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**The Effect of Using Truth or Dare Card Game on Students' Cognitive Ability in Grade V Civics Subject at SD N 12 Rejang Lebong**

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**Abstract:** The lack of teachers in implementing learning games so that many students feel bored with monotonous one-way learning activities, especially in Civics subjects. This study aims to; 1). Knowing the effect of using Truth or Dare card game on students' cognitive abilities in Civics Subject class V SDN 12 Rejang Lebong, 2). Knowing the significant difference between the cognitive abilities of students taught using Truth or Dare card game against the cognitive abilities of students taught conventionally in Civics Subject grade V SD N 12 Rejang Lebong. This research is a Quasi Experiment, with the research design Control Group Pretest-Posttest Design. This research was conducted on control class and experimental class students with a total sample of 52 students. Data collection techniques are tests and documentation, then data analysis techniques are normality test, homogeneity test, and hypothesis testing. Based on the results of this study indicate that; 1) There is an effect of Truth or Dare card game in Civics Subject on the cognitive abilities of grade V students at SDN 12 Rejang Lebong, this can be seen from the results of the independent t test hypothesis in this study  $H_0$  is rejected and  $H_a$  is accepted, which means that the application of Truth or Dare card game has a significant effect. 2) There is a significant difference between the understanding of students in the experimental group and the control group, as evidenced by the greater average value of the posttest of the experimental group compared to the control group. This means that there is a difference between the learning approach using the Truth or Dare card game and the conventional learning approach.

**Keywords:** Truth or Dare Card Game, Cognitive Ability

## **Introduction**

Education plays a crucial role in shaping students' character and intellectual abilities. In the context of learning in primary schools, effective teaching methods are one of the main factors in improving student learning outcomes. However, in reality, many teachers still apply conventional learning methods that tend to be monotonous and do not involve students actively. This leads to low student motivation and limited development of their cognitive skills.

Education is something that aims to improve the quality of the human person. In learning activities, there are many problems that will be faced by teachers in every lesson. One of these problems is the lack of application of learning games by teachers in Civics Subject so that many students feel bored with monotonous one-way learning activities. Where students only listen to the material explained by the teacher without any interaction that makes students involved in the learning material. Because learning will be much more meaningful if students are directly involved in learning. Not only sitting quietly paying attention to the material, but students also participate in discussions with the teacher or with other students to gain knowledge. Therefore, the presence of learning games has quite an important meaning, because

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in these activities the unclear material presented can be helped by presenting the game as an intermediary.

Learning outcomes are evidence of the success of a person's cognitive abilities in going through a teaching and learning process that is theoretically clear and provides its own style and meaning for students for a change from not knowing to knowing, from being unskilled to being skilled at doing something. Sujiono's opinion quoted (Awali Mirza, 2018) cognitive ability is a thinking process. Cognitive abilities are brain-based skills needed to perform any task from simple to the most complex. The cognitive structure that exists in a child is very fast, such as: they will more quickly capture and remember something that is real to them.

According to Ashcraft and Schungk in Naufalia, Suwarna, Sutiadi, based on cognitive theory, the learning process can be done through communication and assignments to help students exchange concepts, so that children can remember the subject matter given in the long term (N R Trisnia, S I Rahma & S Asep, 2016). The results of observations in the field show that students' cognitive abilities in Civics Subject class V SD N 12 Rejang Lebong are still relatively low. This can be seen from the data on student learning outcomes, which are as follows.

**Table 1.**  
**Data on learning outcomes of fifth grade students of SD Negeri 12 Rejang Lebong**

Class	KKM	Number of Students	>KKM		<KKM		Average
			Number of Students	%	Number of Students	%	
V A	75	28	7	29%	21	71%	65
V B	75	24	7	25%	17	75%	62,5

*Source: Observation Data at SDN 12 Rejang Lebong*

In the table above, data on student learning outcomes in Civics Subject in class VA is obtained, it is known that there are 7 students who score above the KKM, and there are 21 students who score below the KKM. Meanwhile, in class VB there are 7 students who score above the KKM and 17 students who score below the KKM.

Based on the results of observations that have been made to assess the minimum provision criteria in PPKN subjects, namely 75. So from the explanation of student learning outcomes above, it can be obtained that the results in class VA are only 29% of students who can reach the KKM score and 71% of students have not met the KKM, while in class VB 25% of students reach the KKM score and 75% of students have not reached the KKM. This is because there is no use of learning games. So that students tend to get bored and tend to be passive in participating in learning.

The learning outcomes of students in Civics subjects are also still relatively low. Based on this, the problem that arises is the teacher's efforts to improve student learning outcomes by using learning games that make students happier and more

motivated to learn. To overcome these problems, a more interactive and fun learning strategy is needed.

One method that can be applied is the use of games in learning. Educational games are not only able to create a more interesting learning atmosphere, but can also improve students' concept understanding and critical thinking skills. In this study, the Truth or Dare card game was chosen as an alternative learning method that aims to improve students' cognitive abilities in the Civics subject. Truth or Dare card game is a game that contains questions to be answered honestly and contains challenges that must be done bravely (Tarigan & Saskia, 2019; Vijayta & Isnawati, 2022). The concept of the learning process using the Truth or Dare card game is to invite students to learn while playing. By learning while playing, students will be more motivated to follow the learning process and the learning material will be well received. Several studies that have been conducted previously reveal that the Truth or Dare card game is very feasible to use in the learning process because this game can improve learning outcomes and student responses in teaching and learning activities (Fanny & Sakti, 2021).

In line with research conducted (Asyhar, R, 2020) that learning games are anything that can convey or channel messages from a learning source in a planned manner, so that a supportive learning environment occurs where the reception can carry out the learning process effectively and efficiently. Therefore, researchers intend to use Truth or Dare card learning games that make students more active in learning.

The Truth or Dare card game provides opportunities for students to actively interact in learning through challenges and questions that encourage critical thinking and courage in expressing opinions. Thus, this method is expected to improve student learning outcomes, especially in understanding important concepts in Civics subjects.

The application of the Truth or Dare card learning game is also considered to be able to create a more interesting learning atmosphere in the classroom and improve students' learning outcomes. Teachers and students can create a more effective and active learning atmosphere because students are more involved in the learning process. Learning strategy using Truth or Dare card game is a learning strategy that invites students to learn actively and aims to make students work together in learning and foster creativity.

This research will further discuss the effect of using Truth or Dare card games on the cognitive abilities of grade V students at SDN 12 Rejang Lebong. Through a quasi-experimental research approach, this study aims to evaluate the effectiveness of the game method in improving student learning outcomes as well as providing insights for educators in developing more innovative and interactive learning strategies.

## Method

This research uses a quantitative approach with a quasi-experimental method. The design used is Pretest-Posttest Control Group Design, where there are two groups, namely the experimental group treated using the Truth or Dare card game and the control group using conventional learning methods. The research design table is as follows.

**Table 2.**  
**Research Design**

<b>Group</b>	<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
<b>Experiment</b>	O1	X1 ( <i>Truth or Dare</i> )	O2
<b>Control</b>	O3	X2 (Conventional method)	O4

Description:

- O1 dan O3 : Pretest in experimental and control groups
- X1 : Treatment using Truth or Dare card game
- X2 : Learning with conventional methods
- O2 dan O4 : Posttest in experimental and control groups

This research was conducted at SD Negeri 12 Rejang Lebong in the odd semester of the 2024/2025 school year. The study population was all fifth grade students of SD Negeri 12 Rejang Lebong. The research sample was taken using saturated sample technique, namely all students of class VA as the control group and class VB as the experimental group, with a total of 52 students.

This study has two variables, namely the Free Variable (X): The use of Truth or Dare card game and the dependent variable (Y): Students' cognitive abilities in Civics learning. The research instrument used is a test, namely pretest and posttest which have been tested for validity and reliability. According to Hatch and Farhady "variables are defined as attributes of a person or object that have variations between one another or one object and another object.

Validity testing used Pearson Product Moment correlation, while reliability was tested with Cronbach's Alpha. The data was then analyzed with the Normality Test: Using Shapiro-Wilk to determine if the data is normally distributed. Homogeneity Test: Using Levene's test to ensure equality of variance between groups and Hypothesis testing: Using an independent t-test to determine the difference in learning outcomes between the experimental and control groups. This study aims to determine the effect of Truth or Dare card game on improving students' cognitive abilities in Civics Subject in class V SD Negeri 12 Rejang Lebong.

## Results and Discussion

This study aims to determine the effect of Truth or Dare card game on students' cognitive abilities in Civics Subject in class V SDN 12 Rejang Lebong. This study used a quasi-experimental method with a Pretest-Posttest Control Group design, which involved two groups of students, namely the experimental group that used the

Truth or Dare card game and the control group that was taught with conventional methods.

The results showed a significant difference in students' cognitive abilities between the experimental and control groups. The pretest data showed that the average score of students before treatment in the experimental group was 47.67, while the control group had an average score of 52.14. After the treatment, the posttest results showed a significant increase in the experimental group with an average score of 83.08, compared to the control group which had an average score of 75.43. These results indicate that the use of Truth or Dare card games effectively improves students' cognitive abilities in Civics learning.

**Table 3.**  
**Pretest and Posttest Results**

<b>Group</b>	<b>Pretest (Mean)</b>	<b>Posttest (Mean)</b>
<b>Experiment</b>	47.67	83.08
<b>Control</b>	52.14	52.14

Table 3 shows that there was a significant increase in student learning outcomes after the treatment. The experimental group that used the Truth or Dare card game experienced an increase in the average score from 47.67 to 83.08. Meanwhile, the control group taught with conventional methods only experienced an increase from 52.14 to 75.43. This indicates that the use of the Truth or Dare game is more effective in improving student learning outcomes than the conventional method. Next, the data was processed by conducting normality and homogeneity tests to ensure that the data obtained fulfilled statistical assumptions. The normality test using the Shapiro-Wilk method shows that the significance value of all groups is more than 0.05, so it can be concluded that the data is normally distributed. Furthermore, the homogeneity test using the Levene's Test method shows that the significance value is more than 0.05, which means that the data has a homogeneous variance.

**Table 4.**  
**Normality Test Results**

<b>Group</b>	<b>Kolmogorov-Smirnov Sig.</b>	<b>Shapiro-Wilk Sig.</b>
<b>Pretest Experiment</b>	0.047	0.094
<b>Pretest Control</b>	0.119	0.114
<b>Posttest Experiment</b>	0.200	0.224
<b>Posttest Control</b>	0.169	0.181

Based on Table 4, the significance value of the Shapiro-Wilk test for all data is more than 0.05, which means that the data from the pretest and posttest in both groups are normally distributed. Thus, the data can be further analyzed using parametric statistical tests.

**Table 5.**  
**Homogeneity Test Results**

<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
<b>0.572</b>	1	50	0.453

Table 5 shows that the significance value (Sig.) is 0.453 which is greater than 0.05, so it can be concluded that the data from both groups have homogeneous variances. Thus, the data meets the requirements for further testing using the t-test. Furthermore, the data is tested using independent sample t-test shows that the significance value (Sig. 2-tailed) of 0.000, which is smaller than 0.05. This means that there is a significant difference between the cognitive abilities of students in the independent sample t-test. This means that there is a significant difference between the cognitive abilities of students taught with Truth or Dare card game compared to conventional methods. Thus, the alternative hypothesis ( $H_a$ ) is accepted, namely the use of Truth or Dare card game has a positive effect on improving students' cognitive abilities in Civics learning.

**Tabel 6.**  
**Hypothesis Test Results**

	<b>Sig. (2-tailed)</b>	<b>Mean Difference</b>
<b>Independent Sample t-test</b>	0.000	7.655

From table 6, the t-test results show that the significance value is 0.000 (smaller than 0.05). This indicates that there is a significant difference between the experimental and control groups. In addition, the mean difference of 7.655 indicates that the increase in learning outcomes in the experimental group is greater than the control group.

The results of this study indicate that the Truth or Dare card game affects students' cognitive abilities in Civics Subject class V SDN 12 Rejang Lebong. In line with research conducted by Ima Siti Fatimah which states that the Truth or Dare playing card learning media is in accordance with student needs and student characteristics. Methods that are favoured by children can foster interest and motivation to learn so that learning outcomes can be maximized. In addition, the Truth or Dare game can improve student learning outcomes and give them the opportunity to learn better. Research conducted by Kristiana Delsi et al explained that using the Truth or Dare card game can provide stimulus and feedback through question and answer activities in the game so that it can improve students' cognitive abilities in the learning process (Ima Siti Fatimah, 2023: 1-5).

The average posttest score in the experimental class was 51.14 while in the control class it was 47.47. From the tests carried out through the posttest given, it was found that both classes had the same variance or homogeneous. Based on the results of the average posttest scores of the two classes, it can be seen that the average posttest score of the experimental class is higher than the average posttest score of the

control class. By using the independent sample t-test, it was found that the application of Truth or Dare card game on the material of the Unity of the Unitary State of the Republic of Indonesia had an effect in improving students' cognitive abilities indicated by a sig value of  $0.000 < 0.05$  in accordance with the t-test test criteria if  $\text{sig} < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that it is very influential on students' cognitive abilities in experimental classes that use Truth or Dare card games and control classes that do not use Truth or Dare card games at SDN 12 Rejang Lebong.

Another study conducted by Kristina Delsi et al mentioned that the Truth or Dare card game can provide stimulation and feedback through question and answer activities in the game. Therefore, students will not only experience an increase in the cognitive domain, but also in learning outcomes and affective domain. The use of Truth or Dare game media shows an increase in student learning outcomes compared to learning outcomes using conventional media. This shows that the Truth or Dare card game is effectively applied in improving students' concept understanding (Delsi, Sulistri & Mayasari, 2024: 900-908).

Based on the research that has been done in the experimental class, it shows that many students have scored above the KKM, which is an increase in students' cognitive abilities. Truth or Dare card game is a variable (x) which is a tool used by the teacher to support the delivery of learning materials. Truth or Dare card game is a tool made by the teacher to support the delivery of learning materials in the classroom. By using this game, it is hoped that it can improve students' cognitive abilities, especially in understanding the material of the Unity of the Unitary State of the Republic of Indonesia. Cognitive abilities of students taught using Truth or Dare card game with cognitive abilities of students taught using conventional methods in class V SDN 12 Rejang Lebong there is a difference.

In line with research conducted by Qishi Nur Fadillah et al stated that by using Truth or Dare cards students can learn to express opinions and can improve students' cognitive abilities because the Truth or Dare card contains questions and challenges related to a material, it can make students use cognitive abilities to solve problems contained in the Truth or Dare card (Q N Fadillah, L Hakim & N Noviati, 2023: 8333-8346).

Another study conducted by Kristiana Delsi et al explained that using Truth or Dare card game can provide stimulus and feedback through question and answer activities in the game so that it can improve students' cognitive abilities in the learning process (K Delsi, E Sulitri & D mayasari, 2024: 900-908). Learning methods involving Truth or Dare card games are more effective than conventional methods in improving students' cognitive abilities. Students in the experimental group showed more active involvement in the learning process, as the game encouraged interaction and critical thinking. In contrast, students in the control group who were taught with the lecture method tended to be passive and less interactive in the learning process.

This research is in line with research conducted by Hardianti et al. also explained that the use of Truth or Dare games can stimulate students to play an active role in learning activities, encourage enthusiasm for mutual success and interaction between students so that it can help improve cognitive development (Hardianti, M Anwar & M Syahrir, 2022: 38). In addition, this approach allows students to hone their critical and analytical thinking skills in understanding Civics material, especially in the theme of the Unity of the Unitary State of the Republic of Indonesia.

The cognitive ability of students taught with Truth or Dare card game compared to the learning outcomes of students taught conventionally in class V SDN 12 Rejang Lebong there is a difference in the value of students in the class when given questions to get scores above KKM with Truth or Dare card game or one particular teaching method. With these skills, learning activities can take place more effectively and efficiently, including in their application in front of students.

### Conclusion

Based on the results of data analysis, it can be concluded that there is an effect of Truth or Dare card games in Civics Subject on the cognitive abilities of grade V students at SDN 12 Rejang Lebong, this can be seen from the results of the independent t test hypothesis in this study  $H_0$  is rejected and  $H_a$  is accepted, which means that the application of Truth or Dare card games has a significant effect. There is a significant difference between the understanding of experimental group students and the control group, as evidenced by the greater average value of the experimental group's posttest compared to the control group. This means that there is a difference between the learning approach using the Truth or Dare card game and the conventional learning approach.

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