

Aims to Increase Student Participation in Class IX Through a Problem Based Learning Model (PBL) Assisted by Game Media on Civics Lessons at SMPN 21 Mataram

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Abstrak

Penelitian ini bertujuan untuk meningkatkan partisipasi belajar siswa dengan penerapan model PBL berbantuan Media Game. Jenis penelitian yang digunakan dalam penelitian ini yakni Penelitian Tindakan Kelas (PTK) model kemmis dan Mc Tanggart. Tahapan penelitian tindakan kelas ini ada empat tahapan yaitu 1) perencanaan 2) Pelaksanaan 3) Observasi 4) Refleksi. Subyek penelitian ini dilakukan pada seluruh siswa kelas IX-B sebanyak 17 siswa di SMPN 21 Mataram Tahun Pelajaran 2024/2025. Teknik pengumpulan data berupa observasi dan wawancara. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi partisipasi belajar siswa dan lembar observasi pelaksanaan pembelajaran guru. Analisis data pada penelitian ini menggunakan analisis data kuantitatif dan kualitatif. Analisis data kuantitatif digunakan untuk menganalisis data kuantitatif sedangkan analisis data kualitatif digunakan untuk menganalisis data kualitatif. Hasil pengamatan awal bahwa partisipasi belajar siswa akan meningkat dengan menggunakan model pembelajaran Problem Based Learning berbantuan Media Game. Partisipasi belajar siswa yang diperoleh pada Siklus I telah mencapai ketuntasan empat indikator dari enam indikator partisipasi belajar siswa. Adapun pada siklus II ketuntasan partisipasi belajar siswa mengalami peningkatan yang signifikan yakni mencapai ketuntasan dari seluruh indikator partisipasi belajar siswa. Oleh karena itu, penelitian ini dapat dianggap berhasil karena sudah memenuhi kriteria ketuntasan partisipasi belajar siswa dari siklus I ke siklus II. Partisipasi belajar siswa lebih baik, setelah menerapkan model Problem Based Learning berbantuan Media Game

Kata Kunci: Partisipasi Belajar, Model Pembelajaran, Problem Based Learning, Media Game

Abstract

This study aims to increase student learning participation by applying the PBL model assisted by Game Media. The type of research used in this study is Classroom Action Research (PTK) model Kemmis and Mc Tanggart. There are four stages of this class action research, namely 1) planning 2) Implementation 3) Observation 4) Reflection. The subjects of this research were all students of class IX-B as many as 17 students at SMPN 21 Mataram in the 2024/2025 academic year. Data collection techniques are observation and interview. The instruments used in this study were student learning participation observation sheets and teacher learning implementation observation sheets. Data analysis in this study used quantitative and qualitative data analysis. Quantitative data analysis is used to analyze quantitative data while qualitative data analysis is used to analyze qualitative data. The results of preliminary observations that student learning participation will increase by using the Problem Based Learning learning model assisted by Game Media. Student learning participation obtained in Cycle I has reached the completeness of four indicators out of six indicators of student learning participation. As for the second cycle, the completeness of student learning participation has increased significantly, namely reaching the completeness of all indicators of student learning participation. Therefore, this research can be considered successful because it has met the criteria for the completeness of student learning participation from cycle I to cycle II. Students' learning participation is better, after applying the Problem Based Learning model assisted by Game Media.

Keywords: Learning Participation, Learning Model, Problem Based Learning, Media Game



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INTRODUCTION

Education is a conscious effort that is planned, ethically, systematically, creatively in order to create human resources who have potential and creativity, so that, in the future, they can make themselves useful and useful in society and the state. In the learning process, the success of students is highly dependent on how the learning process is carried out by students. Student learning behavior has a significant impact on the continuity of the student learning process. Learning as an activity occurs through interaction between educators and students. In this context, learning has the aim of creating changes in student behavior and knowledge. However, in reality, in the learning process several problems often arise, such as low student participation, many students show a low level of involvement in learning activities, one of which is in Civics subjects which are still subjects that are less interesting and even boring for students, the substance still requires students to memorize learning material. In accordance with the opinion of Nu'man Sumantri (2015: 47), namely: "The fact that in learning social sciences such as civics, history, geography, economics often invites boredom and saturation among students. This can result in a less in-depth understanding of the material and learning outcomes that are not optimal, besides that, what inhibits the quality of learning that is not optimal is the learning method that is less interesting, the learning methods used today tend to be monotonous and do not utilize various techniques that can attract student interest, so that the impact is that students are less enthusiastic about learning. Then the limitations of interesting learning resources. Existing learning resources are often not varied and interesting enough to support effective learning. This can make students feel bored and less motivated in the learning process.

Therefore, of the various problems that exist, the most important problem to be addressed is "Low Participation." Active student participation is a key factor in the success of the learning process. If students are not actively involved, even good teaching methods and interesting learning resources will not have a maximum impact on learning outcomes. Therefore, improving student learning participation should be a top priority to address. Participation in the learning process creates openness and transparency between students and teachers so that teachers can recognize and know the aspects that need to be maintained and improved in students. It is the same with students during the learning process which shows that participation from students is very important to be able to create a good learning experience in accordance with what was stated by Ginanjar (2019) basically good learning is the implementation of learning where students are always active and participate in the process, high student participation then there is a meaningful learning stage because all class members enter the learning atmosphere.

Based on the above problems, one method to improve the quality of learning is the selection of learning models that are efficient and relevant to the content to be delivered (Widiastuti & Kurniasih, 2021). Therefore, a solution can be provided to solve the problem of low student participation by offering several learning models such as, the Jigsaw type cooperative learning model, this model consists of heterogeneous learning teams consisting of 4-6 students. Each student is responsible for mastering part of the learning material and must be able to teach that part to other team members. Then the discovery learning model is a learning model that focuses on the process of discovering concepts, meanings, and relationships through an intuitive process. This model emphasizes the active role of students in the learning process, then the Problem Based Learning model with the help of game media is a teaching method that presents a problem or challenge to students, then requires them to seek information and solutions through various sources, including collaborative work. The interesting thing about the Problem Based Learning (PBL) learning model is that it is more

about the instruments that students use designed by the teacher, namely the nuances of problems in everyday life, especially problems that are close to the lives of the students themselves. Because with everyday problems that are often encountered and recognized by students can help students to be active and involved in the learning process, this statement is in line with the opinion of (Putri & Hamimah, 2023) this approach encourages active participation and critical thinking skills, when students collaborate to solve the problems faced. In making an effective learning process, the resources used must be able to help students to understand and apply the learning content provided, so that student activeness persists with the use of game media as a relevant thing. in line with the opinion of Hamalik (2015: 19) which states that the use of game media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even bring psychological influences on students. So that the use of media has an influential part in the success of the teaching and learning process in the classroom.

While learning models such as discovery learning and jigsaw cooperative also have their advantages, game-assisted PBL offers a highly interactive and hands-on experience that can increase student engagement and participation in a more fun and relevant way. Therefore, using an innovative and creative game-assisted PBL learning model to overcome low student learning participation can be a more effective solution. Thus, specifically this research is directed and focused on efforts to increase student participation through the Problem Based Learning learning model with the help of Game Media, because quite a lot of researchers discuss it, but only focus on how to increase student participation through the problem-based learning model alone not with the learning media used to attract and upload student participation in the learning process. That way the researcher tries to provide additional strategies in the learning process, namely with the existence of interesting game media to increase student learning participation. As the results of a preliminary study conducted by researchers at SMPN 21 Mataram, researchers observed the behavior of class IX students during the teaching and learning process, the conditions of students in the class were not conducive and it could be said that students had not been able to participate in the learning process and students still lacked interest in the learning process. This shows that there is still a low level of student learning participation in the learning process. Out of 18 students, only 6 students are actively involved in learning and the rest are more likely to listen to what is happening during learning activities. Based on the background and problems above, further research needs to be carried out related to efforts to increase student participation through the Problem Based Learning learning model with the help of Game Media, so I am interested in raising the title "Efforts to Increase Class IX Student Participation Through Problem Based Learning Model Assisted by Game Media in Civics Subjects at SMPN 21 Mataram".

RESEARCH METHODS

The type of research used by researchers is one type of classroom action research (PTK). The location of this research was carried out at SMPN 21 Mataram in class IX-B. This study involved all students of class IX-B at SMPN 21 Mataram totaling 17 students consisting of 10 boys and 7 girls. The research was conducted on November 12, 2024 until November 19, 2024, every Friday from 10:40-12:40. The factors examined in this study are teacher and student factors. The subjects in this study were class IX-B students and class IX Civics teachers, the object of this study was the application of the Problem Based Learning learning model assisted by Game Media. This research was conducted by referring to the PTK design formulated by Kemmis Mc. Taggart (Arikunto, 2009) which consists of four components, namely: planning, action implementation, observation, and reflection. The instruments in this study used teacher

learning implementation observation sheets and student participation observation sheets. The data collection techniques that researchers used in this study were observation and interviews. The data obtained in this study will be analyzed using qualitative data and quantitative data. Qualitative data analysis is used to analyze qualitative data using the Miles and Huberman model analysis technique through 3 lines of activity, namely “data condensation, data presentation, and conclusion drawing” and quantitative data analysis is used to analyze quantitative data. The data that has been obtained, processed and summarized in the form of a percentage (%) of the success rate. To calculate the percentage or value of the score obtained (can be seen in the attachment to the observation sheet) using the formula from Sugiyono (Fitriasih, 2019). Indicators of success in the learning process are measured using the Minimum Completeness Criteria (KKM). KKM in Civics subjects is 75% based on indicators on student learning participation.

RESEARCH RESULTS AND DISCUSSION

Description of Learning Activities Cycle I

The results of the research observer's analysis of the implementation of learning showed that the learning that the researcher carried out did not go well. Likewise, the results of observations of student learning participation in learning are not optimal for more details, the results of observations from research observers on student activity are described as follows:

Observation Data on Student Learning Participation in Learning

The results of the analysis of the research observer on student learning participation in learning can be seen in the table.

Table 1. Number and Percentage of Student Learning Participation in Civics Learning Through Problem Based Learning Model assisted by Game Media for Class IX Students at SMPN 21 Mataram in cycle I

Indicator	Number of students who achieved indicator	Average Percentage	Description
1	15	88,23%	Very good
2	7	41,17%	less
3	16	94,11%	Very good
4	17	100%	Very good
5	7	41,17%	less
6	15	88,23%	Very good
Number of Students	17		

Student activities observed, description:

1. Giving opinions for problem solving
2. Giving responses to other people's opinions
3. Doing the tasks given by the teacher
4. Presenting a conclusion opinion
5. Tolerance and willingness to accept other people's opinions
6. Responsibility for group members

In cycle I, it can be seen that there are still many students who have not participated in learning, out of the six indicators there are two indicators of student learning participation that still have not reached the minimum indicator of 75%, namely in indicators 2 and 5.

Observation Data of Teacher Learning Implementation

The learning implementation activities carried out by the teacher are in accordance with the syntax of the Problem Based Learning learning model assisted by Game Media where the syntax of the learning model consists of five stages that must be carried out by the teacher, namely as follows:

1. Orienting the problem by forming groups of 4-5 students,
2. Organize students by guiding them to carry out case analysis,
3. Collecting sources as materials to solve problems
4. Develop and present discussion results in the form of discussion or presentation
5. Analyze and evaluate the process and results of problem solving

Based on the data from the observation of teacher teaching activities in cycle I, from the five syntaxes of the Problem Based Learning learning model assisted by Game Media, the teacher has implemented four syntaxes of the Problem Based Learning learning model assisted by Game Media, meaning that the teacher has not achieved the success of the teaching process in cycle I.

Description of Cycle II Learning Activities

Cycle II was carried out based on improvements made in the previous cycle, there was a significant increase in both teacher teaching activities and student learning activities which showed that cycle II had reached the criteria for achieving predetermined learning objectives, The success of class action research in cycle II was carried out based on the results of the reflection from cycle I which became a reference to be continued in cycle II which was an improvement from the results of the reflection analysis in cycle I for more details, the results of observations from researcher observers on student activities and teacher teaching activities are described as follows:

Observation Data of Student Learning Participation in Learning

This observation data is obtained through the observation sheet of student learning participation in cycle II, and is used to see the process and development of participation that occurs during learning. The results of student learning participation in cycle II can be seen in table 2.

Table 2. Number and Percentage of Student Learning Participation in Civics Learning Through Problem Based Learning Model assisted by Game Media for Class IX Students at SMPN 21 Mataram in cycle II

Indicator	Number of students who achieved indicator	Average Percentage	Description
1	13	92,85%	Very good
2	12	85,71%	Very good
3	14	100%	Very good
4	14	100%	Very good
5	12	85,71%	Very good
6	13	92,85%	Very good
Number of Students	14		

Student activities observed, description:

1. Giving opinions for problem solving
2. Giving responses to other people's opinions

3. Doing the tasks given by the teacher
4. Presenting a conclusion opinion
5. Tolerance and willingness to accept other people's opinions
6. Responsibility for group members

From the overall average student learning participation, it can be said that many students have carried out learning participation in accordance with the predetermined indicators. It can be concluded that based on the results of the implementation of the action in cycle II, it has shown a significant increase in student learning participation from the previous cycle.

Observation Data of Teacher Learning Implementation

The learning implementation activities carried out by the teacher are in accordance with the syntax of the Problem Based Learning learning model assisted by Game Media where the syntax of the learning model consists of five stages that must be carried out by the teacher, namely as follows:

1. Orienting the problem by forming groups of 4-5 students,
2. Organize students by guiding them to carry out case analysis,
3. Collecting sources as material to solve problems,
4. Develop and present the results of the discussion in the form of discussion or presentation.
5. Analyze and evaluate the process and results of problem solving

Based on the data from the observation of teacher teaching activities in cycle II, from the five syntaxes of the Problem Based Learning learning model assisted by Game Media, the teacher has implemented all the syntaxes of the Problem Based Learning learning model assisted by Game Media, meaning that the teacher has achieved the success of the teaching process. So it can be concluded that the teacher's teaching activities and student learning activities in cycle II show that cycle II has reached the criteria for achieving predetermined learning objectives. Therefore, the researcher dismissed the research in cycle II.

Discussion

First Cycle

Based on the results of the implementation of the first cycle that has been carried out, it is known that the application of the Problem Based Learning learning model assisted by Game Media in teacher activities there is 1 syntax of the Problem Based Learning learning model assisted by Game Media not implemented, namely at stage three (collecting sources as material to solve problems) it is found that the teacher does not encourage students to use various learning resources. while in student learning activities there are that of the 6 indicators of student learning participation there are 2 indicators that do not appear, namely in indicator 2 (giving responses to other people's opinions) of the 17 students who took part in the learning there were only 7 students who had reached the indicator and in indicator 5 (tolerance and willingness to accept other people's opinions) there were only 7 students who had also reached the indicator of success, This means that there are still many students who have not achieved the predetermined success indicators. From student learning participation which still has not reached the indicators of success both in terms of learning implementation activities and student learning activities due to the teacher not encouraging students to use various learning resources available as a result students are not encouraged to utilize various sources, so students are also not able to respond to other people's opinions because students do not utilize various learning resources available, thus students are also not able to show tolerance and

accept other people's opinions and the teacher also does not provide direction and explanation of any differences in opinion that occur between students. To overcome this, the researcher will make improvements that will be made in cycle II, namely, the teacher will improve learning activities according to the shortcomings in cycle I, namely the teacher can encourage students to use various sources in solving a given problem so that later students can utilize various existing sources to respond to their friends' opinions and want to accept their friends' opinions, which is one indicator of student learning participation. Based on the description above, it can be concluded that the results of the research conducted in cycle I have not been successful in both teacher teaching activities and student learning activities. So that indicators of student learning participation have not been met. Therefore, researchers continued the research to cycle II.

Second Cycle

Based on the improvements made in the previous cycle, there was a significant increase in both teacher teaching activities and student learning activities which showed that cycle II had reached the criteria for achieving predetermined learning objectives, because of all the indicators of student learning participation, the indicators had reached at least 75% of the success indicators compared to the previous cycle. Thus, the action variables determined in Civics learning can increase the learning participation of students in class IX-B at SMPN 21 Mataram in cycle II. The success of class action research in cycle II was carried out based on the results of the reflection from cycle I which became a reference to be continued in cycle II which was an improvement from the results of the reflection analysis in cycle I. Improvements or follow-up carried out during the implementation of cycle II, namely: Researchers are looking for solutions to overcome the obstacles faced in cycle I. The solution is in accordance with the reflection on cycle 1. The solution is in accordance with the reflection on cycle 1, namely the teacher has encouraged students to use various sources in solving a given problem so that the result is that students utilize various existing sources so that students can also respond to other people's opinions with various existing sources, besides that students are also able to show tolerance and accept other people's opinions. The implementation of action variables by teachers during the learning process in cycle II has had a positive impact on the achievement of student learning participation in the subject of Pancasila and Citizenship Education (PPKn) class IX-B at SMPN 21 Mataram. It can be observed from the analysis of student learning participation in the second cycle, where as many as 14 students who participated in the learning or 100% of the total students have managed to achieve a satisfactory level of learning participation, which exceeds the Minimum Completeness Criteria (KKM) of 75%. As a result, there are no more students who have not reached the level of completeness. This situation is in line with the main objective of the research, where the entire number of students is expected to achieve a success indicator of at least 75%. Based on these views, researchers can conclude that through the application of the Problem Based Learning model assisted by Game Media in Civics learning can increase the learning participation of students in class IX-B at SMPN 21 Mataram.

CONCLUSION

Based on the results and discussion of the research that has been presented, the researcher concludes. There is an increase in student learning participation for each indicator of student learning participation from cycle I to cycle II through the Problem Based Learning learning model assisted by Game Media in Civics learning. This can be seen starting from the first cycle of 6 indicators of student learning participation, only 4 indicators have been

successful. Because the first cycle was not successful, it was continued to the second cycle. In the second cycle, there was an increase, from all indicators of student learning participation, students had reached at least 75% of the success indicators. Because the second cycle was successful, the cycle was stopped.

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