



# The Effectiveness of Lexicon Card Media Assisted by Minimum Competency Assessment on Students' Learning Comprehension

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## ABSTRAK

Rendahnya hasil belajar siswa pada muatan pembelajaran bahasa Indonesia di kelas IV disebabkan karena guru cenderung menggunakan metode ceramah yang menimbulkan kejenuhan kepada siswa. Tujuan penelitian ini yaitu menganalisis pengaruh keefektifan media lexicon card berbantuan asesmen kompetensi minimal terhadap pemahaman siswa dibanding dengan metode konvensional. Metode yang digunakan pada penelitian ini menggunakan jenis Quasi Eksperimen dengan desain penelitian Non-equivalent Control Group. Metode yang digunakan untuk mengumpulkan data adalah wawancara, observasi, dokumentasi dan tes. Instrumen yang digunakan untuk mengumpulkan data adalah angket dan soal tes. Populasi penelitian ini adalah 111 siswa. Teknik pengambilan sampel yang digunakan adalah Nonprobability Sampling. Teknik analisis data yang digunakan adalah analisis deskriptif kuantitatif dan statistik inferensial. Hasil penelitian penggunaan media lexicon card berbantuan asesmen kompetensi minimum dapat meningkatkan hasil belajar siswa. Hasil test pemahaman siswa pada peningkatan pretest ke posttest, serta rata-rata kelas eksperimen lebih tinggi dibanding kelas kontrol. Disimpulkan bahwa keefektifan media lexicon card berbantuan asesmen kompetensi minimum pada pemahaman gagasan teks narasi yang memberikan pengaruh dalam meningkatkan hasil belajar siswa dibanding metode konvensional.

## ABSTRACT

The low student learning outcomes in Indonesian language learning content in class IV are caused by teachers tending to use lecture methods, which causes students to become bored. This research aims to analyze the effectiveness of lexicon card media assisted by minimal competency assessment on students' understanding compared to conventional methods. The method used in this research uses a Quasi Experiment type with a Non-equivalent Control Group research design. The methods used to collect data are interviews, observation, documentation and tests. The instruments used to collect data were questionnaires and test questions. The population of this study was 111 students. The sampling technique used is Nonprobability Sampling. The data analysis technique used is quantitative descriptive analysis and inferential statistics. The results of research on the use of lexicon card media assisted by minimum competency assessments can improve student learning outcomes. The results of the student understanding test increased from the pretest to the post-test, and the average of the experimental class was higher than the control class. It was concluded that the effectiveness of lexicon card media assisted by minimum competency assessments in understanding the ideas of narrative texts had an influence in improving student learning outcomes compared to conventional methods.

## 1. INTRODUCTION

Education has a vital role in human life. Education can increase a person's ability to keep up with the times, especially with advances and changes in science and technology (Amin et al., 2021; Djabba & Ilmi, 2022; Irbah et al., 2022; Kratz et al., 2019). Teachers have an essential role in learning objectives, acting as directors mentors and encouragement of students in learning (Kholis, 2019; Prihatini et al., 2021; Suhartini et al., 2021; Tang et al., 2020). In this case, teachers have four competencies as educators in practical learning, namely professional, pedagogical, social and personality competencies (Hartanti &

Yuniarsih, 2018; Zulfitri, 2020). In creating appropriate and practical education, there needs to be guidelines for learning, namely the curriculum. The curriculum has a role as a planning and regulation tool regarding learning, materials, objectives, content and methods used in learning activities (Syafi'ah, 2019; Wirayasa et al., 2021). The curriculum is a guideline for creating effective education in current learning activities using the independent curriculum.

The main activities in the independent curriculum are intracurricular learning, which refers to specified learning outcomes and projects to strengthen the Pancasila structure or pattern profile, which leads to efforts to strengthen the achievement of the Pancasila learning profile with Graduate Competency Standards (SKL) (Anas et al., 2023; Jufriadi et al., 2022; Syaiful Mujab, Ade Tutty R. Rosa, 2022). Students are required to complete the criteria for knowledge, attitudes, behaviour and skills as learning outcomes (Jufriadi et al., 2022; Syaiful Mujab, Ade Tutty R. Rosa, 2022). Apart from that, there are 8 learning contents in the independent curriculum, one of which is Indonesian language learning content. In human life, Indonesian is essential. Indonesian has become a communication tool for conveying information in everyday life (Kristiyaningrum & Ismanto, 2020; Lestari et al., 2022). Indonesian is the most important thing in learning from elementary to tertiary level; this aims to ensure that everyone, especially elementary school students, has language skills, improves their personality, and forms good communication using Indonesian. In the world of education, Indonesian has a function as a language of instruction. Indonesian has four essential aspects, namely, listening, speaking, reading and writing skills (Ansoriyah, 2017; Widayanti et al., 2019). The learning process is expected to be structured and dynamic in order to create pleasing forms of communication with each other, not only that but also to provide a pleasant learning atmosphere.

However, the current problem is that the process of learning Indonesian language content still needs to be enjoyed (Mukhlis et al., 2019; Nisa & Supriyanto, 2016). Previous research findings also reveal that there are still many students who need higher learning outcomes (Masunah et al., 2021; Munthe et al., 2023). Previous research revealed that this problem was caused by a lack of media or inappropriate models used in learning (Afifah et al., 2022; Artini, 2019). Based on the results of observations and interviews conducted at SD Gugus Diponegoro Pati with the principal and class IV teachers at SDN Gugus Pati Diponegoro, several problems were found regarding the implementation of learning in class IV. The problems found include low student interest in learning, lack of innovation in the use of learning media, inadequate learning outcomes, lack of attention from parents, making students less fluent in reading and students less understanding of learning in class. Other problems encountered in learning Indonesian. When directly observing the teaching and learning process during Indonesian language learning. Students need to be more enthusiastic about participating in learning. Learning seems monotonous and needs to attract students' attention. The use of lecture and assignment methods still dominates. Some students do not need help to read fluently; some can read but need help understanding the content of the text being studied. Teachers need to be more innovative in the use of learning media.

From the results of observations and interviews at Gugus Diponegoro Pati Elementary School, some students obtained scores in the Indonesian language subject regarding narrative texts that were still below the Minimum Completeness Criteria (KKM) that had been set, namely 75. Of the 30 students at SD N Raci 01 class IV A who obtained test scores, Only 10 students fulfilled the KKM daily. Apart from that, at SD N Raci 01, class IV B students whose scores met the KKM were only 13 out of 30 students. Meanwhile, the number of students who reached the KKM at SD Bumimulyo 01 was 17 people out of 30 children, SD N Bulumulyo 01 was 9 people out of 22 children, and SD Ketitang Wetan 01 was 4 people out of 12 children. So, on average, 50% of students still get scores below the specified KKM. Apart from that, the Principal of SD N Gugus Diponegoro also explained that if you look at the average results of the National Minimum Competency Assessment, especially literacy mastery, it is in a suitable category with a score of 83.33%. However, in 2022, there will be a decrease of 9.42%.

Based on this, the solution offered is to use learning media that helps students learn. It is also expressed by previous research findings, which state that media can help students learn so that the learning outcomes obtained by students improve (Afifah et al., 2022; Angga et al., 2020; Dewi et al., 2019). One learning media that can be used is learning media that is adapted to student characteristics and learning materials (Afifah et al., 2022; Dewi et al., 2019; Wahyuni & Thahar, 2020). Learning media that can be used to improve students' understanding are Lexicon Cards or dictionary cards. Lexicon cards are a learning medium by creates educational elements related to Indonesian language subjects so that students do not feel bored and interest arises. Students feel energized, and interest arises in learning Indonesian. Lexicon cards or dictionary cards are cards that contain words used to increase understanding which are used to increase understanding of narrative text ideas. Lexicon cards or dictionary cards are a type of graphic media or two-dimensional media that has length and width.

Previous research findings also reveal that appropriate learning media will increase students' motivation to learn Indonesian (Afifah et al., 2022; Dewi et al., 2019). Other research also confirms that learning media can improve understanding of Indonesian language concepts (Ari Cahyani et al., 2019; Hidayah et al., 2020; Lestari et al., 2022). Narrative text is a form of discourse that has the concept of describing an event clearly to the reader (Habibah & Muftianti, 2020; Pandini, 2020). So that students are able to understand and convey ideas in informational texts. Narrative texts also provide a chronological understanding of discourse and meaning from a series of events so that readers can understand the meaning of the story (Aini et al., 2021; Fajrudin et al., 2023). The novelty of this study the media used is that it combines educational elements so that students do not feel bored while learning. It certainly has an impact on improving Indonesian language learning outcomes for students. There has yet to be a study regarding lexicon card media assisted by minimum competency assessment classes in studying students' understanding of narrative text ideas. Based on this, this research aims to testing lexicon card media with the help of minimum competency assessment classes in increasing students' understanding of narrative text ideas.

## 2. METHOD

This research is experimental. Experimental research is used to find the effect of a particular treatment on other treatments under controlled conditions (Sugiyono, 2019). This type of research is a quasi-experimental method. This research aims to determine the effect of treatment on the sample. The treatment in question uses lexicon card learning media assisted by AKM Class in the experimental class and student books as learning resources in the control class. This research design is a Quasi-Experimental Design in the form of a Nonequivalent Control Group Design. The experimental and control groups were not chosen randomly because they were based on similar groups. The experimental class is the class that was given treatment (X), namely lexicon card learning media assisted by AKM Class. Meanwhile, the other class is the control class, which was not given treatment. Class O1 (experiment) was given treatment (X) by using lexicon card learning media assisted by AKM Class. In contrast, class O3 (control) was not given treatment by using conventional methods in the form of varied lectures. The two classes were given a test to determine whether or not there were differences in the initial conditions using the normality and homogeneity tests. After being given treatment, the experimental class and control class were given a final test to determine the effect of the treatment that had been given.

This research took place at Gugus Diponegoro Pati Elementary School, which includes Raci 01 Public Elementary School, Bumimulyo 01 Public Elementary School, Bulumulyo 01 Public Elementary School, and Ketitang Wetan 01 Public Elementary School. The population of this research was 111 students. The sampling technique used is Nonprobability Sampling. Nonprobability sampling is a method of sampling that does not give members of the population an equal opportunity to be selected as members of the sample. Sampling was carried out using a Purposive Sampling technique, taking into account the type of research used, where in this research, it was necessary to determine the sample with specific considerations.

The methods used to collect data are interviews, observation, documentation and tests. The interview method is used as a data collection technique in the context of a preliminary study to identify a problem to be researched. The observation method is used to make careful observations using the entire lesson. The documentation method uses student test data and the fourth-grade learning process at SDN Gugus Diponegoro Pati. The test method is used to test the effectiveness of the lexicon card media with the help of a minimum competency assessment class in increasing students' understanding of narrative text ideas. The instruments used to collect data are questionnaires and test questions. The data analysis techniques used are quantitative descriptive analysis and inferential statistics.

The data used in the normality test are pretest and posttest scores for Indonesian language subjects. The final data normality test uses the Liliefors statistical test in the Kolmogorov-Smirnov statistical column. The homogeneity test was carried out to identify similarities in the variance of the post-test results for the experimental and control classes. If both classes have the same variance, the data obtained is homogeneous. The homogeneity test was carried out with the help of SPSS 29. The hypothesis test used in this research was the test of the effectiveness of the lexicon card learning media assisted by AKM Class and audio-visual media. Hypothesis testing includes the T-test, N-Gain test, and Z-test. In testing the hypothesis, use the Independent Sample Test on SPSS 28. The third hypothesis test tests the completeness of student learning outcomes (posttest scores) using the z test.

### 3. RESULT AND DISCUSSION

#### Result

This study was conducted to determine the effect of treatment using lexicon card learning media assisted by AKM class in the experimental class and student books as learning resources in the control class. In this study, two classes were selected as research samples. One of the classes became the experimental class and the other class became the control class. The experimental class received treatment in the form of *lexico card* learning media with class AKM. While the control class did not get treatment, namely by using conventional methods in the form of varied lectures. The data analysis process is carried out after all relevant data has been collected. Data analysis is an activity of combining data based on variables from all respondents, tabulating and presenting data for each research variable, carrying out calculations in order to answer problem formulations, and analyzing data to test hypotheses that have been formulated. The pretest results from the experimental class and control class are the initial data set analyzed in this study using the normality test and homogeneity test. using normality test and homogeneity test.

The post-test results of the experimental class and control class are the final data used in this study. This data analysis is useful for concluding research results. At this stage, the prerequisite test is carried out, namely the normality test and the homogeneity test of the post-test results. Furthermore, hypothesis testing was carried out, namely the T-Test test, N-Gain test, and learning activity. The experimental class consisted of 30 students and the control class consisted of 30 students. The data is obtained from students taking the pretest and post-test given by each class with a maximum score of 100. After the research obtained through observation, interviews, test questions, and documentation conducted by researchers to obtain analyzed which makes it easier for researchers to draw conclusions. Data processing is also carried out with the help of the SPSS (Statistical Product and Service Solution) 29 for windows program.

Data description of pretest results of understanding the ideas of narrative text is an analysis that describes students' initial understanding. The total score data of each respondent was obtained from the pretest results of the experimental and control classes. Data on the pretest results of understanding the ideas of narrative text were obtained from the scores of the answers to the initial concept understanding tests of students in the experimental and control classes. Descriptive Statistics of Experimental and Control Class Pre-test Scores Control showed in [Table 1](#).

**Table 1.** Descriptive Statistics of Experimental and Control Class Pre-test Scores Control

Group	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	30	23.00	80.00	60.0333	17.58229
Post-test Experimental	30	66.00	100.00	82.7667	8.53667
Pretest Control	30	16.00	76.00	53.7000	11.41128
Post-test Control	30	53.00	83.00	65.1000	8.00582
Valid N (listwise)	30				

Base on [Table 1](#), it was found that the average score of the Pre-test for the experimental class was 60.03 while the average for the control class was 53.70. With the description of the data results, it can be stated that there is a difference from the average of the experimental class and the control class. So it can be concluded that the experimental class is the right class, because the average value of the class has not been given treatment is smaller than the control class. From these results, it can be stated that the use of lexicon card media assisted by minimal competency assessment class in learning to understand the ideas of narrative texts of grade IV SD Gugus Diponegoro Pati students is qualified as effective when used in the learning process of narrative text material. This can be proven from the results of the experimental and control classes in the implementation of pretest and post-test activities on understanding the ideas of narrative texts of grade IV elementary school students of Diponegoro Pati Gugus.

Normality test class aims to determine whether a variable is normally distributed or not. The data used in the normality test is the pretest and post-test scores of Indonesian language subjects. The normality test in this study used the Kolmogorov-Smirnov test, used in this study as a normality test. If Sig. is more than 0.05 then the data can be said to be normally distributed. However, it is not normally distributed if the significance value is less than 0.05. Normality test result is show in [Table 2](#).

**Table 2. Normality Test**

	Class	Kolmogorov-Smirnov			Shapiro-Wilk
		Statistic	df	Sig.	Statistic
Student Learning Outcomes	Pretest Experiment	0.148	30	0.093	0.914
	Post-test Experiment	0.144	30	0.113	0.966
	Pretest Control	0.152	30	0.074	0.936
	Post-test Control	0.144	30	0.115	0.938

Base on Table 2 it can be said that sig. more than 0.05 stated that the data is normally distributed. Then homogeneity test results are presented in Table 3.

**Table 3. Homogeneity Test of Posttest Score**

		Test of Homogeneity of Variance	
		df2	Sig.
Student Learning Outcomes	Based on Mean	58	0.716
	Based on Median	58	0.693
	Based on Median and with adjusted df	57.834	0.693
	Based on trimmed mean	58	0.700

Base on Table 3, the homogeneity test results show a significance value (0.716)  $\geq$  0.05, indicating that the data group comes from a population that has the same variance (homogeneous). Z Test Result showed in Table 4.

**Table 4. Z Test Result**

		Binomial Test			
		Category	N	Observed Prop.	Test Prop.
Post-test Experimental	Group 1	$\leq 75$	14	0.2	0.2
	Group 2	$> 75$	46	0.8	
<b>Total</b>			<b>60</b>	<b>1.0</b>	

Hypothesis testing criteria use a significance level of  $\alpha = 0.05$ . Learning completeness is declared successful if the percentage of classical completeness of student learning outcomes reaches 75% ( $H_a: \pi > 0.75$ ). Base on Table 4, the results of calculating the average post-test data based on the z-test with a significance level of 5% showed that the significance value in the experimental class was 0.306 ( $0.301 > 0.05$ ). Meanwhile, the average learning completeness of the binomial test column in the experimental class was  $> 75\%$ , so that  $H_0$  was rejected and  $H_a$  was accepted. Therefore, it can be concluded that the average complete learning outcomes of students who use lexicon card media assisted by the AKM class are higher than the average learning outcomes of students who use student books as a learning resource. N-gain Test Result showed in Table 5.

**Table 5. N-gain Test Result**

Class	Number of Students	Average		N-Gain	Criteria
		Pre-test	Post-test		
Experimental Students	30	60.03	82.76	0.558	Medium
Control Students	30	53.07	65.01	0.238	Low

From Table 5, it can be stated that the use of lexicon card media assisted by minimal class competency assessment in learning to understand the ideas of narrative text of grade IV SD Gugus Diponegoro Pati students is qualified as effective when used in the learning process of narrative text material. This can be proven from the results of the experimental and control classes in the implementation of pretest and posttest activities on understanding the ideas of narrative texts of grade IV elementary school students of Diponegoro Pati Gugus.

**Discussion**

The results of data analysis show that fourth-grade students' understanding of the concept of narrative text ideas in the experimental class can provide an increase from the average. First, lexicon card

media assisted by minimal competency assessments can make learning more accessible for students. The application of lexicon card media assisted by minimal competency assessments is an effective learning strategy to make it easier for students in the learning process. Previous research findings reveal that appropriate media can make it easier for students to understand learning material (Havisa et al., 2021; Sumantri et al., 2017; Wulandari & Ambara, 2021). Lexicon card media, assisted by minimal competency assessments, can help students understand key concepts and master competencies. This is because the lexicon card media developed has been adapted to learning. Previous research findings also confirm that the suitability of media to learning material and appropriate media development can make it easier for students to understand the material and avoid misinterpretations (Pertwi et al., 2019; Rahmawati et al., 2019; Sabella et al., 2022). Learning media can help students remember information more effectively because it involves sight, hearing and physical interaction (Nurmalasari et al., 2022; Rahmawati et al., 2019). It certainly has an impact on students' ease of learning

Second, lexicon card media assisted by minimal competency assessments can improve students' understanding. The effectiveness of lexicon card media assisted by a minimum class competency assessment in understanding narrative text ideas can improve students' understanding better than control classes using lecture or conventional methods. Learning media can help make it easier to obtain information and increase enthusiasm for learning (Diani & Hartati, 2018; Khairani et al., 2019; Siamy et al., 2018). Media can realize educators' goals to carry out learning effectively (Saputra et al., 2020; Saripudin et al., 2018). The use of learning media also has a significant influence on students; students will find it easy to understand the goals and purposes of learning material, and students can also develop curiosity and gain more real knowledge regarding the conditions when the lesson is carried out (Maryanti & Kurniawan, 2018; Siti Syarah et al., 2020; Zeptyani & Wiarta, 2020). Apart from that, lexicon cards can be used as a minimal competency assessment tool by providing tasks or questions that students must complete. This causes teachers to measure students' understanding directly.

Third, lexicon card media assisted by minimal competency assessments can increase enthusiasm for learning. Learning media is a component of learning resources or physical vehicles that contain instructional material in the student environment, which can stimulate students to be enthusiastic about learning (Astiningsih & Partana, 2020; Rahmat et al., 2019). Lexicon card media, assisted by minimal competency assessments, directs students' attention to concentrate on the content of the lesson material (Nurjanah & Suchyadi, 2020; Saripudin et al., 2018). They are learning media functions as a core that can attract and direct students' attention so that they can concentrate on lesson content related to the visual meaning displayed or accompanying the text of the lesson material (Maryanti & Kurniawan, 2018; Siti Syarah et al., 2020; Zeptyani & Wiarta, 2020). It is often found that students need to focus on their learning, but after using the learning media, they can be directed to pay more attention to the learning media used. Combining lexicon card media with minimal competency assessments can make learning more interactive, fun and effective for students.

Previous research findings also confirm that using learning media is essential in learning activities (Febliza & Okatariyani, 2020; Puspitarini & Hanif, 2019). Other research also states that learning media can stimulate students to stay focused to improve student learning outcomes (Nurmalasari et al., 2022; Sabella et al., 2022). It was concluded that using lexicon card media with a minimum competency assessment of the ability to understand the ideas of class IV narrative texts can obtain adequate qualifications suitable for use. This research implies that using lexicon card media with minimal competency assessment is feasible and increases students' understanding. In learning carried out using lexicon card media with the help of a minimum competency assessment, understanding the ideas of class IV narrative texts is carried out by the correct steps and using this media, researchers and teachers have become facilitators who can provide direction to students, as well as being guides in activities and learning well.

#### 4. CONCLUSION

Based on the results of data analysis, it was concluded that fourth-grade students' conceptual understanding of the idea of narrative text in the experimental class could provide an increase from the average. The average score for understanding the ideas of narrative text in the experimental class was superior to that in the control class. Using lexicon card media with minimal competency assessment can improve student understanding compared to conventional lecture methods. It was concluded that lexicon card media assisted by competency assessment could improve students' understanding.

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