

APPLICATION OF GAMES MODELS IN LEARNING INDONESIAN LANGUAGE IN CLASS V PRIMARY SCHOOL (LITERATURE STUDY)

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Abstract

Game-based learning models in elementary schools have great potential to improve student learning outcomes. This approach not only facilitates better understanding of the material, but also motivates students to be significant. This research aims to investigate the effectiveness of game-based learning models in improving student learning outcomes in elementary schools, specifically in the context of Indonesian language learning. This research uses a literature study method by collecting secondary data in the form of previous research results that apply a game-based learning model. The data analysis method used is content analysis to explore the effectiveness of various game learning models. The research results show that the application of game learning models such as ESTASI in poetry learning and Teams Games Tournament in thematic learning can significantly improve students' writing skills and their learning outcomes. For example, students who were involved in the ESTASI game showed increased creativity and participation in writing poetry, while students who took part in the Team games Tournament showed an increase in activeness and achievement of learning outcomes. The integration of game learning models in elementary school education promises positive and sustainable results for students' academic development. This approach not only improves students' understanding and skills, but also helps maintain their learning motivation. The implication of this research is the importance of implementing varied and interesting learning models to create an effective and enjoyable learning environment for students at the elementary level.

Keyword: *Game model, Indonesian*

INTRODUCTION

Education is one of the pillars of life that can support the successful development of children, both in terms of knowledge and behavior. The world of education is synonymous with schools, which means that the place where structured education is carried out is only in schools. The scope of schools is very broad, including the category of the most basic levels, namely Elementary School or Elementary School. Education has strategic value in its role in forming, nurturing and building Indonesian people who will play a role in the future, a generation capable of developing themselves, their nation and their country. Education is the

basic capital for preparing quality people. According to the National Education System Law, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Suhariswi, 2022). According to Triwiyanto, 2015 Education is an important aspect in forming the character and skills of the younger generation. Education functions to develop abilities and form dignified national character and civilization in making the nation's life intelligent. Every educator has their own way to help stimulate every aspect of their students' development. In facing the ever-growing demands of the times, learning approaches in schools are crucial to providing maximum experience for students. (Naashir, 2023)

According to (Joyee & Weil) (in Wulandari, 2023) the learning model itself is a design or pattern formed based on the applicable curriculum to support the design of teaching materials, and as a guide in carrying out learning in the classroom or other learning places. Another opinion says that a learning model is a conceptual framework that describes systematic procedures for organizing teachers' learning experiences to achieve learning goals.

Game-based learning refers to a learning approach that uses game principles as a basis for achieving learning goals. According to Geed in Johnson et al, (2011), games have an impact on cognitive development. Games can link material to everyday problems, so that students understand the benefits of learning Indonesian and can apply it to solve problems in their surrounding environment (Ucus, 2014).

An active, creative and effective learning process requires a variety of learning models in order to create a pleasant learning atmosphere. The learning model used to achieve this learning process is game-based learning. Game models can help them remember and understand the material presented by the teacher. If the game model is successfully implemented, it can change students' perceptions of Indonesian language subjects from boring learning, watching, and difficult to understand to more interesting, flexible, and easy to understand. So learning Indonesian can become a tool for unifying the nation that is loved by the Indonesian people (Munawarah, Jannah, Suparno, & Niwa, 2021). Playing is a way for children to learn about the "WORLD". They can explore their experiences in life while playing. Language games are for fun and to practice language skills (listening, speaking, reading and writing). A game is called a game if an activity contains both elements of fun and trains language skills (listening, speaking, reading and writing) (Hartati, dkk 2023).

As for (Azan, dan Wong) (in Dewi, 2022) the game-based learning model is a learning model that attracts and involves users, with a specific end goal, such as developing knowledge and skills. According to Samala, A et al (2022) in the learning process, the learning model is one of the important components that can support the success of the planned learning process. A good learning model is of course a learning model that must keep up with the times and must adapt to technology. There are several reasons why it is important to develop a learning model, namely a) an ideal learning model is very helpful in the learning process so that learning objectives can be more easily achieved; b) the learning model also provides information for students in the learning process; c) varied learning models will increase students' learning motivation in the learning process; d) technological developments and guidance from the characteristics and learning styles of diverse students (Dewi, 2022).

Game Based Learning is a very unique game-based learning model and can certainly trigger students' curiosity. This is because this learning model will present interesting visuals and can attract students' attention (according to Kusuma, M, et.al 2022: 29) (in Dewi, 2022). Characteristics of play, according to Hughes (2010, p.4) in (Ardiyanto & Sukoco, 2014), namely: 1) play is driven by intrinsic motivation, meaning that what encourages children to carry out play activities is the activity itself, not external factors that are extrinsic. 2) playing is active and can be freely participated by anyone, meaning that playing requires active involvement from the perpetrators and can be openly participated by anyone without any coercion. 3) playing is fun, meaning that playing can give rise to positive feelings. 4) playing is more process oriented rather than actual results.

Based on the results of several previous studies, it shows that the Games learning model can improve student learning outcomes. According to Fauzi, et al (2023) Learning using games is said to be successful and has met the KKM which has been set at 80% which gets a score of 76 from the entire class percentage. With the aim of this game model it is very successful.

This literature study (library research) was carried out with the aim of describing the extent to which the effectiveness of implementing the Game model in Indonesian language learning can improve student learning outcomes in elementary schools based on analysis of several previous research results. It is hoped that this literature study will provide benefits to serve as a reference for teachers in general and especially those related to the application of the Game learning model in elementary schools to improve student learning outcomes.

RESEARCH METHODS

The data source from this literature study research is secondary data in the form of the results of previous research that applies the Games learning model. Secondary data is data obtained through other parties, either from books or from the results of research that has been carried out by other people, not directly obtained by researchers from their research subjects. The main source of this research is journals on Google Scholar which the researcher chose based on several considerations. First, the relevance of the journal to the problem formulation raised by the researcher. Second, the journal is international class, so its level of validity can be accounted for. (Yofamella & Taufik, 2020)

The data analysis method used in this literature study research is the content analysis method. Content analysis is used to obtain valid inferences and can also be re-examined based on the context (Sari, 2020). In the content analysis process, researchers select, compare, and combine various meanings so that relevant data is found. To maintain accuracy in the review process and prevent and overcome misinformation (errors due to deficiencies in the literature) a cross-library check will be carried out by paying attention to the supervisor's directions. (Ardiyanto & Sukoco, 2014)

According to Mizaqon (2017), one of the data collection techniques that can be applied in library research is documentation techniques, namely by searching for data about things or variables in the form of notes, books, articles, papers or journals and so on. The research instrument used in this literature study is a checklist for classifying research materials based on the focus of the study, writing scheme/map and research note format. (Yofamella & Taufik, 2020)

RESULTS AND DISCUSSION

Based on the results of literature study research (library research) in class V of Madrasah Ibtidaiyah Negeri Bangka Belitung. The research sample consisted of 29 students, with 18 female students and 11 male students. The KKM score for Indonesian language subjects at this school is 74. In the pre-test, 9 students achieved the KKM score AND 20 students did not achieve it. Meanwhile, in the post-test, 21 students achieved the KKM score and 8 students did not achieve it. It turns out that the use of the language game method for poetry writing skills has a big influence on academic improvement (in Pitriani, Kaswari, & Uliyanti).

Research in class V Jombang carried out 2 cycles, namely, in the first cycle, before writing poetry, students were divided into three groups. The first group, consisting of 12

students, wrote poetry with the theme Besut-Rusmini. The second group, also with 12 members, wrote poetry on the theme of Damarwulan. The third group, consisting of 11 members, wrote poetry on the theme Kebo Kicak. In the ESTASI (Poetry Writing Relay) game, each student writes one stanza of poetry in one minute. If all members complete the task within the allotted time, they can produce up to 12 stanzas of poetry. The Third Group, which only has 11 members, can ask friends for help to complete their poems.

Then in the second cycle, which was carried out on March 15 2023. Learning poetry writing skills using the ESTASI method showed improvement. Students become more sporty, motivated, challenged, enthusiastic and enthusiastic in playing ESTASI, producing creative and imaginative ideas for diction which are written in LKPD (Learner Worksheets) in the form of poetry. The emphasis in this second cycle is two-way learning. Where previously students were less sportsmanlike in games, now they show a more sportsmanlike attitude. Apart from that, students are more critical in providing opinions, suggestions and criticism of the poetry they produce. The results of each group's ESTASI project were presented, and other groups provided opinions, suggestions and rebuttals to the poetry presented.

Poetry writing skills are developing well and students are able to complete ESTASI game missions spontaneously and imaginatively. Apart from the ESTASI game, students are also able to create poetry independently with a Jombang cultural theme, inspired by the ESTASI game, so that they can produce their own poetry according to the Jombang cultural folklore theme. (Nisak, Ahmad, & Mazidah, 2023).

Research in (Ardiyanto & Sukoco, 2014) shows that there are 8 learning models applied, one of which is a learning model based on the traditional game of sack racing. According to the results of game literature research, assessments from physical education learning experts, adapted sports experts, and teachers show that the learning model that uses the traditional game of sarong racing gets a score of between 66% and 79% which is categorized as good (B). According to the effectiveness assessment format sheet, this learning model received a score between 81% and 100%, with an average of 97%, which is in the very good category (A).

This shows that the traditional game-based learning model of sarong racing is effective and feasible to be applied in physical education. This method can significantly increase student participation and skills, resulting in very positive implementation.

In research (Setyawan, Kristin, & Anugraheni, 2019) at SDN Negeri Karangduren 02 class V using the TGT game learning model, it can be analyzed that the research in the journal

was carried out in two cycles every 3 x 35 minutes: Student activity increased. significant from pre-cycle to cycle II. In the pre-cycle, the average student activity was 16.1 (less active category). After implementing the Teams Games Tournament model, the average activity increased to 17.1 (quite active) in cycle I, and 29.64 (active) in cycle II. The diagram shows the average increase in student activity from pre-cycle, cycle I, to cycle II.

In line with increased activity, student learning outcomes also increase. In the pre-cycle, the average science score of students reached 64.72% with 17.86% of students reaching the KKM. In cycle I, the average score increased to 70.49 with 60.71% of students reaching the KKM. In cycle II, the average score rose again to 90.00 with 92.86% of students reaching the KKM. This increase shows that the Teams Games Tournament learning model is effective in increasing student activity and learning outcomes in science thematic learning at SD Negeri Karangduren 02.

Based on the results of the analysis, the use of game learning models for elementary school children has a big influence on the development of children's knowledge. As research conducted by Nuraini & Isbadria (in Hayatinnupus & Permatasari, 2019) shows that every game-based learning in elementary schools has certain steps or syntax that must be carried out when learning.

Meanwhile, the research results of Eun & Young (2014) show that games can be developed as a method of conveying learning messages at the elementary school level. There are three goals in developing games, namely: (1) enabling students to understand the material more easily, systematically and interestingly; (2) so that students are motivated to learn; (3) students can explore a lot of material without being overwhelmed because the material is presented comprehensively and packaged in the form of a game (in Hayatinnupus & Permatasari, 2019).

CONCLUSION

The use of game learning methods for elementary school students has a big impact on the development of their knowledge. Studies show that this approach not only improves overall and interesting understanding of the material, but also increases students' learning motivation. Examples from research in various schools show that techniques such as ESTASI in poetry learning have significantly succeeded in improving students' writing skills.

Likewise with the Teams Games Tournament learning model, which has proven effective in increasing student participation and their learning achievement in thematic subjects. Overall, the integration of games in education promises to provide positive and

sustainable results for students' academic development at the elementary level.

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