Implementation of Innovative Creative, Effective, and Fun Active Learning Using Games Sucker Ball

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Abstract

This study aims to determine the results of classroom learning using the method of learning models PAIKEM Sucker ball game compared to the class using lecture methods vary. The study design used in this study is the type of experimental research. Based on research results, the average post-test experimental class was 75.47, and the average grade control was 67.97. For results of test calculations with an average difference of post-test scores obtained thing = 1.403 while the table = 1.35 for $\alpha = 5\%$ and dk = (32 +32-2) = 62 is obtained t (0.95) (62) = 1.35. Because t (0.95) (74) so, H0 is rejected, there are significant differences in the quality of learning between the experimental and the control groups. Based on the research results, it, there are differences in learning outcomes between the classes that use PAIKEM with learning outcomes using the lecture method.

Keywords: Media Sucker Ball Game, Learning Outcomes, Fun Learning

Introduction

Education in Indonesia is very worrying. This condition is most likely influenced by several factors including the curriculum used, government policy in this case the Ministry of National Education, existing facilities, the quality of teachers, the quality of students studying and so on. Several of the things above influence each other and support each other's existence so that when one of them does not support it, it will have a negative effect on learning outcomes. Effective learning should be learning that empowers students more in the teaching and learning process (Hamalik, 2002; 2008; Harjanto).

However, learning so far has only been teacher-centered and less relevant to students' lives. Therefore, a learning strategy is needed that not only requires students to memorize lesson material but also a strategy to motivate students so that teaching and learning process activities can be achieved according to objectives (Khasanah, 2014; Putri, 2011; Safitri et al, 2014). History lessons at school so far also seem uninteresting to students, students consider history lessons to be more of a rote lesson. Teaching history also still uses conventional methods, namely teachers in delivering material often use the lecture method. (Febriana, 2011; Krismayanti et al, 2013; Nugroho, 2013.

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Here the teacher is active while the students are only passively taking notes and listening so that activity and creativity are less visible. Teachers are a window into the world for their students, apart from their parents, television, internet and so on. Teachers still play a central role in opening students' minds to see a world that is developing rapidly and dynamically (Asmani, 2009; Purnaman, 2015; Yosiani et al, 2014).

According to my observations while implementing PPL at SMP 7 Semarang, many students' history learning results were still below the KKM score, this was because students' interest and motivation towards history subjects was very low which resulted in not achieving maximum learning outcomes. The teacher in learning uses a teacher-centred approach and the method used is also monotonous, namely only the lecture method which makes students not pay attention to the teacher during class. The facilities and infrastructure at SMP 7 Semarang are not complete, they only have one LCD and it is placed in the laboratory room. To use it, you have to tell students to move to the laboratory room, so this is very ineffective (Anwar, 201;, Santosa, 2015; Aritantya, 2015)

Learning at the junior high school level must try to create fun learning so that the goals of the learning itself can be achieved. One of the problems faced is the lack of learning media at SMP 7 Semarang. Teachers must be able to maximize existing media and use it appropriately to support learning activities. The right media is using existing media to create effective learning, student-centered learning so that students become active in participating in learning. Trying to create interesting learning, and fun, fosters students' interest in learning, improves the learning process, and can improve learning outcomes (Suryaman, 2015; Wahyudi, 2014; Novariyanto, 2014)

After studying history learning problems in class VII of SMP 7 Semarang, the researcher chose the PAIKEM learning model (active, creative, practical and fun active learning) using the Sucker Ball game as media. The researcher chose this learning model because the researcher was interested in the PAIKEM learning model and wanted to try applying it. Researchers chose the media game Sucker Ball because Sucker Ball is a learning game; this is intended so that learning can create a pleasant atmosphere and free up full and unhindered intelligence so that it can make many contributions to the learning process so that it can improve learning outcomes (Ahmadi et al., 2011, Zuhri, 2014; Nugroho, 2013).

One of the materials in history lessons is material about life in the pre-literate period in Indonesia. When studying this material, most students are confused about understanding it because the teacher only tells stories, whereas this material requires something new so that students can grasp the material being presented. The researcher chose this material because in

the past when doing PPL he taught this subject. If the application of learning methods for all lessons uses the lecture method as the main method accompanied by the use of media that does not make students interactive, then the learning process can feel boring for students (Ibad, 2014; Leo, 2012). Therefore, it is necessary to strive for an interactive learning media with an appropriate learning model so that it can generate student participation in the hope that student participation will be able to help students themselves in studying the subject of History.

Indonesia's low human resources cannot be separated from the education system in Indonesia; in history lessons, the educational process requires students to understand the material by memorizing, but in reality some students do not have this ability so the material cannot be understood optimally (Inayaturrohmah, 2014; Saiman, 2011)

Method

This research uses a quantitative approach with an experimental type of research. In experimental research two research target groups are needed. Where one group is given special treatment and another group is controlled in a situation whose influence is used as a comparison. Therefore, this second group is called the control group or control group. The treatment given to the experimental class was by providing learning using the PAIKEM learning model using the Sucker ball game as media, then holding a final test to see the results of the teaching. Meanwhile, the treatment given to the control class was by using a lecture learning model and after the learning was completed, a final test was given which was the same as the test given to the experimental class.

This research procedure includes the following steps: the first stage, the preparation stage. The activities carried out in the preparation stage are as follows. (1) Conduct initial observations to determine initial abilities; (2) Develop learning tools and test tools used as guidelines in conducting research; (3) Determine the research population; (4) Determine the research sample used for the research, namely 1 class as the control class and 1 class as the experimental class; (4) Conduct test questions on classes that have studied life material during the pre-literate period in Indonesia. Instrument trials were carried out in class VIII A of SMP Negeri 7 Semarang; (5) Analyze the test results of the test equipment.

The next stage is the core stage. In the implementation phase, three meetings were held, with details at the first meeting where a pre-test was held, in the second meeting learning was carried out and in the last meeting a post-test was held. At each meeting the time allocation is 2 x 30 minutes or 2 lesson hours. Activities carried out at the implementation stage are as follows.

The experimental class and control class were given a pre-test to determine the students' initial abilities before being given treatment. Researchers carry out learning in accordance with the RPP that has been created. The control class was given lecture learning treatment, while the experimental class was given experimental learning treatment with the PAIKEM learning model using the Sucker Ball game as media. Both classes were given a post test to determine the learning outcomes of the two samples. Then, the evaluation stage. At the evaluation stage, what was carried out was analyzing the research data from the two samples. At this evaluation stage, data is obtained that can answer the research hypothesis that has been determined.

Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2008: 80). The population is all individuals in the research area who are the research subjects. The population in this study were all class VII students at SMP Negeri 7 Semarang in the 2011/2012 academic year, totaling 256 students.

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2008:81). With a large population, it is impossible for this research to study everything in the population, due to limited funds, energy and time, this research uses samples taken from the population. Members of the research population are homogeneous, so the sample in this study was taken using a random sampling technique. The sample used in this research was class VII students of SMP Negeri 7 Semarang in the 2011/2012 academic year which consisted of 2 classes, namely class VII D as the control class. The reason for choosing class VII D as the control class was that the class was stable and the students were calm in receiving lessons. History while class VII H is an experimental class, because class VII H is located outside the school environment so when given treatment it does not disturb other classes. The place for carrying out this research is SMP Negeri 7 Semarang with the address Jl. Imam Bonjol No. 191 A Semarang. Research at SMP Negeri 7 Semarang was carried out in the first semester of the 2011/2012 academic year.

Results and Discussion

In carrying out the research, the learning time between the experimental group and the control group was the same, namely 3 meetings, 2 meetings were used for learning and the last meeting was used for learning evaluation or also called a post test. Apart from that, both groups were given material with the same primary material, namely material about "Life in the pre-literate period in Indonesia".

Judging from the time the research took place, there are several facts. First, the PAIKEM learning model using the Sucker ball game media during learning makes students happier. This feeling of joy will create great interest and motivation to learn and enthusiasm in answering questions given by the teacher. Second, the PAIKEM learning model using the Sucker ball game media was highly accepted by students, as evidenced by the increase in scores from the post test results given by the researchers. Students' enthusiasm for this learning model can be seen by the number of students who dared to try to answer questions without any orders from the researcher to do so. It can be said that there is student interest in this learning model, but there are still some students who are still embarrassed to do it, the existence of motivation is very important so that students are active in learning in class. It can be said that the PAIKEM learning model using the Sucker ball game media is very effective as a learning model in the classroom.

In the research, the other class, namely the control class, used a varied lecture learning model. In accordance with Wina Sanjaya's theory (2006: 145) that through varied lecture learning it is very "cheap" and "easy" to do. Cheap, in this case, means a varied lecture process that does not require complete equipment and does not require spending money on making props or media that will be used. The researcher only prepared the concept of what material would be taught by preparing several learning resources such as textbooks and worksheets, but through various lectures the researcher found it difficult to know whether the students had understood what was explained or not. This can be seen during learning where students are given the opportunity to ask questions, but no one wants to ask. There were also some students who were seen talking to their classmates, there were also those who were daydreaming and there were also those who didn't pay attention to what was being said because some students thought that the researcher was not a teacher for them so the researcher asked surprise questions or reminded the students so that the students would pay attention to the material being presented. .

Conclusion

The application of the PAIKEM learning model using the Sucker ball game media, which was implemented in class VII odd semester of SMP Negeri 7 Semarang in the 2011/2012 academic year, is better and more effective than learning using the lecture model on material about life in the pre-literate period in Indonesia. So the researcher can conclude that the PAIKEM learning model using the Sucker ball game media can be applied in history subjects. Learning in the experimental class which used the PAIKEM learning model using the Sucker ball game media obtained an average score of 75.47, while learning in the control class which used a

varied lecture method obtained an average score of 67.97. The results above show that the experimental class treated with the PAIKEM learning model using the Sucker ball game media was better than the control class using the lecture method because the average results of the experimental class were greater than the control class. The differences in history learning outcomes are quite significant between students who are taught using the PAIKEM learning model using the Sucker ball game as media and students who are taught using the lecture method on the subject of life in the pre-literate period in Indonesia. This is shown from the results of the calculation of the average difference test, obtained tcount = 1.403. For $\alpha = 5\%$ and dk = (32+32-2) = 62, t(0.95)(62) = 1.403 is obtained. Because tcount is (0.95)(62), H0 is rejected, this means that there is a significant difference in learning quality between the experimental group and the control group. Based on the conclusions from the research results and discussion of the research above, several things can be suggested, namely: Teachers, especially history teachers, should be more careful in choosing teaching methods according to the situation, conditions and subject matter. In terms of teaching and learning, especially in terms of delivering material, teachers do not only have to be text-book oriented, but teachers must also be able to use other methods that make students active and enthusiastic in taking history subjects. Schools should be wiser and more selective in determining suitable learning models to be applied to their schools so that the delivery of learning outcomes can be achieved optimally.

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