Media Implementation Domino Card in Increasing Students' Learning Responses

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Abstract
Student activity in learning is one of the determining factors for student success in learning, with student activity being able to play an active role in the learning process. Teachers can create student activity by creating interesting learning strategies. One of the learning strategies that can create student activity is the domino card learning strategy. With domino card learning strategies, students can carry out experiments in small groups (maximum 3 people); give assignments to read study materials, take notes on things that are not clear; hold questions and answers and discussions. This research was carried out using an experimental method with a Control Group Posttest Only Design model. With the research conducted, it was found that the domino card strategy can be effective in improving student learning outcomes.

INTRODUCTION
Education comes from the word "educate" so that it becomes the word "education", which means the process of guidance on the path or method that must be followed to achieve the goal. Educational activities at this time are really needed by the generations who will continue the nation and state. Because with educational activities, it will be possible to produce generations who can develop the country in the future. As stated in the how contained in Law no. 20 of 2003 Chapter II Article 3 is to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country (Nopianti, 2018; Nasution, 2020; Muttaqin, 2021).

To produce a generation that is in accordance with Law No. 20 of 2003, an education system is needed. A systems approach that can be used to determine the quality of the education process.


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Through a systems approach we can see various aspects that can influence the success of a process being implemented. A system is a unit of components that are interconnected and interact with each other to achieve an optimal expected result in accordance with the stated objectives. The education system consists of objectives, curriculum, teachers, methods, strategies, teacher student relationship patterns, evaluation, facilities and infrastructure, environment and educational evaluation (Rahayu, 2020; Iswand, & Fanirin, 2022).

One system of education that must be considered is the use of strategies in learning. In the world of education, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal (Yusri, 2017; Harmita et al., 2022; Harisnur, 2022). Learning strategies can be interpreted as plans that contain a series of activities designed to achieve certain educational goals. By choosing the right learning strategy you will be able to increase student learning motivation, student activity and interest. When all of these things improve, student learning outcomes will be improved. Learning activeness is one of the factors determining the success of learning outcomes. Student activeness in learning shows that students are participating in learning well so that active learning is a very important issue that cannot be separated from the role of the teacher himself.

Learning activities must be able to provide and encourage as widely as possible. Student activeness: Student activeness is a process of teaching and learning activities in which the student subject is involved intellectually and emotionally so that he or she really plays a role and actively participates in carrying out learning activities. Thus, the essence of active student learning is basically a way or effort to enhance or optimize student learning activities in the teaching process. Activeness is a supporting factor in student success in learning. Students' activeness in learning is characterized by (a) Desire, courage, showing their interests, needs and problems, (b) Desire and courage as well as the ability to participate in process preparation activities and continuation of learning, (c) Display of various efforts or creative learning in carrying out and completing teaching and learning activities until success is achieved, (d) Freedom or freedom to do the above without pressure or other parties (learning independence) (Yarissumi, 2017; Wiranty, & Mastuti, 2018; Yousida, 2020).

The component that can create active learning is the teacher's use of learning strategies. By using the right strategies, the learning atmosphere will be enjoyable for teachers and students. One strategy that can be used by teachers to increase students' active learning is to use strategy little card man in general, domino card is connecting the card sections according to pairs according to the number of numbers or images listed on them domino card teaching strategies teachers use domino card train students' reasoning power and provoke students' focus during the activity of playing dominoes. On concept domino card this means that the content material on dominoes can be creative according to the teacher's learning needs. Teaching strategies domino card is learning active learning or emphasize active student learning. Using the domino card strategy will be able to train visual spatial intelligence because they see the match between the image and the answer, kinesthetic students have to move to choose cards and interpersonally because it is played in groups. Strategy Domino card this is how it is used in other sources, there are several models that can be applied when using the strategy domino card. Domino props/games can be played by 2-4 people. After the first card is
thrown, the next card will follow. However, if the domino actually contains a collection or sequence of numbers represented by red circles. On domino card this card contains various questions and answers. On domino card divided into two equal parts, one part is a question, and the other part is the answer to a question from another card. The activities carried out in the domino card strategy are expected to increase student learning activity (Rambe, 2018; Salsabila et al., 2020; Fauziyah, 2021).

Based on the results of observations, it was found that students at MAS KMI Diniyyah Puteri Padang Panjang found that there were several students who were less active in the history of Islam learning process, such as students who were not ready to take part in learning, did not make assignments given by the teacher, and did not respond to questions given by the teacher. teachers or friends who present other friends' assignments.

Based on these problems, the author is interested in conducting research to see the effectiveness of the domino car strategy in increasing student learning activity. This research will contribute to teachers in enriching the selection of learning strategies that are interesting for students so that they can increase student learning activity

METHODS

This research is quantitative research, using experimental methods (Anggreani, 2015; Syahrizal, & Jailani, 2023; Sinaga et al., 2023). By using the research design used is Randomized Control Group Posttest Only Design (Ario, & Asra, 2018; Asni et al., 2020) This research was conducted on students of MAS KMI Diniyyah Puteri class for the control class, learning strategies other than the domino card strategy are given, while the experimental class is a class that is given the domino card learning strategy in implementing the learning process (Khotimah, & Asâ, 2020).

Questionnaire as a research instrument before being distributed to respondents for data collection, the validity and reliability of the research instrument was tested. With a correlation coefficient value for the validity value of 0.532 and the instrument reliability value using the Cronbach alpha formula with a value of 0.952. Apart from using the T test as a hypothesis test, this research also uses a test of the level of achievement of respondents regarding the research.

RESULT AND DISCUSSION

Hypothesis testing is carried out using the t test. Before carrying out the t test, several prerequisite tests must be carried out, including carrying out a normality test which aims to determine whether the distribution of the data used in the research is normal or not (Antika et al., 2019) This prerequisite test is carried out using the SPSS program. To determine the normality of data distribution, in this case a test is used kolmorov smirnov. (K-S test) by setting a significance method of 5%. The calculation results can be seen in the following table:

<table>
<thead>
<tr>
<th>Table 1. Tests of Normality</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Sample Kolmogorov-Smirnov Test</td>
</tr>
<tr>
<td>Unstandardized Residual</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>Normal Parametersa,b Mean</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
</tr>
<tr>
<td>Absolute</td>
</tr>
<tr>
<td>Positive</td>
</tr>
<tr>
<td>Negative</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction

From the results of the table above, it shows the data normality test which has been previously tested using SPSS testing based on the test kolmogorov smirnov. The basis for decision making in the K-S normality test is: If the significance value (Sig.) is greater than 0.05 then the research data is normally distributed. Conversely, if the significance value (Sig.) is smaller than 0.05 then the research data is not normally distributed. Based on the SPSS output table it is known that the value of Sig. of 0.9 > 0.05. So in accordance with the basis for decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed (Mangindaan, & Manossoh, 2020).

After carrying out the Normality test, a Homogeneity test will be carried out. The aim of the homogeneity test is to find out whether variations in several data from the population have the same variance or not. The basis for decision making in the homogeneity test according to Sukestiyarno, & Agoestanto, (2017) the basis or guideline for decision making in the homogeneity test is as follows: a) If the significance value or Sig. < 0.05, then it is said that the variance of two or more population data groups is not the same (not homogeneous). b) If the significance value or Sig. > 0.05, then it is said that the variance of two or more population data groups is the same (homogeneous).

Following are the calculation results Test of Homogeneity of Variances can be seen in table d below.

<table>
<thead>
<tr>
<th></th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Say.</th>
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</thead>
<tbody>
<tr>
<td>active learning</td>
<td>Based on Mean</td>
<td>0.273</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Based on the Strategy</td>
<td>0.246</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Based on Strategin and with adjusted df</td>
<td>0.246</td>
<td>1</td>
<td>32.850</td>
</tr>
<tr>
<td></td>
<td>Based on trimmed mean</td>
<td>0.279</td>
<td>1</td>
<td>33</td>
</tr>
</tbody>
</table>

Based on table Test of Homogeneity of Variance above, it is known that the significance value (Sig.) of the learning activity variable for experimental class and control class students in the SKI subject is 0.605. In accordance with
the data above, the Sig. 0.605 > 0.05, then as is the basis for decision making in the homogeneity test above, it can be concluded that the variance of history of Islam learning activity data in the experimental class and control class is the same or homogeneous. After carrying out the prerequisite tests. So a hypothesis test can be carried out using the t test. The t test was carried out using the Independent Sample Test with data processing using SPSS.

Apart from that, the independent sample t-test is to find out whether there is a difference in the average of two unpaired samples. By looking at the basis for decision making. If the Sig value. (2-tailed) < 0.05. So there is a significant difference between the learning activities of experimental class and control class students. If the Sig value. (2-tailed) > 0.05. So there is no significant difference between the learning activities of experimental class and control class students. From the independent sample t-test table above, it can be seen that the Sig. (2-tailed) < 0.05. namely 0.019. So there is a difference between the learning activity of experimental class and control class students.

From these results it can be concluded that the strategy using domino cards can increase student activity because it is in accordance with the opinion of Mudjiono and Dimiyanita that the learning strategy using domino cards can provide assignments individually and in groups; 3) give students the opportunity to carry out experiments in small groups (maximum 3 people); 4) give assignments to read study materials, note down things that are not clear; 5) hold questions and answers and discussions.

CONCLUSION
Use of learning strategies Domino card the history of Islam learning in the MAS KMI Diniyyah Puteri class went well. Learning activities using the dominion card strategy, students are divided into 3 groups. Each group gets 1 learning strategy package domino card. Cards are distributed equally to each player in the group. By having games using cards, it can increase students' desire to complete the tasks in the card game, so that students are not passive in learning activities.

REFERENCES


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