

The Effect Of Game Card Media On Motivation And Student Learning Outcomes In Science Learning

Valentina Hermin Prihatiningsih
SDN Mungkid 2 Magelang
herminprihatiningsih563@gmail.com

Abstract

This research based on problems: 1. How does the game card media influence student motivation? 2. How does the game card media influence student learning outcomes? 3. How is the correct application of the game card media so that it can increase the motivation and learning outcomes of the sixth grade in SDN Mungkid 2 Magelang ?. The research held on 2 cycle. Each cycle consists of four stages: Planning, Action, Observation, Reflection. The target of this study was the sixth grade students of SDN Mungkid 2 Magelang . Data obtained based on the form formative test results, observation sheets of teaching and learning activities. The results of the research showed that the used of game card media can increase students' motivation and learning outcomes on “Perkembangbiakan Makhluk Hidup” mater. Motivation increased by 60% from the initial condition of 8 students (32%) to 23 students (92%) and science learning outcomes increased by 68% from the initial condition 6 students completed (24%) to 23 students complete (92%) were the average increased 24.76 from the initial condition 51.52 to cycle II in the final condition which had an average of 76.28.

Keywords: *motivation, learning outcomes, game card media.*

Background

Learning in elementary school is a complex activity, learning basically does not convey learning messages to students, but professional activities that require teachers to can use teaching skills to the fullest, and create situations and condition that allow students to learn effectively. The learning process in primary schools is organized interactively, inspiratively, challenging fun motivates students to actively participate, and learning includes developing the realm of attitudes, knowledge, and skills which was elaborated for each education unit (permendikbud No.22 Tahun 2016).

During the time teaching and learning teaching activities in the of science of Nature Sciences in elementary schools did not go well, there is even a tendency for lazy students to learn. This can be observed from the behavior of students. The conditions experienced by students at SD Negeri Mungkid 2 that learning outcomes of science are less than optimal, among others, because because students were less enthusiastic about taking part in lessons, still felt difficult to receive explanations from teachers, did not

dare to ask questions. The eager process of learning subject matter, less motivated learning is still teacher centered because the teacher feels a lack of time allocation. The teacher has not involved students and has not motivated the students to actively participate in the learning process to teach the optimal torturous learning outcomes not because the lack of material is delivered because many teachers fail to determine teaching methods. Sometimes a teacher uses image media, but it is outdated and the colour has faded because from year to year using the same media.

Teachers as implementers of the teaching and learning process must strive to improve the conditions being faced. Efforts to overcome them are expected to immediately take action including carrying out learning that can overcome the lack of optimal motivation and learning outcomes of science for students of SDN Mungkid 2 elementary school. Effort to overcome this teacher can use game card media as a tool in the teaching and learning process. Game card media is a media card containing images, writing that can be made as a card game so it is very possible for students to be interested in understanding the material presented. Card game media can display interesting ideas, are easier to observe, and can display detailed processes become more consistent.

Card game media is also a more interesting medium in the learning process. By utilizing the game card media on thematic learning, it is hoped that it can provide meaningful experiences to students and make it easier to understand the material delivered by the teacher. The use of playing card media is also expected to help teachers motivate students so that learning outcomes increase.

Motivation is very necessary in the implementation of human activities because motivation is something that can cause human behavior to work diligently and enthusiastically to achieve optimal results (Melayu and Hasibuan, 2001). According to Terry, translated by Smith (2003) motivation can be interpreted as an effort so that someone can complete his work with enthusiasm because there are goals to be achieved. Motivation is a change in energy in a person in the form of physical activity, because someone has a specific goal of his activities, then has a strong motivation to achieve it with all efforts.

Motivation encourages people to work toward their goals and objectives because they are confident and aware of the good, interests and benefits. For students motivation is very important because it can move students behavior towards positivity. Motivation is closely related to the needs of self actualization so that the motivation has the greatest influence on the student learning activities that aim to achieve high learning achievement.

Learning outcomes are abilities acquired by individuals after learning process takes place which can provide changes in behavior and knowledge, better than before. According to Muhibbin syah, learning outcomes are all behavioral changes that appear after the end of learning actions both changes in knowledge, attitudes and skills because driven by the existence of an effort of feeling like going forward to make yourself

better. Indicators that are used as benchmarks in stating that a learning process is said to be successful, based on the provisions of the curricula that are being used.

To find out the progress until where the results have been achieved by someone in learning, an evaluation must be done, to determine the progress achieved, there must be criteria that refer to the intended purpose so that it can be seen how much influence the teaching and learning strategy has on the learning success of students.

There are several factors that influence student learning outcome, namely: (1) Internal factors are physiological aspects which include physical fitness and the sensory condition by maintaining nutritious food/ drinks, rest, exercise and psychological aspects which include intelligence, attitudes, talents, interests, motivations and personality. This psychological is also a strong factor in learning outcomes. Intelligence can indeed be developed, but attitudes, interests, motivations, and personalities are strongly influenced by psychological factors of oneself. Therefore it is necessary to struggle to continue to get the supply of motivation from the surrounding environment, strengthen determination and stabilize attitudes for a brighter future. (2) external factors include :a) friends are environment where someone socializes, meets and interacts with human around him. The first thing that becomes important from the social environment is friendships, where friends are a source of motivation while being able to decrease performance. The position of friends is very important, they are so close to us, and their behavior will affect us. B)the teacher, is a person who is closely related to learning outcomes. The quality of teachers in the classroom can influence how student learn and how their interest are built in the classroom. Indeed in reality many students feel their teacher doesnot provide learning motivation, or maybe a monotonous learning atmosphere. This has an effect on the learning process. C. family and community. Family because usually someone who has a broken family has a low motivation for achievement, his life is too focused on solving endless family conflicts. D) In the community because the condition of society greatly influences the result of learning. For example a person who lives in their academic community will maintain his prestige in academic matter before his community. Community environment influences the mindset of a person to achieve. E) the surrounding physical environment is also very influential such as the condition of the house, school, equipment, nature (weather). Physical condition of the house is neat, clean, safe, conditioned from disturbances that reduce the learning outcomes, the school environment also affects learning outcomes for example smart children who enter middle school achievement can outperform their friends. But when they are entered into favorite and high quality schools and students are aligned with the achievements of their friends who have the same quality when passing their usual achievements. This means that the school environment is influential, weather is influential on learning outcomes.

The uses of teaching media in the learning process can increase the desires and interests of students, arouse motivation and stimulation of learning activities and bring psychological influence to students. In general the benefits of learning media are to

facilitate interaction between teachers and students so that learning takes place effectively and efficiently.

The main principle in the use of learning media is to make it easier for students to learn in an effort to understand the subject matter. So the use of media must be viewed from the needs of students.

Research Methodology

This research was conducted at SDN Mungkid 2 elementary school in class VI students in semester 1 of the 2016/2017 academic year, totaling 25 students, consisting of 13 male students and 12 female students. The subjects matter for the research is the natural science in the first semester of class VI, the material for the proliferation of humambeing. Data collection techniques include written test, process observations and documentation. The analysis data techniques is descriptive, namely learning outcome data and observational data are used to describe learning outcomes in the initial conditions, cycle 1 learning outcome and cycle 2.

Findings and Discussion

The results of this study include data on initial results, learning outcomes in cycle 1 and learning outcomes in cycle 2.

Description of initial condition.

Motivation and learning outcomes in the initial conditions of science subject do not carry out innovation in learning. According data from class VI teachers as follows : motivation of students from 25 unmotivated students 17 students (68%), motivated 8 student (32%), and highly motivated 0 students (0%)

Tabel: 1 Motivation learning at the initial conditions

NO	Criteria	Number of students	Percentage
1	Not Motivated	17	68%
2	Motivated	8	32%
3	Very Motivated	0	0%

When working on evaluations at the end of teaching and learning activities, many students who have not completed the result are low, meaning that they are still bellow the Minimum Graduation Criteria, while the result of average test scores of students in the initial conditions are 6 students 24%), and 19 students(76%), The Minimum Graduation Criteriaspeciefed is more clearly can be seen in table 2.

Tabel: 2 Completeness of Learning the initial conditions

No	Percentage	Amont	Percentage
1	Average	51,52	
2	Highest value	75	
3	Lowest value	20	
4	Complete	6	24%
5	Not Complete	19	76%

Description of the result of cycle 1

The implementation of learning is classical, the teacher explains about the proliferation of humambeing, hold questions and answers, conducts group of discussions, reports the results of discussions, discussions and concludes, evaluates the teacher and collaborating with observers and concludes observation result.

The results of observations of students motivation and learning outcomes can be described as follows : from 25 students motivated 12 students (48%), unmotivated 13 students (52%) and highly motivated yet to appear 0

Tabel : 3 Motivation for learning cycle 1 meeting 1

No	Criteria	Number of students	Percentage
1	Not Motivated	13	52%
2	Motivated	12	48%
3	Very Motivated	0	0%

The outcomes of Learning averaged 58,88, the highest score 80, the lowest score 20 while students completed 10 (40%) from 25 students, and 15 students who did not complete (60%) more can be seen in table 4.

Tabel : 4 Completeness of Learning cycle 1 meeting 2

No	Percentage	Amount	Percentage
1	Average	58,88	
2	Highest value	80	
3	Lowest value	20	
4	Complete	10	40%
5	Not Complete	15	60%

Implementation of meeting 2 cycle 2

The implementation of learning involves a group of students using game card media, beginning with all students to study the material, the teacher explains how to use the game card media, questioning about implementation, demonstrating the implementation of the game card media by a group of students appointed by teachers, other students observe continued discussion and conclude, carry out the assessment. The result of observation of student learning motivation, among others, for student the materials needs to be read and understood first so that when demonstrating it is not awkward, and still need direction. The class is rather conducive. The result of student learning motivation in cycle 1 of meeting 2 are follows : from the number of 25 unmotivated students there are 13 students (52%), medium motivated 10 students(40%), highly motivated 2 students (8%).

Tabel : 5 Motivation for learning cycle 1 meeting 2

No	Criteria	Number of students	Percentage
1	Not Motivated	13	52%
2	Motivated	10	40%
3	Very Motivated	2	8%

The result of student learning completeness there is an increase, namely the average value of student learning outcomes 61,52 students who complete there are 11 students (44%), incomplete 14 students (56%), the highest score 85, the lowest value is

30. totally the students complete 6 students (24%) from the initial condition increase of 5 students (20%), while the number of students who were not complete 19 students (76%) from the initial condition decreased to 14 students (24%). So there was a decrease of 5 students (32%) students from defined 70 from the Minimum Graduation Criteria

Table : 6 Completeness of Learning cycle 1 meeting 2

No	Percentage	Amount	Percentage
1	Average	61,52	
2	Highest value	85	
3	Lowest value	30	
4	Complete	11	44%
5	Not Complete	14	24%

Comparative descriptive learning outcomes the lowest score of 20 to 30 (33, 33%) the highest value from 80 to 85, there was an increase of 5.88 while the average rose 2,64 or 4,29 % from 58,88 to 61, 52.

Description of the result of cycle 2

Implementation of the action 2 cycles 1

At the core activities according to the implementation of learning the same as the previous cycle, it is only different in the activities involving all students to carry out/ demonstrate. Student are divide into 3 groups, namely groups 1 and 2 as players and groups of 3 assessors. After one round, the card is shuffled again so students get a different card than before. The teacher together with student make conclusions on the material being discussed.

The results of observations of students motivation in cycle 2 show that out of the 3 groups there are students who are highly motivated, motivated, and unmotivated, by themselves student who highly motivated and motivated to lead friends in their groups. Highly motivated student can complete before the specified time. It turned out that from 25 students there were 6 students who were very motivated, and 16 students who were motivated by the other who had not been motivated yet. Group motivation can be see in the following table :

Tabel : 7 Motivation for learning cycle 2 meeting 1

No	Criteria	Number of student	Percentage
1	Not Motivated	3	12%
2	Motivated	16	64%
3	Very Motivated	6	24%

There were 3 students in the unmotivated group, 16 students were motivated, 6 students were highly motivated. In cycle 2 there is an increase in student motivation in working on question. Observation by collaborative friends obtains data from 25 students, who lacked zero motivation, 19 students were motivated, and 6 students were very motivated. The result of observations of students learning, that learning outcomes in cycle 2 increased because researchers changes their activities.

Completeness of Learning cycle 2 meeting 1

Learning completeness the following is the highest score of 85, the lowest of 50, students complete 18 (72%), students do not complete 7 (28%), the average score is 69,6.

Tabel : 8 Completeness of Learning cycle 2 meeting 1

No	Percentage	Amount	Percentage
1	Average	69,60	
2	Highest value	85	
3	Lowest value	50	
4	Complete	18	72%
5	Not Complete	7	28%

Reflection of learning motivation of cycles 2 meeting 1 is as follows : in learning involves some students by using game card media (cycle 1) in learning involves all students by using game card media (cycle 2) reflection outcomes of science is as follows : the daily test at the cycle 1 the lowest value is 20 and the highest value of 80, the mean value of 58,88, the daily test of cycle 2 was the lowest value of 50 and the highest value was 85, the average was 69,9, descriptive of the lowest value increased 60%, from 20 to 50, the highest value became 5% from 80 to 85, while the average 15,40% from 58,88 to 69,6.

Implementation of action cycle 2 meeting 2

At the core activity of the activity the same as the previous cycle is only different in the material. Activities by involving all the students to carry out of demonstrate, students pay attention again to the teacher's explanation of the use of game card media. Together with the students make conclusions about the material being studied.

In cycle 2 learning already uses game card media and involves pseudo students divided into 3 large groups. Reflection on learning motivation of cycle 2 meeting 2, out of 25 students there were 13 students who were highly motivated, and 10 students who were motivated, not motivated by 2 students.

Table : 9 Motivation for learning cycle 2 meeting 2

No	Criteria	Number of student	Percentage
1	Not Motivated	2	8%
2	Motivated	10	40%
3	Very Motivated	13	52%

Reflection on learning outcomes cycle 2 meeting 2. Comparative descriptive the lowest value increased 60%, from 30 to 60, the highest value increased by 10 (10,52%) which was 85 to 95, while the average increase 18,87% from 61,72 to 76,08.

Table : 10 Learning completeness cycle 2 meeting 2

No	Percentage	Amount	Percentage
1	Average	76,28	
2	Highest value	95	
3	Lowest value	60	
4	Complete	23	8%
5	Not Complete	2	92%

Based on the data obtain from the result of the action in cycle 1 and cycle 2. Then the increase in motivation and learning outcomes after using the game card media can be presented in the table below :

Table : 11 Comparison motivation of students

Conditions	Begening	Cycle 1 Meeting 1	Cycle 1 Meeting 2	Cycle 2 Meeting 1	Cycle 2 Meeting 2
Not Motivated	17	13	13	3	2
Motivated	8	12	10	16	10
Very Motivated	0	0	2	6	13

Comparison of learning outcomes of initial condition, cycle 1, cycle 2

No	Description	Begening	Cycle 1 Meeting 1	Cycle 1 Meeting 2	Cycle 2 Meeting 1	Cycle 2 Meeting 2
1	Not Complete	19	15	14	8	2
2	Completion	6	10	11	17	23
3	The highest	75	85	85	85	95
4	The lowest	20	20	30	50	60
5	Average	51,52	58,88	61,52	72,2	76,28

learning Completeness increased by 68 % from the initial condition of 6 students (24 %) to the end of the cycle 2 condition to 23 student (90%) average learning increased(24,765%) from the initial condition 51,52 to 76, 28 the highest value increased from 75 to 95. While the lowest score increased from 29 to 60 and student who did not complete decreased from 19 to 2 student.

Conclusion And Suggestions

The use of game card media has an impact on fun learning process that can increase high learning motivation for students to produce quality learning products. The advantages of using game card media include : the learning situation is more interesting, students are more active, the conditions of classroom come alive, not boring. The use of game card media can increase students motivation and learning outcomes about the breeding of living things for grade six students of SD Negeri Mungkid 2 semester 1 at 2016/ 2017.

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