

Improving Learning Outcomes Students Through Learning Methods Games And Rewards

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Abstract

Research objectives This is For increase results Study PPKn participant educate in material the diversity of Indonesian Society in frame Bhinneka Tunggal Ika through method *games and rewards* for participants educate class IX even semester academic year 2022/2023. Research method This is study follow class (PTK). Study This includes 3 cycles with 4 stages, namely planning, acting, observing, reflecting. Research time held from month February until April 2023 with subject study 20 participants educate. With collected data through tests, interviews, and observations. Research results This showing happen enhancement results learning Pancasila and Citizenship Education (PPKn) which occurs in class IX. This thing can proven in research.

Keywords: results learning, games and rewards, diversity.

1 INTRODUCTION

Learning outcomes in learning activities are very important because the success of learning carried out in teaching and learning activities can be seen from the learning process of students. Learning outcomes are a description of how students understand the material presented by the teacher (Utami & Vioreza, 2020).

Learning is teaching students to use educational principles and learning theories, which is the main door to the success of educators. Learning is a two-way communication, teaching is carried out by the teacher as an educator while learning is carried out by students or students.

In the implementation of education, teachers are a very important component, because the success of implementing the educational process really depends on the teacher as the spearhead. For this reason, improving the quality of education starts from improving teacher capabilities. One of the abilities that teachers have is how to design learning strategies that are in accordance with the goals or competencies to be achieved, because we believe that not all goals are achieved by one particular strategy alone. (Sanjaya, 2006)

Based on results observations at human MTs Kamil Jakarta, results Study student in material The Diversity of Indonesian Society in Frame low Bhinneka Tunggal Ika the need repaired because eye lesson This Still under minimum completeness score Study with the results are still less, the average participant educate almost 70% of its value below the KKM, namely 78. On the side it, deep the 2013 curriculum is also stated that one objective learning education citizenship is for students put attention to issues and problems social, as well capable make critical analysis, next _ capable take appropriate action.

This is what happened teacher's challenge, to be able present the learning process PPKn is fun and capable interesting attention for student in learn. In activities learning ppkn class IX semester II with material diversity public deep Indonesian frame diversity

single Ika is a researcher do it turns out experience difficulty. From the results learning done using learning strategies talk and ask answer Still not enough fulfil target.

According to Hamalik say that Study is something form growth in self someone stated in ways acting up new behavior blessing experience and practice.

Sardiman state that Study is do For change Act behavior. So learn is do activities. According to Sutikno that : "Learn is a business process carried out somebody For obtain something new changes as results experience Alone in interaction with environment". More carry on put forward that Study is an interaction process between self man with possible environment tangible personal, fact, concept or theory.

From the definition above, it can be concluded that learning outcomes are the results obtained by students after the learning process occurs, which is indicated by the test scores given by the teacher after each lesson material is given on one subject. Learning outcomes are not absolutely in the form of grades, but can be in the form of changes or improvements in attitudes, habits, knowledge, tenacity, fortitude, reasoning, discipline, skills and other things that lead to positive change.

2 RESEARCH METHODS

Classroom Action Research Action Research to find out the picture which is clearer regarding efforts to improve student PPKn learning outcomes regarding diversity material through game methods and reward in class IX even semester at MTs Insan Kamil. This pattern of implementing Classroom Action Research is carried out using a collaborative pattern. Classroom Action Research is part of practical problem research which has the main aim of improving the process and results of physical education learning or improving the quality of the process and results of sports coaching. The teacher's role is as a member of the research team who functions as an implementer of actions designed by the research team and the researcher as an observer. The teacher in his learning aims to increase learning motivation in integrative thematic learning by using game methods and providing rewards . This action research uses Kurt 's action research model Lewin , which states that one cycle consists of four main steps, namely (1) planning (plan), (2) action (action), (3) observation (observation), (4) reflection (reflection).

This research was carried out in 3 cycles, if during cycle 3 you had achieved learning success then cycle is stopped. What is different between cycles is the improvements in the learning process after things are discovered which makes it difficult for students through reflection results.

3 RESULTS AND DISCUSSION

The results of this research have gone through the pre-cycle stages, cycle I, cycle II, and cycle III which were carried out in the month February to April 2023.

3.1 Results

Civics subjects about diversity in Indonesia through the game learning method and reward for class IX MTs Insan Kamil students. The completeness of the assessment of student learning outcomes in cycle I showed an average class score of 74.5 with students who passed, namely 11 students out of 20 students in class IX so that the percentage obtained was 50%. because students are less active in learning so that the scores obtained by students still have not reached the KKM, which is 78. In the improvement of cycle II students are getting used to using the game learning method and reward but not yet completed because students are still less active so that student learning outcomes only increase . This can be seen from the increase in class average scores in cycle II, namely 77 with students who completed, namely 14 students out of 20 the number of students in class IX MTs Insan Kamil. The percentage of the assessment of learning outcomes in cycle

II obtained 70%. On cycle III students are accustomed to using the game learning method and reward so that student learning outcomes are increasing. It can be seen from the increase in the average class value in cycle III, namely 81 who have reached the KKM with students who have completed it, namely 18 students out of 20 the number of students in class IX MTs Insan Kamil. The percentage of the assessment of learning outcomes in cycle III obtained 90%.

3.1.1 Sub of Sub Results 1

From the results of the implementation of cycle I of the game learning method and reward regarding material on diversity in Indonesia in the Bhineka Tunggal Ika Frame, Civics subject in class IX MTs Insan Kamil Jakarta obtained an average score of 74.5. Of the 20 students, 11 students completed and 9 students did not complete because the scores obtained did not reach the expected KKM. The KKM value determined by the school is 78 so the percentage of student completion achieved is only 55% .

3.1.2 Sub of Sub Results 2

From the results of the implementation of cycle II of the game learning method and The reward for diversity in Indonesia in the PPKn subject in class IX MTs Insan Kamil Jakarta obtained an average student score of 77. Of the 20 students, 14 students achieved completion and 6 students did not complete because the scores obtained had not reached the expected KKM. The KKM value determined by the school is 78 so the percentage of student completion achieved is only 70.

3.1.3 Sub of Sub Results 3

From the results of implementing cycle III of the game learning method and reward about diversity in Indonesia within the framework of diversity in diversity in the Civics subject in class IX MTs Insan Kamil East Jakarta obtained an average student score of 81. Of the 20 students, 18 students achieved completion and 2 students did not complete with a percentage of student completion that was obtained 90%. So that student learning outcomes have reached the expected KKM, the KKM value determined by the school is 78.

3.2 Discussion

The Civics subject discusses diversity in Indonesia through the game lesson method and reward for class IX students at MTs Insan Kamil for completion of the student learning outcomes test assessment in cycle I showed a class average score of 74.5 with 11 students completing the test out of 20 class IX students so that the percentage obtained was 50%, because students are less active in learning , so the scores obtained by many students still do not reach the KKM, namely 78. In the second cycle of improvement, students are starting to get used to using game learning methods. and reward but it has not been completed because students are still less active so student learning outcomes only increase. This can be seen from the increase in the class average score in cycle II, namely 77 with students who completed it, namely 14 students out of 20 total students in class IX MTs Insan Kamil. The percentage of learning outcomes test assessments in cycle II was 70%. In the third cycle of improvement, students are accustomed to using game learning methods and rewards so that student learning outcomes increase. It can be seen from the increase in the average class score in cycle III, namely 81, which has reached the KKM with students who have completed it, namely 18 students out of 20 students in class VII MTs Insan Kamil. The percentage of learning outcomes test assessments in cycle III was 90%.

3.3 Table

As a comparison enhancement results learning gained , then can seen from the table below this.

Table 1. Write a short caption above the table

Stage	Mark			
	Precycle	Cycle I	Cycle II	Cycle III
Average	72.25	74.5	77	81
Completed Amount	5	11	14	18
Incomplete Amount	15	9	6	2
Completeness Presentation	25	55	70	90

3.4 Picture

To clarify the increase in learning outcomes obtained from Pre-Cycle to Cycle III, it can be seen in chart below :

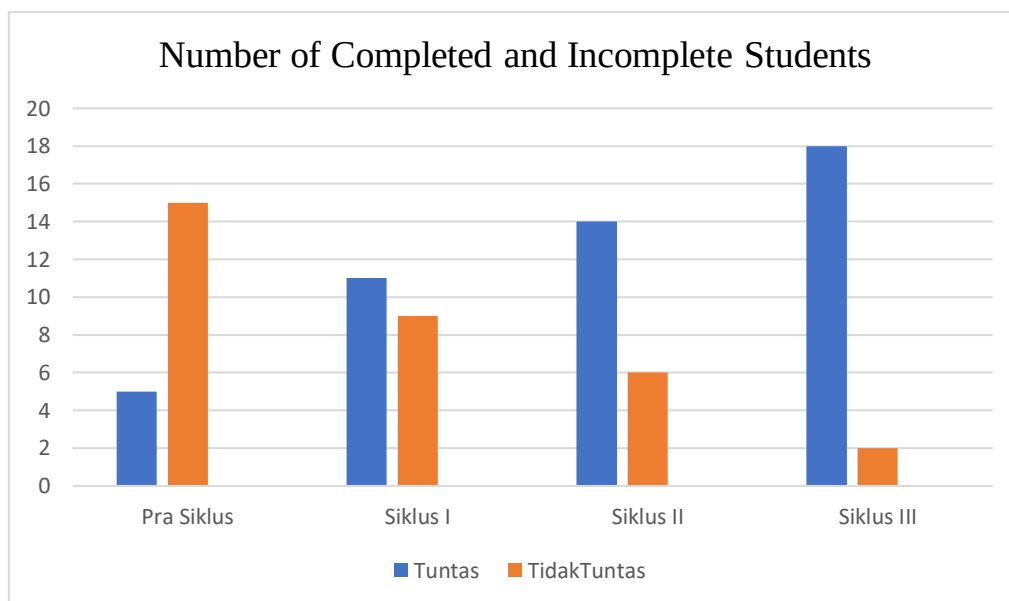


Figure 1. Recapitulation results Study

4 CONCLUSION

the PPKn subject is about diversity in Indonesia in the frame of Bhinneka Tunggal Ika. through game learning methods and rewards can improve the learning outcomes of class IX MTs Insan Kamil students for the 2022-2023 academic year.

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