



The Effectiveness of Quick on the Draw Learning Method to Improve Student Collaboration Skills in Civic Education

Endah Zakiyyatun Najah¹(✉) and Rahmat²

¹ Universitas Pendidikan Indonesia, Bandung, Indonesia
endahzakiyyatun.nm@gmail.com

² Springer Heidelberg, Tiergartenstr. 17, 69121 Heidelberg, Germany

Abstract. The rapid-fire development of technology has had a major influence on change, adolescents come personalized or withdrawn and tend to not want to fraternize. The COVID-19 situation has also made them feel that they're in a comfort zone doing everything themselves, no longer minding about collective backing or collaboration. This study aims to determine the perpetration and effectiveness of the Quick On The Draw system to ameliorate scholars' collaboration chops in learning Civics Class VIII MTs Negeri 9 Majalengka. The approach used is a quantitative approach with aquasi-experimental exploration system. The population of this study were all scholars of class VIII and the sample was taken using arbitrary slice fashion, videlicet class VIII-C as the experimental class and class VIII-A as the control class. Data collection ways used in this study were questionnaires, observation and attestation. The results showed that there were differences in the collaboration chops of scholars in the experimental class using the Quik On The Draw system with the control class using the conventional system. Likewise, an analysis test was carried out using the t test of the data that had been declared normal and homogeneous, also a thesis test was carried out showing a value of $50.025 < 0.05$, also H_0 was rejected and H_a was accepted. Therefore, it can be concluded that there's a significant difference in effectiveness between the use of the Quick On The draw system and conventional styles to ameliorate the collaboration chops of eighth grade scholars of MTs Negeri 9 Majalengka in Civics literacy.

Keywords: Collaboration Skills · Crucial Words Communal Education · Quick On The Draw

1 Introduction

The rapid development of technology has had a major impact on change. Teenagers become individualized or introverted and tend not to want to socialize. In the Covid-19 condition, which we know previously that learning is carried out remotely (PJJ), almost 2 years have passed resulting in a lot of teenagers being entangled in various problems, especially the problem of social interaction where today's teenagers prefer to do anything themselves, so they prefer to be alone. Make their concern for the surrounding

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environment fade. The rapid-fire development of technology has had a major impact on change. Teenagers come personalized or withdrawn and tend not to want to fraternize.

Today's changing times are very fast which is marked by technological advances in all areas of life. This can simplify human life, because the ease of using technology has become a necessity, especially for the younger generation, for example the use of gadgets [1]. The sophistication of the features that exist in gadgets such as online games, Instagram, Facebook and other applications make them more interested in gadgets than the surrounding environment [2].

This is in accordance with the events that occurred in several news that had spread widely about the transition to the introduction of face-to-face learning. Mutiara, one of the students at SMPN 29 Bekasi City, admitted that she still felt awkward because she had not seen her friend for a long time. In fact, he prefers PTM because he can ask his teacher directly if there is something he doesn't understand [3]. As a result of old children not learning face to face, they become awkward when meeting or interacting with their friends, let alone interacting there are also those who do not know each other. Their lives are significantly impacted by gadget addiction, which has the potential to alter their cognition, personality, and conduct [4]. This has an impact on the learning process where when there are group assignments they are not optimal to work on because their collaboration skills are still low, therefore lifestyle affects the skills of students to collaborate and work together.

Based on the phenomena that occurred in the initial observations made by researchers at MTs Negeri 9 Majalengka. Students' collaboration skills are still lacking because in learning there are no visible elements of collaboration skills including students still having difficulty completing group assignments that they are part of on time, not yet active in conveying ideas when discussing in groups, lazy to find learning resources to complete assignments. Given, difficulty in drawing conclusions from an activity, and lack of confidence when asked to make presentations in front of the class. These actions are related to the problems of students who have not been maximized in performing collaboration skills.

One of the ways to practice collaborative skills is training [5]. Teaching is not only done for the development of knowledge based on the main subject of study, but it must also be directed so that students have the ability to work together [6]. Thus, students have these skills and can educate themselves by providing difficult problems that occur in real life [7].

A research activity is carried out using the Quick on the Draw approach, which has a built-in reward for teamwork and speed [8]. By applying the Quick On The Draw method, it is useful to train students' social skills in group learning and collaborative tasks in a way that is consistent with civics topics, students are trained to learn independently by interacting with friends, which offers mutual support in learning so that they can learn independently, they understand the lesson well.

Basically, this activity can help students get used to not only teacher-based learning, making learning more student-centered, and as a result, students can enjoy a memorable learning experience. Therefore, this teaching method can increase the activity of students in questioning and arguing among themselves and increase cooperative skills of students in groups.

Based on this description, the researcher is interested in conducting a study titled “Effectiveness of Rapid Drawing Teaching Method to Improve Student Collaboration Skills in Civic Education (Quasi Experimental Studies Class VIII MTS Negeri 9 Majalengka)”.

2 Methodology of Research

The experimental class and the control class were given the same learning objective in terms of objectives, content of study materials and study time. The difference is whether the learning uses an experimental method or not. The sample of this study was students of Class VIII-C, a total of 25 students as the experimental class and Class VIII-A, a total of 25 students as the control class.

In the process of this research will use instruments in the form of questionnaires, observation sheets and documentation. Questionnaire is used to find out how effective cooperation skills are before and after the Quick On The Draw Questionnaire method is used using a Likert measurement scale.

Data analysis was carried out using the calculation of analytical requirements with normality, homogeneity, hypothesis and difference tests. With the presentation of frequency distribution table data and bar charts.

3 Results of Research

Analysis of the collaborative ability questionnaire assessment has a purpose, namely to see the effectiveness of the quick on the draw method in improving students' collaboration skills, this can be seen from the results of test questions in the form of pretest and post-test in the experimental and control classes. If there are differences in the results of the improvement, which one is better than the quick on the draw method with the conventional model.

The results of collaboration skills in the experimental class or after being treated have an average posttest value of 86.46%, while the control class has an average value of 63.90%. Table 1 presents the average achievement indicators of students' collaboration skills from the results of the pre-test and post-test in the control class and experimental class.

Based on the measurement table for the assessment of student collaboration using the Quick on The Draw method in the experimental class, the first measurement of actively contributing before being given treatment was 59.52% after being given treatment increased to 80.32% then in the second measurement of working productively before being given treatment it was obtained by 47.20% after being given treatment increased to 61.79%, in the third measurement regarding accepting responsibility before being given treatment it was obtained by 90.08% after being given treatment increased to 91.84%, in the measurement Fourth, regarding showing flexibility before being given treatment, it was obtained by 63.20% after being given treatment, it increased to 89.76%, and in the fifth measurement regarding respect for others before being given treatment, it was obtained by 67.68% after being given treatment, it increased to 80.32% and overall in the experimental class the assessment collaboration skills of students using the quick on the draw method in Pancasila and Citizenship Education subjects obtained very good

Table 1. Distribution of Student Collaboration Skills Indicator Scores With The Quick On The Draw Method in Experimental and Control Classes

Indicator	Class Experiment		Class Control	
	Pre-test	Post-test	Pre-test	Post-test
Contribute actively	59.52	80.32	67.52	67.54
Work productively	47.20	90.08	62.88	63.20
Responsible	64.48	91.84	62.08	63.36
flexibility	63.20	89.76	61.12	61.12
Demonstrate	67.68	80.32	63.52	63.90
Average Score	60.64	86.46	63.42	63.52

results, because there was an increase of 25.82% from an average of 60.64% an increase to 86.46%.

Then the measurement of the collaboration assessment of students who did not use the quick on the draw method in the control class, in the first measurement of actively contributing before being given treatment, it was obtained by 67.52 after being given treatment, it increased to 67.54%, then in the second measurement of working productively before being given treatment. Treatment obtained by 62.88% after being given treatment increased to 63.20%, in the third measurement regarding accepting responsibility before being given treatment it was obtained by 62.08%, after being given treatment it increased to 63.36% in the fourth measurement regarding showing flexibility before being given treatment it was obtained by 63.04% after being given treatment it decreased to 61.12% and in the fifth measurement regarding respect for others before being given treatment it was obtained by 63.52%, after being given treatment it decreased to 62.40%. Overall, in the control class, the collaborative assessment of students using the lecture method obtained an average score of 63,42% for the pretest and 63,90% for the posttest. Thus, there was no significant difference in the collaboration skills of students in the control class using the lecture method on Pancasila and civic education subjects.

In this first hypothesis test, the difference in the average data of the experimental and control classes was carried out with parametric statistics, namely the t-test at the significance level (sig 2-tailed) = 0.05 using the software.

Based on the results of data processing, the results of hypothesis testing with the independent sample test were obtained, as shown in Table 2.

Data control with independent sample test, attained a significant result of 0.000, due to the significance result of $0.025 < 0.05$, also H_0 is rejected and H_a is accepted. After recycling the data from the collaboration chops of the experimental and control classes, the effect size can be seen in Table 3.

Table 3 shows that the acquisition of an *effect size* of 7.62 means that it is in the high category, judging from the value of 0.8, it is included in the high category, namely $7.62 > 0.8$. This shows that the effectiveness of using the *quick on the draw* method has a high interpretation of the collaboration skills of students in Civics learning.

Table 2. Experimental and Controlled Hypothesis Testing Results

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	tdf	Sig.	(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Data	Equal variances assumed	14,153	.000	19,518	.48	.000	28,20000	1,44481	25,29502	31,10498	
	Equal variances not assumed			19,518	32,117	.000	28,20000	1,44481	25,25744	31,14256	

Table 3. Effect Size Results

Class	Mean Gain	Standard Deviation	Effect Size
Experiment	61,933	8.140	7,622941
Control	5,586	6,778	

Table 3 shows that the accession of the effect size is 7.62, judging from the value if it's lesser than 0.8, it's included in the high order, videlicet $7.62 > 0.8$. This shows that the effectiveness of using the quick on the draw system has a high interpretation of the collaboration chops of scholars in Civics literacy. Through the operation of the quick on the draw system, scholars are trained to master numerous ways of completing group assignments. The further questions that scholars answer, the more active and productive scholars' donation to literacy.

4 Conclusions

Effectiveness of using the quick on the draw system on scholars' collaboration chops in Civics literacy can be seen from the average pretest and posttest results in experimental class compared to the control class. The results show that the maturity of scholars can be distributed into good collaboration skill situations. Then it is reinforced by the results of the assessment of the observation sheet which shows the criteria are very effective. Thus, it can be concluded that the use of the quick on the draw method is effective in improving the results of student collaboration skills in the subjects of Pancasila Education and Citizenship.

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