The Effectiveness of the *Nobangan* Learning Model Based on the Traditional *Kaili Tribe* Game on Students' Learning Interest

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A B S T R A K

Pembelajaran monoton yang dilakukan guru berdampak pada rendahnya minat belajar siswa. Siswa menjadi acuh dan tidak partisipatif mengikuti proses pembelajaran. Penelitian ini bertujuan untuk menganalisis keefektifan model pembelajaran Nobangan berbasis permainan tradisional suku Kaili terhadap minat belajar siswa kelas VI SD. Penelitian ini menggunakan metode Quasi Experiment dengan Nonequivalent Control Group Design. Populasi dan sampel dalam penelitian ini berjumlah 17 siswa kelas VI SD. Metode pengumpulan data menggunakan teknik angket. Instrumen pengumpulan data berupa angket untuk mengukur minat belajar siswa. Analisis data menggunakan uji t sampel berpasangan. Berdasarkan hasil penelitian menunjukkan bahwa model pembelajaran Nobangan efektif digunakan dalam meningkatkan minat belajar siswa. Sehingga dapat disimpulkan bahwa model pembelajaran Nobangan berbasis permainan tradisional suku Kaili efektif digunakan untuk meningkatkan minat belajar siswa. Model pembelajaran nobangan merupakan model pembelajaran yang diawali dengan mencari informasi dari materi atau gambar yang diberikan guru kemudian memperkuat penguasaan materi dengan tugas membuat tanya jawab. Di akhir pelajaran, informasi yang telah diperoleh diingat kembali melalui permainan nobangan.

A B S T R A C T

The monotonous learning done by the teacher affects the students' low interest in learning. Students become indifferent and not diligent in following the learning process. This study aims to analyze the effectiveness of the Nobangan learning model based on the traditional game of the Kaili tribe on interest in learning in sixth grade elementary school students. This research uses Quasi Experiment method with Nonequivalent Control Group Design. The population and sample in this study amounted to 17 grade VI elementary school students. The data collection method used a questionnaire technique. The instrument of data collection was in the form of a questionnaire measuring students' interest in learning. Data analysis used paired sample t-test. Based on the results of the study showed that the Nobangan learning model was effectively used in increasing student interest in learning. So it can be concluded that the Nobangan learning model based on the traditional game of the Kaili tribe is effectively used to increase student interest in learning. The nobangan learning model is a learning model that begins with seeking information from the material or pictures that the teacher provides and then strengthens mastery of the material with the task of making questions and answers. At the end of the lesson, the information that has been obtained is recalled through the game of nobangan.

1. INTRODUCTION

Interest in learning is one of the most important factors for the success of learning that students have or is a person's tendency towards something he wants and creates a sense of pleasure for something and can arouse feelings of curiosity, understanding and give pleasure and enjoyment (Akmal, 2020; Azizah et al., 2021). Interest arises from within the students themselves. Factors from outside the interest in learning are how the teacher teaches. The teacher has a role in the interaction process because the teacher

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will transfer knowledge to students (Abdillah, 2019; Gultom et al., 2020; Pratiwi, 2017). The teacher's role is very important to foster student interest in learning, one of which is by teaching in a fun way, providing constructive motivation (Yunitasari & Hanifah, 2020). A great interest in something is a significant capital to achieve/obtain the object or goal of interest (Abduh, 2017; Putri & Isnani, 2015; Yus, 2013). Activities that are of interest to students will be considered continuously until they reach their goals. Learning with the interest of students the results are better than without interest (Arlianty, 2017; Farhurohman, 2017). Interest-based motivation has a beneficial effect on both the learning process and learning outcomes (Krapp, 1999; Trismayanti, 2019). Fun learning is learning where the learning process takes place in an impressive and meaningful atmosphere. A fun and memorable learning atmosphere will attract students to be actively involved, so that learning objectives can be achieved optimally. Fun learning or cheerful learning has the characteristics of students understanding the material presented, utilizing existing media, using real examples, being on time, enforcing learning rules, attracting attention, not being serious, there is always an interlude of humor, fostering enthusiasm for learning, easy and close communication (Mulyadi, 2017), students free to express opinions, humble, foster self-expression, give assignments that pay attention to abilities, not boring, not boring, not confusing, not long-winded (Astriya & Kuntoro, 2015). Conducive learning design will provide freedom to express ideas and self-study motivation (Trinova, 2012). Interest in learning is a feeling to like or also be interested in something and learning activities without anyone telling them to learn (Aypay, 2016; Saputra & Ekawati, 2017). Interest in learning is the interest and pleasure of students to learn. This is a motivating factor for students in learning. Students with high learning interest can support the learning process that affects the achievement of learning outcomes (Laela & Ema, 2019; Yunitasari & Hanifah, 2020). Students' interests can affect their achievement. Students who have high interest try to pursue knowledge more than those who have low interest. They tend to be more attentive in learning lessons and tend to do something (Arlianty, 2017; Utami & Nur, 2021; Yunita & Jumiyanti, 2020). According to Silvia, through interest in learning, it can create attention, facilitate concentration, prevent distraction, strengthen attachment to learning materials, and reduce learning boredom (Triarisanti & Purnawarman, 2019). The pleasant learning conditions are not seen in SD Inpres Binanngga. The results of observations made in the learning process at SD Inpres Binanngga obtained problems related to student interest in learning. Student interest in learning is still relatively low. In general, there are still many students who are indifferent when the teacher explains the learning material. Students do not take notes well what the teacher explains. They tend to be noisy when the teacher explains but are silent when asked to answer questions. In addition, students are also less diligent in learning, and students prefer to rely on their friends in doing assignments. When given an assignment, many of the students did not collect or collect their assignments but passed the deadline given by the teacher. When interviewing students, information was obtained that the teacher's learning tends to be monotonous. The teacher explains the material, then the students are asked to do the assignment. This kind of learning is not fun for students. If this condition continues, it will result in the acquisition of student achievement. Students will get low learning achievement.

One of the game-based learning models that can be used to increase student interest in learning is the traditional game-based model. According to research conducted by previous researcher it was found that traditional games allow active participation of students to learn and can provide direct feedback and make students enthusiastic in learning (Khodijah et al., 2018). In this study, the researchers chose a learning model based on the traditional game of the kaili tribe, namely the nobangan learning model. The nobangan learning model is a learning model that begins with seeking information from the material or images that the teacher provides and then strengthens mastery of the material with the task of making questions and answers. At the end of the lesson, the information that has been obtained is recalled through the game. It is aso supported by other previous study that found nobangan learning model can instill cultural values such as dexterity, accuracy, tenacity, and sportsmanship as well as creativity. The Nobangan Learning Model has several advantages, namely: (1) The existence of fun and not boring learning because students can learn in the classroom and play outside the classroom. (2) Establish a warm and friendly relationship between teachers and students. (3) Students have many opportunities to express pleasant emotional experiences. (4) Instilling the nature of responsibility, discipline, carefulness and critical thinking in students. (5) Foster a sense of competition when participating in the nobangan game in students. (6) You can directly find out how the level of students' understanding of the learning material that has been explained by the teacher through the nobangan game. (7) Growing the value of students' creative character because it can foster student curiosity, a sense of beauty, imagination and the courage to express their respective opinions (Azizah & Regita, 2021). By learning using the game of nobangan in the learning class, it will be fun and not monotonous or boring. In addition, students will have creative values which are reflected through students knowing traditional games and the emergence of curiosity about learning materials, a sense of beauty, imagination and being able to express students' opinions or

ideas about the knowledge they get during the learning process in the classroom (Maulana et al., 2021; Zafirah et al., 2018). So that in the end it can increase student interest and achievement. Based on the description of the problems above, a learning model is needed that can increase students' interest in learning in the learning process. The right solution to increase interest in learning in class VI SD Inpres Binanngga is to use the Nobangan Learning Model. Based on this background, to foster interest in learning in students, a traditional game model of the Kaili tribe can be used, namely the Nobangan learning model. So the researchers conducted a study with the aim to analyse the effectiveness of the Nobangan learning model based on the traditional game of the Kaili tribe in increasing interest in learning in class VI SD Inpres Binangga.

2. METHOD

This research is a quantitative research with the type of experimental research. The type of experimental research used in this study is a quasi-experimental design. The research design used in this study is the Nonequivalent Control Group Design. In this research design, there are two groups, namely the experimental class and the control class. The group was given a pretest to determine the initial state. The experimental class was given treatment using the Nobangan learning model and the control class using the conventional learning model. The research design is shown in Table 1.

Table 1. Research Design Non Equivalent Control Group Design

Group	Prestest	Treatment/perlakuan	Postest
Control	O1	X1	O2
Experiment	O3	X2	O4

(Sugiyono, 2019)

Based on Table 1 show that this research uses non-probability sampling technique with saturated sampling type. Saturated sampling is a sampling technique when all members of the population are used as samples. The number of samples is 17 students. The research instrument used was a student learning interest questionnaire. Before using the instrument, the validity of the instrument was first tested. The instrument was validated with construct validity and empirical validity. After the instrument is declared valid by expert judgment, then empirical validity is carried out. Empirical validity through instrument testing. The instrument trial was carried out at SDN 1 Binanngga with a sample of 22 people. The analysis of the instrument uses a validity test with the Product Moment Correlation formula and a reliability test with Cronbach's alpha formula. Based on this analysis, the number of questionnaire statements that were declared valid and reliable were 12 statements. The grid is as follows: The indicators of feeling happy are 3 numbers, student involvement is 3 numbers, interest is 4 numbers and attention is 2 numbers. The data analysis technique used in this research is descriptive technique and inferential data analysis technique. Description analysis is used to describe the results of the achievement criteria for indicators of student interest in learning with standard calculation criteria. The criteria are very good, good, not good, not good, and very bad. Inferential analysis was used to analyze the sample data and the results were applied to the population. Inferential analysis using paired samples test with the help of a computer program IBM SPSS version 25 For Windows.

3. RESULT AND DISCUSSION

Result

Based on the qualitative and quantitative data analysis described above, the results of the descriptive analysis of student interest in learning are presented in Table 2.

Table 2. Results of Quantitative Descriptive Analysis of Student Interest in Learning

Statistic	Control Class		Experiment Class	
Description	*Pre-Test*	*Pos-Test*	*Pre-Test*	*Pos-Test*
Subject	8	8	9	9
Lowest Value	65	73	77	87
The highest score	87	90	92	95
Average value	81	87	86	92
Standard Deviation	4,375	3,295	3,468	1,581

The table above shows that the average value of the pretest in the control class is 81 and the experimental class is 86. The average posttest score in the control class is 87 and the experimental class is 92. These data show an increase in student interest in learning after the treatment of the learning model. nobang. The results of the qualitative descriptive analysis are shown in Table 3.

Table 3. The results of the Descriptive Analysis of Students' Interest in Learning

No	Interest Indicator	Pretest		Postest	
		Exp. Class	Control Class	Exp. Class	Control Class
1.	Feeling happy	Very good	Very good	Very good	Very good
2.	Student Engagement	Very good	Good	Very good	Very good
3.	Interest	Very good	Good	Very good	Very good
4.	Attention	Very good	Good	Very good	Very good

The data in Table 3 shows that students' interest in learning in the pre-test or before being given treatment in the experimental class has "very good" criteria on 3 indicators and "good" criteria on 1 indicator. Meanwhile, the pre-test score for the control class had "very good" criteria on 1 indicator and "good" criteria on 3 indicators. After giving the treatment, the criteria of "very good" were obtained for all indicators in both the experimental class and the control class. Furthermore, from the descriptive results, the next step is to test the hypothesis prerequisites. Prerequisite tests include tests for normality and homogeneity of data in the experimental class and control class. The results of the normality test and homogeneity test are presented in the Table 4.

Table 4. Normality Test Results of Pre-Test Data for Experiment and Control Class

Varians	Class	Kolmogrov-Smirnov		
		Statistics	Df	Sig
Interest to learn	Pre-Test Experiment	0.240	9	0.412
	Pre-Test Control	0.216	8	0,200

Based on the table above, the results of the data normality test using liliefors (kolmogrov-smirnov) have a sig value > 0.05. It can be seen that the pre-test value of the experimental class is (0.142>0.05), and the pre-test value of the control class is (0.200>0.05). So it can be concluded that all data are normally distributed. These results indicate that the conditions for normality are met, so that the analysis can be continued. Next, the results of homogeneity of pre-test data for experiment and control class is shown in Table 5.

Table 5. Results of Homogeneity of Pre-test Data for Experiment and Control Class

Student Interests	Levene Statistic	df 1	df 2	Sig
Based on Mean	3.292	1	15	0.090

Based on Table 5 show the data can be said to be homogeneous if the value of sig> 0.05. The table above shows the sig based on mean value is 0.090 where the value is 0.090 > 0.05. So it can be concluded that the pre-test data of the experimental class and the control class are both homogeneous. After the data is declared to be included in the test requirements for normality and homogeneity, then the next step is to test the hypothesis. The results of hypothesis testing can be seen in Table 6.

Table 6. Test Results Paired sample T Test

	Statistic	Mean	Std. Devi ation	Std. Error Mean	5% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test experimental class Post-test experimental class	-3.778	2.863	0.954	-5.978	-1.577	-3.959	8	0.004
Pair 2	Pre-test control class Post-test control class	-3.500	2.330	0.824	-5.448	-1.552	-4.249	7	0.004

Based on the Table 6, there is a significant value for the paired sample t test, which is 0.004. Because the significant value of t-test < 0.05 (0.004 < 0.05) then Ha is accepted and Ho is rejected. So it can be concluded that the nobangan learning model based on the traditional game of the Kaili tribe is effectively used to increase student interest in learning in class VI SD Inpres Binangga. The treatment used in the experimental class is using the Nobangan learning model based on the traditional game of the Kaili Tribe. This learning model is carried out in two places, namely, when collecting information on learning materials the researcher does it in the classroom, and when the Nobangan game is carried out outside the classroom. The researcher gave treatment to the experimental class in two meetings. After giving treatment, the researcher gave a Post-test questionnaire of student interest in learning and obtained an average of 92.2 with the achievement of criteria from 4 indicators of student interest in learning, namely, 4 indicators with "good" criteria, which means all indicators fall into the "very good" criteria.   In the learning process in the control class using the conventional learning model as the learning model used by the sixth grade teacher of SD Inpres Binangga. In the treatment process using conventional learning models, researchers provide material with the lecture method and students listen to the explanation of the material, then students work on the questions on the student worksheets. The treatment was given to the control class in two meetings. After being given treatment in two meetings, the research distributed a Post-test questionnaire of students' interest in learning in the control class and obtained an average of 86.7 with the achievement of criteria from 4 indicators of student interest in learning, namely, 4 indicators with the criteria of "good" which means all indicators fall into the "very good" criteria. Based on the results of calculations using the Paired sample T Test, obtained a significant value of 0.004 <0.05 so that it accepts the Ha hypothesis, namely, the Nobangan learning model is effective in increasing student interest in learning and rejects the Ho hypothesis, namely, the Nobangan learning model is not effective in increasing student learning interest. So it can be concluded that the Nobangan learning model based on the traditional game of the Kaili tribe is effectively used in increasing student interest in learning in class VI SD Inpres Binangga.

Discussion

The Nobangan learning model is a learning model that begins with seeking information from the material or images that the teacher provides and then strengthens mastery of the material with the task of making questions and answers (Azizah et al., 2020). At the end of the lesson, the information that has been obtained is recalled through the game. Every student who successfully throws the candlenut bet until the candlenut bet comes out of the circle that has been prepared will get a question from the teacher regarding the material that has been explained in class learning. The stage of the candlenut throwing game or the nobangan game is the core of the nobangan learning model because through the nobangan game the teacher can find out the extent to which students understand the given learning material. The nobangan learning model can be implemented in two places, namely the learning stage in the classroom and the game stage outside the classroom. Based on the research that has been done on the Nobangan game, students in each group will collect as many score points as possible. At the end of the game all the scores that have been collected by each group will be counted. The group that manages to collect the most scores will win the Nobangan game. In the Nobangan game, each group cooperates with members of their group to make a trick or method so that the throwing candlenut (pataba) can hit the candlenut bet (pota) in the circle line. By playing in groups, instilling a sense of cooperation in students. Traditional games are played simultaneously or in groups, prioritizing social interaction between students (Nugraha et al., 2018). This Nobangan game can also increase students' interest in learning because there are elements of games and groups in it. Student interest is fully triggered by the peer environment. Peers can provide motivation and a constructive atmosphere if someone is in a group (Saputro & Pardiman, 2012). In this study, the game is used as a method that is considered suitable for the characteristics of students who tend to like playing activities.

So it can be concluded that the Nobangan game can spur skills and increase student interest in learning in solving challenges in the Nobangan game, namely being able to throw candlenut bets (pota) to get out of the circle line so that their group can get a score. This research is a continuation of development research that has been previously developed by previous researcher. The results of the research show that the Nobangan learning model developed is practically used in the learning process and is practical in increasing student interest in learning (Azizah & Rahma, 2021). It is in line with previous study that state game-based learning is an attempt to take advantage of the strengths and useful educational aspects of the game so that students can have a high level of interest, have the motivation to play and continue the game, thus making learning meaningful and interesting. He also add that traditional games implemented in the learning process could increase students' interest and quality (Kickmeier et al., 2011). But there are several shortcomings of the nobangan learning model are as follows: (1) Teachers must prepare learning

carefully, besides that it requires more time, energy and thought. (2) In order for the learning process to run smoothly, adequate facilities, tools and costs are needed. (3) Allows the class to be noisier because of the nobangan game. (4) The time needed in learning will be longer because of its implementation in the classroom and outside the classroom (Asmi et al., 2018; Nasta'in et al., 2021; Rizky & Purnomo, 2021; Syafriadi et al., 2021). In research that has been carried out at SD Inpres Binanngga, the Nobangan learning model really requires the readiness of the teacher, starting from preparing tools and materials, preparing prizes for the winning group, as well as compiling materials and questions on question cards. The teacher must also divide the time in a balanced manner between the division of time in the implementation of learning in the classroom and the implementation of games outside the classroom so that it takes a long time (Effendi & Hartati, 2018). Especially in the learning process during the current pandemic, the allocation of learning time is shortened due to conditions that have not been able to apply the learning process according to the time contained in the curriculum. In this game the teacher must also be able to regulate students to remain disciplined and conditions remain calm, because in the implementation of the game, of course, it can spur students to be noisy and cool to play so that they forget the rules in the Nobangan game. With some of the shortcomings of the Nobangan game, before the teacher applies the Nobangan learning model, the teacher must have careful preparation so that the learning objectives can be achieved properly and maximally. Traditional games which are now starting to disappear can actually be developed by providing games that can stimulate students' interest in learning (Astriya & Kuntoro, 2015; Sukendar et al., 2018). This traditional game-based nobangan game contributes to preserving Indonesian culture, especially the culture of the Kaili tribe (Ainley, 2010; Lestari, 2013) . Through the application of this learning model, students are trained and accustomed to playing traditional games which are currently being eroded by the times.

4. CONCLUSION

Based on the analysis of the results and the discussion that has been carried out, it can be concluded that the Nobangan learning model based on the traditional game of the Kaili tribe is effectively used in increasing student interest in learning. But this learning model requires the readiness of the teacher in the implementation, such as preparing tools and materials, preparing prizes for the winning group, as well as compiling materials and questions on question cards. All preparations are done with the aim that the learning outcomes go well as expected.

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