Social Gathering Cards Learning Method to Enhance Students' Critical Thinking Ability and Learning Outcomes

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Abstract

This research was conducted in order to implement Social Gathering Card Learning Method and its impact on students' critical thinking skills and student learning outcomes on economic subjects. This study applied a classroom action research in economics class in SMAN 6 Malang. The research was conducted in two cycles consisting of two meetings of each. The findings of the study showed that the application of social gathering card has increased during cycles for both students' critical thinking skills and learning outcomes. In more detail, in the beginning, it was about 73.7 percent for students' critical thinking skills and rose to the level of 89.4 percent in the end of period. Furthermore, the students' cognitive abilities in the pretest were about 6.89 per cent with average score 55 and it rocketed to the level about 93.1 percent with the score about 77. In the other hand, in the second cycle, the pre-test score was about 23.7 percent with the average score 57 and the post-test score was about 96.5 percent with the average score about 80.

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INTRODUCTION

Learning is a process by an individual to acquire overall changes of behavior, as the result of the experience based on his or her interactions with society and environment (Bada & Olusegun, 2015). People learn for many purposes such as practices and experiences. Experience is an interaction between an individual with the nature as his source of learning. The learning process may occur through different ways whether intentional or not, as long as it goes to a change. An individual can be said as learning if he or she changed positively in behavior.

According to the Constructivist Learning Theory that has been discovered by Sanjaya (2008), learning is not only just memorizing, but it is also a process of constructing knowledge through experiences. Knowledge is not just a reward from someone else like teachers, but it is a result of constructing the experience from an individual. According to the Piaget's Constructivist Learning Theory, social gathering cards is one of the simplest active learning methods, and one of the best method. It is because in the process of learning, students make questions and answers inside a paper. By making questions, students are expected to explain knowledge that has been received. Students must be able to solve a problem in numerous thoughts.

According to Rahayu (2014) Social Gathering Cards is one of a cooperative learning method where students work together in a group to discuss a suitable answer from every question that comes out of the glass which has been shuffled by a teacher. Therefore, gathering card is by the author here is a learning method that uses a media card as a learning tool and game system using the gathering as learning methods. Students create a question and answer on the card on the process later questions will be drawn and the other students answered questions, These questions will be returned to students who make inquiries, whether the title is right or wrong answers. Students will be given the correct answer points

Moore (2004) states that critical thinking is reasonable, reflective thinking that is aimed at deciding what to believe or what to do. Critical thinking focused on whether believing or just committing contains an understanding that a student who thinks critically will not just believe everything that the teacher has said (Wang & Zheng, 2016). A student will try to consider his or her reasoning and try to find another information to acquire the truth. According to Ruggiero (2012), critical thinking is the process by which we test claims and arguments and determine which have merit and which do not. In other words, critical thinking is a search for an answer, a quest. Ulger (2016) defines critical thinking as a process of testing claims and arguments, and decide which brings the best benefits and which is not. In other words, critical thinking is a seeking out for an answer.

A learning outcome is the culmination of a learning process (Dimyati and Mudjiono, 2002). From all of those opinions, researchers concludes that learning outcome is an evaluation of the progress of a student in everything that he or she learned in school that concern knowledge (cognitive), that can be seen by the score of pre-test and post-test, or the proficiency and the skill of an individual after an evaluation, however in this research, researchers can only take this aspect after a pre-test and post-test.

METHOD
The suitable approach for this research is the qualitative approach. The type of the research is Classroom Action Research. The classroom action research is conducted to increase actions in the learning implementation and solving the existing problems. Classroom action research is also an effort that is done for an improvement and enhances learning activities, also to overcome difficulties in learning. The research has been conducted in SMAN 6 Malang. The subject of this research is the XI IPS 1 with a total of 29 students. The materials used related to International Trade and National Economic Cooperation as the subject. The data in this research test student, teachers, and documentaries. The collected data to find abilities of critical thinking are through the observation papers by teachers and colleagues in the process of learning using Social Gathering Cards. The data about the learning outcome are through the scores of pre-tests and post-tests after the implementations of Social Gathering Cards method.

RESULTS AND DISCUSSION
The analysis of the observations is using percentage analysis. The scoring follows scores such as score 1 for the actions are done, but the procedures are wrong, Score 2 for the actions are done, but insignificant, Score 3 for the actions are done partly corresponding to the procedure and Score 4 for the actions are done correctly, but for the no description will get 0. All the scores are summed and the result is the total score, which then will be calculated to a mean percentage score. The research data of the 1st cycle of the learning implementation can be presented briefly in Table 1.

Table 1. The Implementation Method of Learning Gathering Card 1st Cycle

No.	Name of Observer	1st Cycle			Average
		Meeting to 1	Meeting to 2	Meeting to 3	
1	Suwarni, S.Pd	22	90	92	89
2	Arwini Hasyim	89	93	94	92
3	Desinta Ar-Hidiyah	86	93	92	90
	Average	87	92	93	90.6
	Category	Very Good	Very Good	Very Good	Very Good

Source: Author (2018)

Generally, the learning activities are suitable for the Learning Plan that has been compiled by lesson plan researchers. According to the Table 1, the observation is categorized as a very good with a mean percentage about 90.6 percent. The research data of the 1st cycle of the learning implementation can be presented briefly in Table 2.
Overall, the learning activities are suitable for the Learning Plan that has been compiled by lesson plan researchers. According to the Table 2, the observation is categorized as a very good with a mean percentage of 96.1 percent. The comparison between the first and the second cycle of learning implementation could be seen in Table 3.

Table 2. The Implementation Method of Learning Gathering Card in 2ⁿᵈ Cycle

No	Name of Observer	2ⁿᵈ Cycle			Average
		Meeting to 1	Meeting to 2	Meeting to 3	
1	Suwarni, S.Pd	97	97	99	97.6
2	Arwini Hasyim	94	93	93	93.3
3	Desinta Ar Hidiyah	99	96	96	97.3
	Average	96.6	96	96	96.1
	Category	Very Good	Very Good	Very Good	Very Good

Source: Author (2018)

Table 3. The Comparison in Implementing Gathering Card

Action Research in the 1ˢᵗ Cycle	Action research in the 2ⁿᵈ Cycle	Enhancement	Information
90.5%	96.1%	5.53%	Increased

Source: Author (2018)

Table 3 shows a comparison about the implementation of teaching method using social gathering cards. From the first cycle, it was about 90.5 percent and rose to the level 96.1 percent in the next cycle. The student's ability of critical thinking gets from observing the result since the implementation of the first cycle at the date of 09 March, 11 March, 16 March 2017, respectively with are using observation papers are shared to three observers. As for reaching the student's ability of critical thinking in the first cycle can be seen in the Table 4.

Table 4. The Result Achievement's Indicator of Students' Critical Thinking Ability

No	Indicator	Percentage (%)	Classification
1	Formulating the problem	74.3	Sufficient
2	Giving the argument	72.6	Sufficient
3	Providing a conclusion	73.6	Sufficient
4	Making the more explanation	73.3	Sufficient
5	Conducting evaluation	74.6	Sufficient
	Average	73.7	Sufficient

Source: Author (2018)

From the Table 4, it can be concluded that first, in formulating the problem, the students achieve 74.3 percent and categories as sufficient. The students have formulated the problem but there are some them which are not critical. Therefore, the students need to remake it better in the next cycle. Furthermore, the score related a giving an argument, students achieved about 72.6 percent and categories as sufficient. Students have given an argument with answering the question but there are some students who are not given an exact argument. Third, in making a conclusion, students obtained approximately 73.6 percent are categories as sufficient. Students have been able to make a deduction or induction conclusion, but there are some students who are not able to give a conclusion. In addition, in making more explanations, students achieved 73.3 percent and categories as sufficient, students have been able to give more explanation but there are students who do not act in answering the question and cannot give more explanations. From the score of doing evaluation, it amount

74.6 percent and students can give an evaluation for determining an action in solving the problem, searching the solution, doing a review, and presenting to other people in the form of oral or written but there are some students who are not active and not exact in doing an evaluation. As for reaching the student's ability of critical thinking in the second cycle can be seen in Table 5.

Table 5. Achievement Indicator Ability of Critical Thinking

No	Indicators	Percentage (%)	Classification
1	Formulating Problems	94.3	Very good
2	Giving Arguments	90.6	Very good
3	Make a Conclusion	87.3	Very good
4	Make further explanation	88.6	Very good
5	Evaluate	86.3	Very good
	Average overall	89.4	Very good

Source: Author (2018)

From the Table 5, it can be concluded that; 1) in formulating the problem, students reach 94.3 percent it belongs in the very good category. Students are able to formulate problems, dare to express ideas but there are some that are less critical; 2) in giving arguments students reach 90.6 percent it belongs in the very good category. Students have given arguments by answering questions but there are some students who are still less precise in arguing; 3) in making the conclusion of students reach 87.3 percent it belongs in the very good category. Students have been able to deduce and induce conclusions, but there are some students who are less precise in drawing conclusions; 4) in making the further explanation of students reaching 88.6 percent included in the category enough. Students are able to give a further explanation but there are some who are still inactive in answering questions and cannot give further reasons; 5) doing an evaluation of 86.3 percent it belongs to a good category. Students can provide an evaluation to determine an action in solving problems, find solutions, conduct reviews and present to others in oral and written form but there are some students who are still less active and less precise in evaluating.

The comparison of critical thinking ability of students in the first and second cycle were provided in Table 6.

Table 6. Comparison of Critical Thinking Skills First and Second Cycle

Information	Percentage	Value	Classification	Information
1st Cycle	73.7%	C	Enough	Increased
2nd Cycle	89.4%	A	Very good	

Source: Author (2018)

Based on Table 6, it can be seen that the critical thinking skills of students during cycles. This is evidenced by the percentage in 1st cycle I of 73.7 percent with the value of "C" and the classification enough, while in the 2nd cycle percentage of 89.4 percent with the value of "A" and the classification of very good. The comparison of student learning result class XI IPS 1 change pretest and post-test in 1st cycle and 2nd cycle that can be seen from Table 7.

Table 7. Comparison of Student Learning Outcomes Form Pre-test and Post-test

Class	Pre Test					Post Test				
	Pass	%	Failed	%	N	Pass	%	Failed	%	N
1st Cycle	2	6.89	27	93.1	55.1	27	93.1	2	6.89	77.4
2nd Cycle	4	13.7	25	86.2	57.7	28	96.5	1	3.44	80.6

Source: Author (2018)

Based on Table 7, it can be known the ability of early students reached better achievement during cycles. This is evidenced by the number of students who graduated in the first cycle as much as two students (6.89%) with the average grade 55.1, while in 2nd cycle as many as four students (13.7%) with grade average grade 57.7. The ability of learning outcomes after the learning process using the gathering card method in 2nd cycle is better than 1st cycle. This is remarked by the number of students who passed on the first cycle as many as 27 students (93.1%) with an average grade 77.4. While on the second cycle of 28 students (96.5%) with an average grade of 80.6. Comparison of the increase in learning outcomes of first and second cycle can be learned from the following Table 8.

Table 8. Comparison Improved Classical Students Learning Outcomes

Cycle	Percentage	Value	Classification	Enhancement	Information
1st Cycle	77.41%	B	good	**11.29%**	**Increased**
2nd Cycle	80.68%	B	Good		

Source: Author (2018)

Based on Table 8, it can be known that the increase in student outcomes increased between cycles. The implementation of learning by using gathering card method in the first cycle there are some indicators that the implementation plan of learning has not done well that the researchers do not implement reflection. In the early activities of learning, students still have not understood about learning with the method gathering card that make in practice there are some students who are still confused. Many students protested when the research gave the pre-test because they confess not ready, hence, there are still plenty of students who make noise. In the activities of the many rowdy student's discussion and interfere with other groups. In the game, there are some social gathering students dominated the paint in his opinion. At the end of the learning activity 1st cycle when the researchers gave the post-test there are some students who ask about the matter of pre-test and post-test are the same. Any researcher gives an overview and description of the pre-test and posts test.

On the application of learning with the method of social gathering cards cycle II already shows that there is repair, this is proved by the results of data obtained regarding the application of the 2nd cycle were carried out with the method of learning the social gathering cards has increased from the first cycle of 90.5 percent being 96.1 percent in second cycle. That is because the second cycle is the refinement of the first cycle based on the results of the reflection the first cycle.

The increasing during periods is caused researchers already carry out all existing indicators in the plan of implementation of the learning, the students have started to understand the application of the method of learning Gathering card. Students also were used in the process of learning by doing Social Gathering Cards Learning Method. In addition, students have already begun to dare to convey his opinion because researchers have been doing classroom management and time well. Therefore, students feel comfortable and active role in learning activities.

The result of the observation on the first cycle show that the indicator of problem formulation shows 74.3 percent, it shows that students are not used to formulating problems by themselves, their own problems is still on the book. It is also shown that students still do not dare to explore their own ability to think critically and to present new ideas to the existing problem. For the indicator of argumentation shows about 72.6 percent. It implies that students already gives an argument through answering questions, but there are some students who are still less precise to make an argument. For the indicator of evaluating shows about 74.6 percent. It implies that students are able to give evaluations, reviewing the subject and present it to others orally or written, but some students are still passive and less precise in giving an evaluation.

In the second cycle, the improvement has been done in overcoming the drawback in the first cycle. Therefore, it is expected to increase the ability of the students to think critically. This has been proved by the data analysis from the observation on the second cycle. Students got a significant increase in the indicator of problem formulation, from 74.3 percent on the 1st cycle to 94.3 percent on the second cycle. For the indicator of giving an argument, increased from 72.6 percent on the 1st cycle to 90.6 percent on the 2nd cycle. For the indicator of drawing a conclusion, an increased from 72.6 percent on the first cycle to 87.3 percent in the next cycle.

Students' ability to think critically increased on the second cycle, it shows that most students are able to formulate problems. Dared to give new ideas and opinions. There are many students have the courage to give arguments and opinions towards problems logically and the answers from the students. In drawing conclusions, students are able to draw the outline from the topic they have learned, and forgiving evaluations students are able to give evaluation based on the facts or give alternatives even though it is less precise.

According to the Constructivist Learning Theory that has been discovered by Pundir & Surana (2016), learning is not only just memorizing, but it is also a process of constructing knowledge through experiences. Knowledge is not just a gift from someone else like teachers, but it is a result of constructing the experience from an individual. According to the Piaget's Constructivist Learning Theory, Social Gathering Cards is one of the simplest active learning methods, and one of the best method. It is because in the process of learning, students make questions and answers inside a paper. By making questions, students are expected to explain knowledge that has been received. They must be able to solve a problem in numerous thoughts.

The learning outcome based on the early activities before the implementation of Social Gathering Cards method can be seen through the results of the pre-test on the first cycle, the results on the cognitive aspects shows the

mean score of 55.1 with the passing grade of 68.9 percent. Based on the data analysis towards the results of post-test before the implementation of the Social Gathering Card method, the result on the cognitive aspects shows the mean score of 77.4 with the passing grade of 93.1 percent (27 passing students from 29 students). In conclusion, the difficulties on the first cycle, there are many students who were not ready for written test (pre-test and post-test), and students were not used to the Social Gathering Cards learning method.

In the second cycle, according to the data analysis towards students' learning outcomes showed that the results before the implementation of Social Gathering Cards method, the results on the cognitive aspects shows the passing grade of 13.7 percent (4 passing students from 29 students), with the mean score of 57.7. The post-test shows an enhancement if it is compared to before the implementation of the Social Gathering Cards method. The data analysis shows that the results on the cognitive aspects show the passing grade of 96.5 percent (28 passing students from 29 students), with the mean score of 80.6 percent.

The enhancement of the students' cognitive learning outcome on the second cycle, it is because there are some improvements done to the drawback that occurs on the first cycle. Researchers did some improvements like a better class and time management, also guide the discussion so that students are becoming more active in a class discussion, students are already getting used to the Social Gathering Cards learning method These researchers are on the same mind as what Sanjaya (2008) had put forward that basically learning is a process of information and new skill addition. Learning contains two activities, which is the students' and teachers activities. The students' activities are doing learning activities, while teachers make the students study by teaching them.

CONCLUSION

Based on the formulation of the problem, the results of the analysis of the data and discussion, the implementation of gathering card method has improved students critical thinking skills of students and learning outcomes. This is evidenced by the average critical thinking ability of students in first cycle have sufficient category, while the average critical thinking ability of students in the second cycle has very good category. In addition, students' learning outcomes in the cognitive aspects of increased after application of applied learning method gathering card. This is proven by the results of the post-test on first cycle and second cycle is better than pre-test results.

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