given through card games. The Card Sort type of active learning strategy is one of the learning strategies used to determine the increase in student activity and learning outcomes. Sanjaya, et al (2016) concluded that using the implementation of an active learning strategy of the Card Sort type can increase student activity and learning outcomes, while Asti and Karsono (2016) also argue that the implementation of the Card Sort learning strategy can increase student activity.

Understanding Learning Activities:

According to Istarani (2017, p. 6), learning activities are all activities carried out either physically or spiritually and carried out by students during the teaching and learning process which is one indicator of the student's desire to learn. To influence activities or activities in learning, it is also necessary to know about the factors that influence learning activities. 2 factors influence learning activities, namely:

i. Internal factors include:

- Physiological factors are factors related to the physical condition of the individual. These factors are divided into two kinds:
 - Constitution.
 - State of physical function/physiology.
- Psychological factors, namely the psychological state of a person can affect the learning process. Some of the main psychological factors that affect the learning process include
 - The intelligence of students.
 - Motivation.
 - Memory.
 - Interest.
 - Attitude.
 - Talent.
 - Learning Concentration.
 - Confident.
 - Habit.
 - Ambition.

ii. External factors include:

- The social environment is the association of students with other people around them, attitudes, and behavior of people around students. This social environment includes:
 - the school's social environment.
 - The social environment of the community.
 - Family social environment.
- non-social environment, the factors included in the non-social environment are:
 - Natural environment.
 - Instrumental factors are learning tools that can be classified into two types, including:

- Facilities.
- Teacher.
- Subject matter factors.

Types of Learning Activities:

School is one of the centers of learning activities. Thus, school is an arena for developing activities. There are many types of activities that students can do at school. Student activities are not just to listen and take notes commonly occurred in schools. According to Hamalik (2010), learning activities are divided into eight groups, namely:

- Visual activities:** This includes, for example, reading, viewing pictures, observing experiments, demonstrations, exhibitions, and observing other people working or playing.
- Oral activities:** This includes, for example, stating a fact or principle, relating an event, asking questions, giving suggestions, expressing opinions, interviews, discussions, and interruptions.
- Listening activities:** Such as: listening to the presentation of materials, listening to group conversations or discussions, listening to a game, listening to the radio.
- Writing activities:** This includes, for example, writing stories, writing reports, examining essays, making summaries, taking tests, and filling out questionnaires.
- Drawing activities:** This can be in for creating graphs, charts, map diagrams, and patterns.
- Metric activities:** This includes, for example conducting experiments, selecting tools, conducting exhibitions, modeling, organizing games, dancing, and gardening.
- Mental activities:** These can be in the form of pondering, remembering, solving problems, analyzing, factors, seeing, relationships, and making decisions.

So, the classification of activities as described above shows that activities in schools are quite complex and varied. If various kinds of activities can be created in schools, of course, schools will be more dynamic and truly become centers of maximum learning activities and will even facilitate their role as centers of cultural transformation. On the other hand, these are all challenges that demand answers from teachers. Teacher creativity is necessary to be able to plan student activities that vary greatly.

Methodology:

The research used in this study is Classroom Action Research (CAR), which is a research model developed in the class according to the needs or problems that occur in the class. According to Arikunto (2021) Classroom Action Research (CAR) is research that describes the occurrence of the cause and effect of the treatment, as well as explaining what happened when the treatment was given and describing the entire process from the beginning of the treatment to the impact of the treatment. The subjects in this study were students of class X Odd Semester SMA Etis Landia Medan in the 2017/2018 academic year, totaling 30 people.

Result and Discussion:

Students' Initial Ability

Before the first cycle of action is carried out, a pre-test is given which aims to determine the level of completeness of learning outcomes and the difficulties experienced by students in solving problems on the subject matter of the Nation and the Unitary State of the Republic of Indonesia. The pretest was held on July 26, 2017, from 09.30-11.00.

Table 1: Student Completeness Level in Pre-Test

Score	Description	No of Students	Percentage (%)
≥75	Completed	4	13.33
<75	Not Completed	26	86.67

Based on the table and diagram above, it can be seen that 4 students completed the pre-test (13.33%), and 26 students did not complete the pre-test (86.67%). Thus, it can be stated that the class has not been completed because students who meet the KKM (the minimum grade) have not reached 75%. For this reason, improvements were made by using an active learning strategy of Card Sort type on the subject matter of the Nation and the Unitary State of the Republic of Indonesia.

Cycle I:

- i. **Planning:** Furthermore, after knowing the difficulties experienced by students, researchers designed an alternative problem solving for students. Activities carried out at the planning stage are as follows:
 - Prepare a Learning Implementation Plan with the subject matter of the Nation and the Unitary State of the Republic of Indonesia.
 - Make observation sheets to observe student activities during the teaching and learning process.
 - Prepare subject matter with the subject matter of the Nation and the Unitary State of the Republic of Indonesia.
 - Develop evaluation tools in the form of multiple-choice tests to determine the level of completeness of students in learning.
- ii. **Implementation:** During the first meeting, the researcher entered the room by greeting the students. Then focus students' attention to be more focused on learning and continue with an explanation of the material about the Nation and the Unitary States of the Republic of Indonesia. Next, the researcher distributed a card to each student in the form of practice questions by looking for pairs of cards that matched the subject matter. For each student, they are asked to sort the cards according to the main material regarding the Nation and the Unitary States of the Republic of Indonesia and for students who have found a pair of cards, they are asked to explain and check the correctness of the answers to these questions. After each group explains the truth of the answer, the researcher can find out the material that has been understood and what has not been understood by the students. The material

that has not been understood by the student is explained again by the researcher and then a conclusion is given from the material.

At the second meeting, the researcher entered the room as before, accompanied by greetings to students. Then the researcher reassured the atmosphere, and then explained the follow-up material from the first meeting regarding the Nation and the Unitary State of the Republic of Indonesia. Just like the first meeting, the researcher again asked students to look for pairs of cards that matched the subject matter that had been delivered by the researcher. After finishing looking for the pairs of cards, the researcher concluded the material as a whole and ended by giving multiple-choice questions that have been provided for students to answer.

Based on the activities of the teaching and learning process in the first cycle by applying an active learning strategy of Card Sort type on the subject matter of the Nation and the Unitary State of the Republic of Indonesia, the level of completeness of Civics learning outcomes can be seen in table 2.

Table 2: Student Completeness Level in Cycle I

Score	Description	No of Students	Percentage (%)
≥75	Completed	12	40
<75	Not Completed	18	60
Total		30	100

Based on the table above, it can be seen that the number of students who completed was 12 people (40%) and students who did not complete were 18 people (60%). Thus, it can be stated that the students' classical learning mastery level has not been achieved because students who have reached the KKM have not reached 75%. Thus, learning is carried out again in cycle II by improving the learning steps that are considered ineffective.

- iii. **Observation:** At this stage, the activities carried out are observing the actions or activities carried out by students from the beginning to the end of learning by using the prepared observation sheet. The researcher asked for help from the Civics Study teacher, to observe student learning activities during learning by using an active learning strategy of Card Sort type. The results of the percentage of student learning activities can be seen in table 3.

Table 3: Percentage of Student Learning Activities in Cycle I

No	Aspects Observed	Earning Score (S)	$S_N \times S_M$	Percentage	Criteria
1.	Linking an event	69	120	57,50%	Active
2.	Asking question	70	120	58,33%	Active
3.	Expressing opinions	65	120	54,16%	Active
4.	Discussion	70	120	58,33%	Active
Average				57,08%	Active

Based on the table above, it can be concluded that student learning activities in cycle I have not been achieved properly where the average student learning activity is 57.08% with the active category.

iv. **Reflection:** Based on the value of student learning outcomes and student activity observation sheets in the first cycle, it can be concluded that the learning process in the first cycle has not been successful or not following expectations because classical learning completeness has not been achieved and students are still less active in learning. So, it is necessary to make improvements by continuing the action in cycle II. The things that must be improved in the first cycle are:

- Students' Classical Learning Completion Level
- Student's average score
- Percentage of student learning activities

To improve these three aspects, researchers must explain the material in detail so that students can better understand the material being taught while applying the Tie Card Sort active learning strategy.

Cycle II:

i. **Planning:** Alternative problem solving designed in cycle II are as follows:

- Prepare a new learning implementation plan per the problems that arose in the first cycle of the subject matter of the Nation and the Unitary State of the Republic of Indonesia.
- Make observation sheets to observe student activities during the teaching and learning process.
- Prepare subject matter that has not been understood by students.
- Develop evaluation tools in the form of multiple-choice tests to determine the level of completeness of students in learning.

ii. **Implementation:** At the third meeting, the researcher again acted by implementing an active learning strategy of the Card Sort type. In this meeting, the researcher focused more on material that had not been understood by the students. Researchers motivate students to be more focused and more active in participating in the learning process.

As in the first cycle, the researcher explained the subject matter, especially material that had not been understood by the students. In delivering the material, the researcher provides clearer examples so that students can understand the material that has not been understood. The steps are the same as in cycle I. Next, the researcher gives multiple-choice questions that have been provided to students to answer.

Table 4: Student Completeness Level in Cycle II

Score	Description	No of Students	Percentage (%)
≥75	Completed	25	83,33
<75	Not Completed	5	16,67

Based on the table above, it can be seen that the number of students who completed was 25 people (83.33%) and students who did not complete were 5 people (16.67%). Thus, it can be stated that the “class is complete” because students who reach the KKM have exceeded 75%. This shows that there is a significant increase in student learning outcomes in this second cycle.

- iii. **Observation:** At this observation stage, the researcher was still assisted by the Civics Study teacher to observe student learning activities during the learning process using the Card Sort type of active learning strategy. Following are the results of observations in cycle II.

Table 5: Percentage of Student Learning Activities in Cycle II

No	Aspects Observed	Earning Score (S)	SN x SM	Percentage	Criteria
1.	Linking an Event	105	120	87,5	Very Active
2.	Asking question	104	120	86,67	Very Active
3.	Expressing opinions	106	120	88,33	Very Active
4.	Discussion	106	120	88,33	Very Active
Average				87,70	Very Active

Based on the table above, it can be concluded that student learning activities in cycle II have been achieved well where the average student learning activity is 87.70% with a very active category.

- iv. **Reflection:** Based on the value of student learning outcomes and student activity observation sheets in cycle II, it can be concluded that the learning process in cycle II has been successful or in line with expectations. The results of the reflection in this cycle are:

- Students’ Classical Learning Completion Rate, the average value of students, the percentage of student learning activities have increased.
- Researchers have used the Card Sort type of active learning strategy properly and correctly.

Conclusion

The learning process using an active learning strategy of the Card Sort type can increase student activity on the subject matter of the Nation and the Unitary State of the Republic of Indonesia. This can be seen in the observation sheets of student learning activities, where there is an increase in student activity in each cycle. The increase in student learning activities can be seen from the percentage of average student learning activities from cycle I to cycle II. The increase in the average score and the level of completeness of students is due to the researchers using an active learning strategy of Card Sort type on the subject matter of the Nation and the Unitary State of the Republic of Indonesia properly and in the approved manner. Before the action was taken, based on the value of the pretest results, it could be seen that the average value and the level of completeness were still low. After the actions were carried out in the first cycle, the average value and level of student learning completeness also increased but did not meet expectations. And then continued with the implementation of the second cycle, where the average value and the level of completeness of student learning increased per the desired goals.

The application of this learning strategy is very helpful for students in learning, especially in Civics learning. Students do not feel uninterested because students are required to work collectively, help each other and increase students' sense of responsibility in completing their assignments. The advantages of implementing this learning strategy are helping students to have the courage to answer questions, increasing students' ability to express opinions in front of people, and increasing courage to respond to answers from other students who do not match their answers.

Student learning activities are known from the assessed aspects, namely connecting an incident, asking questions, expressing opinions, and discussing. At the beginning of the action, the assessment of student learning activities was still a diminutive, only certain students were active. This is because this is the first-time students get learning by applying this strategy. Student learning activities tend to be uncontrollable but after reflection in cycle II and efforts in guiding students in the learning process and the willingness of students to increase in their learning have supported the learning activities to also get increased because they involve students dynamically. In the second cycle of action, student learning activities are more controlled, students are more active in connecting an event, expressing opinions, asking questions, and discussing. As a result, students are more interested in participating in learning.

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