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1 **OBSTACLES AND SOLUTIONS OF RUMMY CARD METHOD IN COOPERATIVE**
2 **LEARNING WITH HUMANISTIC APPROACH**

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10 **ABSTRACT**

11 This study aims to evaluate obstacles and solutions of Rummy/playing card method in
12 cooperative learning with humanistic approach. ¹This study is a qualitative research in the field
13 of Indonesian Language Education. Data collection utilized observation and interview
14 techniques. The results of the study found obstacles were experienced by both students and
15 educators. Obstacles on the side of students include: (1) lack of concentration, (2)
16 inconducive class, (3) luck factor, and (4) feeling of superiority. The obstacles on the side of
17 educators include: (1) being underestimated by students, (2) time consuming, and (3) the lack
18 of students who master the game rules. The solutions found were (1) paying close attention,
19 (2) making the impression as attractive as possible, (3) using video as additional media, (4)
20 introducing the method well, (5) dividing students into groups, and (6) increasing the number
21 of cards of the same types.

22

23 *Keywords: Playing Card Method, cooperative learning, humanistic approach*

24

25

26 **Introduction**

27 Learning is an activity that is inherently complex. According to Mashudi, 2013: 3), learning
28 is not just conveying m/essages, but a professional activity that requires educators to be able
29 to utilize basic skills in teaching in an integrated manner and to create efficient situations.
30 Thus the role of educators is very important so that learning objectives can be achieved.

31 Educators need an appropriate method so that learning can progress in harmony with the goals
32 to be achieved. One method of learning is utilizing the Rummy/playing card method. Nasucha
33 (2019: 83) explained the playing card method is a learning effort that utilizes playing cards as
34 a medium. The use of the Playing Card Method tends to get a bad impression in community.
35 This is because playing cards are usually used as a medium for gambling. When viewed from
36 a positive perspective, there are actually many benefits that can be taken.

37 The use of playing card method has been widely utilized in previous studies, namely
38 (Rahmawati & Thalia, 2012), (Janawati et al., 2013), and (Lailiyah & Wulansari, 2017).
39 There are several approaches to the playing card method. These approaches, according
40 to Nasucha, (2019: 57), were abbreviated as *PILABAH*. The abbreviation consists of
41 seven (7) words with a new paradigm in the form of acronyms, namely (1) *Pembelajaran*
42 / learning, (2) *Inovatif* / innovative, (3) *Linguistik* / linguistic, (4) *Aktif* / active, (5)
43 *Berbahasa* / language utilization, (6) *Afektif* / affective, dan (7) *Humanis* / humanist.

44 The concept of *PILABAH* above explains that as an educator, one should have a humanistic
45 nature towards students. Humanist can be defined as humanizing humans. Humans here refer
46 to students. Humanist learning is carried out in a fun and caring way, not emotional or angry.

47 ¹⁸ Based on the description above, the researcher is interested in conducting an in-depth study of
48 the obstacles and solutions of the Rummy Card Method with humanist approach in
49 cooperative learning.

50

51 **Material and Methods**

52 ²⁰ This research is a descriptive qualitative research in the field of Indonesian Language
53 Education. Qualitative research, according to Moelong in (Rohmadi and Nasucha, 2015: 84),
54 is a research that intends to understand the phenomena experienced by research subjects. The
55 data of this research are educators and students activities when applying the card method in
56 the course. The source of this data came from the results of the application of the method and
57 other support documents such as books, articles, etc.

58 Data collection was carried out by interview and observation techniques. Interviews were
59 conducted with students, while observations were made when students were learning using
60 the Rummy card method. The validity test of the data utilized source triangulation technique.
61 Triangulation of sources in this study was obtained from educators and students who took the
62 learning strategy course.

63

64 **Result and Discussion**

65 The Rummy/playing card method referred in this study is utilization of Rummy cards as a
66 media for Indonesian Language Education. Tags with linguistic categories and words are
67 attached on the cards. A special scoring method is utilized for the card game. Students
68 essentially play the cards with linguistic setups instead of the traditional spade, hearts, clubs,
69 and diamonds.

70 This study found obstacles and solutions in implementing the Rummy/playing card method.

71 The obstacles and solutions are as follows.

72

73 ***Obstacles in Implementation of Rummy Card Method***

74 The obstacles in the application of playing card method were found not only on students' side
 75 but also on educators' side. The following are the results of the analysis of the obstacles in
 76 using the playing card method in cooperative learning.

77A. ***Students Obstacles***

78I. *Lack of Concentration*

79 *Table 1. Result data of card game*

Student Initials	Cards Obtained	Score
EDP	Spade Ace (Syntax), Heart 4 (Reduplication <i>mobil-mobilan</i>), Diamond 2 (Affix Word <i>bersepatu</i>), Spade 9 (Antonym <i>banyak</i> ≠ <i>little</i>), Spade K (Subject- <i>Petani</i>), Heart Q (Predicate- <i>Makan</i>), Heart O (Object- <i>Mouse</i>)	7+6=13
BP	Heart Ace (Phonetic), Club 2 (Synonym <i>Menendang=Menyepak</i>), Heart 2 (Reduplication: <i>Meja-Meja</i>), Heart 8 (Reduplication <i>Sayur-Mayur</i>), Diamond 7 (Word with the affix -an ' <i>Masakan</i> '), 3 Diamond 9 (Word with the affix -an ' <i>Minuman</i> '), Wajik 10 (The word affix <i>ke-an</i> ' <i>kekuasaan</i> ')	7+6=13
NBL	Club Ace (Semantics), Club K (Subject- <i>Guru</i>), Club Q (Predicate- <i>Mengajarkan</i>), Club J (Object-Indonesian), Club 3 (Synonim	7+18=25

Melihat = Memandang), Club 4 (Synonim
Tembok = Dinding), Club 6 (Synonim
Mendengar = Menyimak)

MS Diamond K (Subject-*Burung*), Hearts 9
 (Reduplication *Bersalam-salaman*), Spade 2
 (Antonym *Panjang ≠ Pendek*), Spade 10
 (Antonym *Cepat ≠ Lambat*), Spade 10 7
 (Synonim *Hewan = Binatang*), Diamond 6
 (Word with affix '*Kerukunan*'), Diamond 8
 (Affix Word '*Masakan*')

80

81 The data in table 1 shows that the playing card method was won by students with the initials
 82 NBL, meaning that there were three students who lost. The victory is shown by obtaining a
 83 score of 25, the highest among other students. This acquisition of high scores was strongly
 84 influenced by the level of concentration of students when the educator explained the
 85 mechanism of using the playing card method. The three students who lost can be categorized
 86 as lacking concentration in listening to the explanations from the educators so that it affected
 87 their performance in the card game. This resulted in a low score.

88 The results of the data analysis above were evaluated by the results of interviews conducted
 89 between researchers and students. Many students' statements suggest the existence of a lack of
 90 concentration when teaching and learning activities take place. These findings are in line with
 91 research conducted by (An Nisa, 2018) and (Wingreen & Moorman, 2011) that the barriers to
 92 students in learning are: not paying attention in class and having their own characteristics in
 93 thinking.

94

95. *Inconducive Class*96 *Table 2. Result of card game*

Student Initials	Cards Obtained	Score
RTS	Diamond K (Subject- <i>Burung</i>), Heart 3 (Reduplication <i>Berlari-Lari</i>), Spade 9 (Antonym <i>Banyak ≠ Sedikit</i>), Diamond 2 (Affix Word 'Bersepatu'), Club 5 (Synonim <i>Cekatan = Terampil</i>), Diamond 3 (Affix word 'Berdasi'), Spade 10 (Antonym <i>Cepat ≠ Lambat</i>)	7
ZA	Spade K (Subject-Petani), Heart J (Object-Mouse), Heart 6 (Reduplication <i>Membaca-Baca</i>), Heart 3 (Reduplication <i>Berlari-Lari</i>), Diamond 8 (Affix word 'Masakan'), Heart 10 (Reduplication <i>Bapak-Bapak</i>), Club 8 (Synonim <i>Menggambar = Melukis</i>)	7
SRA	Heart K (Subject- <i>Kucing</i>), Spade Q (Predicate- <i>Mencangkul</i>), Diamond K (Subject- <i>Burung</i>), Heart Q (Predicate- <i>Makan</i>), Spade 2 (Antonym <i>Panjang ≠ Pendek</i>), Club 6 (Synonim <i>Mendengar = Menyimak</i>), Heart 4 (Reduplication <i>mobil-mobilan</i>)	7
KP	Club K (Subject- <i>Guru</i>), Club Q (Predicate- <i>Mengajarkan</i>), Heart J (Object- <i>Tikus</i>), Diamond 8	7

(Affix wprd 'Masakan'), Club 2 (Synonim *Menendang = Menyepak*), Spade 10 (Antonym *Cepat ≠ Lambat*), Heart 5 (Reduplication *Warna-Warni*)

97

98 The data in the table above shows that no student won the card game. This is indicated by
 99 scores that turn out to be the same, namely 7. Thus, the researcher evaluated and found
 100 student statements related to class' non-conduciveness. This condition can result in
 101 inconvenience for participants in the class so that they cannot receive clear information from
 102 the researcher. This also results in the ability of students to be less than optimal when playing
 103 the cards as a learning method.

104

1053. *Luck Factor*106 *Table 3. Results of Card Game*

Student Initials	Cards Obtained	Score
AYH	Club Ace (Semantics), Club K (Subjek-Guru), Club Q (Predicate-Mengajarkan), Club J (Objek-Indonesian), Club 2 (Synonim <i>Menendang = Menyepak</i>), Club 5 (Synonim <i>Cekatan = Terampil</i>), Club 6 (Synonim <i>Mendengar = Menyimak</i>)	7+18=25
BFA	Heart Ace (Phonetics), Heart K (Subject-Kucing), Heart J (Object-Tikus), Heart 8 (Reduplication <i>Sayur-Mayur</i>), Heart 3 (Reduplication <i>Berlari-Lari</i>), Heart 9 (Reduplication <i>Bersalam-Salaman</i>),	7+15=22

Heart 10 (Reduplication *Bapak-Bapak*)

FA Spade Ace (Syntax), Spade K (Subject-*Petani*),
 Spade Q (Predicate-*Mencangkul*), Spade J (Object-
sawah), Heart Q (Predicate-*Makan*), Spade 9
 (Antonym *Banyak* ≠ *Sedikit*), Spade 2 (Antonym
Panjang ≠ *Pendek*) 7+15=22

MJ Diamond Ace (Morphologi), Diamond K (Subject-
Burung), Diamond Q (Predicate-*Bertengger*), Heart
 J (Object-*dahan pohon*), Diamond 2 (Affix word 7+15=22
'Bersepatu'), Diamond 3 (Affix word *'Berdasi'*),
 Spade 10 (Antonym *Cepat* ≠ *Lambat*)

107

108 The data in table 3 shows that the playing card method was won by AYH with a score of 25.

109 This victory was influenced by the luck factor. This is because the scores obtained by the
 110 other three students were only a few points different.

111

112 4. *Feeling Superior*

113 Students who know how playing cards work can feel superior in the classroom. This makes
 114 the students being in power when the playing card method is implemented. Such behavior
 115 will make other members feel unappreciated and unhappy. As a result of the treatment, the
 116 cohesiveness of the group will be chaotic, and the results will not be optimal. This is
 117 reinforced by (Albantani, 2015), the obstacle in learning is the role of educators who are still

118 dominant in the classroom so that teaching and learning activities are still focused on what is
119 instructed by the teacher.

120

121 ***1.2. Educators Obstacles***

122 A new learning method certainly has obstacles in its implementation. In this study, the
123 obstacles experienced by educators include the following.

124 *1. Underestimated by Students*

125 In implementing the playing card method, it was found that students' attitudes were not
126 serious at the beginning. This happens when educators enter the classroom and carry playing
127 cards. Knowing this, students greeted with a laugh. After the interview with the students was
128 conducted, it turned out that their opinion about the card was not appropriate. In essence
129 playing cards are usually utilized for magic shows and card games, so it is natural for students
130 to respond with laughter.

131 *2. Time Consuming*

132 Educators need a lot of time to explain about the playing card method and how it works.
133 (Nurjaya, 2015), (Muslem et al., 2018), (Studies, 2014), and (Salehi & Salehi, 2012) found
134 obstacles in the lack of time in implementing a method in learning. To build the seriousness
135 of students, educators need to provide an in-depth explanation of the benefits that can be
136 obtained from this playing card method. The explanation meant that the playing card method
137 has positive benefits if it is utilized positively as well. These benefits include training students
138 to think critically, increase cooperation, and increase concentration. After a serious and in-
139 depth explanation, the seriousness of students will increase.

140 After the explanation is complete, the students will implement the method. To implement it,
141 students also need time. This is because students must be able to collect cards that match what

142 they are holding. The collection of playing cards is done to determine the winner of this
143 method. In fact, this method will end with a winner.

144 3. *The lack of students who understand the method*

145 Educators found several groups that were unsuccessful in applying the playing card method.
146 After being evaluated, the group that did not succeed was due to the absence of students who
147 really understood how the game works. Although basically the playing card method is carried
148 out in groups, the success of this method is determined by at least one student understanding
149 how the game works so that they can help their friends. This is in line with research
150 conducted by (Putri, 2016), the obstacles in the application of the same participatory method
151 were found by researchers in this study, namely the lack of mastery of the material by
152 students.

153

154 ***Solutions of Obstacles in Applying Cooperative Learning with Rummy Card Method***

155 Apart from the obstacles found, the researchers also found solutions that could be utilized to
156 overcome obstacles in application of the Rummy/playing card method. These solutions are
157 adapted to the circumstances found by educators when the method is applied.

158 The first solution is to solve the feeling of being underestimated by students by making an
159 impression as attractive as possible. Educators must be able to attract the attention of students
160 so that they become curious about what will be practiced. With the emergence of this
161 curiosity, of course students will listen carefully to the direction of the educator. This is the
162 same as the solution given by (Sintadewi et al., 2017), educators must be able to create such
163 conditions so that students are interested and want to learn.

164 The second solution, before the Playing Card Method is applied, educators should inform
165 students well about how the method works. In addition, educators can also use video media to
166 show examples of the benefits of the method. This will open the students' thinking that

167 playing cards have a positive side that can be utilized to support teaching and learning
168 activities. After that, an explanation before implementation will make students have some
169 preparation, thereby reducing time wasted on preparation at the beginning, middle, and at the
170 end in using the method.

171 The third solution, in each group there should be at least one student who understands deeply
172 about how the card game works. Thus educators must be able to understand the characteristics
173 of each student. This is because students have different characters from biological,
174 intellectual, and psychological aspects. These aspects have an influence in determining the
175 use of appropriate methods so that the objectives of learning are achieved. The goal is that
176 students are able to think critically.

177 The fourth solution, group selection will affect the course of using the method so educators
178 must choose members for each group, as well as how many groups to form. This is intended
179 so that in each group there are students who are categorized as intelligent as seen from the
180 rankings in the class. Even though achievement and activeness are not benchmarks for
181 winning, at least the student can become a leader to lead his friends in implementing this
182 method.

183 The fifth solution has to do with the noise in the classroom. This is overcome by using a
184 humanist approach, which means to humanize humans. Humans in question are students.
185 Students are not considered like cash cows that have to be ordered around (Nasucha, 2017).
186 With a humanist approach, students will appreciate educators more because they feel
187 comfortable, happy when together with educators in teaching and learning activities. If these
188 feelings have appeared in students, there will be no noise in the classroom when seriousness is
189 needed.

190 The sixth solution, students who feel that they know best (superior) and micromanage their
191 friends forcibly is also a concern; this can be overcome by providing understanding to

192 students that the goal is to learn and improve knowledge, so they should not step into their
193 friends' shoes. Therefore, when the Playing Card Method was tested on students flexibly
194 without manipulation, educators could also estimate the division of groups that would
195 facilitate the implementation of the method.

196 The seventh solution, pure luck cannot be engineered or planned, but luck factor can be
197 minimized. One way that can be utilized is to multiply the number of contents of the same
198 type of card, so that finding the same card will be easier. Besides that, another way is to
199 reduce the number of cards used and the number of types. This will reduce the luck ratio and
200 reduce the time it takes to find the card needed. Anyhow, every player must dare to take risks,
201 calculate every step taken in order to win the game.

202

203 **Conclusion**

204 Obstacles in implementing the Rummy/playing card method are found on both sides of
205 students and educators. The obstacles experienced by students include: (1) lack of
206 concentration, (2) time consuming, (3) luck factor, (4) feeling of superiority. The obstacles
207 experienced by educators include: (1) being underestimated by students, (2) time consuming,
208 (3) not enough students understanding the method well.

209 The solutions in overcoming the obstacles in using the Rummy card method include: (1)
210 giving an attractive impression to students, (2) adequate introduction to the method, (3)
211 understanding the characteristics of students, (4) dividing students into groups, (5) humanistic
212 approach, (6) providing an explanation of the nature of teaching and learning, and (7)
213 increasing the number of cards that are the same.

214

215 **Acknowledgement**

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217 this research.

218

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