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The Use of Quartet Card Learning Media in Social Studies Subjects in Elementary School: Systematic Literature Review

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ABSTRACT

This research discusses the importance of education in developing students' potential with a focus on Social Studies. Although social studies has an important role in shaping students' social understanding, it is often considered only as a subject that requires memorization. One of the Actions to improve the effectiveness teaching is by using interesting and informative Quartet Card media. The purpose of this research is to conduct a literature review related to the implementation of quartet card media in elementary schools in social studies learning. The method used is the SLR (Systematic Literature Review) method. Data collection was done by documenting and reviewing all articles related to the use of quartet card learning media in social studies subjects in elementary schools published between 2019 and 2024. There are six articles used in this research obtained through Google Scholar. The results showed that the implementation of quartet card media made a positive contribution to teaching and learning activities achievement of students' social studies learning achievement in elementary school. This learning The media doesn't just fix the learn process by making learners more active and communicative, but also creates a fun learning environment.

Keywords : SLR, Quartet Card Media, Social Studies Learning, Elementary School

Introduction

Education is a deliberate A planned effort to create a learning environment and learning process that aims to enable students to actively develop their potential. Education is a deliberately designed and planned effort to create a learning environment and learning process with the aim so that learners can actively participate in development various potentials. The main purpose of this education is for students to have spiritual and religious strength, the ability to control themselves, good character, intelligence, good behavior, and necessary abilities for individual, community, state, and nation (Sitohang et al., 2023). Teaching and learning activities are most important element at education, where teachers act as teachers and students as learners. Teachers play an important role in creating the next generation of quality, both intellectually and socially. Teachers have a very important responsibility to determine the quality of teaching provided at the classroom (Dahnial, 2020). To achieve learning objectives, teachers are expected able to increase creativity and innovation in designing and using teaching media. Learning media is an important element in the learning process. This media serves as learning materials that help teachers to expand students' knowledge. With various types of learning media used by teachers, this can be a means of conveying knowledge to learners. The implementation of learning media can stimulate the student's attraction in learning new concepts taught by the teacher, because of that the material is easier to understand. Interesting learning media can motivate students on learning activities. The organization of learning aids is very important in formal educational institutions. Teaching media plays a supporting role in the learning process. Therefore, teachers must can select the right and appropriate instructional media so that the teaching objectives set can be achieved. During this time, the learning process is more likely to use conventional methods, where teachers dominate teaching and learning activities, while students play a passive role. Teachers usually rely on the lecture method, while students only listen, which often makes students quickly feel bored during learning activities. In relation to education, there are results obtained by students after the learning process is complete, known as learning outcomes. These teaching results are used as indicators to assess the extent to which students understand the

concepts taught. When there is a change in a person's behavior, this indicates that someone has succeeded in the learning process (Surya, 2017).

One of the lessons that is very important to be taught to students is social science (IPS). With social studies subjects can students get an understanding of their social environment and develop awareness of various social problems that exist around them (Marhayani, 2017). Social studies teaching is also intended to develop students' social skills, providing them with useful abilities in facing various challenges in social life. However, sometimes social studies learning is considered to focus only on memorization, which causes the knowledge gained does not last long. Therefore, need to fix the implementation of social studies learning to achieve more optimal learning quality. The importance of effective learning that can attract students' attention is instrumental in raising education standards. One of the strategy in increase the effectiveness the learning is to utilize interesting and informative media, such as quartet cards. Quartet cards have several advantages, such as: (1) easy to carry and practical for various locations; (2) simple in use and storage; (3) flexible to play anywhere; (4) suitable for both large and small groups; and (5) involves active participation of students and teachers in its utilization (Tasrief & Patria, 2020). Within the context of Social Studies teaching, the implementation of quartet cards has been introduced as an effort to improve student learning achievement. The quartet card learning method involves the active participation of students in collaboration to complete tasks related to the ideas, categorization, and characteristics listed on the cards with a fun learning atmosphere In the learning process, the teacher utilizes cards that contain information or examples that fall into one or more categories. Students then actively search and sort cards that have the same category, thus encouraging them to actively participate in the activity. Sumargono et al., (2020) explain that quartet cards are a game consisting of a series of cards with pictures and written descriptions that explain the picture. By using this learning media, it is expected to increase students' participation in Learning activities support students in understanding the learning topic., and improve their learning achievement in Social Studies.

Research Methodology

This research uses a literature review method with the Systematic Literature Review (SLR) technique. According to Soebartika & Rindaningsih, (2023), SLR is a research method carried out by identifying, analyzing, evaluating, and interpreting all previous research results obtained by researchers. This method refers to a special approach in research and development of certain research. Lutfiyana et al., (2023) state that the purpose of SLR is to identifying, reviewing, assessing, and summarizing all previous findings obtained by researchers. The population studied is data derived from articles that focus on implementation of quartet cards learning media in social studies learning at elementary school students. The literature review provides a summary of the best and most relevant publications obtained through Google Scholar, then compares the results presented in the journals. The researcher collected journal articles from Google Scholar published between 2019 to 2024. From the various articles, six articles were selected that were closely related to the keywords of using quartet card media, social studies, and elementary school. The metadata of the articles were recorded in a table that included the author's name, year of publication, and research results.

Results and Discussion

This study searched for articles using the keywords "Use of Kwatet Card Media, Social Studies, Elementary School" on Google Scholar published between 2019 to 2024. From the search results, there were only 6 articles selected after filtering and deleting articles that were not relevant to the keywords. The research results presented in Table 1.

Table 1. Research results on the use of social studies learning media in elementary schools

Research and Year	Jurnal	Research Results
Ap et al., (2021)	SOCIAL: Jurnal Inovasi Pendidikan IPS	Based on the hypothesis analysis using inferential statistics, it is proven that there is a significant influence on learners' attraction in study after application of a learning tool in the form of a quartet card game in the learning process. The hypothesis testing method involves two approaches, namely manual comparison of t-count values and probability analysis. The results of the manual calculation based on t-test results for independent samples with support of SPSS 20 showed the rejection of Ho and acceptance of Ha. Meanwhile, through the comparison of the probability value of the post-test questionnaire comparison of experimental and control results classes, a significance value of 0.001 <

		0.05 was obtained, meaning H_0 is denied and H_a is admitted. Thus, It is possible to summarize that the implementation of quartet card game media have a positive impact in social studies learning interest grade IV students of SDN 17 Langnga-Langnga, Pangkajene and Islands Regency.
Samsiyah et al., (2021)	Holistika : Jurnal Ilmiah PGSD	According to the independent sample t-test analysis results, the significance value is obtained of 0.00 was found. This shows that the significance value of $0.00 < 0.05$, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, It may be inferred that there is a significant Impact of use quartet cards to develop students' skills comprehension skills in social studies class IV SDN 09 Tanjung Batu.
Wijayanti et al., (2023)	Jurnal Ilmiah Aquinas	The analysis shows that in the t-test for student results (posttest) using Quartet Card learning media, the t-count value is 24.02 with a significance level of 0.05 and degrees of freedom (df) of 47, and a t-table value of 1.67. Thus, it is proven show t-count value ($24.02 > 1.67$), so the first hypothesis (H_1) This is study can be accepted. These results shows that there is a significant relationship difference in student results using Quartet Card learning media. The average gain of experimental class students was 0.57 while control class is 0.17, moderate criterion. Here shows that the usage of of Quartet Card learning media is effective in improving student learning achievement in social studies in class IV SDN 1 Awirarangan.
Firdaus & Munshif, (2023)	National Conference For Ummah (Ncu)	The results showed that the use of edu quartet cards in IPAS learning, especially on the material of the history of Indonesian kingdoms, can enrich the variety of student learning activities. This is evident from the increase in the variety of verbal activities, which is reflected in the high enthusiasm of students in answering or submitting questions, reaching a percentage of 90%. In addition, edu quartet media in learning IPAS on the history of Indonesian kingdoms also impact positively on learning results of students' cognitive aspects. This is evident from the increase in the percentage of students who successfully achieved learning comprehension with a score above 75%: before the action was 26%, in cycle I it reached 62%, and in cycle II it increased to 88%.
Lukman et al., (2023)	JUARA SD: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar	According to the data gained from the study cycle I it was found that the learning process and learning test results were at the sufficient qualification level (C), while in the II cycle an increase occurred where the learning process reached the qualified qualifications level (B) and results of the learning assessment also reached the qualified qualifications level (B). Thus, based on the findings of this study, This research can be summarized as follows use of Quartet Card learning media is effective in improving the process and learning outcomes of students regarding ethnic and cultural

		diversity in Indonesia, especially for class IV at SD Negeri 5 Mojong.
Patmawati et al., (2024)	Pendekar: Jurnal Pendidikan Berkarakter	The research findings indicate that the use of quartet cards media resulted in a significant level of practicality and effectiveness, with the percentage of practicality reaching 90% and accumulative effectiveness reaching 85.8%. The practicality evaluation was based on the responses from the questionnaire filled out by the teachers, while the effectiveness was assessed based on the test results. The results of this media implementation show that the developed media is very suitable to be applied in schools to support the social studies learning process.

Media utilization in social studies learning is proven to be more efficient and effective than methods without the use of media, such as lectures or direct delivery of material. Media utilization can help teachers and students in achieving the basic competencies that have been set. To optimally utilize learning media, teachers need to understand the learning needs and challenges faced by students related to the material being taught. When using media, students tend to be more interested and focused during the learning process because media is able to attract attention better than the more traditional lecture approach. Learning media has a very important role in the context of the teaching and learning process. Experts have identified various benefits of using learning media in education. In general, learning media can improve the interaction between teachers and students, which in turn improves the effectiveness and efficiency of learning. In addition, some of the specific benefits of learning media include its ability to simplify subject matter, increase the clarity and attractiveness of learning, make learning more interactive, improve student learning outcomes, and enable flexible learning anywhere and anytime (Nurfadhillah et al., 2021). The use of learning media in the teaching and learning process has a significant impact on students. The media can stimulate new learning interests, increase motivation and stimulation in learning activities, and potentially affect students' psychology. The influence of learning media is especially evident at the orientation stage, where it strengthens the effectiveness of learning and the delivery of subject matter. In addition, the use of learning media also helps students to discover and manage knowledge independently. Therefore, it can be concluded that the use of media in learning can encourage new learning interests, increase motivation and activeness in the learning process, and have a significant psychological impact on students.

From the research results listed in Table 1 regarding the use of quartet card media in social studies learning in elementary schools, it can be concluded that this media has a significant positive impact on the learning process at the elementary level. All six articles show that the use of quartet card media is effective in the learning context. Three articles emphasized that the quartet card media can improve student learning outcomes. One article noted that the use of quartet card media can increase students' interest in learning, while the other two articles showed that this media is effective in improving students' cognitive development. The use of quartet card media is one of the strategies used by teachers to create innovative learning experiences for students. Especially at the primary school level, students really like the use of this media because it incorporates an element of play, which can increase their enthusiasm for learning. The application of quartet card game media in learning encourages students to actively participate in the learning process. By utilizing quartet card media, the classroom atmosphere becomes more fun, cheerful, and full of enthusiasm. This media provides encouragement to students who previously tended to be passive or afraid to make mistakes in front of friends or teachers, to become more active and confident in communicating and interacting with classmates. This easier interaction allows students to help each other and correct mistakes in doing tasks. In addition, students' enthusiasm in playing and desire to win encouraged them to go deeper into the material being taught. Quartet cards are one type of learning game media that can increase student learning motivation (Isnania et al., 2023). The results of research supported by Ap et al., (2021) show that the use of quartet card media can significantly increase student learning motivation. Based on the exposure to the research results listed in Table 1, it can be concluded that the quartet card game media is effective in encouraging and increasing student motivation. Quartet card games are very suitable for elementary school children because they are fun, easy to play, and popular among them.

The quartet cards are designed with attractive colors and images, and contain useful information that makes them attractive to children. In addition, quartet card games also require strategies to beat the opponent, thus stimulating the cognitive aspect. Quartet cards are a type of card game consisting of a series of images equipped with text or sentences related to the image (Prameswari et al., 2022). According to Sulastri et al., (2020) the advantage of quartet cards is their ability to make students remember learning material more easily because the

information presented has been summarized clearly and is easy to understand. Quartet card media can also train students' cognitive aspects because how to play requires a strategy. The use of quartet cards encourages students to actively participate, arouses interest in learning, and creates an interesting learning atmosphere. In addition, another advantage of using quartet cards is the inexpensive cost because these cards are made of thick cardboard material similar to HVS paper. Although it has several advantages, quartet card media also has several disadvantages. One of them is the limited number of cards available, which results in the game not being able to be followed by many players, and a variety of quartet card designs are needed to increase its attractiveness (Prasidya, 2018). In addition, another drawback is the low resistance to water because it is made of paper, which causes quartet cards to be easily damaged if exposed to water. In using this quartet card learning media, there are a series of game steps described by Nisaak et al., (2023): 1. The number of players ranges from 2 to 6 people; 2. Each player receives a card randomly, while the remaining cards are placed in the middle; 3. The player who gets the first turn asks other players if they have similar cards; 4. If any other player has the requested card, he must give it to the player who asked; 5. This procedure is repeated repeatedly until each player manages to collect as many cards as possible.

Conclusion

Conclusion on this research, based on the analysis related six articles studied, The application of quartet card media is highly recommended for teachers in teaching social studies in elementary schools.. The use of quartet card media has been proven to increase understanding, activeness, motivation, interest, as well as the ability and learning outcomes of students. Therefore, quartet card learning media is considered very effective because it is able to create a pleasant learning atmosphere, increase the enthusiasm of students, and reduce the risk of boredom. With the results of this systematic study, which is commonly known as a systematic literature review (SLR), it is hoped that it can serve as a guideline and inspiration for further literature research in this field.

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