

THE EFFECT OF LETTER CARD MEDIA ON LEARNING OUTCOMES IN ELEMENTARY LEARNING

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Abstract

This study aims to determine the effect of Letter Card Media on the Theme of Living in Harmony and the Sub-themes of Living in Harmony at Home to Improve Student Learning Outcomes in Class II SD Negeri 095191 Lihars. The research design used was a quantitative approach with an experimental method in the form of a one group pretest posttest design without any comparison group. The population in this study were all second grade students at SD Negeri 095191 Lihars and the sample used was 30 students at SD Negeri 095191 Lihars. The sample technique used is random sampling with two research variables, namely the dependent variable in the form of student learning outcomes, and the independent variable in the form of letter card media. The data collection technique is the test technique. The results of testing the hypothesis using the t test technique paired sample t test with the help of the SPSS Version 21 program, based on the calculation results that the significant value is $0.000 < 0.05$, so that H_0 is rejected and H_a is accepted or by slamming $t_{count} > t_{table}$ with $df = (n - 1)$ namely $t_{count} = 14.68 > t_{table} = 2.04$. So it can be concluded that there is an effect of using letter card media on the theme of living in harmony, sub-theme of living in harmony at home, to improve student learning outcomes in class II SD Negeri 095191 Lihars

Keywords: *Influence, Picture Card Media, Results*

A. Introduction

In the learning process, there is a process of communication between teachers and students. The teacher acts as a sender of information while students act as recipients of information, The use of media in the learning process is not intended to replace the way teachers teach, but rather to complement and assist teachers in conveying material or information.

In general, the purpose of using learning media is to help transmit information in the form of material from the teacher to the students, so that the material is easy to understand, more interesting and more fun for students.

Through the media of letter cards implemented through games, it can stimulate to get to know letter symbols more quickly, making students' interest even stronger to explore in finding new vocabulary, by stringing together these letter symbols.

BNSP (National Agency for Professional Certification) in Hani Rifqotul Amalia, (2020) "states that the learning experience of students occupies an important position in efforts to improve the quality of graduates". For this reason, educators are required to be able to design and carry out appropriate learning experiences. Every learner needs the provision of knowledge and skills in order to live in society, and this provision is expected to be obtained through learning experiences at school. Therefore, the learning experience in schools as much as possible provides provisions for students in achieving the skills to work. These skills are called life skills which have a broader scope than just skills. The 2013 curriculum for SD/MI uses a thematic learning approach from grades I to VI. Integrative Thematic Learning is a learning approach that integrates various competencies from various subjects into several themes. So it can

be concluded that Thematic learning is a tool that integrates various competencies from various subjects into themes with meaningful learning processes adapted to student development. so that students are expected to be active in the learning process.

This study aims to determine the effect of class II student learning outcomes at SD Lihis by applying letter card media. This research begins with giving a pretest to students with the aim of seeing students' initial abilities. The average student pretest result was 56.40 with the highest score being 68 and the lowest being 40. Furthermore, the researcher gave treatment by applying letter card media. After that the researcher gave a posttest to students to find out student learning outcomes after being given treatment. The average student posttest was 87.47, with the highest score reaching 96 and the lowest 76. When compared to the average pretest score, students experienced an increase of 31.07.

B. Method

Implementation of education, especially in elementary schools should be aimed at providing basic provisions in accordance with the characteristics of the child's age. Each learning process involves selecting arrangements and information in an environment that is appropriate to the way students interact with that information as is the case with Thematic learning in Elementary Schools.

According to the Indonesian Dictionary the word education comes from the word 'educate' and gets the affix 'pe' and the ending 'an', so this word has the meaning of the process or method or act of educating. In language, the definition of education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. Furthermore,

according to Ki Hajar Dewantara (Father of Indonesian National Education) explains the meaning of education, namely: demands in the life of the growth of children, while the intention is, education is to guide all the power according to what is in the children, so that they as human beings, and as members of society can achieve the highest safety and happiness.

More broadly, H. Horne in Delfi Citra Utami et al (2018) states: Education is an ongoing (eternal) process of higher adjustment for human beings who have developed physically and mentally, who are free and aware of God, as manifested in the intellectual, emotional and human nature of humans.

From some of the definitions of education according to these experts, it can be concluded that guidance or help is given by adults to the development of children to reach maturity with the aim that children are capable enough to carry out their own life tasks not with the help of others. Education runs continuously, gradually from humans being born until the end of their lives. Therefore, education is seen as one aspect that has a principal and important role in shaping future generations.

Based on the data obtained by the researcher, it was found in the field that there were still many students who did not know letters so that the reading ability of class II students at SD Negeri 095191 Lihars was still low, this can be seen from student learning outcomes. The Minimum Completeness Criteria (KKM) determined by the school is 70. It was found that out of 30 students, only 40% or 12 students reached KKM 70, while 60% or 18 students did not reach KKM 0-69.

Hasan in Delfi Citra Utami, et al (2018) "revealing letter cards is the use of a number of cards as a tool for learning to read by seeing and remembering the shapes of letters and pictures accompanied by writing

the meaning of the pictures on the cards". Letter cards can help teachers achieve instructional goals because apart from being a cheap and easy-to-obtain medium, they can also increase student activity. In addition, students' knowledge and understanding becomes broader, clearer, and not easily forgotten. So the researcher can conclude that the letter card media is a collection of cards in which there are letters from A-Z and are given pictures and words to support students to understand and memorize the letters A-Z.

C. Finding and Discussion

1. Finding

In the learning process, there is a process of communication between teachers and students. The teacher acts as a sender of information while students act as recipients of information. This process will work well if the two of them run smoothly, where the teacher is able to convey information well to students and students have the ability to receive this information well too. To perfect the communication between the giver and recipient of information in order to create effective communication, a communication tool or media is needed. The definition of media according to experts is:

According to Sardiman in Muhammad Hasan (2021: 27) that, "the word media comes from Latin which literally means intermediary or introduction". Furthermore Naz in Muhammad Hasan, (2021: 27) states, "in a teaching and learning perspective, media is an introduction to information from teachers to students to achieve effective learning". Furthermore, Hamka in Septy Nurfadillah, (2021: 13) states "learning media is defined as a tool in the form of physical or non-physical which is deliberately used as an intermediary between educators and students in

understanding learning material so that it is more effective and efficient". So that learning material is more quickly accepted by students as a whole and attracts students' interest to study further. Furthermore Wilbur Schram in Nunu Mahnum (2012) states the notion of media is "messenger technology that can be utilized for learning purposes". In a broader view, AECT (Association Of Education Communication Technology) in Talizaro Tafanao (2018) states that media is "all forms that are used for the process of distributing information".

The characteristics of learning media according to Oemar Hamalik in Talizaro, (2018) state that:

- a) First, learning media is synonymous with the notion of demonstration which comes from the word "raga", meaning an object that can be touched, seen and heard and which can be observed through the five senses.
- b) Second, the main emphasis lies on objects or things that can be seen and heard.
- c) Third, learning media is used in the context of relationships (communication) in teaching between teachers and students.
- d) Fourth, learning media is a kind of teaching and learning aid, both inside and outside the classroom
- e) Fifth, learning media is an "intermediary" (medium, media) and is used in the context of learning,
- f) Sixth, learning media contains aspects, as a tool and as a technique that are closely related or related to learning methods.

The term card in the Big Indonesian Dictionary in Endang Sri, (2021: 29) is "thick paper that is rectangular in shape, while the term letter is a sign of script or writing which is an alphabet that symbolizes the sound of language and script". Furthermore Ambarini in Endang Sri,

(2021: 29) says that "letter cards are a collection of cards in which there are letters from A-Z (capital and small) and are given pictures and words to support students understand and memorize the alphabets A to Z". Whereas Maimunah Hasan in Ratna and Siti (2017) reveals letter cards is "the use of a number of cards as a tool for learning to read by seeing and remembering the shapes of letters and pictures accompanied by writing of the meaning of the pictures on the cards".

Letter cards aim to improve and improve reading skills for early school age students. For teachers, this media aims to make it easier to condition learning situations, involving students in a more active way with the help of teachers who are more active will create conditions for teaching and learning that are effective and efficient. The teacher acts as a facilitator in the learning activities carried out.

Endang Sri, (2021: 45) in terms of students, there are several benefits from applying letter card media as a medium for playing while learning, namely: a) stimulating students to study actively, b) training students to solve problems, c) competition arises which healthy and get along among students, d) fostering self-confidence in students. In general, the benefits of learning media are facilitating the interaction between teachers and students so that learning activities are more effective and efficient.

Endang Sri, (2021: 47) states that the advantages of letter card media are: "1) it is concrete in nature, it is more realistic to show the subject matter compared to mere verbal media, 2) it can overcome the limitations of space and time. Not all objects, objects or events can be brought to that object or event, 3) can overcome the limitations of our observation, 4) can clarify a problem in any field and for any age level so as to prevent misunderstandings, 5) the price is cheap, easy to obtain and

use without the need for special equipment.

Learning Outcome Indicator

To measure and obtain data on student learning outcomes is by knowing the outline of the indicators associated with the type of achievement to be measured. According to Benjamin S. Bloom in Nadhrotun Naimah, (2019) educational goals are divided into three domains, namely affective, cognitive, and psychomotor. The development of each domain can be seen in the table below.

Table 1. Development of Each Domain

No	Domain	Indicator
Affective Domain		
1.	<i>a. (Receiving)</i>	<i>following, selecting, trust, decide, ask, hold, give, find, follow.</i>
	<i>b. Responding</i>	<i>Read, match, help, answer, practice, give, report, welcome, tell.</i>
	<i>c. Valuing</i>	<i>Use, operate, create/make changes, complete, calculate, prepare, determine.</i>
	<i>d. Organization</i>	<i>Defend, change, combine, unite, listen, influence, follow, modify, connect, unite.</i>
	<i>e. Characterization by a value or value complex</i>	<i>Following, connecting, deciding, presenting, using, testing, questioning, asserting, suggesting, solving, influencing, demonstrating.</i>
Cognitive Domain		
2.	<i>a. Knowledge</i>	<i>Identify, define, list, match, assign, name, label, describe, select.</i>
	<i>b. Comprehensio</i>	<i>Translate, change, disguise, describe in your own words, rewrite, summarize, differentiate, guess, draw conclusions, explain.</i>
	<i>c. Application</i>	<i>Using, operating, creating/ Make changes, finalize, calculate, prepare</i>

	<i>determine.</i>
<i>d. Analysis</i>	<i>Differentiate, select, isolate, divide, identify, detail, analyze, compare.</i>
<i>e. Synthesis</i>	<i>Making patterns, planning, compiling, changing, organizing, concluding, compiling, building, planning.</i>
<i>f. Evaluation</i>	<i>Judging, comparing, justifying, criticizing, explaining, interpreting, summarizing, evaluating.</i>
Psychomotor Domain	
<i>a. Fundamental Movement</i>	<i>Carry, hear, give, react, move, understand, walk, climb, jump, hold, stand, run.</i>
<i>b. Generic Movement</i>	<i>Train, build, disassemble, change, jump, trim, play, follow, use, move.</i>
<i>c. Ordinal Movement</i>	<i>Play, connect, relate, receive, describe, construct, wrap, move, swim, repair, write.</i>
<i>d. Creative Movement</i>	<i>Creates, discovers, builds, uses, plays, shows, performs, creates, composes.</i>

Based on the table above, it can be concluded that in determining learning outcomes, three domains can be developed, namely the cognitive, affective and psychomotor domains.

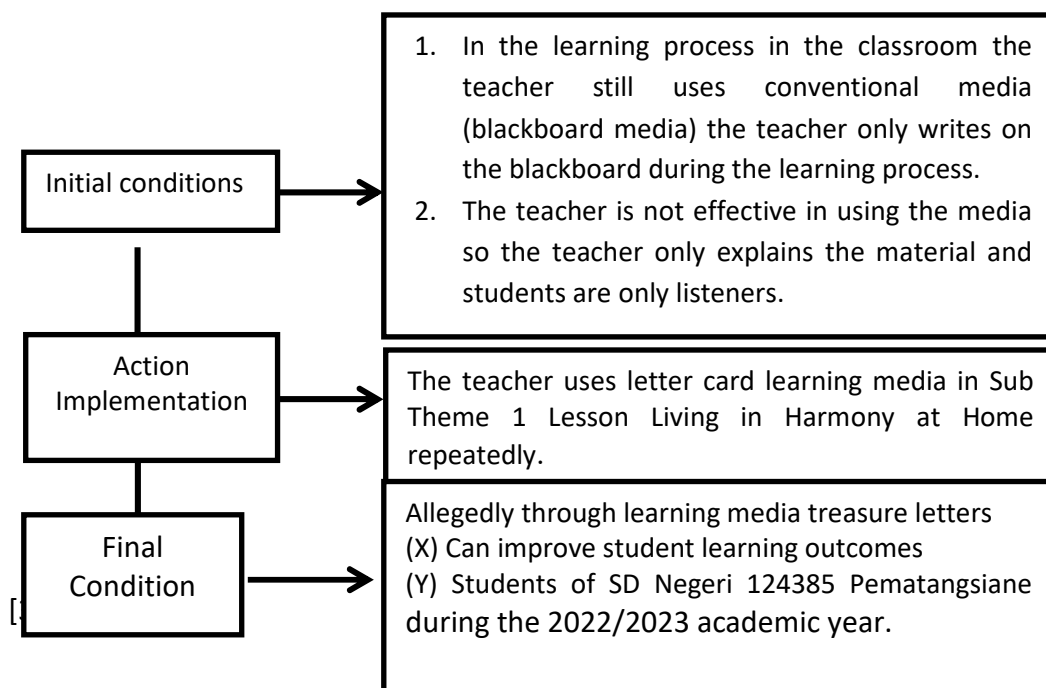
2. Discussion

The thinking framework or conceptual framework is the process of answering the problem formulation based on the theory being tested, namely the relationship between the independent and dependent variables. Based on the results of a theoretical study and pre-survey at SD Negeri 124385 Pematangsiantar. The author writes a framework of thinking, which is in accordance with the problems that exist in class II SD Negeri 095191 Lhas This research is an experimental research with the aim of providing an overview of the effect of letter card media on increasing 38

Student learning outcomes in class II SD Negeri 095191 Lihass students regarding reading development. Reading is an important aspect of development for children, because reading is one of the language skills. Given that language is a tool to communicate with other parties.

Teaching children to read is carried out in stages by using interesting media and a fun learning system. The use of media must be designed according to the abilities of the child to be developed. For this reason, it is necessary to design a game that is academically charged and meets the criteria for playing in children's perceptions. Letter card media includes visual media made of paper and contains letters of the alphabet. The implementation of the game using letter card media is used to determine children's reading abilities. So that children will be interested and motivated to participate in learning activities. Based on this description, the framework for thinking/conceptual in research can be seen in the picture below.

Tabel 2. Conceptual Framework



TABLES, FIGURE, AND EQUATION

To find out the feasibility of the test to be tested, the researcher used a validity test, reliability test, level of difficulty and discriminating power which was explained as follows:

1. Test the Validity of the Test

Suharsimi Arikunto, (2014: 211) states that the test validity test is "a measure that shows the levels of validity or validity of an instrument". An instrument that is valid or valid has high validity, whereas an instrument that is less valid means it has low validity. In this research,

Reliabilitas Instrumen

Reliability Statistics	
Cronbach's Alpha	N of Items
.842	25

The basis for decision making for the reliability of Cronbach alpha of an instrument is declared reliability if the value of Cronbach alpha is > 0.7 . Based on the table, the Cronbach alpha value is $0.842 > 0.7$ so that the instrument is declared reliable.

Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
RESULTS	Pretest	.144	30	.112	.930	30	.049
	Posttest	.141	30	.130	.932	30	.055
a. Lilliefors Significance Correction							

The data tested in this study used the Kolmogorov-Smirnova and Shapiro-Wilk tests with the help of SPSS For Windows version 21 with a

95% confidence level. From the table it can be seen that the probability level for the pretest is 0.112 while the probability level for the posttest is 0.130. The results of the analysis show that the pretest and posttest data have a significance level of > 0.05 so that the pretest and posttest data of students' abilities are normally distributed.

Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
RESULTS	Based on Mean	6.122	1	58	.016
	Based on Median	6.126	1	58	.016
	Based on Median and with adjusted df	6.126	1	55.779	.016
	Based on trimmed mean	6.342	1	58	.015

Based on the results of the homogeneity test above, it can be seen that the significance value for the homogeneity test is 0.016. Criteria for significance > 0.05 , it can be concluded that the pretest and posttest values have the same homogeneous variance.

Hypothesis Testing

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 1	PRE TEST - POST TEST	-31.067	11.444	2.089	-35.340 -26.793	-14.869	29	.000	

Pair 1 PRE TEST - POST TEST -31,067 11,444 2,089 -35,340 -26,793 -14,869 29,000 To find the ttable, the researcher used the t distribution table with a significant level of $\alpha = 0.05$ and d.b = $N-1 = 30-1 = 29$, so t was obtained $0.05 = 2.04$. After obtaining tcount = 14.86 and ttable = 2.04, it is obtained tcount > ttable or $14.86 > 2.04$. So it can be concluded that H_0 is rejected and H_a is accepted. So it can be concluded that there is an influence in the use of letter card media on student learning outcomes in learning theme I living in harmony sub-theme I living in harmony at home.

D. Conclusion

This study aims to determine the effect of class II student learning outcomes at SD Negeri 095191 Lihis by applying letter card media. This research begins with giving a pretest to students with the aim of seeing students' initial abilities. The average student pretest result was 56.40 with the highest score being 68 and the lowest being 40. Furthermore, the researcher gave treatment by applying letter card media. After that the researcher gave a posttest to students to find out student learning outcomes after being given treatment. The average student posttest was 87.47, with the highest score reaching 96 and the lowest 76. When compared to the average pretest score, students experienced an increase of 31.07.

Once it is known that there is a difference in the average student learning outcomes before (pretest) and after being given treatment (posttest), then analyze the hypothesis that has been described in the previous chapter, namely by using the formula t-test or t-test. Based on the normality test, the results show that the scores for pretest and posttest learning outcomes in all aspects are normally distributed. Homogeneity test with Levene's test analysis and Sig. (2-tailed) = 0.016,

then there is homogeneity of the data variance because the price of Sig. (2-tailed) > 0.05 . Homogeneous data does not mean that the variance of the samples to be compared must be identical, only that the two samples do not differ by a statistically significant amount. F count for each statistical test obtained a ratio of 6.112 with a p value of 0.000. This significance level is smaller than the significance level used, namely 5% or 0.05.

This shows that there are differences in the abilities of students who are taught with letter card media and the abilities of students who are taught with no media at all. This can be proven by looking at the significance value of 0.000, where the significance value is < 0.05 so that H_0 is rejected and H_a is accepted. Thus, the letter card media affects student learning outcomes in sub-theme I living in harmony in the homes of class II SD Negeri 095191 Lihac academic year 2022/2023.

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