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The Influence of Card Sort Active Learning Model on Learning Outcomes of PPKn Class V SDN 91 Palembang

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Abstract: This study examines the effect of the Active Learning model type Card Sort which aims to determine whether there is an influence on the learning outcomes of Civics class V SDN 91 Palembang. The approach used is quantitative experiment. Research design with *quasi-experimental design Pretest-Posttest control group design*. From data processing, it was obtained that the average pretest value for the experimental class was 49.40, the control class was 43.00 and the posttest average value for the experimental class was 90.60, the control class was 51.80. Based on the normality test it was stated that the sample came from a normal population. Based on the homogeneity test it was stated that the sample came from a homogeneous population, then based on the hypothesis test it was known that t-count was 14.916, to compared with t-table at a significant level of 0.025 with dk n - 1 = 25-1 = 24, obtained a significant level of 0.025 = 0.594. Thus Ho (null hypothesis) is rejected and Ha (alternative hypothesis) is accepted. Based on the results of the analysis and discussion of test data, it can be concluded that learning outcomes have an effect after being given treatment using the Card Sort Active Learning model in class V SD Negeri 91 Palembang.

Keywords: Active Learning, Card Sort, Model of Learning, PPKn Learning Outcomes.

A. Introduction

Education is all the influences that the school seeks on children that are handed over to the school so that they have perfect cognitive abilities and mental readiness and are advanced conscious which are useful for them to enter society, establish social relations, and assume their responsibilities as individuals and as social beings (Soyomukti, 2016). The purpose of education is one of the most important components of the education system. One of the goals of education is to educate the country's children and build a personal character that is more polite, honest, religious and has integrity (Astriani, et. al., 2023).

Elementary school (SD) is the most basic level of formal education in Indonesia, taken within six years, starting from grade one to grade six and is an institution with an

organized organization and all its activities are deliberately planned, which is called the curriculum (Nurohman & Prasasti, 2019).

Learning is a conscious activity of a person carried out to gain new knowledge and understanding in order to produce relatively lasting changes in behavior in thoughts, feelings and actions. Learning does not only take place within the framework of school education, but can also be the result of experience gained in social life (Emda, 2017). Meanwhile, according to (Amril & Asmar, 2020) learning is a process of transforming knowledge in order to acquire competencies, skills, and attitudes to add better changes.

According to Rosyid, et. al., (2019) in the teaching and learning process certain standards or indicators are determined according to what the educator wants to achieve. These indicators describe the process and learning outcomes that are expected to be achieved by students in accordance with the basic competencies that have been determined. In other words, the abilities that have been included in the learning objectives include the ultimate learning objectives that must be achieved by students which can be seen from their learning outcomes.

One of the lessons that must be given to students is Civics subjects. Civics is considered as a subject that is aimed at training students to become citizens who become the foundation of themselves, the nation and the State to achieve common goals. Strive to form citizens who are democratic, responsible, trustworthy, think critically. Civics lessons play an important role in the process of character formation so that students behave and behave in everyday life according to values and standards, so that students are expected to have better character in the future (Parameswara & Dewi, 2021).

Winarno (2020) states civics education as political education which focuses materially on the role of citizens in the life of the state, all of which are processed in order to foster this role in accordance with the provisions of Pancasila and the 1945 Constitution so that they become citizens who can be relied upon by nation and state. Meanwhile, according to Parawangsa, et. al., (2021) Citizenship Education is a conscious effort by the government to instill a multi-dimensional concept of nationality which is related to basic knowledge about instilling civic values. or national values, political sociology/political society, democracy and the preparation of the nation's children to participate in the political process as a whole in order to become good citizens.

According to Salsabila, et. al., (2023) culture is widely used in two senses, namely as art and as a way of life. That way the meaning of this culture, when viewed from an academic point of view, culture needs to be taught to students so that Indonesian culture continues to be preserved by future generations and introduces Indonesian

culture to the general public. Meanwhile, the diversity of Indonesian society which is plural and diverse requires an understanding of differences. Understanding differences builds tolerance in a society that has a lot of diversity that Praselanova has (Atmaja & Nugroho, 2022).

The term Active Learning has a constructivism connotation, namely active learning and construction in a social context. The basic idea is that students gain understanding in learning through interaction with their environment, and students are involved in constructing their knowledge. The constructivist group emphasizes problem-solving-oriented learning because then students actively do something so they can transform information into knowledge. This is often done by students in the form of active learning through class discussions, it is the active role of the students that can lead them to a more perfect level of understanding. Understanding like this is formed through active asking questions, answering friends' questions, actively exploring references and so on, which are carried out together in groups. According to Tanjung, et. al., (2019) active Learning is intended to optimize the use of all the potential possessed by students so that all students can achieve satisfying learning outcomes according to their personal characteristics. Active Learning makes students their learning subjects and has the potential to increase creativity or be more active in every given learning activity, both inside and outside the classroom.

The steps for the Active Learning model according to Tanjung, et. al., (2019) are as follows:

1. The teacher conveys all the learning objectives to be achieved and motivates students. By presenting to students the aims and objectives of the lesson to be given by the teacher, it is hoped that it can foster students' curiosity about new knowledge, as well as increase student enthusiasm.
2. Next, presenting the information, the teacher explains the general description of the subject matter that will be studied by students.
3. Organizing students into groups or can be called grouping. The teacher divides students into several groups so that it is easy to identify student abilities and divides tasks in each group.
4. Counseling work groups and study. The teacher provides assistance and guidance to study groups when they are working on assignments.
5. Evaluation, here the teacher asks students from each group to take turns presenting their work, then the teacher evaluates the learning outcomes of the material being studied by providing lesson materials and questions.
6. Giving awards, to provide motivation and enthusiasm for work and study for students, the teacher gives awards to the best work/discussion groups according to the teacher's criteria. The award in this case is in the form of praise given by the teacher to the best group so that students are more enthusiastic.

The steps taken in learning Card Sort are integrating activities that are used to teach concepts, characteristics, classifications, facts about something or innovating information. According to Widyawati, et. al., (2022) the use taken in Card Sort learning has advantages in teaching concepts, especially teachers who have no difficulty conveying material and can help students who are passive and not fast enough so that students can understand material delivered by the teacher. The steps taken in learning Card Sort are integrating activities that are used to teach concepts, characteristics, classifications, facts about something or innovating information.

SD Negeri 91 Palembang is an educational institution under the auspices of the Ministry of Culture and Education located in the city of Palembang, which seeks to realize the ideals of the nation, knows how to educate students who have broad intelligence and religious values. Based on the results of initial observations and interviews that have been conducted by researchers with homeroom teachers of VA, VB, VC SD Negeri 91 Palembang, researchers found problems that caused students to not understand the material conveyed by the teacher, especially Civics subjects. The learning outcomes obtained from PPKn subjects, especially class V, are still low, namely in class VA by 40%, class VB by 35% and class VC by 40% of the KKM standard. Meanwhile, the KKM for PPKn class V SD subjects is 70.

PPKn learning outcomes are not optimal. Making researchers then read from a number of books and other sources to find a learning process that feels appropriate to answer these problems, so that Civics learning becomes fun and effective. After that, the researcher decided to use the Card Sort Active Learning model around the themes of 8 neighborhoods of our friends which are integrated according to the theme to get maximum results.

According to Maruwae, (2022) learning outcomes on the target are grouped into two groups, namely knowledge and skills which can be divided into four types, namely knowledge of facts, knowledge of procedures, knowledge of concepts and skills to interact. This opinion illustrates that the learning outcomes obtained include mastery in aspects of knowledge and increased ability to interact.

In supporting the Active Learning model, it is necessary to have a Card Sort learning type. Fakhrurrazi, (2016) argues that the use of the Card Sort strategy in this study has advantages in teaching concepts. The characteristic is that the teacher has no difficulty in conveying the material and can help students passively and not get bored quickly so that students can understand the material presented by the teacher. The use of this type of Card Sort allows students to actively and dynamically search for pairs of cards. This model perfectly teaches the concepts, facts, or characteristics of something. This type creates a relaxed and fun atmosphere for students who can be motivated in learning (Silberman, 2014).

After seeing the explanation of what has been described in the background and previous research above, the researcher concluded that he would conduct research with the title The Effect of Card Sort Active Learning Model on Learning Outcomes of PPKN Class V SDN 91 Palembang.

B. Methods

The method is defined as a certain way that is used to achieve certain goals in certain situations. The research method is the procedure for research to be carried out referring to the specific objectives to be achieved (Fitri & Nik, 2020). He also argues that the research method is a teaching of truth that is governed by logical considerations, to obtain systematic interrelationships of facts as an effort to seek explanations, discoveries, and validation of the truth of problems. With the research method, the questions presented in order to seek knowledge of a truth will be easily answered. Meanwhile, according to (Sugiyono, 2022) expressed his opinion that in general the research method is defined as a scientific way to obtain data with specific purposes and uses. In this study, researchers used the experimental method. The experimental method is a quantitative research method used to determine the effect of the independent variable treatment on the dependent variable (results) under controlled conditions.

In this study, the research method used was a quasi-experimental design type, with a pretest-posttest control group design research design (Sugiyono, 2022). In this design, there are two classes selected, one group is not given any treatment (the control group). Then a pretest is given to find out if there is a difference between the experimental class and the control class. For good pretest results if the experimental class values are not significantly different and then the class is given a pretest in the experimental class and in the control class. Next, X treatment will be given in the form of learning activities using the Active Learning Card Sort type learning model in the experimental class.

Regarding the location of this research, it will be conducted by researchers at SD Negeri 91 Palembang which is located at Jalan Telaga Sewidak 14 Ulu, Seberang Ulu II District, Palembang City, South Sumatra. This research was conducted starting from December 2022 until the deadline in May 2023 even semester of the 2022/2023 school year.

In quantitative research, the sample is part of the number and characteristics possessed by the population. If the population is large, and it is impossible for the researcher to study everything in the population, for example due to limited funds, manpower and time, then the researcher can use samples taken from that population,

the conclusions will be applicable to the population. For this reason, samples taken from the population must be truly representative (Sugiyono, 2022).

In the research that will be carried out using purposive sampling techniques. Purposive Sampling is a sampling technique with certain considerations. For example, when conducting research on food quality, the sample data source is a person who is a food expert, or research on political conditions in an area, the sample data source is a person who is a political expert (Sugiyono, 2022). Then the sample chosen in the study was class V. A and V. C with a total of 25 people in class V. A and class V. C as many as 25 people. Where after consideration and with evidence of the percentage of student learning outcomes as much as 40% in VA and VC classes so that researchers took samples for their research in that class.

C. Results and Discussion

The results of this study consist of data on initial and final test results and documentation. The description of the results of the observations, Pretest and Posttest results as well as descriptions of the documentation data are as follows: In this study the learning process was observed by the VA homeroom teacher, Mr. Nur Sidik, M.Pd. he assessed the lesson plan made by the researcher then assessed the ongoing process of teaching and learning in class using the observation sheet provided by the researcher.

Data from the initial test (Pretest) and data from the final test (Posttest), namely by administering the test. The test used is the material test regarding socio-cultural diversity of society. Initial test administration (Pretest) is carried out before the teaching and learning process, the aim is to measure the extent of student knowledge. After each class is given a question *pretest,* then each class is given treatment, namely for the experimental class using the learning model *active learning type card sort,* while the control class does not use the card sort type of active learning model. Then, each class is given a question *Posttest* to determine the increase in student learning outcomes. The following are the results of the Pretest and Posttest in the experimental and control classes.

Table 1. Minimum Value, Maximum Value, Average, and Standard Deviation

Descriptive Statistics

	N	Min	Max	Means	std. Deviation
Experiment Pretest	25	30	85	49.40	14018
Post Test Experiment	25	70	100	90.60	8,935
Control Pretest	25	30	60	43.00	10,801
Post Test Control	25	40	70	51.80	9,452
Valid N (listwise)	25				

It can be seen from the mean table above that each experimental class and control class experienced an increase in learning outcomes. Namely, the results of the Pretest score for the experimental class which showed an average result of 49.40 experienced an increase in learning outcomes as seen from the average result of the Posttest score of 90.60. The control class also experienced an increase in learning outcomes, as seen from the average Posttest score of 51.80, which at first did the Pretest only get an average score of 43.00.

To find out whether the pretest and posttest student learning outcomes data in the experimental class and control class were normal or not, a normality test was carried out using the Liliefors test. The results of the two-class data are as follows:

Table 2. Normality Test

Tests of Normality

		Kolmogorov-Smirnova			Shapiro-Wilk		
	Class	Statistics	df	Sig.	Statistics	df	Sig.
Student learning outcomes	Experiment Pretest	.127	25	.200*	.955	25	.332
	Post Test Experiment	.174	25	.050	.891	25	012
	Pretest Control	.171	25	059	.889	25	011
	Post Test Control	.164	25	081	.912	25	.033

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the data distribution normality test, both classes are normally distributed so that the analysis is continued by testing homogeneity using the Levene test using the SPSS program with a significance level of 0.05. After managing the data, the output display can be seen in the following table:

Table 3. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistics	df1	df2	Sig.
Student learning outcomes	Based on Means	1,505	3	96	.218
	Based on Median	1,273	3	96	.288
	Based on Median and with adjusted df	1,273	3	89,203	.288
	Based on trimmed mean	1,503	3	96	.219

Based on the results of the homogeneity test using the test *Levene* its significance value is 0.218. Because the significance value is greater than 0.05, it can be concluded that students in the experimental class and control class come from populations that have the same variance, therefore the control and experimental groups have a homogeneous distribution considering the sig. ≥ 0.05.

If the two classes are normally distributed and have a homogeneous variance, then the hypothesis is tested with a t-test through the IBM SPSS 23 program using the Independent Sample T-Test with the assumption that both variances are homogeneous (equal variances assumed) with a significance level of 0.05. The test used in this study was to use the Independent T-Test test which was carried out by comparing the results of the students' Posttest between the experimental and control classes. The results of the comparison are presented in the following table:

Table 4. Posttest Comparison Results of Experimental and Control Classes

Group Statistics

	Class	N	Means	std. Deviation	std. Error Means
Student learning outcomes	Post Test Experiment	25	90.60	8,935	1,787
	Post Test Control	25	51.80	9,452	1890

Based on the statistical output table above, it can be seen that the average obtained by experimental class students was 90.60, meaning that the experimental class had a relatively high increase in Civics learning outcomes, and the average control class student was 51.80, meaning that the class also had an increase sufficient learning outcome. Based on these results, it can be concluded that the average increase in PPKn learning outcomes for students in the experimental and control classes is high, with a comparison of the KKM scores in the experimental and control classes which is 70. The average score of the experimental class is higher than the existing average. in the control class. Thus, it can be concluded that the learning outcomes of Civics using the card sort type of active learning model are higher than conventional classes.

Based on the hypothesis table above, the sig value is obtained. (2-tailed) by t-test is 0.000. Because the probability value is less than 0.05 and the t-count value is 14.916 > from the t-table value of 2.064, it can be concluded that there is a significant difference between classes using the card sort active learning model and conventional learning models.

This research aims to find out whether the influence of card sort active learning Model on learning outcomes of PPKn Class V SDN 91 Palembang. The type of research conducted in this research is *quasi-experimental design* which in this study involved two

classes, namely the experimental class which was treated using a learning model *active learning type card sort* and the control class that was treated did not use the learning model *active learning type card sort*. This study uses 2 variables as research objects, namely independent variables (learning model *active learning type card sort*) and the dependent variable (student learning outcomes). The samples obtained in this study were the VA class (experimental class) with 25 students and the VC class (control class) with 25 students so that the total sample in this study was 50 people.

Based on the results of the research above, there are differences in Civics learning outcomes between students who are given treatment using a learning model *active learning type card sort* with which treated not using the learning model *active learning type card sort*. In the process of treatment given students using learning models *active learning type card sort* more enthusiastic and interested in carrying out the learning process. In addition, students are more responsive in understanding the material and active in the learning process.

So based on the results of calculations that can be concluded from the average value in the experimental class of 90.60 while the control class average value of51.80, this proves that there are differences between classes that are given treatment using the learning model *active learning type card sort* with classes given treatment using conventional learning models. This can also be seen from the lowest and highest scores from the tests that have been carried out where in the control class the highest score in the pretest is 60 and the lowest score is 30 with an average of 43.00, and in the posttest control class the highest score is 70 the lowest score is 40 with average 51.80. Then, the highest score in the pretest of the experimental class reached 85 and the lowest score was 30 with an average of 49.40, then in the posttest of the experimental class the highest score was 100 and the lowest was 70 with an average of 90.60. Based on data analysis, it can be seen that the average value of the posttest test is higher than the pretest value as well as the comparison of the experimental class is higher than the control class.

To find out the comparison between the two classes, hypothesis testing was carried out using the Independent T-Test which showed significant results of0.000 <0.05 or t-count = 14.916 > t-table = 2.064, it can be concluded that there is a significant difference between the average learning outcomes in the experimental class and the control class.

The research results prove that using learning models *active learning type card sort* effect on learning outcomes. The results of this study are supported by research (Oktavia, et. al., 2018) which states that the Card Sort type Active Learning model is effective on learning outcomes. Apart from that, there is an effect of the Card Sort strategy on thematic learning. So, it can be concluded that the card sort type of active learning

model is a learning model that makes students more active in the learning process and to support it all can use the help of card sort learning media.

D. Conclusion

Based on the results of data analysis and research discussion, it can be concluded that there is a significant influence on application Active Learning Model Type Card Sort Against Learning Outcomes PPKN Class V SDN 91 Palembang. The effect can be seen from the difference in learning outcomes between the experimental class and the control class. Average value *Posttest* experimental class is90.60 while the control class average value of51.80.

Based on the results of hypothesis testing obtained t-count = 14.916 > t-table = 2.064 and from the Independent T test which shows a significant result of 0.000 <0.05 or t-count = 14.916 > t-table = 2.064 which indicates that there is a significant effect and Ha is declared accepted, it is concluded that there is a significant effect between the average learning outcomes in the experimental class and the control class. So, it can be concluded that the use of the Card Sort Active Learning Model can be used in learning and has a significant influence.

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