



Truth Dare Card Media Development Improving the Ability to think Creatively Pancasila Value Material Class V SDN Modangan 05 Blitar

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Abstract

The aim of this research is to develop truth or dare card media to improve creative thinking skills regarding Pancasila value material for class V at Modangan 05 Blitar Elementary School. This research utilizes research and development (R&D) techniques where the approach uses ADDIE, which stands for Analysis, Design, Development, Implementation, and Evaluation. Primary data collected from the field is the backbone of this research data collection. This data source comes from experts, instructors and students. The researchers used interviews and questionnaires as data collection strategies in this research. Carry out product testing in the field using methods such as observation, consulting with material experts, seeking input from media experts, and providing questionnaires to students as well as N-gain tests. According to the findings of material experts, the validity of the criteria was assessed as "very valid" with a score of 88%. The media expert's evaluation received a score of 100% and was rated "Very Valid" according to the criteria. The media feasibility study gave a result of 88.5%. The test results showed a significant value, indicating that the Truth or Dare card medium was accepted. In addition, there was an increase observed between the pre-questionnaire and post-questionnaire, which shows that the application of the Truth and Dare game media effectively improves students' creative thinking skills at SDN Modangan 05.

Keywords: truth or dare card, creative thinking

Abstract

The objective of this study is to create truth or dare cards as a medium to enhance the creative thinking abilities related to Pancasila ideals among the fifth-grade students of SDN Modangan 05 Blitar. To conduct its research, this study relies on R&D techniques. This study employs the ADDIE research and development technique, which stands for Analysis, Design, Development, Implementation, and Evaluation. Primary data collected from the field is the backbone of this study's data set. These data sources are derived from specialists, instructors, and students. The researchers used interviews and questionnaires as the data gathering strategies in this study. The field product testing was conducted using observation, input from material experts, insights from media experts, and student surveys, along with the N-gain test. The findings from the material experts indicated a validity rate of 88%, meeting the requirements of "very valid". The media expert judgment is deemed 100% valid according to the "Very Valid" standard. The media feasibility evaluation achieved a score of 88.5%. The findings show that students at SDN Modangan 05 were able to develop their creative thinking skills and that the Truth or Dare card media was well-received. The application of the Truth and Dare game media was found to be effective in improving these abilities, as indicated by the difference between the pre-questionnaire and post-questionnaire.

Keywords: truth or dare cards, creative thinking

Introduction

Education is a fundamental pillar that plays an important role in shaping the strength and progress of a country. Training and teaching can change a person's attitudes and behavior, and this is what is aimed at when we talk about education. Education is a limitless space for developing oneself (Alfi, 2020). The progress of a country begins with progress in the field of education. Education is expected to be a catalyst for the country's development and prosperity by creating quality human resources. So that students' potential can be achieved in terms of self-discipline, moral fiber, religious and spiritual maturity, intelligence, personality, and ability to contribute to society, nation, and state, education is a deliberate and systematic effort. Good education not only increases IQ, but also instills moral principles in students. In line with national educational ideals, which seek to help students achieve their full potential.

However, nowadays, students experience boredom when faced with traditional learning methods. Moreover, if the learning material taught is civic education, students who listen to it will feel bored and not enthusiastic about learning. As stated by Anggraeni (2019), rights and obligations are consistently derived from the principles of Pancasila, which include the behavior and standards of the Indonesian nation. By understanding these two concepts, children can develop into exemplary citizens who consistently make good judgments. Many students often experience confusion when learning about the symbols and principles of Pancasila taught by their teachers at school.

Realizing ideal learning may be a challenge in itself because many students do not like the experience

monotonous learning, especially in terms of studying the symbols and principles of Pancasila. Therefore, the researcher made observations on class V students at SDN Modangan Lima and the researchers

discovered that learning in class V at SDN Modangan Lima on November 10 2022 could not be said to be good. Because the observation results are not uniform, and only a small number of children get high scores. Students still do not fully understand the ideas and symbols of Pancasila. This can happen when students find material that is very complex and challenging for them to understand, as well as students' lack of concentration in following lessons in class. Often in the world of education, students have a tendency to adapt to their friends' answers and show reluctance to look for other alternatives that might only complement their friends' answers.

Teachers are now obliged to show more creativity in their teaching methods. For example, use dynamic and engaging teaching methods to captivate students and improve their concentration in class. Learning media has several forms, such as digital applications, audio, audiovisual, and real objects, all of which are designed to enhance students' learning experiences in an effective and efficient way. From simple to modern and interesting, learning media has developed rapidly. To provide evidence for their argument, the authors created a learning aid, which is specifically aimed at teaching the symbols and principles of Pancasila in citizenship education subjects. The media in question is a deck of playing cards designed for the game of truth or dare.

The truth or dare game card media consists of questions that require honest answers and tasks that must be completed bravely (Tarigan & Saskia, 2019; Vijayta & Isnawati, 2022). It has become common practice to use truth cards and dare cards in group settings when teaching truth or dare using this medium (Fanny & Sakti, 2021). Questions on truth cards in truth or dare games often require a "yes" or "no" response, while challenge cards usually provide tasks that students must complete (Nasrudin & Kurnadi, 2020). The aim of using the truth or dare game card media during learning is to engage students in a fun way while growing their creative thinking skills in the Pancasila ideals subject, especially focusing on symbols and values. This approach is used for fifth grade students at SDN Modangan 05.

Students are more likely to be engaged and successful when they have the opportunity to take an active role in their own learning. Because it encourages students to use their motor skills more creatively when learning, truth or dare games have the potential to be a great addition to the classroom (Fanny & Sakti, 2021). In addition, other research shows that the high validity value of the truth or dare game card media makes it an ideal medium for growth and instruction in an educational context (Rizqiyah, 2018). Evidence from other research supports the use of truth or dare game cards as a useful learning aid. Therefore, it is very possible to create and use this technology for the purpose of teaching students (Vijayta & Isnawati, 2022).

Some research has shown that using truth or dare game cards as a teaching aid can be beneficial. In addition, this media can inspire students to actively participate in their own education and improve their ability to think creatively. There is feedback from the Truth or Dare media, this media is able to make learning more effective and interesting, which in turn encourages students to become more active participants in teaching and learning activities. Media based on the truth or dare card game can attract students' interest in learning. So it will build student enthusiasm when learning, whether in individual or group learning. So, the use of the Truth or Dare game media is expected to be able to increase students' learning experiences and academic achievements. 2019 saw the release of Taringan.

According to the opinion above, it can be concluded that creative thinking is the ability to use imagination and reasoning abilities to produce new solutions to a problem. The ability to think creatively is essential in all areas of life, including the classroom and larger community. People who are good at thinking outside the box are more likely to succeed when faced with adversity.

Therefore, it is important to cultivate, stimulate and develop innovative thinking abilities from an early age. According to 2019 research by Tarigan and Saskia entitled "The Influence of Truth Or Dare (Tod) Game Media on Student Mathematics Learning Outcomes in Class V SDN 107399 Bandar Khalipah," students are more involved in their learning when they play the Truth or Dare game. With an average of 45.67 on the pretest and 73.33 on the posttest, the experimental group that learned

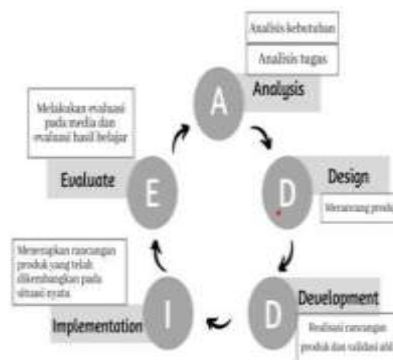
through the Truth or Dare game showed statistically significant improvement.

Understanding the contents of the symbols and values in Pancasila is quite a big challenge for students. So, it is hoped that the use of truth or dare card learning media will make it easier for students to recognize and memorize the various symbols and values inherent in Pancasila. because this truth or dare card was designed specifically for the symbolic material and values of Pancasila. So the researchers were interested in determining the title "Development of Truth or Dare Card Media to increase the ability to think creatively, material creativity, Pancasila values for class V, Sdn Modangan 05 Biltar".

Method

Researchers use the ADDIE framework research model (Analysis, Design, Development, Evaluation). The research and development process is based on the ADDIE model, and the stages are changed as follows:

Figure 1 ADDIE development procedure



Data collection carried out by researchers in the research was by measuring the level of student creativity by conducting surveys and interviews. To compare the effects of learning media before and after the use of truth-or-dare learning media on students' ability to think creatively, this research uses the N-gain formula as data analysis approach. To determine the proportional increase in students' creative abilities, the following formula is used.

$$O_1 \times O_2$$

(Source: Sugiyono: 2011)

Data collected from pre-questionnaire and post-questionnaire scores can be averaged to determine the difference in scores before and after implementing the learning assessment

questionnaire using game-based truth or dare cards.

By using the following formula, the gain test can be used to analyze data on improving student learning outcomes:

$$N\text{-gain} = \frac{s_{\text{post}} - s_{\text{pre}}}{s_{\text{maks}} - s_{\text{pre}}}$$

The following is a table of categories for obtaining N-gain scores

Table 3.12 N-gain score categories

Mark	Information
$X > 0.70$	Tall
$0.30 < X < 0.70$	Currently
$X < 0.30$	Low

Results and Discussion

With an emphasis on the ADDIE model, this study outlines standard procedures followed by researchers conducting developmental research. Each of the five steps in this model – analysis, design, development, implementation, and evaluation – contributes to the overall picture.

This research began with the initial stage, namely the analysis stage (*analyze*). At the analysis stage, performance analysis activities are carried out to determine the problems faced. Next, a needs analysis was carried out for the development of truth or dare card media. The goal of this step is to create truth or dare cards tailored to the specific needs of the target audience. Stage

planning (design) The design stage includes three steps, namely product design, product creation, and preparation of validation instruments.

The design stage begins with product design. This truth or dare card media product will be adapted to PPKn Class 5 Basic Competencies (KD), with an emphasis on KD 3.1: Recognizing the importance of the relationship between several symbols and the principles of Pancasila. Preparing the truth or dare card media and selecting the material substance is also part of the product design process. The resulting truth or dare card media consists of one unit of learning activities focused on exploring the relationship between various symbols and the meaning of the Pancasila principles. The truth or dare card media consists of two different parts. First, the beginning contains the cover. Second, the core section contains questions for learning activities. The cover design and contents of the truth or dare cards were created using Photoshop

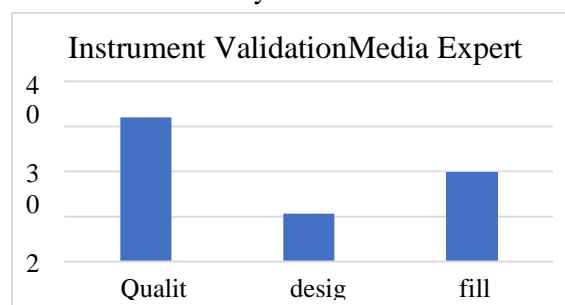
and Canva applications. The design is adapted to the symbolic material and values of Pancasila.

Activities include creating and verifying research tools, creating and verifying products, and the revision process. Mrs. Cindya Alfi, M.Pd, lecturer at Nahdlatul Ulama University Blitar, validated the instruments used by material experts.

Furthermore, a lecturer at Nahdlatul Ulama University Blitar, namely Mr. Mohamad Fatih, M.Pd, provided a validation assessment from media experts. With a total score of 96.3%, the media expert instrument was considered highly valid during validation. So, it can be said that the questionnaire questions are valid. The results of the validation of the media expert questionnaire are summarized in the following figure.

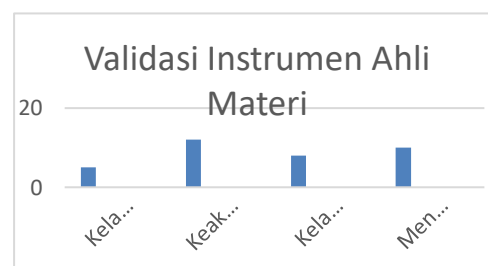
Figure 3, material expert validation

carried out by Mrs. Shofi Nur Amalia,



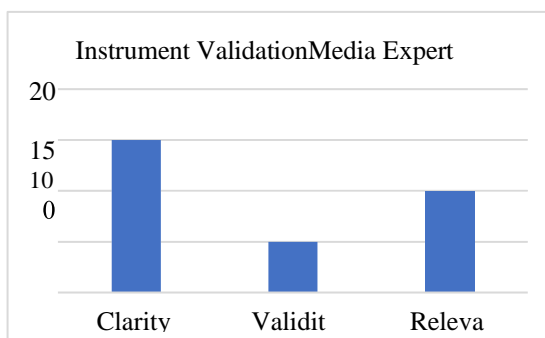
M.Pd, with an average validation result of 88%. The criteria used to assess the validation is "very valid". A recapitulation of the validation is as follows

Figure 4 Recapitulation of material expert validation



Next, media expert validation by Mrs. Ragil Tri Oktaviani, S.Pd., M.Sn. with an average validation result from media experts of 100% with the criteria "Very Valid". The following is a recap of product validation results reviewed by media experts

Figure 5 media expert validation



In this research, the final stage is the evaluation stage, where the truth or dare product is reviewed to avoid errors in the previous stage. The product is reviewed according to the results of advice from experts. Based on the data obtained, the final results show that the truth or dare product material on Pancasila Symbols and Values for class V students is very valid and practical. The use of truth or dare which can be used anytime and anywhere is very practical to use.

The feasibility of truth or dare media products, especially Pancasila Symbols and Values material, was developed using validation tests carried out by 2 experts, namely media experts and material experts. Media experts have a validation value of 85% with the Very Valid category. At the same time, media experts are included in the Very Valid group with a validation value of 92%. media experts and material experts assess that the Truth or Dare card media product based on Pancasila Symbols and Values has an average validation value of 88.5% which shows a high level of validity.

Product validity is determined by material experts. Validity, as defined by Sugiharto and Sitinjak (2016), relates to how well a variable captures the target variable. The term "validity" is used in research to describe how well a measuring device captures the target substance. One way to prove that a measuring device can measure a target reliably is to run it through a validity test. Material expert validation involves evaluating the appropriateness of the information and the way it is presented. The results of the material expert assessment on truth or dare media received a score percentage of 85% with the criteria "Very Valid". The validation score regarding the suitability of truth or dare content with KD, indicators and learning objectives reached a score of 85%. This can be interpreted as if in preparing truth or dare regarding the

suitability of the content it is good with the KD being developed, namely 3.1 Identifying the symbols and values of Pancasila. The validation score regarding the presentation of the material reached a score of 80%.

This can be interpreted as if the preparation of truth or dare card media regarding the presentation of the material is good enough. (Fatih & Alfi, 2021) Learning media refers to the method of delivering messages in the form of information and student understanding. Therefore, the presentation of material on truth or dare card media is prepared systematically and coherently. Then the validation score regarding suitability with the characteristics of the truth or dare card media reached a score of 90%. The interpretation of the application of truth or dare card media features is very beneficial in the production of the media. According to research conducted by Alfi et al. (2022), material expert validation had a success rate of 80%, with language experts rating the presentation 92% as "very valid".

Product Validity Based on Media Experts
This research produces a media, namely truth or dare card media to optimize creative thinking abilities at SDN Modangan 05 Nglegok Blitar. Student understanding can influence the effectiveness of easy-to-use media for disseminating information. (Fatih, 2020). For this reason, researchers create learning media that is easy for students to understand and can be used effectively in learning.

According to (Fatih & Alfi, 2021) the aim of educational media is to provide knowledge and information to students through various channels. Media increases students' understanding of lesson material. Furthermore, media expert validation includes an assessment of the cover design, truth or dare media, practicality and concept of truth or dare card media. The results of the media expert's assessment of the truth or dare card media produced a score of 92% which was categorized as "Very Valid" according to the standards. The truth or dare card media clearly has high quality, because of this. Apart from that, the truth or dare card media has a validity value of 86.6%. Truth or dare is a powerful tool for media manipulation. The validation score regarding the practicality of the truth or dare card media reached a score of 86.6%, which means that the practicality of using the truth or dare card media is good.

Truth or dare product development is measured by its level of practicality. The practicality of the truth or dare product material, Symbols and Values of Pancasila, is based on the results of a practicality questionnaire by teachers, obtaining a score of 97.5% with the criteria "Very Practical". These findings can be interpreted in the range of 86% - 100%, which indicates that this media can be classified as very practical, with the option to use it without the need for modification (Akbar & Sriwiyana in Chrisyarani, 2018). The question and answer card media is flexible and can be used at any time.

From what we can see, the creative thinking abilities of the students at SDN Modangan 05 are really successful. Evidence like this shows that teaching children to think creatively through the game Truth and Dare has a positive impact. Students' ability to think creatively increases by using the Truth and Dare game media at SDN Modangan 05, in accordance with empirical data. A pilot study at SDN Modangan 05 found that the use of Truth and Dare cards as a medium to maximize students' capacity for creative action was acceptable and successful. The significant score gains and improvements between pretest and posttest provide convincing evidence of this.

Conclusion

The following is a brief summary of the problem statement for research on Development of Truth or Dare Card Media on Pancasila Symbols and Values to Increase the Level of Creative Thinking of Class V Students at SDN Modangan 05: Media and material experts have confirmed that Pancasila symbols and values can be used in truth card situations or dare. Material evaluation by material experts resulted in a score of 85.3% which indicates a "Very Valid" assessment based on the criteria. The media evaluation carried out by media experts resulted in a score of 92% and was rated "Very Valid" based on the criteria. According to the findings of these two experts, truth or dare card media is very suitable for educational purposes. The practicality of using the truth or dare card media, Symbol Material and Pancasila Values, received assessment results assessed by users, namely the fifth grade teacher at SDN Modangan 05, who received a score of 97.5% with the criteria "Very Practical". Based on these results, truth or dare is very practical and easy to use for learning. Increasing the creative thinking abilities of Class V Students at SDN

Modangan 05 was obtained using pre-questionnaires and post-questionnaires. The N-gain value of the before and after questionnaire data is 0.963158, which is included in the "High" category. The finding is that using truth or dare cards in the classroom can increase students' ability to think original.

Therefore, to help civics learning using truth or dare cards to develop and develop, it is important to provide suggestions for utilizing this media. For the purpose of developing critical thinking skills and assisting lecturers in communicating the principles and symbols of Pancasila, students are asked to use truth or dare cards as media. To create truth or dare card media that is more interesting and comprehensive in discussing all basic competencies, further research is needed.

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Curriculum Vitae



Ula Adiniyatul Mukaromah was born in Blitar district, East Java province on November 26 1999. The writer was born to Sukriono and Ruliati and is an only child. The author lives in Krenceng village, RT 09/RW 03, Nglegok District, Blitar Regency.

In 2006 the author entered MI Nurul Huda Krenceng and graduated in 2011. Then in the same year he continued his first level studies at SMPN 01 Nglegok and graduated three years later in 2014. Then he entered final high school at SMKN 01 Nglegok and graduated. in 2017.

In 2019 the author was accepted as a student in the primary school teacher education study program, faculty of educational and social sciences, Nahdlatul Ulama University, Blitar. On the date the author was declared graduated and entitled to hold a bachelor's degree in education. With perseverance, high motivation to continue learning and working hard, the author has successfully completed the final thesis assignment with the title "Development of Truth or Dare Card Media to Improve Creative Thinking Ability on Pancasila Values Material for Class V SDN Modangan 05 Blitar".