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DEVELOPMENT OF LEARNING MEDIA FOR *KEBHINEKAAN* QUARTET CARDS TO IMPROVE LEARNING OUTCOMES OF PANCASILA EDUCATION

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Abstract. This study aims to develop learning media *kebhinekaan* quartet cards to improve the learning outcomes of grade V elementary school students in the subject of Pancasila education material on cultural diversity. This research uses the Research and Development (R&D) method with a model according to Borg and Gall through 8 of the 10 stages of research. The data collection techniques used in this study are test techniques and non-test techniques. The test technique consists of pretest and posttest, while the non-test technique consists of interviews, documentation, observation, and questionnaires. The data analysis techniques used in this research are initial data analysis and final data analysis. Initial data analysis used a normality test, while final data analysis used a mean difference test (T-Test) and a mean increase test (N-Gain). The results of this study indicate that the media *kebhinekaan* quartet cards meet the criteria of very feasible with a percentage of 91.25% from media experts and 91.17% from material experts. In the paired sample t-test test, the result is $0.000 < 0.005$, which means that there is an effect of using the learning media *kebhinekaan* quartet card. The N-Gain test obtained a score of 0.5212 which is included in the medium category. So it can be concluded that the media *kebhinekaan* quartet card is feasible and effective to use to improve the learning outcomes of grade V elementary school students in the subject of Pancasila education on cultural diversity material.

Keywords: Quartet Cards; Cultural Diversity; Pancasila Education; Learning Outcomes

I. INTRODUCTION

Education is the key to the progress of a country because it is very important for the future of future generations and forms quality individuals. It is a process that continues throughout life to develop personality and skills in various areas (Petrova et al., 2023). In Indonesia, getting an education is also a right that must be obtained by every Indonesian to advance the nation. This is in line with the purpose of education according to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 3, explaining that national education functions to develop the ability and shape the character and civilization of a dignified nation to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Therefore, education must be pursued, carried out, or implemented.

Education is an effort with the aim of shaping the personality or character of students (Putri et al., 2023). Learning in elementary schools can shape character, one of

which is the subject of Pancasila Education (HENDRIAWAN et al., 2023). Pancasila Education or Pancasila and Citizenship Education (PPKn) is a main subject in elementary schools that aims to form a fully individual based on Pancasila, the Law, and the norms that apply in society (Susanto, 2016). The Pancasila Education course aims to train individuals who have an in-depth understanding and skills necessary to exercise rights and obligations as intelligent, competent, ethical citizens, according to the principles of Pancasila and 1945 (Gustaman et al., 2023). So, the existence of this Pancasila Education subject can make a whole human being with character.

In education, the role of the teacher is very important, the teacher must play an active role in carrying out his function as an educator. A teacher must be prepared to act as an educator and determine the quality of education that depends on a good teaching and learning process (Kia, 2019). Teachers must understand and be able to know the characteristics of each student to know the media, methods, strategies, and approaches that can be applied according to the characteristics of their students (Sudargini & Purwanto, 2020). The achievement of a goal in learning at school is influenced by the selection of learning media used.

According to (Oka, 2022) learning media includes any device or tool used to transmit information and has the ability to stimulate students' thoughts, feelings, focus, and interest, with the aim of facilitating a directed, purposeful, and organized learning process. This appropriate learning media will generate student enthusiasm for learning so that learning objectives will be achieved (Maya Sulastri & Taufik Saleh, 2020).

In the implementation of learning the content of Pancasila Education, there are still some obstacles and problems that arise. Based on the results of pre-research conducted by researchers in class V of SD Negeri 1 Cihonje through observation, interviews, and documentation, several facts were found related to the problems that arise in the learning process. One of the problems encountered is that in using learning media teachers are still less creative and innovative. In learning Pancasila Education, teachers only use simple and conventional tools. The facilities provided at this school are also considered inadequate because the school only provides a small number of LCDs, sound, and Chromebooks. So, when the teacher will make technology-based activities a little con-strained because students are also not allowed to bring cell phones. So in learning Pancasila Education teachers only use printed pictures to be used as learning media or display videos using LCD, even though the material in the Pancasila Education subject content is very broad requires more memorization, and is difficult to understand (Wicaksono et al., 2021). Material that is considered extensive and requires memorization in Pancasila education subjects is cultural diversity material. Indonesia has a very large area that can affect the diversity of cultures in Indonesia. This makes the scope of material on cultural diversity in Pancasila education subjects very broad, a lot and requires memorization (Rahayu et al., 2022). In addition, the learning that teachers do is less interesting and not varied. In the content of the Pancasila Education subject, the activities carried out by the teacher are monotonous, only listening to the material followed by a discussion and then working on the LKS. Here the teacher only uses learning methods such as lectures, discussions, questions and answers, role-playing, and assignments. These activities make students feel bored and less active in learning and make Pancasila Education subjects less attractive to students because of boring activities (Pravita & Dwi, 2021; Puspitarini & Hanif, 2019). These problems have an impact on the first semester learning results of fifth-grade students of SD Negeri 1 Cihonje in the 2023/2024 academic year. The results show that most students show low learning outcomes in Pancasila Education subjects, especially the material on cultural diversity.

Based on these problems, researchers developed a learning media *kebhinekaan* quartet card on the content of Pancasila Education lessons on cultural diversity in grade V elementary school. The learning media *kebhinekaan* quartet cards will support the learning process so that students can achieve a good understanding of the material, thus improving their learning outcomes (Darmayanti et al., 2022). In choosing learning media, it is important to consider

students' characteristics and ensure that it meets a number of criteria, such as improving students' understanding of the learning material presented so that they can experience an effective learning process (Wijayanti et al., 2018). The developed *kebhinekaan* quartet card contains Pancasila Education learning materials on the elements of diversity, namely cultural diversity found in grade V SD.

Quartet cards are a game that consists of a collection of cards containing pictures with written information that explains the contents of the picture (Ayriza et al., n.d.). Quartet cards were a popular game in the past that children were interested in because the cards in this game included word descriptions with interesting pictures (Khaira et al., 2023). Quartet cards consist of several picture cards with several themes, each theme totaling four cards (Khusnia & Rukmi, 2021). Each quartet card has a title and subtitles that explain the image on the card (Sasmita, 2017). The title is located at the top center of each card, with the sub-title written above the image, and the explanation of the sub-title located below the image. Quartet cards are one of the learning materials that can be used in the learning process, because in addition to being fun, this game is familiar to students, and information about picture cards is presented through pictures equipped with descriptions and can attract the attention of those interested in learning about it (Qolbyatin et al., 2023).

Therefore, research and development efforts of learning media are very important to create good learning on cultural diversity material. The purpose of developing learning media *kebhinekaan* quartet cards is to improve the learning achievement of grade V students at SD Negeri 1 Cihonje in the subject of Pancasila Education with a focus on cultural diversity material. Improving learning outcomes in Pancasila education subjects is very important in the learning process. This is because learning outcomes are an indicator of success for students and teachers. This study aims to develop a learning media design *kebhinekaan* quartet card, test the feasibility of learning media *kebhinekaan* quartet card, and test the effectiveness of learning media *kebhinekaan* quartet card in the subject of Pancasila education material on cultural diversity in grade V students of SD Negeri 1 Cihonje.

II. METHODS

A. Research Methods, Subjects, and Data

The type of research used in this study is Research and Development (R&D). Research and development conducted by researchers is the development of learning media *kebhinekaan* quartet cards on the content of Pancasila education lessons on cultural diversity in grade V elementary school. The development model used in this research is the model according to Borg and Gall which includes 8 of the 10 stages, namely (1) potential and problems, (2) data collection, (3) product design, (4) product design validation, (5) design revision, (6) product trial, (7) product revision, (8) usage trial. The subjects of this research were fifth-grade students of SD Negeri 1 Cihonje, Banyumas Regency in the 2023/2024 academic year totaling 27 students, class teachers,

media experts, and material experts. This study used fifth-grade students because the main problem in this study was in the fifth grade.

The data collection techniques used in this study included test and non-test techniques. Test techniques include pretests and posttests, while non-test techniques include interviews, observations, questionnaires, and documentation. The pretest and posttest scores are scores obtained from learning outcomes before and after the use of the *kebhinekaan* quartet card media. The pretest and posttest questions used in this study are questions that have been tested by paying attention to the validity of the questions, reliability of the questions, the difficulty level of the questions, and differentiation of the questions. Interviews were conducted by seeking information from the fifth-grade teacher by conducting questions and answers. Documentation was done by taking pictures and recording videos during the observation and research process. Observation is done by observing learning directly and recording the results of observations on the observation sheet. Then the questionnaire is done by distributing a needs questionnaire during observation and distributing a response questionnaire after conducting research.

The data analysis technique in this study used preliminary and final data analysis techniques. In the early stage, namely initial data analysis, a normality test was carried out to identify data distribution patterns. While in the final stage, namely the final data analysis, a T-Test was conducted to determine the difference in learning outcomes before and after the use of the *kebhinekaan* quartet card media and using the N-Gain test to determine the increase in student learning outcomes (Yusiana & Prasetya, 2022). In this study, the media feasibility of *kebhinekaan* quartet cards can be assessed through the assessment of media experts and material experts, as well as through teacher and student responses expressed through questionnaires. To continue the next calculation process, a normality test is carried out to determine whether the data distribution is normal or not. The normality test was carried out by testing the pretest and posttest scores of learning outcomes using SPSS with the *Shapiro-Wilk* formula because $n < 50$. The T-test conducted in this study was used to determine whether there was a significant increase in the average pretest and posttest scores of learning outcomes after using the *kebhinekaan* quartet cards media. The SPSS formula used in this study is the Paired Sample T-Test Test which means testing hypotheses on paired data or one sample that gets two different treatments, namely before using the *kebhinekaan* quartet card media and after using the *kebhinekaan* quartet card media. The N-Gain test in this study was conducted to determine the average increase in student learning outcomes before and after using the *kebhinekaan* quartet card media. The data tested in this N-Gain is the pretest and posttest scores of learning outcomes with the *kebhinekaan* quartet card media.

B. Development Procedure

1) Potential and Problems

This stage is carried out to find or analyze problems through the pre-research stage carried out by researchers by conducting observations and interviews with class teachers conducted in the fifth grade of SD Negeri 1 Cihonje, Banyumas Regency.

2) Data Collection

This stage is carried out when a problem has been found through information obtained by the class teacher. Furthermore, researchers collected data from various sources: classroom observations, interviews with teachers, teacher and student needs questionnaires, student rosters, student grades, and documentation.

3) Product Design

This stage is carried out by designing product prototypes from the data that has been collected. *Kebhinekaan* quartet cards are the product created by this research. The learning media was developed in accordance with the learning outcomes and learning objectives that have been set for Pancasila Education subjects in class V of SD Negeri 1 Cihonje, Banyumas Regency. The steps of preparing the product are determining the size of the *kebhinekaan* quartet card, preparing the subject matter and media content, and making the design of the *kebhinekaan* quartet card, the design of the *kebhinekaan* quartet card guide, and the design of the packaging box frame of the *kebhinekaan* quartet card.

4) Product Design Validation

This stage is carried out product validation of the *kebhinekaan* quartet card media validated by media experts and material experts. Each expert provides an assessment, as well as criticism and suggestions for the media through a validation instrument sheet.

5) Design Revision

At this stage, product improvements or revisions are made according to the suggestions of the experts, so that the *kebhinekaan* quartet cards media can be tested through small-scale tests.

6) Product Trial

The product trial stage was carried out in class V of SD Negeri 1 Cihonje, Banyumas Regency. This product trial used 6 students to conduct a small-scale trial of the *kebhinekaan* quartet card media. At this stage, pretests and posttests were conducted, as well as responses from teachers and students through questionnaires to assess the feasibility and effectiveness of the *kebhinekaan* quartet cards media.

7) Product Revision

This stage is carried out by improving the products that have been tested by considering the results of the teacher and student response questionnaires.

8) Usage Trial

The product trial stage was carried out in the fifth grade of SD Negeri 1 Cihonje, Banyumas Regency, involving 27 students to conduct a large-scale trial of the *kebhinekaan* quartet card media. At this stage, pretests and posttests were conducted and completed with the distribution of teacher response questionnaires

and student response questionnaires to determine the feasibility of the *kebhinekaan* quartet cards media.

III. RESULT AND DISCUSSION

This research was conducted at SD Negeri 1 Cihonje, Banyumas Regency. This study involved fifth-grade students of SD Negeri 1 Cihonje, totaling 27 students. Based on the results of the pre-study, shows that there is a problem with the use of learning media that is less innovative and creative, which causes students to be bored and not interested in learning. Less creative and innovative learning media can be an obstacle for students, so learning does not run optimally and causes learning to feel boring (Hidayat et al., 2020; Kristanto et al., 2017; Roemintoyo & Budiarto, 2021). Another problem obtained is that there are several students whose learning outcomes are unsatisfactory because students' understanding of Pancasila education subjects on cultural diversity material is still lacking. This is due to the fact that cultural diversity materials often contain a lot of information that must be memorized and read, which makes it difficult for students to understand (Yani et al., 2023). The use of learning media is very important during the learning process to facilitate and improve student learning outcomes (Rahmatiar & Sukardi, 2023; Sumarwati et al., 2020). To overcome the challenges faced in class V of SD Negeri 1 Cihonje, researchers have developed learning media in the form of *kebhinekaan* quartet cards for Pancasila Education content on diversity material. The type of development model used in this research is the Borg and Gall model which includes 8 of the 10 stages, namely (1) potential and problems, (2) data collection, (3) product design, (4) product design validation, (5) design revision, (6) product trial, (7) product revision, (8) usage trial.

A. Development of Learning Media *Kebhinekaan* Quartet Cards

This research and development produces a product in the form of learning media *kebhinekaan* quartet cards for Pancasila Education content on diversity material in grade V SD. The development of learning media *kebhinekaan* quartet cards begins with making designs and concepts that are organized in the form of prototypes. This *kebhinekaan* quartet card contains material on cultural diversity in Pancasila education sub-jects in grade V SD. Quartet card is a game using several cards in which there are titles, pictures, picture captions, and explanatory sentences, where each card category consists of 4 cards that can help players remember and understand the contents of the card. (Amilleanda et al., 2022; Lestari et al., 2020; Mariani & Setiawati, 2022). The prototype of the *kebhinekaan* quartet card includes the design of the *kebhinekaan* quartet card which consists of 76 cards in 19 card categories, the design of the *kebhinekaan* quartet card guide, and the design of the *kebhinekaan* quartet card packaging box. The *kebhinekaan* quartet card also contains a QR code that contains material deepening. The type of development model used in this research is the Borg and Gall model which includes 8 of the 10 stages.

The first stage, namely potential and problems, is carried out by analyzing or looking for potential problems through pre-research activities. The activities carried out in this pre-research were observations and interviews with class teachers conducted in class V of SD Negeri 1 Cihonje. The results of observations and interviews with class teachers revealed several problems in learning Pancasila Education. The problems encountered are the content of Pancasila Education which is not very interesting to students and makes students less active. In the content of Pancasila Education, the teacher only uses lecture, discussion, question and answer, role-playing, and assignment methods which make students feel bored and less active in learning and activities carried out monotonously listening to material followed by discussion and working on student worksheets. The use of learning media in the content of Pancasila Education lessons can also be said to be less creative and innovative. Teachers only use simple and conventional tools such as printed pictures or display videos. One of the other problems is that, in Pancasila Education lessons, some students have unsatisfactory learning outcomes. This happens because students have not fully understood the material in the Pancasila Education subject. The understanding of the material that is still lacking in grade V SD is in the element *kebhinekaan* of cultural diversity material. The material on cultural diversity contains a lot of information that needs to be memorized and read, this causes difficulties for students in understanding the material, which then becomes a factor in low learning outcomes in Pancasila Education subjects. Therefore, this research focuses on contextual problems through the learning media *kebhinekaan* quartet cards of Pancasila Education content on cultural diversity material to be able to improve the learning outcomes of fifth-grade students of SD Negeri 1 Cihonje.

The second stage is data collection which is carried out to collect data such as the results of interviews with classroom teachers, class observation results, teacher and student needs questionnaires, student rosters, student grades lists, and documentation. The data that has been collected is then analyzed to compile materials that are by the applicable curriculum, namely the Merdeka curriculum. In addition, researchers also developed media by adjusting the results of the teacher and student needs questionnaire.

The third stage is product design which is carried out by designing prototypes. The steps in the preparation of the prototype are determining the size of the *kebhinekaan* quartet card, preparing the main material and media content, as well as making card design, guide design, and packaging box frame design. The product developed in this research is the *kebhinekaan* quartet card which is a learning media for Pancasila education in the form of a card game that can later be played in groups. The *kebhinekaan* quartet card is printed using *ivory 230* paper, the *kebhinekaan* quartet card guide sheet is printed using *cts* paper, and the *kebhinekaan* quartet card packaging box is printed using *ivory 260* paper. One set of *kebhinekaan* quartet cards contains 76 cards and a guide sheet containing learning outcomes (CPs), learning objectives, and instructions for use. The *kebhinekaan* quartet

cards will contain material on cultural diversity that has been adapted to the Merdeka curriculum in phase C of grade V elementary school. The *kebhinekaan* quartet card consists of 19 groups of cards (Aceh, Sumatera Utara, Sumatera Barat, Riau, Sumatera Selatan, Kalimantan Barat, Kalimantan Selatan, DKI Jakarta, Jawa Barat, Jawa Tengah, D.I. Yogyakarta, Jawa Timur, Bali, Nusa Tenggara Timur, Sulawesi Selatan, Sulawesi Utara, Maluku, Papua, Papua Pegunungan), each card group represents one province which contains four cards containing cultural diversity contained in the province. The types of cultural diversity in each card group were randomly selected four types from the following categories: traditional houses, typical foods, traditional drinks, traditional weapons, traditional dances, traditional musical instruments, and folk songs. The *kebhinekaan* quartet card also contains a QR-Code that contains complete material about 38 provinces in Indonesia. The development of the *kebhinekaan* quartet card learning media is illustrated in Fig. 1 and Fig. 2.

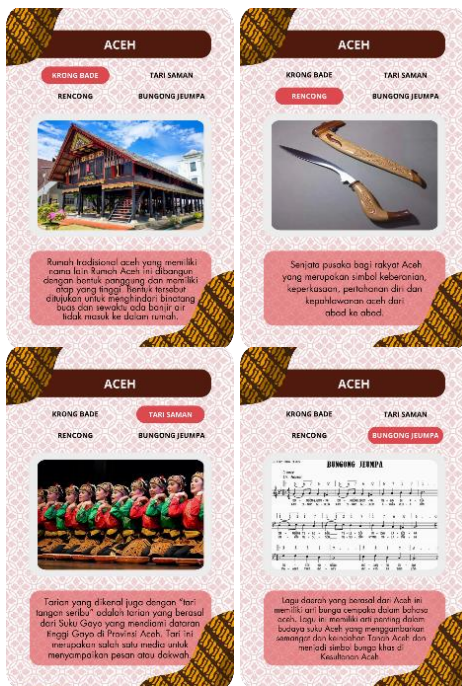


Fig. 1 Sample of the front of the *kebhinekaan* quartet card



Fig. 2 The back of the *kebhinekaan* quartet card

Fig. 1 and Fig. 2 are the *kebhinekaan* quartet cards. The *kebhinekaan* quartet card is printed back-to-back with a size of 8x12 cm using ivory 230 paper. Figure 1 which is the front of the *kebhinekaan* quartet card contains a title (the name of the province), subtitles (the name of cultural diversity), as well as images and descriptions that explain the contents of the card. While Figure 2 which is the back of the *kebhinekaan* quartet card contains the media logo and QR-Code which contains complete material from 38 provinces that can be used to deepen the material.

The fourth stage is a validation of the learning media product design *kebhinekaan* quartet cards. Product design validation is validated by media experts and material experts. In this product design validation stage, each expert provides an assessment, as well as criticism and suggestions for the media using the validation instrument sheet that has been provided. The results of product validation tests from media experts and material experts can be seen in TABLE 1. Based on the results of product validation, the assessment from media experts obtained a total of 73 scores with a maximum score of 80 scores. The score results state that the media *kebhinekaan* quartet cards get a percentage of 91.25% from media experts with very feasible criteria to be tested in the field with revisions. Meanwhile, the assessment from the material expert obtained a total of 62 scores with a maximum score of 68 scores. The score results state that the media *kebhinekaan* quartet cards get a percentage of 91.17% from material experts with very feasible criteria to be tested in the field.

TABLE 1
 RESULT OF PRODUCT VALIDATION TEST

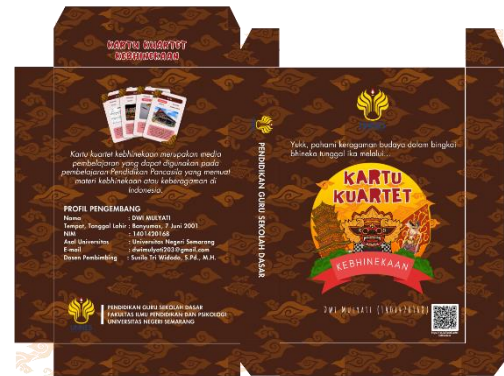
Validation	Maximum Score	Total score	Percentage Score	Criteria
Media Expert Validation	80	73	91.25%	Very Feasible
Material Expert Validation	68	62	91.17%	Very Feasible

The fifth stage is design revision based on notes and input provided by media experts and material experts as improvements for researchers to the learning media *kebhinekaan* quartet cards. The results of improvements based on input from experts are as follows.

TABLE 2
 REVISION RESULTS OF LEARNING MEDIA *KEBHINEKAAN* QUARTET CARDS

No.	Revision
1.	Notes for improving the <i>kebhinekaan</i> quartet card guide sheet: - Increase the size of the guide sheet (changed from 15x10 cm to 24x12 cm). - Increase the font size in the instructions for use

Before Revision

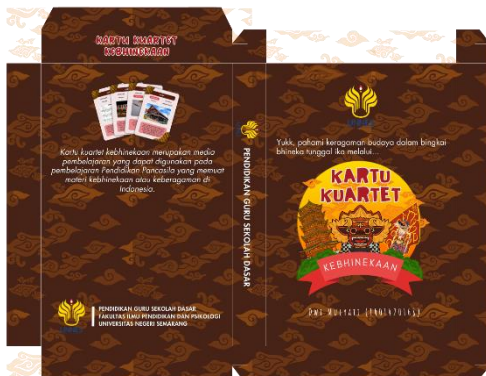


After Revision



- Notes on the improvement of the *kebhinekaan* quartet card packaging box:
 - Addition of developer profile on the packaging box
 - Addition of QR-Code containing instructions and developer profile

Before Revision



After Revision

The sixth stage was a small-scale product trial. This small-scale product trial was carried out in class V of SD Negeri 1 Cihonje, Banyumas Regency, involving 6 students and class V teachers. This product trial is conducted on a small scale to find out problems in learning that may occur and to reduce these problems. In this product trial process, grade V students worked on pretest questions before using the *kebhinekaan* quartet card media and worked on posttest questions after using the *kebhinekaan* quartet card media. The results of the small-scale product trial of grade V students showed an increase in the average learning outcomes from 51 to 77, indicating that there was a difference between the use of *kebhinekaan* quartet cards media before and after. Learning outcomes on the small-scale product trial can be seen in TABLE 3. At the end of the small-scale product trial stage, students and teachers filled out a response questionnaire regarding the *kebhinekaan* quartet card media that had previously been used. The results of the student and teacher response questionnaires on the small-scale product trial can be seen in TABLE 4. Based on the results of the response questionnaire on the small-scale product trial, responses from students obtained an average percentage of 97.2% with very feasible criteria, while responses from teachers obtained an average percentage of 100% with very feasible criteria.

TABLE 3
 LEARNING OUTCOMES ON THE SMALL-SCALE PRODUCT TRIAL

Action	Lowest Score	Highest Score	Average Score
Pretest	43	63	51
Posttest	70	80	77

TABLE 4
 RESULTS OF SMALL-SCALE RESPONSE QUESTIONNAIRE

Response	Maximum Score	Total score	Percentage Score	Criteria
Student Response Questionnaire	72	70	97.2%	Very Feasible
Teacher Response Questionnaire	15	15	100%	Very Feasible

The seventh stage is product revision which is carried out to improve the media product *kebhinekaan* quartet cards based on suggestions and input obtained from the small-scale product trial stage. However, the implementation of this small-scale product trial received a positive response from teachers and students so the *kebhinekaan* quartet cards media did not require revision or improvement.

The eighth stage was a large-scale trial of use. This large-scale trial of use was carried out in class V of SD Negeri 1 Cihonje, Banyumas Regency, involving 27 students and class V teachers. This large-scale trial of use was conducted to analyze the effectiveness of the *kebhinekaan* quartet card media to improve student learning outcomes in Pancasila education a subject matter of cultural diversity in class V SD Negeri 1 Cihonje. In this use trial process, grade V students worked on pretest questions before using the *kebhinekaan* quartet card media and worked on posttest questions after using the *kebhinekaan* quartet card media. Based on pretest and posttest data, it can be seen that class V students experienced an increase in their average score from 61 to 81 after large-scale use trials. Learning outcomes in the large-scale product trial can be seen in TABLE 5. This shows a significant increase in the learning outcomes of fifth-grade students in cultural diversity subject matter, especially after using the *kebhinekaan* quartet card media.

TABLE 5
 LEARNING OUTCOMES ON LARGE-SCALE PRODUCT TRIALS

Action	Lowest Score	Highest Score	Average Score
Pretest	47	80	61
Posttest	63	93	81

Furthermore, the pretest and posttest learning outcomes were tested for normality to determine whether the data were normally distributed or not. This was done using the Shapiro-Wilk formula because $n < 50$ (Sidik et al., 2020). The results of the normality test using Shapiro-Wilk found that the data from the pretest and posttest results were normally distributed with a Sig. value for the pretest of $0.195 \geq 0.05$ and Sig. for the posttest of $0.201 \geq 0.05$. The results of the normality test can be seen in TABLE 6.

TABLE 6
 NORMALITY TEST RESULTS

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	.948	27	.195
Posttest	.949	27	.201

After the normality test is carried out, the T-test calculation can be continued. The results of the Paired Sample T-Test show that the value Sig. (2-tailed) is $0.000 < 0.005$, so H_0 is rejected and H_a is accepted. From these results, it can be stated that there is a significant difference or influence in the use of *kebhinekaan* quartet cards media in improving student learning outcomes in the context of

Pancasila Education lessons in class V SD Negeri 1 Cihonje, Banyumas Regency. T-test results can be seen in TABLE 7.

TABLE 7
 PAIRED SAMPLE T-TEST RESULTS

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
				Paired Differences				
Pretest	19.9	5.60	1.07	22.1804	17.74	18.50	26	.000
Posttest	6296	550	878	3	550	5		

While the N-Gain value obtained is 0.5212 which means $0.3 \leq N\text{-Gain} \leq 0.7$ it is classified in the moderate category, so it can be concluded that the use of media *kebhinekaan* quartet cards can improve student learning outcomes in Pancasila education subject matter on cultural diversity. The results of the N-Gain test can be seen in TABLE 8.

TABLE 8
 N-GAIN TEST RESULTS

	N	Minimum	Maximum	Mean	Std. Deviation
NGain	27	.26	.79	.5212	.11006
Valid N (listwise)	27		.949		

At the end of the large-scale use trial stage, students and teachers filled out a response questionnaire regarding the *kebhinekaan* quartet cards media that had previously been used. The results of the student and teacher response questionnaires on the large-scale use trial can be seen in TABLE 9. Based on the results of the response questionnaire on the large-scale use trial, responses from students obtained an average percentage of 96.3% with very feasible criteria, while responses from teachers obtained an average percentage of 100% with very feasible criteria.

TABLE 9
 RESULTS OF LARGE-SCALE RESPONSE QUESTIONNAIRE

Response	Maximum Score	Total score	Percentage Score	Criteria
Student Response Questionnaire	324	312	96.3%	Very Feasible
Teacher Response Questionnaire	15	15	100%	Very Feasible

B. Feasibility of Learning Media *kebhinekaan* Quartet Cards

The learning media *kebhinekaan* quartet card that was developed was then tested for its suitability by media experts and material experts. The feasibility of developing media

kebhinekaan quartet cards can be known through the results of validation tests by experts in the fields of material and media, as well as responses from teachers and students in small-scale trials through response questionnaires (Kus Eddy Sartono et al., 2022; Sari & Wiyasa, 2021). Media experts and material experts carry out due diligence to assess the suitability of the media being tested and to identify weaknesses so that they can be corrected (Almisfalah & Yuliana, 2023). The *kebhinekaan* quartet card media that has been tested by these experts is declared feasible through the media and material expert validation instrument sheets. Feasibility testing conducted by media experts resulted in a feasibility level of 91.25% with very feasible criteria. Furthermore, in feasibility testing by material experts, the percentage obtained reached 91.17% with an excellent assessment. Support for the feasibility of the *kebhinekaan* quartet cards media is also evident from the responses given by teachers and students in both small-scale and large-scale trials. The small-scale trial showed the percentage of teacher response questionnaire results of 100% and the percentage of student response questionnaire results of 97.2%, each with very feasible criteria. Then in the large-scale trial, the percentage of teacher response questionnaire results was 100% and the percentage of student response questionnaire results was 96.3%, each with very feasible criteria. Based on the results of the feasibility test conducted through media experts, material experts, and teacher and student response questionnaires, it can be stated that the learning media *kebhinekaan* quartet cards are very feasible to use in the Pancasila education learning process on cultural diversity material.

C. Effectiveness of *Kebhinekaan* Quartet Cards Learning Media

The effectiveness of the development of learning media *kebhinekaan* quartet cards can be known through the results of data analysis of pretest and posttest scores obtained in large-scale trials (Rahmawati & Rukiyati, 2018; Salsa Dika & Kurniana Bektiningsih, 2023). The results of the large-scale trial showed an average pretest score of 61 and an average posttest score of 81. To analyze whether the pretest and posttest score data were normally distributed or not, a normality test was conducted. Based on the results of the Shapiro-Wilk normality test, it is known that the Sig. value for the pretest is $0.195 \geq 0.05$ and Sig. for the posttest is $0.201 \geq 0.05$. Because Sig. for both ≥ 0.05 , then it can be concluded that the data from the pretest and posttest results using the *kebhinekaan* quartet card media are normally distributed. To identify whether there is a significant difference between the mean scores of students' pretest and posttest, a paired sample t-test was conducted. Based on the results of the paired sample t-test test, it is known that the Sig. (2-tailed) value is $0.000 < 0.005$, so H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the pretest and post-test learning outcomes, which means that there is an effect of using the *kebhinekaan* quartet card media in improving student learning outcomes in Pancasila education subjects in class V

SD Negeri 1 Cihonje. To determine the average increase in pretest and posttest scores, the N-Gain test was conducted. Based on the results of the N-Gain test, the N-Gain value was 0.5212, which means it is in the category $0.3 \leq \text{N-Gain} \leq 0.7$. So it can be concluded that there is an increase in the average pretest and posttest scores of student learning outcomes in the moderate category. Based on the analysis results of the normality test, t-test, and N-Gain test, it can be concluded that the learning media *kebhinekaan* quartet card is effective for improving student learning outcomes in Pancasila education subjects.

The results of research and development of learning media *kebhinekaan* quartet cards show that the learning media that has been developed is feasible and effective for use in learning Pancasila education. The use of *kebhinekaan* quartet card media in learning received a good response from students and teachers. Using learning media *kebhinekaan* quartet cards can help teachers provide a creative and innovative learning process. *Kebhinekaan* quartet cards can be used by teachers to overcome the problem of using learning media. The use of this media also makes students more active and independent in learning so that the atmosphere in learning becomes fun. The use of the *kebhinekaan* quartet card media can also improve the learning outcomes of grade V elementary school students in Pancasila education subjects on cultural diversity material. The use of the media *kebhinekaan* quartet card which is packaged through games makes students more eager to dig deeper into the material of cultural diversity. In using the learning media *kebhinekaan* quartet card, students can indirectly understand the cultural diversity of each province in Indonesia. This is what makes the value of student learning outcomes on cultural diversity material increase after using the learning media *kebhinekaan* quartet card.

IV. CONCLUSIONS

This development research produces learning media *kebhinekaan* quartet cards on the subject of Pancasila education material on cultural diversity in grade V elementary school. One strategy to solve the problem with learning media is to use these *kebhinekaan* quartet cards. The learning media *kebhinekaan* quartet card is packaged in the form of a game so that learning becomes fun and students gain a better understanding of cultural diversity material. The results showed that the feasibility of learning media *kebhinekaan* quartet cards met the criteria of very feasible to use with a percentage of 91.25% from media experts and 91.17% from material experts. The learning media *kebhinekaan* quartet card is also declared effective in improving student learning outcomes. This is evidenced by the results of the Paired Sample T-test which obtained a result of $0.000 < 0.005$. These results mean that there is an influence in the use of learning media *kebhinekaan* quartet cards. Then the N-Gain Test obtained a result of 0.5212 which is included in the moderate category. This means that there is an increase in learning outcomes after the use of learning media *kebhinekaan* quartet cards. Thus, it can be

concluded that the *kebhinekaan* quartet card media is a feasible and effective media used to improve the learning outcomes of grade V elementary school students in the subject of Pancasila education on cultural diversity material. The development of learning media *kebhinekaan* quartet cards is expected to be a guide in the use and development of learning media.

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