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Submission date: 23-Oct-2018 02:05PM (UTC+0700)

Submission ID: 1025152323

File name: IJCTA_jurnal_internasional_riza_lukman_dan_waspodo.pdf (98.22K)

Word count: 7012

Character count: 37416

Developing an Quartet Card Game as an Evaluation of Economics Learning for Senior High School

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Abstract: This research aimed at developing a card game quartet as variations of learning economic evaluation Senior High School. Based on research, Hakim, et al. (2011) found from eight national education standard (SNP) standard process, including and still low quality of learning. The quality of a learning process namely the evaluation of learning. Through variations evaluation learning expected to reduce the anxiety students. Impact angst expected increase in learning. Methods used are research development. The trial on graders X social class SMAN 2 (High School) Lamongan indicating the result response students aspect construction about good, device card quartet very good, and conduct of a card game quartet very well. Results a questionnaire guru (observer): aspect construction about very good, device card quartet very good and implementation to a card game quartet very well. Drawing conclusions device card quartet variations as the evaluation of teach economic class X SMA (High School) excellent used for evaluation learning economy, students more relaxed and pleasing and increase motivation students.

Key words: Development, Card Quartet, Evaluation, Economic Education,, High School

1. INTRODUCTION

Indonesia is one country that has a high human resources. But this time has not been off set by the development of high competence, so that even though it has abundant human resources, it was notable to compete and to compete with other countries of human resources. Efforts should be made to improve the competitiveness of Indonesian human resources through education. Education in Indonesia on average not meet the ideals standards to produce quality out comes. The low quality of education in Indonesia, among others, can be seen from the indicators that the test results have not been up and absorption of graduates are still low for entering the labor formations available.

The phenomenon of the low quality of education in Indonesia is supported from research Hakim et al. (2011), obtained the data, there are some basic competence in the subjects tested nationally in 2008, 2009 and 2010 to obtain the consistency of the achievement of a low value. Teacher competency test results on national test subjects in school are being sampled in the study Hakim et al. (2011) to the value of teacher competency subjects who has national examination obtained an average value of 60, which means that the competence of teachers can not be categorized as good, and when examined more deeply analyzed per lattice material, indicating that there is some material that has not been mastered by teachers, it is highly impact in the learning process carried out in the classroom.

Research results Hakim et al, (2011) also concluded the factors that cause high-low mastery of competence of learners from high school in subjects who national examination, covering all eight national education standards, proving the quality of education is still notable to meet the quality standards of education. While there search Hakim et al, (2011) also recommend a model to improve the quality of education that it is possible to do is improve the implementation of learning tools for teachers national exam subjects in it, including the evaluation of learning that teachers do.

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Based on the research results Budikarianto (2003), Permatawati (2008), Setiawaty (2010), Jumiaty (2011), Aserani (2012), Saptawulan (2012), the quartet cards merely used as a medium of learning in some subjects, among others, Biology, German, English and the Koran, resulted in increased activity and improve student learning out comes. Referring to research conducted by previous researchers were able to improve the quality of learning, but it is still necessary to improve the quality of learning through research on improvements in elements of other learning including learning and evaluation methods.

Results of preliminary research that has been done through interviews of 20 teachers of economic subjects in Lamongan obtained the following results: an evaluation study conducted by the students individually work on the problems in which students work and supervised by the teachers themselves. Evaluation also through individual tasks. Give as signments in groups on the material being discussed. The preliminary results showed that the learning evaluation performed monotonous and there is no other innovations to improve morale, motivation of students.

2. FINDING OF THEORIES

Ulla (2015) suggested that lesson and learning study could be a platform that provides for testing and further development of theories and theorize practice. Furthermore, it is suggested that variation theory synthesized with other theories might contribute to a further development of learning study. It is concluded that a discussion about how a more theory-informed lesson study and a broader theoretically framed learning study might improve and change the scope and progress of the two.

Encarna, et al. (2015) knowing our practical knowledge, intuitive gestalt, and building a new conscious and informed way of thinking is not enough, we need to build through systematic new practice a new way of doing, a new way of perceiving, interpreting, taking decisions and acting, coherent with our new theories. LS reinforces these two complementary movements: the practical theorizing movement, the reflexion on action to discover the implicit believes, habits, attitudes and emotions underlying the practice, and the experimentation of the new theory to form the new habits, beliefs, attitudes and emotions that support the development of a new form of teaching. This second movement needs more time and adequate teaching context, confirming the long spiral cycle of LS.

Bell (2014) describe that discusses preference heterogeneity as a potential cause of the break-up of states, relating that to recent developments in the economics of identity. It examines some macroeconomic issues, particularly debt and currency, and reflects on how these might influence secession. It examines alternatives—fiscal decentralization—to secession and considers the strategies that those arguing for and against secession may deploy. It also explains the structure of this issue, explaining how the different contributions come together.

Refers to the phenomenon and the results of these studies it was necessary efforts to improve the quality of primary education in high school in Lamongan through the development of the Quartet Card device as a tool variation evaluation of learning and in particular to subject matter Economics as one of the subjects tested nationally in school upper middle.

2.1. State of the Art Research in Learning Quartet Cards

Research has been done by the Judge, et al (2011), with the title Mapping and Quality Development Education High School in Surabaya, Gresik, and Lamongan, produced findings, there are some materials or standards of competence and basic competences which for three years experienced a lower tendency, the next about the factors causing done in several ways including the mapping of the fulfillment of the conditions ideal standard eight national education standards (SNPs), which include: content standards, process standards, competency standards, standards of Teachers and Education Personnel, standard means and infrastructure, management standards, financing standards and assessment standards, it was found from the results of observations in the

sample schools on average are still not able to meet the standards expected. Based on research is needed to improve the quality of the eight standards in an effort to improve and develop the quality (quality) education, and also the necessary involvement seriously all the elements in the education system.

As the Quartet Card Games Event Model Speaking in English, conducted by Budikarianto, JokoSusilo (2003), through action research (Classrooms Action Research), found that the use of the card game 'Quartet' active student questioning, because when they do activities, they do not realize that they are learning English. They just find it fun to play and they use the English language gradually became more familiar to them. Quartet card game can be used as a model of activities in speaking English. As a quartet card Media Training Pattern Formation Course sentence Perfekt In schreiben I (Writing I), carried out by Permatawati, Irma (2008), classroom action research (Classrooms Action Research). The findings of the study is the use of Media Training with the Quartet cards can improve student results in the formation of sentence patterns Perfekt.

As the development of the Quartet Card Media Vocabulary Learning Arabic Student Class V Government Elementary School, which is conducted by Setiawaty, Miranda, (2010), through the development of research, obtained acyl that the initial product is tested card validity by experts of material and media experts. The validity of the test results by the overall material experts receive qualifications valid value. While based on the validation of the overall media experts got value analysis is quite valid qualifications. Based on the advice and input of experts revised the initial product and the results of the revision Relieve tested. The overall results of the analysis of data obtained from the subject teacher qualification Arabic is valid while the results of the overall analysis of data from students is valid qualification. Thus it can be stated that the qualifying quartet card product that has been developed is valid.

Development quartet card as a medium of learning Arabic speaking skills for students of class XI Madrasah Aliyah, conducted by Jumiaty (2011), through the development of research. Research results found that: through the media card quartet students can add vocabulary, the next Media Card Quartet can increase students' motivation. Improve the ability of students in Reading Al-Quran Tajweed Based Science Education Learning And Practice In The Qur'an Through The Use Media Card Game Quartet Tajwid At Level X Hospitality SMK Negeri 1 Tanjung, done by Aserani (2012), through research class action or Classrooms Action Research, produced research findings that there Increased student activity and also there is an increasing mastery of learning outcomes.

Exciting studying Biology with the Quartet and Stabilization Games Conception in Mandiri through the Blog. Performed by Saptawulan, Aquillaninyas (2012), the action research or Classrooms Action Research. Obtained the following results: Methods play quartet can be an alternative method of active learning, creative, fun, and effective for students. Similarly resulting increase activeness, creativity of students.

Refers to some of these studies, indicate that research to improve the quality of education, especially in the quality of learning, still nofixon aspects of learning evaluation, there fore this research position to focus on variations evaluation of learning through the use of a card device quartet, which is expected to support and complement the results of previous studies which still focus on media, learning model.

Biology is Fun Learning with Games Quartet and Stabilization Conception independently via Blogs. Performed by Saptawulan, Aquillaninyas (2012), the action research or Classrooms Action Research. Obtained the following results: Methods play quartet can be an alternative method of active learning, creative, fun, and effective for students. Similarly resulting increase activeness, creativity of students.

3. RESEARCH METHODS

In accordance with the goals and objectives of the research is preliminary design Tool Card How Quartet as a variation Economic evaluation of learning and how the simulation results of the Quartet as a variation

Cards economic evaluation of learning high school, this study used research approach Fenrich development refers to the opinion, (1997) and Borg & Gall (1989) suggested research and development is the process used to develop and validate the educational product. According to Borg and Gall (1989), there are four main stages of research and development, which is a preliminary study; the development and validation of the model; test the effectiveness of the model; and dissemination / distribution models.

Step this study begins with study and review of the literature relevant to the scope of this study. From the literature review identified problems and lowered the goals and objectives of the study. Based on the identification of problems that refer to previous research found the need to improve the quality of learning that consists of methods, media and evaluation of learning. Having identified the problem, the various considerations and refers to the state of the art in select priority problem resolution. This study focuses on the development of the quartet card device as a variation of the economic evaluation of teach class X. Subsequently drafted a preliminary design quartet card device as a variation evaluation of learning. Next validated (review) content and empirical. The next stage of revision 1 of the feedback review, after a revised 1 performed simulations using the device as a variation quartet card economic evaluation of learning. Based on the results of the simulation conducted revision 2. Further trials conducted limited and the results are analyzed. Results of analysis used as the basis of a revision 3. Next phase of the second year, the study continued in the first phase of the study, which tested operational models Quartet Card device as a variation evaluation of learning Economy class X high school right, at the school where field trials conducted. Analyze test results and provide recommendations revision, development and produce devices Quartet Card can be used as a variation Economic evaluation of learning in class X high school is valid (card device quartet tested recommendation) and the development of a preliminary design Quartet Card device with the application (software). Limited trial application has been made. Next analysis and recommendations resulting from the Quartet Card device software as a variation Economic evaluation of learning in class X high school.

In the first phase, the design used is qualitative, while for the second phase using quantitative descriptive design. Referring to the characteristics of the research process then use a mixture of qualitative-quantitative design (Mixed Methods Design) Creswell, (2008). This design was applied to explore a phenomenon, identify themes, designing an instrument, and then test it. Stages of research carried out as follows: 1). Content Standards exploration, infrastructure standards, Competency standards, and standards of judging subjects Economy class X high school and find potential development of design variations of the evaluation. 2). Collecting data to enhance the evaluation device ever made but have not been validated. Thus the research team did not start the work from scratch. Grounding think consummation device that had been developed earlier is the result of an internal study by the research team. 3). Designing products (devices quartet card game as a variation of the implementation of the evaluation of learning) in economic learning class X high school, which refers to a quartet card devices in stacking by Rifamole, DjafarTaufiqMollah. 2012. 4). The device's internal study results validated (the construction and contents) to the economics of education experts. 5). Revised in accordance input as the review of an expert then sought validation for experts / specialists. 6). Simulating and testing device limited quartet card game as a variation of the implementation of the economic evaluation of learning in class X high school. 7). Improvements device as a quartet card game due to a variation of the implementation of the economic evaluation of learning in class X high school from the input and suggestions while testing. 8). Real teaching, implementing all the devices in high schoolN 2 Lamongan. Aimed at checking the feasibility device quartet card game as a variation of the evaluation and the suitability of the device in a real situation, and obtain supporting data to obtain the final repair. 9). Make improvements towards the end of the entire device. 10). Evaluating the effectiveness of the model. 11). Obtaining device model quartet card game as a variation evaluating economic learning in class X high school.

Data collection techniques used in this study Questionnaire (questionnaire) to collect data on the opinions and user response that teachers and students to use the card device quartet in the implementation of economic

3 evaluation of learning in class X high school. Observation, the research used to observe the activities of teachers and students (users) card device quartet for the economic evaluation of learning in class X high school. Focus Group Discussion (FGD) and in-depth interview, conducted to explore more in-depth information related to the effective use of tools for evaluation of learning quartet card. Validation of the model (design) by an expert reviewer. About the validity of the design and content.

Data analysis was done by data obtained from design validation, FGD and in-depth interview technique processed by qualitative analysis with the following stages: data reduction, data reduction refers to the selection process, simplification, abstraction, and transformation of data obtained from field notes or results transcript. Presentation of data, data presentation and compression is organizing the information necessary for drawing conclusions and actions. Conclusion drawing and verification, since collecting data, qualitative analyzer started his job in order to determine the meaning of the data. Examination of the validity of the data, carried out with diligence and attention to extra-time observation. Data on the results of observations and questionnaires were analyzed with quantitative analysis techniques with criteria: Very good, if $m \geq 4$; Well, if $3 \leq m < 4$; Medium, if $2 \leq m < 3$; Less, if $1 < m < 2$; Very less $m = 1$; with m = effectiveness quartet card use.

4. RESULT AND DISCUSSION

Preliminary Design Phase Devices Card Variations Quartet For Implementation Evaluation of Learning Economy Class X High School. Stage design quartet card device as a variation evaluating economic learning in class X high school research is done in stages as follows: (1) Preparation of about Economy Class X High School. Form of questions used for the development of quartet cards as variations evaluating the learning economy is multiple choice questions with 5 (five) alternative answers, to material in the Economy Class X High School. Regarding the matter of adjusting the number of basic competencies in the scope of this study consisted of 150 questions. (2) Validation of an expert in the analysis of multiple-choice items that are used in the development of quartet cards as variations in the implementation of the economic evaluation of learning in class X high school. Validation of experts associated with the feasibility of items carried by qualitative analysis to examine items on the aspects of material, construction and language. Validation experts conducted by Dr. Praise Handayati, SE, Ak., M.M. from the State University of Malang, Prof. Dr. Ady Soejoto, SE., M.Sc. from the State University of Surabaya, Dr. Anang Kistyanto, S. Sos., M.Sc. from the State University of Surabaya. Study item by experts performed two times that in the draft of the study draft about 1 to 1 by review and input from experts revised and made review to 2. After review of the draft to the second and declared eligible, the matter is ready for use. Here is presented the data about items that do not meet the eligibility 100%.

Based on the results of an expert study Dr. Praise Handayati, SE, Ak., MM, item analysis MCQ first draft was obtained from material aspects, there are several problems that must be corrected, namely: 8, 14, 40. Meanwhile, the construction aspect of matter there are still some questions that need to be improved, namely: 25 and 32. While the language aspect there are still some items that should be corrected as follows: 1, 5, 8, 41. Based on the review expert Prof. Ady Soejoto, SE, M.Si, analysis item multiple-choice phase 1 was obtained from material aspects, there are several problems that must be corrected, namely: 4, 13, 41. Meanwhile, the construction aspect of matter there are still some questions that need to be improved, namely: 1, 26, 32. While the language aspect there are still some items that need to be improved, namely: 1 and 5.

Based on an expert study conducted by Dr. Anang Kistyanto, S. Sos., M.Sc. analysis item multiple choice one stage obtained analyzed aspects related to the overall material items obtained has met eligibility. While the construction aspect of matter there are still some questions that need to be repaired are: 5, 6, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 29, 35, 37, 45, 50. While the language aspect there

are still some items that need to be improved are: 16, 42, 43. Based on the review experts, there are still questions that have not met eligibility in material aspects, construction matter as well as on aspects of language, so be revised in accordance with the advice and judgment of experts. Revisions made on matters which still do not meet the eligibility standards.

4.1. Design Tools

Software development tools quartet card as a variation evaluating economic learning in class X high school, adopting and developing of the quartet cards compiled by Mollah. (2012). The results of the development of quartet cards as variations evaluating economic learning in class X high school consists of instructions on how to play cards, cards that contain economic issues of class X high school, point card / scores, dice and recapitulation value. Each of these is described as follows: Instructions on how to play developed from instructions on how to play cards Rifamole quartet, Mollah. 2012, where the instructions on how to play as follows:

Economic quartet can be played by 2 to 6 children, even more. The players must be oriented to the numbers on the dice UNESA and LOGO, also on the cards that each contain 5 questions. The first player is determined by lottery by throwing dice, a child who gets the dice LOGO UNESA became the first player, the second player is a child who was the first player on the left, the third player is the children who are left second player, and so on, until finally returning again the first player. The game first round begins from the first player, the second half began the game of the second player, and so on. Long and the number of rounds of the game depends on the agreement of the players before the game starts, the longest game of 10 rounds (see the card value). So, the old game depends on the number of rounds to set the players themselves. If the players do not specify how many rounds they will play that is applicable is the standard round, namely 10. The player with the highest score, as determined by the players, is the winner. Once there was a winner, the next game is starting from the player to the left of the first player, and so on.

Economic quartet has 2 game system, i.e. direct questions and multiple choice questions. First way, Player A throws the dice and the numbers are out, for example number 2. The player must take a card from the pile (top card) and read the question number 2 are listed on the card. A player must then answer the question. a). If it turns out the player A cannot answer the question or answer one, then the player A did not get a point / value or remain at its original position. To view the correct answer other players can see the book of instructions on how to play by looking at the (referring) number in the bottom right corner of the card and the card sequence in which to answer questions. b). If player A can answer the question, then the player A gets 1 point / score. A player on a frame shift value is to figure one card, which means he has a point. The second way, Player B roll the dice. For example these numbers 5, the player must draw a card from the stack (top card) and read about the number of existing 5-carded, then answer the question. a). If it turns out the player B cannot answer the question or answer one, then player B did not get a point / value or remain at its original position. To view the correct answer other players can see the book of instructions on how to play by looking at the (referring) number in the bottom right corner of the card and the card sequence in which to answer questions. b). If player B can answer the question, then player B gets 1 point / score. Players B shifts the frame on its value cards to the number one, which means he has a point.

When the dice are thrown out is a sign of LOGO UNESA, the player who throws can choose one of five questions of the card. Answer correctly will add points to the players, while incorrect answers make it remain on the same points. In other words, there is no reduction system points for wrong answers. Cards that have been opened must be placed next to a pile of cards that have not been opened. After the game finishes one round, then the cards that have been opened earlier placed under a pile of cards that have not been opened.

The game stops when the allotted time runs out / ended. Or one player gets the highest points, it has set before the game starts. For example, the number of rounds to be played is 1 to 10. If before the game starts

the players agreed to play 6 rounds, the game will continue until one player gets 6 points, which makes it the winner of the game. So, this game is very flexible. Note: Each participant is prohibited inform / help answer another participant, if there is a violation of this provision and inform participants were told lowered 1 (one) point of the point gained. Have a nice play! Learn the game's Quartet Economy patiently, the instructor read it carefully, and try to gradually. Hopefully in a short time to understand and enjoy this game, so variations in the evaluation of learning Economy Class X high school can provide a different atmosphere with more fun without reducing substance evaluation of learning. If at first you find it difficult, make it as motivation to keep trying. Do not give up!

About the card used in the card device quartet as a variation evaluating economic learning in class X high school, each card consists of 5 multiple choice questions in class X high school economic material, and the bottom right corner there is a card number as a reference to see the answers on guide how to play. Point or score card used in the card device quartet as a variation of the implementation of the economic evaluation of learning in class X high school, used to record and control the point / score obtained by each of the players, so each player must hold a point card. One package quartet card device as a variation of the implementation of the economic evaluation of learning in class X high school available 6 cards by reason of any group of a maximum of 6 players / students. Dice used in the quartet card device as a variation evaluating economic learning in class X high school serves to determine about how many numbers that need to be answered.

Summary of Value is blank / identifiable form the group consisting of: id group, class, names of the group members, student identification numbers, Record questions that are answered, and scores / grades. The function of this value is a recapitulation quartet card game that was developed is intended as alternatives and variations in the implementation of the economic evaluation of learning, then must done: 1). Recordings or records that show data about the acquisition point / value for each student. 2). Serves as a control on the data, if there is a difference of the numbers on the card point / value. 3). Serves as a baseline for the analysis item.

4.2. Implementation of Simulation

Simulation implementation of the development of the Quartet Card Tool For Implementation Evaluation Learning Variation Economy Class X high school conducted on students of Education Studies Program in Economy Class A class of 2011, which consisted of 21 students were divided into 5 groups. Phase of the simulation as follows: 1). Preparation and explanation of the quartet card device as a variation evaluating economic learning in class X high school and instructions on how to use / play. 2). Implementation of the first scenario is the reading matter is done by read out by another player in a loud voice. 3). The second scenario is a matter of implementation is read solely by the player whose turn it is to answer the question, the player / other students see the correct answer key.

Simulation results with respect to the feasibility of developing a quartet card device as a variation exercising their economic evaluation of learning in class X high school based on data from questionnaires / questionnaire on the activities of the Quartet Card Game Device simulation As a variation Implementation Evaluation Economic Studies High School Class X "number of respondents were 21 respondents to assess the results of the questionnaire simulation the game about economics. From the simulation results stated that the construction aspects of the matter, the overall number of respondents who stated strongly disagree as much as 7 with a percentage of 3.70%, disagreed 20 with a percentage of 10.58%, Doubt - doubt 43 with a percentage of 22.75%, Disagree 85 with a percentage of 44.97% Strongly agree 34 with the percentage of 17.99%. While on aspects card device quartet overall number of respondents who stated strongly disagree with as much as 2 percentage 2.38%, disagree 6 with a percentage of 7.14%, Doubt - doubt 11 with the percentage of 13.10%, agree 44 with the percentage of 52, 38% strongly agree 21 with a percentage of

25.00%. And on aspects of the implementation of the quartet card game simulation the total number of respondents who stated strongly disagree as much as 9 with a percentage of 6.12%, disagreed 20 with a percentage of 13.61%, undecided 15 with a percentage of 10.20%, agree 60 with the percentage 40.82%, and strongly agree 43 with a percentage of 29.25%.

Based on the three aspects are assessed by the respondents on the quartet card game simulation, the average respondents agreed on the construction aspects, aspects card device quartet agreed, and on aspects of the implementation of the card game simulation quartet agreed. So from these three aspects that have been studied, the average of respondents agreed. Effectiveness criteria quartet card usage simulations with quantitative analysis of which include; aspects of construction with the level of effectiveness of 3.63 with both criteria, aspects card device quartet with the level of effectiveness 5 with very good criteria and aspects of the implementation of the quartet card game with the level of effectiveness of 3.73 with both criteria.

4.3. Test Tool

Results Assessment Questionnaire Research by Students currently in pilot testing devices Quartet Card Games as Variations Implementation Evaluation Economic Studies High School Class X "number of respondents were 24 respondents to assess the results of the questionnaire simulation game about the economy.

Table 1
Results of the questionnaire simulation device quartet card game

Number	Aspects researched	Percentage				
		Strongly disagree	disagree	undecided	agree	strongly agree
1	Design Question	1,39%	15,74%	24,54%	50,93%	7,41%
2	Instrument Quartet Card	0,00%	3,13%	12,50%	59,38%	25,00%
3	the implementation of the simulation	1,19%	1,79%	7,14%	51,79%	38,10%

Source: Data processed researchers

From the simulation results stated that the construction aspects of the matter, the overall number of respondents who stated strongly disagree as much as 3 with a percentage of 1.39%, disagreed 34 with a percentage of 15.74%, undecided 53 with a percentage of 24.54%, with the percentage Agree 50.93% Strongly agree 16 with a percentage of 7.41%. While on aspects card device quartet overall number of respondents who stated strongly disagree as much as 0 with a percentage 0%, do not agree 3 with a percentage of 3.13%, undecided 12 with a percentage of 12.50%, agree 57 with the percentage of 59.38%, strongly agree 24 with a percentage of 25.00%. And on aspects of the implementation of the quartet card game simulation the total number of respondents who stated strongly disagree with as much as 2 percentage 1.19%, disagree 3 with a percentage of 1.79%, undecided 12 with a percentage of 7.14%, agree 87 with the percentage 51.79%, and strongly agree 64 with a percentage of 38.10%. These three aspects are assessed by the respondents in the study assessment by the student quartet card game, on average, respondents agreed on the construction aspects, aspects card device quartet agreed, and on aspects of the implementation of the card game simulation quartet agreed. So from these three aspects that have been studied, the average - average respondents agreed.

Effectiveness criteria quartet card usage by student assessment research with quantitative analysis of which include; aspects of construction with the level of effectiveness of 3.47 with both criteria, aspects card device quartet with the level of effectiveness 4.06 with very good criteria and aspects of the implementation of the quartet card game with the level of effectiveness of 4.24 with the criteria very well.

Results of Research Assessment Questionnaire by teachers during the implementation of the test device Quartet Card Games As a variation Implementation Evaluation Economic Studies High School Class X “number of respondents as many as four respondents to assess the results of the questionnaire simulation game about the economy.

Table 2
Results of the questionnaire simulation device quartet card game

Number	Aspects researched	Percentage				
		Stongly disagree	disagree	undecided	agree	stongly agree
1	Design Question	0,00%	5,56%	0,00%	75,00%	19,49%
2	Instrument Quartet Card	0,00%	0,00%	0,00%	75,00%	25,00%
3	the implementation of the simulation	0,00%	0,00%	0,00%	28,57%	71,43%

Source: Data processed researchers

From the simulation results stated that the construction aspects of the matter, the overall number of respondents who stated strongly disagree as much as 0 with the percentage of 0%, do not agree 2 with a percentage of 5.56%, Undecided 0 with a percentage of 0%, with the percentage Agree 27 75, 00% Strongly agree 7 with a percentage of 19.44%. While on aspects card device quartet overall number of respondents who stated strongly disagree as much as 0 with a percentage 0%, do not agree 0 with a percentage of 0%, Doubt - doubt 0 with a percentage of 0%, agree 12 with the percentage of 75.00%, strongly agree 4 with a percentage of 25.00%. And on aspects of the implementation of the quartet card game simulation the total number of respondents who stated strongly disagree as much as 0 with the percentage of 0%, do not agree 0 with a percentage of 0%, doubt - doubt 0 with a percentage of 0%, 8 agrees with the percentage of 28.57%, and strongly agree 20 with a percentage of 71.43%. Based on these three aspects are assessed by the respondents in the research assessment by teachers quartet card game, the average - average respondents agreed on the construction aspects, aspects card device quartet agreed, and on aspects of the implementation of the card game simulation quartet stated strongly agree. Effectiveness criteria quartet card usage by student assessment research with quantitative analysis of which include; aspects of construction with the degree of effectiveness of 4.08 with the criteria very well, aspects card device quartet with the level of effectiveness 4.25 with very good criteria and aspects of the implementation of the quartet card game with the level of effectiveness of 4.71 with the criteria very well.

Results of this research is based on observational data are described as follows: 1). Overall participants enjoyed the quartet card game as a variation of the implementation of the economic evaluation of learning. 2). Atmosphere on the implementation of the first scenario, which is a matter read by other players less effective, because each group read aloud a matter to be heard by the player whose turn it is to answer that quite disturbing concentration of any group, especially the players who have to answer the question. 3). The second scenario is a matter of implementation is read solely by the player whose turn it is to answer the question, the classroom atmosphere more conducive and each group can concentrate and focus on activities.

The research results from the development of software design has met eligibility. During the implementation phase simulations and received a positive response from the participants was very good, it demonstrates the use of the device as a quartet cards variation evaluation of economic learning class X high school effectively increase motivation and reduce the sense of test or anxiety in students when replay or evaluation of learning.

6 The results support previous studies include: research Hakim et al, (2011) which states that it is possible to improve the quality of education can be done is to improve the implementation of the learning device at the subject teachers who national examination it includes evaluation of the teachers. Budikariato research

results (2003), Permatyawati (2008), Setiawaty (2010), Jumiati (2011), Aserani (2012), Saptawulan (2012), the quartet cards merely used as a medium of learning in some subjects, among others, Biology, German, English and Koran, resulted in increased activity and improve student learning outcomes.

5. CONCLUSION

Quartet card device as a variation of the implementation of the economic evaluation of learning in class X high school has been designed well and has fulfilled the eligibility to use. Quartet card device as a variation of the implementation of the economic evaluation of learning in class X high school is best used for evaluation of economic learning, students are more relaxed and fun and increase the motivation of students.

Suggestions card Device Usage quartet as a variation of the implementation of the economic evaluation of learning in class X high school will be more effective if members of the team/players each group a maximum of 4 people/students. Quartet card device as a variation of the implementation of the economic evaluation of learning in class X high school is used in addition to the evaluation device can also be used for training or student learning.

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PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11