



Efforts to Improve History Learning Outcomes Through Snake and Ladder Media at Class XII IPS 3 SMA Negeri 3 Medan

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ABSTRACT

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The low value in history subjects is the background of this research, classroom action research is conducted so that students are more motivated in their learning. So that the right step in improving learning outcomes, this study uses snakes and ladders media. Results of the study produced a level student learning activities in cycle 1 = 56.14% while cycle 2 = 88.28%. This has increased. Conclusion of student learning cycle 1 = the percentage of completion was 39.41% with an average value of 64.11%. Furthermore, cycle 2 saw an increase in the percentage of completion of 82.35% with an average value of 79.91%. The conclusion of this study is that the use of snakes and ladders media can increase learning outcomes of history of class XII IPS 3 students of SMA Negeri 3 Medan.

Keywords

Snakes and Ladders Media, Learning Activities, History Learning Outcomes

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INTRODUCTION

The importance of learning, because the progress of a country is largely determined by education. Meanwhile, learning is a stage of helping students learn well (Djamaludin & Wardana, 2019). Learning is not just about delivering material in accordance with curriculum objectives, without paying attention to students' conditions. So, that studies process activity is a two-way relationship between students and teachers in practicing learning theory.

According to (Mulyati, 2019) a very important factor in the learning process is having learning objectives. Objectives are material there use be influence others material, including teaching tools, methods, evaluation materials such as teaching materials. Therefore, educators cannot forget the problem of formulating learning objectives if they want to carry out their teaching.

Basically, the learning process is often less enjoyable, especially with some subjects which are very boring for students. Studying history is a subject that is

labeled as boring, there are also those who say that studying history tends to be difficult because of memorizing stories from the past. In fact, there is a saying that states that history makes a person wiser and wiser in acting which can shape the nation's character in the future (Sentosa, 2017).

One strategy to eliminate the notion that learning histories was stodgy subjects a to reduce be use in conventional learning methods and then replace them with creative and innovative learning tools. Media description by (KKBI 2008:), namely an intermediary in education is usually defined as tools and materials used in the educational process, the word media comes from the Latin word *medius* which contains middle, intermediate or introductory understanding.

Based on evidence found in the field, namely at SMA Negeri 3 Medan, problems were found in learning activities in history learning which had minimal variation in the use of media to assist learning which resulted in students' motivation in learning being low. In general, the media used in history learning are printed books or teachers use them slide power point. History learning activities usually use conventional using the lecture method followed by giving the task of summarizing the material in a notebook and then collecting it (Afandi, R , 2015). The use of educational and teaching equipment in study activity historices material, besides that all students become active, fun and motivated, namely by using snack and ledder media educational. Learning while playing is the overall idea that must be applied in this research. With the snakes and ladders game, students' learning style needs are met, learning styles that are met include visual, auditory and kinesthetic (Yumarlin, M. Z, 2013).

According to (Dewi, T., Dadang, K., & Panjaitan, 2017) the Snakes and Ladders teaching media in its application requires 2 or more players who do this by throwing the dice first to determine the initial steps of the game and the next steps according to the numbers that come out of the dice. On the snake and ladder board there are small boxes containing numbers, snakes and ladders that can connect to other boxes. Other parts and rules of the snakes and ladders game have been developed by researchers almost the same as snakes and ladders in general. However, in Snakes and Ladders there is material for each box on the game board which is then provided with several question cards, prize cards, punishment cards, answer cards and opportunity cards. The game of snakes and ladders is intelligent, instreactive, attractive, straightforward and simple (Hidayati, 2010).

The researcher's initial step in choosing the snakes and ladders game was because it is good learning for students, according to Ossyvaka & Papoudi in (Pamungkas & Azmi, 2021) learning while playing is a movement that can help

the younger generation achieve complete development including physical, intellectual, social, moral, emotional, and artistic. Apart from that, the selection of snakes and ladders media can be used on history learning, because in the snakes and ladders game there are elements of images, sounds and colors of movement which will trigger students' imagination regarding the material presented.

How to play snakes and ladders in this study is as follows:

1. The teacher divides the group, each other group consistent 5-6 people, then the student join their respective groups to discuss determining which 1 representative is tasked with running the pawn and the other member is tasked with finding and answering questions if the pawn stops in the box containing the question mark symbol.
2. The game starts by throwing the dice and each player is given only one chance to roll the dice, but if the player gets the number 6 then the player is given the opportunity to roll the dice one more time. Players from the representative group will start their playing pieces from the Start box and stop at the number that comes out of the dice.
3. If a player gets the same box then the player already in that box moves position to the previous box (box exchange).
4. After throwing the dice and the player representing the group stops in the box with a question mark, they must take the Question Card that is available and the player discusses answering the question with their group, which is given 30 seconds.
5. Each group that plays the wrong answer to the question must take a card panishment (punishment card). If the group of players can answer the question the player can move two steps forward from the previous box.
6. If the player gets a picture of a ladder, please go up following the end but if the player obtain a picture of the snake's head, has player goes down to the tip of the snake's tail.
7. The group of players who reach the finish line first will be the winners and will be given a reward.

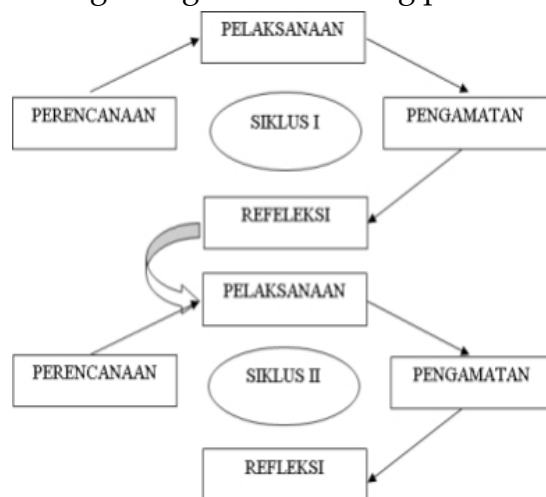
Learning outcomes are concrete manifestations in the form of learning behavior that we often see in changes, abilities, skills, attitudes, observations and abilities. The learning process at a particular level of education can be seen from the learning outcomes themselves. According to Dimiyati and Mudjiono (2013:3-5) learning outcomes are the result of a learning interaction and teaching actions. Learning outcomes are partly carried out by the teacher's actions, while achieving teaching goals in other parts is an increase in students'

mental abilities. Learning according to (Darwis, 2017) is the first step which is marked by changes in a person.

According to (Sriwahyuni, 2020) By learning history, students can develop the competency to think chronologically and have knowledge about the past which can be used to understand and explain development processes, changes that occur in society, socio-cultural diversity in order to discover and grow national identity in the midst of world society, then students realize the diversity of life experiences of each community, there are different ways of looking at the past to understand the present and grow knowledge and understanding to face the future (Asmara, 2019).

RESEARCH METHODE

Type of research uses classroom action (PTK). PTK is a type of research that is given an action or experiment to provide the influence of a different learning model or design to obtain results according to the desired objectives and is applied from the beginning of the teaching process to the end.



Picture 1.

Spiral Cycle of Classroom Action Research

Observation, testing and documentation are techniques in collecting data for this research. For the learning completeness criteria applied by researchers, the researcher refers to the learning completeness of all lessons in Indonesia, namely KKM 75. To find students' history learning outcomes by calculating their learning completeness as follows:

Calculating the percentage of complete learning outcomes; To calculate the percentage of student learning outcomes, researchers used the percentage formula proposed by Arikunto (2001) as follows:

$$\text{Nilai} = \frac{\sum \text{skor yang diperoleh}}{\sum \text{skor maksimal}} \times 100$$

Analyzing Teacher Performance Data; To analyze teacher performance data, researchers used a percentage formula created by Arikunto .S (2002:83) as follows:

$$\text{Nilai} = \frac{\sum \text{skor yang diperoleh}}{\sum \text{skor maksimal}} \times 100$$

RESULT AND DISCUSSION

Research Result

1. Description of Cycle I

a) Cycle Teacher Activities

The process is obtained from the results of observing teacher activities through experiences during two meetings at the learning level using snakes and ladders media. From the observation results, the overall meeting score was 28 while the high score was 45. With a total score of 63.64% in the sufficient category. In this way we can see the results of teacher observations in the classroom learning stages.

b) Cycle I Student Learning Activities

The process that was produced through observing teacher activities was discovered from the experiences that were carried out during two meetings with teaching and learning activities through the using snakes ladders media learning. Observing student activities at three meetings in cycle I were 56.14%. This may seen in the results of observations of students activities at carrying out teaching and learning activities in class. Therefore, it is necessary to hold a second cycle using snake ladder learning medias in order build on teachers' abilities to become better

c) Students Learning Outcome cycle 1

Student learning outcomes in cycle 1 were obtained through the results of a multiple choice test consisting of 40 questions related to material on the struggle to face the threat of national disintegration. The researcher carried out the test activity after the end of the first cycle to see an increase in student learning outcomes after using the snakes and ladders media and obtained from the student learning results a total value of 2,244 with average gain 64.11% and the score completion

percentage was 38.41% in cycle I using the snake and ladder media. In this way, the researcher took steps to make improvements in cycle II in order to improve students' history learning outcomes.

2. Description of Cycle II

a) Cycle II Teacher Activities

Results the survey phase of teacher activities were obtained through observations carried out during two meetings with the learning process in using snakes and ladders media. Seen the results on fact, the total score get from the two meetings was 38 while the maximum score was 44. With a score percentage of 86.36% is category good. This can seeing at the result in observing teacher activities whilst identify learning activities in the classroom learning process. Thus, in the implementation of cycle 2, that were at grow on teacher activity in the teaching and learning process in utilizing snakes and ladders media. Therefore, there is no need for further improvements because the activities carried out by teachers have also increased and also have better results.

b) Cycle II Student Learning Activities

The results of observing student activities were obtained from the process implemented during two meetings in the learning process using snakes and ladders media. With a maximum score of 28, it was found to be 88.28%, is category very good. Thus, thither is no need to repeat the next cycle because there has been an increasing at student activitie.

c) Student Learning Outcome cycle 2

Cycle 1 were found through the results of a multiple choice test consisting of 40 questions related to material about the struggle to face national disintegration. Based on the test results, students' learning outcomes were found with score of 2769 a average total of 79,91% and percentage score completion is 82.35% in cycle II using snake and ladder media. Thus, then researchers decided that cycle II had passed the completeness criteria, namely 80% and no more repetition was needed will next.

Then result cycle 2 in get snake ladder learning media found an increase of teacher activities and student activities. Then following reflection results obtained in cycles 2 there as come after:

- 1) Interaction between teachers and students has increased. These may be because students are not used to the teacher's manner so that students are not brave or shy when they want to ask questions.

- 2) Some students are not used to playing the snake and ladder game. So there are students who help a little in answering questions from colleagues who play snakes and ladders when these colleagues get questions from the teacher.
- 3) The enthusiasm activities learning using snakes and ladders media has been said to be good, but there are some students who do not participate in helping their fellow members in answering questions.

Through at the result of overall reflection, use can be over has after carrying out a actions on cycle II there was no repetition of the cycle, because classroom learning using snakes and ladders media has use at the learning activities.

Discusion

1. Increased Student Activities

The results found through analysis of student activities while using snakes and ladders media in cycle one and cycle two experienced an very important increase. Based on student learning activity data, using be found but namely increasing the increase in teaching activities activity by following lessons is very good, students are increasingly enthusiastic as learning takes place at each stage. Starting as of these observation aspect related for students learning activity, that was found there in cycle 1 learning activities reached value percentages 56.14%, in cycle 2 it increased to 88.28%.

The increase in student activities of at cycle 1 and cycle 2 after applied snakes and ladders learningmedia use be described in the following table:

Increased student activity	Presentation value
Cycle 1	56,14%
Cycle 2	88,28%
Improvement	32,14%

Based on the table above, it can be concluded that student activity has increased during the learning process using snakes and ladders media. This is also explained by the opinion of Arief S. Sadiman, et al. (2012:78) regarding the advantages of snakes and ladders media in increasing student learning activities, because this media is fun for students, besides that its advantages are that it is easier to work on and helps students be more active. Tthe analysis related to learning activities above, it can be found that the perception related to increasing student learning activities after implementing the snakes and ladders media has experienced an increase in history learning activities in class XII IPS 3 SMA Negeri 3 Medan.

2. Improving Student History

Trough at the results the analys carried out by teachers and researchers on the repair in student history learning outcomes after participating in learning using the snakes and ladders media, both cycle I and cycle II values are explained thoroughly in the following table:

Indicator	Cycle I	Cycle II
Rate-rate	64,11%	79,91%
Completeness	38,41%	82,35%

The table above shows that students outcomes have increasing as for cycle 1 to cycle 2. This can be proven through the percentage of learning completion in cycle 1, the percentage of completion is 38.41%, followed by cycle 2, which practiced the increase at the percentge an completion of 82.35%. At cycle 2, achievement has already at 80%, therefore the expected success had been fulfilled so this research was stopped in cycle II. According to Arifin (2010: 303) "Optimal learning outcomes can be determined by learning completeness, skill in carrying out tasks, and having a good appreciation of the lesson."

According to Sri Rahayu, 2013: 46 improvements obtained from snakes and ladders media are as follows:

- a) Each challenge provides questions that train each child's vocabulary in providing responses or answers.
- b) In each game of snakes and ladders there are many challenges that each child must pass so that step by step each player is unaware that they have completed many challenges.
- c) Increased communication and interaction between children with each other because games are played in groups.
- d) Improves children's motoric development because this game directly involves children's physical abilities.

After seeing the conclusion the analysis, using concluded there was assumption regardeing that improvement in this quality on history outcome learning class XII ips 3 students of SMA Negeri 3 Medan after using the game through the snakes and ladders learning media has been evident be use able to provide improvements in learnings outcome.

CONCLUSION

Result of data discussion and analysis, Conclusion be using application a snakes and ladders learnings media the studies process can be come better the results of history education, this makes students more involved and motivated

to learn and these it of increment of their history education outcomes. Therefore, it is important for teachers to choose learning media to increase enthusiasm in students in following the learning process so that the achievement of learning objectives is effective.

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