

Students' Response to The Development of U-GEO Media Trading Card Game (TCG) with Teams Games Tournament (TGT)

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Abstract: The results of observations in class XI Social Sciences, the learning media used were only blackboards and PowerPoint. The media can make students bored and unable to attract interest in learning. This study aims to determine students' responses to TGC learning media on the material of cultural diversity in Bangkalan. Research using descriptive method with a quantitative approach. Data collection tool used is a questionnaire sheet. The data analysis technique used in this study is data reduction, data presentation and conclusion. The results showed that the percentage of responses of students in class XI IPS SMAN 1 Bangkalan to TGC learning media on the cognitive dimension indicators of content understanding averaged 86.2%, indicators of clarity of learning instructions and information averaged 86% and indicators of suitability of the average card display average 87.8%. On the affective dimension of student responses on motivation indicators obtained an average percentage of 86.8%, attractiveness indicators an average of 89.8% and curiosity indicators an average of 85.6%. On the conative dimension, the response of students to the indicator asking an average of 86.6% and the indicator responding to questions is an average of 95.6%.

Tersedia Online di

http://journal.unublitar.ac.id/pendidikan/index.php/Riset_Konseptual

Sejarah Artikel

Diterima pada : 01-10-2023

Disetujui pada : 20-10-2023

Dipublikasikan pada : 31-10-2023

Kata Kunci:

student responses, Trading Card Game (TCG), media development

DOI:

http://doi.org/10.28926/riset_konseptual.v7i4.827

INTRODUCTION

The role of learning media in the teaching and learning process is important so that it helps to explain unclear information conveyed (Hasan & Wijayanti, 2018). Means of channeling information from teachers to students can use learning media. This will make it easier for students to understand and learn the material to be delivered.

According to the Big Indonesian Dictionary (2014) media is a link or intermediary. Materials and tools used in the learning process are called media in education. The use of learning media in the learning process is to increase interest and desire that is different from before, raises the stimulation of learning activities and student motivation, and also influences psychologically towards students according to Hamalik (Arsyad, 2006: 15). Learning media has a conclusion from the definition, namely the role of an instructional media has an influence on students and has an attraction for students so that they are interested in and help an educator in the teaching and learning process in class.

Trading Card Game (TCG) is an example of a game that is quite popular nowadays. TCG players are invited to imagine the unique TCG game process so that people are interested and curious about playing the TCG game. Another factor in playing TCG is honing skills and ways of thinking so that playing TCG doesn't get bored quickly (Wicaksono et al, 2019). Many TCG are spreading in Indonesia, but TCG in Indonesia is still adapting from abroad and there is not yet a new and distinctive game that has originality and quality that can be on par with foreign TCG (Budijono and

Budi, 2016). Card games in Indonesia have not appeared much, or some have become popular but have now experienced product discontinuation. So that the more dominant TCG game that is active in Indonesia is TCG which has been growing and has entered the international class.

Team games can have great opportunities in learning for children to interact with their friends. In the adolescent phase, everyone tries to be accepted in their environment and their playgroup. Looking for solutions that are suitable in learning models with the development of children in high school. The teaching and learning process should be able to motivate and condition so that it moves and maximizes abilities, students are more active and creative, so that development is guaranteed in the teaching and learning process.

This study applies a learning method that is student centered (Student Centered) using TGT (Teams Games Tournaments) type learning. Using the TGT learning model because it invites all students to work in groups and fits students in the developing phase when they are teenagers. The game technique invites each student to have a competitive spirit by holding tournaments so that it stimulates to increase the results achieved in learning geography subjects using TGT development media.

Techniques to influence motivation in the learning process require the right learning model. Teams Games Tournament (TGT) is a solution in making learning innovations to create a fun learning atmosphere and involve students in learning (Nurhayati et al, 2022). The learning atmosphere in the TGT model greatly influences learning motivation (Nurhayati et al, 2022). Nurhayati et al (2022) suggests that TGT is appropriate when using a class with a small number of students. Students become representatives of the team and will compete with representatives of other team groups who have balanced academic abilities in carrying out TGT games (Slavin, 1978).

Learning at SMAN 1 Bangkalan tends to use the lecture method, the teacher explains the material in front of the class and then records the material on the blackboard while the students listen and take notes on the material given by the teacher and take notes in their respective notebooks, so that students feel the learning is there. monotony and lack of learning media that can increase enthusiasm for learning, especially when class hours enter the afternoon after midday prayers. Students feel their enthusiasm for learning begins to decline and are a little sleepy if the teacher teaches using the lecture method and tends to feel bored in class, so learning media is needed that invites students to play an active role and carry out activities during learning by holding tournaments so that students' competitive spirit emerges and learning takes place actively which makes students enthusiastic in learning. The purpose of this study was to find out the response of students using the U-Geo Trading Card Game (TCG) media with Teams Games Tournament (TGT) on the material of Bangkalan Cultural Diversity in class XI IPS SMA Negeri 1 Bangkalan.

METODE

This research is descriptive in nature because it aims to make a description, a systematic or detailed picture of students' responses to the Trading Card Game (TCG) learning media on the subject of Cultural Diversity at SMAN 1 Bangkalan. The research was conducted at Bangkalan 1 Public High School in February, even semester of the 2020/2021 school year. The data collected in this study used a student response questionnaire.

This student response questionnaire is a sheet containing questions that are used to find out student responses to the Trading Card Game (TCG) learning media. The research instrument used to obtain information from students through the questionnaire that has been given.

The study population was all students of class XI IPS, totaling three classes with a total of 89 students. Sampling was not carried out because it used a saturated sampling method. According to Sugiyono (2014: 118) Saturated sampling technique

is a sampling technique when all members of the population are used as samples because the population is less than 100.

The results of responses to flipchart learning media are then analyzed using the following formula:

$$\%NRP = \frac{\sum NRS}{NRS_{max}} \times 100$$

Information:

%NRP = Percentage of Student Response Value

$\sum NRS$ = Total Student Response Value

NRS_{max} = Maximum Student Response Value

Interval	Kriteria
88,25 <NRS ≤100%	Sangat Kuat
62,5 <NRS ≤81,25%	Kuat
43,75 <NRS ≤62,5%	Lemah
25 <NRS ≤43,75%	Sangat Lemah

Source: Sugiyono, 2014

RESULT AND DISCUSSION

This study aims to determine student responses on the cognitive, affective and conative dimensions of the U-Geo Trading Card Game (TCG) learning media on the material of Bangkalan Cultural Diversity. Student response questionnaire data were obtained from two class XI IPS of SMAN 1 Bangkalan, totaling 89 students. The results of the responses of Bangkalan 1 Public High School students to the U-Geo Trading Card Game (TCG) learning media on the material of Bangkalan cultural diversity can be seen in the following table:

Table 1 Student Response

Dimensions	Indicator	Percentage (%)				Criteria
		IPS1	IPS2	IPS3	Average	
cognitive	Understanding of TCG content	86,7	85,5	86,4	86,2	Very strong
	Clarity of Learning Instructions and Information	84,6	86,3	87,0	86,0	Very strong
Affective	Card design suitability	86,7	87,1	89,7	87,8	Very strong
	Motivation	86,1	86,7	87,6	86,8	Very strong
	attractiveness	89,2	89,6	90,5	89,8	Very strong
Conative	Curiosity	85,8	84,5	86,5	85,6	Very strong
	Ask	81,7	89,0	89,0	86,6	Very strong
	Respond to Questions	95,8	96,0	95,0	95,6	Very strong

Source: Field Measurement Result

Table 2 shows that the percentage of responses from class XI IPS students of SMAN 1 Bangkalan to the Trading Card Game (TCG) learning media on cultural diversity in Bangkalan on each indicator has very strong criteria. This shows that the trading card game (TCG) learning media for Bangkalan cultural diversity gets a positive response from students, so that learning media can be used in the learning process.

DISCUSSION

The results of the analysis of the responses of Bangkalan 1 Public High School students to the Trading Card Game (TCG) learning media show that the cognitive, affective and conative dimensions as a whole get a very strong response. Student responses based on cognitive dimensions related to students' knowledge and understanding of the use of Trading Card Game (TCG) learning media. The cognitive dimension consists of indicators of understanding TCG content, clarity of learning

instructions and information, and suitability of card appearance. A very strong response with an average (86.2%) on the TCG content understanding indicator was obtained because card-based learning media can help students understand the material of Bangkalan's cultural diversity. The cultural diversity material in this card learning media is easy for students to understand and can add to students' insights. This is evidenced by the learning outcomes of students who have an average percentage of completeness (83%) after being taught using the Trading Card Game (TCG) media (Pratama et al, 2016). This card-based learning media helps students understand the cultural diversity of Bangkalan because it uses language that conforms to Indonesian rules. irhasyuarna and Yulinda (2022) state that the use of standard and communicative language makes language in learning media easy for students to understand. Furthermore, Septikasari and Frasandy (2018) explain that information will not arrive if the language used is not understood by the recipient of the information. The cognitive dimension of students' responses to card-based learning media on the indicator of clarity of learning instructions and information obtained a very strong response with an average (86%) due to the presence of instructions for using the media to make it easier for students to use the TCG media used. This is in accordance with the opinion of Moto (2019), the media will be easier to use because there are instructions for using the media.

The suitability indicator for the appearance of the card gets a very strong response with an average (85.6%) because this media uses images that are appropriate to the subject matter so that it does not complicate students' understanding. In addition, the typeface and color of the writing used are attractive and easy to understand, making it easier for students to read them. According to Khusnaeni et al (2022) the use of colors that lack contrast on one side makes it difficult to distinguish from the other side and the use of type/size of letters/writing must match the appearance of the media. Furthermore, Ulyanti et al (2019) explained that the images displayed according to the subject would make the material presented easy to understand and the results that students would receive would be the same.

The affective dimensions of students' responses to card-based learning media include indicators of motivation, interest and curiosity. The motivational indicator obtained a very strong response with an average value (86.6%) because the use of card-based learning media not only displays material in the form of writing, but also displays images, animations and videos in it. This is reinforced by Fatimah's statement (2017), students' motivation in participating in lessons increases because card-based learning media attracts more students' attention by presenting material communicatively in the form of pictures.

The attractiveness indicator obtained a very strong response with an average (89.8%) because the card-based learning media in this study had a full color design so that students would be interested and not feel bored in the learning process. Wati (2021) that there is media that is developed using bright colors according to the characteristics of students who like bright colors, then this media can motivate and increase the enthusiasm of students in learning.

The curiosity indicator obtained a very strong response with the highest average percentage (86.43) due to students' interest in card-based learning media used to study Bangkalan's cultural diversity. This is in accordance with the opinion of Maining et al (2022), most of the attention of students will be focused on learning because of students' interest in teaching materials or learning media so that students will not feel bored quickly. The use of Trading Card Game (TCG) media presents clear visuals to students and abstract material can be illustrated more attractively to students with various animations (Yulianti and Hafilda, 2022). Interest in media can make students prefer learning using Trading Card Game (TCG) media. Students are given a fun nuance and experience in studying biology through Trading Card Game (TCG) media. Responses based on the conative dimension consist of indicators of asking

and responding to questions. Student responses to the asking indicator showed a very strong response with an average (85.71%). The questioning indicator received a very strong response because with flash media-based learning, students will be more active in learning the subject matter independently. This makes students who have difficulty understanding the material motivated to ask questions to the teacher. Tamba (2017) explained that the more students have information, the more questions produced by these students.

The indicator for responding to questions also received a very strong response with an average (95.6%). This shows that card-based learning media is able to increase student activity during learning which is marked by responding to questions. Saputra and Amri (2017) explained that the use of learning media can increase the activity of students which is marked by the large number of students who actively ask questions and dare to express their opinions/answers.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that students' responses to card-based learning media in Bangkalan cultural diversity have very strong criteria in cognitive, affective and conative aspects. The researcher provides opportunities for readers as follows: 1) For teachers, card-based learning media on Bangkalan's cultural diversity can be used as an additional reference in learning, so it is hoped that teachers can use it as an alternative to geography teaching materials in schools, especially Bangkalan's cultural diversity. 2) For future researchers, given the limited funds and time to carry out student response tests to card-based learning media in the cultural diversity of Bangkalan, it is hoped that this can be continued with a wider sample of students.

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