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Media Question Card Assisted Take and Give Learning Model on Student Civil Knowledge Competence Class IV SD Negeri 136539 Tanjungbalai City

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ABSTRACT

The background of this research is students whose competency skills in Civics knowledge are still lacking and are still limited so that students have not been able to understand Civics knowledge. The purpose of this study was to determine the effect of the take and give learning model assisted by question card media on Civics knowledge competence. The population in this study were all 25 students of grade IV. The sampling technique in this study used total sampling. The sample in this study amounted to 25 students. This research instrument uses a test sheet. Data analysis techniques in this study used validity tests, reliability tests, and hypothesis testing. The results of this study indicate that the Take and Give learning model has an effect on Civics knowledge competencies, <0.05 , then H_a is accepted and H_0 is rejected. This means that there is an influence of the take and give learning model assisted by question card media on the competence of Civics knowledge of Grade IV students at SD N 136539 Tanjungbalai City. The results of data analysis obtained an average (mean) after being given treatment using the take and give learning model, namely 82.4. Whereas before being given the treatment of the Take and Give learning model the average (mean) was 58. So that students who received treatment using the Take and Give learning model had a higher average when compared to without using the Take and Give learning model

Keywords : Take and Give Learning Model, Civics Knowledge Competence

Introduction

Education has an important meaning, namely all learning experiences that take place in Abdul Kadir's environment., (2014). Education itself can be interpreted as a conscious and planned effort in creating a learning atmosphere and learning process for students so that they can develop their potential. In human life, education plays a very important role in family, community and state life. Education is the main factor that sustains the progress of a country. The Big Indonesian Dictionary explains that the word education is defined as the process of trying to change the attitude and behavior of a person or group of people through teaching and training in an effort to mature a person. Meanwhile, education in general is a conscious effort by society and the government to equip students to function properly in their future environment through lifelong teaching, teaching or training activities inside and outside of school. As stipulated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System chapter 1 article 1 paragraph 1 states that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills needed by himself, the community, the nation and the State." In teaching systems, competency is used to describe

professional abilities, namely the ability to demonstrate knowledge and conceptualization at a higher level. This competence can be obtained through education, training and other experiences according to the level of competence. Sudjana (2004:17) argues that "Teacher competence is a basic ability that must be possessed by teachers". According to Sudrajat (2007:11) "Teacher competence is a description of what a teacher should be able to do in carrying out his work, both in the form of activities in behavior and the intended results". Based on the description above, it can be concluded that teacher competence is abilities in the form of knowledge, skills and attitudes that are internalized and controlled by teachers in carrying out their professional duties. The characteristics of this learning style can be seen from the process of understanding students when they understand the information being conveyed. Marno and M. Indri as quoted by Chris Hilda Fitriani, suggested three types of student learning styles: (1) visual, where in learning, this type of student learns more easily by seeing or observing. (2) auditory, where students learn more easily by listening, and (3) kinesthetic, where in applying student learning it is easier to learn by doing. Thus, the alignment of the teacher's teaching style with the learning styles of students is very important in the learning process. Thus it can be concluded that education is not just teaching students and citizens to be polite, obedient, honest, respectful, loyal, sociable, etc. It's not just about exposing them to science, technology, and art, and being able to build on that.

Education is about helping students become fully aware of their abilities and roles to grow and develop as individuals and members of society. In this education, a process takes place between the teacher and students to achieve a learning goal. Pancasila is the highest government building in the Republic of Indonesia. Pancasila is the ideology that regulates social and state life. Pancasila is the basis of the state as well as the ideology of the State of Indonesia which is so influential in life. Pancasila also represents the personality of the Indonesian nation because it contains points which when implemented represent the personality of the Indonesian nation (Irwan et al., 2021). One of the efforts to instill patriotism is to instill Pancasila values from an early age. Pancasila is the basis of the Indonesian state. Pancasila is the state ideology of Indonesia. Pancasila is the ideology of the Indonesian state. Pancasila certainly has an important meaning in it, namely religious values, humanity, unity, democracy, and justice. These five values are a unity of values that cannot be separated because they have a very special purpose (Auliadi & Dewi, 2021). Where Pancasila is the result of deliberations of the founders of the nation. Today, Pancasila is a firm grip on fostering a spirit of patriotism in students and also improving the character of students to love their homeland more. (Samidi & Kusuma, 2020) states that the notion of patriotism is a psychology that compromises full loyalty to the country on behalf of the entire nation. To develop a true spirit of patriotism, it must be taught and developed through formal education from an early age. Schools are the starting point for encouraging the values of patriotism which are then applied in people's lives, because patriotic education is part of lifelong education to maintain the sovereignty of a country against economic, cultural and military threats from other countries. The causes of students being less active in learning are several factors involving students, teachers, facilities and infrastructure or learning methods used. Failure to succeed in achieving learning objectives results in a lack of student interest, which in turn results in a lack of initiative and interaction in the learning process. Teachers still tend to provide PKN subject matter in a lecture format, and game activities are still very rarely carried out because teachers are confused and don't have an idea yet, so the learning atmosphere is not conducive and not fun. Even though citizenship education (PKn) is one of the main subjects in school. PKn has undergone several changes. This is adjusted to the development and changes in the curriculum implemented in Indonesia (Dahnial, 2017). With this in mind, a guideline in learning activities is designed which is called the curriculum. The curriculum used in education today is the 2013 curriculum. The implementation of the 2013 curriculum at the elementary school level uses integrative thematics, namely linking several subjects into a theme. A theme consists of three or four sub-themes, in that sub-theme consists of six lessons. Subjects such as Indonesian, PKN, Science, Social Sciences, Physical Education, and SBdP are integrated into learning activities within a theme, so that students do not realize they are studying a particular subject. Thus they can fully understand a concept not only as knowledge but also can be applied through activities in learning.

One of the material loads that is integrated in the 2013 curriculum is the PKN material content. PKN learning aims to be able to regulate society as a democratic country, have a sense of love for the motherland and discipline to create a harmonious life based on Pancasila values. PKN is an effort to be able to regulate society as a democratic country, have a sense of love for the motherland and discipline to create a harmonious life based on Pancasila values. According to Rahayu et al., (2020) states that PKN is learning about activities in daily life teaching how to obey Pancasila values which is the basis of the Indonesian state. According to Darmadi et al., (2020) states that, PKN is a way to unite individuals to uphold and strengthen political groups, PKN is a way of learning that has the goal of preparing students to think critically and behave democratically and to teach ways to adhere to Pancasila values, which are the basis of the Indonesian state. Teaching PKN in elementary schools is to provide knowledge and make students aware of the importance of independence by building, maintaining independence and preparing for the meaning of the struggle carried out by the independence fighters. Pancasila's emphasis on social justice for all Indonesian people allows students to enjoy equal justice without differentiating

other subjects. Where elementary school children can be taught to be good leaders by providing justice and increasing a sense of love for the motherland in elementary school children. Where the teacher gives simple examples to students who are able to increase love for the motherland and love for the motherland, Pancasila is an important factor in strengthening the character of the Indonesian nation, especially in the younger generation. Formal and informal education has a duty to support and strengthen the national values of elementary school students in order to carry out sustainable development and strengthen nationalism in schools (Julya Marlita Khaerunisa et al., 2020). Patriotism's self-efficacy in Civics is actually rooted in the formation of civic culture, in which patriotism is formed in the context of cultural unity. Because Civics is a social study, one of the learning concepts refers to cultural unity. As explained by Abdul Aziz Wahab and Sapriya that there is a tradition of teaching in social studies, namely efforts to form cultural unity for nations around the world based on the understanding that the younger generation must know the history of their nation besides that must also be taught about Patriotism¹⁴. This means that there is an important task in social studies including Civics to form Cultural Unity, especially for the younger generation in order to maintain the integrity of the Indonesian nation. Wahab, AA, and Sapriya, Alfabeta, 2011), p. 301. The Take and Give model is a fun learning model to use in the teaching process so as to create an active and conducive situation in the learning process. Huda et al., (2020) stated that the Take and Give learning model is learning that is assisted by presenting data which begins with giving cards to students. An important component in learning Take and Give is that the material must be mastered on the cards and then work in pairs. The ability to communicate the material contained on the cards as well as evaluation to find out how far the students have mastered the material from the cards that the students have and the material from the cards that come from their friends. Shoimin et al., (2020) educating is not just transferring knowledge from educators to students. The role of educators in the Take and Give learning process is more towards being a mediator and facilitator. Lantanida et al., (2020) The Take and Give learning model is learning that is made from small groups to achieve a common goal. In order for the objectives of the learning process to be achieved, it is necessary to create an approach in learning that can relate theoretical material to the reality in the surrounding environment.

The cooperative learning model of the Take and Give type is a type of learning that invites students to share the material presented by the teacher. In other words, this type trains students to be actively involved in conveying the material they receive to other students by using card media in which there are notes in the form of subject matter that students must understand and memorize. Theriana et al., (2020) The Take and Give type is a type of learning that has the aim of building a dynamic, passionate, and enthusiastic learning atmosphere, as well as creating a learning atmosphere from passive to active. So it can be summarized that the Take and Give learning model is a learning model in which students are invited to share material presented by educators, students are trained to be actively involved in presenting material that students receive from educators then students convey it again to friends who are in class on a regular basis. The Take and Give model can build students in their learning from passive to active, students more easily remember the lessons given, this can be seen from the learning students are more able to remember the lessons given by their peers. The syntax for Take and Give Learning is: (a) Prepare Media made of cards, (b) Explain material according to specific teaching objectives. (c) To strengthen the participants, each student is given one card each to learn (memorize). Cards are made measuring 10 x 15 centimeters as many as students. The card is filled with sub material (which is different from the other cards) (d) All students are ordered to find a partner to provide information to each other. Each student must record the name of his partner on the sample card. (e) So that each student can give and receive each other's material (Take and Give). (f) To evaluate success, give students questions that do not match the cards. (g) The teacher and students ask and answer questions, and early on the teacher corrects the misunderstanding and gives understanding. (h) Conclusion. This model has the advantage that: (1) Learners more easily understand the lessons given by educators (2) Easier to Remember Learning (3) Motivation, Participation, interest in learning increases more. In order to make the Take and Give model more interesting and easy to understand, this model is combined with the use of question cards or question cards. In (Azhar Arsyad) states: "Question Card" learning media is "learning media" which uses paper cut into rectangles so that it forms like a card. In the Question Card media there is a picture and a question that will be given to students. The Question Card is 6 centimeters wide and 8.5 centimeters long. From the results of my observations at SD 136539, Tanjungbalai City, which is located at Jln Anwar Idris, Datuk Bandar District. Various factors cause the low competence of students' PKN knowledge, namely internal factors and external factors. Internal factors are factors that come from outside the students themselves, namely family, school, and society. Observing the learning problems described above, in this study a new innovation was applied, namely an approach in learning that could influence students' PKN knowledge competencies so that the Internship learning process runs optimally. This approach is the Take and Give model.

Research Methodology

This study uses a quantitative method and this type of research uses a Take a Give Learning Model

Assisted by Media Question Cards on the PKN Knowledge Competencies of Class IV Students. The research was conducted at SD N 136539 Tanjung Balai. The population in this study were all fourth grade students at SD N 136539 Tanjung Balai which consisted of 1 class with a total of 25 students, as the Pre-test and Post-test classes, sampling was carried out using the Total Sampling Technique. The data collection method used in this research is in the form of learning tools consisting of a syllabus, learning implementation plan (RPP), LKPD, questions, test sheets for critical thinking skills, and a rubric for scoring critical thinking skills. The data collection technique is in the form of an initial test (Pre-Test) and a final test (Pos-Test). The number of questions is 10 essay questions. Furthermore, data analysis techniques use validity, reliability, and hypothesis testing. Furthermore, the data were analyzed descriptively with SPSS software. The data analysis method used is descriptive statistics and inferential statistics. Descriptive statistics are used to analyze data by describing the data that has been collected. Descriptive statistics in the form of average (mean), standard deviation, variance, lowest score and highest score.

Results and Discussion

Based on the results of data analysis using the software are as follows:

Table 1. Statistical Results Description

Data	The number of students	Minimum	Maximum	Average value
<i>Pre-test</i>	25	30	90	57,6
<i>Post-test</i>	25	70	100	82.4

Based on table 1, the Pre-Test results obtained with a minimum value of 30, a maximum value of 90, an average value of 57.6, while the Post-Test value obtained a minimum value of 70, a maximum value of 100, an average value of 82.4, can be seen in the Figure below:

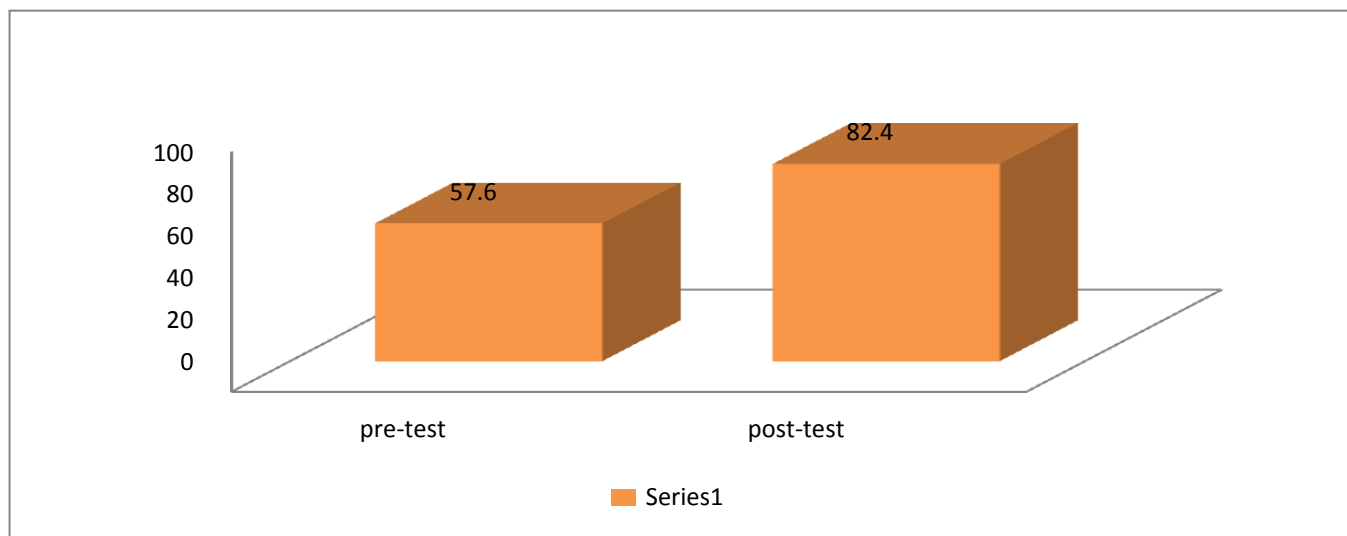


Figure 1. Diagram of average pre-test and post-test scores Against Student PKN Knowledge Competence

Table 2. Test Validity Test Results

Test	Count	Rtable	Information
1.	0.708748	0.413	Valid
2.	0.621605	0.413	Valid
3.	0.520841	0.413	Valid
4.	0.7636	0.413	Valid
5.	0.62349	0.413	Valid
6.	0.60247	0.413	Valid
7.	0.62349	0.413	Valid
8.	0.60082	0.413	Valid
9.	0.59111	0.413	Valid
10.	0.51814	0.413	Valid

Based on table 2 above, it is known that the validity test of the 10 questions that have been tested on students contains 10 valid questions, namely questions number 1, 2, 3, 4, 5, 8, 9, and 10, and there are all valid questions.

Table 3. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	
	N of Items
.781	10

Based on the table above, it shows that the reliability results on the test used obtained a value of 0.811 on the Cronbach's Alpha table point, with a total of 15 item items. So, this value belongs to the medium category, which means that this test can be trusted and can be tested repeatedly.

Table 4. Hypothesis Test Results

		Paired Samples Test							
		Paired Differences							
				std. Error Mean s	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Means	std. Deviation		Lower	Upper	Q	df	
Pair 1	pretest – posttest	-24.80000	17.34935	3.46987	-31.96146	-17.63854	-7,147	24	.000

Based on table 4 above, because the data is homogeneous, it can be seen that the sig.(2-tailed) value is $0.000 < 0.005$. So it can be concluded that H_a is accepted and H_0 is rejected. This means that there is a significant influence on the use of the Question Card-assisted Take and Give Learning Model on the PKN Class IV Knowledge competence at SD N 136539 Tanjungbalai City.

Conclusion

There is the influence of the Take and Give Learning model assisted by the Question Card media on the PKN knowledge competence of class IV SD N 136539 Tanjungbalai City. The competence of Civics knowledge before using the Take and Give learning model assisted by Question Card media on Civics knowledge competencies is very low, it is known that only 9 people have fulfilled the KKM and 16 students have not fulfilled the KKM. Civics knowledge competence after using the Take and Give learning model assisted by Media Question Cards towards Civics knowledge competencies has increased, namely 25 students have fulfilled the KKM score

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