

DEVELOPMENT OF PAIR CARD MEDIA IN SOCIAL STUDIES LEARNING FOR GRADE V AT 106161 LAUT DENDANG ELEMENTARY SCHOOL

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Abstract. The research conducted was titled "Development of Pair Card Media in Social Studies Learning for Grade V at SD Negeri 106161 Laut Dendang." The research aimed to: (1) determine the validity and practicality of the Pair Card learning media in Social Studies at SD Negeri 106161 Laut Dendang, and (2) assess the effectiveness and learning outcomes of students in Social Studies. The research employed the Research and Development (R&D) method, utilizing the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) for the development process. The sample consisted of 23 students from class V-C at SD Negeri 106161 Laut Dendang. Data were collected through observation, validation tests, quizzes, and questionnaires. Both qualitative and quantitative analysis techniques were used. The results of the study showed: (1) The validity data of the media product from media experts obtained a value of 3.27, categorized as highly valid. Furthermore, the validation of the content received a value of 3.5, also categorized as highly valid. The practicality test for the Pair Card media received a response rating of 4.6 from the teachers, categorized as highly practical. The practicality test from the students' response obtained a score of 88.69%, categorized as highly practical. Based on the validation and response tests from teachers and students, the Pair Card media was considered valid and practical for use; (2) The learning outcomes of students in class V-C at SD Negeri 106161 Laut Dendang showed an average score of 59.56 in the Pre-Test, and in the Post-Test, the average score increased to 92.17. This indicates that the Pair Card media was effective in teaching activities. Based on the above results, it can be concluded that the Pair Card media can enhance students' understanding in Social Studies, particularly in the topic of Social Interaction.

Keywords: Development; Pair Card; Social Studies

I. INTRODUCTION

Discussion on instructional media is an essential aspect that warrants careful examination, analysis, and innovative measures. The significance of instructional media for experts has been conclusively established, as it holds great importance in the realm of education [1]. The fundamental purpose of instructional media is to expedite the achievement of learning objectives in every teaching and learning process (PBM). This aligns with the core principles and goals of instructional media in facilitating effective teaching and learning experiences. As emphasized in Joyce Bruce's book, instructional media plays a vital role in accelerating the attainment of educational goals [2].

Awareness of the strategic position of media in learning, as mentioned above, instils enthusiasm for all teaching and learning activities conducted by educators. As expert reports Riyana & Susilana (2007) have highlighted, the utilization of media in teaching provides reinforcement and effectiveness [3]. Furthermore, Azhari's work suggests that the origin of the word "media" stems from the language of the Roman Empire, specifically "Medius," which translates to "intermediary" or "middle" [4]. As cited by Arsyad (2015) from Gerlach, media is described as materials, events, or individuals that create a condition wherein students can acquire skills, knowledge, and attitudes [5].

In an ideal scenario, the role of media in learning is limited to conceptual and theoretical realms when faced with various facts. These facts reveal that, surprisingly, some teachers do not utilize media for teaching, citing various reasons [6]. The creation of instructional media is considered challenging and time-consuming, requiring significant resources (Inayahtur Rahma, 2019). Furthermore, it is evident that some teachers refrain from using instructional media altogether [7], as they cling to conventional theories of education and learning [8]. This reality is unsustainable and necessitates finding solutions to achieve superior learning outcomes [9].

It is undeniable that extensive research on media in education and learning has been conducted by academics. These studies encompass various focuses and academic requirements. For instance, research investigating the implementation of media in learning, as presented by Reni Ardiana [11], employs qualitative narrative analysis. Additionally, quantitative narrative approaches can also be found, as exemplified by Ahmad Qosyim and Ferit Very Priyonggo [12], who adopt the Research and Development (R&D) methodology. Many publications have also explored the R&D method, as evidenced by the work [13].

Research reports are abundant with various methods, including qualitative, quantitative, and R&D approaches. These diverse methodologies provide researchers with new frameworks in the field of education, offering alternative solutions to advance national education. Therefore, the

researcher recommends taking academic action by employing the R&D approach to develop Pair Card media for social studies in Grade V at 106161 Laut Dendang Elementary School [14]. This choice of Pair Card media, which has not been previously utilized by teachers at the specified location, has been informed by existing works on Pair Card media. For instance, Fitri Mulya Wahyuni et al. demonstrated that Pair Card media yields improved outcomes in terms of validity, practicality, and effectiveness in teaching Biology, specifically on the topic of invertebrates [15].

Furthermore, research reports by Marhamah et al. demonstrate that the implementation of Pair Card media yields notable differences in outcomes for the subject of Civics [16]. Devrita Jeny Ninggarwati and Ganes Gunansyah also highlight the validity of Pair Card media, categorizing it as suitable for use [17]. The practicality of Pair Card media is evidenced by student and teacher questionnaires, which indicate a high level of suitability and practicality for instructional purposes.

The narrative presented above serves as an entry point to emphasize the researcher's commitment to conducting R&D actions in the field of social studies, as mentioned earlier. With the aim of facilitating and focusing the study, the researcher proposes two research objectives. First, to examine the validity and practicality of the Pair Card instructional media in social studies learning at 106161 Laut Dendang Elementary School. Second, to assess the effectiveness and learning outcomes of students in the field of social studies.

II. RESEARCH METHODS

The research method employed in this study is Research and Development (R&D). Conducting research and development allows for validation, ensuring that a product can be further developed. Through validation activities, researchers can assess the effectiveness and validity of existing products, facilitating the development of new and more efficient, practical, and effective products. The development process focuses on the instructional media in the form of pair cards, utilizing the ADDIE model. The ADDIE model, developed by Robert Maribe Branch (2009), is an instructional design approach that involves Analysis, Design, Development, Implementation, and Evaluation. The diagram illustrating this process is shown in Figure 1.1.

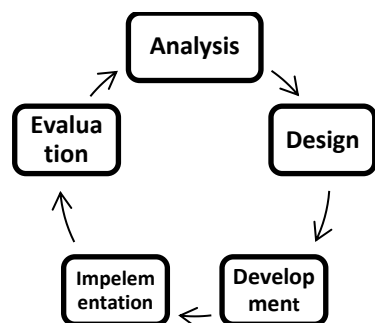


Fig. 1 The ADDIE approach is utilized to develop instructional design products.

The Analysis phase involves analyzing the environment and working conditions to identify the desired product for development. In the Design phase, the product is designed to meet the specific needs and requirements. Development entails the creation and testing of the product. Implementation refers to the process of using the product. Evaluation involves assessing whether the product aligns with the specified requirements at each stage. This evaluation, as described by Sugiyono (2020), determines the suitability and effectiveness of the product [18].

The subjects of the research development are students in Grade V at 106161 Laut Dendang Elementary School. The trial was conducted with 23 students from Grade V. The study utilized various types of data for development purposes. Firstly, valid data regarding the media were obtained from experts, including their validation scores, as well as feedback from teachers and students through questionnaires. The pair card media was deemed suitable based on the calculated scores and assessments. Secondly, the practicality of the media was assessed through questionnaires administered to both students and teachers. Lastly, the effectiveness of the media was determined by analyzing the students' scores obtained from pre-tests and post-tests assessments.

Several techniques were employed to collect data for development through pair card media. Validating the media and materials used by experts was done through questionnaire sheets, ensuring the media received their assessment. Furthermore, questionnaires were distributed to both students and teachers to gather their feedback on the practicality of utilizing the media during teaching.

The research and development of Pair Card media involved two types of data analysis: quantitative analysis and qualitative analysis. Quantitative data were obtained through validation sheets that assessed the validity of the materials and media by subject matter experts and media experts. Qualitative data were obtained from the suggestions provided by the experts and feedback from educators/teachers.

III. RESULTS AND DISCUSSION

The teaching of Social Studies (IPS) is aimed at providing students with an understanding of the relationship between humans and their environment. Through IPS learning, students can address the challenges they face in their surroundings while gaining insights into community life. The subject of IPS offers significant benefits to students by enabling them to explore their potential and develop a deeper understanding of social issues in their environment [19].

In the teaching process, to support students' comprehension of social issues, the use of effective teaching media is crucial. Media serves as a facilitator for teachers to convey messages and deliver materials to their students [17]. Utilizing appropriate teaching media not only motivates and fosters creativity in educators but also creates an engaging learning environment, encouraging students to actively participate in their studies and achieve desired learning outcomes. Consequently, the researcher conducted a study titled

"Development of Matching Card Media in Social Studies Learning for Grade V at SD Negeri 106161 Laut Dendang."

Through the conducted research, the validation of Pair Card media in the subject of Social Studies, specifically in the topic of "Social Interaction" for Grade V, involved two validators: one media expert and one subject matter expert. Their validation process determined the suitability of the pair card media and assessed its potential to enhance students' learning outcomes, as indicated by the scores obtained from the validation of both the materials and the media. The specific details and findings from the validation process are presented in the following table:

TABLE 1
RESULTS SCORES FROM MEDIA EXPERTS AND MATERIALS FOR MEDIA IN THE FORM OF PAIR CARDS

No.	Description	Score	Category
1	Media Validation	3,27	Highly Valid
2	Material Validation	3,5	Highly Valid

Based on the assessments provided by the media expert, it is determined that the Pair Card media has a validity score of 3.27, categorizing it as highly valid and deemed suitable for use. The expert also provided suggestions, such as clarifying the font or text in the media, utilizing capital letters appropriately, managing the use of foreign words, aligning the format of fill-in and essay questions, and enhancing certain objects or images in the Pair Card media. Additionally, the material expert conducted validation, resulting in a score of 3.5, indicating high validity and suitability for use. However, the validator also recommended that the researcher consider adding additional questions to the Pre-Test and Post-Test, increasing the number of questions from 10 to 20. Furthermore, the questions should be designed to include the elements of the 5W+1H (Who, What, When, Where, Why, and How).

Next, the practicality of the Pair Card media was assessed based on the questionnaires received from educators and students after utilizing the Pair Card media for the subject of Social Studies, specifically on the topic of Social Interaction.

TABLE 2
THE RESULTS OF THE PAIR CARD MEDIA PRACTICALITY ASSESSMENT

No.	Description	Score	Category
1.	Educator Questionnaire	4,6	Highly Practical
2.	Student Questionnaire	88,69 %	Highly Practical

Based on the questionnaire completed by one of the Grade V-C teachers, Ms. Sukmawati, M.Pd., the results indicate a score of 4.6, categorizing it as highly practical. The student questionnaire was administered to 23 students in Grade V-C at 106161 Laut Dendang Elementary School. Based on the obtained results, the students rated the practicality of the media as 88.69%, falling under the category of highly practical.

The effectiveness of the Pair Card media can be determined by observing improvements in learning outcomes resulting from its usage. Prior to the implementation, students were given a Pre-Test assessment. After completing the Pre-Test, students engaged in learning activities using the Pair Card media, and subsequently, they were presented with a Post-Test assessment. The results of the trial using the Pair Card media are explained as follows:

TABLE 3
RECAPITULATION OF PRE-TEST AND POST-TEST RESULTS

Pretest	Posttest	Ideal Score	N-Gain Score	Interpretasi N-Gain
59,56	92,17	40,43	0,8472	Tinggi

Based on the values obtained from the Pre-Test and Post-Test, as shown in the table above, it can be observed that students' learning outcomes in the subject of Social Studies, specifically on the topic of Social Interaction, exhibited a significant improvement. The average score of the Pre-Test was 59.56 before using the Pair Card media, while the average score of the Post-Test was 92.17 after implementing the Pair Card media. The N-Gain score of 0.8472 indicates a high interpretation of N-Gain.

Through the analysis of the data, it is evident that the developed Pair Card media received a highly valid rating. This validation was conducted by media and subject matter experts, who assessed the strengths and weaknesses of the product. The Pair Card media encompassed 11 statements and achieved a validity score of 3.27, indicating high validity. Additionally, the media, along with its developed materials, was deemed suitable based on its alignment with the teaching objectives and indicators, obtaining a validity score of 3.5, categorized as highly valid.

The practicality of the Pair Card media was determined through a practicality test using questionnaires administered to both teachers and students. The practicality test was conducted with the V-C grade teacher at SD Negeri 106161 Laut Dendang, who obtained a score of 4.6, categorized as highly practical. The practicality test was also administered to 23 students from the V-C grade at SD Negeri 106161 Laut Dendang, who achieved a score of 88.69%, categorized as highly practical. The media was considered practical based on the positive responses received from both the 23 students and the teachers. Each response indicated an interest in the Pair Card media, which not only captured the students' attention but also resulted in improved learning outcomes.

This study demonstrates that the use of Pair Card media was intended for the V-C grade at SD Negeri 106161 Laut Dendang. The instructional media, which consisted of Pair Cards, has proven to enhance students' understanding of the taught materials. The research revealed a significant difference in the learning outcomes of the V-C grade students at SD Negeri 106161 Laut Dendang. This difference is evident through the significant change in scores between the Pre-Test (59.56) and the Post-Test (92.17). This indicates that the Post-

Test scores were higher than the Pre-Test scores, suggesting a notable disparity in learning outcomes when using the Pair Card instructional media compared to when it was not used.

IV. CONCLUSIONS

Through research and development, the Pair Card media was developed for teaching IPS (Social Sciences) in Grade V at SD Negeri 106161 Laut Dendang. The research was conducted using the ADDIE model (Analysis, Development, Design, Implementation, Evaluation). The development of the Pair Card media can be utilized after obtaining valid, practical, and effective product values. The media's validity was determined by expert media reviewers, resulting in a score of 3.27, categorized as highly valid. Furthermore, the validation of the instructional materials yielded a score of 3.5, also categorized as highly valid. Both validators agreed that the Pair Card media was valid and suitable for use. The practicality test received a response score of 4.6 from the teachers, indicating high practicality. Similarly, the test conducted with the students yielded a response score of 88.69%, also indicating high practicality. Both practicality tests demonstrated that the Pair Card media was practical to use. Additionally, the results of the teaching experiment conducted with Grade V-C students at SD Negeri 106161 Laut Dendang showed an average Pre-Test score of 59.56 and an average Post-Test score of 92.17. This indicates that the Pair Card media is effective when utilized in the teaching and learning process.

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