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The Effect of Couple Card Media on Elementary School Students' Science Learning Outcomes in Class IV MIN 8 Medan City

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Abstract

The reason for conducting research is based on several problems in the form of teaching activities whose center is still on the teacher (teacher centered), on the other hand the students' learning outcomes are still low and the teaching process has not been able to fully improve student outcomes in their learning. The aim of the research is to find out the effect of Couple Card media on Elementary School Students' Science Learning Outcomes in Class IV MIN 8 Medan City. The research method used was in the form of an experiment through a quasi-experimental design in the form of a nonequivalent control group, which acted as research subjects, consisting of 40 students of class IV. In analyzing the data, the researcher conducted a normality test accompanied by the Wilcoxon test due to not normally data distribution. Based on the Wilcoxon signed rank results, it can be seen that Asymp.Sig.(2-tailed) has a value of 0.001. Because the value of 0.000 is smaller than 0.05 (0.000 < 0.05) it is understood that there are differences in learning outcomes with these differences being significant both in the pretest and post-test when learning is not carried out using couple card media. Through the use of media in the form of couple cards it is known that there is an influence on the learning outcomes passed by students so that it was concluded that the media in the form of couple cards provided an increase in student results in their learning.

Keywords: Couple Card Media; Learning Outcomes; Science Learning

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INTRODUCTION

Including efforts to improve human resources through education. Therefore, an important role is played by education in building good quality citizens who have broad insights so that they are able to achieve goals. As educators, a teacher is responsible for improving the quality of education which will produce quality students because of the teaching process. The efforts made to improve the quality of education are by providing an increase in the learning outcomes that students pass when learning takes place.

National education is considered successful if it produces good students because they are a benchmark for assessing how well students master the teaching materials they receive. The teaching process can be said to be effective if there are meaningful learning outcomes. Thus learning outcomes are very important in measuring the success of teachers and students (Sappaile et al., 2021).

According to Zakiah (2020) learning outcomes are understood as an ability related to the skills, knowledge and attitudes acquired by students due to learning experiences that enable them to provide development and application of the knowledge they have in their daily lives. Nurrita (2018) also explains learning outcomes as results received by students in the form of assessments because they have gone through teaching activities and carried out evaluations which include students' skills, attitudes and knowledge in achieving changes in their behavior.

Teaching outcomes are a process for assessing learning outcomes that have been passed by students from a program in the form of measurement and assessment of these learning outcomes (Sappaile et al., 2021). Teaching outcomes are student achievements because they have received teaching at a certain time. The results are understood as a reflection of his efforts to learn. With good effort, student results in learning will also be good. Therefore teaching results can be used as a reference to provide an assessment of student success in achieving a lesson.

Based on the results of observations carried out on March 11 2023, it can be seen that in learning science, students experience many obstacles, including the lack of use of new learning methods, the lack of use of media in educational programs and the low value of science learning outcomes. This problem can occur because the teacher still applies the lecture and memorization method which burdens the students which makes them bored to take part in learning. The lecture method is a way of conveying a teaching material using orally to students. This method is given the impression of having a one-way nature and is seen as less effective when conveyed to students.

The explanation above is supported by interviews obtained from class IV-B teachers at MIN 8 Medan City. From the interviews conducted, conclusions were drawn regarding the problem encountered was the application of learning to science subjects. In carrying out scientific education, teachers often use teaching methods to convey learning without using learning methods and without using media during the teaching process. The dominance of the teacher is related to the use of the lecture method when the material is delivered so that the students' role is only to listen, sit and take notes as they hear from their teacher. Therefore, the learning environment seems less conducive and tends to be passive. If this situation continues to occur, it will affect student learning outcomes which are often low.

So as a teacher who plays a role in the success of the teaching and learning program so that it can stimulate students' interest in learning and arouse students' enthusiasm for learning. As a teacher, in order to be able to teach in a fun way and provide enthusiasm for learning, to achieve this it is important to use learning media or learning models in the teaching process. Achieving a result so that it is necessary to master the model so that it can be skilled in carrying out learning so that students will be impressed in their learning (Dwipayani et al., 2023).

Teaching media is a form of tool used by teachers in the success of teaching activities (Hasan et al., 2021). Including the media that can be used during teaching activities is a Couple Card on each side there are questions and answers based on the material the teacher wants to teach. The use of media will make students interested in learning and make them more active during teaching activities, which will have a positive impact on the development of their academic abilities (Dwipayani et al., 2023).

According to Rahmi et al. (2018), a couple card is a media in the form of a card containing questions while the other cards are filled with answers so that they complement each other. This will facilitate discussion activities and enable students to play an active role in thinking so that they have competence in solving problems. Couple cards are teaching media with a game base that is carried out in pairs in the contents of the Couple cards There will be questions and statements as well as answers (Rahmi et al., 2018).

Based on previous research, it was stated that with the feasibility of a couple card media, 96.42% were categorized as very valid. The material is declared feasible with a percentage of 81.81% categorized as valid. The effectiveness of the media is 80% categorized as effective and the practicality is at 91.96% which is categorized as very practical. Zulfahnur & Damayanti (2021) in different studies it was also shown that there were significant differences in groups of students who were taught by utilizing media in the form of Couple cards whose average score reached 22.90 which resulted in higher scores exceeding those obtained by classes whose learning was not by utilizing the media with an average of 15.17 on learning outcomes (Bhawanayani et al., 2018).

Another supporting study, namely by Muniharti (2020) states that student learning outcomes through the use of cable cards as a game found an increase in the average learning outcomes passed in class 1 for cycle 1 of 72, cycle 2 is at 80, while in cycle 3 it is at 89. In the percentage of learning completeness for cycle 1 the presentation is 60% with 8 students, cycle 2 is 80% with 12 students, and cycle 3 the percentage is 100% with a total of 14 students. So that through this it can be concluded that by utilizing media in the form of cables it provides an increase in each cycle including the learning outcomes that are passed by students.

Based on the results of observations and interviews conducted for class IV-B teachers at MIN 8 Medan City. In science learning, students were observed not to focus when the teacher explained the material. In addition, students' activeness and interest in asking questions to increase their curiosity are also considered to be lacking. This is because when teaching the teacher the method used is still conventional, namely the use of the lecture method, as well as in the use of media there is still no variation found. Thus the research conducted will utilize the media to be used as a learning tool so as to make effective learning realized through the media in the form of couple cards. Based on the explanation that has been described, the authors have done the research to find out the effect of Couple Card media on Elementary School Students' Science Learning Outcomes in Class IV MIN 8 Medan City.

METHOD

This research was conducted on class IV MIN 8 Medan City as a population where the research sample would be class IV-A which is a control class with 20 students in class IV-B which is an experimental class with 20 students. Used similarly to the two classes that differs only in the form of action taken. The use of couple cards in the experimental class and conventional learning in the control class. The research method used was the experimental method by utilizing a quasi-experimental design in the form of a nonequivalent control group design (Isnawan, 2020). Sugiyono (2015) mentions the research design in the form of Nonequivalent Control Group Design as described in Figure 1.

Group	Pre-test	Treatment	Post-test
A	O_1	X	O_3
B	O_2	-	O_4

Figure 1. Nonequivalent Control Group Design

Description:
A : Experiment Class
B : Control Class
X : Treatment using couple card media
- : Treatment without using couple card media
O_1 : Pre-test Experiment Class
O_2 : Pre-test Control Class
O_3 : Post-test Experiment Class
O_4 : Post-test Control Class

While data analysis using statistical test. The objective of the normality test is to determine whether the data collected is related to normal distribution or not. Then a hypothesis test was carried out with the Wilcoxon signed rank test technique so as to get maximum results without any engineering.

RESULTS AND DISCUSSION

Implementation research by going directly to the field so that the necessary data will be obtained. This preliminary research was carried out in order to obtain important facts regarding

the results obtained by students through learning Science class IV MIN 8 Medan City as a respondent. What the researchers did in the preliminary research was observation activities through the homeroom teacher. Based on the things obtained through observation and initial discussion at MIN 8 Medan City with the homeroom teacher for class IV, the researcher found problems for class IV students who had difficulty understanding science learning.

The research was carried out at MIN 8 Medan City involving two classes as samples, namely class IV-A which was used as a control and class IV-B which was used as an experiment. Each class was given different actions, whereas the control class was only given an explanation in the form of material using the lecture method without using teaching media. The presentation of the experimental class was not only given explanations in the form of material, but also given learning media, namely Couple Card media which was more interesting. The results of statistical tests are presented as listed in table 1 below:

Table 1. Descriptive Statistical Test Results

	N	Mean	Std.Deviation	Min	Max
Pre-Test of Experiment	20	79.00	19.974	40	100
Post-Test of Experiment	20	96.00	12.312	60	100
Pre-Test of Control	20	66.50	23.902	10	100
Post-Test of Control	20	85.50	8.256	80	100

Based on the information in the table, it is known that the maximum value when the pretest is carried out both for the class used as an experiment or for the class used as a control and also for the post test in both the experimental class and the control class have similarities in the form of a value that is equal to 100. As for the experimental class, the increase happened for the minimum value which was originally 40 when the pretest was carried out changed to 60 when the post test was carried out. This also includes changes that occur in the control class where the increase in the pretest scores 10 while in the post test it scores 80. In other cases, it is also seen from the average results of the learning process for the class used as an experiment, there is an increase in the form of 79.00 when the pretest is carried out and it becomes 96. 00 when the post test was carried out. Likewise in the control class the increase occurred when doing the pretest there was a value of 66.50 and it increased to 85.50 for the post test value. Through the calculations carried out in the form of descriptive statistics then a normality test is carried out to meet the requirements of carrying out a hypothesis test.

Normality Test

The objective of the normality test is to determine whether the data collected is related to normal distribution or not. Based on the explanations of data statisticians that exceed 30 (n > 30), the assumption is that the data is normally distributed and can be said to have a large sample so that it is easier to calculate the normality test using SPSS. The following is the result of SPSS through a test of normality.

Table 2. Results of the Pre-Test Normality Test for Experimental Class and Control Class

	Class	Shapiro-Wilk			Normality
		Statistic	Df	Sig	
Students' Result Learning	Pre-test of Experiment	0.852	20	0.006	No
	Post-test of Experiment	0.351	20	0.000	No
	Pre-test of Control	0.849	20	0.005	No
	Post-test of Control	0.659	20	0.000	No

Based on the results of the normality test above, it is known that the sig. Those listed in the Shapiro-Wilk section table are smaller than the significant value of 5% (< 0.05). Before the experimental class test was 0.006 < 0.05, while the data before the control class test was 0.005 < 0.05. Thus these results can be concluded that the distribution of good data for the class used

as an experiment including the class used as a control does not meet its normality. Likewise, the normality calculation results obtained that the sig value in the experimental class Post-test was 0.001 < 0.05, while the post-test results for the control class were 0.007 < 0.05. Thus it was concluded that the distribution of data was good in the class used as the experiment, including the class used as the control, was not normal. Thus the conclusion is drawn that the research in terms of data distribution is not normal. Thus the parametric test cannot be carried out so that the data can be analyzed using a non-parametric test using the Wilcoxon signed rank test technique. The Wilcoxon signed ranks test aims to make a comparison of the two conditions of the participants who participated in data collection due to different conditions so that the data distribution was not normal.

Hypothesis Test

Based on the data processing carried out for both forms of data during the experimental class as stated in the table so that it is known that after being given the media in the form of Couple Cards in the experimental class there were no students who experienced a decrease in grades, 13 students experienced an increase in their scores and 7 students whose grades did not increase.

Table 3. Wilcoxon Test Rank for Ranks Experiment Class

		N	Mean of Rank	Sum of Ranks
Post-test of Experiment – Pre-test of Experiment	Negative Ranks	0[a]	0.00	0.00
	Positive Ranks	13[b]	7.00	91.00
	Ties	7[c]		
	Total	20		

Propositions on data processing were carried out for both types of data in the control class. How it is stated in the table is known that after the teaching material was delivered, no students were found to have decreased grades, 13 students experienced an increase in their scores and 7 students whose grades did not increase.

Table 4. Wilcoxon Test Rank for Control Class

		N	Mean of Rank	Sum Of Ranks
Post-test of Experiment – Pre-test of Experiment	Negative Ranks	0[d]	0.00	0.00
	Positive Ranks	13[e]	7.00	91.00
	Ties	7[f]		
	Total	20		

Based on the output of the test results from the wilcoxon signed rank, it can be seen that Asymp.Sig.(2-tailed) has a value of 0.001. Because the value of 0.000 is smaller than 0.05 (0.000 < 0.05). These results are < 0.05 so it is determined that the acceptance of Ha with the statement "learning carried out before the use of media in the form of Couple Cards is not the same as learning carried out using media in the form of Couple Cards". This explains that there is a significant difference in the results obtained by students related to their learning for the data before the test and after the test. When students did not get media in the form of couple cards and after students got media in the form of couple cards, differences were found. So it can be concluded that by utilizing media in the form of couple cards will have an influence on the results obtained by students for their learning and it is stated that by utilizing media in the form of couple cards will provide an increase in students' abilities to think more deeply.

Table 5. Statistical test table for the Wilcoxon test for the experimental class and the control class

	Posttest of Experiment – Pretest of Experiment	Posttest of Control – Pretest of Control
Z	-3.314[b]	-3.213[b]
Asymp.Sig. (2 – tailed)	0.001	0.001

Based on the statistical test results, a significance value (Sig) was obtained based on the on Mean with a magnitude of 0.000 < 0.05 which led to the conclusion that the variance of the Class Post-Test data used as Experiment and Class Post-Test data used as Control were not the same/heterogeneous. This means that the requirements for conducting an independent sample t-test have not been met, so the next step is to use an alternative to the Man Whitney test.

Table 6. Homogeneity Test

		Levenes' Statistic	df1	df2	Sig.
Students' Learning Result	Based on Mean	8.243	3	76	0.000
	Based on Median	4.419	3	76	0.006
	Based on Median and with adjusted df	4.419	3	51.866	0.008
	Based on trimmed mean	7.976	3	76	0.000

Based on the Statistical Test, the Asymp.Sig value was found. (2-tailed) the magnitude is 0.000 < 0.05, so the conclusion is "Hypothesis accepted" this becomes an explanation that there are differences in the results that students go through when learning is good in the class used as an experiment as well as in the class used as a control because these differences conclude there is a decision that "found the influence of teaching media in the form of couple card media in science learning on student learning outcomes".

Table 7. Mann Whitney Test Statistical Test

	Students' Learning Result
Mann – Whitney U	76.000
Wilcoxon W	286.000
Z	-3.752
Asymp. Sig. (2-tailed)	0.000

Discussion

Based on the analysis of research data, it is known that there are significant differences in the learning outcomes obtained by students in science teaching materials whose learning uses media in the form of couple cards for classes that do not use media in the form of couple cards. This review is based on the posttest scores of the learning outcomes that have been passed by students who have received an increase from the pre-test results for both class groups, seen in the average learning outcomes that have been passed in the experimental class, the increase was 79.00 when the pretest was carried out and became 96.00 when the post test was carried out. Likewise in the control class the increase occurred when doing the pretest there was a value of 66.50 and it increased to 85.50 for the post test value.

This is supported by the some results of research that said the use of crossword puzzles really helps the development of student learning outcomes (Marlina et al., 2021; Rahmawati, (2023); Muaddab & Nafisah, 2023). The same expression is also said by Sagala in his book that in the learning process students get learning outcomes which are the result of an action or an action in learning (Sagala, 2017).

There is an increase in the learning outcomes passed by students cannot be separated from the increase in student activity for learning activities in science teaching materials. Students who are taught using couple card media make learning activities more conducive so

that they become more involved in teaching activities and are active in asking questions if things are found that cause them difficulties, this activity also includes solving problems in finding pairs of cards that are suitable. exist so that the learning process runs pleasantly which makes it easier for students to understand the teaching material they receive from the teacher.

The above statement is supported by the results of research conducted by Radily that the Active Learning method with the Crossword Puzzle Type has a significant influence, so that student communication with conventional learning processes increases student confidence (Radily, 2013). Zaini (2008) also revealed that the Crossword Puzzle strategy is very fun without reducing the essence of the teaching-learning process and involving students from the start in the process.

This is different from the learning class that does not use Couple Card media or still uses conventional methods. The teaching process is more passive because what is relied on is only the teacher as a conduit of information and the interactions that occur seem to be only one way which makes students not too involved in teaching activities. The application of the lecture method, assignments and questions and answers is often done by teachers who make students passive in learning and they only act as listener, writers, and carry out assignments they receive from the teacher.

This teaching model makes students lack optimal experience and they lack challenges so that their learning motivation still decreases. Learning conditions are less attractive and students have less attention to their learning so they seem bored. In the end, these conditions have an impact on the learning outcomes that students go through for science material to be low because the process does not give meaning to students. Through this, it can be concluded that learning by utilizing media in the form of couple cards is very helpful in improving teaching outcomes because the process that is passed is memorable and fun (Artini et al., 2019; Nurhayati et al., 2019; Anggraini et al., 2014).

CONCLUSION

Based on the results of the research and what is contained in the discussion, it is concluded that the media in the form of couple cards has an influence on student results in their learning for science learning class IV MIN 8 Medan City. This explanation is shown from the difference in the average value of student results in their learning before using the media in the form of couple cards and after using the media in the form of couple cards. Based on the output of the test results from the wilcoxon signed rank, it can be seen that Asymp.Sig.(2-tailed) has a value of 0.001. Because the value of 0.000 is smaller than 0.05 (0.000 < 0.05). These results are < 0.05 which makes it determined that the acceptance of Ha with the statement "learning carried out before the use of media in the form of Couple Cards is not the same as learning carried out using media in the form of Couple Cards". This explains that there is a significant difference in the results obtained by students related to their learning for the data before the test and after the test. So it can be concluded that by utilizing media in the form of couple cards will have an influence on the results obtained by students for their learning.

RECOMMENDATION

Through the results of the research that has been done, the researcher gives several suggestions. To teachers, it is recommended to choose learning media that are relevant to science subject matter so that they can help students understand the subject matter. To institutions, it is advisable to use the Couple Cards media during the learning process because the use of Couple Cards media helps students understand the subject matter. For future researchers, it is recommended to conduct research using different methods in science lessons so that students can experience new experiences and new knowledge in science.

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