



IMPLEMENTATION OF LEARNING-BASED GAME METHOD TO IMPROVE ELEMENTARY STUDENTS' LEARNING ACTIVENESS

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PENERAPAN METODE PEMBELAJARAN BERBASIS PERMAINAN UNTUK MENINGKATKAN KEAKTIFAN BELAJAR SISWA SD

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ABSTRACT

Abstract: Students' learning activeness is crucial in the ongoing learning process. In fact, there are still students who do not have active in learning. Based on the observation, it was found that there were still students who did not have active in learning. Students never expressed opinions and questions, students were not enthusiastic, students played or talked with friends during the learning process, students hesitated to express opinions, students often got permission to leave class, and students did not contribute to group discussions. The solution to these problems is to apply the game method in learning. The aim is to explain that the application of the game method can increase the students' activeness in learning during the learning process in the classroom. The method used is a descriptive qualitative method. The result is that the application of the game method can increase students' learning activeness. It is marked by a change in the response showed by students in which students become enthusiastic while participating in learning, students actively ask and answer questions, and students are actively involved in discussions and some of them are in accordance with indicators of student's learning activeness. Nevertheless, to obtain significant results, a teacher can apply this method repeatedly. As a Christian teacher, of course, the teacher must be able to use their abilities and intellect to see the problems that students are experiencing in class, then the teacher seeks the right solution based on Bible truth. The suggestion that can be given to teachers is to evaluate the problems of students' learning activeness in order to be able to determine other methods that are more effective for the improvement of students' learning activeness.

Keywords: game method, students' learning activeness, elementary students

Abstrak: Keaktifan belajar siswa merupakan hal yang sangat penting dalam berlangsungnya proses pembelajaran. Namun kenyataannya, masih terdapat siswa yang tidak memiliki keaktifan belajar. Berdasarkan hasil observasi, ditemukan masih terdapat siswa yang tidak memiliki keaktifan belajar. Siswa tidak pernah menyampaikan pendapat dan pertanyaan, tidak antusias, bermain/berbicara dengan temannya selama pembelajaran, siswa ragu menyampaikan pendapat, siswa sering ijin keluar kelas, dan siswa tidak berkontribusi dalam diskusi kelompok. Solusi yang dilakukan terhadap permasalahan ini yaitu dengan menerapkan metode permainan dalam pembelajaran. Tujuannya adalah menjelaskan bahwa penerapan metode permainan mampu meningkatkan keaktifan belajar siswa terhadap proses pembelajaran di kelas. Metode yang digunakan adalah metode deskriptif kualitatif. Hasilnya adalah penerapan metode permainan dapat meningkatkan keaktifan belajar siswa. Hal ini ditandai dengan adanya perubahan respon yang diberikan oleh siswa yang menjadi antusias mengikuti pembelajaran, yang aktif bertanya dan menjawab, serta yang ikut terlibat aktif dalam diskusi dan beberapa hal tersebut sesuai dengan indikator keaktifan belajar siswa. Namun, untuk memperoleh hasil yang signifikan, maka seorang guru dapat menerapkan metode ini secara berulang kali. Sebagai seorang guru Kristen, tentunya harus bisa menggunakan kemampuan dan akalinya untuk melihat permasalahan yang dialami siswa di kelas, kemudian guru mencari solusi yang tepat berdasarkan kebenaran Alkitab. Saran yang dapat diberikan kepada guru yaitu perlu melakukan evaluasi terhadap permasalahan keaktifan belajar siswa, agar mampu menentukan metode lain yang lebih efektif untuk meningkatkan keaktifan belajar siswa.

Kata Kunci: metode permainan, keaktifan belajar siswa, siswa sekolah dasar

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INTRODUCTION

The learning process can run well and being able to achieve the goals that have been set is what every teacher wants. The learning process is a stage of teaching students by planning, implementing, and evaluating students, so that they are able to achieve appropriate and effective learning objectives (Damayanti, 2021, p. 15). In addition, the learning process is also interpreted as a stage where students build relationships with teachers and teaching materials in the learning environment (Suardi, 2018, p. 7). To build these relationships, teachers and students must work together and must be actively involved in the ongoing learning process. So, it is hoped that through the learning process, students will be able to experience increased active learning, through changes in behavior, namely from passive to active learning.

But in fact, there are still many students who are not actively learning. Through the results of research conducted by Payon et al. (2021, p. 54), states that students who are not actively learning will engage in behavioral behaviors, such as playing/talking with their friends during learning, not wanting to ask/answer teacher questions, just being silent during learning, unenthusiastic, unenthusiastic, often excused, and not confident when expressing opinions. Some of these behaviors are things that can be observed from the form of student learning inactivity. This shows that students feel bored and bored with learning, so students become inactive in learning.

Based on observational data and reflections on teaching at a Christian school in Lampung, from July to August 2022, it was

found that there were still students who did not have active learning, including when doing practice questions. This can be seen through the behavior of students who never ask questions, are silent during the learning process, do not respond or answer when asked questions by the teacher, often go in and out of the classroom, are not enthusiastic and lack confidence when appointed to express opinions. This phenomenon occurs for several reasons, including: students feel bored and bored with the learning process, because some of these inactive students have learning styles that are not in accordance with existing methods. There are also some of them who are unable to understand the material quickly when only using the lecture method, so this has an impact on student learning inactivity. This phenomenon can be seen from the responses shown by students in learning, namely some students are just silent, not active in learning and also take a long time to digest learning material. However, when applying other methods in learning, these students are able to actively respond to the learning given. Based on this, there were 8 out of 24 students who were only silent during the lesson. 2 of them will only respond to questions posed by the teacher, when pointed out repeatedly, they even express their opinions doubtfully and indifferently. This shows that the student does not meet the standard for measuring active learning or commonly referred to as an indicator of active learning.

According to Kanza et al. (2020, p. 74), indicators of active student learning are characterized by enthusiasm for participating in learning, observing and listening when the teacher explains, daring to ask and answer

teacher questions, taking notes and reading material, expressing opinions in discussions, completing exercises questions, and dare to present the results of the discussion. However, based on the behavior shown by the 8 students, it shows that these 8 students still do not have active learning. The behavior of the 8 students also showed that they did not yet have the motivation to respond to the learning given, so that they did not meet the indicators of student learning activity.

Encouragement of students who want to learn is student motivation. According to Hamalik in (Octavia, 2020, p. 52), motivation has 3 elements, namely: marked by changes in abilities, feelings, and marked by efforts to achieve goals indicated by behavior/actions, because without motivation, learning actions will not appear. The existence of learning motivation in students will encourage these students to try to respond to the learning delivered by the teacher. This is a form of effort shown by students to achieve learning objectives. Based on the indicators of active learning described above, the authors conclude that the problem that occurs is that 8 out of 24 students in grade 6 do not have active learning due to a lack of motivation to learn.

Through the results of research that has been conducted by Suciati (2021, p. 11) states that the use of game methods has an effect on 5 student learning activity. This is the same as the results of a study conducted by Widoretno et al. (2021, p. 287), that the method the game can be used to increase student motivation and understanding in the learning process. Based on this explanation, it is very important for a teacher to recognize the characteristics and problems experienced by their students. It is intended that a teacher can find the right solution to the problems experienced by his students, one of which is in the selection of learning methods used.

In the learning process, the teacher must also realize that every student is created in the image and likeness of God. The image and likeness of God means that humans are God's representatives or God's representatives in the world (Hoekema, 2003, p. 18). This

means that humans should reflect God's will in their lives, through attitudes, thoughts, and actions that are done solely to glorify God. However, man has fallen into sin. The fall of man into sin was caused by Adam and Eve's disobedience to God, so that the image and likeness of God became damaged and humans lost their functional elements (Panggabean, 2019, p. 41). The fall of man into sin causes the relationship between man and God to be damaged and man cannot be perfectly able to glorify God in his life. This is what causes humans to take actions that are not in accordance with God's will, including students in the learning process. Sometimes students are not active in learning because it is caused by a feeling of laziness, boredom and indifference to learning. Therefore, the role of a Christian teacher is very important to help students overcome these problems.

Based on the background of the problem, the research method used by the author is descriptive qualitative. Descriptive qualitative is a research method that focuses on the results of observations or in-depth observations of research objects (Roosinda et al., 2021, p. 40). The instruments used by the author are the results of observation sheets, lesson plans, reflections, and student learning outcomes. The formulation of the problem is how can the application of the game method increase the activeness of student learning in the learning process in the classroom? The purpose of writing this paper is to explain that the application of the game method can increase the activeness of student learning in the learning process in the classroom.

THEORETICAL STUDY

Activation of student study

Active learning consists of two words, namely active and learning. Active is an active, passionate, agile effort (Lase et al., 2022, P. 102), while learning is a stage of student behavior change that occurs because of the relationship between students and their learning environment (Br. Sembiring et al., 2021, P. 19). So, active learning is an effort that is carried out actively and enthusiastically

towards a better change, through the learning process. Based on this, it can be seen that student learning activeness is very important, because it affects learning outcomes, behavior and also students' knowledge of the material being studied.

The activeness of student learning can be seen when students are given the opportunity by the teacher to express opinions or questions related to the learning material being discussed. According to Tri Muah in the book Firmansyah & Putri (2021, P. 17), active student learning is an activity where students carry out learning activities freely, dare to express opinions and can solve their own problems. This is in line with opinion Ariyanto's (2021, p. 7-8) that the behavioral characteristics of students who have active learning are often asking questions or opinions, being happy doing assignments, and so on. This means that, in the learning process, students must be actively involved by responding to the learning being studied. The activeness of student learning can be seen through the involvement or participation of students in expressing opinions, asking questions, and student behavior during the learning process.

However, there are still students who are passive or less active in learning. Less active (passive) has the opposite meaning of the word active. Less active means not having effort, not being active, and not enthusiastic in learning, or often referred to as passive. Passive students only receive everything that they hear and see from the teacher, the rest is silent and does not respond (Difany, et al., 2021, p. 13). This is usually one of the problems in learning, because these students often lag behind in material, and it is usually difficult to make decisions because they tend to only follow other people's opinions. Possible causes of passive students in learning are bored, bored, lazy and no student interest in the material being studied, so that there is no incentive to want to learn about it (Al Hakim, 2021, p. 407).

Based on the explanation above, it can be seen that it is very necessary for students to

have an active effort to fight against the desires of the flesh, such as boredom, boredom, and laziness. To fight this, it is necessary to help the Holy Spirit to lead every heart and make students come out of the desires of the flesh, which is one of the causes of inactivity in learning. According to Guthrie in (Sihaloho et al., 2020, p. 211), the Holy Spirit always guides and leads humans to a path or behavior that is always different from the desires of the flesh. This shows that only by the help of the Holy Spirit, students are enabled to fight and leave the desires of the flesh, which causes these students not to study actively. Active learning is very important for students to have, because in the learning process, students are expected to have an active response to God's blessings given in their lives, through their talents, which can be improved and processed through learning in class. If students are only passive in the learning process, then these students cannot respond and develop the talents that God has given them in their lives, which are processed through the learning they receive.

Based on some of the explanations above, it can be seen that it is very important for every student to have active learning, in order to awaken and develop the talents possessed by students through active student involvement in the learning process. Student engagement being active in the learning process will encourage these students to think critically about the learning material they receive from the teacher. In addition, students will also think critically about the answers to questions given by the teacher, think about the right questions to ask when they do not understand the material being discussed, express opinions in discussion groups, and students also try to do assignments that the teacher gives, as a response the student is actively learning. Active students are not only silent during the learning process, but dare to express opinions, ask questions, and participate in discussion activities held during the learning process.

Game Method

Fun learning is certainly learning that is expected by every student. To achieve this learning situation, teachers usually use a variety of learning methods, one of which is the game method. The methods are the steps that teachers use in implementing lesson plans (Chusni et al., 2021, p. 25). While games are activities carried out by students to develop their creativity in a fun way (Darmadi, 2018a, p. 17-18). Based on this, it can be concluded that the game method is an effort used by the teacher, to convey learning material to students, in a fun way.

The game method can be used as a way to stimulate students' thoughts, feelings, focus, and skills, thereby supporting the achievement of learning objectives (Ramadhani et al., 2020, p. 85). This is because the game method involves all students following the ongoing learning process. In addition, this method requires students to focus on understanding and following every instruction conveyed by the teacher, thereby stimulating students' thinking and focus on learning. The game method is also one of the ways that teachers use to build relationships with students through the presentation of material. The game method serves to provide an interesting experience for students in understanding learning material, and students are able to solve the problems they face (Gainau, 2016, p. 158). Through the application of this method, students learn with pleasant class conditions, not rigid, and learning objectives can be achieved.

The game method has steps in the implementation process. According to Hanum (2015) in the book Ramadhani et al. (2020, p 87-88), the steps of the game method consist of: (1) The preparatory stage, namely formulating goals, benefits and preparing game tools and materials, (2) Implementation stage: (a) Opening: the teacher gives directions and rules of the game (b) implementation: students carry out activities, (c) closing: the teacher gives directions and gift, (3) Closing stage: discussion and closing activities. In addition, according to Sihalohe et al. (2020, p. 211), the steps for implementing the playing method are:

(1) The opening stage. This stage is the stage where the teacher gives instructions in the form of directions given to students regarding what to do and how to do it, (2) Implementation stage. Students play games based on the instructions given by the teacher, (3) Closing stage. Teachers give awards to students. Each step in the application of this method is very important to explain to students. This is intended so that students are able to do correctly regarding the steps of the method to be applied and the implementation process can run well.

Based on the opinion above, the steps of the game method can be applied as follows: (1) The preparation stage, namely the stage of preparing and choosing the right game and in accordance with the material being taught, then formulating learning objectives. That will be achieved from the application of the game method, as well as preparing the tools and materials used. (2) The implementation stage is the stage where the teacher gives instructions to students about the game to be carried out and students will play the game. Based on the teacher's instructions, (3) The closing stage is the stage where the teacher gives gifts and directions to students, as well as the discussion and conclusion stages at the end of the game.

According to Jatmiko (2019, p. 1), the game method can increase the activeness of student learning because it encourages students to be directly involved, so they are happy and easily understand the material. This is the advantage of the game method, which is fun, so that students are stimulated to be actively involved in participating in learning activities. Student activities are not only physical but also mental, can arouse student learning motivation, giving material is more memorable and fun. fun, so hard to forget (BR. Ginting, 2020, p. 217). The application of the game method also makes students able to respond to learning, thornton by students at that time ongoing learning process. Input shown by students shows the extent to which these students have understood the learning material that has been delivered by the teacher. This also shows the activeness of student learning during the

learning process. Based on this explanation, it is very important for teachers to increase the activeness of student learning in class, as an effort to encourage students to respond to their calls through learning that is received in class. This is in line with Brummelen's opinion (2016, p. 77), that in the learning process, students must be given the opportunity to practice their calling as the image and likeness of God, to help and encourage them to make responsible choices and decisions.

Game Method in Student Learning Activities

Student response in learning is very important for the continuity of learning. Response is the response given or shown by students to the learning they receive. The response also determines the activeness of student learning, so that when students do not respond to the teacher at all, are just silent, do not want to ask or answer questions posed by the teacher, then these students certainly experience problems in their active learning. The activeness of students' learning is influenced by many things, one of which is influenced by the application of learning methods. The learning method affects student activity, because the learning method is a way to convey learning material to students. Therefore, one of the learning methods that is used to increase student learning activeness is the application of the game method.

The game method is a method used to present learning material to students, by involving students in playing games to obtain a certain material concept (Mardiah, 2015, p. 75-76). Through this method, students are led to be able to learn while playing, fun but also serious in achieving the learning objectives that have been set. According to Darmadi (2018a, p. 23), the game method aims to create learning conditions that are passive to become active, those that are stiff become moving, and those that are saturated become cheerful. Through this method, students can be actively involved and participate actively in learning. This is in line with Chan's opinion (2017, p. 109), that the learning process that uses the

game method is able to encourage students to learn a number of things through their own active participation and this is an opportunity for teachers to encourage students to have experience through the games they are doing, to discover certain principles.

Based on research conducted by Pranoto (2020, p. 25), before the game method was applied, the level of student activity is only 10% in the high and medium categories, 80% is low, but after the game method is applied Quiz obtained student learning activeness reached 82% high category, 18% medium category, and 0% low category. Based on the results of this study, it can be concluded that the application of the game method is one of them in the game Quiz on student learning activeness, very influential both on student responses and student learning outcomes in the learning process. This is in line with the opinion of Dotamana (2021, p. 26-27) that the game method is able to increase students' concentration on the information conveyed by the teacher and is able to increase students' feelings of pleasure, because they can learn while playing, thereby increasing activity in study.

In addition, the application of the game method can create conditions for an active classroom environment, because student boredom is reduced. The same thing was also found by Pramudya et al. (2021, p. 6-7), that the application of the game method causes satisfaction in students, attracts students' attention, and creates feelings of pleasure, so students are more active, enthusiastic, and participate in discussion in study groups. Therefore, it can be seen that the activeness of student learning greatly influences various things, including influencing the enthusiasm and participation of students in participating in the learning process. Through the description above, it can be concluded that the activeness of student learning can increase when applying the game method in class, because it provides opportunities for students to participate directly, so that students become happy and easily understand the learning material delivered by the teacher (Jatmiko, 2019, p. 1).

RESEARCH METHODS

The research method used by the author is descriptive qualitative. The descriptive qualitative method is a research method that focuses on the results of observations or in-depth observations of research objects (Roosinda et al., 2021, p. 40). The respondents used in this study were sixth grade elementary school students at a Christian

school in Lampung. In this study, there were several instruments that were also used by the authors, namely the results of observation sheets, lesson plans, reflections, and student learning outcomes. During teaching practice, the writer found several students who did not have active learning during the learning process. This can be seen through the observation sheet and reflection sheet. The following is a description of the data from the problems during field practice:

Table 1. Data on Student Inactivity Problems

Date	Fact	Suitability Indicator	Percentage
26 July 2022	Students do not at all respond (just be silent during the lesson)	The facts aside do not meet the activation indicators of student learning, which is: marked by a spirit of following the study, watching, and listening as the teacher explains, daring to ask and answer the teacher's questions, taking notes and reading material,	33% (8 of 24 students)
1 August 2022	Students only answered when asked by the teacher and some students were silent during the learning process. Students sit on the left of the blackboard. When the teacher asks a student about what he or she learned in the reading book, the student is silent for 1 minute and hesitates to answer, so that before answering the teacher's question, students first say "is it okay if I'm wrong, miss?"	presenting opinions in the discussion, completing the training matter, and courageously presenting the results of the discussion.	25% (6 of 24 students)
4 August 2022	There were students who from the beginning to the end of the meeting never gave a response to teacher questions and were just silent during the learning process. In addition, there were also students who, when appointed by the teacher to answer, these students expressed their opinions hesitantly.		16,6 % (4 of 24 students)

On July 26 2022, there were 8 out of 24 students, or around 33% who were not actively studying. What students do does not respond to the learning conveyed by the teacher. Students are silent (never ask or answer questions given by the teacher) during the lesson. Then on August 1 2022 there were 6 out of 24 students or around 25% who were not actively studying. Actions taken by students only answer if given teacher questions, hesitate to express opinions when appointed by the teacher, there are even students who are only silent during the learning process. Then on August 4 2022, there were 4 out of 24 students or around 16.6%. During the observation, there were students who from the beginning to the end of the meeting never responded to the teacher's

questions or were just silent during the learning process. In addition, there were also students who, when appointed by the teacher to answer, these students expressed their opinions hesitantly.

Referring to active learning indicators, 8 out of 24 students of grade 6 did not learn actively because they did not meet the active learning indicators. According to Kanza et al. (2020, p. 74), indicators of student activity in learning are marked by enthusiastic participation in learning, observing and listening when the teacher explains, daring to ask and answer teacher questions, taking notes and reading materials, express opinions in discussions, complete practice questions, and dare to present the results of discussions. That is, when the behavior shown by students is not

in accordance with active learning indicators, the student is declared not learning actively.

To overcome the problems found during observation and teaching practice, the

solution that was tried was the application of the game method at the beginning and in the middle of the learning process. The following table applies the game method.

Table 2. Problem Solving Data

Date	Solution To Problem
18 August 2022	The teacher begins learning by applying the game method related to the material being studied at that time.
25 August 2022	My teacher-survey previous meeting learning used the game method and the teacher ensured students' understanding of the material being studied by providing guided exercises using the game method.

Based on the results of observations and teaching practice, it was found that the problem that occurred in class VI SD was that 8 out of 24 students did not have active learning. The author tries to involve students in learning, as an effort to increase student learning activeness, using the game method. Several things the teacher does when implementing the game method in the classroom, namely: (1) Opening stage: the teacher chooses the game to be applied, sets learning objectives, and prepares all tools and materials to be used in implementing the game, (2) The teacher gives instructions to students regarding game steps: (a) students are asked to count starting with number 1, (b) students will continue to count, but if there are numbers that have multiples of 2, then the numbers must be changed to 'dorrr', (c) the teacher can change multiples of numbers into multiples of other numbers, for example 3, 4, 5, etc. Then, the teacher asks students to start the game based on the instructions explained by the teacher (implementation stage), (3) Closing stage: the teacher invites students to discuss by doing exercises from the games that have been done, concluding learning, and giving reward to students. Some of these stages are carried out repeatedly in two meetings by adjusting the learning material taught to students in class.

RESULTS AND DISCUSSION

Each class has its own limitations and challenges. These challenges and limitations

will become a problem when teachers cannot take the right steps to face these challenges. One of the challenges that becomes a problem in the classroom is the lack of active student learning in the learning process. Based on the results of observations and teaching practices carried out, the authors found a problem in class VI SD, namely that there were 8 out of 24 students who did not have active learning. This can be seen from the behavior shown by 8 of the 24 students, who tended to be passive during the learning process, only being silent during the learning process, never asking questions, not answering when the teacher asked questions, lacking initiative, so they only responded when pointed by the teacher, and afraid and hesitant to express opinions. Through this, it is very necessary to make efforts to increase student learning activity to achieve the learning objectives that have been set.

According to Makki (2019, p. 26-27), students are individuals who want to know and learn, so their active learning grows positively when the learning environment provides space for growth. This is an opportunity for teachers to explore student potential through student diversity directed to achieve learning goals. This means that student learning activities affect the active learning of the students themselves, so that the incompatibility of the learning approach given will make the active learning of students not develop or even disappear. Based on this, one solution that can

be used to increase student learning activity is to apply the game method.

Based on the explanation above, it can be seen that when a teacher decides to use a learning method in the classroom, the teacher believes that the method chosen is correct and in accordance with the characteristics of the students being taught. This relates to the philosophy of epistemology, namely speaking about the truth. Of course, when a teacher applies a method, for example applying the game method in the classroom, there are many things that are taken into consideration, starting from the experiences experienced during learning, through the teacher's observations using the five senses to observe student behavior and responses in class. in class, and others. However, the results of experience and observation from the five senses are not always a source of truth in claiming problems and solving problems that are experienced and applied in the classroom. Teachers must look beyond and get to know their students on a personal level. Teachers may not directly label their students when these students are less active in class.

In the learning process, teachers usually assess students based on behavior visible to the five senses. For example, when students are not active in learning, do not ask questions, and never express opinions in class, they are usually regarded as students who are lazy to learn, so these students do not respond actively in the learning process. However, the teacher did not know clearly why the student was not active in class. It could be these students are not actively learning because they feel bored or bored with the learning methods used by the teacher. This can be an evaluation material for a teacher, when he can find out clearly why the student is not active. Based on this, the teacher can improve the way the material is delivered by using the right method and according to the needs of the students in the class. Through this, it can be seen that experience and the five senses still have limitations in claiming a truth. It should be

known that the true source of truth is the Word of God, namely the Bible. All words in the Bible are completely true and there are no errors (Grudem, 2009, p. 61-62). Therefore, the basis of everything that is done, including learning, should be based on the Bible.

Based on the explanation above, it can be seen that teachers are given the ability to think, reason, and wisdom by God, to be able to plan lessons that will be carried out in class. Teachers must be able to use their ability, reason, and wisdom correctly according to God's will. Wisdom comes from God, through the Holy Spirit for people who hold the truth (Panggabean, 2019, p. 41). Through this, Christian teachers must be based on the absolute source of truth, namely the truth of the Bible. When a teacher has the right foundation, then the learning that will be carried out in class is able to become a God-fearing community. A teacher's reason and wisdom should be used properly, for example to find out the problems experienced by students in their class, then find appropriate ways to overcome these problems, for example in choosing learning methods. When the teacher is not able to know the problems and the ways to overcome these problems, it will have a negative impact on students, one of which is not active learning. Therefore, teachers must be able to see and understand clearly the characteristics, constraints, and problems that are being experienced by students in the classroom.

Based on the results of observations made, one of the visible problems is student learning inactivity and the solution is the game method with the aim of being able to increase student learning activity in the classroom. The game method is a method used to convey learning to students, by involving students in playing games in order to obtain a certain material concept (Mardiah, 2015, p. 75-76). This method is able to encourage students to actively participate in learning activities, because this method involves students actively in the learning activities carried out. The game

method serves to provide an interesting experience for students, in understanding learning material, so that students are able to solve the problems they encounter (Gainau, 2016, p. 158). Based on this, it can be seen that the application of the game method also has a positive impact on students to increase their active learning, because this method encourages students to be able to build their critical thinking skills through the learning that they receive from the teacher, both in understanding the game instructions that will be applied, as well as towards learning material being studied.

Based on the solutions applied, the game method used is guessing the numbers and guessing the story. In practice, students are given instructions by the teacher regarding each step in playing this method. In the first application, students are asked to count from number 1, then if there is a number multiple of 2, then that number must be replaced with the word "dorr", then the multiple numbers will be changed alternately by the teacher and quickly ask students to continue the number according to instructions. In this first application, students learn about multiplication and addition material, so that the game method used is adapted to the learning material being studied at that time. This aims to make it easier for students to remember multiplication from 1-10, and train students to be able to count quickly. In the next application, the teacher explains the instructions regarding the steps in carrying out the method, then asks students to start the game while studying in class. Through the implementation carried out, it can be seen that this game can increase the activeness of student learning, where students respond actively to learning, scramble to work on practice questions through the game method applied, answer questions given by teachers and classmates, and dare to express opinions in groups. Study. According to Jatmiko (2019, p. 1), the game method can encourage students to be actively involved in the learning process. This shows that the game method is useful for

increasing students' curiosity, so that students can actively participate during learning. According to Dotamana (2021, p. 26), the game method encourages students to think and focus on listening to information conveyed by the teacher regarding the material conveyed through the game.

When observed, the application of the game method was carried out 2 times and the result was that, each time the method was applied, not all students who were previously passive could immediately become active. This happened because during the application of the first game method, there were some students who did not understand the instructions the teacher explained, so some of them were still hesitant to respond to the instructions the teacher gave. Then, in the second application, students were very enthusiastic about taking part in class, but not all students were active in the learning process. Even so, the level of student learning activity increased more than before. The thing that made some students not active in learning was due to their unhealthy body condition, so that 2 of them looked weak, but they were still able to follow the teacher's instructions, even though they were not perfect. The results of its application showed that the activeness of student learning increased from the previous one. When doing teaching practice for the first time in the class, there were 8 out of 24 students or around 33% of students who were not active in learning. This can be seen through the behavior of students who are just silent, never answer the teacher's questions, and so on. After that, in the second meeting, the game method was applied. There were 2 out of 8 students who were previously inactive to be active. It can be seen that 2 out of 8 students who are usually just silent become involved in the learning process. They participate in the game given by the teacher, they are enthusiastic, and answer the questions the teacher gives at the end of the game. Then, in the application of the game method in the next meeting, 4 out of 6 students who at the previous meeting were only silent

(never giving opinions or questions) and previously were not active became active in learning. These students began to be enthusiastic about learning, raising their hands when there were practice questions given by the teacher, through games carried out in class.

Based on the explanation above, it can be seen that when the teacher applies the game method, student learning activity increases. This statement is supported by Anggun (2021, p. 20) in his research, that the game method has an impact on students, because it encourages students to actively answer, discuss, and student learning outcomes also increase. This opinion is supported by the results of research conducted by Hidayat et. al. (2021, p. 74), that the application of the game method can influence and increase student learning activity. In addition, according to the research results of Pramudya et al. (2021, p. 7), the application of the game method is able to create satisfaction in students, attract students' attention, and create feelings of joy, so that this makes students actively participate in learning, enthusiastic, and participate in discussions in study groups.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of the game method can be used as one of the right solutions in increasing student learning activity. The application of the game method is able to increase the activeness of student learning in the learning process in class, which can be seen from the responses of students who were previously passive to active learning. This is shown based on feedback given by students, namely actively asking, answering, scrambling to do exercises on the blackboard and also being involved in group discussions after the application of this method. Some of these things are in accordance with indicators of active student learning, which are marked by enthusiasm for participating in learning, observing and listening when the teacher explains, daring to

ask and answer teacher questions, taking notes and reading material, expressing opinions in discussions, completing practice questions, and daring to present the results of discussions. The game method creates a fun learning atmosphere, not rigid, but learning objectives can still be achieved properly. This can be seen from the increase in student learning activity after the application of the game method in learning. Initially there were 8 out of 24 students who did not meet the active learning indicators. However, in the application of the second game method, 2 out of 8 students who were previously inactive became active (there were 6 students who were still inactive). Then, in the application of the game method in the 3rd meeting there was an increase in student learning activity, namely 4 out of 6 students who at the previous meeting were only silent (never giving opinions or questions) and previously were not active became active in learning. Based on this, the game method is applied repeatedly to get more significant results.

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