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Efforts to Improve Learning Outcomes in Social Sciences Subjects by Using The Truth or Dare Game.

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Article Info

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Abstract

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In State Junior High School 5 Pamekasan, the teaching and learning process still often uses the lecture method which is assisted by using textbooks and Student Worksheets (LKS), so that it does not attract students' attention which causes student learning outcomes to be less satisfactory. The purpose of this study was to improve student learning outcomes in social studies subjects through the Truth or Dare game in grade VII of State Junior High School 5 Pamekasan. The main problem studied in this study is about the learning outcomes of grade VII social studies students at SMP Negeri 5 Pamekasan. The method used is class action research (PTK) which consists of three cycles, each cycle has three meetings. The instruments used are observation sheets and student learning outcomes tests. The results of this study also showed an increase in social studies learning outcomes in class VII. This is seen in the series of cycles I, II, and III. In cycle I the average value was 73.55 with a completion percentage of 70.96%. In cycle II the average score was 75.81 with a completion percentage of 77.41%. In cycle III the average value was 78.23 with a completion percentage of 87.09%.

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Introduction

Education is the first step to give birth to the next golden generations of the nation. The first thing that can be done is starting from school, where children will get many things such as reading, writing, arithmetic, and will continue to be done continuously by adjusting the existing school level. In this school, there will be a process of learning and learning activities. Education can be interpreted as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. The role of education is very large in preparing and developing human resources who are reliable and able to compete healthily but also have a sense of togetherness with fellow humans. Educating is not an arbitrary act because it involves the life and fate of human children for the next life, namely humans as dignified beings with their human rights. That is why carrying out education is a moral task that is not light.

As an educator, teachers have the task of teaching and students have the task of learning. Teaching is communicating something to a person or group of people with the intention that they know or understand what the teacher is teaching them. While learning can be interpreted as a process of behavior change through interaction between individuals and their environment. The learning process is an activity between teachers and students in order to achieve learning objectives. Whether or not the success of achieving learning objectives is determined by the teacher, because the teacher does not only deliver the lesson, but more than that. As the times progress, the way a teacher teaches slowly begins to change. This is because in recent years the development of science and technology has progressed very rapidly. This development changes several aspects of life, including in the aspect of education.

Previously, in teaching teachers were only fixated on books and knowledge they had. However, with the development of science and technology, teachers are expected to come up with new ways to increase student interest in learning, including in presenting various kinds of learning media that have been designed in such a way. Although the development of science and technology raises many social symptoms and changes in society, it does not mean that educators avoid and do not want to follow existing developments. Learning media in education and in the teaching and

learning process are needed and play an important role in the development of students at school so that the knowledge and material they get from a teacher can be absorbed properly. In developing or choosing the type of learning media can be adjusted to student conditions, implementation time, the cost of making learning media, and the desired learning objectives. Learning media have different characteristics, so it requires understanding from teachers in their use. So that the selection of learning media can be adjusted to the needs in the field.

From the results of pre-proposal observations with Mrs. Sri Manganti as a social studies teacher at SMP Negeri 5 Pamekasan, there are problems in learning Social Sciences (IPS) faced by students, especially in grade VII students of SMP Negeri 5 Pamekasan. The problem is none other than the media used by teachers is quite simple and makes students bored and less listening to the teacher who explains in front. The learning media used are only books and Student Worksheets (LKS), this makes students not pay too much attention when the teacher explains the subject matter. The learning media used by teachers should be able to arouse the enthusiasm and interest of SMP Negeri 5 Pamekasan students so that they can absorb social studies lessons carefully and understand what is conveyed by the teacher, so as to get satisfactory learning results. Student learning outcomes in class VII social studies subjects on average get a score of 75.97 with a KKM of 75. From the explanation above, a problem has been found that can be investigated more deeply. The importance of this research is that using game media can create feelings of pleasure, strengthen relationships between educators and students, fellow students, teach many things and make students easier to understand the material delivered and certainly can improve student learning outcomes. Moreover, the independent curriculum frees teachers to optimize their abilities so as to create effective and efficient learning.

Previous research from Rizqiyah with the title of thesis "Development of Truth and Dare Player Learning Media to Improve Learning Outcomes of Class X Students of Khadijah High School Surabaya" showed that the results of the post-test after being given the Truth and Dare game got an average total of 94.5% with a very good category and it can be concluded that the Truth and Dare game deserves to be used as

an alternative learning media in class X social studies Khadijah High School Surabaya. Based on the description above, the researcher is interested in raising research entitled "Efforts to Improve Student Learning Outcomes in Social Studies Subjects through Truth or Dare Games in Class VII of SMP Negeri 5 Pamekasan"

Method

This study examines how the Truth or Dare game is carried out to improve learning outcomes in social studies subjects in grade VII of public junior high school 5. To achieve this goal, the research approach used is classroom action research. With this classroom action research, researchers provide action to the subjects studied, namely students and teachers acting as observers. PTK is a form of research attached to teachers, which raises actual problems experienced by teachers in the field. PTK is research conducted by teachers in classrooms (schools) where teaching with emphasis on perfecting or improving the process and practical learning. This research uses the Kemmis model design, this model was developed by Stephen Kemmis and Robin Mc Taggart in 1988. PTK aims to improve and improve the quality of learning and help empower teachers in solving learning problems in schools. This research was conducted at SMP Negeri 5 Pamekasan, on grade VII students. Techniques or methods used by researchers to obtain accurate data, namely using observation, interviews, documentation, and tests. To increase this understanding, it is necessary to proceed with trying to find meaning. The stages of data analysis carried out are data exposure, conclusion, and verification.

Result and Discussion
Learning and Learning Outcomes

Learning is an activity that can be done in a psychological or physical manner. Psychologically-based activities are those that include mental processes, such as mindfulness, understanding, emulation, deception, learning, comparing, comparing, analyzing, and rearranging. Physical exercises are exercises that involve learning or practicing, such as participating in experiments or fieldwork, training, creating art, and acting. Learning is the process by which people acquire various skills, abilities, and knowledge. As a result of an individual's own success in interacting with their

environment, learning can also be described as a process that an individual does to fully understand new learning curves. Howard L. Kingskey states that learning is the process by which a learner (in a foreign language) becomes proficient or proficient through instruction or study.

According to Ernest R. Hilgard, learning is a process of action or action done intentionally, which then produces change, the state of which is different from the change caused by others. Whereas the understanding of learning, according to Gagne, is a kind of change that is shown in changes in behavior, which are different from before the individual is in a learning situation and after doing similar actions. Change happens because of an experience or practice. Different from changes directly caused by reflexes or instinctive behavior. From some of the above understandings it can be concluded that learning is a process of behavioral change that includes knowledge, skills, and attitudes that are relatively settled as a result of practice and experience.

Learning results are the abilities acquired by individuals after the learning process takes place, which can give changes in the behavior of both knowledge, understanding, attitudes and skills of students so as to be better than before. Student learning results are documents of a series of student learning processes that have taken place over a certain period of time. Study results are changes that occur in student behaviour measured in skills and attitudes. There are things that hold back the success of learning, namely the cognitive, psychomotor, and affective realms.

Cognitive fields include learning goals that relate to knowledge and intellectual development as well as skills. Affective fields cover learning objectives that explain changes in attitudes, interests, and values. Psychomotor fields involve behavioral changes that indicate that students have learned specific physical manipulative skills.

Truth or Dare Games

Truth or Dare is a game that has existed since 1712 in Greece with one variant, question and command, requiring at least more than two players. Players are given a choice between answering honestly or courageously facing the challenge given to other players. This game is very popular among teenagers and adults and most excitingly played by peers. The Truth or Dare game in Indonesian, Truth means truth,

so the Truth card contains questions whose answers are clarification or explanation. Instead Dare means courage where Dare's question card requires an objectively "wrong" or "right" answer.

The Truth or Dare learning strategy is a learning strategy that invites students to learn actively and aims to make students work together in learning and foster creativity. From this statement it can be concluded that Truth or Dare is a game that is played in groups using Truth cards that contain questions requiring answers "wrong" or "true" and Dare cards which contain explanations that require answers in the form of an explanation or a statement accompanied by a reason.

Efforts to improve student learning outcomes by using Truth or Dare games

Before learning actions using the Truth or Dare game, the social studies learning process was more dominated by teachers, the teaching methods used by teachers were less varied and only used lecture and question and answer methods, so students were less interested in following the learning process and resulted in low student learning outcomes. In this study, social studies learning for grade VII students at SMP Negeri 5 Pamekasan used the Truth or Dare game. The Truth or Dare game is a game that is carried out in groups using Truth cards containing questions that require "False" or "Correct" answers and Dare cards containing explanations that require answers in the form of explanations or explanations with reasons. In its application, the game has several cards. 8-card Truth cards and 5-card Dare cards (each card has a different number of holes). The game Truth or Dare is used in classroom action research (PTK) activities.

This research is carried out based on a cycle or continuous action consisting of three cycles. The main activities in each cycle include planning, implementation, observation, and reflection activities. Planning is the most fundamental stage in conducting research. Doing everything should be based on planning. At this stage the researcher explains what, why, when, where, by whom, and how the action will be carried out. In classroom action research planning, there are three basic activities, namely problem identification, problem formulation (pursing problem identification), and problem solving with actions based on existing theory. The second is

implementation, the implementation of actions is the implementation or application of the content of the design, namely carrying out actions in class in accordance with the plan that has been prepared at the planning stage. Before carrying out actions, it is necessary to look again at whether the problem formulation and hypotheses made are feasible or not.

If it is feasible, the next step is to prepare the steps for implementing PTK as follows:

1. Make a lesson plan and scenario for actions to be taken. Includes the steps taken by teachers and students in action activities.
2. Prepare the necessary facilities or supporting facilities, teaching aids, media, tables and all the needs needed in the lesson plan.
3. Prepare recording devices, how to record and how to make observations on the process and work of students. In addition, how to conduct data analysis both on the results of observations and on the work of students.
4. Practice the design results yourself, namely simulating the implementation of actions by considering the time of implementation and the method of action to be implemented. Therefore, teachers must look at their teaching hours so that they can estimate the estimated time needed when performing actions.

The third is observation, observation is the observation activity carried out by the observer. Observers can be from peers or teachers themselves. At this stage, the implementing teacher records little by little what happened in order to obtain accurate data for the next cycle of improvement. Observation is carried out during the implementation of class actions by recording, recording, documentation on the symptoms that appear during the implementation of actions. The last is reflection, reflection is an activity to restate what has been done. In this stage, the teacher tries to find things that have been felt satisfactory because they are in accordance with the design and carefully identify things that still need improvement. At the reflection stage, researchers also need to disclose the results of research by revealing the advantages and disadvantages. If action research is carried out through several cycles, then in the last reflection, the researcher conveys the next research plan.

Reflection on his hand reveals the constraints in the first stage and its shortcomings so that in the next stage it can improve action research.

After conducting classroom action research, using Turh or Dare games on grade VII students for three cycles, in cycle I an average score of 73.55 was obtained with the highest score of 80 and the lowest score of 65. From the results obtained, it is known that the completeness of student learning has not achieved maximum results, students who completed as many as 22 (70.96%). In this case, there are also many shortcomings such as students not or less focused on listening to the teacher's explanation, some students feel that the teacher's explanation is too fast and rushed, some students are also less interested in coming forward because of embarrassment, lack of references used in teaching, there are still students who are less serious in giving their opinions, and there are still many students who are not serious in doing the questions given.

To overcome the shortcomings that occur in cycle I, teachers make improvements that will be implemented in cycle II such as monitoring students so that students become focused, teachers must have the ability to manage time so as not to rush in terms of explaining material in front of the class, closer to students so that they feel comfortable not afraid when dealing with teachers, have book references so that their knowledge is broader, Provide understanding so that students are more serious when learning takes place, and provide understanding that when doing questions must be earnest.

In cycle II obtained an average value of 75.81 with the highest value of 85 and the lowest value of 70. From the results obtained, it is known that the completeness of student learning has not achieved maximum results, students who completed as many as 24 (77.41%). In this case, there are also some shortcomings that have not been resolved in cycle II, such as there are some students who do not / lack focus on listening to explanations from the teacher, are not interested in coming forward because of embarrassment, and are less serious about giving their opinions. To overcome the shortcomings that occur in cycle II, teachers make improvements that will be implemented in cycle III such as teachers must monitor students so that students become focused, must be closer to students so that they feel comfortable not

afraid when dealing with teachers, and provide more understanding so that students are serious when learning takes place.

In cycle III obtained an average value of 78.23 with the highest value of 90 and the lowest value of 70. From the results obtained, it is known that the completeness of student learning has achieved maximum results, students who completed as much as 27 (87.09%). Although there are some shortcomings, in this case there is no need to follow up the learning process. The following is a description of student score acquisition in cycles I, II, and III which consists of obtaining scores and the number of students based on learning outcome tests. The learning outcomes conducted on 31 students can be presented in the following graph:
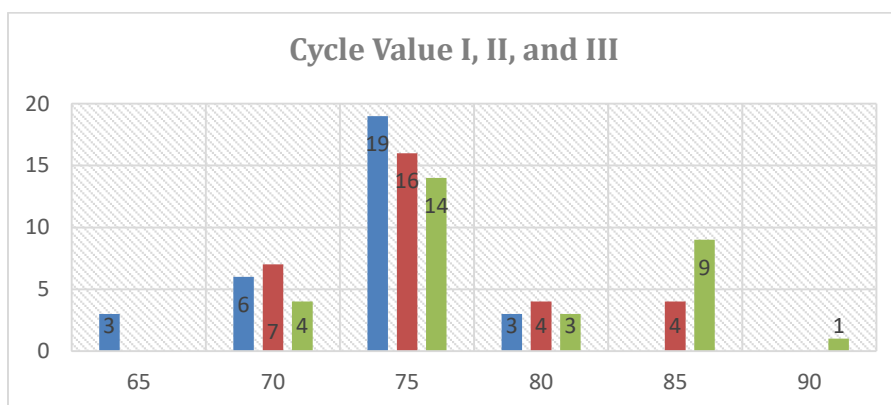

Figure 1. Cycle Value I, II, and III

Based on the graph above, you can see the difference between learning outcomes in cycles I, II, and III. In the first cycle, student learning outcomes for KKM reached 22 students and those under KKM reached 9 students. While in the second cycle the learning outcomes of students over KKM reached 24 students and those under KKM reached 7 students. And in cycle III student learning outcomes over KKM reached 27 students and those below KKM reached 4 students. Based on the learning outcomes tests of cycles I, II, and III, the following descriptive statistics of student learning outcomes can be seen in the following table:

Table 1. Learning Test Results Cycle I, II, and III

Descriptive Statistics	Cycle I	Cycle II	Cycle III
Highest value	80	85	90
Lowest Value	65	70	70
Average	73,55	75,81	78,23

Number of students who completed their studies	22	24	27
Number of students who have not completed their studies	9	7	4
Percentage of completeness	70,96%	77,41	87,09%
KKM Value	75	75	75

From the table, it can be seen that student learning test results have increased in cycles II and III. The average score of students increased by 2.26 in cycle II and 2.42 in cycle III. A total of 27 students (87.09%) have exceeded the KKM score of 75 in the last cycle. This increase shows that the level of student learning outcomes has increased because students are increasingly familiar with the material taught so that they can do the test questions well. Based on the results of these tests, researchers decided to complete a classroom action study on this cycle.

The decision to complete this classroom action research is because the completeness of student learning outcomes has reached the achievement indicator of learning completeness, which is 85% of students have completed their learning. According to Trianto, each student is said to have completed his learning (individual completeness) if the proportion of students' correct answers reaches the KKM set at school, which is 75. While a class is said to be complete learning (classical completeness) if in that class there are 85% of students who have completed their learning.

Conclusion

Based on the discussion, it can be concluded that the results of this study show that in its application, the Truth or Dare game has two parts, namely 8 Truth cards and 5 Dare cards (each card has a different number of holes). The game Truth or Dare is used in classroom action research activities and is implemented based on cycles or continuous actions consisting of three cycles. The use of Truth or Dare at SMP Negeri 5 Pamekasan went smoothly. The use of Truth or Dare games can also improve student learning outcomes in Social Science subjects. This is based on the results of research showing an increase in social studies learning outcomes in class VII. Seen in the series of cycles I, II, and III. In cycle I the average value was 73.55 with the lowest

score of 65 and the highest value of 80. Of the 31 students who took the test in cycle I, 22 students achieved KKM scores and 9 students did not achieve KKM scores, with a completion percentage of 70.96%. In cycle II the average score was 75.81 with the lowest value of 70 and the highest value of 85. Of the 31 students who took the test in cycle II, 24 students achieved KKM scores and 7 students did not reach KKM scores, with a percentage of completeness of 77.41%. In cycle III the average value was 78.23 with the lowest value of 70 and the highest value of 90. Of the 31 students who took the test in cycle III, 27 students achieved KKM scores and 4 students did not achieve KKM scores, with a completion percentage of 87.09%.

Suggestion

The research results will be a reference and collection in the library, so that they become study materials for lecturers and students, both used as learning study materials and teacher studies in lectures and for future research purposes. For future researchers, the results of this study can be used as study material to be studied and used as a guide to facilitate the preparation of further research.

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