Improving Students' Learning Outcomes Through *Flashcard* Media About My Culture For Grade 4 Elementary School

Galuh Kartika Dewi[1], Dwi Cahya Salsabila[2]
[1]PGSD Universitas PGRI Delta
[2]PGSD Universitas PGRI Delta

Abstract

Education plays a crucial role as the foundation for a nation's progress. However, the quality of education in Indonesia remains a challenge that must be addressed. Elementary school (SD) is the initial level in the formal education system, serving as a foundation for students in developing knowledge for the next stage of education. Therefore, the implementation of the learning process in elementary schools must be carried out optimally. This study aims to introduce the diversity of Indonesian culture to students by utilizing the "Budayaku" flashcard media to improve the learning outcomes of 4th grade elementary school students. The method used is Classroom Action Research (CAR) applied to 4th grade students of SDN Sukorejo Buduran with a 25 students. Data collection was carried out through written tests and observations using observation sheets and test questions. Data were analyzed by comparing the level of learning completion and observing student activities when using the "Budayaku" flashcard media in cycles I and II. The results showed that in the pre-action stage, the learning completion level reached 20% (5 students). In cycle I, the mastery of cursive writing skills increased from 48% (12 students) in the pretest to 56% (14 students) in the posttest, with student activity reaching 75% in the "good" category. While in cycle II, the mastery increased from 56% (14 students) in the pretest to 80% (20 students) in the posttest, with student activity reaching 95% which is included in the "very good" category. Based on these findings, it can be concluded that the use of the "Budayaku" flashcard media successfully improved the learning outcomes of 4th grade elementary school students.

Keywords: *Learning Outcomes Flashcard Media My Culture*

INTRODUCTION

Education is the main foundation for the progress of a nation. However, the quality of education in Indonesia remains a challenge that must be faced. Sugiarti et al., (2024:1), stated that education functions to develop experience, values, cognitive abilities, and psychomotor skills in the younger generation, as an effort by the current generation to prepare the future of the next generation, both physically and spiritually. Meanwhile, according to Hasbullah's (2017) perspective, "Education is conscious guidance or leadership by teachers towards the physical and spiritual development of students towards the formation of the main personality." Thus, it is concluded that education is a conscious effort made by teachers to prepare the next generation by developing students' cognitive and psychomotor abilities to become the main personality.

Elementary school (SD) is the initial stage in a student's educational journey. Education at this level plays a crucial role in establishing a foundation of knowledge that will support learning at subsequent levels. Therefore, the learning process in elementary school must be implemented optimally.

According to Maulidiyah et al., (2022:609), learning outcomes are students' abilities that include cognitive, affective, and psychomotor aspects of their learning experiences. Meanwhile, according to Rahmadanti et al., (2024:118), learning outcomes are competencies achieved by students after the learning process. Achieving high learning outcomes reflects success in meeting learning objectives that have been formulated since the beginning of the learning process (Girsang et al., 2024:163). Thus, it is concluded that learning outcomes are abilities possessed by students through learning experiences so that learning outcomes improve. And social science learning outcomes can be defined as changes in cognitive, affective, and psychomotor behavior that occur in students as a result of learning experiences in social science subjects.

Based on observations conducted by researchers on January 7, 2025, in grade 4 of SDN Sukorejo Buduran, Sidoarjo, it was found that the learning process was still dominated by conventional methods. The use of this approach tends to cause students to feel bored, lack focus, and minimal social interaction between friends, which ultimately makes them

passive during the learning process. In the subject of Science with a Learning Objective Completion Criteria (KKTP) of 70 and a total of 25 students, only 35.3% of students obtained scores above the KKTP, with an average class score of 66. This condition indicates that most students have not achieved learning completion. This low achievement is thought to be caused by limited variations in teaching methods and boredom with the material presented. Therefore, it is necessary to use learning media that can attract interest and increase student attention in participating in learning.

Learning media is a means of conveying or delivering messages from the sender to the recipient (Ani Daniyati et al., 2023:284). Meanwhile, according to Wulandari et al., (2023:3930), media is a means that can be used to transmit messages from the sender to the recipient, thereby stimulating students' thoughts, emotions, and interests to support a smooth learning process. Learning media functions as an intermediary in delivering teaching materials to students. (Wardani et al., 2024:135). So, it can be concluded that media is a message container that a source wants to convey to the target or recipient of the message.

Utilizing interesting and interactive learning media is one effective way to address this problem of *Flashcard* is one of the effective visual learning media for use in various educational contexts (Athoillah et al., 2025:146). Meanwhile, according to Riadoh (2024:168), *flashcard is* a learning media in the form of graphic cards containing certain images and information of *flashcard* can be used as a means by teachers to convey learning materials to students (Shafa et al., 2022:2755). Thus, it can be concluded that *flashcard* is a visual media in the form of picture cards containing certain information to support teaching and learning activities.

Media *flashcard* My Culture is a visual learning tool containing information and images about Indonesian culture, designed to introduce Nusantara culture effectively and engagingly. Each card features a representative image, such as a traditional house, traditional clothing, traditional food, and traditional dance, along with a brief explanation of the origins, meaning, and uniqueness of the culture. The benefits of using *flashcard* My culture not only helps improve memory through a combination of text and images, but also fosters appreciation for the richness of Nusantara culture.

By using *flashcard* media about My culture can be an effective tool to improve student learning outcomes of *Flashcard media about* My culture can display words, images, or short sentences that can attract students' attention and help them understand the concepts being taught more easily. The use of *flashcard* media about My culture is expected to create a pleasant learning atmosphere and increase students' enthusiasm for reading. The aim of this study is to improve students' cursive writing learning outcomes through the use of *flashcard* media about my culture. Thus, this research is entitled " Improving Students' Learning Outcomes Through *Flashcard* Media about My Culture 4th Grade Elementary School".

METHOD

The research method used was classroom action research (CAR). CAR involves teachers conducting research with the aim of improving the quality of classroom learning practices (Aprilianto et al., 2022:372). CAR was conducted in two cycles. Each cycle consisted of four stages, as introduced by *Kurt Lewin*, namely as follows:

Figure 1. PTK cycle

- **Planning**: Preparation includes creating lesson plans, creating the media to be used, and also planning the steps to test the hypothesis.
- **Action**: Implementing learning according to the lesson plan, class conditioning, explanation of media use, flashcard my culture, provide opportunities for students to ask questions, and accompany students during the learning process.
- **Observation:** Observing, collecting data, and recording the PTK implementation process regarding student activities during the learning process.
- **Reflection:** Reviewing what has been done in the PTK. The results of reflection and data analysis to determine improvements in the next cycle.

The subjects of this study were 25 fourth-grade students at Sukorejo Buduran Elementary School. The data collection techniques used were written tests and observations. The written tests were used to measure students' abilities and the success of the actions taken by the researcher. Observations were conducted by recording observations on an observation sheet regarding students' activities during the implementation of the learning activities. The data collection instruments used were observation sheets and tests.

The data analysis technique used is to compare the percentage of learning completion in the use of learning of *flashcard* media about my culture in cycle I and cycle II. The following is the formula used:

$$p = \frac{number\ of\ students\ who\ completed\ their\ studies}{maximum\ number\ of\ students} \times 100\%$$

(Haris A., and Asep J., 2013)

Then, student activity analysis was used to assess student engagement in class. Researchers used the following formula to assess student engagement:

$$p = \frac{\sum x}{\sum xi} \times 100\%$$

(Arikunto, 2019)

Table 1. Student Activity Criteria

Percentage	Criteria
81%-100%	Very good
61%-80%	Good
41%-60%	Pretty good
21%-40%	Not good
0%-20%	Very bad

(Nivika, 2020)

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RESULTS AND DISCUSSION

Results

Before carrying out the action, the researcher carried out the learning process without using *flashcard* media about My culture. Learning activities are carried out according to the prepared lesson plan. The results of the pre-action test indicate that 5 students completed the lesson (20%), 20 students did not complete the lesson (80%), and the average score was 58. Thus, many students' learning outcomes have not improved. The pre-action results are as follows:

Table 2. Pre-Action Results

No.	Student Name	Mark	Information
1.	AL	50	Not yet finished
2.	AR	60	Not yet finished
3.	BM	55	Not yet finished
4.	DF	60	Not yet finished

No.	Student Name	Mark	Information
5.	FT	70	Completed
6.	FZ	60	Not yet finished
7.	HN	70	Completed
8.	GB	55	Not yet finished
9.	IQ	50	Not yet finished
10.	NOK	60	Not yet finished
11.	LL	70	Completed
12.	MK	55	Not yet finished
13.	MD	60	Not yet finished
14.	NS	50	Not yet finished
15.	NL	55	Not yet finished
16.	PN	60	Not yet finished
17.	QN	70	Completed
18.	RS	50	Not yet finished
19.	NO	50	Not yet finished
20.	ZF	50	Not yet finished
21.	SP	70	Completed
22.	HF	60	Not yet finished
23.	SW	60	Not yet finished
24.	DA	50	Not yet finished
25.	SR	50	Not yet finished
Total Value		**1.450**	
Rate-rate		**58**	
Completion Percentage		**20%**	**5 students**
Percentage of Incompleteness		**80%**	**20 students**

The results of the pre-action test showed that there were 5 students who completed (20%), 20 students who had not completed (80%), and the average score was 58. Thus, the results of the pre-action test showed that many students' learning outcomes had not improved.

Table 3. Student Learning Outcomes in Cycle I

No.	Student Name	Mark *Pretest*	Information	Mark *Posttest*	Information
1.	AL	55	Not yet finished	55	Not yet finished
2.	AR	55	Not yet finished	55	Not yet finished
3.	BM	55	Not yet finished	65	Not yet finished
4.	DF	70	Completed	80	Completed
5.	FT	70	Completed	75	Completed
6.	FZ	70	Completed	75	Completed
7.	HN	65	Not yet finished	75	Completed
8.	GB	60	Not yet finished	55	Not yet finished
9.	IQ	50	Not yet finished	65	Not yet finished
10.	NOK	65	Not yet finished	70	Completed
11.	LL	75	Completed	80	Completed
12.	MK	70	Completed	65	Not yet finished
13.	MD	70	Completed	75	Completed
14.	NS	75	Completed	75	Completed
15.	NL	70	Completed	75	Completed
16.	PN	75	Completed	75	Completed

No.	Student Name	Mark *Pretest*	Information	Mark *Posttest*	Information
17.	QN	65	Not yet finished	75	Completed
18.	RS	60	Not yet finished	65	Not yet finished
19.	NO	70	Completed	70	Completed
20.	ZF	55	Not yet finished	55	Not yet finished
21.	SP	75	Completed	80	Completed
22.	HF	60	Not yet finished	65	Not yet finished
23.	SW	75	Completed	80	Completed
24.	DA	60	Not yet finished	65	Not yet finished
25.	SR	60	Not yet finished	65	Not yet finished
Total Value		1.630		1.380	
Rate-rate		65,2		69,4	
Completion Percentage		**48%**	**12 students**	**56%**	**14 students**
Percentage of Incompleteness		**52%**	**13 students**	**44%**	**11 students**

In cycle I, the science learning activities for the material on my culture used learning media. in the form of*flashcard* The results showed that 12 students completed the test (48%), 13 students did not complete the test (52%), and the average score was 65.2. Therefore, student learning outcomes have not improved significantly.

Table 4. Results of Observations of Student Activities in Cycle I

No.	Observation Aspects	Score			
		1	2	3	4
1.	Student readiness to participate in learning				√
2.	Students pay attention to the teacher when delivering apperception and learning objectives				√
3.	Students are actively and enthusiastically involved in the learning process			√	
4.	Students follow the teacher's instructions and directions well			√	
5.	There is positive interaction between students and learning *flashcard* media about my culture used		√		
6.	Students are able to use *flashcard* media about my culture well as exemplified by the teacher		√		
7.	Students are orderly in using learning media		√		
8.	Students work on questions pretest and *posttest* well			√	
9.	Students actively ask questions if they experience difficulties.			√	
10.	Students responded positively when an evaluation was held.				√
Amount		30			
Percentage		75%			
Category		Good			

$$P = \frac{30}{40} \times 100\%$$

= 75%

Observations of student activities in cycle I showed a score of 75% in the "good" category, where students had responded to the teacher's explanation and paid attention to the use of *flashcard* media about my culture even though students cannot fully understand the information contained in the media.

Table 5. Students' Learning Outcomes in Cycle II

No.	Student Name	Mark *Pretest*	Information	Mark *Posttest*	Information
1.	AL	60	Not yet finished	65	Not yet finished
2.	AR	65	Not yet finished	85	Completed
3.	BM	60	Not yet finished	80	Completed
4.	DF	85	Completed	75	Completed
5.	FT	75	Completed	85	Completed
6.	FZ	70	Completed	85	Completed
7.	HN	80	Completed	90	Completed
8.	GB	65	Not yet finished	75	Completed
9.	IQ	65	Not yet finished	75	Not yet finished
10.	NOK	70	Completed	75	Not yet finished
11.	LL	80	Completed	90	Completed
12.	MK	65	Not yet finished	75	Completed
13.	MD	75	Completed	85	Completed
14.	NS	70	Completed	65	Not yet finished
15.	NL	70	Completed	80	Completed
16.	PN	70	Completed	65	Not yet finished
17.	QN	80	Completed	90	Completed
18.	RS	70	Completed	80	Completed
19.	NO	60	Not yet finished	65	Not yet finished
20.	ZF	55	Not yet finished	90	Completed
21.	SP	85	Completed	95	Completed
22.	HF	65	not finished yet	80	Completed
23.	SW	85	Completed	95	Completed
24.	DA	65	Not yet finished	80	Completed
25.	SR	65	Not yet finished	85	Completed
Total Value		**1.755**		**2.245**	
Rate-rate		**70,2**		**89,8**	
The highest score		**85**		**95**	
Lowest Value		**60**		**60**	
Percentage of Completion		**56%**	**14 students**	**80%**	**20 students**
Percentage of Incompleteness		**44%**	**11 students**	**20%**	**5 students**

In cycle II of science learning using the "My Culture" flashcard media and the learning model of *Team Games Tournament (TGT)*, the results showed that 14 students (56%) achieved completion, while 11 students (44%) had not yet completed, with an average score of 70.2. This indicates an improvement in some students' learning outcomes.

Table 6. Results of Observations of Student Activities in Cycle II

No.	Observation Aspects	Score			
		1	2	3	4
1.	Student readiness to participate in learning				√
2.	Students pay attention to the teacher when delivering apperception and learning objectives				√
3.	Students are actively and enthusiastically involved in the learning process				√
4.	Students follow the teacher's instructions and directions well			√	
5.	There is positive interaction between students and learning *flashcard* media about my culture used				√
6.	Students are able to use *flashcard* media about my culture well as exemplified by the teacher				√
7.	Students are orderly in using learning media			√	
8.	Students work on questions pretest and *posttest* well				√
9.	Students actively ask questions if they experience difficulties.				√
10.	Students responded positively when an evaluation was held.				√
	Amount	38			
	Percentage	95%			
	Category	Very good			

$$P = \frac{38}{40} \times 100\%$$
$$= 95\%$$

Observations of student activities in cycle II showed a score of 95% in the "very good" category, where students had responded to the teacher's explanation and paid attention to the use of *flashcard* media about my culture very well, and students can easily understand my cultural material with the help of learning *flashcard* media about my culture. As a result, many students' learning outcomes have improved.

DISCUSSION

Learning Implementation Plan (RPP), *flashcard* media about My culture, assessment sheets, making written test questions have been prepared by the researcher, and asking colleagues to help in the action process that will be carried out. Before the action, the teacher carries out the science learning process for the material on my culture without *flashcard* media. Then, in cycle I the teacher began to prepare media in the form of flashcards about my culture for learning activities to recognize traditional houses and traditional clothing of provinces in Indonesia. Next, in cycle II, the teacher prepares the *flashcard* media about My culture for learning activities to learn about the various cultures in Indonesia.

At the level of action or implementation, the researcher implements the learning process in accordance with RPP, and uses the media *flashcard* My culture. Learning begins with an introduction, core, and conclusion. In the pre-action, the teacher carries out the learning process without flashcard media about my culture by getting to know the provinces in Indonesia. Then, in

cycle I, the teacher began preparing the *flashcard* media about My culture is about traditional houses and provincial clothing in Indonesia. In cycle I, the written test was conducted in two sessions, the first-time students did it without flashcard media about my culture, and the second by using the media *flashcard* my culture. Next, in cycle II the teacher applies the learning model of *Team Games Tournament* (TGT) using *flashcard* media about My culture has been prepared to be carried out in groups. In cycle II, the written test was carried out in two sessions, the first-time students worked without flashcard media about my culture, and the second by using the *flashcard* media about My Culture includes information about various cultures in Indonesia. This is done so that written test results can be directly compared.

In the observation phase, pre-action showed that many students were unfamiliar with the various cultures of Indonesia's provinces. Furthermore, in cycle I, several students were unable to understand the material of *flashcard about* my culture correctly. Meanwhile, most of the students have been able to understand the material in the media of flashcard my culture well and orderly, and students are more focused and active in learning in cycle II.

Furthermore, in the reflection stage, the results of the pre-action test showed that 5 students (20%) completed, 20 students (80%) did not complete, and the average score was 58. Then, the test results in cycle I *pretest* 48% of students completed the test, with an average of 65.2. Meanwhile, *posttest* reached 56% of students completed, with an average of 69.4. Meanwhile, the test results in cycle II*pretest*56% of students completed, with an average of 69.6. Meanwhile, *posttest* reaching 80% of students completed, with an average of 89.8.

Figure 2. Comparison of Student Learning Outcomes in Pre-Action, Cycle I and Cycle II

The picture shows cycle I, namely *pretest* by 48% as many as 12 students, and *posttest* as many as 14 students (56%) completed it. Meanwhile, in cycle II, namely *pretest as* many as 14 students (56%), and *posttest* as many as 20 students (80%) completed. So, the *flashcard* media about My culture was determined to have been successful in improving student learning outcomes and the researcher ended the research action up to cycle II.

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It can be concluded that the results of the PTK applied showed that during the pre-action period, it was 20%, as many as 5 students, while in cycle I, it was *pretest* by 48% as many as 12 students, and *posttest* as many as 14 students (56%) completed it. Meanwhile, in cycle II, namely *pretest* by 56% as many as 14 students, and *posttest* as many as 20 students (80%) completed it. Thus, it is stated that efforts to improve student learning outcomes through *flashcard* media about My Culture 4th grade elementary school culture has been successfully implemented.

Observations of student activity during the science learning process on the topic of "knowing my culture" in cycle I showed a score of 75%, categorized as "good." Meanwhile, observations of student activity in cycle II showed a score of 95%, categorized as "very good."

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