

SOULMATE CARD GAME FOR HUMANIST ECONOMIC LEARNING IN THE DISRUPTION ERA

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Keywords

Media, Soulmate
Cards and
Economic Learning.

Abstract

The use of attractive media can overcome the passivity of students. Card games are not something strange in the daily lives of students, but unfortunately they are rarely designed for learning activities. Even for teenagers, the game can easily be played with friends. The cards that are often played are like Bridge, Uno, Tarot, Rummy and others. Based on these descriptions, the authors try to create an innovative learning media named "Soulmate Card". This media is very flexible to be applied to other economic materials or to other subjects. So this learning innovation is entitled "Soulmate Card Game for Humanist Economic Learning in the Era of Disruption". This research is a classroom action research that uses quantitative descriptive analysis techniques because it uses measurements to determine the percentage of learning implementation and student learning result. The subjects were teachers and students of 10th grade of social class MAN Insan Cendekia Tanah Laut, that Consist of 25 student with 12 male and 13 female. Soulmate Card is a development of flash cards. In Soulmate Card students are invited to find a pair of question cards (questions) held by the teacher. If their partners meet, they are called "Soulmate". When do not find a partner, students must take the "No" card contains other questions that will be answered by students who read the "No" card or throw it to other students. If it's true, then students who answer correctly will take the "Yes" card and must read aloud the information written on the "Yes" card. For soulmate card games, it takes 85 minutes. The opening and pretesting are about 20 minutes, delivery of additional information for 10 minutes, final test and closing are in 20 minutes. Observation results show that students actively participate in learning, learning activities seems fun, good student literacy and no students fall asleep in class. This habit of learning can increase the activeness of students to make social interaction better. Good social interaction can realize humanist

learning activities, namely the realization of a better social life. Based on an analysis of student learning result classically in cycle 1 was 82.4 while in cycle 2 was 90.1. The Increasing of average student learning result show that economic learning with soulmate card games can improve student learning result.

INTRODUCTION

Developments in the world of education today are increasingly demanding teacher professionalism. One indicator of a professional teacher is mastering pedagogic competence, namely the ability to do learning. In line with that, teachers continuously carry out their professional development. When carrying out their duties, professional teachers should be liked by many parties, especially by their students.

Teachers ideally also have specific and unique skills. This is in line with the rules of teacher professionalism. Thus it takes a number of characters that must be attached and imbued in the figure of a teacher so that he can be called an effective teacher. This is very important because the teacher is the main component of education. So teacher performance must be measurable with parameters.

The role of the teacher in serving as a professional staff should have taken the role of an agent of change. Therefore, teachers are required to be creative and think innovatively. Technically teachers must have a high willingness to learn to increase their knowledge and skills so they can produce learning innovations that can improve the quality of learning in schools. Furthermore, the teacher seeks to create effective and enjoyable learning.

According to Sadiman et al (2011) in learning activities the teacher acts as an instructor. However, along with the times, the teacher is no longer the only source of learning. Many things can be used as learning resources, for example: books/ebooks, television, magazines, films, internet, videos, pictures, and many others. All of these materials and tools are educational media.

The process of teaching and learning is essentially a process of communication, namely the delivery of messages from the source of the message through certain channels/media to the recipient of the message. The message to be communicated is the content of the teachings or upbringing in the curriculum. The channel is educational media and the message recipients are students or teachers (Sadiman et al, 2011). Therefore, in order for messages to be conveyed effectively, channels in the form of interesting learning media are needed. The use of interesting media can overcome the passive attitude of students. In this case educational media must be able to be useful in generating enthusiasm for learning and enabling more active and

direct interactions between students and reality. Media can also add interaction to a more active direction directly between students and everyday facts.

The teacher certainly realizes that each student has unique characteristics which are also influenced by their different environments and experiences. On the other hand, the educational curriculum has not been adapted to consider these characteristics. Competency Standards (SK) and Basic Competency (KD) in education which have not yet been prepared based on the unique characteristics of students is an interesting thing so that other alternatives are sought such as the use of learning media that can provide a variety of stimuli, experiences and perceptions that are the same according to the goals learning.

Students at the high school (SMA)/Madrasah Aliyah (MA) education level are generally in their teens, so their learning should also use media that is adapted to their level of education. The use of familiar media in the daily life of adolescents can also make it easier. Thus the orientation of making learning media for economics subjects is also more contextual.

In the madrasah where the researcher is assigned, namely MAN Insan Scholar Tanah Laut, the use of technology and information-based media (ICT) such as the internet, projectors and videos has been frequently used and has become a teacher's tradition in teaching. Therefore, another alternative is needed in the form of innovation with the use of different learning media than before. The use of learning media with specially designed cards based on games will be more interesting and still not widely used, so it is important to optimize it.

Along with advances in technology, the use of smartphones is very widespread, especially among teenagers. In the industrial era 4.0, smartphones are very helpful in progress in various aspects of life. In economic activities, smartphones can facilitate transactions, shorten the distribution process and speed up the velocity of money. In the world of education, smartphones can facilitate literacy activities without having to go to the library or carry books that are thick and physically heavy, innovative learning media that use smartphones are able to attract students' interest in learning. In addition to smartphones, the use of laptops and notebooks can also be an interesting learning media for students in the industrial era 4.0.

In this era of disruption, the use of technology, the internet and smartphones cannot be avoided anymore. However, of the many positive impacts that have been given there are also negative impacts that have arisen. The biggest thing we can see is a real problem with social interaction. We usually encounter this when a group of teenagers are gathered together in one place, but their frequency of speaking is lower than using their respective smartphones.

Therefore, it is necessary to innovate learning media that are interesting and humane. Card games are not something foreign to the daily lives of young students, but unfortunately they are rarely designed for learning activities. Even though among teenagers, the game is easily played together in an atmosphere of familiarity, be it on

the side of the road, at home, in a place to eat or in a cafe. The cards that are often played are Bridge, Uno, Tarot, Rummy and others.

Interesting theories and facts found by researchers in making and researching learning innovations are of interest to researchers. As a teacher of Economics subject at MAN Insan Cendekia Tanah Laut, the researcher is interested in designing economics learning media that is interesting, both for teachers and young students. This innovative form of card games also comes with an attractive name, appearance, image or form of learning media that is flexible enough to play. The use of words/terms in this media must also be familiar to teenagers, such as the word soulmate. The word Soulmate is also often used in community jargon on Facebook for teenagers (Emindar et al, 2013).

Based on the description above, the researcher is trying to innovate a learning media called "Soulmate Card". This media is very flexible to be applied to other economic materials or to other subjects. Furthermore, the learning media "Soulmate Card" is implemented in Economics subjects, especially in the material Problems and Economic Systems, so that this learning innovation work is entitled "Soulmate Card Game for Humane Economic Learning MAN Scholars of the Land of the Sea".

Based on the background above, the formulation of the problem in this study is: 1) How is the application of the use of games-based Soulmate Card media in humane Economics learning at MAN Insan Cendekia Tanah Laut?. 2) What are the student activities through the Soulmate Card game in humanist Economics learning at MAN Insan Cendekia Tanah Laut? 3) What are the student learning outcomes through the Soulmate Card game in humane Economics learning at MAN Insan Cendekia Tanah Laut?

RESEARCH METHOD

This research is a classroom action research that uses quantitative descriptive analysis techniques because it uses measurement to determine the percentage of learning implementation and student learning outcomes. The subjects of this study were teachers and students of class X IPS MAN Scholars of Tanah Laut. There are 25 students in class X IPS with 12 boys and 13 girls.

This research was conducted for approximately 4 weeks and was carried out during October 2019. The research was carried out starting from the stages of conducting learning, collecting data, and analyzing problems.

According to Arikunto (2009) class action research or Classroom Action Research (CAR is a study conducted in class. Because there are three words that make up this meaning, there are three meanings that can be explained: (a) Research refers to an activity of examining an object by using certain methods and methodological rules to obtain useful data or information (b) The action refers to a movement of activity that is deliberately carried out with a specific purpose In

research it takes the form of a series of activity cycles for students (c) Classes in this case are not bound by meaning classroom, but in a more specific sense.

The data used in this study are qualitative and quantitative data. Qualitative data is in the form of data from observations of student activities when learning with the soulmate card game. Quantitative data is in the form of processed data on student test results. The data will then be described by the researcher.

RESULT AND DISCUSSION

This discussion describes how to play soulmate cards in learning. The activity was carried out on Thursday, October 17 2019 for economic learning on Economic Problems and Systems in Class X IPS MAN Scholars of Tanah Laut, with a total of 25 people. Classes last for 3 x 45 minutes. For the soulmate card game, it takes 85 minutes, this includes explaining the game instructions until the question cards held by the teacher run out and awarding prizes. The learning implementation plan for the usage test can be seen in Appendix 2. The opening and pretest are carried out for 20 minutes, the delivery of additional information is 10 minutes, the final and closing tests are 20 minutes.

The soulmate card game uses four cards, namely:

Question Card

That is a card that contains questions to find a partner. Question cards are held by the teacher and pairs of these cards are answer cards held by students.

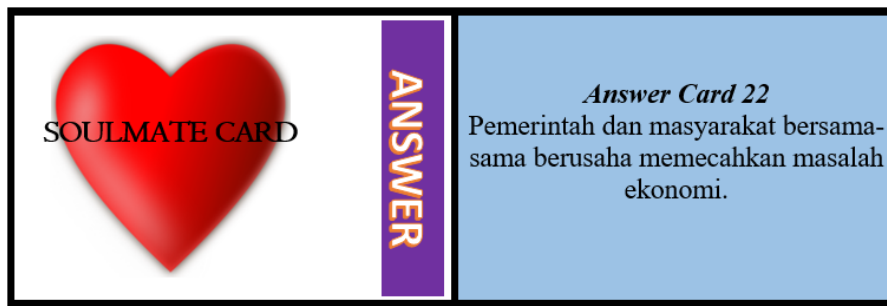


Figure 3.1 Question Card Image

Answer Card

That is, the card contains the answers to the questions on the question card. Answer cards are held by students and their partners, namely question cards, are held by the teacher. If these two cards meet their partner then it is called a soulmate.

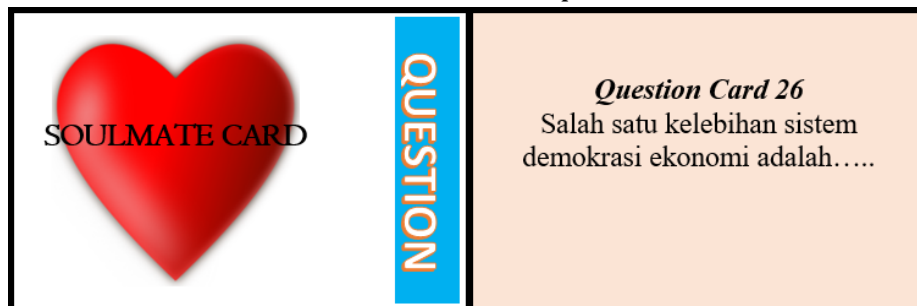
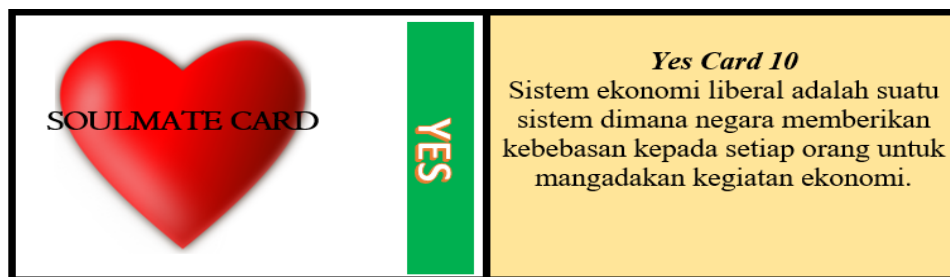


Figure 3.2 Answer Card Image

Card Yes

That is a card that contains information regarding the indicators to be achieved. This card also contains information that will instill good character in students. The Yes card is used if the student is able to find a partner from the answer card he is holding, and gets a score of 100. Students come to the front of the class to read the information on the card.



Picture 3.3 Picture of Yes Card

Card No

That is a card that contains questions / questions. Card No is used when a student finds the wrong partner after receiving a score reduction of 50. Students take a card number and read it aloud. The answer from the No card will be answered after the teacher continues to search for the previous pair of question cards. If found, the student holding the answer card will receive a score of 90. If not found, the card number will be mentioned and the student holding the answer card number mentioned will receive a score reduction of 50. Then students are welcome to answer questions from card No. If it is correct, a score of 90 is given. If it is wrong, it does not get a value deduction and the question is thrown to another student only for one chance.

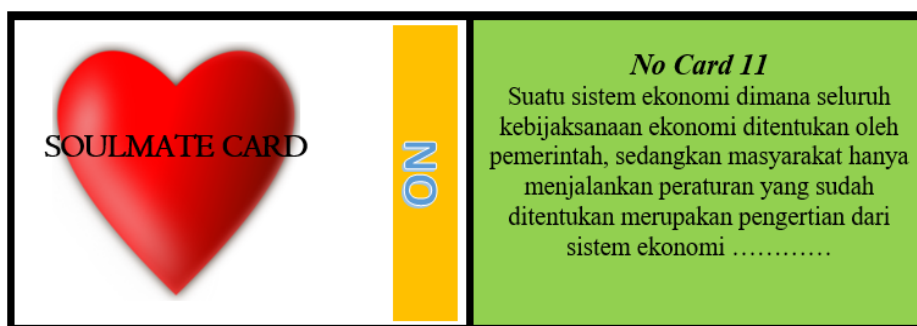


Figure 3.11 Image of Card No

Soulmate cards are not just ordinary paired cards, but also present a game. The game will end when the question cards held by the teacher run out. The winner of this game is the student with the highest score.

Based on the results of observations during learning activities with the student's soulmate card game, it can be seen:

1. Actively participate in learning, learning activities look fun.
2. Active student communication with teachers and fellow students.
3. Student literacy is good, it can be seen that students read books without being asked by looking for answers to the questions read, and no students fall asleep in class.
4. Students look brave and confident in appearing in front of the class to read, answer and take cards. Because they think it's a game.
5. None of the students fell asleep in class.
6. All students take the opportunity given to find partners from their respective cards.

The results of these observations indicate that social interaction in the classroom occurs during learning. This habit in learning can increase student activity which makes social interaction better. Good social interaction can create humane learning activities, namely the realization of better social life.

At the beginning of student learning activities, a pretest was carried out to determine students' knowledge abilities before taking action or games with the Soulmate Card. Based on the results, the lowest score was 20 and the highest score was 60. Out of the 15 questions answered, the average student could answer 7 questions correctly and the class average score was 46.

Based on the data obtained from the results of research using the Soulmate Card media to improve student learning outcomes, it has increased in each cycle.

The following is the implementation of learning in cycles I-II presented in the bar chart below:



Diagram 4.1 shows the percentage of learning implementation using the soulmate card media

In the first cycle the percentage reached 88% and the second meeting reached 93%, this means that the implementation of learning in cycle 1 reached 88% and in

cycle 2 was 93%. This is measured by observing learning activities. Observation tools include student activity, interaction with the spirit of literacy and others. This shows that the implementation of economic learning with the soulmate card game in class X IPS MAN Scholars of Tanah Laut has gone well and has increased in each cycle.

Economic learning with soulmate card games can improve student learning outcomes. Soulmate card media helps students in answering questions according to predetermined indicators without burden, they are cheerful in answering these questions because it is done in the form of a game. Soulmate card games in learning are based on opinions or theories from several experts. Sudjana (2019) says that the benefits of media in the student learning process are:

1. Teaching will attract more students' attention so that it can foster learning motivation.
2. The meaning of teaching materials will be clearer so that they can be better understood.
3. Teaching methods will be more varied.
4. Students do more learning activities.

This is also supported by Gagne in Sadiman et al (2011) stating that media are various types of components in the student's environment that can provide a stimulus for learning. That's why the media can enhance the learning process of students in teaching which in turn is expected to enhance learning outcomes.

The following is a diagram of student learning outcomes using soulmate card media to improve student learning outcomes of class X IPS at MAN Insan Cendekia Tanah Laut.

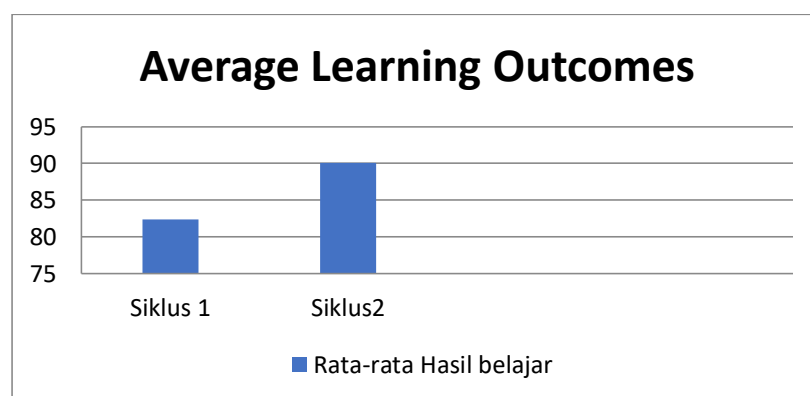


Diagram 4.2 Student Learning Outcomes

Based on Diagram 4.2 that classical student learning outcomes in cycle 1 is 82.4 while in cycle 2 is 90.1. The increase in the average student learning outcomes can show that economic learning with the soulmate card game can improve student learning outcomes.

If seen from the data on the results of the evaluation of student learning with reference to the KKM for economics subjects it is 75, then in cycle 1 the classical learning completeness is 84% and in cycle 2 it is 100% complete. This also proves that learning economics with soulmate card games can improve student learning outcomes.

CONCLUSION

The conclusion of this learning innovation work is that the soulmate card game takes 85 minutes. The opening and pretest were carried out for 20 minutes, the delivery of additional information was 10 minutes, the final and closing tests were 20 minutes. The observation results show that students actively participate in learning, learning activities look fun, student literacy is good and no students fall asleep in class. This shows that social interaction in the classroom occurs during learning. This habit in learning can increase student activity which makes social interaction better. Good social interaction can create humane learning activities, namely the realization of better social life.

Based on the classical analysis of student learning outcomes in cycle 1 was 82.4 while in cycle 2 was 90.1. The increase in the average student learning outcomes can show that economic learning with the soulmate card game can improve student learning outcomes.

SUGGESTION

Based on the research results obtained, the researcher provides suggestions:

1. There needs to be training activities that are able to increase teacher creativity and creativity in carrying out innovations
2. Economics teachers or teachers in other fields of study to want to use or modify and use this "Soulmate Card" idea into other basic competencies.
3. It is hoped that research can be used as a source of reference for teachers to create similar or other learning media.

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