THE CARD SORT TYPE ACTIVE LEARNING METHOD ON CREATIVE THINKING ABILITY IN CLASS V SOCIAL SCIENCES LEARNING SDN MARGA JAYA I BEKASI CITY

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Article Information	ABSTRACT
	This study aims to determine the effect of using the card sort type of active learning method on the ability to think creatively in class V social studies students at SDN Marga Jaya I, Bekasi City. This study uses a quantitative approach, with the subject being Class V teachers and fifth grade students at SDN Marga Jaya I, Bekasi City. The research sample consisted of two classes, namely the experimental class and the control class. In the experimental class there were 27 students, and in the control class there were 26 students. In obtaining the data, the researcher used the Social Sciences Creative Thinking Ability test method for elementary school students in the form of essay choice questions, observation, and documentation. The data analysis technique used is inferential analysis by testing the hypothesis using the t-test statistic, a significant level of 5% = 0.05. Inferential analysis is an analytical technique that can be used to determine whether the hypothesis in the study is accepted or rejected. Based on the results of the study, it can be concluded that the use of the card sort type of active learning method on the ability to think creatively in class V social studies students at SDN Marga Jaya I, Bekasi City. This is shown in the results of the average value of the experimental class after being given the card sort learning treatment, which is 67.11, and the control class which is given the conventional learning treatment is 61.92. *This is an open access article under the CC BY-SA license.*

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1. INTRODUCTION

Education as a systematic unit is carried out as a lifelong process for the cultivation and empowerment of students. Therefore, every student needs to receive quality education by providing opportunities to improve lifelong education. Permendikbudristek 16 of 2022 concerning Process Standards in PAUD, Primary and Secondary Education is to implement the provisions of Article 15 of Government Regulation Number 57 of 2021 concerning National Education Standards as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards need to stipulate a Minister of Education, Culture, Research and Technology Regulation concerning Process Standards for Early Childhood Education, Basic Education Levels and Secondary Education Levels. Process standards for primary and secondary education units include planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring the learning process. However, the use of the learning system must also be adjusted to the competencies developed by the school (Masbahah *et al.,* 2014) .

According to Arief (2014) a learning system is basically ways to achieve learning goals, namely achieving maximum learning outcomes by students in learning activities. Learning outcomes are an important factor in the teaching and learning process. Learning should pay attention to the individual conditions of children because they are the ones who will learn. Students are individuals who are different from each other, have their own unique qualities that are not the same as other people. Therefore, learning should pay attention to the individual differences of the child, so that learning can truly change the child's condition from being unskilled to being skilled and from having poor behavior to being good. However, in reality teachers tend to teach without looking at students' character and teach with monotonous methods which make students passive.

Learning methods are applied in the teaching and learning process by teachers in schools, including learning carried out in elementary schools. Teachers must fully understand the implementation of the learning methods that will be used in the learning process. Because by mastering a teacher's professional abilities, the ability to master various methods is tested, especially *active* learning methods. In this case, teachers can use various methods, including the lecture method. However, it is only limited to material that requires a lot of explanation (Wijaya, 2020) .

According to Meillynia *et al.,* (2022) *Active* learning learning method , this method is a learning process that provides students with the opportunity to involve all their thinking abilities during class and this method is a means of increasing attention and interactive learning in the classroom. According to Pinzon, (2013) Active learning is learning that invites students to learn actively. By using active learning methods, learning activities are dominated by students, students always gain meaningful learning experiences and also always think about what they are doing while studying, while the teacher acts as a facilitator only. One active learning method that can be applied in learning is the card sort method.

According to Winarsih *et al.* , (2014) *Card sort* is an active learning method used to increase student learning activity by giving assignments related to concepts, characteristics, classifications, facts, or assessing information carried out in small groups of students in a fun way. *The card sort* type active learning method uses card facilities, the card contains a problem that must be solved by each student. The physical movement in it can help eliminate student boredom during learning. So, this learning method is a learning method that involves students in learning activities, working together and having fun. With the hope of making it easier for students to understand learning material and improving students' creative thinking abilities.

Creative thinking according to Rodiyana (2013) states that, by thinking creatively, a person can produce new breakthroughs that have high sales value in society. A person's creative thinking can produce a variety of sensitivities , fluency *refers* to the student's ability to provide various and correct answers to questions, flexibility *refers* to the student's ability to solve problems in a variety of different and correct ways, authenticity *(originality)* refers to the student's ability to answer questions in a way that is not usually done by other students and is the result of their own thinking, detail *(elaboration)* refers to the student's ability to combine existing elements, principles and concepts so that they become an integrated whole . Sensitivity refers to students ' ability to easily react in responding to issues related to the questions given.

Based on the results of initial interviews conducted by researchers at SDN Margajaya I, Bekasi City, on December 12 2022, by interviewing class V teachers, teachers tend to conduct learning in a teacher *-centered manner* , the method used is still dominated by the lecture method and has not varied, students less active in looking for answers to problems or assignments given by the teacher, students are less able to take the initiative in providing new ideas, students are less able to draw conclusions from the theory that has been obtained, and students cannot develop concepts from existing material with understanding students' effectiveness or the current state of the situation. It is very unfortunate that students who are already in class V have not implemented learning that directs students to think creatively.

In line with the problems above, there is a need for social studies learning that suits students' needs and is related to students' real lives, so that students not only know instantly but are also able to discover the concepts they are studying. Realistic problems can be used as a starting point for social studies learning to help students develop an understanding of the material being studied. Apart from that, the real experience that students gain in learning also really helps students understand the concepts they are studying. According to Hermiyanty, Bertin (2017) One learning strategy that can be used to overcome this problem is the *active learning strategy.*

Based on the background that has been described, the researcher will carry out research entitled " The Effect of Using *Card Sort* Type *Active Learning* Methods on Creative Thinking Ability in Class V Social Sciences Learning at SDN Marga Jaya I Bekasi City

2. RESEARCH METHODS

The type of research used by researchers is quasi-experimental. This type of experiment is part of Quantitative methods have a distinctive characteristic, namely the existence of a control class. The type of experimental research used in study This is *Quasi Experimental Design* n or study Experimental Pseudo.

The type of experimental research used in this research is *Quasi Experimental Design* or more specifically *Nonequivalent Controls Group Design. Nonequivalent Controls Group Design* is study Which has two groups, namely the experimental group and the control group which were not chosen randomly (Sugiyono, 2019:79). *Nonequivalent Control Group Design* is a research design that is almost the same as *Pretest/Posttest Controls Group Design,* just that on design study this is a group experiment nor group control No chosen randomly. So, the subjects and population do not need to be chosen randomly but rather divided directly into twogroup that is group experiment And group control.

Study This use two class, that is class experiment Where student Study with learning social sciences with the help of learning methods *active learning card sort* type and class control Where student Study with learning through conventional methods.
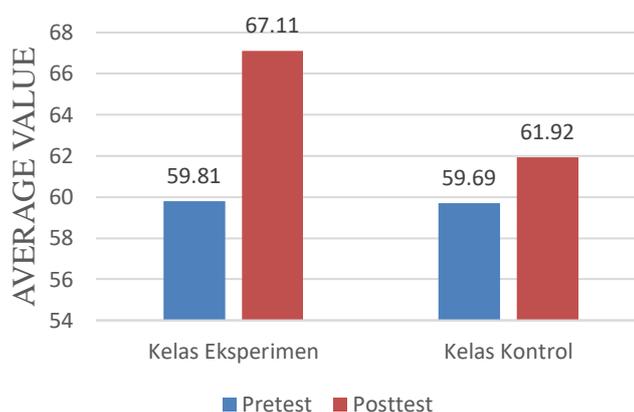
Data collection methods in this research are tests and observation. The test is used in 2 activities, namely before giving treatment *(pretest)* and after giving treatment *(posttest).* The data Already obtained furthermore tested with use test precondition form test normality And test homogeneity. After fulfilling the prerequisite tests, a hypothesis test is carried out in the form of a t test. Pre-value dataThe test and post-test were then analyzed to determine the effect of using *the card sort* type *active* learning method to ability creative thinking class V at school base.

3. RESULTS AND DISCUSSION

This research is experimental research carried out at SDN Margajaya I Bekasi City. In this study, researchers obtained data in the form of *pretest* and *posttest scores* from the experimental and control classes. The data obtained was then tested with prerequisite tests in the form of normality tests and homogeneity tests. After fulfilling the prerequisite tests, a hypothesis test is carried out in the form of a t test. *The pretest* and *posttest* score data were then analyzed to determine the effect of using *the card sort* type of *active learning method* on elementary school students' creative thinking abilities.

This research was conducted to determine the effect of using *the card sort* type of *active learning method* on elementary school students' creative thinking abilities. Research data was obtained from the scores of experimental class and control class students. The experimental class was given learning treatment using the *card sort* type *active learning method,* while the control class was given conventional treatment. *Pretest* scores are taken before students receive treatment in the experimental and control classes. Meanwhile, post-test scores were taken after students were given treatment in the experimental and control classes. Based on the results of research conducted in the VA and VB classes of SDN Margajaya I Bekasi City, the following results were obtained.

The results of the analysis of the average *pretest* and *posttest* between the experimental class and the control class are presented in the picture.

From the graph of student scores above, it can be concluded that there is a significant difference between the scores of social studies creative thinking abilities in the experimental class which was treated with the *card sort* type of *active learning method* on the creative thinking abilities of students at SDN Margajaya I, Bekasi City and the control class which was treated with conventional learning methods.

3.1. Normality test

The normality test is carried out to determine whether the classes used as samples are normally distributed or not. If it is normally distributed then data analysis can use parametric statistics and if the data is not normally distributed then data analysis can use non-parametrics. The following is a summary of the sample normality test results data which can be seen in the following table.

Table 4.3 Sample Normality Test Results

		Shapiro-Wilk			
Data	Class	Statistics	df	sig	Information
Pre-Test	Experiment	0.975	27	0.747	Normally distributed
Post-Test		0.932	27	0.077	Normally distributed
Pre-Test	Control	0.937	26	0.111	Normally distributed
Post-Test		0.946	26	0.185	Normally distributed

3.2. Sample Homogeneity Test

Table 4.4 Homogeneity Test Results
Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair	Pre-Test Post-Test	-7,296	8.123	1,563	-10,510	-4,083	-4,667	26	,000

The homogeneity test is used to find out whether the sample used comes from a homogeneous population or not. With the Lavene statistical test, the criteria for decision making for the homogeneity test are: If the significance value (Sig) is > 0.05 then the data variance is homogeneous. If the significance value (Sig) <0.05 then the data variance is not homogeneous. The homogeneous test results can be briefly seen in the following table.

3. 3. Hypothesis Test (t-test)

After carrying out the normality test and homogeneity test as a prerequisite test before carrying out the hypothesis test (t-test) and the data obtained has met the requirements for carrying out the hypothesis test (t-test). The next step is to carry out a t-test to answer the hypothesis that has been prepared previously. The hypothesis test used is a parametric test with a paired sample test analysis technique. The *paired sample* test is used if the normality test has a normal distribution after previously carrying out the analysis prerequisite tests, namely the normality test and homogeneity test, the results obtained are that the data is all normally distributed and, in the homogeneity, test the data results are all homogeneous. The results of the hypothesis test analysis can be briefly seen in the following table.

Table 4.5 Homogeneity Test Results (T-Test)

Data	Leavene statistics	df1	df2	Sig	Information
Pre-Test	0.614	1	51	0.390	Homogeneous
Post-Test	0.753	1	51	0.437	Homogeneous

Based on table (2), the normality test used in this research is the *Shapiro- Wilk.* This is because the samples used numbered less than 30. Based on table 2. you can conclude that data *pretest posttest* on control class and experiment normally distributed, the experimental class pre-test, a sig value was obtained. 747 and the post-test obtained a sig value. 0. 077, whereas in the control class pre-test, a sig value was obtained at 0.111 and in the post-test, a sig value was obtained. 0. 185. Retrieval This decision is based on the Sig value. > 0.05 with a significance level of 5%. (3) the pre-test results data shows that the Sig value. is 0.942 so it can be concluded that the pre-test group variance is homogeneous.The post-test result data shows that the Sig. is 0.183 so it can be concluded that variance group post-test is homogeneous.

After the prerequisite tests have been carried out and the analysis results have tested the prerequisites, the test can be carried out hypothesis (t-test) using a *paired sample test* based on decision making if the test hypothesis (test t) mark probability of significance < 0.05 so H $_0$ rejected, and Ha accepted. Based on on table (4) shows that the results of the hypothesis test (t-test) obtained a Sig value. = 0.000 means smaller than 0.05

So it can be concluded that there is an influence of the *card sort* type *active* learning method on the ability to think creatively in class V students. Apart from using prerequisite tests and parametric tests in this research also used descriptive analysis for describe process application use of *the card sort* type *active* learning method on creative thinking abilities in fifth grade students. Based on the results of the data analysis obtained, Ha $_{is}$ accepted, which means there is an influence *card* sort type *active* learning method on creative thinking abilities in fifth grade students. Matter This Because after applied *card* sort type *active* learning method The ability to think creatively in class V students has increased significantly process learning.

4.   CONCLUSION

Based on the results of previous research and discussions, several conclusions were obtained as follows: From results analysis test hypothesis use *paired samples test*, obtained mark sig = 0,000 in accordance with basetaking decision If test hypothesis mark probability significance < 0.05 so H_0 rejected, And Ha accepted. Soin a way significant hypothesis alternative (Ha) accepted And hypothesis zero (H0) rejected. Based on test hypothesis, canconcluded that *the card sort* type of *active* learning method is influential on creative thinking abilities in fifth grade students. Based on the implementation and observation of the use of *the card sort* type of *active* learning method on creative thinking abilities in class V students , it can be concluded that in the experimental class using the *card sort* type *active* learning method there was an increase in success which in this case was supported by the results of observations of the implementation of activities student in learning in matter the state that results observation accomplished all. So that can *card sort* type *active* learning learning method able to help students to be more active in learning and capable help students in having difficulty think creatively make students Which active.

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