

IMPROVING STUDENTS' LEARNING OUTCOMES THROUGH THE MEDIA OF SUNDA MANDA TRADITIONAL GAME

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ABSTRACT

This study aimed to improve students' learning outcomes through the media of Sunda Manda game. This study was Classroom Action Research (CAR) based on Kemmis and Mc. Taggart which included two cycles. Each cycle consisted of three meetings with four stages namely planning, implementing, observing, and reflecting. This study was conducted at grade IV elementary school involving 37 students as the research subjects. Data were collected through observation, interview, and documentation. Then, the analysis of the data of this research was conducted by using interviews, questionnaires, and documentation. The result of this study showed an increase in students' learning outcomes. Findings revealed that in Cycle I, 26 students reached the target score with an average of 72.76 (70.27%) for social science and 25 students reached the target score with an average of 73.49 (67.57%) for Bahasa Indonesia. Then, in Cycle II, 34 students reached the target with an average of 80.21 (91.89%) for social science, and 32 students reached the target with an average of 79.51 (86.49%) for Bahasa Indonesia. Furthermore, the average score of the learning outcomes for the affective aspect in Cycle I was 74.38 (61.98%) and it increased to 96 (80.00%) in Cycle II. In addition, the learning outcomes for skills in Cycle I was 51.76 (61.62%) and it increased to 66.84 (79.57%) in cycle II. This research implied that the innovation of media like Sunda Manda traditional game improved the learning outcomes of students at grade IV elementary school. Thus, it was concluded that there was an increase in the students' learning outcomes through the media of Sunda Manda traditional game.

Keywords: *learning outcomes, sunda manda game, visualization auditory kinesthetic*

PENINGKATAN HASIL BELAJAR SISWA DENGAN MEDIA PERMAINAN TRADISIONAL SUNDA MANDA DI SD

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa dengan menggunakan media permainan Sunda Manda. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) dari Kemmis dan Mc. Taggart dengan dua siklus, setiap siklus terdiri dari tiga pertemuan dengan empat tahapan yaitu perencanaan, pelaksanaan, pengamatan, dan refleksi. Penelitian dilakukan di kelas IV SD dengan subjek penelitian 37 siswa. Teknik pengumpulan data adalah observasi, wawancara, dan dokumentasi. Analisis data dalam penelitian ini menggunakan wawancara, angket, dan dokumentasi. Hasil penelitian menunjukkan peningkatan hasil belajar siswa pada ranah pengetahuan pada siklus I jumlah siswa sebanyak 26 siswa dengan rata-rata 72.76 (70.27%), tuntas Muatan Bahasa Indonesia siswa sebanyak 25 siswa dengan rata-rata 73.49 (67.57%) sedangkan pada siklus II siswa IPS yang tuntas sebanyak 34 siswa dengan rata-rata 80.21 (91.89%), pada Mata pelajaran Bahasa Indonesia yang menyelesaikan tugas sebanyak 32 siswa dengan rata-rata 79.51 (86.49%). Hasil belajar ranah sikap pada siklus I dengan rata-rata 74.38 (61.98%) dan siklus II dengan rata-rata 96 (80.00%). Hasil belajar ranah keterampilan pada siklus I dengan rata-rata 51.76 (61.62%) dan siklus II dengan rata-rata 66.84 (79.57%). Implikasi dari penelitian ini adalah siswa kelas IV SD mengalami peningkatan dengan adanya inovasi pada media pembelajaran berupa permainan Sunda Manda. Simpulan dari penelitian ini yakni adanya peningkatan hasil belajar siswa dengan menggunakan media permainan tradisional Sunda Manda

Kata Kunci: *hasil belajar, permainan sunda manda, visualization auditory kinesthetic*

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INTRODUCTION

Curriculum of 2013 has law enforcement in Undang – Undang R1 2003 about National Educational System and PP number 32/2013 about educational system. Elementary education

has guidance in Permendikbud number 64 2013 about Passing Grade Competence Standard. In the curriculum of 2013 has purpose in order to set up the preparation of Republic Indonesia in

improving the ability as individual and Indonesia citizens are believe, being productive, creative, innovative, and being affective and also useful in society life, nation, and world civilization.

The strategy being used in curriculum of 2013 is *scientific approach* which aims at developing the knowledge, skill and student's attitude. Scientific approach has some criteria that are: (a) learning material is based on fact or phenomenon which logically can be explained or certain reasoning; it's not about imagination, legend, or fairy-tale itself, (b) teacher explanation, student response, and teacher-student educative interaction is freely from immediate prejudice, subjective thought or deviate reasoning from plot of logic thought, (c) pushing and giving inspiration to students in order to have critical thought, analytic, and appropriate in identify, understand, solve the problem, and application of learning material, (d) pushing and giving inspiration to students in order for having capability in hypothetic thinking in seeing differences, similarity, and link each other from learning material, (e) pushing and giving inspiration to students in order to understand, apply, and develop the rational, and objective mindset in giving response in learning material, (f) based on concept, theory, and empiric fact which can be responsibility, (g) the aim of learning is formulated in simple and clear, but the presentation system is interesting.

Learning material model which applied in curriculum of 2013 is integrated thematic. Thematic learning is using theme that is linked with some subjects so it gives meaningful experience to students (Hidayani, 2016: 158).

The writer did the research in curriculum of 2013 in the fourth grade. The writer did the observation in the fourth-grade student on December 2020. The writer found some problems in application of curriculum of 2013 that are: (a) learning media is still lack, (b) not applied right learning model yet, (c) teacher centered, (d) student's understanding is still low, (e) the load of social subject, students are having difficulty in memorized the material and Indonesia language subject, the students is still lack in pay attention in the learning process. The study result showed

in the score of midterm test that some students are not passing in the test. From some problems which found by the writer, so the writer gives solution that is improving student learning outcomes by using Sunda Manda game media.

This research is in line with previous research, namely "Application of *Visualization Auditory Kinaesthetic (VAK)* model with Audio Visual Media has been done by Sukron, Suripto, and Wahyudi (2015), Masduki and Kurniasih (2018). While the differences of research which getting done by the writer is learning model and the result of student learning in doing the research. It has same media with previous research but the steps of the Sunda Manda of traditional game are totally different.

Based on the explanation above, so the writer is focus on the result of the student's learning than the content of social subject and Indonesia language subject in the eighth theme that is my living area. This research is using *Visualization Auditory Kinaesthetic (VAK)* which being innovated with Sunda Manda learning media.

THEORETICAL STUDY

Learning outcomes is an outcome which coming from learning process and it's gotten by all of the students but in individually. Gagne in Suprijono (2012:5) learning outcomes are: (1) verbal information, (2) intellectual skill, (3) knowledge strategy, (4) motoric skill, and (5) attitude. Taxonomy Bloom (Sudjana, 2016:22) divide three realm of learning outcomes that are realm of knowledge, realm of attitude, and realm of skill. Same statement as Sudjana (2016:22) there are four elements in learning process (1) purpose, (2) material, (3) method, (4) tool. Based on expert statement above, the writer conclude that learning outcomes is transformation that happen in individually in order to do the learning process and it's needs evaluation in order to know the achievement in the aims of education which is consist of realm of knowledge, realm of attitude, and realm of skill.

In this research realm of knowledge is using level of Taxonomy Bloom (Sudjana, 2016:23) that is C1 (knowledge or remember), C2

(comprehension or understand), C3 (application), C4 (analyzing) and C5 (synthesis or evaluation) and C6 (evaluation). The realm of attitude is using the level that coming from Krathwohl (Purwanto, 2013:50) that is (1) receiving, (2) responding, (3) valuing, (4) organization, (5) characterization. The realm of skill is using the level that coming from Dyers in Ridlo, and others (2015) that is (1) observing, (2) asking, (3) trying, (4) reasoning, and (5) serving.

Factors that affected learning outcome (Susanto, 2016:12) that are: (1) internal factor which is coming from the students inside such as intellectual, interest, concern, learning motivation, persistence, attitude, learning habitual, and the condition of physic and healthy, (2) external factor is coming from student's outside, such as family, school, and society.

This research is also using *Visualization Auditory Kinaesthetic* (VAK) learning model which is coming from derivative model of *Quantum* and it has fundamental way in order to make learning situation being comfortable and adding more successful ways in the future (Shoimin, 2014:226). The steps of *Visualization Auditory Kinaesthetic* (VAK) learning model (Shoimin, 2014:227) are (1) preparation step (preliminary activity), (2) delivery step (core activity that can be found in exploration), (3) training step (core activity is exist in elaboration, (4) result appearance step (core activity is exist in confirmation).

National Education Association or NEA define that media is one of communication form that can be printed or through audio visual and it has the tools too. Daryanto (2015:4) the word of media comes from Latin and the singular is *medium*. Media in educational purpose means it can be used as tool, material and it's useful for learning activity. Media is intermediary in order to explain the content or message to receiver and it can be used as tool and material in part of learning activity process.

Traditional game named *engklek* which is usually namely Sunda Manda. The other name of engklek or Sunda Manda is *Zondag Mandag* and it is originated from Dutch (Prihastari, 2015:156). In this traditional game, the player should try hard

to finish the game groove. Traditional game of Sunda Manda or engklek is a traditional game that inherited by ancestor and the way to play this game is draws square in the yard, field, or another area and it aims to comfort each other.

Draw Sunda Manda squares or squares with chalk. Then do the hom pim pah or suit to determine whose turn will play first. Then the player must crank or develop with one foot and 2 feet in the Sunda Manda plots or boxes. Before the game the player must throw the tile or gacoan first into box 1, then jump over boxes 2 and 3 with two legs together then crank into boxes 4, 5, 6, and 7 with one leg then on the box 8 both legs have to step on the ground. Then continue back again to take the mound with the game of cranking to boxes 4, 2, and 3, both feet on the ground on each - each box then take the junk in box 1. Then, the box player must throw the tile to 2, then return to the crank and take the gacoan by doing this way. And so on until the gacoan is complete for each box.

RESEARCH METHODS

This study aims to improve student learning outcomes by using Sunda Manda game media. This research was used Classroom Action Research (CAR) from Kemmis and Mc. Taggart with two cycles, each cycle consists of three meetings with four stages namely planning, implementing, observing, and reflecting. It was conducted in the fourth grade of SD with 37 students as the research subject. Data collection techniques are observation, interview, and documentation. Analysis of the data of this research is using interviews, questionnaires, and documentation.

RESULTS AND DISCUSSION

The writer did the research about student's learning outcomes by using *Visualization Auditory Kinaesthetic* (VAK) in the fourth grade. According to Taxonomy Bloom (Sudjana, 2016:22) divided three learning outcomes that are realm of knowledge, realm of attitude, and realm of skill. Achievement that coming from learning outcomes is based on the

aim of teaching process which being determined. The outcome itself is the transformation that happens in realm of knowledge, attitude and skill.

This research is also using test and non-test. Test in this research is used to know the student's learning outcomes in the realm of knowledge. Non-test is used to know the outcomes in the realm of attitude and skill. Both realms are connected with student's attitude in the learning process. In the first cycle for the learning process is using media of visual and audio visual.

Realm of knowledge based on the statement from Anderson and Krathwol in Gunawan and Palupi (2012: 98-99) consist of: (1) remember, (2) understand, (3) apply, (4) analyze, (5) evaluate, (6) create. In this research, learning

outcome in the realm of knowledge is using to evaluate written text and essay. Based on the data of the first cycle realm of knowledge in social subject and Indonesian language subject below:

Researchers conducted research in two cycles carried out 3 meetings per cycle and an allocation of 4 x 35 minutes. When the researcher carried out the research, the researcher first consulted the grade IV teacher with the intention not to interfere with the learning process that was taking place. Researchers obtained data during conducting classroom action research in cycle which was described in the results of the study. The data presented are (1) the planning stage, (2) the action stage, (3) the observation stage, and (4) the reflection stage.

Table 1. Realm of Knowledge in the first cycle

	Social Subject	Indonesian Subject
Average	72.76	72.49
Total of who Passing grade	26	25
Percentage of Students	70.27%	67.75%
Total of non-passing grade	11	12
Percentage of non-passing grade	29.73%	32.43%

In the first cycle the students who able to pass the grade in the social subject are consist of 26 students (70.27%) and Indonesian language subject is 25 students (67.57%), while the students who not able to complete the grade in the social subject is 11 students (29.73%) and Indonesian language subject is 12 students (32.43%). The first cycle is not reaching the classical percentage which is being determined.

The learning outcome in the attitude realm in the first cycle by *Visualization Auditory Kinaesthetic* (VAK) model is using indicator from Karthwol (Purwanto, 2013:50) that is: (1) receiving, (2) responding, (3) valuing, (4) organization, (5) characterization.

It is getting the data of student's learning outcome in the realm of attitude in the cycle 1 is below:

Table 2. Realm of Attitude in The First Cycle

	P1	P2	P3	Total
Score	873	897	982	2752
Average		74.38%		
Percentage of Classical Criteria		61.98%		
		High		

Based on the observation sheet in the realm of attitude by using *Visualization Auditory Kinaesthetic* (VAK) model in the fourth grade

getting classical percentage about 61.98% but this is not reaching the success indicator is about 75%.

The learning outcome in the realm of skill according to Ridho is consist of (1) observing, (2)

asking, (3) trying, (4) reasoning, (5) serving, (6) creating. In the first cycle can be showed in the

table below:

Table 3. Realm of Skills in The First Cycle

	P1	P2	P3	Total
Score	592	647	676	1915
Average		51.76		
Percentage of Classical Criteria		61.62%		
		High		

Student learning outcomes in the realm of skill is in the table above. The first cycle showed the classical percentage is about 61.62%. In the first cycle is not showed the success indicator about 75%.

Based on three realms of learning outcomes above, it is still need to improve in the second cycle. Because in the first cycle is not reach the success indicator is about 75%. In the second cycle the writer is using the traditional game media namely Sunda Manda (engklek). Prihastari (2015:156) Traditional game named *engklek* which is usually namely Sunda Manda. The other name of *engklek* or Sunda Manda is *Zondag Mandag* and it is originated from Dutch. In the Sunda Manda game, the player should finish it immediately.

The steps to play Sunda Manda or engklek which is used in this research (1) preparing the tool which is used in Sunda Manda or engklek. It is used the design which have been prepared. Media of Sunda Manda or engklek is designed by *corel draw* application. The design is using pictures in order to improve the student's interest and motivation in playing the game. Then the design is printing and being a banner. It can be

played in the outside or inside the classroom. (2) teacher is making some groups. (3) the representation of each group playing *hom pim pa* or rock, paper and scissor in order to decide the sequence of playing the game. (4) each group chooses one of the member to representing in the playing game. (5) the player should jump use their foot in the square 1, 2, 3, 4. Two feet in the certain square those are 6, 7, 8. (6) before jump the representative of the group is choosing the piece of tile or it's called as *gacoan* and put it in the first square. (7) before start the game, student should take a question card. If the student and the group member are able to answer the question so the student can play *engklek* and getting sticker. (8) after answer the question, so the student is able to jump or play. To take a piece of tile or *gacoan* use one hand and lift the foot up. (9) to move in other square, the group member should answer the question first. (10) the group who is getting many stickers are a winner.

This game is applied in the first meeting, the second meeting, and the third meeting at the second cycle. Based on the student's learning outcomes in the second cycle can be seen in the data below:

Table 4. Realm of Knowledge in the second cycle

	Social Subject	Indonesia Language Subject
Average	80.21	79.51
Number of students who passing the grade	34	32
Percentage of students who passing the grade	91.89%	86.49%
Number of students who does not pass the grade	3	5
Percentage of students who does not pass the grade	8.11%	13.51%

From the first cycle to the second cycle there is an improvement. The second cycle the student who is able to complete and pass the grade especially in Social subject is about 34 students

(91.89%). While for the Indonesian language subject is about 32 students (86.49%). For both subjects in the second cycle is already achieve more 75% as success indicator.

Table 5. Realm of Student's Attitude in the Second Cycle

	P1	P2	P3	Total
Score	1087	1195	1270	3552
Average			96.00	
Percentage of			80.00%	
Cassical				
Category			Higher	

The second cycle of the realm of attitude is getting classical percentage is about 80.00%. It has been achieved the success indicator is about

75%. Furthermore the learning outcomes in realm of skill in the second cycle can be seen in the table below:

Table 6. Realm of Skill in the Second Cycle

	P1	P2	P3	Total
Score	759	817	897	2473
Average			66.84	
Percentage of			79.57%	
Cassical				
Category			Higher	

Based on the data which can be seen in the data above the realm of skill in the second skill that is 79.57%. It has been achieved the success indicator is about 75%. It is also getting strengthen by previous research which written by Sukron, Suripto, and Wahyudi (2016) state that the application of *Visualization Auditory Kinaesthetic* (VAK) model with audio visual media is able to improve of learning outcomes of social subject in the fourth grade in SDN 4 Kutosari.

Furthermore, this research which is having the similarity with this research is written by Pratama, Riyadi, Istiyati, and Riyanto state that *Visualization Auditory Kinaesthetic* (VAK) model is able to improve the skill of narration writing in the fourth grade of SDN Karangasem II No. 172 Surakarta in the academic year 2015/2016.

Besides that, this research is also having another similarity with the research which written

by Fadhlah, Renda, Jayanta (2020) state that there is a positive and significance relation between resistance with math learning outcomes and it is together between resistance and math learning outcomes.

It has the same research which written by Astuti (2020) which concludes that (1) there is an impact in inquiry learning method toward thematic learning outcomes. (2) there is an impact between learning motivation toward thematic learning outcomes.

CONCLUSIONS AND RECOMMENDATION

The result of the study showed an increase in student learning outcomes in the realm of knowledge in the first cycle of social studies, the total number of students was 26 students with an average of 72.76 (70.27%), the complete of Bahasa Indonesia content of students was 25 students with an average of 73.49

(67.57%) while the second cycle of social studies of students who completed were 34 students with an average of 80.21 (91.89%), in Bahasa Indonesia's subject who completed the task were 32 students with an average of 79.51 (86.49%). Learning outcomes in the realm of attitude in the first cycle with an average of 74.38 (61.98%) and the second cycle with an average of 96 (80.00%). Learning outcomes in the realm of skills in the first cycle with an average of 51.76 (61.62%) and the second cycle with an average of 66.84 (79.57%). The learning outcomes in the realm of skills in the first cycle with an average of 51.76 (61.62%) and the second cycle with an average of 66.84 (79.57%). The implication of this research is that fourth grade elementary school students have increased with the innovation in learning media in the form of Sundanese Manda games. The conclusion from this research is that there is an increase in student learning outcomes using the traditional Sundanese Manda game media

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