



# Media Implementation Domino Card in Increasing Students' Learning Responses

Nabila Luthfi<sup>1</sup>, Diana Sartika<sup>1</sup>, Taruddin<sup>2</sup>

<sup>1</sup>STIT Diniyyah Puteri Rahmah El Yunusiyah Kota Padang Panjang, Indonesia

<sup>2</sup>STAI Solok Nan Indah, Indonesia

✉ [nabilaluthf@gmail.com](mailto:nabilaluthf@gmail.com) \*

## Article Information:

Received April 6, 2023

Revised May 8, 2023

Accepted June 10, 2023

**Keywords:** *Domino card, strategy, student learning*

## 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.

**How to cite:** Luthfi, N., Sartika, D., Taruddin, T. (2023). Media Implementation Domino Card in Increasing Students' Learning Responses. *Diniyyah Jurnal*, 10 (1), 10-16.

**E-ISSN:** 2810-0050

**Published by:** The Institute for Research and Community Service

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; Iswandi, & 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 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 *kolmogorov smirnov*. (K-S test) by setting a significance method of 5%. The calculation results can be seen in the following table:

**Table 1. Tests of Normality**  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		17
Normal Parameters <sup>a,b</sup>	Mean	.0000000

	Std. Deviation	11.67471900
Most Extreme Differences	Absolute	.092
	Positive	.092
	Negative	-.080
Kolmogorov-Smirnov Z		.381
Asymp. Sig. (2-tailed)		.999

- a. Test distribution is Normal.
- b. Calculated from data.
- a. 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 2. Test of Homogeneity of Variance**

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
active learning	Based on Mean	0.273	1	33	0.605
	Based on the Strategy	0.246	1	33	0.623
	Based on Strategin and with adjusted df	0.246	1	32.850	0.623
	Based on trimmed mean	0.279	1	33	0.601

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 activeness of experimental class and control class students. If the Sig value. (2-tailed)  $> 0.05$ . So there is no significant difference between the learning activeness 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 Dimiyanti 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

- Anggreani, C. (2015). Peningkatan kemampuan berpikir kritis melalui metode eksperimen berbasis lingkungan. *Jurnal Pendidikan Usia Dini*, 9(2), 343-360 <https://doi.org/10.21009/JPUD.092.09>
- Antika, M. S., Andriani, L., & Revita, R. (2019). Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Think-Pair-Square terhadap Kemampuan Pemahaman Konsep Matematis Ditinjau dari Kemampuan Awal Matematika Siswa SMP. *JURING (Journal for Research in Mathematics Learning)*, 2(2), 118-129. <http://dx.doi.org/10.24014/juring.v2i2.7553>
- Ario, M., & Asra, A. (2018). Pengaruh pembelajaran flipped classroom terhadap hasil belajar kalkulus integral mahasiswa pendidikan matematika. *ANARGYA: Jurnal Ilmiah Pendidikan Matematika*, 1(2), 82-88. <https://doi.org/10.24176/anargya.v1i2.2477>
- Asni, A., Wildan, W., & Hadisaputra, S. (2020). Pengaruh model pembelajaran inkuiri terbimbing terhadap hasil belajar kimia siswa materi pokok hidrokarbon. *Chemistry Education Practice*, 3(1), 17-22. <https://doi.org/10.29303/cep.v3i1.1450>
- Fauziyah, R. N. (2021). Strategi Guru dalam Menerapkan Pembelajaran Aktif Inovatif Kreatif Efektif dan Menyenangkan (PAIKEM) pada

- Pembelajaran Pendidikan Agama Islam di SDN X Astanaanyar Kota Bandung. *Jurnal Riset Pendidikan Agama Islam*, 120-126. <https://doi.org/10.29313/jrpai.v1i2.547>
- Harisnur, F. (2022). Pendekatan, Strategi, Metode dan teknik Dalam Pembelajaran PAI Di Sekolah Dasar. *Genderang Asa: Journal of Primary Education*, 3(1), 20-31. <https://doi.org/10.47766/ga.v3i1.440>
- Harmita, D., Sofiana, F., & Amin, A. (2022). Inovasi Strategi Pembelajaran Pendidikan Agama Islam dalam Meningkatkan Mutu Pendidikan Agama Islam. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 2195-2204. <https://doi.org/10.31004/jpdk.v4i5.6932>
- Iswandi, I., & Fanirin, M. H. (2022). Analisis Praktik Mata Pelajaran Fiqih Mi Kelas V Manbahul Ulum Kota Tasikmalaya Berdasarkan Standar KMA 183 TAHUN 2019. *Seroja: Jurnal Pendidikan*, 1(1), 63-76. <https://doi.org/10.572349/seroja.v1i1.271>
- Khotimah, S. H., & Asâ, M. (2020). Pendekatan pendidikan matematika realistik terhadap hasil belajar matematika siswa sekolah dasar. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 4(3), 491-498. <https://doi.org/10.23887/jipp.v4i3.28568>
- Mangindaan, J. V., & Manossoh, H. (2020). Analisis Perbandingan Harga Saham PT Garuda Indonesia Persero (Tbk.) Sebelum dan Sesudah Pandemi Covid-19. *Jurnal Administrasi Bisnis (JAB)*, 10(2), 80-85. <https://doi.org/10.35797/jab.v10.i2.80-85>
- Muttaqin, A. I. (2021). The application of qiroati method in learning to read qur'an on elementary students in Pesantren Abu Fayyad At-tijaniy Al-Islami Randuagung Lumajang. *Risalatuna: Journal of Pesantren Studies*, 1(2), 195-214. <https://doi.org/10.54471/rjps.v1i2.1251>
- Nasution, M. H. (2020). Metode nasehat perspektif pendidikan islam. *Al-Muaddib: Jurnal Ilmu-Ilmu Sosial Dan Keislaman*, 5(1), 53-64. <http://dx.doi.org/10.31604/muaddib.v5i1.53-64>
- Nopianti, R. (2018). Pendidikan Ahlak Sebagai Dasar Pembentukan Karakter Di Pondok Pesantren Sukamanah Tasikmalaya. *Patanjala*, 10(2), 291819. <https://dx.doi.org/10.30959/patanjala.v10i2.362>
- Rahayu, H. (2020). Pengembangan Karakter Siswa Melalui Pendidikan Kewarganegaraan. *Mores: Jurnal Pendidikan Hukum, Politik, dan Kewarganegaraan*, 2(2), 83-92 <https://doi.org/10.37742/mores.v2i2.28>
- Rambe, R. N. K. (2018). Penerapan strategi index card match untuk meningkatkan hasil belajar siswa pada mata pelajaran bahasa indonesia. *Jurnal tarbiyah*, 25(1). <http://dx.doi.org/10.30829/tar.v25i1.237>
- Salsabila, U. H., Habiba, I. S., Amanah, I. L., Istiqomah, N. A., & Difany, S. (2020). Pemanfaatan aplikasi quizizz sebagai media pembelajaran ditengah pandemi pada siswa SMA. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 4(2), 163-173 <https://doi.org/10.22437/jiituj.v4i2.11605>
- Sinaga, F. P., Jurhana, J., Yusrita, Y., & Hidayat, M. H. M. (2023). Analisis penggunaan metode mengajar (metode demonstrasi, metode eksperimen, metode inquiry, dan metode discovery di SMA Negeri 11 Kota Jambi). *Relativitas: Jurnal Riset Inovasi Pembelajaran Fisika*, 5(2), 103-110 <https://doi.org/10.29103/relativitas.v5i2.7830>
- Sukestiyarno, Y. L., & Agoestanto, A. (2017). Batasan prasyarat uji normalitas dan uji homogenitas pada model regresi linear. *Unnes Journal of Mathematics*, 6(2), 168-177. <https://doi.org/10.15294/ujm.v6i2.11887>
- Syahrizal, H., & Jailani, M. S. (2023). Jenis-jenis penelitian dalam penelitian

- kuantitatif dan kualitatif. *QOSIM: Jurnal Pendidikan, Sosial & Humaniora*, 1(1), 13-23. <https://doi.org/10.61104/jq.v1i1.49>
- Wiranty, W., & Mastuti, D. L. (2018). Upaya Peningkatan Keaktifan Mahasiswa dalam Pembelajaran melalui Metode Presentasi Kelas Tahun Akademik 2016/2017 Semester Genap. *Jurnal Pendidikan Bahasa*, 7(1), 129-142 <https://doi.org/10.31571/bahasa.v7i1.832>
- Yarissumi, Y. (2017). Hubungan antara Konsentrasi Belajar Peserta Didik dengan Keaktifan Belajarnya pada Bimbingan Belajar Bahasa Inggris Happy Course. *KOLOKIUM Jurnal Pendidikan Luar Sekolah*, 5(2), 132-142. <https://doi.org/10.24036/kolokium-pls.v5i2.31>
- Yousida, I. (2020). Analisis Pengaruh Pemahaman Akuntansi Dan Keaktifan Mahasiswa Terhadap Penyusunan Laporan Keuangan Sesuai Sak Kasus Pada Mahasiswa Jurusan Akuntansi Stie Pancasetia. *Jurnal Ilmiah Ekonomi Bisnis*, 6(2), 192-201. <https://doi.org/10.35972/jieb.v6i2.369>
- Yusri, Y. (2017). Strategi Pembelajaran Andragogi. *Al-Fikra: Jurnal Ilmiah Keislaman*, 12(1), 25-52. <http://dx.doi.org/10.24014/af.v12i1.3861>

**Copyright holder:**

© Luthfi, N., Sartika, D., Taruddin, T.

**First publication right:**

Diniyyah Jurnal

**This article is licensed under:**

**CC-BY-SA**