

IMPROVING STUDENT LEARNING OUTCOMES THROUGH THE APPLICATION OF EDUCATIONAL GAME MEDIA IN IPAS LEARNING GRADE IV SD GMT BETUN III

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Abstract

This research aims to improve student learning outcomes through the application of educational game media in social studies learning in grade IV SD GMT Betun III. This research uses the Classroom Action Research (PTK) method which is carried out in two cycles. Each cycle consists of the stages of planning, implementation of actions, observation, and reflection. The research subjects amounted to 27 students in grade IV of SD GMT Betun III consisting of 15 male students and 12 female students. Data collection techniques are carried out through observation, tests, and documentation. Data were analyzed using quantitative and qualitative descriptive techniques. The results of the study show that the application of educational game media is able to improve student learning outcomes. The average score of students increased from 59.25 in the pre-action stage to 67.03 in Cycle I and increased to 78.14 in Cycle II. The percentage of student learning completeness also increased from 11.11% in the pre-action stage to 25.92% in Cycle I and reached 92.59% in Cycle II. Thus, the application of educational game media has proven to be effective in improving student learning outcomes in social studies learning in grade IV of SD GMT Betun III.

Keywords: Educational Game Media, IPAS Learning Outcomes.

Introduction

Education is a process that is carried out consciously and planned to help students develop their potential. Through education, students are expected to be able to acquire the knowledge, skills, attitudes, and values needed in community life. The success of education is highly determined by the quality of the learning process that takes place in schools. Therefore, teachers are required to be able to create active, creative, effective, and fun learning so that learning goals can be achieved optimally.

Learning is the process of interaction between teachers, students, and learning resources in a learning environment. In the learning process, teachers have an important role in designing and implementing learning activities that can increase student involvement actively. Effective learning not only focuses on delivering material, but also provides opportunities for students to gain meaningful learning experiences so that they can improve learning outcomes.

In the Independent Curriculum, the subject of Natural and Social Sciences (IPAS) is one of the important subjects because it integrates knowledge about natural and social phenomena that occur in the environment around students. Social studies learning aims to help students understand various events that occur in daily life as well as develop critical thinking, creativity, and problem-solving skills. Therefore, social studies learning needs to be carried out through activities that are able to actively involve students in the learning process.

Learning outcomes are one of the indicators of learning success. According to Sudjana (2021), learning outcomes are the abilities that students have after receiving learning experiences shown through changes in knowledge, attitudes, and skills. The high and low learning outcomes of students are influenced by various factors, both internal and external factors. One of the factors that affect learning outcomes is the use of learning media that is in accordance with the characteristics of students and the material being taught.

According to Piaget's theory of cognitive development, elementary school students are at the concrete operational stage, which is the stage where students more easily understand concepts through direct experience and the use of concrete objects. In line with that, Bruner stated that the learning process will be more meaningful if students are actively involved in discovering and building their own knowledge. In addition, Vygotsky's theory emphasizes the

importance of social interaction in learning because through cooperation and discussion with peers, students can develop thinking skills and understand the material better.

Based on the results of observations made in grade IV of SD GMIT Betun III, it was found that student learning outcomes in science subjects were still relatively low. The learning process is still dominated by lecture methods so that students tend to be passive and less involved in learning activities. In addition, the limited use of learning media causes students to be less interested in learning. This condition has an impact on the low learning outcomes of students, where most students have not reached the Minimum Completeness Criteria (KKM) that have been set by the school.

One alternative that can be used to overcome this problem is the use of educational game media. According to Suyanto and Jihad (2021), educational games are learning media that combine elements of learning and play so that they are able to create a fun learning atmosphere. Educational game media can increase student motivation, interest, participation, and activeness in the learning process so as to help students understand the material more easily.

Several previous studies have shown that the use of educational game media has a positive impact on students' learning processes and outcomes. Dewi's research (2021) shows that educational games can increase the learning motivation of elementary school students. Putra's research (2022) found that educational games are able to increase students' learning activity in the learning process. In addition, Budiarto's (2023) research shows that the use of educational game media in social studies learning can significantly improve student learning outcomes.

Based on this description, the researcher is interested in conducting a research entitled "Improving Student Learning Outcomes Through the Application of Educational Game Media in Social Science Learning Class IV SD GMIT Betun III".

Research Methods

This research is a Class Action Research (PTK) using the Kemmis and McTaggart models. The research was carried out in two cycles, each consisting of the stages of planning, implementation of actions, observation, and reflection.

The research was carried out at SD GMIT Betun III. The subjects of the study were all grade IV students totaling 27 students, consisting of 15 male students and 12 female students.

The data collection techniques used in this study include observation, tests, and documentation. Observation is used to observe the activities of teachers and students during the learning process. The test is used to determine the improvement in student learning outcomes in each cycle, while documentation is used as data to support the research.

Data were analyzed using quantitative and qualitative descriptive analysis techniques. Quantitative analysis was carried out by calculating the average score and percentage of student learning completeness. Qualitative analysis is carried out through data reduction, data presentation, and drawing conclusions based on the results of observations obtained during the research.

Results and Discussion

Data Exposure

This research was carried out in grade IV of SD GMIT Betun III in the even semester of the 2026 school year with a total of 27 students consisting of 15 male students and 12 female students. The research was carried out through Class Action Research (PTK) which consisted of two cycles. Each cycle includes the stages of planning, implementation of actions, observation, and reflection.

At the para-action stage, the IPAS learning process is still dominated by the lecture method so that students tend to be passive in participating in learning. The limited use of learning media causes students' interest and motivation to learn is still low. This condition has an impact on the low learning outcomes of students, where most students have not reached the Completeness Criteria (KKM) that have been set by the school.

In the implementation of Cycle I, teachers began to apply educational game media in the IPAS learning process. The use of such media is able to attract students' attention and increase their involvement in learning activities. However, there are still some students who are not active in group discussions and have not understood the material optimally so that the learning results obtained have not reached the expected target.

In Cycle II, the implementation of learning was improved based on the results of reflection in Cycle I. Teachers provided more intensive guidance, improved group management, and optimized the use of educational game media. Students look more active, enthusiastic, and able to work well together during the learning process. This condition has an impact on increasing students' understanding of the material studied.

Research Results

The application of educational game media in social studies learning shows an increase in student learning outcomes in each research cycle. The recapitulation of student learning outcomes can be seen in Table 1.

Table 1. Recapitulation of Student Learning Outcomes

Research Stage	Average Score	Completeness (%)
Pre-Actions	59,25	11,11%
Cycle I	67,03	25,92%
Cycle II	78,14	92,59%

Source: SD GMT Betun III Year 2026

Based on Table 1, it can be seen that student learning outcomes have increased in each cycle. In the pre-action stage, the average score of students was 59.25 with a learning completion percentage of 11.11%. After the implementation of educational game media in Cycle I, the average score increased to 67.03 with a completion percentage of 25.92%. In Cycle II, the average score increased again to 78.14 with a completion percentage of 92.59%.

Discussion

The improvement of student learning outcomes shows that educational game media is able to help students understand IPAS learning materials more effectively. Through game activities, students not only receive information from teachers, but also actively engage in the learning process. Such active involvement provides opportunities for students to build an understanding of the concepts learned through hands-on learning experiences.

The use of educational game media also creates a more enjoyable learning atmosphere so that students become more enthusiastic about learning. Learning activities carried out in groups encourage students to discuss, collaborate, and exchange opinions in completing the

assigned tasks. This condition has a positive impact on improving students' understanding of concepts and learning outcomes.

The findings of this study are in line with the theory of constructivism which emphasizes that knowledge is actively constructed by students through learning experiences. The results of this study also support previous research that showed that the use of educational games can increase the motivation, activeness, and learning outcomes of elementary school students.

Thus, educational game media can be used as an effective alternative learning media to improve student learning outcomes in science subjects.

Conclusion

Based on the results of the research that has been carried out, it can be concluded that the application of educational game media in social studies learning can improve the learning outcomes of grade IV students of SD GMT Betun III. This is shown by the increase in the average score of students from 59.25 in the pre-action stage to 67.03 in Cycle I and increased to 78.14 in Cycle II. The percentage of student learning completeness also increased from 11.11% to 25.92% and reached 92.59% in Cycle II. Thus, educational game media is effectively used to improve student learning outcomes in science learning.

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