Pedagogia Jurnal Ilmu Pendidikan

Development of Flashcard Media Based on Teams Games Tournament for Civics Education in Elementary Schools

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A B S T R A C T

This Research and Development (R&D) aims to develop flashcard media based on the Teams Games Tournament (TGT) method for Civic Education (PPKn) learning in fourth-grade elementary school. The research employed the Research and Development (R&D) methodology with the ASSURE model, consisting of Analyze Learners, State Objectives, Select Methods, Media, and Material, Utilize Media and Material, Require Learner Participation, and Evaluate and Revise. The instruments used in this study included interviews and questionnaires. Product validation was conducted by three experts: a subject matter expert, a media expert, and a language expert. The product testing process involved three stages: one-to-one evaluation, small group testing, and field testing. The results of the study indicated that the subject matter validation achieved a percentage of 93.3% (excellent), media validation reached 94.6% (excellent), and language validation scored 82% (excellent). Furthermore, the three stages of product testing yielded an average percentage of 95% (excellent). Therefore, the flashcard media based on the Teams Games Tournament is feasible as instructional media for teaching Civic Education on Indonesia's Independence Struggle History in fourth-grade elementary school.

A R T I C L E   I N F O

1. INTRODUCTION

Elementary education should transform to align with the demands of the Industrial Revolution 4.0, emphasizing meaningful learning and focusing on 21st-century skills, including knowledge, attitudes, and competencies required to face the challenges of globalization. Civic Education is an essential subject taught in elementary schools (Pendidikan Pancasila dan Kewarganegaraan or PPKn). Civic Education in elementary schools plays a pivotal role in character development based on the noble values of Pancasila and social norms (Jasrudin et al., 2020; Rahmatiani, 2020). This subject aims to equip students to become intelligent and morally upright Indonesian citizens rooted in Pancasila values.

Civic Education emphasizes forming students into intelligent citizens with solid character, reflecting the values of Pancasila. Elementary school students, in particular, are highly impressionable, often imitating the behaviors of their peers and surroundings, which may not always align with societal norms and values (Ayubi, 2020; Jiang, 2023). Therefore, instilling character education early through Civic Education is essential. Civic Education is a medium for imparting moral and character values to students (Aulia & Dewi, 2021; Wulandari et al., 2021). Through Civic Education, students' character and morals can gradually be developed positively, enabling them to uphold values and norms daily. However, school civic education learning has not been fully optimized, hindering achieving its goals and the broader profile of Pancasila students.

An interview with a teacher from SDN Tanah Tinggi 03 revealed that fourth-grade students face challenges in recognizing and remembering important dates and figures from Indonesia's independence struggle. This difficulty is reflected in the student's low achievement: 50% of the class scored below the Minimum Passing Criteria (KKM). Furthermore, observations revealed that fourth-grade students had not yet demonstrated behaviors embodying Pancasila values.

The historical content of the formation of Indonesia as a nation-state is critical in Civic Education because it serves as a means of political and democratic education. This content helps students appreciate the sacrifices of national heroes for Indonesia's independence and fosters awareness of the importance of preserving the unity and integrity of the nation. Analysis shows several factors contributing to the students' low performance, including the teacher's inability to maximize instructional media suited to students' characteristics, inadequate school facilities, and students' lack of access to learning resources beyond teacher-provided notes. Learning that lacks meaningful engagement reduces students' motivation and interest (Kember & Kember, 2016; Riyanto et al., 2019). Additionally, a lack of innovation in delivering content often results in passive students, as the learning process becomes monotonous and uninspiring.

These challenges align with findings from previous studies indicating that instructional media can enhance students' motivation. However, the media must match students' characteristics and the subject matter. Several studies have developed flashcard-based press, such as traditional game-themed flashcards (Manunggal, 2020; Safitri et al., 2018), crossword-based flashcards (Rahayu, 2020; Rifkiyani et al., 2023), and dart board flashcards (Dewi et al., 2020). However, these studies predominantly focus on thematic learning within the 2013 Curriculum framework and have yet to explore competitive learning models such as Teams Games Tournament (TGT). Furthermore, previous studies have not utilized flashcards to support the teaching of the historical content of Indonesia's formation, which is vital for instilling Pancasila values. This gap underscores the need for further research and development. Previous studies have not optimally integrated flashcard media with

competitive learning models like TGT. This gap serves as the basis for developing new media that emphasizes content mastery and active student participation and interaction. Unlike previous studies, this research focuses on integrating TGT-based flashcards with the Merdeka Curriculum, creating a learning experience that engages and aligns with 21st-century educational demands.

Flashcards can serve as a tool to sharpen memory, review learning materials, improve students' knowledge of national heroes, and foster independent learning (Kaplan-Rakowski & Loranc-Paszylk, 2017; Safitri et al., 2018). Flashcards are visual media that fulfill attention, affective, cognitive, and compensatory functions (Kustandi & Darmawan, 2020). Their presence can motivate students to learn and make abstract concepts more tangible. By integrating flashcards with the TGT model, students are expected to understand the material better while developing character traits aligned with Pancasila values through a competitive and enjoyable learning process.

Based on the above analysis, research and development are needed to create instructional media to help students recognize and remember important dates and figures from Indonesia's independence history. The proposed development of TGT-based flashcards is expected to be an innovative alternative for effective, efficient, and engaging Civic Education learning. This instructional media aims to support student character development in alignment with Pancasila values, bridging the gap between traditional teaching methods and the demands of 21st-century education.

2. METHODOLOGY
2.1 Research Design

The research employs a Research and Development (R&D) design to develop a flashcard-based learning media integrated with the Teams Games Tournament (TGT) model. The study focuses on applying this media in the Civics Education (PPKn) subject for fourth-grade students at SDN Tanah Tinggi 03, conducted in 2023. The ASSURE model guides the development process, which follows six systematic stages (Smaldino et al., 2019). The first stage, Analyze Learners, involves identifying the students' characteristics, needs, and learning preferences. In the second stage, State Objectives and clear learning objectives for the media are formulated. The third stage, Select Methods, Media, and Materials, focuses on determining the most suitable instructional strategies, tools, and content to support the learning process. In the fourth stage, Utilize Media and Materials, the flashcard media is implemented within the classroom environment. The fifth stage, Require Learner Participation, emphasizes active student engagement during the learning process. Finally, in the sixth stage, Evaluate and Revise, the effectiveness of the media is assessed, and necessary refinements are made based on feedback to ensure its quality and suitability for learning.

2.2 Data Collection Technique

Data collection in this study was conducted through questionnaires designed to evaluate the validity and feasibility of the developed flashcards. The feasibility of the product was assessed through two primary processes: expert validation and user trials. Expert validation involved a panel of specialists from the Elementary School Teacher Education (PGSD) Program, Faculty of Education, Universitas Negeri Jakarta. The panel consisted of a content expert, Linda Zakiah, M.Pd.; a media expert, Drs. Endang Wahyudiana, M.Pd.; and a language expert, Gusti Yarmi, M.Pd. This stage aimed to assess the suitability of the TNT TGT-based flashcards in terms of content, design, and language before they were tested with students.

Following the expert validation, user trials were conducted with fourth-grade students at SDN Tanah Tinggi 03 in three progressive stages: individual trials (one-to-one testing), small group trials (small group testing), and full-scale field testing. These trials provided essential feedback to refine and improve the flashcards. Data were collected at each stage using questionnaires, allowing for a systematic evaluation of the product's effectiveness and user experience.

2.3 Data Analysis Technique

The data collected were analyzed quantitatively to evaluate the validity and feasibility of the developed flashcards. The evaluation was based on expert validation and user trial results, using a Likert scale of 1 to 5. The scale was categorized as follows: 1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, and 5 = Very Good. The flashcards were feasible if they met or exceeded the minimum score required for the "Feasible" category, as determined by the percentage criteria outlined in Table 1. This systematic approach ensured an objective and precise evaluation of the flashcards' quality and suitability for educational purposes.

Table 1. Product Feasibility Scale

Scale	Percentage Interval	Eligibility Level
5	P > 80%	Very Feasible
4	60% < P ≤ 80%	Feasible
3	40% < P ≤ 60%	Moderately Feasible
2	20% < P ≤ 40%	Less Feasible
1	P < 20%	Not Feasible

3. RESULT AND DISCUSSION

3.1 Result

The result of this research is the development of TGT-based flashcards for Civic Education (Pendidikan Pancasila dan Kewarganegaraan or PPKn) focusing on the history of the Unitary State of the Republic of Indonesia (NKRI) for fourth-grade elementary students. The study employed the ASSURE development model, which consists of six stages: analyzing learners, stating standards and objectives, selecting methods, media, and materials, utilizing media and materials, engaging learner participation, and evaluating and revising.

The first stage is Analyze Learners, where the researcher conducted a needs analysis through interviews and observations to identify existing school problems as a basis for media development. Based on interviews with fourth-grade students, it was found that students require engaging and challenging media to learn the history of NKRI. Additionally, students preferred learning media with vibrant images and colors. Further interviews with the fourth-grade homeroom teacher at SDN Tanah Tinggi 03 revealed that students struggle to recognize and remember significant dates and historical figures related to Indonesia's independence struggle, even though the teacher had provided notes. This indicates that the media used by the teacher was not effective enough in helping students comprehend the material.

The second stage is State Objectives, where the researcher analyzes the curriculum and defines the elements, learning outcomes, indicators, learning objectives, and competency standards to be achieved by students. The primary goal of the flashcards is to help students recognize, recall, and emulate the attitudes of Indonesia's independence heroes through the historical events of their struggles. This media development was guided by the Merdeka Curriculum, focusing on the element of NKRI, specifically the history of Indonesia's

independence struggle.

The third stage is Select Methods, Media, and Materials, where the researcher developed TGT-based flashcards for the history of NKRI, employing a game-based method. This material is challenging for students to understand without the support of appropriate instructional media.

The fourth stage is to Utilize Media and Materials, where the researcher previewed the media through expert validation involving three experts: one content expert, one media expert, and one language expert. Following expert validation, the revised media was prepared for use. Additionally, the researcher prepared the learning environment, involved the students, and provided an enriched learning experience with the finalized flashcards.

Table 2. Results of Content Expert Validation

Aspects	Number of Items	Total Score	Percentage
Alignment with Competencies	3	14	93,3%
Content Accuracy	4	18	90%
Presentation	3	15	100%
Level of Student Engagement and Interest	2	9	90%
Language	3	14	93,3%
Average			**93,3%**

Based on Table 2, the TGT-based flashcard media was validated by a content expert, evaluating aspects such as alignment with competencies, content accuracy, presentation, student engagement, and language quality. The validation process revealed a strong performance, with the media achieving an average percentage score of 93.3%. This score falls under the "Excellent" category, indicating the media's high quality and suitability for instructional use.

Table 3. Results of Media Expert Validation

Aspects	Number of Items	Total Score	Percentage
Visual	5	25	100%
Technical Quality	2	10	100%
Typography	2	9	90%
Media Utilization	6	28	93,3%
Average			**94,6%**

The flashcard media was validated by one media expert, Drs. Endang Wahyudiana, M.Pd., with the evaluation focusing on visual feasibility, technical quality, typography, and media utilization. The validation process, which encompassed 15 items, demonstrated the effectiveness and practicality of the flashcards. As shown in Table 3, the media expert's assessment resulted in an average percentage score of 94.6%, placing the flashcards in the "Very Good" category.

Table 4. Results of Language Expert Validation

Aspects	Number of Items	Total Score	Percentage
Alignment with Competencies	1	4	80%
Language Clarity	4	17	85%
Economy of Language	1	4	80%
Unity and Organization	2	9	90%
Typography	1	3	60%
Color	1	7	77%
Average			**82%**

Based on Table 4, the flashcard media was validated by a language expert, addressing aspects such as alignment with fourth-grade competencies, language clarity, economy of language, unity and organization, typography, and color. The validation consisted of 10 items and achieved an average percentage score of 82%, which falls under the "Very Good" category. The following steps include preparing the revised flashcard media based on expert suggestions, organizing the classroom environment, preparing the students, and providing meaningful learning experiences. The experts made several recommendations. The content expert suggested increasing the size of the flashcards to make the content more legible and removing answers from the back of the punishment cards to foster critical thinking among students. The media expert recommended separating the guidebooks for teachers and students, using more contextual illustrations, and avoiding glossy finishes for all flashcards. The language expert provided input to revise diction, spelling, and punctuation to improve linguistic accuracy.

The fifth stage of the study emphasized engaging student participation through a series of user trials. The trials were conducted in three phases: individual trials with three students, small group trials with nine students, and field tests involving 12 fourth-grade students. These trials aimed to assess the practicality and effectiveness of the flashcards, with the results summarized in the following section.

Table 5. Summary of One-to-One Trial Results

Aspect	Score	Maximum Score	Percentage
Visual Design	85	90	94,4%
Typography	28	30	93,3%
Language	28	30	93,3%
Learning Experience	29	30	93,3%
Average			**94,4%**

Based on Table 5, the one-to-one user trial for the TGT-based flashcards, conducted with 3 students, resulted in an average percentage score of 94.4%. This score falls under the "Very Good" category, indicating that the flashcards meet high standards of quality and effectiveness. Therefore, the flashcards are considered highly suitable for use in Civic Education (PPKn) learning, providing an engaging and effective tool for students.

Table 6. Summary of Small Group Trial Results

Aspect	Score	Maximum Score	Percentage
Visual Design	252	270	93,3%
Typography	88	90	94,4%
Language	85	90	93,3%
Learning Process	88	90	97,7%
Average			**95%**

Based on Table 6, the summary of the assessment results for the TGT-based flashcards during the small group user trial conducted with 9 students showed an average percentage score of 94.5%. This score falls under the "Very Good" category, indicating the flashcards' high quality and effectiveness. Thus, the flashcards are deemed highly suitable for use in Civic Education (PPKn) learning.

Table 7. Summary of Field Test Results

Aspek	Skor	Skor Maksimum	Presentase
Visual Design	352	360	97,7%
Typography	112	120	93,3%
Language	116	120	96,6%
Learning Process	113	120	94%
Average			**96,25%**

Based on Table 7, the summary of the assessment results for the TGT-based flashcards during the field test conducted with 12 students yielded an average percentage score of 96.25%. This score falls under the "Very Good" category, indicating the flashcards' excellent quality and effectiveness. Thus, flashcards are highly suitable for Civic Education (PPKn) learning. The sixth stage involved evaluating and revising the developed media. Several suggestions, critiques, and improvements were implemented before the user trials based on expert trials. During the user trials, evaluation was conducted using questionnaires, and no significant revisions were required.

The revised flashcards' final product after the field test represent the completed media. The study did not proceed to the summative evaluation stage in this development research. This decision aligns with the purpose of the development process, which only requires formative evaluation to ensure the design, process, or program is finalized (Setyosari, 2015).

The process involved multiple cycles of design, testing, and expert validation, with each stage providing insights into how the flashcards could better address student needs. Expert recommendations were integral to this process, offering perspectives on content clarity, visual appeal, and pedagogical alignment. Field tests further validated these revisions by assessing the flashcards' effectiveness in natural classroom settings. Feedback from students and educators highlighted practical aspects such as ease of use, engagement levels, and comprehension improvements, which were addressed in the subsequent iterations.

Table 8. Flashcard Media Before and After Expert Revisions

Before Revision	After Revision
Event, figure, and penalty cards measured 8 x 10 cm	The size of event, figure, and penalty cards was changed to 12.5 x 10 cm
No guidebook for teachers, only a guidebook for students	Separate guidebooks were created for students and teachers
The initial letters of the exemplary attitudes of figures were written in capital letters	Capitalization of the initial letters for exemplary attitudes was corrected

Before Revision	**After Revision**

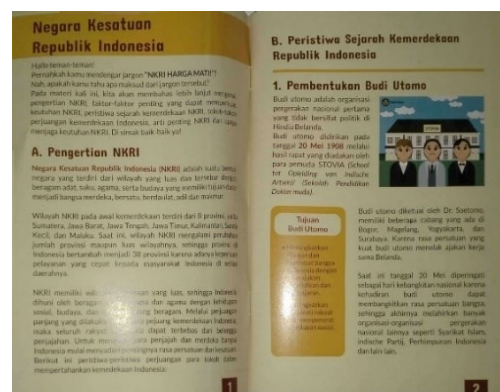| Character cards used cartoon illustrations instead of actual photographs of heroes	Replaced cartoon illustrations with actual photographs of heroes for better context

The back of the penalty cards contained answers to the penalty questions	Replaced the answers with the text "Penalty Card" on the back of the cards

The guidebook was printed on glossy art paper	The guidebook material was changed from glossy art paper to HVS paper

3.2 Discussion

The learning outcomes of Civic Education (PPKn) for fourth-grade students at SDN Tanah Tinggi 03 were relatively low. One contributing factor was the ineffectiveness of the instructional media used by teachers in helping students understand the NKRI material. Additionally, limited school facilities posed challenges, preventing teachers from using more innovative and creative learning media. Based on a needs analysis, there was an apparent demand for developing instructional media to support Civic Education, particularly on the history of Indonesia's independence struggle in the fourth grade. The historical content of the formation of the NKRI is essential as it serves as a medium for political and democratic education, helping students appreciate the sacrifices of national heroes and understand the importance of maintaining national unity and integrity.

Instructional media can effectively deliver messages from educators to students, stimulating their thoughts, emotions, attention, and interest to achieve learning objectives. Such media play a significant role in enhancing the quality of the learning process, as shown by previous research (Susilana et al., 2021; Syifahayu, 2019). The TGT-based flashcard media developed for Civic Education in fourth grade was categorized as "Very Good," making it suitable for instructional use. The feasibility of these flashcards was attributed to several factors.

First, flashcard media fulfilled the characteristics of visual media, including being spatially observable, providing one-way receptive communication, being static, and enabling visual perception as a reference for linguistic principles in text-based media. Additionally, they were student-centered, with information that users could reorganize. These features make flashcards an innovative and creative instructional tool for students (Colbran et al., 2017; Suryani et al., 2018; Zakian et al., 2020).

Second, the flashcards helped students recognize and remember important figures and dates related to Indonesia's independence struggle. Flashcards have been shown to sharpen memory, promote independent learning, and enhance students' knowledge about national heroes (Safitri et al., 2018; Ramadhan et al., 2023).

Third, the TGT-based flashcards provided students with a new learning experience. The TGT model incorporates not only group work and discussions but also elements of games and tournaments, requiring active student participation throughout the learning process. This approach supports students in practicing unity, teamwork, mutual respect, and responsibility, which are core goals of Civic Education (Nasution & Panjaitan, 2023; Setiawan et al., 2021).

Fourth, the flashcards significantly increased students' interest and motivation to learn. Using event illustrations, hero images, vibrant colors, and concise, engaging content motivated students to participate actively in group learning activities. As observed in prior studies, meaningful learning experiences positively impact students' motivation and interest (Dewanti & Putra, 2022). Moreover, as a type of visual media, flashcards attract attention and are compact, making them flexible for use during and outside lessons. Visual media have proven effective in improving elementary students' academic performance and motivation (Mayarita et al., 2023; Surwantini, 2016).

Fifth, the flashcards met the minimum expert and user validation test scores. After improvements to illustrations, guidebook separation, size adjustments, and language revisions, the flashcards were categorized as "Very Good." This demonstrates that the content, illustrations, color combinations, typography, and overall quality of the flashcards were well-executed. The messages conveyed through the flashcards were effectively delivered to the students.

These findings align with previous research. Flashcards have been used to instill nationalism in fifth-grade students (Dewi et al., 2021). Other studies have shown that flashcards improve elementary students' Civic Education knowledge and learning outcomes (Astuti et al., 2023; Krisdiana & Jamaludin, 2023; Manunggal, 2020). Crossword-based flashcards have also been deemed feasible for thematic learning (Simanjuntak et al., 2021), and flashcards focusing on national heroes enhanced learning outcomes for fourth-grade students (Shafa et al., 2022).

In conclusion, based on expert validation and user trial results, TGT-based flashcard media are suitable for use in Civic Education learning for fourth-grade students. Although the development process did not proceed to the effectiveness testing stage due to research limitations, the formative evaluation conducted was sufficient to finalize the design and implementation of this innovative instructional media.

4. CONCLUSSION

Based on the research and development, the resulting product, a TGT-based flashcard media, was highly suitable for use in Civic Education (PPKn) learning for fourth-grade elementary students. The validation results from content, media, and language experts, as well as user trials, consistently demonstrate high percentages in feasibility and effectiveness, placing the flashcards in the "Very Good" category. This media effectively supports students' understanding of the historical events of Indonesia's independence, including key figures and dates, by presenting visually engaging and structured content.

The TGT-based flashcards offer a meaningful learning experience by integrating competition and collaboration, fostering students' interest, motivation, and active participation. The design aligns with the characteristics of visual media, making abstract concepts more tangible and enhancing information retention. Additionally, the flashcards promote critical thinking, cooperation, and a deeper appreciation of Indonesia's historical values, fulfilling the core objectives of Civic Education.

The findings of this research highlight the potential of innovative and interactive media to enhance elementary education. Future studies should explore the long-term impact of TGT-based flashcards on students' critical thinking and character development. Further research could also examine the effectiveness of these flashcards in diverse educational settings and subject areas, ensuring broader applicability and continued innovation in instructional media.

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