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The Effect Of The Use Of The Card Sort Type Active Learning Method On Creative Thinking Skills In Social Studies Class V Sdn Marga Jaya I Bekasi City

[1] Nur Azizah Pratiwi,[2] Fara Diba Women's Chess

[1,2] Bhayangkara University Jakarta Raya, Indonesia

Email: nur.azizah.pratiwi19@mhs.ubharajaya.ac.id , fara.diba@dsn.ubharajaya.ac.id

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ABSTRACT

This study aims to determine the effect of using the card sort type of active learning method on the ability to think creatively in class V social studies students at SDN Marga Jaya I, Bekasi City. This study uses a quantitative approach, with the subject being Class V teachers and fifth grade students at SDN Marga Jaya I, Bekasi City. The research sample consisted of two classes, namely the experimental class and the control class. In the experimental class there were 27 students, and in the control class there were 26 students. In obtaining the data, the researcher used the Social Sciences Creative Thinking Ability test method for elementary school students in the form of essay choice questions, observation and documentation. The data analysis technique used is inferential analysis by testing the hypothesis using the t-test statistic, a significant level of 5% = 0.05. Inferential analysis is an analytical technique that can be used to determine whether the hypothesis in the study is accepted or rejected. Based on the results of the study, it can be concluded that the use of the card sort type of active learning method on the ability to think creatively in class V social studies students at SDN Marga Jaya I, Bekasi City. This is shown in the results of the average value of the experimental class after being given the card sort learning treatment which is 67.11, and the control class which is given the conventional learning treatment is 61.92.

Corresponding Author:
Nur Azizah Pratiwi
E-mail nur.azizah.pratiwi19@mhs.ubharajaya.ac.id

INTRODUCTION

Education as a systematic unit is organized as a lifelong process for the cultivation and empowerment of students. Therefore, every student needs to get a quality education through providing opportunities to improve lifelong education. Permendikbudristek 16 of 2022 concerning Process Standards in Early Childhood Education, Primary and Secondary Education is to implement the provisions of Article 15 of Government Regulation Number 57 of 2021 concerning National Standards of Education as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Standards of Education, it is necessary to stipulate the Regulation of the Minister of Education, Culture, Research, and Technology on Process Standards in Early Childhood Education, Primary Education Level, and Secondary Education Level. Process standards for primary and secondary education units include learning process planning, learning process implementation, learning outcome assessment, and learning process supervision. However, the

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use of the learning system must also be adjusted to the competencies developed by the school (Masbahah et al., 2014).

According to Arief (2014) The learning system is basically the ways to achieve learning goals, namely the achievement of maximum learning outcomes by students in learning activities. Learning outcomes are an important factor in the teaching and learning process. Learning should pay attention to the individual condition of children because they are the ones who will learn. Students are different individuals from each other, each has its own uniqueness that is not the same as others. Therefore, learning should pay attention to the individual differences of the child, so that learning can really change the condition of the child from unskilled to skilled and from poorly behaved to good. However, in reality, teachers tend to teach by not looking at the character of students and teaching with monotonous methods that make students passive.

Learning methods are applied in the teaching and learning process by teachers in schools, including learning carried out in elementary schools. Teachers must understand well the implementation of the learning methods that will be used in the learning process. Because by mastering the professional ability of a teacher is tested by the ability to master various methods, especially the Active learning or active learning. This teacher can use a variety of methods, including the lecture method. However, it is only limited to material that requires a lot of explanation (Wijaya, 2020).

According to Meillynia et al., (2022) Learning methods Active Learning, this method is a learning process that provides opportunities for students to engage all their thinking power while in class and this method is a means to increase attention and interactive learning in the classroom. According to Pinzon, (2013) Active learning is a learning that invites students to learn actively. By using active learning methods, learning activities are dominated by students, students always get meaningful learning experiences and also always think about what is done during learning, while teachers act as facilitators only. One of the active learning methods that can be applied in learning is the card sort method.

According to Winarsih et al., (2014) card sort It is an active learning method used to increase student learning activity through assigning tasks related to concepts, characteristics, classifications, facts, or assessing information carried out in small groups of students through a fun way. Active learning method type card sort using card facilities, the card contains a problem that must be solved by each student. The physical movements present in it can help eliminate student boredom during learning. So, this learning method is a learning method that involves student activities in learning, cooperation, and fun activities. With the hope of making it easier for students to understand the learning material and can improve students' creative thinking skills.

Creative thinking according to Rodiyana (2013) that, by thinking creatively, a person can produce new breakthroughs that have high selling value in society. Creative thinking can produce a wide range of sensitivities (sensitivity)Eloquence (fluency) refers to the ability of students to provide diverse and correct answers to questions, flexibility (flexibility) refers to the ability of students to solve problems in a variety of different and correct ways, authenticity (originality) refers to the ability of students to answer questions in a way that is not usually done by other students and is the result of their own thinking, detailing (elaboration) refers to the ability of students to combine existing elements, principles, and concepts so that they become an integrated whole. Sensitivity (sensitivity) refers to the ability of students to react easily in responding to issues related to the given question.

Based on the results of the initial interview conducted by the researcher at SDN Margajaya I, Bekasi City, on December 12, 2022 by interviewing class V teachers that teachers tend to do learning in a teacher centered (teacher-centered), the method used is still dominated by the lecture method and has not varied, students are less active in seeking answers to problems or assignments given by teachers, students are less able in taking the initiative to provide new ideas, students are less able to re-conclude from the theories that have been obtained, and students cannot develop from existing material concepts with an effective understanding of students or the current situation. It is unfortunate that students are already in class V learning and have not implemented learning that directs students to think creatively.

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In line with the above problems, it is necessary to have a social studies learning that is in accordance with the needs of students and related to the real life of students, so that students not only know instantly but are also able to find the concepts they are learning. Realistic problems can be used as a starting point for social studies learning in helping students develop an understanding of the material being studied. In addition, the real experience that students get in learning is also very helpful for students in understanding the concepts they are learning. According to Hermiyanty, Bertin (2017) One of the learning strategies that can be used to overcome these problems is the learning strategy Active Learning

Based on the background that has been described, the researcher will carry out a study entitled "The Influence of the Use of Methods Active Learning Type Card Sort Towards Creative Thinking Skills in Social Studies Learning Class V SDN Marga Jaya I, Bekasi City.

METHOD

The type of research used by the researcher is a quasi-experimental type. The type of experiment is part of the quantitative method that has a distinctive characteristic, namely the existence of a control class. The types of experimental research used in this study are Quasi Experimental Design or pseudo-experimental research.

The types of experimental research used in this study are Quasi Experimental Design or rather Nonequivalent Control Group Design. Nonequivalent Control Group Design is a study that has two groups, namely the experimental group and the control group that are not randomly selected (Sugiyono, 2019:79). Nonequivalent Control Group Design is almost the same research design as Pretest/Posttest Control Group Design, it's just that in the design of this study, neither the experimental group nor the control group were randomly selected. So subjects and populations do not need to be randomly selected but are directly divided into two groups, namely the experimental group and the control group.

This study uses two classes, namely an experimental class where students learn with social studies learning with the help of learning methods Active Learning type card sort and control classes where students learn by learning through conventional methods. The design of the research design is as follows:

Class	Pre-test	Treatment	Post-test
Experiment	O1	X1	O2
Control	O3	X2	O4

Table 1. Research Design

Information:

O_1: *Pretest* Experimental group

X1: Learning with *the card sort* type active learning *method*

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O_2: *Posttest* experimental group

O3: *Pretest* control group

X2: Learning with conventional methods

O4: *Posttest* control group

The data collection method in this study is test, and observation. The test is used in 2 activities, namely before the treatment (pretest) and after the treatment (posttest). The data that has been obtained is then tested using prerequisite tests in the form of normality tests and homogeneity tests. After meeting the prerequisite test, a hypothesis test in the form of a t test is carried out. The data of pre-test and post-test scores were then analyzed to determine the effect of the use of the card sort type active learning method on the creative thinking ability of class V in elementary school.

RESULTS AND DISCUSSION

This research is an experimental research carried out at SDN Margajaya I, Bekasi City. In this study, the researcher obtained data in the form of values pretest and posttest from the experimental and control classes. The data obtained were then tested with prerequisite tests in the form of normality tests, and homogeneity tests. After meeting the prerequisite test, a hypothesis test in the form of a t test is carried out. Value data pretest and posttest Furthermore, it was analyzed to determine the influence of the use of the Active Learning type card sort on the creative thinking ability of elementary school students.

This study was conducted to determine the influence of the use of the method Active Learning type card sort on the creative thinking ability of elementary school students. The research data was obtained from the scores of students in the experimental class and the control class. In the experimental class, learning treatment using the Active Learning type card sort Meanwhile, the control class was given conventional treatment. Value pretest taken before students are treated in the experimental and control classes. Meanwhile, post-test scores are taken after students are given treatment in the experimental and control classes. Based on the results of research conducted in classes V-A and V-B of SDN Margajaya I Bekasi City, the following results were obtained.

Average analysis results pretest and posttest between the experimental class and the control class are presented in the.

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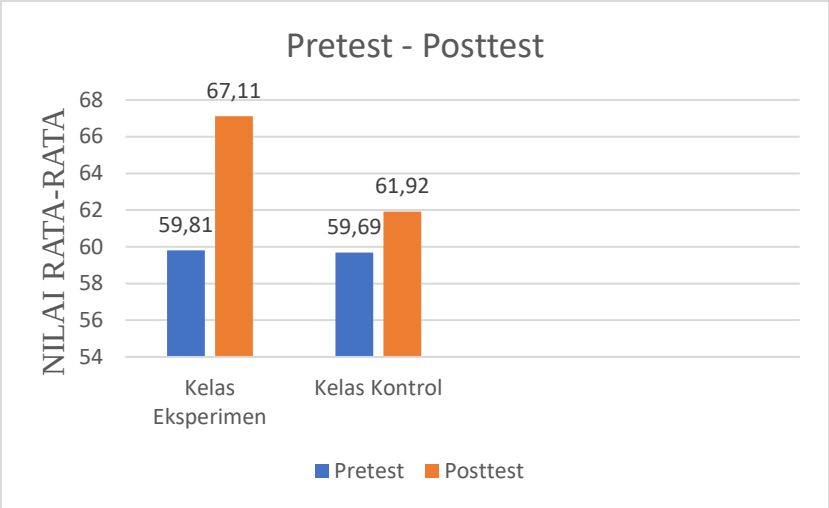

From the student score graph above, it can be concluded that there is a significant difference between the value of creative thinking ability in social studies in the experimental class that is treated with the card sort type active learning method to the creative thinking ability of students at SDN Margajaya I Bekasi City and the control class that is given the treatment of conventional learning methods.

Normality Test

The normality test was carried out to find out whether the class used as a sample was normally distributed or not. If it is normally distributed, the data analysis can use parametric statistics and if the data is not normally distributed, the data analysis uses non-parametric. The following is a summary of the sample normality test results data can be seen in the following table.

Shapiro-Wilk					
Data	Class	Statistics	Df	Sig	Information
Pre-Test	Experiment	0.975	27	0.747	Normally distributed
Post-Test		0.932	27	0.077	Normally distributed
Pre-Test	Control	0.937	26	0.111	Normally distributed
Post-Test		0.946	26	0.185	Normally distributed

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Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair	Pre-Test Post-Test	-7.296	8.123	1.563	-10.510	-4.083	-4.667	26	.000

Post-Test	0.946	26	0.185	Normally distributed

Table 3 Sample Normality Test Results

Sample Homogeneity Test

The homogeneity test is used to find out whether the sample used comes from a homogeneous population or not. With the statistical lavene test, the decision making criteria for the homogeneity test are: If the significance value (Sig) > 0.05, then the variance of the data is homogeneous. If the significance value (Sig) < 0.05 then the variance of the data is not homogeneous. The results of the homogeneous test can be seen in the following table.

Data	Leavene Statistics	df1	DF2	Sig	Information
Pre-Test	0.614	1	51	0.390	Homogeneous
Post-Test	0.753	1	51	0.437	Homogeneous

Table 4 Homogeneity Test Results

Hypothesis Test (t-test)

After conducting the normality test and homogeneity test as a prerequisite test before the hypothesis test (t-test) and the data obtained are qualified to conduct a hypothesis test (t-test). The next step is to conduct a t-test to answer the hypothesis that has been prepared previously. The hypothesis test used is a parametric test with a paired sample test analysis technique. The paired sample test is used if the normality test is normally distributed after the prerequisite test for the analysis is carried out, namely the normality test and the homogeneity test, the results are obtained that the data are all normally distributed and in the homogeneity test, the results of the data are all homogeneous. The results of the hypothesis test analysis can be seen in the following table.

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Table 5 Homogeneity Test Results (T-Test)

Based on table (2) The normality test used in this study is the Shapiro-Wilk test. This is because the sample used is less than 30. Based on table 2. It can be concluded that the pretest posttest data in the control class and the experiment are normally distributed, where in the pre-test of the experimental class a value of Sig. 747 and the post-test a value of Sig. 0.077, while in the pre-test of the control class a Sig value of 0.111 and a post-test a Sig value. 0.185.. This decision is based on a Sig. > value of 0.05 with a significance level of 5%. (3) The data from the pre-test results showed that the Sig. value was 0.942 so it could be concluded that the variance of the pre-test group was homogeneous. The data of the post-test results showed that the Sig. value was 0.183 so it could be concluded that the variance of the post-test group was homogeneous.

After the prerequisite test has been carried out and the results of the analysis have tested the prerequisites, a hypothesis test (t-test) can be carried out using the paired sample test on the basis of decision-making if the hypothesis test (t-test) has a significance probability value of < 0.05, then H0 is rejected and Ha is accepted. Based on table (4), it shows that the results of the hypothesis test (t-test) obtained a value of Sig. = 0.000, meaning less than 0.05, so it can be concluded that there is an influence of the card sort type active learning method on the ability to think creatively in grade V students. In addition to using prerequisite tests and parametric tests in this study, descriptive analysis is also used to describe the application process The use of card sort type active learning learning methods on creative thinking skills in grade V students.

Based on the results of the data analysis obtained, Ha was accepted, which means that there is an influence of the card sort type active learning method on the ability to think creatively in grade V students.

CONCLUSION

Based on the results of previous research and discussion, the following conclusions were obtained: From the results of the hypothesis test analysis using Paired sample test, obtained a sig value = 0.000 according to the basis of decision-making, if the hypothesis test of the significance probability value < 0.05, then H0 is rejected and Ha is accepted. So significantly alternative hypothesis (Ha) is accepted and the null hypothesis (H0) was rejected. Based on the hypothesis test, it can be It is concluded that Learning Methods Active Learning type card sort affect the ability to think creatively in grade V students.

Based on the implementation and observation of the use of Learning Methods Active Learning type card sort on creative thinking skills in grade V students, it can be concluded that in the experimental class using Learning Methods Active Learning type card sort There was an increase in success where in this case it was supported based on the results of observation of the implementation of student activities in learning, in this case it was stated that the results of the observation were carried out by all. So that it can Learning Methods Active Learning type card sort able to help students to be more active in learning and able to help students in having difficulty thinking creatively to make students active.

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