



## The Use Of The Arisan Card Method In Economics Learning

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### Abstract

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Education is a conscious effort to realize something of cultural inheritance from one generation to another. Thus the importance of education in an effort to eradicate ignorance and fight poverty. Through intense economic education in the family environment, one can form economic human beings (*homo economicus*) who are productive and economical in the use of money and other resources. One of the important subjects in school is economics. The learning method uses the social gathering card. The social gathering card is one of cooperative learning, where students work together in groups to discuss the suitability of the answers to each question that comes out of a glass that has been shaken by the teacher. The type of research used is a quantitative descriptive approach which aims to find out how active students are using the social gathering card method in economics learning. The results of the analysis in this study indicate that there are positive results for the use of the arisan type card method for student learning in economics subjects. The average student learning activity is 79.78 in the "active" criteria. For a teacher must admit and strengthen that what they do is in accordance with the rules and continue to provide motivation so that students are able to develop.

**Keywords:** Arisan Cards, Learning Methods, Economic Learning

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## INTRODUCTION

The development of human thought in providing boundaries about the meaning and meaning of education always shows a change at any time. This change is based on various findings and changes in the field related to the increasing number of components in the existing education system. The development of the mindset of educational experts, education managers and educational observers has resulted in new theories. (BP, 2022) Education cannot be separated from innovation, the two are interrelated (Ambarwati, 2022).

Education is a conscious effort to realize something of cultural inheritance from one generation to another. Thus the importance of education in an effort to eradicate ignorance and fight poverty. Education is one of the most important things in life. This means that every human being has the right to receive and hopes to always develop in education (Ramadhon, 2017). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character (Ahmad, 2022)



The life of the nation, improving the standard of living of all levels of citizens, and building the dignity of the state and nation, therefore the government is trying to give serious attention to overcoming various problems in the field of improving education starting from the elementary, middle and tertiary levels.(Pristiwanti, 2022)

Teachers are professional educators with the main tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, basic education, and secondary education through formal education. The role of the teacher in

implementation of formal education is very dominant to achieve quality education. The ability of educators must match the basic competencies previously possessed. If it is not appropriate, it will greatly affect the quality of educators who are taught to students. (Sebayang, 2020).

Through intense economic education in the family environment, one can form economic human beings (*homo economicus*) who are productive and economical in the use of money and other resources. One of the important subjects in school is economics. Economics is a social science which studies human activities related to the production, distribution and consumption of goods and services. Another opinion states that the economy is all related to efforts and human resources in meeting their needs to achieve a level of prosperity (Sari, 2019).

Arisan is an activity that is commonly carried out, arisan is an activity by collecting funds in the form of money for a certain period of time and the funds are withdrawn by lottery, anyone whose name comes out during the draw is the holder and the first arisan. done alternately until all members get a share. In line with the definition above, Wikipedia Indonesia (2017) defines arisan as: "A group of people who collect money regularly for a certain period. After the money is collected, one of the members will come out as the winner. the winner is usually drawn by means of a draw, but there are also arisan groups that determine the winner by agreement." Basically this activity is a short-term investment activity, besides that it is also a friendly activity between members with certain closeness such as geographic, demographic or emotional blood ties (Wati, 2015). This arisan activity develops in people's lives because it can become a means or place for people to save. (Baihaki, 2018) Arisan is a system regulations because in it there are rules for its members. These regulations then become a system that regulates all activities related to money that are managed within it (Hospes, 1992).

Based on the definitions that have been put forward, it can be concluded that arisan is a group of people who agree to raise a number of funds and these funds are distributed in turn to everyone in the group every period, both daily/weekly and monthly. in accordance with a collective agreement and usually coordinated by a member as chairman or treasurer. This gathering can be in the form of money, goods or other forms.

One of the determining factors is how the learning and teaching process can run as expected (Handayani, 2020). The social gathering card is one of cooperative learning, where students work together in groups to discuss the suitability of the answers to each question that comes out of a glass that has been shaken by the teacher. In meeting the demands of an increasingly advanced era, the educational aspect is required to guide and direct students to be active and creative. The

activeness of students should involve the students themselves so that they directly learn and find an answer. Often the embarrassment of students who appear to communicate makes the class condition inactive (Jumri, 2018)

Seeing the definitions and explanations above, conclusions can be drawn to examine the use of the social gathering card method in economics learning. To see the activeness of students in the learning process.

## **METHODS**

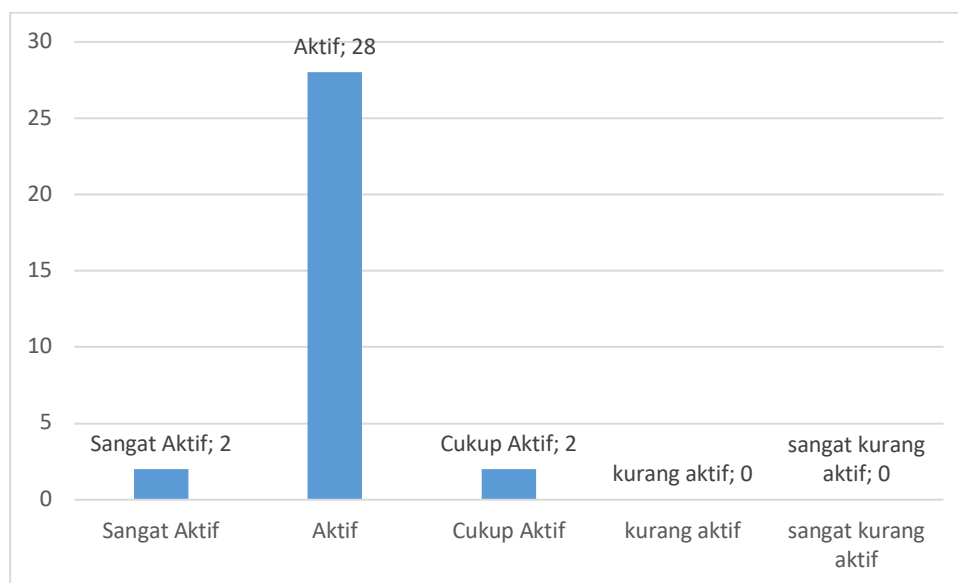
The type of research used is a quantitative descriptive approach that aims to determine how active students are using the social gathering card method in economics learning. Data collection techniques were obtained by means of observation, in-depth interviews, and documentation. The analysis technique used was descriptive analysis by providing a questionnaire that was easy for respondents to understand, compile, tabulate, and give a score, then express it in percentages and interpret. In each research, data collection techniques are used to obtain as accurate information as possible to support the maximum results of the research. For this reason, data collection techniques must be selected as carefully as possible and relevant to the problem and research objectives.

## **RESULTS & DISCUSSION**

Educators are not the only source of learning, but educators act as lesson planners, learning managers, facilitators and as evaluators in controlling activities carried out by (Sasongko, 2016) students (Said, 2014). active learning in class. The steps of the learning method that will be carried out in this research are adjusted based on the situation, conditions and location of the researcher, namely:

1. Researchers prepare answer cards with a size of 5x6 cm and question paper with a size of 8x6 cm in economics subjects.
2. Form a heterogeneous team consisting of 4 people. Share cards answers that have been prepared for each student, each student gets one card.
3. The question paper that has been prepared is then rolled up and put in a glass.
4. The glass that already contains the question paper is then shaken, then one of the question papers that fell, was read by the researcher to be answered by the student holding the answer card.
5. If the answer is correct, students are welcome to applaud.
6. For each correct answer, students are given 1 point as a group score so that the group's total score is the sum of the points from their team members and so on.
7. The researcher calculated the points earned from each group, adding them up and announced it.
8. Researchers throw scramble questions, if there are the same number of points on two or more team members.
9. Researchers give appreciation to team members who get the most points in the form of praise, applause, thumbs up or smile

Based on the analysis of student learning observations in class during teaching and learning activities, it can be seen as follows:



Graph 1. Student Learning Observations

**Table 1.** Criteria for student activity in percentages

CRITERIA	PERCENTAGE
VERY ACTIVE	6.25%
ACTIVE	87.50%
MODERATELY ACTIVE	6.25%
LESS ACTIVE	-
VERY LESS ACTIVE	-
AVERAGE	79,78

It can be seen that most of the learning class students use social gathering cards in the "Very Active" criteria reaching a percentage of 6.25% with 2 students. Students who are classified as "Active" criteria achieve a percentage of 87.50% with 28 students, while students who are classified as "Quite Active" criteria during learning activities are 6.25% with 2 students. and there were no students whose learning activity was in the "Less Active, and Very Inactive" criteria. The average student learning activity is 79.78 in the "active" criteria. In the classroom, there is no sense of discrimination and discriminating between one another, the existence of elements of democracy can enable the exploration and expression of the potential and talents contained in students.

The analysis results in this study indicate that there are positive results for using the arisan type card method for student learning in economics subjects. This method also emphasizes the teacher to acknowledge every effort made by students, because students are entitled to recognition of their skills and self-confidence. Confidence is needed in the context of a more conducive learning process in education. Increased knowledge and understanding creates self-confidence through self-development (Thamrin, 2021). For a teacher, it is mandatory to admit and reinforce that what they are doing is by the rules and continue to provide motivation so that students can develop. Suppose you look at the observations in class. In that case, the social gathering card method is thought to foster interest and student motivation in economics subjects by using the arisan card type method so that students can be active in learning activities.

## CONCLUSION

The analysis results in this study indicate that there are positive results for using the arisan type card method for student learning in economics subjects. The average student learning activity is 79.78 in the "active" criteria. This can be a reference in economics learning in enriching methods and variations in a lesson so that students become active in following a lesson in class. While teachers can get good results in the learning process and get good achievements from their students.

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