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Development of E-Card Quartet Learning Media Based on The TGT to Improve Understanding of The History of The Birth of Pancasila In Pancasila Education For Seventh Grade Students at State Junior High School 7 in Kediri City

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A B S T R A C T

This study was driven by the limited interest and understanding of students regarding the history of the birth of Pancasila, which had long been taught through conventional methods. To address this issue, the research developed and assessed the E-Card Quartet learning media based on the Team Games Tournament (TGT) model as a more interactive alternative. Using a Research and Development approach with the ADDIE model covering analysis, design, development, implementation, and evaluation the study involved 32 seventh-grade students at SMP Negeri 7 Kota Kediri. Data were collected through observation, tests, interviews, and documentation. The results indicated that the media achieved a high level of validity, with a material expert validation score of 92.5% and media expert scores of 88% and 85%. Its practicality was also confirmed through a 92% positive student response. The effectiveness of the media appeared in the significant improvement in learning outcomes, shown by an increase in the average score from 68.13 on the pre-test to 90 on the post-test. Overall, the TGT-based E-Card Quartet proved effective in enhancing students' comprehension of the history of Pancasila's birth.

1. Introduction

Education initially takes the form of educational interactions that combine the roles of teachers and students, with a shared focus on developing student understanding. In the school education system, teaching and learning activities are the main activities. Thus, success or failure in achieving educational goals is largely determined by the learning experiences received by students, which is the

main task of teachers as educators (Andrianto, 2011). Education is an important issue for every individual when it comes to improving knowledge and skills in order to face the demands of life in the future. One of the subjects taught in school is Pancasila Education. Pancasila Education conveys an understanding of the rights and obligations of Indonesian citizens.

Education is an important part of shaping students' character and personality. One of the most vital subjects in shaping moral values is understanding the history of the birth of Pancasila. In this context, seventh grade students at SMPN 7 Kota Kediri are the main focus, given that they are at a crucial stage of development. In addition to motivating students, teaching media can help students improve their understanding, present data in an interesting way, facilitate data interpretation, and summarize information (Khadijjah, 2016). By using quartet cards, students gain a better understanding of the material in a way that is easier to understand and more enjoyable. The selection of appropriate media can improve the quality of the learning system and student achievement, one of which is E-Card Quartet (Prasidya, 2017).

In the learning process, the application of innovative and effective learning media is key to improving students' understanding of the birth of Pancasila. E-Card Quartet is an interesting and interactive learning medium that can facilitate discussion, collaboration, and comprehensive understanding of concepts. Through the application of E-Card Quartet learning media in understanding the history of Pancasila, it is hoped that this will provide an interesting and interactive learning experience for students. Furthermore, there will be significant positive behavioral changes related to student knowledge after being provided with E-Card Quartet education (Fadillah et al., 2017).

The development of the E-Card Quartet learning media based on Team Games Tournament (TGT) is designed as a solution to maximize student understanding in Grade VII of the subject of the birth of Pancasila. A challenge often faced in history learning is low student interest in material that is considered boring or tends to be theoretical. Conventional learning media are minimally able to stimulate active student involvement, ultimately resulting in low learning outcomes. The Team Games Tournament (TGT) model offers an effective approach by incorporating game elements into the learning process. Through games, students can more easily engage in groups and intellectually, making the learning process interesting and enjoyable. In this case, E-Card Quartet is used as an interactive learning media, where the cards contain material related to the History of the Birth of Pancasila.

2. Methodology

Study This use methodology studies combined cases with approach qualitative. This method used For give explanation comprehensive about phenomenon integration digital technology to in Islamic Religious Education (PAI) teaching. Researcher capable get understanding contextual about learning strategies,

integration, and barriers with using this strategy . PAI teachers at MTsS Diponegoro Mendiro who has active integrate digital technology becomes subject research. Taking sample aim used in the election process informant For choose educators who have experience substantial and direct in integrate digital technology to in class .

Interview used For collect data, which allows researchers flexibility in inspect answer informant about type digital technology that they use How they using it , the obstacles they encounter face , and how much effective according to them . In addition , the tools learning , resources Power digital teaching , and visual evidence of use digital technology by instructors in class used For strengthen interview data. The main tool in study This is researchers That himself who is active participate in make guide interview , speaking with informant in a way face face , and confirm and analyze data.

Miles and Huberman's interactive model, which consists of from three steps, namely data reduction, data presentation, and drawing conclusions are used For analyzing data. Sorting and filtering relevant data , presenting data in an organized manner narrative in thematic format, and withdrawal conclusion from pattern consistent and validated findings is methods used For reduce amount of data. Procedure triangulation source, which compares interview data with document learning and observation No direct, used For guard data validity . In addition , verification member carried out, which involves verification results interpretation with informant For ensure its meaning accurate. As a result, the data collected is highly reliable and credible.

2. Methodology

The E-Card Quartet approach based on the Team Games Tournament (TGT) model is expected to improve students' understanding by integrating cognitive and social aspects into the learning process. Students are also exposed to historical content, but they are also actively involved in the process of gathering information and collaborating with their friends.

This research is development research, which aims to develop and validate a product in the form of E-Card Quartet learning media, by adopting the ADDIE development model. According to Borg and Gall (1983), research and development is an approach in research conducted to produce modified products or products that are truly innovative and analyze the validity of these products so that a narrative can be formed as to whether the products can be used or not. This study chose the type described by Dick and Carrey, namely ADDIE, which will produce an E-Card Quartet learning media product based on the Team Games Tournament (TGT) model to improve students' understanding of the material on the birth of Pancasila in Pancasila Education.

The ADDIE model consists of five stages, namely: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). ADDIE was chosen because it

provides a structured and systematic framework for creating the E-Card Quartet educational game. The focus of this development is on the history of the birth of Pancasila in the context of Pancasila Education. Through this approach, it is hoped that innovative educational games with a clear and focused foundation can be developed. The research uses the Research and Development method.

3. Results and Discussion

E-Card Quartet Product Based on the Team Games Tournament (TGT) Model

The development of the E-Card Quartet learning media has followed the ADDIE model development procedure, which includes analysis, design, development, implementation, and evaluation. Accuracy in media selection can improve the quality of the learning process and student achievement, one of which is E-Card Quartet (Prasidya, 2017). In line with the findings of Khadijjah (2016), which confirm that the E-Card Quartet learning media can support students in improving their understanding, presenting data in an interesting way, facilitating data interpretation, and condensing information. By using quartet cards, students can gain a better and more enjoyable understanding of the material. This game is fun, and it is also familiar to students. The material used in E-Card Quartet can be supplemented with descriptions corresponding to the images, thereby stimulating children's desire to learn (Meiliani and Nurhadiah, 2017).

The product produced by the E-Card Quartet learning media is based on the Team Games Tournament (TGT) model. The product developed is a set of printed cards designed as a learning support tool for Pancasila Education, specifically for the material on the history of the birth of Pancasila in the 7th grade of junior high school in accordance with the learning outcomes of phase D. This media was compiled using the Canva platform and then printed on 10 x 7 cm art paper. One set of cards consists of 54 sheets containing material on the history of the birth of Pancasila. Each card has two sides, namely the front side containing pictures, sub-chapter points, and descriptive information related to the material, while the back side functions as a cover.

These cards are used in group games, where each group receives one set of cards and each player receives four initial cards. Players take turns guessing the theme to collect cards with the same theme. The player who is the target of the guess must answer according to their card ownership, until all the cards are collected by the players, signaling the end of the game. This card medium not only presents the material concisely and visually but also encourages interaction and conceptual understanding through educational game activities. The e-card quartet learning media product is shown in Figure 1. The following is an example of the media.

Figure 1. E-Card Quartet Learning Media

Validity of the E-Card Quartet Based on the Team Games Tournament (TGT) Model

The validity of the E-Card Quartet learning media based on the Team Games Tournament (TGT) model was obtained from the results of assessments carried out by (1) subject matter experts and (2) media experts. Validation instruments were developed and differentiated according to each assessment requirement. The validation test was carried out with the help of validation instruments by referring to indicators that had been formulated based on theoretical studies. Validation ensures that a product meets the established standards. Through the validation process, experts, users, and related parties can provide constructive feedback as a basis for further improvements or adjustments (Saputri et al., 2023).

The material was validated by lecturers who are experts in Pancasila and Civic Education, particularly in the material on the history of the birth of Pancasila. The results of the material validation test developed in the E-Card Quartet learning media product based on the Team Games Tournament (TGT) model showed very valid results. These results were obtained from the conversion of the scores obtained. The material validation test showed that the material experts obtained an overall validity score of 92.5%. When calculated and converted, this score shows that the validity of the material in the E-Card Quartet product is in the category of very valid and very good for use. Based on Table 1. above, the results of expert

validation show an overall validity score of 92.5%. When calculated and converted, this score indicates that the validity of the material in the E-Card Quartet product is highly valid and very good for use (Table 1).

Table 1. Material Expert Validation Results

No.	Statement Indicator	Score	Maximum Score
1.	The material presented covers the material listed in the CP (Learning Outcomes) and TP (Learning Objectives).	4	4
2.	The material presented is in accordance with the learning indicators.	4	4
3.	The material presented is in accordance with the learning objectives.	4	4
4.	The material presented is broad and in-depth.	3	4
5.	The material used can help students construct their knowledge.	4	4
6.	The facts and data presented are in accordance with reality.	3	4
7.	The questions are in accordance with the material.	3	4
8.	Communicative language is used.	4	4
9.	Standard Indonesian is used.	4	4
10.	No expressions or words that are offensive or contain elements of SARA (ethnicity, religion, race, and intergroup relations) are used.	4	4
Total Score		**37**	**40**
Grade		**92.5%**	
Category		**Valid**	

Media validation was carried out by two media experts. Based on the results of two media expert validations, which obtained overall validity scores of 88% and 85% respectively, these scores, when calculated and converted, indicate that the media validity falls into the valid category and may be used with minor revisions. Based on Table 2. the results of two media expert validations obtained overall validity scores of 88% and 85%, respectively. When calculated and converted, these scores indicate that the media validity falls into the valid category and may be used with minor revisions.

Table 2. Media Expert Validation Results

		Media Expert 1		**Media Expert 2**	
No.	**Statement Indicator**	**Score**	**Maximum Score**	**Score**	**Maximum Score**
1.	Image format	3	4	3	4
2.	Image size	4	4	4	4
3.	Image quality	3	4	3	4
4.	Image suitability to the material	4	4	3	4
5.	E-Card Quartet learning media design and learning media components	3	4	3	4
6.	Accuracy of design layout and color selection	4	4	4	4
7.	Suitability of the E-Card Quartet learning media game format	3	4	4	4
8.	Media title writing	3	4	3	4
9.	Font size and selection for media titles	4	4	4	4
10.	Font size in each box on the media board	4	4	4	4

11.	Clarity of writing	4	4	3	4
12.	E-Card Quartet media is capable of establishing effective communication	3	4	3	4
13.	E-Card Quartet media is capable of providing opportunities for students to learn independently	4	4	4	4
14.	Media suitability with the learning objectives to be achieved	3	4	4	4
15.	Media suitability with the conditions and strategies used	3	4	3	4
16.	E-Card Quartet media is capable of stimulating students to think holistically	4	4	3	4
17.	Clarity of media usage guidelines or instructions	3	4	3	4
18.	Ease of media usage	4	4	4	4
19.	Communication usefulness	4	4	3	4
20.	The media contains entertainment elements that are not solely about the material	3	4	3	4
Total Score		**70**	**80**	**68**	**80**
Value			**88%**		**85%**
Category			**Valid**		**Valid**

Practicality of the E-Card Quartet Based on the Team Games Tournament (TGT) Model

The practicality of the learning media in the development of the E-Card Quartet based on the Team Games Tournament (TGT) model is based on user responses during field trials. User responses were collected using a questionnaire developed to assess the practicality of the E-Card Quartet media. Based on the results of user responses to the product, the practicality test obtained an average student response percentage of 92% in the excellent category, with student response percentages for each indicator ranging from 80% ≤ NRS < 100%, which is in the excellent category. Therefore, the use of E-Card Quartet in learning can be said to be very practical. Based on Table 3. above, the average student response percentage was 92%, which is in the excellent category, with the student response percentage for each indicator falling within the range of 80% ≤ NRS < 100%, which is in the excellent category. Therefore, the use of E-Card Quartet in learning can be said to be very practical.

Table 3. Practicality Test Results

No.	Students	Student Response Score for Each Indicator									
		1	2	3	4	5	6	7	8	9	10
1.	AKAP	3	4	4	4	3	4	4	4	4	3
2.	ARP	4	4	3	3	4	4	4	4	3	4
3.	ASPS	4	4	3	3	4	4	4	4	3	4
4.	AML	4	4	4	4	4	4	3	4	4	3
5.	AAS	4	4	3	4	4	3	4	4	4	4
6.	AKB	3	3	4	3	4	4	3	2	3	4
7.	AVM	3	3	4	4	4	3	4	3	4	4
8.	AO	3	4	3	4	4	3	4	4	3	3
9.	BHS	4	4	4	3	4	3	4	4	3	4
10.	DPKP	4	4	3	4	4	4	3	4	4	3

11.	DARE	4	4	4	4	4	4	3	4	3	4
12.	DDS	4	4	4	4	4	4	4	4	3	4
13.	DAP	4	4	4	4	4	4	4	4	4	3
14.	GAP	3	3	3	3	3	3	4	4	4	4
15.	IDK	3	4	3	3	3	3	4	3	3	3
16.	JTU	3	3	3	3	3	3	4	4	4	4
17.	MALK	4	3	4	4	4	3	4	4	3	4
18.	MAK	4	3	4	4	4	3	4	4	3	4
19.	MKRP	4	4	4	4	4	4	4	3	3	3
20.	MRS	4	4	4	4	4	4	4	3	4	4
21.	MNZ	4	4	4	3	4	4	4	4	4	4
22.	MAA	3	4	4	4	4	4	4	4	3	4
23.	MDAP	4	4	4	4	4	4	3	4	4	4
24	MRHJ	4	4	4	4	3	3	4	4	3	4
25.	MRL	4	4	4	4	3	4	4	3	4	3
26.	MBA	4	3	3	4	4	3	4	3	3	4
27.	MDRB	3	3	4	3	4	4	4	4	3	4
28.	NS	3	3	3	3	3	3	3	4	3	3
29.	RRI	4	4	4	4	4	4	4	3	4	4
30.	TBS	4	4	4	3	4	4	3	4	4	4
31.	TNIH	3	3	3	4	4	4	3	4	3	4
32.	YNB	3	4	3	4	4	3	4	4	4	4
Total		**116**	**118**	**116**	**117**	**121**	**115**	**120**	**119**	**111**	**119**
Percentage NRS		**91%**	**92%**	**91%**	**91%**	**95%**	**90%**	**94%**	**93%**	**87%**	**93%**

The aspects assessed in the use of the E-Card Quartet learning media include four main interrelated areas. First, the aspect of material quality, which looks at the extent to which the content of the E-Card Quartet is relevant to the needs of Civic Education learning, particularly in helping students understand the history of the birth of Pancasila in greater depth. As stated by Sulistyarini & Dewantara (2020), the relevance of the material to the real-life context of students helps them to find a more memorable learning experience. Second, the design and appearance aspect of the media, which examines visual suitability, the completeness of the relationship between images and text, the attractiveness of colors, and the ease of recognizing the contents of the cards. Third, the practicality aspect, which assesses the readability of the game instructions and the ease of following them in the classroom learning process. Fourth, the learning usefulness aspect measures the extent to which the game creates a fun learning atmosphere, fosters group cooperation, and increases students' understanding and insight. Through the assessment of these four aspects, the quality of the E-Card Quartet media can be assessed objectively and comprehensively in the context of Pancasila education learning. Practicality is also assessed in terms of ease of use as a learning tool. The E-Card Quartet learning media based on the Team Games Tournament (TGT) model was not developed to replace textbooks or other main teaching materials. Rather, it provides additional learning resources to support the optimization of student learning. Based on small group testing and field testing, the majority of students responded positively to the E-Card Quartet based on the Team Games Tournament (TGT) model.

The Effectiveness of the E-Card Quartet Based on the Team Games Tournament (TGT) Model

The effectiveness of the E-Card Quartet learning media based on the Team Games Tournament (TGT) model was obtained from the results of the students' pretest and posttest. Learning in large groups was carried out by involving 32 students. Before the learning intervention was given, the pretest results showed that the average student score was 68,13, with the highest score being 85 and the lowest being 45. This data indicates that most students still had varying levels of understanding, with some participants experiencing difficulties in mastering the material before the intervention was carried out. The pretest and posttest results can be seen in Table 4.

Table 4. Pretest Posttest Results

No.	**Test Subject**	**Pretest**	**Postest**
1.	AKAP	60	95
2.	ARP	55	85
3.	ASPS	85	95
4.	AML	75	85
5.	AAS	60	85
6.	AKB	70	95
7.	AVM	75	90
8.	AO	50	95
9.	BHS	70	100
10.	DPKP	75	85
11.	DARE	65	90
No.	Test Subject	Pretest	Postest
12.	DDS	55	85
13.	DAP	65	85
14.	GAP	50	90
15.	IDK	45	90
16.	JTU	75	100
17.	MALK	85	100
18.	MAK	75	80
19.	MKRP	85	90
20.	MRS	50	85
21.	MNZ	60	95
22.	MAA	75	90
23.	MDAP	60	80
24	MRHJ	70	90
25.	MRL	80	95
26.	MBA	70	95
27.	MDRB	75	100
28.	NS	80	80
29.	RRI	70	80
30.	TBS	65	90
31.	TNIH	85	100
32.	YNB	70	80
Rata-Rata		**68,13**	**90**

After participating in the learning session, a post-test was conducted to assess the improvement in students' understanding. The results showed a significant improvement, with an average post-test score of 90. The highest score in the post-test was 100, while the lowest score increased to 80. When compared to the pre-test, this increase in scores demonstrates the effectiveness of the learning methods

applied in large groups. Most participants who previously had low scores on the pre-test experienced a significant jump in their scores. This shows that the learning strategies applied were able to significantly improve students' understanding. This is reinforced by the findings of Fadillah et al. (2017) that there were also significant positive behavioral changes in school children's knowledge after being taught through E-Card Quartet education.

4. Conclusion

This development study concluded that the E-Card Quartet learning media based on the Team Games Tournament (TGT) model was successfully developed as a learning tool suitable for teaching the history of the birth of Pancasila to 7th grade students. This media was designed in the form of printed cards that presented the material in a concise, visual, and interactive manner, thereby supporting a more engaging and collaborative learning process. Through a systematic game structure, students have the opportunity to understand the material more independently while engaging in fun learning activities.

The results of validation by subject matter experts and media experts show that this media meets the standards of content, design, and learning function. The assessment confirms that E-Card Quartet is in line with the learning needs of Pancasila Education and can be used with minimal revisions. In addition to being valid, this media is also considered practical based on student experiences during trials, as it is easy to use, has clear instructions, and supports group interaction. In terms of effectiveness, the use of E-Card Quartet has been proven to improve students' understanding of the historical background of Pancasila. Changes in students' abilities after participating in the learning process indicate that this media has a consistent positive impact. Overall, this study successfully achieved all of its development objectives, and the resulting media can be recommended as an innovative alternative in Pancasila Education learning.

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