

The Use of The Snake and Ladder Game Method to Improve Students' Motivation and Learning Outcomes in Social Studies Class VI Students at SDN Panimbang 04

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Abstract. Improving the quality of learning in class is one of the efforts to optimize learning in class. Improving the quality of learning, especially social studies learning materials The role of the Indonesian nation in the era of globalization in class VI at SDN Panimbang 04 is still not optimal because motivation and learning outcomes are still low. The purposes of this study are: 1) to find out the increase in motivation and learning outcomes of Indonesian language students in the era of globalization; and 2) to know the factors that can increase motivation and student learning outcomes. The method used in this research is classroom action research with a class action research cycle model. The results of the study are: 1) The use of the snake and ladder model game on social studies subject matter The role of the Indonesian nation in the era of globalization is able to improve student learning outcomes. 2) The use of the snake and ladder model game can increase student learning motivation. 3) Another factor that contributes to improving learning outcomes is the provision of opportunities for each student to be actively involved in learning activities.

Keywords: Motivation And Student Learning Outcomes, Social Studies Subjects

1 Introduction

Improving the quality of learning is basically the selection and determination of optimal learning strategies in order to achieve learning outcomes in accordance with predetermined learning objectives. One way to improve learning is to use learning media in the classroom. Improving the quality of learning in schools is expected to be able to create ideal classroom learning conditions in accordance with educational goals.

One of the improvements in learning is the use of learning media. The characteristics of elementary school students are still not able to describe learning abstractly, so in-depth learning media are needed to support smooth learning in class [1]. Learning media are divided into two types: simple learning media and modern media [2]. One of the simple mediums is snakes and ladders. Snakes and Ladders is a simple game played using a sheet of paper with squares with the numbers 1 to 100 on them. The Snakes and Ladders Rule is to roll the dice. The dice that are thrown show the number that comes out, and the number that comes out shows the number of steps to be taken in the game of snakes and ladders.

In class VI at SDN Panimbang 04, there are problems, namely the lack of motivation and student learning outcomes in social studies subjects, especially regarding Indonesia's role in the era of globalization. So that teachers in teaching need special methods that are in accordance with the conditions of students, one of which is using the snakes and ladders learning media. From the explanation of the empirical conditions at SDN Panimbang 04, there is still a gap between empirical conditions and ideal conditions, so researchers use the snakes and ladders method as an effort to increase motivation and the learning outcomes of class VI students on social studies subject matter. Indonesia's role in the era of globalization.

Based on research conducted by Amifatuz Zuhriyah with the title "Development of Learning Media of Snakes and Ladders to Increase Student Learning Motivation and Social Studies Learning Outcomes in Madrasah Ibtidaiyah"[7]. The results of this study show that snakes and ladders media can increase motivation and learning outcomes in social studies material. From this research, it can be used as a reference for implementing learning in the classroom using the snakes and ladders method on social studies learning material. Learning media snakes and ladders can be used to overcome boredom and laziness in students in learning in the classroom. The higher the motivation of students for learning, the higher the student learning outcomes will also be.

2 Research methods

This study used a class action research method (CAR) with a Classroom Action Research Cycle model. The Classroom Action Research Cycle Model has four stages, namely planning, acting, observing, and reflecting. The research location is at SDN Panimbang 04, Cimanggu District, Cilacap Regency. The research subjects for class VI students totaled 27 students consisting of 18 boys and 9 girls. Observation and test data collection methods.

3 Result and discussion

The results of the study "Using the Snake and Ladder Game Method to Increase Motivation and Learning Outcomes of Social Science Subject Students of Grade VI SDN Panimbang 04" are as follows:

starting from the formulation of the problem in this study so that the results of the research can be presented as follows:

a. Cycle 1

The stages of this research include planning, implementing, observing, and reflecting, with the following explanation:

- 1) Planning At this stage, the researcher carried out the design, namely the data obtained in the form of learning implementation plans, data collection instruments, and student worksheets.
- 2) Action The action stage is when the researcher obtains data in the form of a recapitulation of formative test scores.

Table 1.
Recapitulation of Formative Test Scores for Social Studies Learning on the Role of the Indonesian Nation in the Era of Globalization Cycle I

No.	Name	First study (Mark)	Cycle I			
			Mark	Mark	Not Up yet	Inf
1	RTD	70	75	√		
2	AHF	45	45		√	
3	RH	60	70	√		
4	SAP	60	75	√		
5	ANZ	65	65	√		
6	ASRN	40	55		√	
7	AS	65	65	√		
8	AM	60	70	√		
9	BUF	50	50		√	
10	FMZ	70	80	√		
11	FNF	70	85	√		
12	FAS	65	65	√		
13	HOF	60	75	√		
14	IDN	65	75	√		
15	IK	50	50		√	
16	JAIS	45	50		√	
17	KAT	50	65	√		
18	KA	55	70	√		
19	NAS	75	80	√		
20	SNA	75	75	√		
21	SD	60	75	√		
22	VRF	65	65	√		
23	VS	55	65	√		
24	WS	70	75	√		
25	YNR	50	50		√	
26	SR	85	90	√		
27	RME	65	65	√		
Count		1645	1825			
Average		60,92	67,59			

From the data above in cycle I, it can be concluded as follows:

- a) In the initial study, an average value of 60.92 was obtained; after improvements were made, it increased to 90.0. Class average up.
- b) There were 21 students who experienced an increase in achievement scores (77.7%). 3) The number of students who have reached the level of learning mastery is 22 (81.4%).
- c) Observation At the observation stage, the researcher recapitulated the value of students' motivation in participating in cycle I learning.

Table 2.
Recapitulation of Student Motivation in Following Learning in Cycle I

No	Learning	Students who really have shown motivation to learn	Percentage
1	First Study	14	51,8
2	Cycle I	21	77,7

From the data above, the following results can be obtained:

- a) In the initial study, students who really showed motivation to learn were 14 students or 51.8%.
- b) In cycle I, students who really showed motivation to learn were 21 students or (77.7%)
- c) From the initial study to cycle I, children's learning motivation increased by 19.9%

3) Reflection

The reflection stage the researcher evaluates and identifies the learning activities carried out. Reflection activities as follows:

- a) When the group division took place the class became noisy.
- b) When carrying out the game and answering the questions on the group worksheet, there are some students who are passive because there is domination by some students in the game and answering questions.
- c) During class discussions there were several passive groups because they could not pay proper attention to the position of the group which was behind.
- d) The time used by students to work on formative tests was less so that there were some students who could not complete all the questions.
- e) Students who have really shown motivation in learning are only 20 students.

b. Cycle II

After carrying out cycle I, in cycle II the researcher made improvements which later cycle II was used as an improvement action. In cycle II the researcher tries to solve the problems that occur in cycle I. The solution to the problem is to arrange the seats and reduce the number of group members. It is hoped that learning in the classroom can be active and feel more meaningful. The steps taken in cycle II are planning, implementing, observing and reflecting.

- a) Planning

At this stage the researcher designed a lesson plan for cycle II which was made according to improvements in cycle I. The researcher prepared the tools used and the supporting data for learning in the form of student worksheets.

b) Action

At the action stage the researcher takes action in the classroom so that the results of the formative learning test are obtained as follows:

Tabel 3.
Recapitulation of Formative Test Scores for Learning Social Science Material on the Role of the Indonesian Nation in the Era of Globalization Cycle II

No	Name	First Study	Cycle I	Cycle II			
				Mark	Up	Not Up Yet	Inf
1	RTD	70	75	80	√		T
2	AHF	45	45	65	√		T
3	RH	60	70	75	√		T
4	SAP	60	75	80	√		T
5	ANZ	65	65	70	√		T
6	ASRN	40	55	70	√		T
7	AS	65	65	70	√		T
8	AM	60	70	85	√		T
9	BUF	50	50	65	√		T
10	FMZ	70	80	85	√		T
11	FNF	70	85	89	√		T
12	FAS	65	65	70	√		T
13	HOF	60	75	80	√		T
14	IDN	65	75	85	√		T
15	IK	50	50	65	√		T
16	JAIS	45	50	70	√		T
17	KAT	50	65	70	√		T
18	KA	55	70	75	√		T
19	NAS	75	80	94	√		T
20	SNA	75	75	90	√		T
21	SD	60	75	80	√		T
22	VERF	65	65	65	√	√	T
23	VS	55	65	80	√		T
24	WS	70	75	90	√		T
25	YNR	50	50	70	√		T
26	SR	85	90	96	√		T
27	RME	65	65	75	√		T
Amount		1645	1825	2090	26	1	27
Average		60,92	67,59	77,40			

Based on the data above, the following conclusions can be obtained:

- 1) In the first cycle, the class average value was 67.59. After repairs were made to accommodate weaknesses in cycle I, the class average value in cycle II increased to 77.40. The class average value rose 9.81 from the first cycle.
- 2) The number of students who experienced an increase in the value of learning achievement was 26 students (96.29%).
- 3) All 27 students have achieved the level of mastery of learning (100%).

c) Observation

At this stage the researcher compared between cycle I and cycle II. The data obtained from the results of the comparison are as follows:

Tabel 4.
Recapitulation of students' motivation in participating in learning in cycle II

No	Learning	Students who really have shown motivation to learn	Percentage
1	First Study	14	51,8
2	Cycle I	21	77,7
3	Cycle II	26	96,29

From the above data the following results are obtained:

- 1) In cycle I, students who really showed motivation to learn were 21 students or 77.7%.
- 2) In cycle II, students who really showed motivation to learn were 26 students or 96.29%.
- 3) From cycle I to cycle II, student learning motivation increased by 18.5%.

d) Reflection

The reflection stage in cycle 2 is to evaluate the activities that have been carried out. The results of the evaluation of learning activities in the classroom are as follows:

- 1) The group division went smoothly, students were able to divide themselves in an orderly manner into their respective groups.
- 2) Learning takes place very conducive and interactive. Students seem happy to learn. This can be seen from the motivation of students in carrying out the tasks given by the teacher.
- 3) The number of students who have passed far exceeds the established criteria, that is, there are all 27 students who have been declared complete learning.
- 4) In accordance with the indicators determined by students who are really serious in learning, there are 26 students out of 27 student students. This means that only 1 student out of 27 students does not show motivation in learning.

Discussion of the study "Using the Snake and Ladder Game Method to Increase Motivation and Learning Outcomes of Social Science Subject Students of Grade VI SDN Panimbang 04" are as follows:

Learning in the classroom, especially interesting social studies subjects, can increase student motivation in learning. Motivation is the desire or power that is carried out to achieve certain goals [3]. There are 2 factors for someone to have motivation, namely internal motivation (motivation comes from within oneself) and external (influence or encouragement from outside such as the environment) [4]. The existence of learning motivation will have a positive impact on students, namely increasing student learning outcomes. student learning outcomes can be seen from the value of class VI students at SDN Panimbang 04 has increased.

To be able to increase motivation to learn one of them by using learning media. learning media is a device used in learning so that learning media can function as an intermediary for material between teachers and students [5]. Learning media consists of 2 types, namely simple learning media and modern learning media. One of the simple learning media is snakes and ladders[6].

The first research was conducted by Nur Afifah and Sri Hartatik with the title "The Influence of Snakes and Ladders Game Media on Learning Motivation in Class II Mathematics at SD Kemala Bhayangkari 1 Surabaya"[7]. It has similarities with my research, which develops snakes and ladders media that examine learning motivation. This research has differences with my research, which relates to motivation and learning outcomes. Based on the results of the study, it can be concluded that there is an influence of snakes and ladders game media on student learning motivation.

The second research, namely research conducted by Avelina Sherin Pratiwi and Agustina Tyas Asri Hardini with the title "Development of Snakes and Ladders Game-Based Learning Media to Increase Student Learning Motivation in Science Subject Class IV Elementary School"[8]. has in common with my research using snakes and ladders learning media. This study has differences from my research, namely the subjects taught; my research is in the natural sciences, while the research conducted by Aveliba Sherin Pratiwi is in the natural sciences. Based on the results of research conducted by Snakes and Ladders, media can increase student learning motivation

The third research, namely research conducted by I Wayan Widian, Ni P. Gita Parera, and Andrianus I Wayan Ili Yuda Sukmana with the title "Media of Snakes and Ladders Games to Improve Learning Outcomes of Grade IV Students in Science Knowledge Competence"[9]. has in common with my research that game media like snakes and ladders are associated with learning outcomes. This study has differences; my research linked learning motivation and learning outcomes to social studies material, while the research conducted by Wayab Widian only linked learning outcomes to natural science material. Based on the results of research conducted, learning media like snakes and ladders can improve student learning outcomes.

Based on the explanation above, snakes and ladders learning media is appropriate for use in the process of teaching and learning activities. Snakes and ladders learning media can increase student motivation and learning outcomes. This statement is proven by previous research that has been done.

The use of snakes and ladders as learning media in social studies subjects about the role of the Indonesian nation in the era of globalization The results of the first cycle of using snakes and ladders as learning media were student learning outcomes obtaining a score of 60.69% and learning motivation in cycle 2 obtaining a score of 51.8%. In cycle 2, the use of snakes and ladders learning media on student learning outcomes scored 77.40%, and student learning motivation scored 96.2%. Based on the results of the data above, the use of snakes and ladders learning media about the role of the Indonesian nation in the era of globalization has increased significantly. These results show the value of student learning outcomes and student motivation.

4 Conclusion

Based on the results of the data analysis and findings obtained in cycles I and II, the following conclusions can be drawn:

- a. The use of the snake and ladder model game in social studies subject matter The role of the Indonesian nation in the era of globalization is to improve student learning outcomes. This can be seen from the class average, which in the initial learning cycle only reached 60.69; in cycle II it became 77.40, while the KKM for the social studies subject The Role of the Indonesian Nation in the Era of Globalization only reached 65. The level of completeness also managed to rise to the target (even exceeding the target), where at the beginning the learning completeness was only 51.8%, and then in cycle II it was able to reach 100% of the 90% target.
- b. The use of the snake and ladder model game can increase student learning motivation. This can be seen from the data on increasing motivation: in the initial study, it only reached 51.8%; in cycle II, it was able to reach 96.2% of the 90% target.
- c. Another factor that contributes to improving learning outcomes is providing opportunities for each student to be actively involved in learning activities so that each student gains learning experience through direct experience and does it himself.

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