TOTOBuang		
Volume 9	Nomor 1, Juni 2021	Halaman 141— 153

PEMBELAJARAN BAHASA INDONESIA MENGGUNAKAN MODEL PEMBELAJARAN PERMAINAN DENGAN MEDIA BAGAN TABEL DARI BARANG

(Learning Bahasa Using The Game Learning Model With A Table Chart Media Of Goods)

Wahyu Bagja Sulfemi^a, Tri Saptarini^b, Toni Heryadi^c

^aMuhammadiyah College of Education and Teacher Training, Bogor, Indonesia
Kompleks Perguruan Muhammadiyah Jln. Raya Leuwiliang No.106 Bogor. Indonesia
^{b&c} West Java Language Center, Ministry of Education and Culture of Indonesia
Jalan Sumbawa No 11 Bandung, Indonesia

Email: wahyubagja@gmail.com

Received: 15 Januari 2021; Revised: 26 Maret 2021; Accepted: 26 April 2021

doi: <https://doi.org/10.26499/ttbng.v9i1.271>

Abstract

This classroom action research is descriptive quantitative research conducted 31 students in class III of Kedunghalang 3 Elementary School, which are consisting of 15 boys and 16 girls. This research was motivated by the low learning outcomes of students during the recycle which only reached an average of 64.6. While 77.42% of students did not reach the specified minimum completeness criteria, stated 75. This study aims to improve learning outcomes, motivation, and interest in learning Indonesian subjects about antonyms. The use of the game method through table chart media from reuse goods can increase the learning outcomes of students in cycle two which reaching 81.9 and 29 students are completely reaches or 94% as well as increased motivation and interest in learning of students. This can be seen in teacher observations result where 30 of the participants or 97% can answer the questions given by the teacher. The use of game learning models with table chart media from reuse goods provides real experience, critical thinking, creativity with a high-level understanding of students, student-centered learning, adds more meaningful knowledge in real life, changes students behavior, while teacher only acts as a facilitator and motivator.

Keywords: antonym, game method, and chart media.

Abstrak

Penelitian tindakan kelas (PTK) ini merupakan penelitian kuantitatif deskriptif yang dilakukan di kelas III SDN Kedunghalang 3 yang berjumlah 31 orang peserta didik dan terdiri atas 15 orang laki-laki dan 16 orang perempuan. Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar peserta didik pada saat prasiklus yang hanya mencapai rata-rata 64,6. 77,42% peserta didik tidak mencapai kriteria ketuntasan minimal yang ditetapkan yaitu 75. Penelitian ini bertujuan untuk meningkatkan hasil belajar, motivasi dan minat belajar pada mata pelajaran Bahasa Indonesia tentang antonim. Penggunaan metode permainan melalui media bagan tabel dari barang bekas dapat menaikkan hasil belajar peserta didik pada siklus dua yang mencapai rerata 81,9 dan peserta didik yang tuntas mencapai 29 orang atau 94% serta meningkatkan motivasi dan minat belajar peserta didik. Hal ini terlihat pada hasil pengamatan guru. 30 orang peserta atau 97% dapat menjawab pertanyaan yang diberikan oleh guru. Penggunaan model pembelajaran permainan dengan media bagan tabel dari barang bekas memberikan pengalaman nyata, berpikir kritis, kreatif dengan pemahaman tingkat tinggi peserta didik, pembelajaran terpusat pada peserta didik, menambah pengetahuan yang lebih bermakna dalam kehidupan yang nyata, terjadi perubahan perilaku peserta didik, serta dalam pembelajaran guru hanya berperan sebagai fasilitator dan motivator

Kata kunci: antonim, metode permainan, dan media bagan.

INTRODUCTION

Learning Indonesian in schools aims so that students can appreciate Indonesian as the national language, have good language

skills by ethics, politeness, and according to correct rules (Heryadi et al., 2020). Furthermore, Iskandarwassid (2011) said that Indonesian language lessons in schools

are to help students know themselves, the national culture, the culture of others, learn to convey ideas, imaginative and analytical abilities (p. 4).

To achieve these learning objectives, the teacher should have the ability to manage the learning process well. Like a chef who prepares delicious dishes, it takes skills to manage to learn effectively, efficiently, and pleasantly (Arsyad & Sulfemi, 2018). One of them is to use the right learning approach so that learning Indonesian becomes an easy and fun lesson (Sulfemi & Yuliani, 2019).

The learning objectives will be achieved if the learning outcomes of students get the specified value or reach the Minimum Completeness Criteria (KKM). However, based on observations of students' learning outcomes about antonyms, in class III Kedunghalang 3 Public Elementary School, it was found that student learning outcomes were still low. Based on the examination of the results of the students' worksheets, the class average was only 64.6, from the 75 specified minimum completeness criteria (KKM) and those that were complete according to the minimum completeness criteria were only 7 students or 22.58.

The low results of learning Indonesian is also by the research conducted by Wartik (2017) that the value obtained by students is only 53.67 from the specified minimum completeness criteria of 70. Furthermore, the research conducted by Pebriana (2018), based on the results of preliminary research on grade III students at the Elementary School in Bagan Jaya is still low, out of 28 students 18 students have not reached the minimum completeness criteria. Research from Harmaini (2019) states that there are facts found in the learning process that are of less quality, inefficient, and lack attractiveness, and even tend to be boring so that the learning outcomes achieved are not optimal. Of the total students, there are 8 students (40%) students who have completed, while 12 people (60%) are still below the minimum completeness criteria.

The low learning outcomes were caused by several factors, namely: 1) The method used by the teacher was not attractive, namely the lecture method, 2) The media used by the teacher was less varied, 3) The learning conditions took place during the day, and 4) Lack of enthusiasm during the learning process. However, from these problems, the teacher becomes an important component in the teaching and learning process which has a very strategic role in the effort to build quality human resources. In this case, the teacher carries out his duties both as a teaching planner, as an implementer, and as a teaching evaluator. Even teachers are expected to modify the design and implementation of teaching, play an active role, and place their position as professionals, by the demands of an increasingly developing society to improve student learning outcomes following expectations (Sulfemi, 2020).

For this reason, the methods and media used by the teacher must continue to be improved. The learning media used by the teacher in the learning process has a share in explaining abstract things and displaying hidden things. So to improve learning in the classroom, classroom action research was carried out using a game learning model with a media table chart of used goods in improving learning outcomes, student interest, and motivation in learning Indonesian subjects.

THEORETICAL BASIS

Learning Indonesian in Elementary Schools.

Language learning is the process of providing language learning stimuli to students so that they have the ability and experience in the language (Sulfemi et al., 2020). In the 2013 curriculum, there are four language skills, namely listening, speaking, reading, and writing. Furthermore, Latifah & Mujianto (2020) said that learning Indonesian in elementary schools contains four basic skills, namely listening, speaking,

reading, and writing skills. Thus, students who master Indonesian language learning will be able to express their understanding and abilities in a coherent, systematic, logical, and straightforward manner so that students can develop good personality characters.

Solchan (2012) states that Indonesian language learning patterns can be done as follows: 1) All components, systems, and language skills are studied in an integrated manner, 2) Language learning is carried out naturally and directly in an authentic context, 3) Language learning is carried out gradually, according to their needs, and 4) Language learning is done through trial-error strategies and other strategies (p. 1.39).

About language learning in schools, teachers need to understand that before entering school, students have learned languages through their communities. They learn the language (listening, speaking, maybe even reading and writing) not for the sake of language itself, but because they are driven by their need to understand and be understood. These children learn through observation, experimentation, and direct interaction in real situations with their family, peers, society, media, and their environment. With the learning strategies they do, they quickly master language skills like adults (Sulfemi & Minati, 2018).

The age range of elementary school students is between 6-12 years, where at this time students are expected to acquire the basics of knowledge for successful adjustment in adult life so that they are expected to learn certain skills. These skills include 1) self-help skills, 2) social skills, 3) school skills, 4) playing skills. Seeing the characteristics of these students, the teacher can invite children to actively play in the classroom learning so that students are fully involved in meaningful learning (Indriani, 2014). Thus, it can be concluded that the Indonesian language subject is a lesson that provides both oral and written language

skills to elementary school students through tests and changes in attitudes.

Determining Game Methods

Teaching and learning activities will not be able to achieve the expected goals without good teaching methods. For that, we need a method so that the expected goals can be realized. Often the expected results in teaching and learning activities are not optimal, because the methods used in learning are ineffective. Then choose the right, effective and absolute efficiency method to be taken seriously (Nikmah et al., 2013).

According to Sanjaya (2014) the method is a method used to implement plans that have been compiled in real activities so that the goals that have been prepared are achieved optimally so that the teaching method is one of the components that must be used in learning activities to create interactions between students and students. and between students and teachers (p. 147).

The game method according to Siarni et al. (2015) is a learning method in which material is conveyed through a fun activity to create instructional goals for teaching both cognitive, affective, and psychomotor aspects. Meanwhile Mujinem & Kawuryan (2013) the game method is a way of presenting teaching materials in which students play games to obtain or find certain definitions and concepts. Through this method, students carry out activities (games) within the framework of the teaching and learning process, both individually and in groups. Furthermore, Azizah (2016) said that the use of the right game method can: 1) Create a more flexible working relationship between students. 2) Breaking the ice between students and teachers. 3) Increase or decrease energy levels. 4) Focusing attention. 5) Train various thinking skills.

Based on the theory above, this method is tried to be used in improving Indonesian language learning. The use of this method can produce fun learning and can motivate

students in learning and improve student learning outcomes.

The Essence of Learning Media Charts

Learning media are various types of components in the environment of students that can improve thinking skills, interest, and motivation in learning (Sulfemi & Kamalia, 2020). Furthermore, Miftah (2014) said that learning media provides various benefits for teachers and students, the benefits of learning media teachers, namely 1) providing guidelines, directions to achieve goals, 2) explaining the structure and sequence of learning well, 3) providing a systematic framework for teaching well, 4) transferring teacher control of the subject matter, 5) helping accuracy, accuracy in presenting the subject matter, 6) generating a teacher's self-confidence, and 7) improving the quality of learning. While the benefits of learning media for students are 1) increasing students' motivation to learn, 2) providing and increasing student learning variations, 3) providing structure of subject matter and making it easier for students to learn, 4) creating learning conditions and situations without pressure, and 5) students can understand the subject matter systematically presented by the teacher through learning media.

According to Arsyad (2014) several criteria must be considered in media selection, namely 1) the ability to accommodate the presentation of the right stimulus (visual or audio), 2) the ability to accommodate the correct response of students (written, audio, or physical activity), 3) ability to accommodate feedback, 4) selection of primary and secondary media for presenting information or stimuli, and for practice and tests (preferably practice and test using the same media), 5) level of enjoyment (preference of institutions, teachers, and students) and cost-effectiveness (p. 71).

The media used in this research is chart media, where Anitah (2014) states that chart

media is usually designed to describe or show an idea or idea through lines, symbols, pictures, and short words. The following chart media are used, namely 1) tree chart, 2) flow chart, 3) chart of tables, 4) organization chart. This chart depicts the structure of an organization (p. 6.22). Thus, the use of chart media in improving learning is expected to help to learn designed by the teacher so that students gain a meaningful learning experience, in the form of lines, symbols, pictures, and short words.

RESEARCH METHODS

In this class room action research, the subjects of the study were 31 students of class III of Kedunghalang 3 Public Elementary School consisting of 15 boys and 16 girls. This school is located at Jalan Naiman Raya RT 05/02 Pasir Jambu, Sukaraja District, Bogor City, West Java Province with NPSN 20220500.

In this study, the main data obtained came from the value of the evaluation results of students during pre-cycle learning, cycle 1 and cycle 2. The data on student learning outcomes obtained were analyzed using descriptive analysis techniques to determine the presentation and average value. The data is then presented by creating a distribution table or graph.

In addition to the data obtained from the evaluation of students, the author also uses data obtained from student learning observation sheets. This data is presented in the form of a brief description or table with the analyzed data. The results of the analysis are then compared with the data obtained in cycle 1 and cycle 2. Based on this analysis, it can be seen: whether the learning outcomes of students have increased? What is the percentage increase?

Indicators to measure the increase in student learning outcomes are increasing the learning outcomes of students individually and classically. For this reason, the authors add up the overall scores of students. From

the total score, the writer looked for the class average score. The class average value is obtained from the total value of students divided by determining the range, namely the largest data acquisition of students minus the smallest data. If the range is known, then an interval of the results of the evaluation of each lesson can be made starting from pre-cycle, cycle 1, and cycle 2. Then the presentation of students' learning completeness is calculated using the formula:

$$p = \frac{\sum \text{students who have finished studying}}{\sum \text{the whole student}} \times 100\%$$

For the data collection technique in the pre-cycle and the first cycle, it was carried out with a written test in the form of a short filling of 10 questions. Whereas in the second cycle the data collection technique was carried out using a written test in the form of multiple-choice of 5 questions and short filling in as many as 5 questions.

The results of the data collected at each research activity from the implementation of the research cycle were analyzed descriptively using percentage techniques to be able to see trends that occurred in Indonesian learning activities. The indicators used in this study include 5 aspects including a) desire to learn, b) persistence and persistence in learning, c) active participation in learning, d) effort to learn and e) completion of assignments. The results of the data collected were analyzed and descriptive through the percentage technique (Prihatiningsih & Setyanigtyas 2018) dan Sulfemi 2019).

DISCUSSION

Implementation in this learning is carried out through two stages of learning or cycles. In the first cycle, it is an improvement from early learning or pre-cycle. Cycle 2 learning activities are improvements from the previous cycle or the

first learning in improving student learning outcomes and motivation, to get the expected value. In the early learning or pre-cycle activities as well as to find out the initial ability of students in learning Indonesian, the lecture method was used with the media only a blackboard and Student Worksheets.

Pre Cycle

The following are pre-cycle learning activities such as those of Sulfemi & Mayasari (2019: 53--68), namely: First stage, planning activities, namely a) making plans for learning, b) looking for indicators of goals in learning, c) making and determining steps -steps in the process of teaching and learning activities. d) determine the material e) find, determine and make tools and media, f) prepare and make worksheets for students, and g) create and compile learning evaluations. In the second stage, namely the implementation stage. This stage is divided into preliminary, core, and closing activities. Implementation of preliminary activities with the implementation as follows a) the teacher greets students and taunts students to pray, b) performs student attendance, c) provides motivation by clapping focus and singing the song "Halo-Halo Bandung" d) conveying objectives in learning, and e) conduct a question and answer session. Next, the core of learning is carried out by taking the following actions: a) the teacher explains the material in Indonesian language learning about antonyms, b) students are instructed to pay attention, c) students are welcome to ask questions if there are materials that have not been understood, and d) questions and answers between teachers and students. Finally, the activities are closed by carrying out the following activities: a) students are welcome to ask questions that are not yet known, b) the teacher and students conclude the material, c) students are instructed to work on worksheets, d) provide an assessment of the evaluation e) the teacher

provides and provide feedback, f) the teacher provides motivation and reinforcement of materials and closes the lesson.

Based on the results of the Pre-Cycle Learning activities carried out on January 31, 2020, using the lecture method, the total score was 2004, an average of 64.6, the highest score was 90, the lowest score was 44. Consisting of 24 students or 77.42 percent did not complete, while only 7 students completed or 22.58.

To see motivation and interest in learning, observations are made by the teacher in ways that can answer and cannot. The results of the observations obtained were 6 students or 19.4 who could answer while 25 students or 80.6% could not answer the questions given by the teacher.

Based on the data, the results obtained from the calculation of the interval value of learning outcomes in the Pre-Cycle obtained a class range of 46. Many class intervals are 6.14 rounded to 6, and the length of the interval class is 7.66 rounded to 8. The following is the frequency distribution of the pre-cycle students who are in the 44-51 value range there are 7 students or 22.5%, students who are in the 52-59 value range there are 3 students or 9.7%, students who are in the 60-67 value range there were 3 students or 9.7%, students who were in the range of 68 - 75 there were 13 students or 41.9%, students who were in the score range 76 - 83 there were 3 students or 9, 7%, there are 2 students in the value range 84 - 90 or 6.5%, thus the pre-cycle is dominated by values that are below the minimum completeness criteria.

Based on the observations made, several problems were found, namely: most students could not answer the questions correctly so that the results obtained did not match the expected targets as follows: 1) Students did not understand the material presented, 2) Learning methods less precise, 3) the learning media used are not attractive, and 3) the teacher does not motivate students to be active in learning activities.

Cycle 1

The low level of pre-cycle learning is then carried out in cycle 1 learning. In learning activities, it starts with planning as in pre-cycle 1, only in this activity, it is added by preparing learning media in the form of a puzzle application about antonyms and evaluation sheets in the form of 10 numbered questions.

The preliminary implementation stage is almost the same as the pre-cycle. For the core activities at the exploration stage, the action was taken by exploring the notion of antonyms and students paying attention to the material with audio-visual media, and students answering questions raised by the teacher. In the elaboration stage, the following activities were carried out: 1) Students were asked to puzzle about antonym, 2) students together with the teacher played puzzles. The teacher mentions words that have the potential to have antonyms while students mention the antonyms of the word simultaneously, 3) Students in pairs, are given the task to understand the discourse then identify words that have the potential to have antonyms, 4) Each group writes the words along with the antonym on the worksheet that has been provided, 5) Discussing the results of the discussion together, with group representatives coming to the front of the class, 6) Students are given worksheets to work on, 7) Students who do not understand the assignment given are guided by the teacher, 8) Doing worksheet about antonyms. In the confirmation stage, students and the teacher conduct questions and answers related to the material of rectifying misunderstandings, and students are given material reinforcement and motivation. The closing activities are almost the same as during the pre-cycle.

The results of learning in cycle 1 stage carried out on January 31, 2020, obtained a total score of 2410, an average of 77.74, the highest score was 100, the lowest score was

52. There were 13 students or 41.9 percent who did not complete, while those who were complete experienced an increase to 18 students or 58.1. The results of teacher observations to see the motivation and interest in learning were carried out, it was obtained that 16 students or 52% could answer those given directly by the teacher while 15 students or 48% could not answer the questions given by the teacher.

Based on the data, the results of the calculation of the value interval of learning outcomes in Cycle 1 obtained a class range of 50. Many class intervals are 6.14 rounded to 6, and the length of the interval class is 8. Based on these data, it is obtained that students are in the value range 52 - 59 there were 2 students or 6.4%, students in the 60 - 67 value range there were 4 students or 12.9%, students who were in the 68 - 75 value range there were 8 students or 25.8 %, there were 7 students who were in the 76 - 83 value range or 22.6%, students who were in the 84 - 91 value range there were 3 students or 9.7%, and students who were in the score range. value range 92 - 100 there are 7 students or 22.6%. Thus, in Cycle 1 learning is still dominated by students who are in the range of values 68 - 75 or are still carrying completeness scores.

After observing and recording the activities carried out by the teacher in the learning process using the compiled observation sheets. The following will be material for improvement in the next learning, namely in cycle two: 1) In providing material, there are still students who are not focused when learning takes place, 2) The activeness of students has begun to be seen during the discussion. Although there are still not many, 3) Group presentations cannot be done because a lot of time is used to discipline the students. So that the teacher immediately provides an evaluation.

Cycle 1

The failure of the participant's value in cycle 1, is necessary to take the next action in learning cycle 2. At the planning stage, it is almost the same when pre-cycle and cycle 1 are only added. Students are asked to collect used bottles and learning media in the form of antonym chart media from used goods. Meanwhile, for the evaluation, a written test was used in the form of multiple-choice 5 questions and a short entry of 5 questions.

At the stage of the implementation of the preliminary activities, the exploration stage is almost the same when the pre-cycle and cycle 1. For the core activities of the Elaboration stage, the following actions are carried out: 1) Students are divided into 7 groups. Each group consists of 4 people by taking colors. Each student who gets the same color of paper gathers in 1 group, 2) Each group is given an antonym table chart media, 3) Students listen to the teacher's explanation of how to play table chart media, 4) Students are given worksheets, 5) Participants students play series 1, 2, 3 and 4 chart charts, 5) Students listen to the clapping cues from the teacher then rotate clockwise, 6) Students write answers on the worksheet, 7) Students who do not understand the assignment given guided by the teacher, 8) Representatives of each group presented the results of the discussion, while the other groups responded, 9) The group with the best discussion results was given an award, and 10) Students worked on worksheets on antonyms and wrote down their opposites. For confirmation and closing, activities were almost the same during cycle 1.

The learning results in cycle 2 stage obtained an overall score of 2533, an average of 81.9, the highest score of 100, the lowest score of 60. Consisting of 29 people or 94% of 31 students and only 2 people or 6% of students who did not complete. To see motivation and interest in learning, observations are made by the teacher in a way that can answer and cannot answer. The

results of the teacher's observations during the learning cycle of 2 obtained 30 students or 97% who can answer given by the teacher directly. Meanwhile, 1 student or 3% has not been able to answer the questions given by the teacher.

Based on the data, the results of the calculation of the learning outcome value interval in Cycle 2 obtained a class range of 50. Many class intervals are 6.14 rounded to 6, and the length of the interval class is 8. The following is the frequency distribution of learning outcomes in Cycle 2 of students who are in the range of values. 60 - 66 there are 1 student or 3%, students who are in the 67-73 score range there are 1 student or 3%, students who are in the 74-80 value range there are 19 students or 62%, There are 2 students in the range of 81 - 87 values, or 6%, students in the 88 - 94 value range 5 students or 16%, and students in the 95-100 value range there are 3 students or 10%. Thus, most of them were in the range of values 74 - 80, there were 19 students or

62% so that it was dominated by students who had complete learning.

Discussion

After completing the improvement of learning in cycle 2, reflection on learning improvement is carried out. Several things greatly influence the application of the game method using chart media from used goods, namely: 1) by using the game method and chart media, students get a new atmosphere so that learning becomes more fun, 2) students look more enthusiastic and avoid from boredom, 3) in improving learning, the average result achieved by students is 94. The results of this learning have reached the minimum completeness criteria so there is no need to continue research to the next cycle. The following is a summary of the learning outcomes of students in table 1 below:

Table 1
Percentage of Successful Student Learning Outcomes

No	Criteria	Pre-cycle		Cycle 1		Cycle 2	
		total	%	total	%	total	%
1	Completed	7	22,6	18	58,1	29	93,5
2	Not finished yet	24	77,4	13	41,9	2	6,5
Average value		64,6		77,7		81,9	

By looking at table 1, the comparison of the acquisition of learning completeness values in the Pre-Cycle, Cycle I, and Cycle II continues to increase. The following is a summary of the average learning outcomes for each cycle which is presented in Graph 1 below:

Graph 1
Recapitulation of Average for Each Cycle

Furthermore, the researcher displays the learning completeness data for each cycle more clearly in graph 2 below:

Graph 2
Recapitulation of Average for Each Cycle

Furthermore, the researcher displays the learning completeness data for each cycle more clearly in graph 2 below:

Table 2
Percentage of the Success of Students' Learning Observation Results

No	Criteria	Pre-cycle		Cycle 1		Cycle 2	
		total	%	total	%	total	%
1	Can answer	6	19%	16	52%	30	97%
2	Can't answer	25	81%	15	48%	1	3%
	total	31	100%	100%	31	100%	31

Based on the data in Table 2, the summary results of the teacher's observations in seeing the motivation and interest in learning of students in each cycle can be seen in graph 3 below:

Graph 3
The Success of Students' Learning Outcomes in Each Cycle

Based on the data in table 2 and graph 3, it can be seen that there is a significant increase in the ability to answer students. Thus, there is an increase in the motivation and interest in learning of students from Pre Cycle, Cycle 1, and in Cycle 2.

Based on the data that the authors obtained through observation with peers, starting from the pre-cycle stage, cycle 1, cycle 2 in Indonesian language lessons, it shows that there are changes and improvements in learning outcomes for the better. The use of game methods with chart media from used goods on antonym material in class III of Kedunghalang 3 Elementary School, Bogor City can help increase motivation, interest, and learning outcomes of students. This is due to the following: 1) the use of methods that are less precise and less attractive so that students get bored easily, 2) the use of the lecture method used by the teacher does not provide opportunities for students to ask questions, 3) students do not have a strong desire to learn, 4) during learning the teacher does not provide motivation to students, and 4) less palliative learning methods lead to a lack of class mastery.

Based on the research results there is an increase in the percentage of learning evaluation results. This indicates that the use of the game method with the help of chart media from used goods that are applied in Indonesian learning can help students

understand antonym material. Students are also motivated in learning. By using chart media from used goods can help teachers in presenting the material. The teacher changes the role of being a facilitator who helps and makes it easy for students to learn.

The results of the author's research are in line with what was researched by Anggraini, (2018) and Siarni et al., (2015) that media from used goods or materials has advantages or positive aspects, namely in terms of economics, prices are cheap and easy to get around us. Besides, the use of used goods as teaching aids has the benefit of adding to student activities, economically saving study time. The utilization of waste can also reduce piles of waste in our environment. In this case, the use of used materials will further make use of materials that are no longer used into useful items and can increase student interest and creativity. Moreover, used cans are often found in the school environment and student residences.

The use of the game method as stated, Nikmah et al., (2013) is a learning method where the material is conveyed through a fun activity that can support the creation of instructional goals for teaching both cognitive, affective, and psychomotor aspects. Students can play games while learning to acquire and find certain definitions and concepts. Through this method, students carry out activities (games) within the framework of the teaching and learning process, both individually and in groups, according to Heryadi et al., (2020) that the game method is considered a systematic, easy, and fun learning method when applied to children (p. 134).

This method of playing with used goods media can be used as an alternative to create fun learning activities, as well as trigger the motivation of students. So educators need to carry out fun learning activities so that students are motivated in learning. Besides, it can effectively change the class dynamics. Usually, with games students look more relaxed, motivation also

looks greater to learn and behave. This is as conveyed by Ginnis (2008) with this method of role-playing, member games are as follows: 1) creating a more flexible work relationship between students, 2) breaking the ice between students and teachers, 3) increasing or decreasing energy levels, 4) refocusing attention, and 5) practicing various thinking skills effortlessly.

Based on the results of the study, the game learning model with table chart media of goods has the following benefits: 1) to solve problems in Indonesian language learning, especially in the interaction of teachers and students who are learning, 2) increase teacher professionalism, thereby fostering an academic culture among teachers, 3) can improve the quality of learning, this can be seen from the increase in student learning outcomes, both academic and non-academic, such as motivation, attention, activities, interests, and so on, 4) improving the quality of learning practices in the classroom continuously considering that society is developing rapidly, 5) increasing the relevance of education, is achieved through increasing the learning process, 6) as an in-service training tool, which equips teachers with new skills and methods, sharpens their analytical power, and enhances their self-awareness, 7) as a tool to include additional or innovative approaches to sustainable learning systems, 8) improve the professional attitude of education and education personnel, 9) improve the efficiency of the use of resources integrated into learning, especially the items that are around.

Likewise, research conducted by teachers in the classroom has benefits for teachers, namely 1) the teacher improves learning by the research data so that it will develop professionally, have teacher confidence, and allow teachers to actively develop knowledge and skills. For students, this classroom action research can improve the process of learning outcomes of students and can be a model for students in being

critical of their learning outcomes. For schools, this research itself can help the school to develop due to an increase/progress in teachers and education in these schools based on research data.

CLOSING

Based on the results of research that has been carried out starting from pre-cycle to cycle 2 in Indonesian language lessons using a game learning model with table chart media of used goods, it can be concluded as follows: 1) increased learning outcomes of students with a class average of 81.9 and students who completed reached 29 people or 94%, 2) the increased motivation and interest in learning of students can be seen from the results of teacher observations where 30 participants or 97% can answer questions given by the teacher, 3) the use of game learning models with used table chart media provides real experience, critical thinking with a high level of understanding, students become creative, student-centered learning, adds more meaningful knowledge in real life, changes in student behavior, as well as in learning the teacher only acts as a facilitator and motivator

Based on the above conclusions, several things should be done by teachers to improve student learning outcomes, including the following: 1) teachers should use varied and interesting teaching methods, 2) teachers should use attractive learning media so that students can be helped in understanding learning, 3) the teacher should improve learning through classroom action research so that it can contribute and provide benefits to improving the learning process.

BIBLIOGRAPHY

Anggraini, D. (2018). *Pengembangan Alat Permainan Edukatif Dengan Barang Bekas untuk Mengembangkan Bahasa Anak Usia Dini di Ra Al-Hidayah Kecamatan Kasui Kabupaten Waykanan* [Universitas Negeri Raden Intan].

http://repository.radenintan.ac.id/5219/1/skripsi_lengkap.pdf

Anitah, S. W. (2014). Strategi Pembelajaran. In *Strategi Pembelajaran di SD* (Edisi kelle, pp. 1–30). Universitas Terbuka. <http://repository.ut.ac.id/3833/2/PBIS4301-M1.pdf>

Arsyad, A. (2014). *Media Pembelajaran*. PT Rajawali Pers. [https://books.google.co.id/books?id=VJtIDwAAQBAJ&pg=PR4&dp=buku+media+pembelajaran+april+2017&hl=id&sa=X&ved=2ahUKEwjJ16Wp4czsAhVw7XMBHVxwAgsQ6AEwAHoECAMQAg#v=onepage&q=buku media pembelajaran\\$20april 2017&f=false](https://books.google.co.id/books?id=VJtIDwAAQBAJ&pg=PR4&dp=buku+media+pembelajaran+april+2017&hl=id&sa=X&ved=2ahUKEwjJ16Wp4czsAhVw7XMBHVxwAgsQ6AEwAHoECAMQAg#v=onepage&q=buku media pembelajaran$20april 2017&f=false)

Arsyad, A., & Sulfemi, W. B. (2018). Metode Role Playing Berbantu Media Audio Visual. *Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia*, 3(2477–8427), 41–46. <https://doi.org/https://dx.doi.org/10.26737/jpipsi.v3i2.1012>

Azizah, M. I. (2016). Efektivitas Pembelajaran Menggunakan Permainan Tradisional Terhadap Motivasi dan Hasil Belajar Materi Gaya di Kelas IV Min Ngronggot Nganjuk. *Jurnal Dinamika Penelitian*, 16(2), 279–308. <https://doi.org/https://doi.org/10.21274/dinamika.2016.16.2.279-308>

Ginnis, P. (2008). *Trik & Taktik mengajar Strategi Meningkatkan Pencapaian Pengajaran di Kelas*. PT Indeks.

Harmaini, H. (2019). Peningkatkan Hasil Belajar Bahasa Indonesia Melalui Model Pembelajaran Interaktif Pada Siswa Kelas Iii Sdn 05 Kabupaten Mukomuko. *Disastra: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 1(1), 60. <https://doi.org/10.29300/disastra.v1i1.1466>

Heryadi, T., Sulfemi, W. B., & Retnowati, S. (2020). Pengembangan Metode Modeling The Way Berbantu Media Papan Tempel Dalam Pembelajaran Bahasa Indonesia. *Jurnal Lingko*, 2(2),

- 238–253.
<https://doi.org/https://doi.org/10.26499/jl.v2i2.63>
- Indriani, D. S. (2014). Keefektifan Model Think Pair Share terhadap Aktivitas dan Hasil Belajar IPS. *Journal of Elementary Education*, 3(2), 21–27.
<https://journal.unnes.ac.id/sju/index.php/jee/article/view/3695>
- Iskandarwassid. (2011). *Strategi Pembelajaran Bahasa*. Sekolah Pascasarjana Universitas Pendidikan Indonesia dengan PT Remaja Rosdakarya.
- Latifah, S., & Mujiyanto, G. (2020). Interelasi Keterampilan Berbicara terhadap Kemampuan Komunikasi Peserta Didik Di SMP Muhammadiyah 6 Dau Malang. *Jurnal Totobuang*, 8(1), 115–128.
<https://doi.org/https://doi.org/10.26499/ttbng.v8i1.200>
- Miftah, M. (2014). Pemanfaatan Media Pembelajaran Untuk Peningkatan Kualitas Belajar Siswa. Kwangsan. *Journal Kwangsang*, 2(1), 1–11.
<https://jatengbelajar.com/wp-content/uploads/2020/10/Pemanfaatan-Media-Pembelajaran.pdf>
- Mujin, M., & Kawuryan, S. P. (2013). Efektifitas Metode Permainan dalam Pendidikan Nilai dan Keterampilan Sosial dalam Pembelajaran IPS Sekolah Dasar. *Journal Penelitian Dan Ilmu Pendidikan*, 5(1), 1–12.
<https://www.neliti.com/publications/123566/efektivitas-metode-permainan-dalam-pendidikan-nilai-danketerampilan-sosial-dalam>
- Nikmah, S., Kartono, K., & Halidjah, S. (2013). Penggunaan Metode Permainan dalam Pembelajaran IPA untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa Kelas IV Sekolah Dasar Negeri 11 Sungai Melayu Rayak. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2(3), 57–77.
<https://jurnal.untan.ac.id/index.php/jpdp>
- b/article/view/1207
- Pebriana, P. H. (2018). Application of Hypnoteaching Method to Improve Children's Poetry Writing Ability in Class Iii Sdn 030 Bagan Jaya Students. *Jurnal Basicedu*, 2(1), 148–153.
<https://media.neliti.com/media/publications/278070-penerapan-metode-hypnoteaching-untuk-men-048c2c07.pdf>
- Prihatiningsih, E., & Setyanigtyas, E. W. (2018). Pengaruh Penerapan Model Pembelajaran Picture and Picture Dan Model Make a Match Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Sekolah Dasar*, 4(1), 1.
<https://doi.org/10.30870/jpsd.v4i1.1441>
- Sanjaya, W. (2014). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Kencana Prenada Media.
http://perpustakaan.bppsdmk.kemkes.go.id/index.php?p=show_detail&id=2881
- Siarni, S., Pasaribu, M., & Rede, A. (2015). Pemanfaatan Barang Bekas Sebagai Media Pembelajaran untuk Meningkatkan Hasil Belajar IPA Siswa Kelas IV SDN 07 Salule Mamuju Utara. *Jurnal Kreatif Tadulako*, 3(2), 94–104.
<http://jurnal.untad.ac.id/jurnal/index.php/JKTO/article/view/2871>
- Solchan, T. W. (2012). *Pendidikan Bahasa Indonesia di SD*. Uniiversitas Trebuka Press.
- Sulfemi, W. B. (2019). Model Pembelajaran Kooperatif Mind Mapping Berbantu Audio Visual dalam Meningkatkan Minat, Motivasi dan Hasil Belajar IPS. *Jurnal PIPSI (Jurnal Pendidikan IPS Indonesia)*, 4(1), 13.
<https://doi.org/10.26737/jpipsi.v4i1.1204>
- Sulfemi, W. B. (2020). Pengaruh Rasa Percaya Diri dan Gaya Kepemimpinan Kepala Sekolah terhadap Kinerja Guru. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 5(2), 157–179.

- <https://doi.org/10.31538/ndh.v5i2.557>
Sulfemi, W. B., & Kamalia, Y. (2020). Jigsaw Cooperative Learning Model Using Audiovisual Media to Improve Learning Outcomes. *Jurnal Pendidikan Sekolah Dasar*, 6(1), 30–42.
<https://doi.org/http://dx.doi.org/10.30870/jpsd.v6i1.4919.g5063>
- Sulfemi, W. B., & Mayasari, N. (2019). The Use of Audio Visual Media in Value Clarification Technique to Improve Student Learning Outcomes in Social Studies. *Jurnal Pendidikan*, 20(1), 53–68.
<https://doi.org/https://doi.org/10.33830/jp.v20i1.235.2019>
- Sulfemi, W. B., & Minati, H. (2018). Meningkatkan Hasil Belajar Peserta Didik Kelas 3 SD Menggunakan Model Picture and Picture dan Media Gambar Seri. *Jurnal Pendidikan Sekolah Dasar (JPSD)*, 4(2), 228–240.
<https://doi.org/http://dx.doi.org/10.30870/jpsd.v4i2.3857>
- Sulfemi, W. B., Siswanto, S., Heryadi, T., & Soleh, A. N. (2020). Model Project Based Learning Berbantu Media Kartu Dalam Pembelajaran Bahasa Indonesia Materi Kalimat Efektif Pada Surat Undangan. *Jurnal Metalingua*, 18(2), 271–284.
<https://doi.org/http://dx.doi.org/10.26499/metalingua.v18i2.612>
- Sulfemi, W. B., & Yuliani, N. (2019). Model Pembelajaran Contextual Teaching And Learning (CTL) Berbantu Media Miniatur Lingkungan untuk Meningkatkan Hasil Belajar IPS. *Edunomic Jurnal Pendidikan Ekonomi*, 7(2), 73.
<https://doi.org/10.33603/ejpe.v7i2.1970>
- Wartik, W. (2017). Peningkatan Kemampuan Menulis Pantun Melalui Pendekatan Pembelajaran Contextual Teaching And Learning (CTL) Siswa Kelas IV Sekolah Dasar Negeri 24 Air Saleh. *PEMBAHSI Jurnal Pembelajaran Bahasa Dan Sastra Indonesia*, 7(1), 85–97.
<https://doi.org/http://dx.doi.org/10.31851/pembahsi.v7i2.1362>