

12. Card Macth Circle: Innovative Learning Media on Social Science Learning in Grade IV Elementary School

by Febrina Dafit

Submission date: 20-May-2025 12:50AM (UTC+0700)

Submission ID: 2679943619

File name: dia_on_Social_Science_Learning_in_Grade_IV_Elementary_School.pdf (434.33K)

Word count: 6480

Character count: 36357



Card Match Circle: Innovative Learning Media on Social Science Learning in Grade IV Elementary School

Exky Bima Sexcio^{1*}, Febrina Dafit²

^{1,2} Pendidikan Guru Sekolah Dasar, Universitas Islam Riau, Pekanbaru, Indonesia

ARTICLE INFO

Article history:

Received October 10, 2021
Revised October 12, 2021
Accepted January 20, 2022
Available online February 25, 2022

Kata Kunci:

Card Match Circle, Pembelajaran IPS

Keywords:

Card Match Circle, Social Studies Learning

DOI:

<https://dx.doi.org/10.23887/jet.v6i1.41820>

ABSTRAK

Media pembelajaran Card Match Circle adalah media pembelajaran yang dimanfaatkan untuk meningkatkan hasil belajar inovatif dan kreatif. Media ini digunakan karena kurangnya ketersediaan media pembelajaran inovatif di sekolah dasar. Tujuan penelitian ini adalah untuk mengembangkan produk media pembelajaran berupa kartu bergambar pada pembelajaran IPS di kelas IV SD. Rancangan penelitian ini menggunakan metode ADDIE yang hanya sampai tahap Implementation karena peneliti hanya mengembangkan dan melakukan uji kepraktisan saja. Sumber data dalam penelitian ini berjumlah 15 orang yang terdiri dari 4 orang ahli, 1 orang guru dan 10 orang siswa. Teknik pengumpulan data terdiri dari dua pengambilan data yaitu respon guru, respon siswa, kedua lembar validasi ahli bahasa, ahli media, dan ahli materi. Instrumen penelitian yang digunakan yaitu berupa angket validasi ahli bahasa, angket validasi ahli media, angket validasi ahli materi, angket respon siswa, dan angket respon guru. Teknik analisis datanya yaitu deskriptif kualitatif dan data deskriptif kuantitatif. Berdasarkan data yang diperoleh dari penelitian dari ahli media total 100%, ahli materi rata-rata total 100%, dan ahli bahasa rata-rata 65% dan hasil keseluruhannya nilai rata-rata 88% dapat disimpulkan bahwa media Card Match Circle sangat valid digunakan sebagai media pembelajaran. Hasil analisis respon guru rata-rata total 100%, dan peserta didik rata-rata total 97% dan hasil keseluruhannya rata-rata 98%. Dapat ditarik kesimpulan bahwa media pembelajaran Card Match Circle sangat berdampak pada hasil belajar siswa. Dengan adanya media ini, dapat memudahkan peserta didik dalam pembelajaran. Selain itu, membuat pembelajaran menjadi tidak membosankan sehingga siswa semangat dalam mengikuti pembelajaran yang diberikan guru.

ABSTRACT

Card Match Circle learning media is a learning media that is used to improve innovative and creative learning outcomes. This media is used because of the lack of availability of innovative learning media in elementary schools. This study aimed to develop learning media products in the form of picture cards in social studies learning in fourth-grade elementary school. This research design uses the ADDIE method, which only reaches the Implementation stage because the researchers only develop and carry out practicality tests. Sources of data in this study amounted to 15 people consisting of 4 experts, 1 teacher and 10 students. The data collection technique consisted of two data collections: the teacher's response, the student's response, the two validation sheets of linguists, media experts, and material experts. The research instrument used was in the form of a linguist validation questionnaire, a media expert validation questionnaire, a material expert validation questionnaire, a student response questionnaire, and a teacher response questionnaire. The data analysis technique is descriptive qualitative and descriptive quantitative data. Based on the data obtained from research from media experts, a total of 100%, material experts in total 100%, and linguists on average 65% and the overall result is an average value of 88%, and it can be concluded that the Card Match Circle media is very valid to be used as instructional media. The analysis results of teacher responses are a total average of 100%, and students are an average of 97% in total, and the overall results are an average of 98%. It can be concluded that the Card Match Circle learning media impacts student learning outcomes. With this media, it can facilitate students in learning. In addition, it makes learning not boring so that students are enthusiastic in following the lessons given by the teacher.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.
Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.



1. INTRODUCTION

The term Social Science in elementary school is the name of a stand-alone subject as an integration of social sciences, humanities, sciences and even various social issues and life issues. Social Science material for the elementary school level is not seen in the disciplinary aspect because of the pedagogical and psychological dimensions and characteristics of students' holistic thinking skills (Ratnasari & Ginanjar, 2020; Syaharuddin,

* Corresponding Author: Sexcio: exkybimasexcio@student.uir.ac.id

2020). Social Science learning is expected in the "educative" aspect of concept transfer in Social Science learning; students understand concepts and developments and practice attitudes, values, morals, and skill concepts that have been applied. Learning or teaching social science is the teacher's activity in creating situations for students to learn. Social science education means selecting and reconstructing educational disciplines and social sciences, humanities, which are compiled and presented psychologically and scientifically for educational purposes (Budiarti, 2015; Sulfemi & Mayasari, 2019). The purpose of social science elementary learning is related to the achievement of social science goals that are the initial basis for students to overcome social problems in their environment (Febriyanto & Yanto, 2019; Widodo et al., 2020).

One of the problems faced in social science learning is the tendency to manage to teach and learn carried out by teachers more oriented to memorizing subject matter with one-way communication patterns, namely from teacher to student. Teachers have not used much of a meaningful modern approach. Teachers tend to use various lecture methods, namely a combination of lectures, Q&A, and discussions. This is because the subject matter is so much. At the same time, the students become low because students sit and listen to the teacher's explanation. As a result, students become bored easily and get bored quickly. This will make students' interest in social science subjects low, and learning outcomes will also be below. (Greetings, 2019; Yuanta, 2019). Whereas the provision of appropriate methods or media can lead to interactions that facilitate the development of student activities. Indirectly, student learning outcomes will increase. (Surti & Jailani, 2017; Yusmiono, 2018).

In achieving learning goals, teachers must provide facilities to improve cognitive, affective, and psychomotor. One of the facilities available in learning is the medium of learning. *The Association for Technical Education and Communication* (AECT) defines media as all forms and channels used to process information (Nurseto, 2012; Yuniarni et al., 2020). At the same time, the media is a message container that the source of the message wants to convey to the recipient of the message or destination to be addressed (Karisma et al., 2020; Syahrial et al., 2019). Meanwhile, media use is known to clarify the material taught to be better understood by students (Efendi et al., 2020; Simarmata & Sandra, 2018). Learning media supports the learning process carried out by students. In thematic learning in class IV SD Negeri 008 Angkasa has used only books and exercise books. The expected completion of thematic education following KKM in SD Negeri 008 Angkasa is 75, with the expected classical completion of 95% of all students. But, after the competency test, only 10 grade IV students answered questions and completions on competency tests or in percentage 45%. It can be seen that the media sources that are often used by SD Negeri 008 Angkasa are media such as poster package books, students' exercise books, flat buildings, graphics, and maps. In addition, it is also known that from grades I - VI most students use learning media involving the sense of vision, stating that approximately 75% of students' learning outcomes are obtained through the sense of vision, through the sense of vision, about 13% and other senses about 12%. From these results, visual learning media plays an essential role in the student learning process. This is in line with the opinion that learning media in the teaching process can generate new desires and interests, create motivation and stimulation for teaching activities, even bring psychological effects for students (Apriliana et al., 2019; Sari & Lestari, 2018). In addition, the use of educational media is closely related to the stage of thinking because, through the medium of education, abstract things can be realized, and complex things can be simplified (Pratama & Retnawati, 2018; Pratita, 2014).

On June 14, 2021, researchers conducted a class observation. At the time of teaching, teachers are seen using only the medium of package books, posters, and students' exercise books. Students look less during the learning process, and only 15% of students are active as learning progresses. So those researchers provide solutions that use Card Match Circle media during the teaching and learning process. CMC media is more dominant in the game so that students are more excited so that creative and innovative ideas arise. Students more easily understand the type of work material during the learning process both in the environment and inside the environment. Proven by the results obtained when using CMC media, the result reached 85%. It can be concluded that this media is suitable for use at the time of learning because it makes students not feel bored.

Media *Card Match Circle* is a means of conveying information in the form of cards, in a large dictionary in Indonesian, cards are small, thin and flat objects made of thick paper. This card is made to attract students' attention and interest in learning to achieve learning goals. This card medium is used in group learning activities consisting of 5-6 people, each group in one cycle (Chusna & Wahyuningtyas, 2020; Mulyani, 2017). Card media is used as a tool to improve and assist students in understanding the text, images or symbols on the card and increase students' learning interest so that the learning process becomes efficient (Nida et al., 2020; Susiati, 2020). Card Match Circle learning media provides cards in images modified into games that use part of the circle carpet, spin, problem cards, challenge cards, and answer cards (Chusna & Wahyuningtyas, 2020; Meidawati, 2015). The benefits of picture card media in the learning process are explaining and delivering ideas, messages, and information without much verbal language but more memorable (Anggraini et al., 2018; Pratomo et al., 2020). With this, CMC media can help teachers convey ideas and information about learning to their students.

Based on previous research searches, several problems related to the problem to be studied are to show that learning media that can create active learning where students can learn by remembering learning information while playing can help teachers to activate students' ability to understand a subject matter, encouraging students to build concepts progressively through experience, Express the opinions and thoughts of students. Ability to connect the lessons learned with his knowledge (Chusna & Wahyuningtyas, 2020; Meidawati, 2015). Based on the description above, the development of visual media-based media is called Card Match Circle. This medium is used by grade IV elementary students who still like to play. The media is expected to facilitate students in understanding the type of work material. This research aims to improve student learning outcomes in social science subjects by using Card Match Circle media on class IV social science learning at SD Negeri 008 Angkasa.

2. METHOD

This development research uses the ADDIE method. ADDIE is a model used for instructional development. This model is used for various product development, including teaching materials, media, and learning strategies (Puspasari & Suryaningsih, 2019; Wulandari et al., 2020). The study used the ADDIE model. The ADDIE model has 5 stages, namely (1) Analyze (analyze) at the needs analysis stage, observation is done through interviews to find out the product and includes student material (2) Design (Design) at this stage designing participants' products and summarizing the material to be described in the media in attractive packaging, (3) development at this stage to know the product through expert tests that include material experts, media experts, and learning experts. (4) Implementation at the stage of media trials for students to know the quality of media through instruments. (5) Evaluation at this stage is carried out through pre-test and post-test data processing (Saputra et al., 2020; Tegeh et al., 2015). The types of data development results are quantitative and qualitative. Qualitative research is used in the form of questionnaires, consisting of material expert evaluation questionnaires, learning media experts, and quantitative data in the form of value of student evaluation results after using Card Match Circle media developed to see students' ability to use learning media. The data collection technique used is the questionnaire given to students. Second, validation sheets are organized based on the questionnaire format. This validation sheet is shown to media experts and material experts. Third, a test consisting of various questions. Research instruments were used in linguist validation questionnaires, media expert validation questionnaires, material expert validation questionnaires, student response questionnaires, and teacher response questionnaires. The data sources in this study amounted to 15 people consisting of 4 experts, 1 teacher and 10 students.

The data analysis techniques obtained are used to improve the learning tools developed to fit the criteria specified practically and validly. Data analysis for the validity of Circle Match Card media, data obtained through analytical tests of instruments used qualitative descriptive. Data analysis to measure Card Match Circle media's practicality analysis techniques used are descriptive analysis that describes Card Match Circle on the type of work, the data collected is the response questionnaire of teachers and students there is a Match Circle Media Card developed by researchers. The practicality analysis and practicum results after it is known the percentage level can be matched or affirmed with the criteria of practicum results if the average assessment is categorized as practical enough, therefore the media is worthy of use in thematic learning with work type material. This study's data analysis techniques are qualitative descriptive data and quantitative descriptive (Nisa et al., 2019; Sugiyono, 2014). Card Match Circle to improve high-level thinking skills. Qualitative descriptive analysis that describes high-level thinking skills. Quantitative descriptive analysis is analyzing data obtained from tests and questionnaires using formulas.

3. RESULT AND DISCUSSION

Result

This type of work was social science material in class IV used on card match circle media. The basic competencies discussed in Card Match Circle learning media development were about the types of work. Everyone had a job to meet their daily needs. Working from a social perspective was a way to achieve general well-being. The Circle Matching Card learning medium provides challenge cards, problem cards, and answer cards of 8cm and 6cm sizes, respectively. This medium has been modified with components such as spin, at a spin height of 1m and a spin circle gauge of 55 in diameter, and carpet. A circle was measuring 30 cm long and 30 cm wide. Card Match Circle learning media development process uses ADDIE methods, namely Analysis, Design, Development, Implementation, Evaluation (Ponza et al., 2018; Wisada et al., 2019). This is in line with the opinion that the learning design model that is more generic is the ADDIE (Analysis-Design-Develop-Implement-Evaluate) model (Kurt, 2017; Qondias et al., 2016). ADDIE research is carried out up to the

Implementation stage, as this research is only aimed at the limits of development and practicality that result in practical media to be applied. This research attempts to develop science and get new findings (Hanafi, 2017).

Analysis

At the analysis stage, observation was carried out mainly through interviews to determine the needs of teachers and students and teaching materials. Based on interviews with teachers, teachers have never used learning media such as Card Match Circle in grade IV elementary school. Teachers only use conventionally by explaining orally or students listening. This research stage also determined the theme of job sharing and subtheme 1 type. At this stage, researchers conduct interviews with students related to their favourite media, namely learning media while playing.

Design

At this stage, designing card match circle learning media, the stage was the creation of learning media that makes rounds using wood and triplets, the size of the circle round diameter 55, after being designed by researchers, spin was coloured to make swirl look more attractive. In the card creation stage using CorelDraw X7, the researcher determines the card's background colour, chooses animated characters and images, and writes hard questions, challenges, and answers. Some of the images used are shown in Figure 1 and Figure 2.



Figure 1. Before revision



Figure 2. After revision

Figure 1 was part of a resectioned spin circle image; in the image, experts provide comments and suggestions to change the colour of the spin circle. The colour looks almost the same when printed, and there is no limit for each circle space. Media experts commented that researchers revised the media of the Card Match Circle. Figure 2 is part of a revised circle image. According to the opinions and suggestions of media experts, the colour change of the circle rotates, the colour of each room is more concentrated, and the boundaries of each room are more clearly visible.

Development

This section was carried out by language expert validators, material experts, and media experts, along with the validation results of each validator's field of expertise. There was an educational aspect in the expert assessment of the material, an average score of 100%, a very valid category, with information worth using without revision. In the expert media assessment, there is a 95% assessment aspect, the category was very valid, but there are comments and suggestions from validators to change the colour on the spin circle and put limits on each colour space after the revision of the researcher re-validates to the media expert the value obtained after the revision 100% with the appropriate information. There is an aspect of the value of 65% in linguistic validators, which was categorized as valid, with less sentence structure and sentence effectiveness, with a description that is worth using without revision. Table 4 presents all validation results. This research data source is an expert validator who has components in several fields related to learning media that were experts in testing the suitability of Card Match Circle learning media materials. Furthermore, competent experts in the field of media experts associated with learning media. And a linguist who was an expert in grammar and sentence structure.

Table 1. Validation Results

Aspect	Percentage (%)	Category
Media aspect	100%	Very valid
Material aspect	100%	Very valid
Language aspect	65%	Valid
Average	88%	Very valid

Based on Table 1, the validation results carried out by validators against the media obtained a value of 100% was classified as very valid. In the material obtained, the value of 100% is categorized as very valid, and the language received a value of 65% valid. The total validation value of the overall Card Match Circle learning media obtained an average value of 88% was categorized as very valid, so the Card Match Circle learning media is very valid to use. It has a very valid level of validity and can be used without revision (Akbar, 2013)

Implementation

At this stage, the activity was carried out to analyze the response questionnaire of students and teachers and the results of the assessment of the presentation of high thinking skills. The student and teacher responses are presented in Table 2 and Table 3.

Table 2. Students' Responds

Aspect	Percentage (%)	Category
Analyze	96%	Very practical
Evaluate	96%	Very practical
Create	100%	Very practical

Based on Table 2, student response data contains Card Match Circle learning media. In the analysis section, an average of 96% was categorized as very practical, and the evaluation stage obtained 96% classified as very practical, the creative stage obtained 100% categorized as very practical. Overall, the average value obtained was 97%, categorized as very practical.

Table 3. Teacher's Responds

Aspect	Percentage (%)	Category
Analyze	100%	Very practical
Evaluate	100%	Very practical
Material coverage	100%	Very practical
Create	100%	Very practical

Table 3 was the result of analyzing the teacher's response to the Card Match Circle learning media. In the aspect of analyzing the results obtained on average, 100% categorized as very practical, in the aspect of the evaluation of results obtained on average 100% categorized very practical, in the aspect of assessment of material coverage, the average value of 100% is categorized as very practical. The value of creative aspects obtained on average 100% is categorized as very practical. An average of 100% is very practical from the overall results obtained. Based on the teacher's response assessment results, the average score of 100% can be concluded using card match circle learning media that was very practical to use and can help students in an easy and not boring learning process.

Discussion

In general, the findings in this study suggest that card match circle learning media is efficient to use and can help students in an easy and not tedious learning process. This was seen in the validation results carried out by validators against the media obtained a value of 88%, which was classified as very valid. In addition, student response data due to CMC learning media was found to be 97% categorized as very practical, and the results of teacher response assessments obtained an average score of 100%. The results were obtained from the media developer and the implementation of the media in learning. Media was a tool that teachers can use to process, capture, and convey information from someone to others who receive it so that students can easily understand the message. Learning is everything that concerns software and hardware that can be used to convey the content of teaching materials from learning sources to learners (individuals or groups), which can stimulate the minds, feelings, attention, and interests of learners in such a way that the learning process (inside / outside the classroom) becomes more effective (Faizah et al., 2020; Krisanti et al., 2020). The use of interactive media in

learning can make students active so that the learning process was not only centered on teachers. Students have more opportunities to optimally develop their abilities or potential (Anggraeni, 2021; Prabaningrum & Putra, 2019). Use of learning media to clarify the presentation of messages so as not to be too. The use of appropriate and varied educational media can overcome students' passive attitudes in terms of educational media useful to improve the spirit of learning, allowing students to learn independently according to their interests and abilities (Parmiti et al., 2021; Rahmawati & Ramadan, 2021).

Social Science has many different meanings according to the point of view it uses. In social science in primary school, students are expected to have knowledge and insight into the basic concepts of social sciences and humanities, have sensitivity to social problems in their environment and have the skills to learn and solve social issues, and this can be achieved if teachers use appropriate learning media. Social Science was also a form of alignment of social sciences studied in an integrated or integrated manner to achieve the goals of Education (Islamiyah, 2017; Tantu & Christi, 2020). Meanwhile, other opinions reveal that social science combines many social disciplines (Hati, 2018; Hermanto et al., 2019). Learning is an integral part of teaching and learning. Proper use of learning media can help improve the quality of learning. In addition, the learning medium is an intermediary used to send messages from the sender to the recipient in the learning process to achieve practical learning goals (Saeroji, 2014). One form of media is CMC, where CMC provides a picture card that is modified into a game involving spin components, circle carpets, problem cards, answer cards, challenge cards, and answer boards. Media that suit the characteristics of elementary students that have high curiosity, love to play, the stage of thinking is still at the concrete stage.

The benefits of picture card media in the learning process were the delivery and explanation of information, messages, ideas and so on without much verbal language. Still, they can give more impression (Anggraini et al., 2018). The medium of picture cards will be more enjoyable when combined with the stage of development of elementary school students who like to play. The use of card media in learning has several advantages: (1) The game makes the learning atmosphere more fun and entertaining. (2) The games allowed the active participation of students in learning and teachers as facilitators of the learning process for students. (3) The game provided immediate feedback to make the learning process effective. (4) Games can apply concepts or roles to actual situations and roles in society. (5) Games can be used for various educational purposes by changing tools, rules, and problems little by little (Gusmania & Agustyaningrum, 2018).

Media *Card Match Circle* is a means of conveying information in cards. In an extensive dictionary in Indonesian, cards are small, thin and flat objects made of thick paper. This card is made to attract students' attention and interest in learning to achieve learning goals. This card medium is used in group learning activities consisting of 5-6 people, each group in one cycle (Chusna & Wahyuningtyas, 2020; Mulyani, 2017). Card media is used as a tool to improve and assist students in understanding the text, images or symbols on the card and increase students' learning interest so that the learning process becomes efficient (Nida et al., 2020; Susiati, 2020). Card Match Circle learning media provides cards in images modified into games that use part of the circle carpet, spin, problem cards, challenge cards, and answer cards (Chusna & Wahyuningtyas, 2020; Meidawati, 2015). The benefits of picture card media in the learning process are explaining and delivering ideas, messages, and information without much verbal language but more memorable (Anggraini et al., 2018; Pratomo et al., 2020). CMC media can help teachers convey ideas and information about learning to their students.

4. CONCLUSION

Card Match Circle learning media greatly influences students' learning outcomes. With this, media can facilitate students' learning. In addition, it made learning not dull so that students were enthusiastic in following the lessons given by the teacher. Media Card Match Circle is a means of conveying information in cards. In an extensive dictionary in Indonesian, cards are small, thin and flat objects made of thick paper. This card is made to attract students' attention and interest in learning to achieve learning goals. This card medium is used in group learning activities consisting of 5-6 people, each group in one cycle. Card media is used as a tool to improve and assist students in understanding the text, images or symbols on the card and increase students' learning interest so that the learning process becomes efficient. Card Match Circle learning media provides cards in images modified into games that use part of the circle carpet, spin, problem cards, challenge cards, and answer cards. The benefits of picture card media in the learning process are explaining and delivering ideas, messages, and information without much verbal language but more memorable. CMC media can help teachers convey ideas and information about learning to their students.

5. REFERENCES

Akbar, S. (2013). *Instrumen Perangkat Pembelajaran*. PT Remaja Rosdakarya.

- Anggraeni, A. (2021). Pengembangan Media Pembelajaran Berbasis Powerpoint Interaktif Melalui Pendekatan Saintifik pada Mata Pelajaran IPS Kelas VI. *Jurnal Pancar*, 5(2), 145–153. <https://doi.org/10.52802/pancar.v5i2.123>.
- Anggraini, V. D., Kustianti, S. K., & ... (2018). Pengaruh Media Kartu Kata Bergambar terhadap Penguasaan Kosakata Bahasa Indonesia Siswa Kelas I Sekolah Dasar di Kecamatan Pelabai Kabupaten Lebong. *JURIDIKDAS: Jurnal Riset Pendidikan Dasar*, 1(3), 240–245. <https://doi.org/10.33369/juridikdas.1.3.%25p>.
- Apriliana, S., Sundaygara, C., & Ayu, H. D. (2019, May). Pengaruh Model Pembelajaran Guide Inquiry Berbantuan Mind Mapping terhadap Literasi Sains Ditinjau dari Motivasi Belajar Siswa. In *Prosiding Seminar Nasional Pendidikan Fisika "MOTOGPE"*. (pp. 145–151). <http://snpfm.otogpe.ulm.ac.id/proceeding/index.php/snpf/article/view/62/0>.
- Budiarti, Y. (2015). Pengembangan Kemampuan Kreativitas Dalam Pembelajaran. *PROMOSI (Jurnal Pendidikan Ekonomi)*, 3(1), 61–72. <https://doi.org/10.24127/ja.v3i1.143>.
- Chusna, P. A., & Wahyuningtyas, H. (2020). Pengembangan Media Card Match Circle Madrasah Ibtidaiyah Darul Huda Garum Blitar. *Jurnal PGMI*, 3(1), 40–46. <http://ejournal.iain-tabah.ac.id/index.php/awaliyah/article/view/493>.
- Efendi, Y. A., Adi, E. P., & Sulthoni. (2020). Pengembangan Media Video Animasi Motion Graphics pada Mata Pelajaran IPA Di SDN Pandanrejo 1 Kabupaten Malang. *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran): Kajian Dan Riset Dalam Teknologi Pembelajaran*, 6(2), 97–102. <https://doi.org/10.17977/jum031v6i22020p097>.
- Faizah, N., okta, Sudatha, I. G. W., & Simamora, A. H. (2020). Pengembangan Multimedia Pemelajaran IPA Untuk Meningkatkan Hasil Belajar. *Journal of Education Technology*, 4(1). <https://doi.org/10.23887/jet.v4i1.24091>.
- Febriyanto, B., & Yanto, A. (2019). Penggunaan Media Flashcard untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *Jurnal Komunikasi Pendidikan*, 3(2), 108–116. <http://journal.univetbantara.ac.id/index.php/komdik/article/view/302>.
- Gusmania, Y., & Agustyaningrum, N. (2018). Pendampingan Bimbingan Belajar Matematika Berbantuan Buku Saku Melalui Media Permainan Monopoli Untuk Menanamkan Minat Belajarsiswa Dalam Berhitung Di Sdn 020 Rw 02 Kelurahan Sei Langkai. *Minda Baharu*, 2(2), 144–153. <https://www.jurnal.unrika.ac.id/index.php/MNDBHRU/article/view/1405>.
- Haking, D., & Soepriyanto, Y. (2019). Pengembangan Media Video Pembelajaran Renang Pada Mata Pelajaran PJOK untuk Siswa Kelas V SD. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 2(4), 320–328. <https://doi.org/10.17977/jum038v2i42019p320>.
- Hanafi. (2017). Konsep Penelitian R & D Dalam Bidang Pendidikan. *Saintifika Islamica: Jurnal Kajian Keislaman*, 4(1989), 129–150. <http://www.jurnal.uinbanten.ac.id/index.php/saintifikaislamica/article/view/1204>.
- Hati, S. T. (2018). Hubungan Antara Ilmu Sosial Dan Ips (Sumber Dan Materi Ips). *Ijtimaiah*, 2(1), 1–15. <https://doi.org/10.31227/osf.io/2u3hn>.
- Hermanto, Japar, M., & Utomo, E. (2019). Implementasi Pembelajaran Ilmu Pengetahuan Sosial (IPS) dalam Membentuk Karakter Siswa. *AULADUNA: Jurnal Pendidikan Dasar Islam*, 6(1), 1–6. <https://journal3.uin-alauddin.ac.id/index.php/auladuna/article/view/1-6>.
- Islamiyah, T. (2017). Pengembangan Media Pembelajaran Ips Berbasis Permainan Monopoli. *J-PIPS (Jurnal Pendidikan Ilmu Pengetahuan Sosial)*, 4(1), 37. <https://doi.org/10.18860/jpips.v4i1.7301>.
- Karisma, I. K. E., Margunayasa, I. G., & Prasasti, P. A. T. (2020). Pengembangan Media Pop-Up Book pada Topik Perkembangbiakan Tumbuhan dan Hewan Kelas VI Sekolah Dasar. *Jurnal Ilmiah Sekolah Dasar*, 4(2), 121. <https://doi.org/10.23887/jisd.v4i2.24458>.
- Krisanti, R. Y., Suprihatien, S., & Suryarini, D. Y. (2020). Pengembangan Media Pembelajaran Boneka Tangan Mata Pelajaran Bahasa Indonesia Materi Menyimak Dongeng Pada Siswa Kelas II Sekolah Dasar. *Trapsila: Jurnal Pendidikan Dasar*, 2(02), 24–35. <https://doi.org/10.30742/tpd.v2i2.918>.
- Kurt, S. (2017). *ADDIE Model: Instructional Design. Frameworks & Theories*. <https://doi.org/10.1017/CBO9781107415324.004>.
- Meidawati, E. (2015). Upaya meningkatkan keaktifan belajar dan hasil belajar pendidikan kewarganegaraan (pkn) menggunakan index card match. *Trihayu: Jurnal Pendidikan*, 1(2), 112–117. <https://doi.org/10.30738/trihayu.v1i2.834>.
- Mulyani, S. (2017). Penggunaan Media Kartu Flashcard dalam Meningkatkan Hasil Belajar Konsep Mutasi bagi Peserta Didik Kelas XII. *Jurnal Profesi Keguruan*, 3(2), 143–148. <https://journal.unnes.ac.id/nju/index.php/jpk/article/view/10786>.
- Nida, D. M. A. A., Parmiti, D. P., & Sukmana, A. I. W. I. Y. (2020). Pengembangan Media Kartu Bergambar Berorientasi Pendidikan Karakter Pada Mata Pelajaran Bahasa Bali. *Jurnal EDUTECH Universitas*

- Pendidikan Ganesha*, 8(1), 16–31. <https://doi.org/10.23887/jeu.v8i1.25393>.
- Nisa, S. K., Nurmiyati, N., & Rinanto, Y. (2019). Pengembangan Media Pembelajaran Laboratorium Virtual Berbasis Discovery Learning pada Materi Sistem Ekskresi untuk Kelas XI MIPA. *Bio-Pedagogi*, 8(2), 120. <https://doi.org/10.20961/bio-pedagogi.v8i2.39434>.
- Nurseto, T. (2012). Membuat Media Pembelajaran yang Menarik. *Jurnal Ekonomi Dan Pendidikan*, 8(1), 19–35. <https://doi.org/10.21831/jep.v8i1.706>.
- Parmiti, D., Rediani, N., Antara, I., & Jayadinigrat, M. (2021). The Effectiveness of Local Culture-Integrated Science Learning Through Project Based Assessment on Scientific Attitudes and Science Process Skills of Elementary School Students. *Jurnal Pendidikan IPA Indonesia*, 10(3), 439–446. <https://doi.org/10.15294/jpii.v10i3.31301>.
- Ponza, P. J. R., Jampel, I. N., & Sudarma, I. K. (2018). Pengembangan Media Video Animasi pada Pembelajaran Siswa Kelas IV di Sekolah Dasar. *Jurnal Edutech Undiksha*, 6(1), 9–19. <https://doi.org/http://dx.doi.org/10.23887/jed.v6i1.20257>.
- Prabaningrum, & Putra. (2019). Pengaruh Model Pembelajaran Kooperatif Team Assisted Individualization Berbantuan Media Semi Konkret Terhadap Kompetensi Pengetahuan Matematika. *Jurnal Ilmiah Sekolah Dasar*, 3(4), 414. <https://doi.org/10.23887/jisd.v3i4.21775>.
- Pratama, G. S., & Retnawati, H. (2018). Urgency of Higher Order Thinking Skills (HOTS) Content Analysis in Mathematics Textbook. *Journal of Physics: Conference Series*, 1097(1). <https://doi.org/10.1088/1742-6596/1097/1/012147>.
- Pratita, D. (2014). Penggunaan Media Kartu Gambar Untuk Meningkatkan Hasil Belajar Ekonomi Di Smp. *PARAMETER: Jurnal Pendidikan Universitas Negeri Jakarta*, 25(2), 86–94. <https://doi.org/10.21009/parameter.252.04>.
- Pratomo, W., Nadzirah, & Chairiyah. (2020). Pengembangan media papan kartu bergambar pada pembelajaran tematik muatan ppkn siswa kelas ii sdn se-gugus 01 kecamatan prambanan kabupaten sleman tahun ajaran 2019/2020. *PEKAN*, 5(2), 184–196. <http://jurnal.stkipersada.ac.id/jurnal/index.php/PEKAN/article/view/938>.
- Puspasari, R., & Suryaningsih, T. (2019). Pengembangan Buku Ajar Teori Graf untuk Mahasiswa Pendidikan Matematika. *Jurnal Tadris Matematika*, 2(1), 85–100. <https://doi.org/10.21274/jtm.2019.2.1.85-100>.
- Qondias, D., Anu, E. L., Niftalia, I., Pendidikan, S., & Sekolah, G. (2016). Pengembangan Media Pembelajaran Tematik Berbasis Mind Mapping Sd Kabupaten Ngada Flores. *Jurnal Pendidikan Indonesia I*, 5(2), 176–182. <http://dx.doi.org/10.23887/jpi-undiksha.v5i2.8590>.
- Rahmawati, F., & Ramadan, Z. H. (2021). Improving High-Level Thinking Skills in Students Through Powtoon-Based Animation Video Media. *Journal of Education Technology*, 5(4), 654. <https://doi.org/10.23887/jet.v5i4.41037>.
- Ratnasari, D. T., & Ginanjar, A. (2020). Pengembangan Komik Digital Sebagai Media Edukasi Penanggulangan Bencana Alam. *Naturalistic: Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, 4(1). <https://doi.org/10.35568/naturalistic.v4i1.679>.
- Saeroji, A. (2014). Inovasi Media Pembelajaran Kearsipan Elektronik Arsip (E-Arsip) Berbasis Microsoft Office Access. *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, 9(2), 177–185. <https://doi.org/10.15294/dp.v9i2.4893>.
- Salam, R. (2019). Model pembelajaran inkuiri sosial dalam pembelajaran ips. *Harmony*, 2(1), 7–12. <https://journal.unnes.ac.id/sju/index.php/harmony/article/view/19965>.
- Saputra, S., Rahmawati, T. D., & Safrudin, N. (2020). Pengembangan Puzzle Square sebagai Media Pembelajaran Interaktif Menggunakan Macromedia Flash 8. *JINoP (Jurnal Inovasi Pembelajaran)*, 6(2), 124–135. <https://doi.org/10.22219/jinop.v1i1.2441>.
- Sari, D., & Lestari, N. D. (2018). Pengaruh Media Pembelajaran Visual Terhadap Hasil Belajar Ekonomi Siswa. *Jurnal Neraca: Jurnal Pendidikan Dan Ilmu Ekonomi Akuntansi*, 2(2), 71–80. <https://doi.org/10.31851/neraca.v2i2.2690>.
- Simarmata, M. Y., & Sandra, D. (2018). Iklan Media Cetak Dengan Menggunakan Metode Cooperative Learning Di Sekolah Dasar. *Jurnal Pendidikan Bahasa*, 7(2), 380. <https://doi.org/10.31571/bahasa.v7i2.1018>.
- Sugiyono. (2014). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Alfabeta.
- Sulfemi, W. B., & Mayasari, N. (2019). The Use of Audio Visual Media in Value Clarification Technique to Improve Student Learning Outcomes in Social Studies. *Jurnal Pendidikan*, 20(1), 53–68. <https://jurnal.ut.ac.id/index.php/jp/article/view/235>.
- Surti, W., & Jailani, M. (2017). Upaya Meningkatkan Hasil Belajar Ips Dengan Menggunakan Metode Pemberian Tugas Dan Media Kartu Tebak Kata Pada Peserta Didik di SDN 1 Pulau Telo Kuala Kapuas Tahun Ajaran 2016/2017. *Pedagogik: Jurnal Pendidikan*, 12(2), 14–27. <https://doi.org/10.33084/pedagogik.v12i2.853>.

- Susiati, S. (2020). Media Kartu Dalam Meningkatkan Kemampuan Membaca Siswa di TK Negeri Pembina IV Kademangan Tangerang Selatan. *PAKAR Pendidikan*, 18(2), 74–87. <http://pakar.pkm.unp.ac.id/index.php/pakar/article/view/178>.
- Syahrudin, M. (2020). *Strategi Pembelajaran IPS : Konsep dan Aplikasi*. Universitas Lampung Mangkurat.
- Syahrial, Arial, Kurniawan, D. A., & Piyana, S. O. (2019). E-Modul Etnokonstruktivisme: Implementasi Pada Kelas V Sekolah Dasar Ditinjau Dari Persepsi, Minat Dan Motivasi. *Jurnal Teknologi Pendidikan*, 21(1), 165–177. <http://journal.unj.ac.id/unj/index.php/jtp/article/view/11030>.
- Tantu, Y. R. P., & Christi, L. Y. (2020). Analisis Pelaksanaan Microteaching Mahasiswa PGSD Pada Mata Kuliah PSAP Sains Dan Teknologi. *Jurnal Basicedu*, 3(2), 707–715. <https://doi.org/10.31004/basicedu.v4i3.424>.
- Tegeh, I. M., Jampel, I. N., & Pudjawan, K. (2015). Pengembangan buku ajar model penelitian pengembangan dengan model ADDIE. *Seminar Nasional Riset Inovatif*. <https://e-proceeding.undiksha.ac.id/index.php/senari/article/download/507/352>.
- Widodo, A., Indraswati, D., Sutisna, D., Nursaptini, & Anar, A. P. (2020). Pendidikan IPS Menjawab Tantangan Abad 21 : Sebuah Kritik Atas Praktik Pembelajaran IPS di Sekolah Dasar dikuasai siswa dalam menghadapi abad 21 hanyalah kemampuan terhadap teknologi dan. *Jurnal Pendidikan Ilmu Pengetahuan Sosial Dan Ilmu-Ilmu Sosial*, 2(2), 186–198. <http://dx.doi.org/10.19105/ejpis.v2i2.3868>.
- Wisada, P. D., Sudarma, I. K., & Yuda S, A. I. W. I. (2019). Pengembangan Media Video Pembelajaran Berorientasi Pendidikan Karakter. *Journal of Education Technology*, 3(3), 140. <https://doi.org/10.23887/jet.v3i3.21735>.
- Wulandari, Sudatha, & Simamora. (2020). Pengembangan Pembelajaran Blended Pada Mata Kuliah Ahara Yoga Semester II di IHDN Denpasar. *Jurnal Edutech Undiksha*, 8(1), 1–15. <http://dx.doi.org/10.23887/jeu.v8i1.26459>.
- Yuantia, F. (2019). Pengembangan Media Video Pembelajaran Ilmu Pengetahuan Sosial pada Siswa Sekolah Dasar. *Trapsila: Jurnal Pendidikan Dasar*, 1(2), 91–100. <https://journal.uwks.ac.id/index.php/trapsila/article/view/816>.
- Yuniarni, D., Sari, R. P., & Atiq, A. (2020). Pengembangan Multimedia Interaktif Video Senam Animasi Berbasis Budaya Khas Kalimantan Barat. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(1), 290. <https://doi.org/10.31004/obsesi.v4i1.331>.
- Yusmiono, B. A. (2018). Media Pembelajaran Visual Terhadap Hasil Belajar Mahasiswa Program Studi Pendidikan Geografi Di Universitas PGRI Palembang. *Faktor Jurnal Ilmiah Kependidikan*, 5(1), 1–8. <https://journal.lppmunindra.ac.id/index.php/Faktor/article/view/2148>.

12. Card Macth Circle: Innovative Learning Media on Social Science Learning in Grade IV Elementary School

ORIGINALITY REPORT

17%
SIMILARITY INDEX

17%
INTERNET SOURCES

0%
PUBLICATIONS

3%
STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

26%
★ www.researchgate.net
Internet Source

Exclude quotes On
Exclude bibliography On

Exclude matches < 3%