

Application of the Game Method to Increase Students' Interest in Learning Indonesian Language

Tri Sulasih^{1*}, Trisniawati², Heri Maria Zulfiati³, Sigit Priyono⁴, Siti Nurhidayati⁵

¹⁻³*Universitas Sarjanawiyata Tamansiswa, Indonesia*

⁴⁻⁵*Rejowinangun 3 State Elementary School, Indonesia*

*Corresponding Author e-mail: ppg.trisulasih82@program.belajar.id

1. Abstract

The research was carried out with 27 students as subjects. The purpose of this research is to increase interest in learning Indonesian through the application of the game method. This collaborative classroom action research uses the Kemmis and McTaggart models which consist of planning, action, observation and reflection. The data collection technique uses the observation technique of interest in learning and the Indonesian language interest scale. The research instrument is a guideline for observing interest in learning and an interest in learning Indonesian. The data analysis technique in this study used a quantitative descriptive analysis technique. The results showed that: (1) the percentage of the indicators of students playing games voluntarily increased from 94% in cycle I to 98% in cycle II; (2) the percentage of students playing the game immediately decreased from 96% in cycle I to 95% in cycle II; (3) the percentage of indicators of students playing games without repeating orders increased from 91% in cycle I to 93% in cycle II; (4) the percentage of students asking when they encounter unclear game steps increased from 94% in cycle I to 95% in cycle II; (5) the percentage of students asking for the rules of the game did not increase or decrease from 82% in cycle I to 82% in cycle II; (6) the percentage of students using the existing time indicators increased from 89% in cycle I to 95% in cycle II; (7) the percentage of student indicators contributing to playing games given by the teacher according to the instructions increased from 89% in cycle I to 92% in cycle II; (8) the percentage of students providing assistance to friends who find it difficult increases from 85% in cycle I to 97% in cycle II; (9) the percentage of indicators trying hard to finish the game increased from 94% in cycle I to 96% in cycle II; (10) the percentage of student indicators trying hard to answer the questions in the LKPD did not increase or decrease in cycle I, namely 96% and remained 96% in cycle II. Therefore it

can be concluded that the application of the game method can increase the interest in learning Indonesian in elementary school students because it has met the indicators of success.

Keywords: *game method, interest in learning, Indonesian*

2. Introduction

The content of Indonesian lessons is the content of lessons that study good and correct Indonesian grammar, both in writing and orally as an effort to appreciate human creations regarding communication tools in the form of language. Indonesian material in elementary schools covers aspects of language skills such as listening, speaking, reading, writing and currently the term *memirsa* is often echoed. This knowledge is expected to be able to equip and be applied in the daily life of students wherever they are.

Indonesian is the official language of the state of Indonesia and is an important subject in the basic education curriculum. However, in recent years, students' interest in learning Indonesian at the elementary school level has shown a significant decline. This can have a negative impact on their communication skills and understanding of using Indonesian effectively.

One of the factors that influence interest in learning Indonesian is the teaching method used by the teacher. Teaching methods that are less interesting and too focused on formal and rigid approaches can make students lose interest and motivation in learning the language. Therefore, an innovative and interesting approach is needed to increase students' learning interest.

Interest is a source of motivation that encourages someone to do what they want if they are free to choose. In childhood, interest is a powerful source of motivation for learning. Children who are interested in an activity, both play and work will try harder to

learn compared to children who are less interested or feel bored (Hurlock, 1978: 114).

Interest is very important to improve the quality of student learning processes and outcomes. Students who have interest, motivation, awareness of learning, positive attitudes towards subjects and teachers are expected to obtain good learning outcomes (Mansyur, Harun Rasyid, & Suratno, 2009: 26). Abdul Hadis (2006: 64) reveals that interest is included in the psychological factors that greatly influence the process and learning outcomes of students.

The research was carried out by applying various game methods that are relevant and in accordance with the curriculum. It is hoped that the results of this research can contribute to the development of more innovative and effective learning methods in increasing students' interest in learning Indonesian at the elementary school level. The improvement efforts carried out are by applying the game method. Researchers together with the teacher apply the game method in order to provide a fun learning atmosphere. A fun learning atmosphere will generate interest. The application of the game method is expected to increase interest in learning Indonesian.

3. Method

3.1. Research Subjects and Focus

The subjects of this study were 27 students of grade V elementary school consisting of 14 boys and 13 girls. The selection of the class was based on observations, interviews about the low interest in learning of fifth grade students. The focus of this research was to increase interest in learning Indonesian by applying the game method.

3.2. Research Instruments

The data experience instruments used in this study were observation guidelines and interest scales. In this study, structured observation was used by the observer in observing

aspects related to the interest scale of students in the application of the game method carried out by the teacher according to the guidelines. Then, an interest scale to measure interest in learning to measure interest in learning with the application of the game method in the pre-cycle and after the action, namely cycles I and II.

3.3. Data Collection and Analysis

This research was carried out based on a cycle consisting of planning, action, observation and reflection (Kemmis & McTaggart, 2014). The cycle will be stopped if it has reached the predetermined success criteria and the cycle will be continued if the previous cycle has not reached the success criteria, namely 30% of students have an interest in learning in the good category. The data analysis technique used in this research is descriptive qualitative and quantitative description. Qualitative descriptions are used to determine the implementation of learning by applying the game method. Quantitative descriptions are used to analyze data by calculating the percentage of interest in learning Indonesian after the game method is applied in learning. The percentage is calculated by calculating the total score obtained from the observation sheet of students' learning interest and the questionnaire of students' learning interest, then converting the score into a standardized assessment guideline of 10 (Nana Sudjana, 2012: 133)

$$X = \frac{\text{the score obtained}}{\text{max score}} \times 10$$

X = score sought (in standard 10 scoring guidelines)

Ministry of National Education (Wijaya Kusumah and Dedi Dwitagama, 2011: 154)

describes the assessment guidelines using standard 10 as follows.

Table 1. Assessment guidelines in standard 10

Score range	Predicate or Category
8,5 – 10	Very Good (A)
7,0 – 8,4	Good (B)
5,5 – 6,9	Enough (C)
4,0 – 5,4	Less (D)
< 4,0	Very Less (E)

3.4. Research Limitations

Based on the research that has been carried out, there are several limitations that can be taken into consideration for future researchers. Some of the limitations of this study are that the forms of games used are even more varied so that students don't get bored quickly. The conveyance of game objectives is not conveyed directly by the teacher but students are lured to ask questions so that students are more active and increase students' curiosity. Making game rules involves students and agreements are made so that students feel more involved in setting the rules so that they are more responsible for complying with them. The game is made in such a way that students are more free to move and feel more happy in completing the game. Group discussions are not too dominant in the game so that there are not many disagreements between students which lead to fights.

4. Results and Discussion

4.1. Results

Data analysis was carried out based on data acquisition in cycle I and cycle II. Measuring students' interest in learning uses ten indicators (playing voluntarily, playing immediately, playing games without repeating orders, asking game steps, asking game goals, making use of time, expressing ideas, working with friends, providing assistance to friends who have difficulty, trying hard to finish the game, trying hard to answer questions in LKPD). In cycle I the students were low on the asking indicator because students were not provoked to ask questions and immediately wanted to play. Therefore, the score in cycle I was lower than the score in cycle II. In cycle II the indicator of asking students increased because students were lured to ask questions.

The following table shows an increase in students' learning interest from cycle I to cycle II based on observations.

Table 2.: Increasing Students' Interest in Learning Indonesian from Cycle I to Cycle II Based on Observations

Information	Cycle I	Cycle II
The number of students who have a minimum interest in learning in the good category	14 students	19 students
Percentage of students who have an interest in learning at least in the good category	51,85%	70,37%
Rate-rate score	6,42	7,11
Maximum score	9,5	10,0
After converting to standard 10	9,5	10,0
Category	Very Good	Very Good

Based on the table above, it is known that in cycle I students have a very good

interest in participating in learning Indonesian. This is shown by the presence of 14 students who have a minimum interest in learning in the good category, the average score is 6.42, after being converted the result becomes 9.5 (including the very good category). In cycle II, students experienced another increase in their learning interest. This is indicated by the presence of 19 students who have a minimal interest in learning in the good category, the average score is 7.11, after being converted the results become 10, (including the very good category).

The results of the scale of students' learning interest also showed an increase in students' learning interest from cycle I to cycle II. The following table shows an increase in students' interest in learning from Cycle I to Cycle II based on the interest scale.

Table 3: Increasing Students' Interest in Learning Indonesian from Cycle I to Cycle II Based on Interest Scale

Information	Cycle I	Cycle II
The number of students who have a minimum interest in learning in the good category	27 students	27 students
Percentage learners which have interest study at least in the good category	100%	100%
Rate-rate score	35,74	37,62
Maximum score	40	40
After converting to standard 10	3,5	3,7
Category	Very Good	Very Good

Based on the table above, it is known that in cycle I, students experience an increase in learning interest. This is shown by the presence of 27 students who have a minimal interest in learning in the good category, the average score being 3.5 after being converted the result becomes 8.9 (including the very good category). In cycle II, students experienced another increase in their learning interest. This was shown by the presence of 27 students

who had a minimal interest in learning in the good category, the average score being 37.62, after being converted the result became 9.5 (including the very good category).

In addition to the general results, an increase in each indicator of student interest in learning was also analyzed, both based on observations and the scale of student interest in learning. The following is a histogram showing the increase in the achievement of each indicator of students' learning interest from pre-cycle, cycle I to cycle II based on observations.

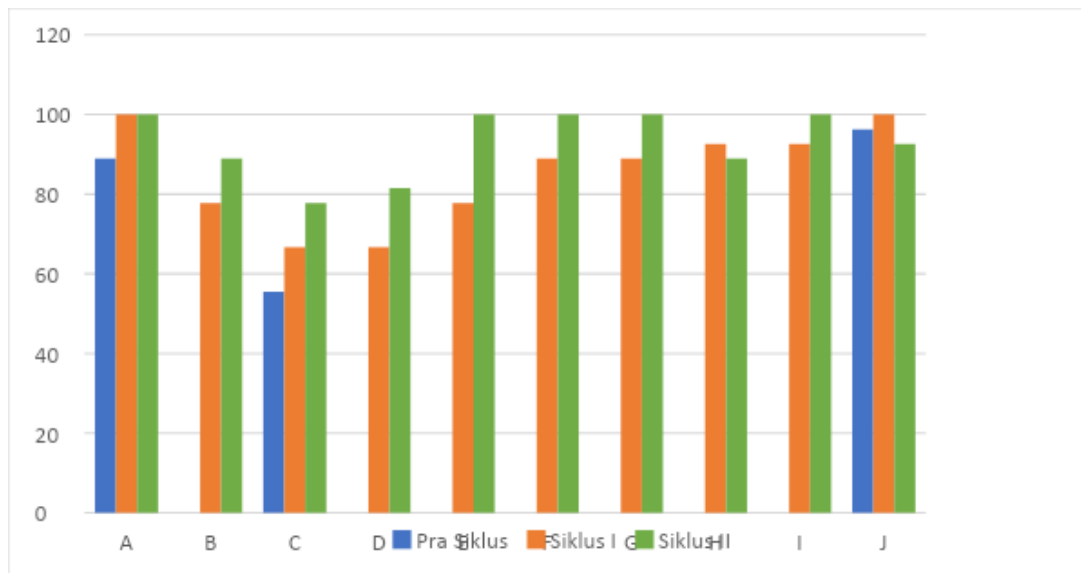


Figure 1. Histogram of Achievement for Each Indicator of Student Learning Interest Cycle I and Cycle II Based on Observations

The following is a histogram showing the increase in the achievement of each indicator of student learning interest from cycle I to cycle II based on the interest scale.

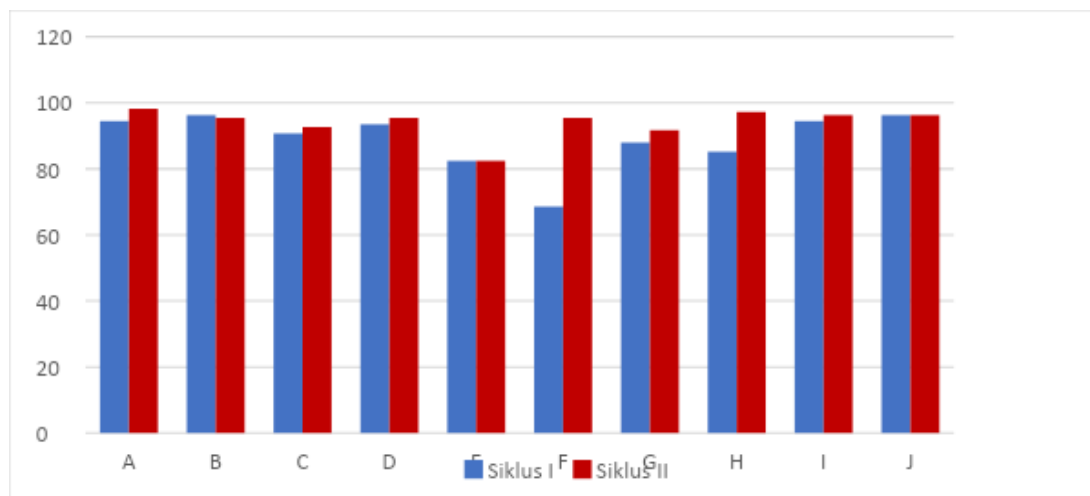


Figure 2. Histogram of Achievement for Each Indicator of Learning Interest of Cycle I and Cycle II Students Based on the Interest Scale Information:

- A: Students do the game voluntarily
- B: Students do the game immediately
- C: Students do the game without repeating the command.
- D: Students ask questions when they encounter unclear game steps
- E: Students ask questions about the rules of the game.
- F: Students take advantage of the time they have
- G: Students contribute in playing the game given by the teacher according to the instructions
- H: Students provide assistance to friends who find it difficult.
- I: Work hard to finish the game.
- J: Students try hard to answer the questions in the LKPD

Based on Figure 1 above, almost every indicator has increased from cycle I to cycle II, except for indicator (B). students do the game immediately experience a slight decrease, on indicator (E). Students take advantage of the time available and (J). Students try hard to answer the questions in the LKPD, they do not experience a decrease or increase in cycle I to cycle II.

4.2. Discussion

Games are something that provides enjoyment, as well as reinforces interest, engagement, and motivation. Therefore, games provide lasting and meaningful experiences and lead to learning (Bennett et al, 2005: 46). According to Johnson, Christie & Wardle, 2005, games allow children to form meaning from and can continue cognitive development.

In relation to children's learning and cognitive development, games have the benefit of facilitating learning. As Piaget (1962) stated, that games can facilitate learning by encouraging children to assimilate new material into existing cognitive structures (Bennett, et al, 2005: 16).

The feeling of pleasure experienced by students when learning will generate interest. When children are interested in an activity, their experience will be much more enjoyable than when they are bored. Elementary school students are still very close to playing activities, so learning with the concept of games is expected to make children feel happy. The feeling of pleasure when following the lesson will increase the achievement of learning outcomes (Masnur Muslich, 2011: 164).

Students' feelings of pleasure when learning through the application of the game method in this study are in the form of enthusiasm of students in participating in Indonesian language learning which is manifested by playing voluntary games without coercion,

playing games immediately, and playing games without repeating orders (indicators of students' interest in learning numbers 1, 2, 3). This indicator can be increased through the implementation of the game method in both cycle I and cycle II. Feeling happy alone is not enough to prove that the child is interested, so other evidence is needed to prove that the student is interested.

Interested students can be seen from the questions. If a child keeps asking about something, his interest in that matter is greater than his interest in things that are only occasionally asked (Hurlock, 1978: 117). So the next indicator to show that students are interested is through the questions. Indicators that show the activeness of students to ask questions in this study are shown by asking questions about the steps and rules of the game (indicators of student interest in learning numbers 4 and 5).

On the indicator Students take advantage of the time available. Students contribute in playing games given by the teacher according to existing instructions (indicators of student interest in learning numbers 4 and 5) experienced an increase from cycle I to cycle II. Students will be more interested if the game is fun for them. Playing will be more fun if done with friends. This is in accordance with social learning theory which explains that play is a tool for socialization. When children play with other children, children will develop the ability to understand the feelings, ideas and needs of other people which is the basis of their abilities (Erikson in Slamet Suyanto, 2005: 116)

An indicator that also experienced an increase was providing assistance to friends who had difficulty and trying hard to finish the game, while the indicators trying hard to answer questions in LKPD did not experience an increase or decrease (8, 9, and 10).

Based on the results of the research and discussion, it can be concluded that the application of the game method in learning Indonesian which is carried out properly can

increase students' interest in learning. Students' interest in learning in this study was seen from their curiosity, enthusiasm in following the lesson, feelings of pleasure when participating in learning, active participation, ability to socialize with friends, and perseverance.

5. Conclusion

Students' interest in learning Indonesian can be increased through the application of the game method. Based on the results of the study, it was found that the choice of game form greatly influences students' learning interest, the teacher's ability to lure students to ask questions affects students' curiosity so that they are encouraged to ask questions, the importance of individual responsibility in completing the game so that each student has the same responsibility in completing the game. When all students have the same responsibility, they will make a good contribution in completing the game. students will try hard to finish the game.

The choice of the form of the game will have a positive and negative impact on students' learning interest. Indicators of students' interest in learning through the application of the game method depend heavily on the form of the game, the media of the game, and the suitability of the game with the material being studied. Choosing a variety of game forms will make students not get bored quickly when playing.

6. Acknowledgement

We want to thank Prof. Drs. H. Pardimin, M.PhD., Ph.D. as the rector of the Tamansiswa Yogyakarta Bachelorwiyata University thanks to his support in this research. His guidance was invaluable in the quality of our research. We also thank Siti Nurhidayati, S.Pd as the principal of the school who has given permission to be used as a research site.

Then, we also express appreciation to students who have been willing to donate their time and provide research data. Cooperation and participation of students as part of research is very important to us. This research would not have been possible without the efforts and support of related parties, so we are grateful for the contributions that have been made.

References

- Abdul Hadith. (2006). Psychology in Education. Bandung: Alfabeta
- Bennett, Netville et al. 2005. Teaching Through Thought Games Teachers and Classroom Practice. Jakarta: Grasindo
- Harbelubun, Yohanna Claudia Dhian. (2023). Implementation of the Indonesian Language Game Method for Elementary School Students as an Effort to Form Social and Humanist Character. GERAM: Journal of Education, Language and Literature, 11(1). 111-120
- Hurlock, Elizabeth B. (1978). Child Development Volume 1, Sixth Edition. Jakarta:
- Johnson J., Christie, J., & Yawkey, T. (2005) Play and early childhood development (3rd ed.) New York: Longman
- Kemmis, S., & McTaggart, R. (2014). The Action Research Planner. Deakin University Press.
- Kurniati, Puji., Mei Fita Asti Untari., Joko Sulianto. (2020). Efforts to Improve Thematic Learning Outcomes of Tens Addition Material Using the Snakes and Ladders Media Game Method. Journal of Education Action Research, 4(4). 407-414
- Masnur Muslich. (2011). Implementing PTK Is Easy (Classroom Action Research), Fifth Edition. Jakarta: Earth Script

Masrohah, Khikmatul., Cicih Wiarsih., Dedy Irawan. (2019). Application of the Bingo Game Method to Increase Student Interest and Achievement in Thematic Learning. MADRASAH: Journal of Basic Education and Learning, 11(2), 13-22

Nana Sudjana. (2012). Assessment of Teaching and Learning Process Results. Bandung: PT Juvenile Rosdakarya

Nuryana, Dasep., Fadillah Muslim., Indra Permana. (2018). Application of the Puzzle Game Method in Learning to Produce Fantasy Story Texts. PAROLE: Journal of Indonesian Language and Literature Education, 1(5). 767-774

Slamet Suyanto. (2005). Fundamentals of Early Childhood Education. Yogyakarta: STORY

Slamet Suyanto. 2005. Fundamentals of Early Childhood Education. Yogyakarta: Saga of Publishing.

Sri Rumini. (1998). General Psychology. Yogyakarta: FIP IKIP Yogyakarta.

Uliyah, Asnul., Zakiyah Isnawati. (2019). Educational Game Methods in Learning Arabic. Shaut Al-'Arabiyah, 7(1). 31-43

Wijaya Kusumah and Dedi Dwitagama. (2011). Get to know Classroom Action Research. Jakarta: Index

Yunitasari, Siska Nurma., Anang Santoso, Ari Sapto. (2019). The Influence of Word Games Methods Crosswords and Anagrams on Vocabulary Mastery of Grade IV Students. JOURNAL OF EDUCATION: Theory, Research, and Development, 4(2). 202-205

