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The Influence of Card Sort Type Active Learning Strategy on Interests and Responses of Elementary School Students

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ABSTRACT

The purpose of this study was to determine the effect of the Card Sort type as the active learning strategy on the interests and responses of class IV students at an elementary school in Wonoayu, Sidoarjo. It was analyzed on the social studies subject matter which aimed to find out how the influence of the Card Sort type active learning strategy on the students' interests and responses. The population in this study was 20 students, consisting of 8 male students and 12 female students. This study used a saturated sample which was from those samples' population. The research method used quantitative experimental methods and data processing used the SPSS program. Based on the results of the research and discussion, it can be concluded that the application of the Card Sort type as an active learning strategy has an effect on students' interest and response to social studies learning. From the questionnaire results, it was shown that the students' interest and responses more increased after implementing the Card Sort type as an active learning strategy. The F-test hypothesis obtained a value of 48,9% or 0,489. This means that the effect of using the Card Sort type as an active learning strategy on students' interest and response to social studies learning of 48,9% was classified as the big category.

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1. INTRODUCTION

Learning is an interactive activity between teachers and students whose implementation involves and uses various strategies and learning media. They were used as ways and support in learning activity implementation carried out in schools as an effort to obtain information about knowledge. Besides, they aim to achieve the desired goals in learning activities. In the Law of the Indonesian Republic, Number 20 2003 concerning the National Education System Chapter 1 Article 1 Paragraph 20 stated that learning is a process of interaction between students and learning resources in the learning

environment. Social science is a subject that is taught in elementary schools. Active learning strategy is very good for learning because using this strategy, it can show the students' interest and response in social science. If students are passive during the learning process and just sit and listen to the teacher's explanation, there is a possibility that students will easily forget what the teacher has taught. To overcome these problems, you can use an active learning strategy which means that learning involves students actively in it (Astuti, 2018). This strategy is very helpful for the learning process because it can be attractive learning for the students. Good learning is where the teacher does not dominate the activity.

Based on the results of observations, the researchers found a problem that the teacher still applied the learning strategy by directly conveying or explaining the material to students. Here, they were reading the LKS and listening to the teacher's explanation. That strategy assumed as more teacher-centred since the teacher's role in learning activities tends to dominate the learning process where the teacher is more active than the students (Indrawan et al., 2021). The teaching and learning process, especially on social science subjects in class IV was less than optimal because the teacher only conveyed the material directly. It created passive students so they felt bored and lacked interest in participating in the class. In fact, students only listened to the teacher who was delivering the material so they did not get the opportunity to develop knowledge which ultimately has an impact on student interest and response in social science. Moreover, social science requires clear examples and explanations for students to understand easily. Some students were not interested in this subject because they were passive learners, so they did not understand the material that was being taught. Based on the problems above, there needs to be a solution to solve the existing problems in social science subjects in the class. Thus, the researchers want to create a learning strategy that can make students active in social science. Because active learning is needed by students to foster students' interest and response to social science subjects. The researchers will try to solve these problems by using active learning strategies that are able to create active and fun learning. Moreover, elementary school students are still categorized as children who like playing, so the teachers must use learning strategies in their learning process.

One of the learning strategies that can be used in social science subjects is an active learning strategy of the Card Sort type. Card Sort uses physical movement and helps to prevent bored classes. The Card Sort type as an active learning strategy is used to increase student activity in learning activities. Besides, it will make them are easier to understand the subject matter and increase their interest in learning (Sanjaya, Ndara, 2016). By using this type of strategy, it is expected to be able to solve problems with the result that students have good interest and response on a social science subject. Card Sort is a learning strategy that uses a card containing pictures and subject matter (Amaliyah, 2016). Several previous studies related to the effect of the Card Sort type of active learning strategy by Serli & Kapile (2014) on the strategy of using image media. The results of the research indicated that using image media in social science is better than conventional strategies. The results of this study proved that the application of image media can increase students' interest in learning IPS subject (Serli & Kapile, 2014).

Research by Anggreani (2018) revealed that after implementing the Picture Media-assisted Card Sort Strategy, science learning achievement increased. Thus, it can be concluded that there is an influence of the Card Sort strategy with the help of image media on science learning achievement in fourth-grade students of SDN Bumirejo 1 Karangawen Demak in the 2018/2019 Academic Year (Anggreani et al., 2018). Research by Astuti (2018) showed that through an active learning strategy of Card Sort type students chemistry learning outcomes of class X SMA Negeri 1 Indralaya can increase (Astuti, 2018). Research by Sanjaya (2016) showed that the application of Card Sort learning strategies can improve science learning outcomes for fifth-grade students in the first semester of SDN 3 Tukadnungga Buleleng District, Regency Buleleng (I. Sanjaya, Ndara, R, 2016). Research by Riwayudin (2015) showed that student attitudes and interests affect the science learning outcomes of elementary school students in Menthobi Raya District, District Lamandau. Based on those research

results, it means that a positive student attitude toward learning will cause learning outcomes to also be good as well as interest (Riwahyudin, 2015).

Furthermore, research conducted by Indrawan (2021) showed that the science learning outcomes of third-grade students in each cycle are very good. Implementing the Card Sort learning strategy in science learning, it is very helpful in improving student learning outcomes by activating students during learning so that the material being taught is easier to understand (Indrawan et al., 2021). There have been many studies that have examined the Card Sort type as an active learning strategy, but each school certainly has differences. The focus of the problem study is related to the effect of the Card Sort type as an active learning strategy on students' interest and response which has not been done by many previous researchers. Most researchers have examined the effect of the Card Sort type as an active learning strategy on student learning outcomes. This research is important because it is relatively new and has not been done by many previous researchers.

Therefore, the researchers want to use an active learning strategy of Card Sort so that it can increase the students' interest and response to the social study subject matter. The function of Card Sort media is not only to present the pictures but also to provide an interesting explanation. Through this strategy, students can learn more things rather than in a passive class and prevent the boring class situation. Researchers also want to know whether there is an influence and how much influence when applying these learning strategies to the students. All of the previous studies above discussed the Card Sort learning strategy related to learning outcomes and all of the above students used the Card Sort strategy to determine the effect on student learning outcomes in various subjects in the classroom. This study discusses the effect of using an active learning strategy type Card Sort on student interest and learning responses. This research is very important to do because it can consider the low interest and response to student learning on social studies material and also Indonesian teachers' use of conventional learning methods or teacher-centred learning.

2. METHODS

The study used experimental quantitative research. This method was used to find the effect or consequences of certain treatments on something under conditions controlled by the researcher (Sugiyono, 2016). The experiment which means experiment or treatment to determine the effect or result that will be obtained is known and analyzed as research material. This research was conducted by researchers intentionally in order to solve the problems that occur in a class. An experimental research design One-Shot Case Study was used to analyze this study. This design explained that one group was given treatment then the results were observed. The treatment was the independent variable and the result was the dependent variable. The population in this study was all 20 students, consisting of 8 male students and 12 female students. In this study, the sampling technique used is Non-probability Sampling with a saturated sampling model. This technique used all members of the population as the sample because the population was less than 30 students.

This study used data collection techniques, namely questionnaires. The questionnaire is a technique through the distribution of questionnaires to be filled out directly by respondents. Researchers used a questionnaire to find out the data about student interest and learning responses. The distribution of questionnaire had been distributed to class IV-B for the 2021/2022 academic year. The researcher used these data as the research samples which were taken according to the number of 20 students. There were two kinds of questionnaires, each of which contained a 20-item list of statements about student interest and learning responses after using the Card Sort type as an active learning strategy in social studies subjects. The way to answer was through a checklist a tick (☉) on the answer that was considered as the most appropriate according to each student. The questionnaire used in this study was a test of student interest and learning responses which referred to the Likert scale. The answer choices were categorized as an attitude statement SS (strongly agree) or SL (always), S (agree) or SR (often), TS (disagree) or KD (sometimes), and STS (strongly disagree) or TP (never). This questionnaire was given after all stages of implementation had been completed.

The data analysis technique used inferential statistics. It focused on processing sample data to be able to conclude the population. Parametric inferential statistics were used in this study because the type of data in this study was quantitative data. Inferential statistical analysis techniques included validity testing, reliability testing, and hypothesis testing (t-test and f-test). The validity test was used to test the validity of the questionnaire used by the researchers in measuring and obtaining research data in the form of a questionnaire instrument that had been filled out by the respondents. The analysis data used SPSS Statistics 25 on the computer through Pearson's Correlation Coefficients with a Two-tailed Test of Significance. The reliability test was used to test the level of consistency of the questionnaire used by the researchers so that the confidence of the questionnaire was feasible to be used in research. The reliability test was carried out after the questionnaire was declared valid. Through the use of SPSS Statistics 25 found on the computer and using the Alpha formula. Hypothesis testing was used to test the truth of a hypothesis that had been formulated previously, is there any effect of the Card Sort type as an active learning strategy on student interest and learning responses in social studies. Hypothesis testing was done by determining H1 dan H2. Hypothesis test used t-test with SPSS. The initial stage was used to decide by looking at the significant value and comparing the t-count and t-table values. After testing the hypothesis, the next step was to answer the second problem formulation, how much influence the Card Sort type of active learning strategy has on student interest and learning responses in social studies. To answer this hypothesis, the researchers used the coefficient of determination which initially had to do the F-test first. If the F-test is significant, it means that there is an effect of variable X on variable Y. However, if the F-test is not significant then the value of the coefficient of determination cannot be used to find out how much influence variable X has on variable Y. After using the F-test, then see what percentage the values in the "Modal Summary" table in SPSS.

3. FINDINGS AND DISCUSSION

1. Description of Research Implementation

In this study, only one meeting was conducted. For the meeting, the researcher initially explained the social studies material "Economic Activities and Types of Work" that had been studied, taught, and obtained from the homeroom teacher for grades IV-B. The researcher re-explained the material using teaching materials that had been prepared. During the learning process carried out in the classroom, the researcher applied an active learning strategy of the Card Sort type to work on the group assignments that had been given. The meeting or research implementation was carried out on Friday, December 17th, 2021. It could be seen that student interest and response to social studies subject matter was low or lacking. This was known by the researchers when conducting direct observations in class IV-B students and conducting interviews with their homeroom teachers. After explaining the material, the teacher formed several groups. Each group was given a card in the form of an image containing information about the material "Economic Activities and Types of Work" and also given a manila paper with a category table available to the group according to their respective categories. Then, each group tried to sort and group the cards. Then, they should paste the picture card on the category table. Students looked very happy and enthusiastic about completing the task. Then, the teacher asked each group to present their work in front of the class. After the group presentation was complete, the teacher explained the subject matter and conducted questions and answers with the students. Students responded to the questions given by the teacher. Before learning ended, students were assisted by teachers to conclude the learning materials that have been implemented. Before ending the lesson, the teacher asked all students to fill out a questionnaire related to the Card Sort type of active learning strategy then when they finished filling it out, the students were asked to collect it at the teacher's desk. Then, the teacher ended with a closing and greetings.



Fig. 1. The teacher was explaining the material to the students



Fig. 2. Teacher was assisting students group cards according to the categories



Fig. 3. Students were presenting the group work result and the teacher helped to conclude the material

2. ³ Validity Test

Validity ³ is used to determine whether an instrument is valid or not so that it is feasible to use to collect data. In order to determine the level of instrument validity, Pearson's Correlation Coefficients using SPSS for Windows version 25 can be used. The value of the r table with N = 20 and a significance level of 5% was 0,444. Questionnaire items were declared valid if the r count was more than the r table or r count > 0,444. In testing the validity of this questionnaire, it was carried out on each questionnaire, both interest, and student learning responses. The results of the calculation of the validity of the questionnaire can be seen in the following table:

a. ³ Test the Validity of the Learning Interest Questionnaire

Table 1. Results of the Validity Analysis to the Questionnaire Instrument of Student Learning Interest

Number	Rcount	Rtable	Description
1.	0,211	0,444	Invalid
2.	0,413	0,444	Invalid
3.	0,152	0,444	Invalid
4.	0,277	0,444	Invalid
5.	0,291	0,444	Invalid
6.	0,165	0,444	Invalid
7.	0,577	0,444	Valid
8.	0,348	0,444	Invalid
9.	0,582	0,444	Valid
10.	0,421	0,444	Invalid
11.	0,201	0,444	Invalid
12.	0,539	0,444	Valid
13.	0,106	0,444	Invalid
14.	0,448	0,444	Valid
15.	0,005	0,444	Invalid
16.	0,466	0,444	Valid
17.	0,244	0,444	Invalid
18.	0,375	0,444	Invalid
19.	0,344	0,444	Invalid
20.	0,695	0,444	Valid

Based on the validity result of the question items in the student learning interest questionnaire above, there were 6 valid questions because the value of r table was more than r count.

b. Test the Validity of the Learning Response Questionnaire

Table 2. Results of the Validity Analysis to the Questionnaire Instrument of the Student Learning Response

Number	Rcount	Rtable	Description
1.	0,338	0,444	Invalid
2.	0,587	0,444	Valid
3.	0,021	0,444	Invalid
4.	0,511	0,444	Valid
5.	0,500	0,444	Valid
6.	0,376	0,444	Invalid
7.	0,286	0,444	Invalid
8.	0,220	0,444	Invalid
9.	0,241	0,444	Invalid
10.	0,523	0,444	Valid
11.	0,266	0,444	Invalid
12.	0,785	0,444	Valid
13.	0,448	0,444	Valid
14.	0,247	0,444	Invalid
15.	0,321	0,444	Invalid
16.	0,198	0,444	Invalid
17.	0,032	0,444	Invalid
18.	0,534	0,444	Valid
19.	0,505	0,444	Valid
20.	0,578	0,444	Valid

Based on the results of the validity of the question items in the student learning response questionnaire above, there are 9 valid questions because the value of the r table is more than the r count. The validity test carried out by the researcher by asking the lecturer to be a validator for both questionnaires, namely student interests and responses or research instruments obtained the same results. The assessment is carried out by putting a tick (✓) in the appropriate column in the description matrix being assessed. The assessment uses the following rating ranges:

- 1 = Not Good
2 = Good Enough
3 = OK
4 = Very Good

Table 3. Result of the Validity Test of the Response Questionnaire Instrument and Student Interest in Learning by the Validator

Number	Description	Scoring Scale			
		1	2	3	4
1.	Hint Aspect				
	a. Instruction for filling out sheets are clearly stated				✓
	b. The interest questionnaire and learning response sheets are easy to use,			✓	
2.	Contents				
	a. The categories contained in the interest questionnaire and student learning responses already cover all aspects that support the implementation of the Card Sort type of active learning strategy			✓	
	b. The points of the assessment aspect can measure student interest and responses in the activity of implementing an active learning strategy type Card Sort			✓	
	c. The aspects contained in the questionnaire are relevant to the elements supporting the implementation of the Card Sort type of active learning strategy				✓
	d. Aspects of assessment can measure student interest and learning responses,				✓
	e. The description of each aspect was able to measure student interest and response to the Card Sort type of active learning strategy			✓	
3.	Language Aspect				
	a. Using language that is in accordance with Indonesian rules			✓	
	b. Communicative statement formulation			✓	
	c. Using simple language (words) easy to understand and easy to understand.			✓	

3. Reliability Test

Reliability is an instrument that can be used as a data collection tool and is quite reliable because the instrument is good. Reliable instruments can produce reliable data as well. In testing the reliability of this questionnaire, it was carried out on each questionnaire, both interest and student learning responses. The results of the reliability test in this study were as follows:

a. Reliability Test of Learning Interest Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.663	21

Fig. 4. The result of the reliability test of the student learning interest questionnaire instrument

Based on the table above, it can be seen that the Alpha value is 0,663. While the value of the r table sought at a significance level of 5% or 0,05, the r table obtained is 0,444. Because $r_{count} > r_{table}$ or $0,663 > 0,444$, it can be concluded that the items of instrument (study interest questionnaire) are declared reliable or reliable as a data collection tool in research.

b. Reliability Test of Learning Response Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.694	21

Fig. 5. The result of the reliability test of the student learning response questionnaire instrument

Based on table above, it can be seen that the Alpha value is 0,694. While the value of the r table sought at a significance level of 5% or 0,05, the r table obtained is 0,444. Because $r_{count} > r_{table}$ or $0,694 > 0,444$, it can be concluded that the items of the instrument (study response questionnaire) are declared reliable or reliable as a data collection tool in research.

4. Hypothesis Testing

a. T-Test

Hypothesis-testing by using t-test is used to determine the hypothesis that has been formulated previously, namely whether there is an effect of the Card Sort type as an active learning strategy on the student interest and response to social studies learning in class IV-B. In hypothesis testing, each variable, both interest, and student learning response has two dependent variables, namely interest, and response. Researchers formulate hypotheses from each variable.

1. The hypothesis for the Y1 variable (interest in learning) is as follows:

a. Alternative hypothesis (H_a)

There is a significant effect of the use of the Card Sort type as an active learning strategy on the student interest in learning social studies class IV-B.

b. The null hypothesis (H_0)

There is no significant effect the use an of active learning strategy type Card Sort on student interest in learning social studies class IV-B.

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	62.232	4.819	12.914	.000
	Card Sort	-.730	.269	-.538	.014

a. Dependent Variable: Minat belajar

Fig. 6. T-test results (interest learning)

This t-test uses SPSS Statistic 25. The basis for making decisions are as follows:

1. If $Sig < 0,05$ = then there is an effect
2. If $Sig > 0,05$ = then there is no effect.

Base on the table above, it can be seen that the Sig value is 0,014. The value of Sig 0,014 < 0,05. From these results, there is a significant effect on the use of active learning strategies using the Card Sort type on student interest in learning

1. The hypothesis for the Y2 Variable (learning response) is as follows:

a. Alternative hypothesis (Ha)

There is a significant effect of the use of the Card Sort type as an active learning strategy on student learning responses in social studies learning for class IV-B.

b. The null hypothesis (H0)

There is no significant effect of the use of an active learning strategy type Card Sort on student learning responses in social studies learning class IV-B.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.205	5.847		10.468	.000
	Card Sort	-.688	.327	-.444	-2.104	.050

a. Dependent Variable: Respon belajar

Fig. 7. T-test results (learning response)

The results of the t-test above use SPSS Statistics version 25. The basis for making decisions are as follows:

1. If Sig < 0,05 = then there is an effect
2. If Sig > 0,05 = then there is no effect.

It can be seen from the table above that the sig value is 0,050. The value of sig 0,050 < 0,05. From these results, there is a significant influence on the use of Card Sort type as an active learning strategy on the student learning responses.

b. F-Test

Hypothesis testing with the F-test is used to determine the hypothesis that has been formulated previously, namely is there any effect of the Card Sort type as an active learning strategy on the interest and response to social studies learning of students in class IV-B. There are two dependent variables, namely interest and response. The researcher formulates a hypothesis for each variable and calculates the F-test for each variable. Besides, the use of this F-test can be used to see how much influence the Card Sort type as an active learning strategy on student interest and response to social studies learning. Below is the F-test that has been carried out for interest and learning responses.

1. F-Test (Interest to Learn)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	162.342	1	162.342	7.330	.014 ^b
	Residual	398.658	18	22.148		
	Total	561.000	19			

a. Dependent Variable: Minat belajar

b. Predictors: (Constant), Card Sort

Fig. 8. F-test results (interest learning)

Judging from the table above, the basis for making decision can be seen as follows:

- If $\text{Sig} < 0,05$ / $\text{Fcount} > \text{Ftable}$ = then there is an effect
- If $\text{Sig} > 0,05$ / $\text{Fcount} < \text{Ftable}$ = then there is no effect.

3 The table above shows that the sig value is 0,014, which means that $0,014 < 0,05$ has a conclusion that H_a is accepted (there is an effect). Based on the Fcount, the calculated F in the table above shows a value of 7,330 while the F table of $N = 20$ can use the formula $(0,05:18 = 4,381)$. The 18 numbers obtained from the table above showed the residual value. So, $\text{Fcount} > \text{Ftable}$ or $7,330 > 4,381$, then H_a is accepted (there is an effect). It can be concluded that there is a significant influence on the use of the Card Sort type as an active learning strategy on students learning interests.

2. F-Test (Learning Response)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	144.339	1	144.339	4.427	.050 ^b
	Residual	586.861	18	32.603		
	Total	731.200	19			

a. Dependent Variable: Respon belajar

b. Predictors: (Constant), Card Sort

Fig. 9. F-test results (learning response)

Regarding from the table above, the basis for making decisions can be seen as follows:

- If $\text{Sig} < 0,05$ / $\text{Fcount} > \text{Ftable}$ = then there is an effect
- If $\text{Sig} > 0,05$ / $\text{Fcount} < \text{Ftable}$ = then there is no effect.

3 The table above shows that the sig value is 0,050 which means that $0,050 < 0,05$ has a conclusion that H_a is accepted (there is an effect). Based on the Fcount, the calculated F in the table above shows a value of 4,427, while the F table of $N=20$ or can use the formula $(0,05:18 = 4,381)$. The 18 numbers obtained from the table above showed the residual value. So, $\text{Fcount} > \text{Ftable}$ or $4,427 > 4,381$, then H_a is accepted (there is an effect). It can be concluded that there is a significant influence on the use of Card Sort type as an active learning strategy on students learning response.

3. Test How Much the Measurement of Card Sort Effect on the Learning Interest

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538 ^a	.289	.250	4.706

a. Predictors: (Constant), Card Sort

Fig. 10. F-test results Model Summary (interest learning)

3 Based on the model summary table above, it can be seen that R Squares is 0,289. It is used to find out the value of how much influence can be seen in the column R Square. This value is obtained from R squared, namely $0,538 \times 0,538 = 0,289$. The amount of R Square is 28.9%. So, the effect of Card Sort on student learning interest can be seen with a value of 28.9%.

4. Test How Much the Measurement of Card Sort Effect the Learning Response

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.444 ^a	.197	.153	5.710

a. Predictors: (Constant), Card Sort

Fig. 11. F-test results Model Summary (learning response)

Based on the model summary table above, it is known that R Square is 0,197. It is used to find out the value of how much influence can be seen in the column R Square. This value is obtained from R squared, namely $0,444 \times 0,444 = 0,197$. The amount of R Square is 19.7%. So, the effect of Card Sort on student response in learning process can be seen with a value of 19.7%. Therefore, the application of the Card Sort type as an active learning strategy has an influence on student interest and response to social studies subjects by 48.6%. The amount is obtained from a combination of interest and student learning responses.

In line with the research entitled "The Effect of Card Sort Strategy Assisted by Picture Media on Science Learning Achievement" the results of this research it was revealed that after implementing the Card Sort strategy assisted by picture media, science learning achievement increased. This can be proven by the average post-test score of 80,4 which is higher than the average pre-test score of 62,2 and the achievement of learning achievement reaches 18,2. Thus, it can be concluded that there is an influence of the Card Sort strategy thanks to image media on science learning achievement in fourth-grade students of SDN Bumirejo 1 Karangawen Demak in the 2018/2019 Academic Year (Anggreani et al., 2018). Supported by research entitled "Increasing Students Interest in Learning To use Picture Media in Social Studies Learning in Class V SD Inpres Toro" with research results showing that after applying the use of picture media in social studies learning, students experienced an increase in learning interest (Serli & Kapile, 2014). Reinforced by Anggreani's opinion, that the Card Sort type learning strategy has an influence on student interest and learning responses that make students active in learning activities. The results of research conducted by Astuti, that by applying the Card Sort strategy, all students showed an increase in activeness and sharing knowledge between students in the discussion process. Taken from a book entitled "Learning Media" by Prof. Dr. Azhar Arsyad, M.A. it can be concluded that Card Sort media is included in visual-based media because in the form of images it is useful to facilitate understanding and strengthen learning memory. Supported by the opinion of Prof. Dr. Warsono, M.S. and Drs. Hariyanto, M.S. in his book entitled "Active Learning Theory and Assessment" that Card Sort can increase student interest in learning and obtain good learning outcomes.

4. CONCLUSION

According to the results of the research and discussion above, it can be concluded that the application of the Card Sort type as an active learning strategy affects student interest and responses to social studies learning. From the results of filling out the questionnaire, it was shown that interest and learning responses after implementing the Card Sort type of active learning strategy more increased than before implementing the Card Sort type as an active learning strategy. The data were from the results of the F-test hypothesis test which obtained a value of 48.9% or 0,489. This means that the effect of using the Card Sort type as an active learning strategy on social studies learning interest and response of class IV-B 48.9% is classified as the big category. The limitations of this research were from the data collection process and the information provided by respondents through questionnaires sometimes did not show the actual opinion, this happened because of the differences in thoughts, assumptions, and understandings. The other factors came from the honesty factor in filling in respondent opinions in the questionnaire. The potential for further research required more mature preparation of the condition in

class so that it could be conducive and focused on the material being studied. Besides, the researchers were required to prepare all the media and teaching materials needed. It aims that further research can be developed to obtain satisfactory and better research results.

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