

The Effect of Flash Card Media on Student Learning Outcomes in Social Studies Subjects

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ABSTRACT

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This study is to apply the experimental method which has two variables, X and Y. The population is all students who attend SD Negeri 20 Palembang. The research sample is using two classes as experimental classes and control classes by applying pretest posttest. The way researchers collect data is with tests and documentation. Researchers carried out validity tests and reliability tests. Data analysis applies normality, homogeneity, and hypothesis testing. If the tcount value is smaller than the ttable value, then Ho will be rejected and Ha will be accepted. However, if the tcount value is equal to or greater than the ttable, then Ho will be accepted and Ha will be rejected. The results in this study are after the test obtained a significant (2-tailed) of 0.001 which is smaller than the significance level of 0.05 (5%). After being treated in the form of flash card media there was an increase in student learning outcomes in social studies subjects. It can be concluded that there is a significant effect when applying flash card media on student learning outcomes in social studies subjects. Then the alternative hypothesis is accepted and the null hypothesis is rejected.

Kata Kunci

Flash Card Media, Learning Outcomes, Social Studies Subjects

INTRODUCTION

In today's increasingly sophisticated world, technological development is very important in learning. Education must use technology to support the implementation of learning. In the educational process, using media, methods, and evaluating student learning outcomes are important. Nurrita (2018) learning media plays a very significant role in the teaching and learning process for students. Teachers must also have the ability to create learning media to support the learning process to be more effective (Arni et al.,2022).

Learning media is used by teachers as a means of supporting teaching and learning activities in order to facilitate students in understanding the material taught to the maximum. Tools or methods used in the teaching and learning process are in the form of physical or non-physical objects. As a teacher, the biggest challenge in improving learning media is to ensure that the media is in accordance with the thinking ability of students and also considers their components, needs, and interests. This aims to make the use of learning media more successful. Utilizing learning media in learning activities can encourage

learners to be motivated in achieving their goals. Thus, it can create an exciting learning atmosphere and far superior learning outcomes.

The important role of media in education can have a significant impact on the success of student learning and teaching. Its presence has an important impact on students. Learning media is a term whose word comes from "medius". This term as a middle part, intermediary, or introduction. Intermediary media is a means of sending messages sent by the sender to the recipient. Gerlach & Ely said that media can be interpreted as individuals, materials, or events that play a role in creating situations that provide opportunities for students to gain understanding, skills, or attitudes. In this sense, teachers, textbooks, and the school environment act as tools. As often as possible, media in the context of learning are often considered as graphic tools, photographic fields, and electronic technology, used to record, process, and manage image and oral information (Hasanah, 2020).

In observations and interactions with relevant educators, it can be seen that learning materials in social studies subjects only use books that have been published by government education and cultural institutions. According to a teacher at an elementary school in an interview, it is known that only using student books is not enough to meet the learning needs of students. Teachers also have difficulty in creating interesting teaching materials for students and combining various subject matter. The tools and facilities for social studies subjects there do not meet the expected standards.

Based on some of the challenges mentioned, the choice of learning media that is suitable as a solution to improve student learning outcomes is by applying flash card media. Learning media is a means of communicating knowledge and messages in the teaching and learning process. The main purpose of learning media is to optimize the ability of learners to gain a better understanding based on the information and messages conveyed so that they can achieve learning objectives effectively (Zahwa & Syafi'i, 2022).

Flashcard media is a form of image media that is in the form of picture cards. These cards are known as flashcards because their use involves showing them to children quickly. Glenn Doman introduced flashcards, flashcards are cards that have pictures and words, he is a brain surgeon from Philadelphia, Pennsylvania. He believed that these flashcards could be used by showing the card to the child and saying it quickly (Mansyur, 2018). Flashcards are a type of card that contains simple words, sentences, or pictures according to Azabdaftari and Mozaheb (Taghizadeh et al., 2017). Thus, Asyhar (Asmodilasti & Suparno, 2018) revealed that flashcards are visual learning tools used to communicate messages and convey facts through words, numbers, and symbols. Flashcards

are a learning tool consisting of cards that measure 25×30 cm. There is a picture attached with the appropriate caption. This is the definition of flashcards in the opinion of Susilana & Riyana (Azhima et al., 2021).

Learning outcomes can be seen when a person experiences changes in their behavior after learning, such as from ignorance to understanding, and from incomprehension to understanding. Understanding of learning outcomes. Sudjana students' abilities are the result of their learning experience. Learning outcomes refer to students who follow the learning process, they will have the abilities or skills they have learned (Djonomiarjo, 2018).

Social studies is a subject that plays a major role in shaping individuals into responsible and good citizens. Therefore, teaching Social Studies is very significant at the basic education level. Basic education is an important basis in understanding and exploring science and how to live in social interaction. This is important because students in schools come from a variety of settings that are not the same. In addition, having concern for the social environment and understanding social values are also part of the moral and ethical education of society. Making efforts to introduce and strengthen knowledge about social science in more depth is very important in shaping the character of students in schools (Sahira et al., 2022).

Researchers have goals and benefits in carrying out this research, namely knowing the problems in the world of education that occur in SD Negeri 20 Palembang, problems can be obtained from observations, namely observing students and also observing how teachers teach, so that when they have carried out observations or observations and meet problems then researchers look for solutions. The problems that occur at SD Negeri 20 Palembang are student learning outcomes that are still relatively low and unsatisfactory and the solution applied by researchers to overcome the problems of learning outcomes is to use flash card media, when learning takes place researchers can find out how students learn, whether students are active and respond or not. Then after the research, it is concluded whether the application carried out has an effect or not. The benefits of carrying out this research are that it can find out the problems that occur in the world of education and can think of the right solution in overcoming these problems so that student learning outcomes are high and also very satisfying, both for teachers and for students. this research is expected to be reading material and open minds for other researchers to be able to continue or even explore more deeply the problems that exist in schools.

Based on the above, the researcher intends to conduct research with the title: "The Effect of Flash Card Media on Student Learning Outcomes in Social Studies Subjects".

RESEARCH METHODE

This study is to apply an experimental method that has two variables, namely X and Y. The variable (X) is flash card media and the variable (Y) is student learning outcomes in social studies subjects. The population used was all students who attended SD Negeri 20 Palembang. The sample used two classes as experimental classes totaling 20 students and control classes totaling 20 students by applying a pretest posttest on both samples. The experimental class was given treatment by applying flash card media and the control class without treatment, namely teaching with conventional methods. The way researchers collect data is a test in the form of questions and also documentation. The test aims to determine the ability of students and documentation aims to provide information in the form of photos or images during the study. Researchers carry out validity tests and reliability tests, this aims to test the instruments that have been made before giving the instrument to the sample. Respondents when conducting trials amounted to 20 students. Data analysis applies normality, homogeneity, and hypothesis testing. The hypothesis test requirement is that if the t_{count} value is smaller than the t_{table} value, then H_0 will be rejected and H_a will be accepted. However, if the t_{count} value is equal to or greater than the t_{table} , then H_0 will be accepted and H_a will be rejected.

RESULT AND DISCUSSION

The implementation has been carried out at SD Negeri 20 Palembang. With prior permission from the principal to carry out the application. Previously, researchers had validated the questions on lecturers and teachers and had given trials to students with 10 questions and the results were all valid. Validation can be translated as determination, namely the extent to which an instrument fulfills what is to be measured or the extent to which an instrument fulfills its measurement function. After the validity is tested, then next test the reliability. Reliability is an index that shows the extent to which a measuring instrument can be trusted or reliable. If a measuring device is used twice - to measure the same symptoms and the measurement results obtained are relatively consistent, then the measuring device is reliable. So that the reliability result is 0.643, which means that the question is declared reliable.

At the time of the study, researchers had carried out a control class pretest posttest. The following are the results:

Table 1.
Control Class Pretest

Responden	Pretest	Posttest
1	80	80
2	27	46
3	77	77
4	75	75
5	69	69
6	80	83
7	75	75
8	54	54
9	80	80
10	64	64
11	79	86
12	71	71
13	78	80
14	72	72
15	71	71
16	74	74
17	71	71
18	75	78
19	60	58
20	63	80
Jumlah	1398	1455

Researchers have also conducted an experimental class pretest posttest. The following are the results:

Table 2.
Experimental Class Pretest Posttest

Responden	Pretest	Posttest
1	72	69
2	54	47
3	77	77
4	75	75
5	69	69
6	73	83
7	75	81
8	54	61
9	74	83

Responden	Pretest	Posttest
10	64	69
11	79	97
12	74	76
13	78	86
14	70	72
15	69	71
16	66	74
17	71	77
18	27	86
19	53	69
20	63	86
Jumlah	1337	1495

From the data in the two tables above, we get the following:

Table 3.
Recapitulation of

	<i>Pretest</i>		<i>Posttest</i>	
	Experiment	Control	Experiment	Control
Lowest Grade	27,00	27,00	47,00	46,00
Highest Score	79,00	80,00	97,00	86,00
Average	51,92	62,47	71,44	62,47

It can be seen that in the table section, it is listed that the pretest scores of the experimental and control classes with the same low score of 27.00, and the highest score of the experimental 79.00 and control 80.00. In general, the participants of the experimental and control groups had similar levels of 51.92 and 62.47. However, there was an increase when applying the posttest in both classes, namely the lowest score in the experimental class 47.00 and the control group 46, while the highest score of the experimental class reached 97.00 and control 86. And when averaged the experimental class got 71.44 and the control 62.47. This means that there was an increase of 19.52 in the experimental class, but the control class had no increase. This proves that the experimental class given treatment in the form of flash card media has an influence and improvement on the learning outcomes of social studies subjects. The results obtained were continued by testing the normality. The Normality Test is used to determine whether the samples used in this study contribute normally or not.

Table 4.
Normality

	Class	Statistik	
		Df	Sig.(2-tailed)
<i>Pretest</i>	Experiment	20	0,368
	Control	20	0,302
<i>Posttest</i>	Experiment	20	0,246
	Control	20	0,302

Table 4 explains that all four data are normally distributed. This means that the data exceeds 0.05 and can continue at the next test stage, the homogeneity test is carried out to find out how stable the data is. The lavene test is used to test homogeneity. According to the criteria, the data is considered homogeneous if the significance value is > 0.05 . If the significance value is < 0.05 the data comes is considered homogeneous. The following are the results of the study:

Table 5.
Homogeneity

	Statistik	
	<i>Levene Statistic</i>	Description
<i>Pretest</i>	0,685	Homogen
<i>Posttest</i>	0,396	Homogen

Based on the data that has been processed, it can be seen that the pretests of the experimental and control groups are homogeneous, and the posttests of the experimental and control classes are also homogeneous. Next, test the hypothesis (T test). The final results that will be obtained first need to test the hypothesis. With the assessment criteria if the significant value < 0.05 then H_0 is rejected and H_a is accepted, meaning that there is a significant effect. If the significant value is > 0.05 then H_0 is accepted and H_a is rejected, meaning that there is no significant effect. The T test used is the independent sample t test, which aims to compare whether the two independent variables have a difference or not.

Table 6.
Hypothesis

t-test for Equality of Means					
T	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
9,400	0,001	18,0598	1,90358	14,21112	21,85637

After the test obtained significant (2-tailed) of 0.001 which is smaller than the significance level of 0.05 (5%). After being treated in the form of flash card media there is an increase in student learning outcomes in social studies subjects. It can be concluded that "there is a significant effect when applying flash card media on student learning outcomes in social studies subjects". Then the alternative hypothesis is accepted and the null hypothesis is rejected.

The research conducted is also supported by previous research namely by (Hotimah, 2010) the proficiency of students in learning English can be improved through the use of flash card media aids. This development can be seen from the consistent increase in student learning outcomes each cycle. In the first cycle, students achieved an average score of 68, with a learning achievement rate of around 72%. This score was obtained through an assessment of students' ability to listen to vocabulary (listening) and pronounce it (speaking). In the second phase, there was a more significant improvement with the average student score reaching 84. They also managed to achieve learning completeness of around 100. This assessment was based on their ability to listen to vocabulary and speak it.

Then it is also supported by (Nurhasanah, 2021) in a study conducted on The Gold Generation students, it was found that the use of flashcard media for hijaiyah letters has a significant effect on the learning outcomes of iqro one students. The only thing that is proven is through the results of the t-test, where the t-count value of 10.610 is obtained which is compared to the t-table value of 1.711 with a degree of freedom (dk) of n-1 and a significance level of 0.05 or 5%. Thus, this test is a one-party test without interpolation. In this context, the rule applies that, if the tcount value exceeds or is equal to the ttable value, the null hypothesis is valid. Ok, after the calculation, it is known that the tcount is higher than the ttable ($10.610 > 1.711$), so the hypothesis that has been proposed can be accepted. This shows that "there is a significant effect of the use of flashcard media hijaiyah letters on the learning outcomes of iqro one by The Gold Generation students".

This research is also supported by (Ramlah et al., 2023) according to this study, the use of flashcards has a positive effect. In addition, there are also several other factors that play a role in influencing the development of symbolic thinking skills and linguistic intelligence in children. The innovation of this study lies in the effort to make flash card media that is tailored to the theme and learning material, as well as variations in how it is used every day. This flash card media is applied with various methods such as finding and showing cards and others. Thus, children will not feel bored and saturated with monotonous and routine learning activities. The problem or shortcoming in this study lies in the implementation of the research found by using fun flash card media. This resulted in noise in the classroom and disrupted the focus of learning. In addition, controlling children became more difficult. One of the other weaknesses is the high cost of the research, as it requires a lot of flash card media to be made.

CONCLUSION

After the test obtained significant (2-tailed) of 0.001 which is smaller than the significance level of 0.05 (5%). After being treated in the form of flash card media there was an increase in student learning outcomes in social studies subjects. It can be concluded that "there is a significant influence when applying flash card media on student learning outcomes in social studies subjects. Then the alternative hypothesis is accepted and the null hypothesis is rejected".

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