



Word Guessing Game Learning Media Norm Material Improves Student Learning Outcomes

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ABSTRAK

Media yang digunakan kurang efektif dalam kegiatan pembelajaran berpengaruh terhadap hasil belajar. Berdasarkan hal tersebut tujuan penelitian ini yaitu mengembangkan media pembelajaran Media Pembelajaran Word Guessing Game yang dapat meningkatkan hasil belajar siswa kelas V SD. Penelitian ini merupakan penelitian pengembangan. Model yang digunakan untuk mengembangkan media yaitu ADDIE. Subjek penelitian ini melibatkan 1 (satu) orang ahli isi/materi pembelajaran, 1 (satu) orang ahli media pembelajaran. Subjek uji coba penelitian ini yaitu dibagi menjadi 2 kelompok, yaitu kelompok siswa kecil berjumlah 6 siswa, kelompok siswa besar kelompok yang berjumlah 26 siswa. Metode yang digunakan untuk mengumpulkan data yaitu observasi, wawancara, kuesioner, dan tes. Instrumen pengumpulan data yaitu lembar kuesioner dan tes. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif dan kuantitatif, N-gain digunakan untuk menguji keefektifan media pembelajaran. Hasil penelitian menunjukkan bahwa kualitas produk termasuk dalam kriteria sangat layak dengan skor yang diperoleh dari ahli media 88,5 dan ahli materi 92,5. Media yang dikembangkan memenuhi kriteria praktis dengan perolehan skor rata-rata angket respon siswa dengan persentase 100%. Media memenuhi kriteria cukup layak dengan perolehan skor rata-rata hasil post tes siswa sebesar 85 dengan persentase ketuntasan 100%. Disimpulkan bahwa Media Pembelajaran Word Guessing Game dapat meningkatkan hasil belajar siswa kelas V SD.

ABSTRACT

The media used is less effective in learning activities and influences learning outcomes. Based on this, this research aims to develop a learning media platform, Word Guessing Game Learning Media, which can improve the learning outcomes of fifth-grade elementary school students. This research is development research. The model used to develop media is ADDIE. The subject of this research involved 1 (one) learning content/material expert 1 (one) learning media expert. The test subjects for this research were divided into 2 groups: a small group of 6 students and a large group of 26 students. The methods used to collect data are observation, interviews, questionnaires, and tests. Data collection instruments are questionnaire sheets and tests. The techniques used to analyze data are qualitative and quantitative descriptive analysis, and N-gain is used to test the effectiveness of learning media. The research results show that product quality is included in the very appropriate criteria, with a score obtained from media experts of 88.5 and material experts of 92.5. The media developed meets practical criteria by obtaining an average score on the student response questionnaire with a percentage of 100%. The media meets the criteria of being quite decent, with an average score obtained from student post-test results of 85 with a completion percentage of 100%. It was concluded that the Word Guessing Game learning media could improve the learning outcomes of fifth-grade elementary school students.

1. INTRODUCTION

Education is a process that cannot be separated from the human being who is the object of the educational effort itself. The importance of education for society is illustrated by the role played by educational activities in a person's development (Karadag et al., 2021; Rusmini et al., 2021). Education is a preventive vehicle because, through education, a new, better generation will be formed (Chandra, 2021; Huang et al., 2021). With superior education in terms of creativity, it is hoped to have a good impact. The learning process is an activity between teachers and students to achieve learning goals (Haryati et al., 2021;

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Shambour & Abu-Hashem, 2021; Tika & Agustiana, 2021). The teacher largely determines whether or not the learning objectives are achieved. This is because teachers do not just convey learning but can guide students to grow and develop each other, both attitudinally, physically, and psychologically (Juanda et al., 2021; Pressley, 2021). Educators must create a pleasant learning environment during lesson planning to prevent students from becoming disinterested in learning (Jansen & Möller, 2022; Nugraheni et al., 2021). Teachers must understand the implementation of good learning activities to facilitate students' learning, especially in Pancasila Education. Pancasila education is an integral part of the national education system. Therefore, citizenship education is realized in the curriculum and learning at all educational pathways and levels (Humaeroh & Dewi, 2021; Parawangsa et al., 2021). To guarantee its function and role in achieving national education goals, Pancasila Education is designed, developed, implemented, and evaluated to realize national education goals. These three things are the basis and framework for understanding the profile of Pancasila Education (Mahyuddin & Isratati, 2023; Salsabila et al., 2023). The Pancasila Education Process can empower and develop students in the sense that the process and results of education must be able to make it easier for students to carry out the learning process to broaden their horizons (learning to know), learn to build the ability to do (learning to do), learn to live and live (learning to be) and learn to live together. In the context of nation and character development, Pancasila education broadly has a very important position, function, and role (Apriyani et al., 2022; Susetyo et al., 2018). Pancasila education is a form of character education developed systematically and systematically (Mahyuddin & Isratati, 2023; Salsabila et al., 2023).

Character is very important, especially for Indonesian people. The Indonesian nation's character is starting to fade along with the times (Permatasari et al., 2021; Suriadi et al., 2021). This is shown by previous research findings, which state that many students still have bad character, shown by negative behavior (Istianah et al., 2021; Sianturi & Dewi, 2021). Other research also reveals that students' lack of character is caused by teachers who do not instill positive values in learning activities (Apriliyani et al., 2021; Saidah et al., 2021). Other research also reveals that the lack of learning media is an obstacle to supporting student character formation (Hidayah et al., 2019; Permana, 2021). In citizenship education, other subjects, such as social sciences and religion, build and support character values. Every lesson requires maximum use of media. Similar problems also occurred at SD Negeri 02 Trisobo, as seen from the interviews and observations conducted by researchers in class V of SD Negeri 02 Trisobo. The results of interviews with teachers and students regarding the obstacles that exist during learning Pancasila Education are that schools have problems with the lack of appropriate learning resources for students. The school only provides the Pancasila Education package book, which not all students have. The teacher delivers material taken from YouTube videos. However, this still has little impact on students. Students tend to feel bored and sleepy if they are only given a short explanation and watch videos on YouTube. This kind of lack of student interest in learning ultimately affects learning outcomes.

The solution to this problem is to develop learning media that can support student learning activities. Teachers must have skills in selecting or creating learning media so that learning is no longer teacher-centered and students can be more active with the presence of learning media (Heryandi & Nur'aini, 2022; Premana et al., 2021). Student activity can also occur if the teacher correctly determines what will be learned in class. Learning media can influence student learning outcomes (Pebriyanti et al., 2021; Sari & Harjono, 2021). Learning media can help convey messages and information, improving learning activities' processes and results. That way, learning objectives can be achieved (Mujahadah et al., 2021; Zulfantry et al., 2021). One media that can be used in learning is the Word Guessing Game Learning Media. Interactive learning media is created as an intermediary between teachers and students to make delivering material easier. Guess the Word Game is a word guessing game similar to crossword puzzles as a learning medium because crossword puzzles can make students active, help students to think independently, sharpen students' memory, and help students learn to work together.

Previous research findings state that using learning media in the classroom can inspire students to learn, spark interest, and generate new desires (Fathoni & Surjono, 2022; Ode et al., 2021; Sudana et al., 2021). Other research findings also reveal that learning media can foster new interests and desires, generate motivation, and even psychologically impact learning when used in the teaching and learning process (Ariyani & Ganing, 2021; Handayani, 2021). However, there has been no study regarding the Word Guessing Game Learning Media. Interactive learning media such as Guess the Word Game can be a solution to dealing with existing problems. The advantage of this media is that using the Word Guessing Game learning media will increase efficiency and the aesthetic appeal of learning. Based on this, this research aims to develop word guessing game learning media with Norma material to improve student learning outcomes.

2. METHODS

This research is development research or Research and Development (R&D). ADDIE is the model used to develop learning media for word guessing games on Norma material. The ADDIE model is an abbreviation for Analysis, Design, Development, Implementation, and Evaluation developed by Rober Maribe Branch (Sugiono, 2015). The first stage was analysis, which included analysis of Pancasila Education learning activities on Basic Competency Norms, which became the point of finding problems. The second stage is design, which is designing or designing a product to be developed. This stage involves various considerations, such as student needs, learning resources, and school conditions. The next stage is development, which is carried out by directly realizing the product that has been completely designed previously while assessing the product from the appropriate experts. The fourth stage is implementation. At this implementation stage, products completed and passed assessments by experts are tested directly on users, namely teachers and students. The activity aims to determine how teachers and students respond to product use. The final stage is the evaluation stage. This stage is carried out to determine whether the product being developed is suitable for use and can meet needs such as improving student learning outcomes.

This research was carried out at SD Negeri 02 Trisobo Kendal. The subject of this research used a triangulation validation technique involving 1 (one) content/learning material expert and 1 (one) learning media expert. The test subjects for this research were divided into 2 groups: a small group of 6 students and a large group of 26 students. The methods used to collect data are observation, interviews, questionnaires, and tests. Observation and interview methods are used to collect data regarding problems in the field. The questionnaire method was used to collect data regarding the validity of the Norm material's word guessing game learning media. The test method is used to collect data in the form of student learning outcomes after using the word guessing game learning media in the Norm material. The instruments used to collect data were questionnaires and tests. The questionnaire grid is presented in Tables Table 1, Table 2, and Table 3.

Table 1. Feasibility Instrument Grid by Material Expert

Aspects	Indicator
Presentation aspect	1. Completeness of material identity in the media 2. Presentation of material in accordance with existing CP 3. Coverage of material in accordance with the material sequence 4. The suitability of the evaluation of the material in the level of difficulty that In accordance with development
Language aspect	1. Use of language that is appropriate, clear, yet simple and easy to understand 2. The language used is communicative and informative 3. Use of language that is in accordance with PUEBI

Table 2. Feasibility Instrument Grid by Media Experts

Aspects	Indicator
Media display aspect	1.Suitability of font size and typeface used 2.Book cover layout or design 3.Layout of each component 4. Presentation of material that is in accordance with learning outcomes and the language used is easy for you to understand 5.The illustrations and materials used can be conveyed well
Software engineering aspects	1.Effective and efficient use of media 2.Media builds enthusiasm and motivation to learn 3.Simple and easy to understand usage 4.Comes with instructions

Table 3. Teacher Response Instrument Grid on Word Guessing Game Learning Media

Aspects	Indicator
Feasibility aspects of material coverage	1. Media suitability to material demands 2. The material is arranged systematically and is easy to understand 3. Concepts on material presented in the media interesting and does not cause much interpretation
Linguistic aspects	1. Use of easy-to-understand language and PUEBI compliant

Aspects	Indicator
Software engineering aspects	1. Easy operation or use of media with instructions 2. The use of media is efficient and helps solve problems

The techniques used to analyze the data are qualitative and quantitative descriptive analysis. Qualitative descriptive analysis is used to manage data from input provided by experts, teachers, and students regarding the learning media for word guessing games in the Norm material. Quantitative descriptive analysis is used to manage data in the form of scores given by experts, teachers, and students regarding the word guessing game learning media in the Norm material. N-gain is used to test the effectiveness of the word guessing game learning media in Norma material in improving student learning outcomes.

3. RESULT AND DISCUSSION

Results

This research activity resulted in the researcher developing a learning media product, the Word Guessing Game. Researchers chose the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model as the research stage. First, namely, analysis. The activity carried out analyzes the initial situation of the school, which is the object of research. Interviews were conducted with the class V homeroom teacher and several class V students at SDN 02 Trisobo. Apart from that, at the analysis stage, observations were also carried out on how the teaching and learning activities of Pancasila Education subjects were carried out in the classroom. The results of this activity found that schools still do not have books that are adequate material sources. The teacher chose to make a YouTube video to convey the material to students. For some students, this is fun at first, but over time, it makes them bored and sleepy, ultimately affecting student learning outcomes. So, learning media is needed to balance students' needs and learning styles. Making the Guess the Word Game learning media innovation a matter of consideration as a solution to existing problems.

Second, design. At this design stage, after analyzing the problems that occur, the activities carried out are designing how the learning media that will be developed begins to be created. The Guess the Word Game learning media is designed to have quite an attractive appearance. The concept of the Word Guessing Game learning media can be said to be almost similar to PowerPoint. However, this media is made in more detail according to student needs. The style of delivering material in this media is equipped with moving images and unique sounds that are able to attract students' attention. Third, development. At this stage, the Guess the Word Game learning media was developed according to the design previously created. The Guess the Word Game is equipped with a word guessing game. In this game, students can participate in playing. The appearance of this game is that there will be random columns (side-descending), and additional questions will also be presented. Having games like this that directly involve students can help them become more interested in learning, which is expected to make students understand the material better and be able to have an increased influence on their learning outcomes. The image is entered into the text box, and the caption image is placed below the image. Figure captions are numbered, and the figures must be referenced in the text. Image captions begin with capital letters. Image captions that contain more than one line are written using 1 space. Images are drawn with a line width of 1 pt and must have good contrast quality. The results of media development are presented in Figure 1.

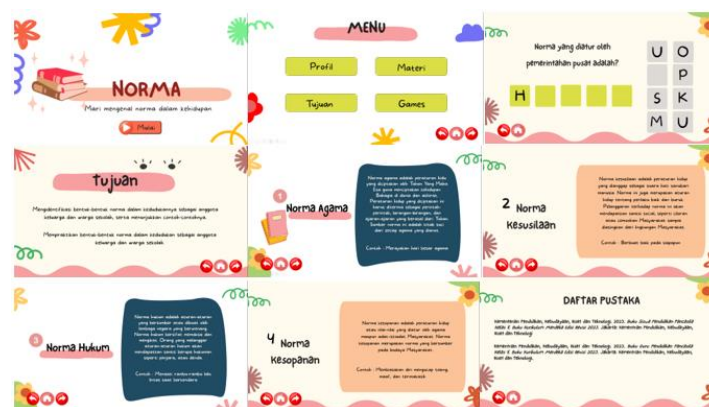


Figure 1. Word Guessing Game Learning Media

The Word Guessing Game learning media was then tested for validity by experts. The results of data analysis show that the material expert's assessment can be concluded that the Word Guessing Game learning media was assessed from the material presentation aspect with a score of 86 and in the linguistic aspect it received a score of 12, which can be said to be very feasible with a percentage of 92.5%. The average assessment given by learning material experts is 92.5, resulting in very good qualifications. The results of the media expert's assessment can be concluded that the Word Guessing Game learning media was assessed from the material presentation aspect with a score of 82 and in the software engineering aspect it received a score of 82. A score of 14 can be said to be very feasible with a percentage of 88.5% so that it gets a very good qualification. The assessment results are presented in [Table 4](#).

Table 4. Feasibility Test Results for Word Guessing Game Learning Media by Experts

No	Expert	Assessment Aspect	Score Maximum	Score Retrieved	Percentase	Kriteria
1	Learning materials	Aspects of material presentation	88	86	98%	Very Valuable
		Language aspect	12	12	100%	Very Valuable
		Total	100	98	92,5%	Very Valuable
2	Instructional Media	Aspects of media display	84	82	98%	Very Valuable
		Engineering aspects	16	14	90%	Very Valuable
		Total	100	96	88,5%	Very Valuable

Fourth is implementation. This stage is the next stage of product development. At this stage, the Guess the Word Game learning media began to be tested directly on users, namely teachers and students. This aims to find out how teachers and students respond to the Word Guessing Game learning media product when used in Pancasila Education learning activities on Norm material. In this process, trials were carried out twice, with the first trial being a small-scale trial and a large-scale trial. In this small-scale trial, the researcher chose 6 students to take part in learning using the Word Guessing Game learning media. Then, for a large-scale trial, all class V students at SDN 02 Trisobo took part in learning using the Word Guessing Game learning media. The results of small-scale trials responding to the Word Guessing Game learning media are presented in [Table 5](#).

Table 5. Results of Small Scale Trials Responding to the Word Guessing Game Learning Media

User	Max Score	Score Obtained	Presented	Criterion
Teacher	40	38	98%	Very Worth It
Student	40	32	88%	Very Worth It

Based on the results of teacher and student responses in small-scale trials, namely with scores of 98% and 88%, it can be concluded that the Word Guessing Game learning media is very suitable for use. However, the teacher still provides input by providing revisions to the "Menu" section which is felt to be lacking in adding elements that attract students' attention. Therefore, a product revision was carried out. Based on the results of the responses of teachers and also a number of students in this small-scale product trial, it can be concluded that the entire learning media of Guess the Word Game in Pancasila Education learning is very suitable to be used as an alternative in teaching and learning.

The final stage is the evaluation or evaluation stage. At this stage, the Word Guessing Game learning media was carried out to determine whether class V students' learning outcomes at SDN 02 Trisobo could be improved by inviting them to do a pretest and posttest. The results of data analysis show that learning outcomes in small-scale trials have increased, and learning completion has increased by 57.1%. The results of large-scale trials showed an increase in learning completeness by 70%. Next, an N-gain test is carried out after all the test data has been processed and appropriate results are obtained. The N-gain test was carried out to see differences and ensure that student learning outcomes had improved, starting before using the Word Guessing Game learning media by looking at the pretest and posttest results. The results of data processing in the \rightarrow N-gain test are presented in [Table 6](#).

Table 6. N-Gain Test Results Student Learning Results on Pretest and Posttest

Activities	Action	Many Student	Average	Average Sort	Nilai <i>N-gain</i>	Criterion
Small-Scale Product Trials	<i>Pretest</i>	6	65.29			
	<i>Posttest</i>	6	85.75	20	0,5909	Keep
Product Trials Large-scale	<i>Pretest</i>	26	58.75	50	0,5133	Keep
	<i>Posttest</i>	26	89.75			

Based on the results of the N-gain test, the small scale got a value of 0.876 and the large scale got 0.725 with the "High" criteria. So with this the Word Guessing Game learning media can be said to be completely "Very Appropriate" for use in learning Norms in Pancasila Education lessons in class V SDN 02 Trisobo.

Discussion

The results of the data analysis state that the Guess the Word Game learning media has very good qualifications, so it is suitable for use in learning. This is caused by several factors, namely as follows. First, the Guess the Word Game learning media is suitable for use in learning because it can improve student learning outcomes. With the development of new learning media, namely the Word Guessing Game, learning can be more varied and fun, ultimately improving student learning outcomes. The Guess the Word Game learning media was created according to students' needs. This media is designed with many moving animated images and attractive color displays accompanied by sounds that can make students interested and enthusiastic (Fitri Zalukhu et al., 2023; Mustari & Sari, 2017). This media is also made offline, making it easier for teachers to use it at any time because it does not require an internet connection. Teachers and students can also access it on laptops and cell phones. This will facilitate learning activities (Syofiani et al., 2019; Wingga Pratami et al., 2019). Choosing the right media is crucial to achieving the desired learning objectives (Harmonis et al., 2022; Heryandi & Nur'aini, 2022). This is what causes the use of Guess the Word Game learning media to improve student learning outcomes.

Second, the Guess the Word Game learning media is suitable for learning because it makes learning easier for students. Guess the Word Game learning media supports learning to improve students' understanding. The cognitive function helps understand information through images, the attention function directs students' attention, and the compensatory function directs students' attention. helping students in reading (Faradisha & Ambara, 2022; Ihzani & Wulandari, 2022; Sukmawati et al., 2022). Apart from that, learning media can help teachers explain the material to be presented (Gusnira & Wikarya, 2022; Harmonis et al., 2022). Today's children almost all know what technology is almost every day, they use smartphones to watch videos, play games, and so on. Therefore, teachers must be creative and innovative in creating learning media so students do not feel bored (Bakhtiar, 2022; Pamungkas, 2022). Media use is intended to help learning activities be more effective in achieving goals and efficient in terms of energy, time, and costs (Fitri Zalukhu et al., 2023; Mustari & Sari, 2017). The Guess the Word Game learning media presents creative Pancasila education material to give students an interesting and enjoyable learning experience. Therefore, this media can make it easier for students to learn.

Third, the Guess the Word Game learning media is suitable for learning because it can increase students' motivation. The Guess the Word Game learning media is also designed with a colorful background so students do not get sleepy and bored easily. This media can also be considered worthy of being seen from several aspects, such as the aspect of its attractive appearance, the aspect of the material contained in the media, and then the aspect of the language used. This is not only from several aspects, but the development of this media pays great attention to detail. For example, the shape, size, and color of the letters. Learning using the Word Guessing Game learning media can ultimately help increase students' learning motivation because if learning to eat is fun, students will also be easily motivated to learn (Antara & Dewantara, 2022; Fathimah & Ishartiwi, 2018). Therefore, it is recommended that this learning media be used in learning activities because it greatly influences student learning outcomes. Having this learning media will help both teachers deliver material and students receive material in learning (Murtono & Utaminingsih, 2019; Zamani, 2021).

Previous research findings state that learning media can help increase students' enthusiasm for learning (Izzati et al., 2017; Maulani et al., 2022; Rambe & Riska, 2023). Other research also states that learning media can help improve student learning outcomes (Lia et al., 2023; Wardana & Sagoro, 2019). It can be concluded that the Guess the Word Game learning media is suitable for learning because it makes learning easier for students. The advantage of the Guess the Word Game learning media is that it can be

used individually or in groups anywhere and at any time. The Guess the Word Game media is very helpful, with button features and instructions that are very easy to understand. Apart from that, Guess the Word Game can also sharpen brain abilities and increase knowledge. To use the Guess the Word Game, you are required to think and remember the knowledge you already know. The limitation of this research is that the Guess the Word Game learning media developed is intended only for elementary school students. The research implies that the developed Guess the Word Game learning media can be used in learning. Learning media can help teachers during the learning process. In addition, it can help students to achieve learning goals.

4. CONCLUSION

The results of the data analysis show that the IT learning media is Word Guessing Game. The Word Guessing Game learning media was declared very suitable for use as a learning tool on Pancasila Educational Norms material. The Guess the Word game was also declared feasible by two experts: a material expert and a media expert. Apart from that, the Word Guessing Game learning media was also declared suitable by teachers and students who have used it directly and positively influenced student learning outcomes. The results of the N-gain test showed that the Word Guessing Game learning media also obtained a very good score. It was concluded that the Word Guessing Game learning media could improve student learning outcomes.

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