

## INCREASING STUDENTS UNDERSTANDING IN CLASS VI SOCIAL STUDIES LEARNING MATERIAL THROUGH SOFT CARD STRATEGY

Elsa Agustin Subagiono<sup>1\*</sup>, Kusnaningsih<sup>2</sup>, Rika Wulandari<sup>3</sup>

<sup>1,3</sup> Elementary School Teacher Education, Faculty of education, Universitas Trunojoyo  
Madura, East Java, Indonesia

<sup>2</sup> Banyuwajuh 2 Elementary School

correspondence e-mail: [190611100091@student.trunojoyo.ac.id](mailto:190611100091@student.trunojoyo.ac.id),  
[Kusnaningsih670@gmail.com](mailto:Kusnaningsih670@gmail.com), [rika.wulandari@trunojoyo.ac.id](mailto:rika.wulandari@trunojoyo.ac.id)

### ABSTRACT

*This study aims to increase students' understanding of social studies subjects by using strategies or soft card techniques. The research subjects were conducted on all 33 students in class VI, with 19 male students and 14 female students accompanied by the class teacher. This research is a classroom action research with the Kemmis and McTaggart models. Kemmis and McTaggart's model has four stages with two cycles. The procedure for carrying out the actions at the research location was divided into two cycles accompanied by pre-cycles. Collecting data in this study, namely by interviews, observations, documentation and tests orally during learning takes place. The results showed that the increase in students' knowledge at the pre-cycle stage of the average value of students' understanding was at an average value of 47 in the "low" category. In cycle I the value of students' understanding has increased to an average value of 77 in the "Moderate" category. In cycle 2, the increase in students' understanding is said to be valid because it has reached an average value of 92 in the "High" category. It can be concluded that Soft Card strategies or techniques can improve students' understanding of class VI on social studies at SD Negeri Banyuwajuh 2.*

### ARTICLE INFO

#### Article History:

Received	24
November 2022	
Revised	27
November 2022	
Accepted	27
November 2022	
Available online	28
November 2022	

#### Keywords:

Understanding;  
Social Studies  
Learning;  
Softcard.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

## **A. Introduction**

Education is something that is highly valued so that it can have a major influence on the progress of the Indonesian state. The definition of education according to KH Dewantara in (Marwah et al., 2018) is all the efforts of adults to children to support the progress of their lives. In the education system there is the term learning. Learning itself is a process that has the goal of teaching and educating students (Pane & Dasopang, 2017). A good learning process is to pay attention to the components or ways of delivering material to students that are fun. Therefore, teachers are required to provide efficient education to students. In order to form a generation of nations that will inherit the culture of the Indonesian nation.

One of the teacher's ways of transferring knowledge so that it can always be remembered by students is by having rote techniques for students. This memorization technique has indeed been applied starting from an early age. Indeed, this memorization technique is considered efficient to be able to remember a student's understanding. It is also not surprising that elementary schools also always apply this rote technique. However, over time, the curriculum that is enforced is always changing with the times.

The curriculum is a set of arrangements related to content, materials, methods, and orientation of the implementation of learning (Juanda, 2019). Law No. 20 of 2003 concerning the national education system suggests the notion of curriculum, curriculum is a set of plans and arrangements regarding objectives, content and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve national education goals. So from the understanding of the curriculum above, it can be concluded that the curriculum is a flow or guideline for teachers in carrying out teaching and learning activities. Not only the curriculum, teachers must know or be smart in choosing media, methods and strategies in ongoing teaching and learning activities. For effective and enjoyable learning outcomes the teacher must use the right strategy, so that learning for students is not boring but also fun.

The current curriculum is Curriculum 13 or K-13. In the K-13 curriculum, many have changed, in terms of mixed subjects, in terms of assessment for students, etc. The curriculum is a guide and direction to be able to carry out learning properly and effectively. In the 2013 curriculum, learning is no longer oriented towards memorization, but practice (Baderiah, 2018). One alternative so that students can understand the material without memorizing it, and also help

---

make teaching and learning activities more fun, namely by using the Soft Card strategy. Soft Card is a card which contains information instructions that must be solved or matched by students.

Card Soft Strategy is a collaborative activity that can be used to teach concepts, classification, properties, facts, about an object or repeating information. In previous research, the soft card strategy was proven to be able to encourage students in social studies learning (Anggayuni et al., 2013). This Soft Card or Soft card makes students understand the material without memorization, because this Soft Card strategy applies games to students, so that learning will not be boring for students. Based on the background at SD Negeri BANYUAJUH 2 which is not yet conducive and the delivery of material is still monotonous, where the teacher only explains social studies material only with lectures. Thus, the researchers conducted research so that social studies learning would be fun and conducive, also complying with a curriculum that did not allow students to memorize material so that students' understanding of social studies learning about ASEAN countries could increase.

## **B. Method**

This research is a classroom action research. Classroom action research is research that encourages the improvement of problems that occur in the teaching and learning process (Paizaluddin & Ermalinda, 2016) using the model from Kemmis and McTaggart, where Kemmis and McTaggart have 4 stages with 2 cycles, namely 1). Planning Plan 2). action act 3). Observation Observe 4). Reflection Reflect (Pahleviannur et al., 2022). The reason researchers use the Kemmis and McTaggart models is because the stages and steps are simple so that they are very easy for researchers to understand. The research subjects involved 33 fourth grade students at SDN Banyuajuh 2. Data collection techniques in this study used interviews, observation, and documentation. The data obtained were then analyzed using qualitative techniques.

## **C. Result and Discussion**

This Classroom Action Research was conducted in class VI of Banyuajuh Public Elementary School, Kamal District, Bangkalan Regency, East Java Province. This research was conducted in 2 cycles. Cycle I was carried out to find out how deep students' knowledge of Social Science Learning Material was

---

through the Soft Card strategy. Cycle II was carried out to further increase students' understanding of social studies material through the Soft Card strategy without memorizing in class VI of SD Negeri Banyuajuh 2. The following are the stages of the research carried out:

a. Pracycle

This stage was carried out on Friday 25 March 2022. The data obtained from observations with class teachers obtained an explanation that there were still several students who received social science understanding scores that did not meet the social science minimum requirement criteria (KKM) standard applied at SD Negeri Banyuajuh 2, namely 75 Based on the results of the pre-cycle stage observations, it was found that the average score of students was 47 in the low category. The following is a recapitulation of pre-cycle observations:

**Table 1.** Recapitulation of students Knowledge Value Precycle Stage

No	Category	Students	Percentage
1	Low	21	63 %
2	Currently	12	36 %
3	High	0	0 %

To overcome these problems, researchers are trying to solve by trying to apply the Soft card learning strategy. Social studies learning by using the soft card learning strategy was chosen to increase students' understanding of social studies learning by playing with matching cards and without monotonous memorization. So that students will not complain about not memorizing, and feel quickly bored when learning takes place in class.

b. Cycle I

Musliar Kasim, Deputy Minister of Education and Culture said "The 2013 or K-13 Curriculum emphasizes practice more than memorization". In the first cycle which was held on Monday, 23-May-2022, it showed that the knowledge of students in groups using the Soft Card strategy could be said to be successful or the group's understanding had reached the limit of the average value. The following is a comparison table and recapitulation of students' understanding scores from pre-cycle and cycle I:

**Table 2.** Comparison of Pre-cycle and Cycle I Students' Comprehension Scores

No	Category	Precycle	%	Cycle I	%
1	Low	21	63 %	0	0 %
2	Currently	12	36 %	20	60 %
3	High	0	0 %	13	40 %

Based on the table above, it can be seen that there was an increase in students' understanding compared to the results of pre-cycle observations. The increase in students' knowledge in the process of cycle I was due to the systematic use of soft card methods and strategies. However, in this cycle the increase is still unsatisfactory. This can be seen from the average value of students' understanding which is still in the medium category. In addition, students in general still rely on group understanding. Therefore, researchers need to repeat the action in cycle II. In cycle II later, the design of learning activities will be made individually not in groups. So that the results of the understanding obtained show the pure results of the individual students themselves.

### c. Cycle II

In accordance with the requirements imposed on the 2013 or K-13 curriculum where this curriculum emphasizes practice rather than rote memorization, then in this second cycle the teacher asks all class VI students of SD Negeri Banyuajuh 2 to come forward, choose cards, match cards and answer teacher questions. In the second cycle, it is carried out individually and face to face with the teacher. Cycle II was held on Tuesday, 24 May 2022. The questions posed by the teacher were the same as the questions in cycle I.

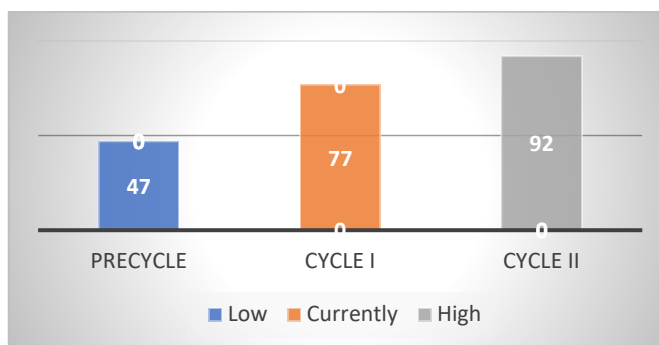
Cycle II is focused on fixing the problems in cycle I, where in cycle I the value of understanding obtained is a group value, still in the moderate category, where these results have not reached the target of the researcher's success. Cycle II was carried out to increase student understanding individually with the Face To Face method using the Soft Card strategy. What distinguishes cycle I and cycle II is that the teacher will check student understanding individually, not only with understanding assisted in groups.

Based on the results of the list of values in cycle II, it shows that there has been an increase in students' understanding scores again. The following table recapitulates the value of students' understanding in cycle II:

**Table 3** Comparison of Students' Pre-Cycle, Cycle I, and Cycle II Comprehension Values

No	Kategori	Precycle	%	Cycle I	%	Cycle II	%
1	Low	21	63 %	0	0 %	0	0 %
2	Currently	12	36 %	20	60 %	1	3 %
3	High	0	0 %	13	40 %	32	97 %

Table 3 above can show an increase in student understanding based on observations starting from Pre-cycle, Cycle I to Cycle II. For more details, it can be seen from the graph below.



**Graph 1.** Comprehension Value of Pre-Cycle Students, Cycle I, and Cycle II

From the graphic data above, it can be seen an increase in students' understanding of social studies material, about Getting to Know ASEAN Countries through the Soft Card Strategy. At the pre-cycle stage, the average value of students' understanding is at an average value of 47 in the "low" category. In cycle I the value of students' understanding has increased to an average value of 77 in the "Moderate" category. In cycle 2, the increase in students' understanding is said to be valid because it has reached an average value of 92 in the "High" category. Anggayuni in 2013 expressed the opinion that: "The use of soft card or soft card type learning strategies is expected to encourage students in social studies learning." Active learning also requires a creative educator or teacher, not only using the lecture method so that students in the learning process will continue to feel bored, and the learning delivered cannot be well received by students. Creative educators will engage their students in fun and interesting learning. So that learning will always be memorable and always remembered by students until the future.

Active learning is expected to optimize student understanding by being facilitated by the teacher during learning. The positive impact of implementing the Soft Card or Soft Card strategy carried out by a researcher named Miftahur Jannah in his journal explains that, "Soft Card strategies can activate individuals and groups in the classroom which can increase the value of student activity and understanding."

So from the efforts made by researchers in Improving Understanding of Class VI Students of Banyuajuh 2 Public Elementary School, it has succeeded

in implementing the Soft Card strategy as an effort to increase students' understanding of social studies subjects and have a positive impact on students' understanding and activeness in class through the Soft Card strategy so that researchers do not need to do the next round of the cycle.

#### **D. Conclusion**

Based on the results and discussion of the Classroom Action Research that the researchers have done, it can be concluded that the application of the Soft Card Strategy can increase students' understanding of Banyuajuh 2 Elementary School, Kamal District, Bangkalan Regency on the subject of Getting to Know ASEAN Countries. This is evidenced by the increase in student average scores from 47 in the low category in pre-cycle, to 77 in the medium category in cycle I and increased again to 92 in the high category in cycle II.

## References

- Anggayuni, W., Marli, S., & Utami, S. (2013). Pengaruh Strategi Pembelajaran Tipe Card Sort terhadap Pemerolehan Belajar Ilmu Pengetahuan Sosial di SD. *Khatulistiwa: Jurnal Pendidikan Dan Pembelajaran*, 2(4).
- Baderiah. (2018). *Buku Ajar Pengembangan Kurikulum*. Lembaga Penerbit Kampus IAIN Palopo.
- Juanda, A. (2019). *Pembelajaran Kurikulum Tematik Terpadu: Teori & Praktik Pembelajaran Tematik Terpadu Berorientasi Landasan Filosofis, Psikologis, dan Pedagogis*. CV.Convident.
- Marwah, S. S., Syafe'i, M., & Sumarna, E. (2018). Relevansi Konsep Pendidikan Menurut Ki Hadjar Dewantara dengan Pendidikan Islam. *Tarbawy: Indonesian Journal of Islamic Education*, 5(1), 14–26.
- Pahleviannur, M. R., Mudrikah, S., Mulyono, H., Bano, V. O., Rizqi, M., Syahrul, M., Latif, N., Prihastari, E. B., Aini, K., Zakaria, & Hidayati. (2022). *Penelitian Tindakan Kelas*. Pradina Pustaka.
- Paizaluddin, & Ermalinda. (2016). *Penelitian Tindakan Kelas*. Alfabeta.
- Pane, A., & Dasopang, M. D. (2017). Belajar dan Pembelajaran. *FITRAH Jurnal Kajian Ilmu-Ilmu Keislaman*, 3(2), 333–352.