

# The Use of BAIK Card as Learning Media to Improve Learning in The Animal Caring Lesson

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## ABSTRACT

Based on preliminary data obtained at an elementary school in Indonesia, where students experienced problems with low learning outcomes when only using provided teaching materials or thematic textbooks. Difficulty in reading texts and sentences about caring for animal material made student learning outcomes unsatisfactory. From these problems, an improvement was made using the BAIK card as learning media. The study aims to examine the use of BAIK card and the learning outcomes. This study applied a class action research using the Kemmis and Taggart research design which consists of four stages: planning, action, observation, and reflection. This research was conducted in three stages of pre-cycle, cycle I, and cycle II. The results of the study showed that learning by using BAIK cards as learning media could improve students' learning outcomes.

**Keywords:** *BAIK card, learning media, learning result component*

## 1. INTRODUCTION

Republic of Indonesia law number 20 years 2003 states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state. In determining the progress of the nation, education becomes a very important thing (Aziizu, 2015; Sudarsana, 2016; Santoso, 2017). Developed nations with quality education pay close attention to aspects of the teaching and learning process because the teaching and learning process becomes a very important component in education (Prastowo, 2017; Kirom, 2017; Pane & Dasopang, 2017).

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 2012 stated that the reading index in Indonesia had only reached 0.001% (UNESCO, 2012). This means that of the 1000 population in Indonesia, only one person had an interest in reading. According to the Programme for International Student Assessment (PISA), Indonesia was ranked 64 out of 65 countries. This is a picture that the level of literacy of Indonesian people, especially students is still low. Literacy is closely related to language development. The base of literacy is the ability to read and write (Rasi). Good

reading and writing skills will make students able to solve problems and support academic achievement (Gumala et al., 2019). Language ability starts from knowing simple vocabulary making students able to learn more resources (Rahman, 2018), and the language learning process is important. In teaching Indonesian, there are four language skills students must possess, namely listening, speaking, reading, and writing skills (Tarigan, 1987; Fauziyah et al., 2019). Indonesian language learning in primary schools is directed to improve students' abilities in communicating with Indonesian both verbal and written. The four skills are interrelated with one another. One of the language skills which namely reading can help students develop and improve learning achievement in formal and non-formal education.

Indonesian subjects mostly contain training material. Students are invited to listen, talk, read teaching material, and write materials and exercises. The activity for some students is a tedious activity coupled with the method used by the teacher only the lecture method, and learning media are taken only from student books. This learning does not involve students and is passive. Student books as learning media are considered less attractive to some students. Teachers in the industrial era 4.0 can utilize technology and design the latest learning models so that they have a major impact on student learning outcomes (Rahman, et al., 2019). According to Gagne (in Spiritual, 2019) the

environment has various components that can be utilized by the teacher to stimulate students to learn better. Learning media is important because students become motivated and enthusiastic to follow the learning process. Teaching and learning objectives will be achieved per expectations if the teacher can choose the learning media appropriately (Wahidin, 2018; Prastya, 2016).

The results of observations made by researchers in an elementary school as a research site showed that in the process of learning about caring for animals, students did not look eager and quickly got bored reading text in student books. The teacher always gave orders to students to read the material, and then did the exercises by writing down the answers. In this activity, the learning process did not appear to actively involve students, eventually; many students were bored, sleepy, and chatting. These constraints were caused by the absence of learning media that could attract students' attention to participate in learning actively and attractively. In explaining the material, the teacher did not use any media, the teacher only used the lecture and question and answer method.

The results of interviews with the teacher stated that 2nd-grade teachers did not have time to make learning media so they were only guided by the provided books and worksheets. The learning results of 27 students in 2nd grade at the elementary school showed 45% of students were still below *Kriteria Ketuntasan Minimal* (KKM which means the Minimum Completeness Criteria) or underscores 75. This showed that the result was not satisfactory for students and teachers. According to Chandra et al. (2019), students in the low class are very happy when learning is presented interestingly in the form of games. The selection of the use of game media is a favored activity by children, usually, the game serves to entertain children to be always happy. Game media invites children to be more excited, foster interest in reading, entertain, and of course, contain educational elements to achieve desired learning goals including learning results that are following the standard minimum completeness criteria of schools. The use of game media serves to balance the intelligence of the right brain and left brain, so students can think creatively, innovatively, develop cognitively, socially, and psychometrically. Based on the background that has been described, researchers are interested in conducting a Class Action Research to find the difference result after using a modified quartet card which is called as BAIK card (BAIK is an abbreviation of *BACA ASYIK* in Indonesian, which means fun reading in English).

## 2. LITERATURE REVIEW

### 2.1. Learning Media

According to H.M. Malik (in Sumiharsono & Hasanah, 2017), learning media is all things that can be used to convey messages that can attract the attention,

interests, thoughts, and feelings of students in the learning process so that learning objectives can be achieved. The use of learning media will make it easier for students to understand the material and improve the learning process. The use of media in this research is media that can only be seen, read, and touched and belongs to the type of visual media (Triyadi, 2015; Chandra, 2017; Netriwati & Lena, 2018; Nugraheni, 2017).

### 2.2. BAIK Cards

Quartet card game is a game that was originally developed as a medium for vocabulary learning by Dauviller and Hillrech. Quartet cards are various thick and rectangular papers and consist of four cards with the same theme (Azmi, 2018). BAIK card is a development of the quartet card and self-designed media to help teachers convey learning. It is a type of game that consists of several illustrated cards. The card contained information in the form of a script explaining the picture. The title of the picture is written at the top of the card, enlarged and thickened. The script explaining the picture is written two or four lines vertically in the middle between the title and the picture, and text is written in colored ink. An example of a BAIK card is shown in Figure 1.



Figure 1 BAIK card.

The BAIK card consists of several picture cards with a predetermined theme. On each card, there are titles and subtitles to explain the picture. On each card there are titles at the top center, while above the picture there are four words which are sub-themes; two words are placed on the right on two lines, and the others on the left. One of the four words which refer to a picture has a different color or is underlined to contrast with the others. The steps of the BAIK card game are started by the teacher opening the lesson by conveying learning objectives and motivation to students, then deliver learning material to students. The teacher starts the game by first conveying the rules of the game. The teacher divides students into two groups each group consisting of 10 students (adjusted to the number of students). If there are an odd number of students, the teacher can participate as an additional player. When a

group is formed, one student in each group is asked to shuffle the cards and distribute them to each group. Each group gets four cards. The rest of the unused cards are stored in the middle as a hoe. If a participant gets four series cards then a quartet has already taken place, and the game starts from that player by taking one hoe card. If there is no draw at the beginning of the game, then the game starts from the lowest card number. The player asks another player if he has a card that has the same subtitles as the card he has. The game is then given to the next player. If there are players who already have four series cards drawn then is called a "quartet" and then is set aside or saved to be counted at the end of the game; The game ends when all the cards have been collected by the players. After the game is finished, the teacher asks students to write a few sentences based on the theme written on the BAIK card which they have gotten and then they present the sentences in front of the class.

### **2.3. Learning Results**

Learning results are results when students successfully learned material and get scores. Learning results consist of three domains, namely cognitive, affective, and psychomotor. Learning results are not absolute in the form of grades but can be in the form of change, reasoning, discipline, skills, and so on that lead to positive change.

## **3. METHODS**

### **3.1. Research Designs**

Research conducted by the author was in a form of Classroom Action Research (CAR). CAR is conducted by teachers who aim to improve the quality of learning practices in their classrooms so that they focus on the process and learning results that occur in the classroom. As an effort to improve the learning process in the classroom, in the CAR there are concrete actions of the teacher in the learning process that are believed to be better than normal. Professional teachers will immediately act if the problems occurred in their class to avoid reducing the quality of the process and learning results.

The CAR model used by researchers in this study was an adaptation of the Kemmis and Taggart (1990) model which was a cycle model that was carried out repeatedly and continuously. The cycle model was arranged in a systematic and planned manner consisting of the planning phase, the action, the observation stage of the implementation of the action, the reflection phase, and the planning stage for further actions. The research implementation plan was carried out in 3 cycles (pre-cycle, cycle I, and cycle II). Each cycle consisted of 4 stages. Stages of CAR in the spiral model of Kemmis and Mc. Taggart was planning, action, observation, and reflection.

### **3.2. Research Subject**

The subject of the study was students in the 2nd grade of an elementary school involving 27 students. The consideration of selecting 2nd grade as a research subject because the class experience problems in reading and writing, and many students' grades are below the KKM.

### **3.3. Data Collection**

Data collection used in this study was observation and tests. Observation is gathering all attention to a subject by using all the senses (Arikunto, 2006). While tests are a series of questions or other tools used to measure the skills, knowledge, intelligence, and talent abilities possessed by students both individually and in groups (Arikunto, 2006). Data collection was obtained by researchers using several research instruments. The research instruments prepared by researchers were in the form of (1) teacher observation sheet, (2) student activity observation sheet, (3) test question sheet.

### **3.4. Data Processing and Validation Techniques**

Teacher observation sheet activity in the learning process is an activity carried out by the teacher observed by an observer. The observer gives an assessment based on the observation sheet about the teacher's activity in learning. Observation sheet student activities in the learning process are all activities carried out by students observed by an observer and teacher. The observer gives an assessment based on the observation sheet about the student's activities in learning. The test is given to students, and the results will be used as a reference to determine student learning results and to draw conclusions from the formulation of the problem that has been made. Implementation is the second stage of action research which is implementing design content using class action. Observation is the stage where researchers and class teachers conduct observation activities in the learning process following the observation instruments that have been designed by researchers. The things that need to be observed by researchers and class teachers include: (a) observations from teachers and observers of research activities in learning, (b) observations from teachers and observers of student activities during the learning process. Reflection is the third stage which is an activity to restate what has been done. This reflection activity is conducted when the teacher has finished teaching. The term reflection here is the same as reflecting as well as emitting and arranging the framework. In this case, the teacher is reflecting his experience on the observer who has just observed his activities in action; this is the essence of action research. Needs to be considered in the act of reflection are: (1) summarizing the results of observations, (b) analyzing the results of student evaluations, (c) recording successes or failures to be corrected.

## 4. FINDINGS AND DISCUSSION

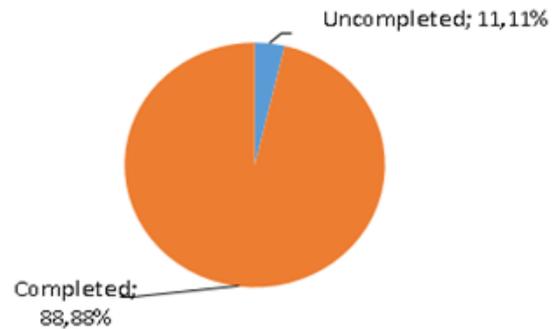
### 4.1. Pre-Cycle Result

The results of the study that will be described are related to student achievement, completeness of learning results, and average grade grades in the use of media quartet card games. Description of the results of the pre-cycle was a problem that occurred in learning that students were lazy to read the text material contained in student books. As many as 35% of students were less focused on reading text or sentences in the student's book material, 23% of students did not understand the text or sentences, 50% of students were lazy to explain back the reading material in student books. The average post-test score was 83. From the post-test results, there were still 17 children who had not been yet completed. Student learning results were still low as evidenced by the number of students written test results were still low. Students who had been completed were 19 students (70%), and uncompleted were 8 students (30%). From these learning results, it could be concluded that learning was good enough but it was considered unsuccessful because the material on caring for animals was reading and writing material consisting of simple sentences that students must understand.

### 4.2. Cycle I Result

The observational data in the use of a BAIK card in the cycle I began with taking steps to pursue the goal of learning improvement to enable students to read and understand the text material caring for animals easily and fun. After that, the teacher made the goal of learning improvement by recording the data findings in the form of assessment results before the corrective action was taken. The results of the data study provided direction for researchers to determine the actions deemed necessary to help improve learning. The plan in the cycle I was focused on the use of the BAIK card, the teacher delivered the material in a systematic and varied way and tried to motivate students to be more active in the learning process.

Learning activities carried out in cycle I could strengthen students' memory because all thoughts, feelings, and wills were concentrated on lessons. With good practice, the students become more thorough, in addition to that, in cycle I there was immediate supervision, guidance, and correction directly from the teacher so that students could remember the mistakes more quickly. And immediately remember how to correct them with other exercises, thus, students were more proficient and skilled in reading the text on the card. The progress after implementing the BAIK card in Cycle I showed in Figure 2.



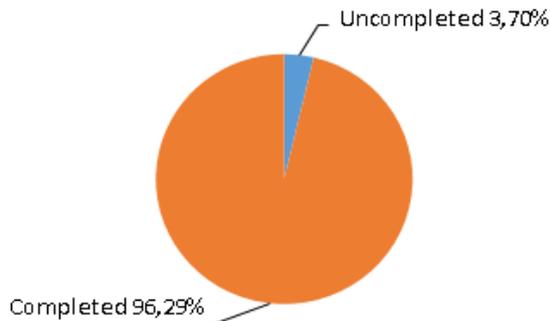
**Figure 2** Level of completeness of students' learning results in cycle I.

As seen in Figure 2, student activities observed in the cycle I mostly increased, but this still could not be categorized as complete because they had not reached > 90% according to the target determined by researchers. Based on the deficiencies contained in the learning process of the cycle I, researchers then corrected it at cycle II. Moreover, students' learning results in Cycle I showed an improvement when compared to students' test results/formative scores before the implementation of CAR. The results are including average score improvement from 83 before, and 89 after the implementation learning cycle I using game media. After the implementation of learning Cycle I, the students' results showed an improvement in the mastery of thematic material about caring for animals, as well as an increase in student activity during the learning process, and also an increase of student courage to ask and answer questions. However, Cycle I still need to be refined and improved in the cycle II, because 26 students scored 78, and 24 students scored above 78, while those who scored less than 78 were 3 students.

### 4.3. Cycle II

The improvement of learning in Cycle II had the aim that to enable students to read the material text caring for animals with high spirits, able to understand the text, and able to answer questions from the text properly and correctly. In Cycle II, the focus was more on completing the unfinished learning material and increasing students' understanding of the overall Indonesian thematic subject material using BAIK card, and planning results according to those compiled by researchers.

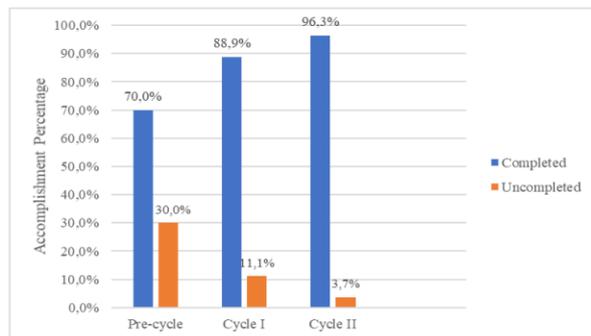
The results of the formative test analysis of Cycle II showed significant performance (see Figure 3). Students' activities observed in cycle II as a whole had shown improvement. 1 student (3.70%) failed, but 26 students (96.29%) reached the KKM. This improvement could be categorized as complete because it had reached > 90% accomplishment of KKM according to the goal set by the researchers.



**Figure 3** Level of completeness of students' learning results in cycle II.

#### 4.4. Comparison Result

Figure 4 showed the accomplishment percentage in both of Cycle I and Cycle II. It can be seen that the completion percentage in Cycle I increased compared to the pre-cycle, and in Cycle II also increased compared to Cycle I. The improved learning results in each cycle could be achieved because of the implementation of the BAIK card game. The use of the BAIK card game encourages students to be more active, it also increases the response and students' independence, as well as increasing the ability of students to learn, especially in reading sentences. This result, is in line with Azmi & Aman (2018), and Chandra (2017) that use quartet cards as learning media.



**Figure 4** Percentage of Completed and Uncompleted Students per Each Cycle.

#### 4. CONCLUSION

The BAIK card use has been successfully improved students' learning outcomes in reading sentences and text material caring for animals. From this finding, the BAIK card can be considered as one of the solutions for the teacher in improving students' learning results, especially Indonesian language learning which make the class more attractive, active, and fun.

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