Improving Learning Outcomes through the *Ular Tangga Raksasa* Game on Civic Education in Elementary School

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Abstract: *This research is motivated by the low learning outcomes of students in civic education learning, namely 18 students with a percentage of 64.28% and only 10 students who completed their studies with a percentage of 45.71. This study aims to improve student learning outcomes in civic education learning in elementary schools through the ular tangga raksasa game. This research was conducted in class VB SDN Sempu 1 Serang City in the odd semester of the 2022/2023 academic year with 28 students. The PTK data collection technique used observation, interview, documentation and field notes. The research process was carried out according to the stages in classroom action research, namely starting with planning, implementation (action), observing and evaluating the process and results of the action (observation and evaluation), through reflection (reflection), then returning to the action planning stage until the desired learning quality is achieved. The results of the study showed an increase in student learning outcomes in Civic Education using the Giant Snakes and Ladders media, as evidenced by an increase in teacher activity, student activity and student learning outcomes in each cycle. The percentage of teacher activity in cycle I was 75%, cycle II was 87.50%, and cycle III was 94.44%. The percentage of student activity in cycle I was 72.22%, cycle II was 86.11%, and cycle III was 91.66%. The percentage of student learning outcomes completion in the pre-cycle was 35.71%, cycle I was 57.14%, cycle II was 75%, and cycle III increased with very good criteria of 89.28%. Based on the data that has been obtained, the researcher's objective in using the Giant Snakes and Ladders media in improving student learning outcomes in the subject of Civic Education has proven to be successful.*

Keywords: *Learning outcomes, Civic Education, Giant Snakes and Ladders learning media*

Abstrak: Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar peserta didik pada pembelajaran pendidikan kewarganegaraan yaitu sebanyak 18 peserta didik dengan presentase 64,28% dan yang tuntas belajar hanya 10 peserta didik dengan presentase 45,71. Penelitian ini bertujuan untuk meningkatkan hasil belajar peserta didik pada pembelajaran pendidikan kewarganegaraan di sekolah dasar melalui permainan ular tangga raksasa. Penelitian ini dilaksanakan di kelas VB SDN Sempu 1 Kota Serang pada semester ganjil tahun ajaran 2022/2023 dengan jumlah peserta didik 28 orang. Teknik pengumpulan data PTK menggunakan observasi, wawancara, dokumentasi dan catatan lapangan. Proses penelitian dilaksanakan sesuai tahapan dalam penelitian tindakan kelas yaitu diawali dengan perencanaan, pelaksanaan (tindakan), mengamati dan mengevaluasi proses dan hasil tindakan (observasi dan evaluasi), melalui refleksi (refleksi), kemudian kembali lagi pada tahap perencanaan tindakan sampai tercapai mutu pembelajaran yang diinginkan. Hasil penelitian menunjukkan adanya peningkatan hasil belajar peserta didik pada pembelajaran Pendidikan Kewarganegaraan dengan menggunakan media Ular Tangga Raksasa, dibuktikan dengan adanya peningkatan aktivitas guru, aktivitas siswa dan hasil belajar siswa pada setiap siklusnya. Persentase aktivitas guru pada siklus I sebesar 75%, siklus II sebesar 87,50%, dan siklus III sebesar 94,44%. Persentase aktivitas siswa pada siklus I sebesar 72,22%, siklus II sebesar 86,11%, dan siklus III sebesar 91,66%. Persentase ketuntasan hasil belajar siswa pada pra siklus sebesar 35,71%, siklus I sebesar

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57,14%, siklus II sebesar 75%, dan siklus III meningkat dengan kriteria sangat baik sebesar 89,28%. Berdasarkan data yang telah diperoleh, tujuan peneliti dalam penggunaan media Ular Tangga Raksasa dalam meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Kewarganegaraan terbukti berhasil.

Kata Kunci: Capaian Pembelajaran, Pendidikan Kewarganegaraan, Media Pembelajaran Ular Tangga Raksasa

INTRODUCTION

Elementary education not only serves to provide basic academic skills such as reading, writing, and arithmetic, but also as an important phase in the formation of character, social skills, and students' morals. This is in line with the results of Kurniawan's research (2015) that character formation can be done since children study at elementary school level through consistent instillation of character values, especially if it involves cooperation with family and society. Basically, elementary education as part of formal educational institutions does not only focus on developing aspects of students' knowledge but more than that to optimize each student's potential and skills. Tirtoni (2016) also emphasized that elementary school education is the foundation for the formation of good and useful national character (Tirtoni, 2016). This is as mandated by Law Number 20 of 2003 concerning the National Education System, Article 3, which states "... national education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Although the importance of basic education is widely recognized, there are still a number of challenges that hinder its effectiveness, especially in creating an interactive and enjoyable learning environment. One of the main problems in learning in elementary schools is the approach that is still often dominated by the lecture method, causing students to be less active and enthusiastic in learning. This problem is also reinforced by the results of Manuain's research (2024) that the lecture method emphasizes learning that takes place centered on the teacher (teacher centered) so that learning activities only run one way without actively involving students. The existence of students tends to be passive because they do not have space for actualization in learning activities. This is in line with the results of Pratiwi's research, et al. (2022) that teachers tend to carry out the learning process using the lecture method, limited discussions and only assignments so that students are not very enthusiastic in participating in the learning process and do not understand the material given by the teacher.

Based on observations made at SD Sempu 1, there are a number of factors that influence the low learning outcomes of students in civic education learning at school, including: (1) Students are less active and enthusiastic in participating in learning activities, (2) Learning activities are carried out in a teacher-centered manner (student learning centered), (3) Students tend to be embarrassed to ask questions and discuss or exchange ideas with their friends, (4) The learning media used is less varied, innovative and is still dominated by the lecture method.

In addition to methodological issues, another challenge faced in learning Civic Education in elementary schools is the lack of understanding of how to teach abstract concepts such as the rights and obligations of citizens, as well as Pancasila and moral values. Lickona (2013) explains that schools need to teach moral values that can strengthen character in schools such as honesty, tolerance, wisdom, justice, mutual cooperation, discipline, social concern, and democratic attitudes. Moral education is very important to be given to children from an early age because moral education aims to

shape a person's attitude and behavior in accordance with the rules that apply in society (Wuryandani, 2010:79).

Moral education has a very important role in shaping children's character, especially at the elementary school level which is in the early stages of their mental and emotional development. This is in line with the results of Fathurrohman's research (2019) that moral education at the elementary school level is expected to be able to shape students' behavior, so that when they are adults, they can be responsible, respect others, and be ready to face the challenges of a rapidly changing era. Moral education is not only aimed at teaching ethical values and morality, but also forming a mindset and behavior that is in accordance with the norms prevailing in society. Badawi (2021) character formation in schools is guided by all school staff, who are responsible for providing moral and character education from an early age, by balancing students' cognitive and affective intelligence, so that their success includes morals and behavior that are in accordance with culture and religion. Effective moral education will guide children to become honest, responsible, empathetic, and respectful individuals, all of which are important foundations in building a just and civilized society.

Moral education has a close relationship with civic education. Civic Education functions as an effort to form good, intelligent, skilled, and characterful citizens, who are loyal to the Indonesian nation and state, by implementing habits of thinking and behaving in accordance with the values of Pancasila and the 1945 Constitution (Tuhuteru, 2017) Therefore, moral education provided in elementary schools is often associated with Pancasila and Civic education, because both function to shape students' personalities and characters.

Meliana & Komalasari (2019) stated that an educator must be good at choosing the right strategy in delivering material appropriately so that it is easy for students to understand so that the learning objectives of Civic Education can be achieved. In this context, traditional game-based learning media such as snakes and ladders can be an alternative to overcoming the problem of student involvement in improving student learning outcomes. Yulita (2017) explains that traditional games are not only a means of entertainment but also an effective educational tool in teaching cultural values, social skills, and academic concepts. This game is also relevant in the context of Citizenship Education, because it can teach concepts such as democracy, cooperation, and leadership which are integral parts of Pancasila and citizenship education.

According to Sukmawati, et al. (2022), the snakes and ladders game modified into a learning medium can help improve students' understanding of the material being taught in a fun way. This strengthens the finding that an interactive game-based approach increases student engagement, facilitates active learning, and allows students to understand the material more deeply and meaningfully. This is as expressed by Cahyani, et al., (2023) Traditional games can be used as a learning tool that can develop motor skills through certain physical movements. In addition, traditional games are often associated with local cultural values, thus helping students to understand and appreciate their cultural heritage. The results of Astusi's (2017) study also strengthen the argument that the modified snakes and ladders game can increase student engagement in learning, which in turn will improve their learning outcomes. This game encourages students to think critically and work together in understanding the material presented, thereby improving their cognitive and affective skills. Therefore, the use of snakes and ladders media as a learning tool can facilitate students' understanding of abstract concepts in a more concrete and enjoyable way.

Although the use of snakes and ladders media in learning is not the first time it has been used only in this study, in the last ten years this snakes and ladders media has been limited to only three study clusters: 1). The learning carried out is focused on student learning motivation (Afandi, 2015;

Meliana, 2015; Tini, 2018), 2). The use of snakes and ladders media is more dominantly implemented in social science subjects (Dewi, et al. 2017; Afandi, 2015), 3). Civics learning in elementary schools is associated with character and skill instillation (Cahyani, et al., 2023; Meliana, et al., 2019; Prameswari, 2018; Nurcahyani, 2023; Sukmawati, et al., 2022). Therefore, there needs to be greater attention in improving infrastructure, improving teacher training, and developing appropriate learning content to address this problem so that the implementation of Civic Education learning media in Elementary Schools can run more effectively and have a positive impact on student learning.

RESEARCH METHODS

The method employed in this study is the Classroom Action Research (CAR) method. Classroom Action Research, derived from the English term "Classroom Action Research," involves action-based research conducted in the classroom. CAR is a problem-solving approach that implements real actions within the classroom to address challenges while enhancing students' abilities to solve these issues. The primary objective of CAR is to improve or resolve learning challenges, aiming to identify the most effective learning model for addressing the issues faced by Grade V-B students at SDN Sempu 1 Kota Serang, particularly in improving student learning outcomes.

To achieve these objectives, the research design includes four main components: planning, action, observation, and reflection. The instruments used for data collection in this study include observations, interviews, documentation, and field notes. Observations were conducted using structured observation sheets, focusing on teacher and student activities as well as student learning outcomes, with evaluations carried out through scoring. The research engaged students as subjects who experienced classroom challenges and Civic Education educators as implementers who applied the giant snakes and ladders game as a learning medium to enhance student learning outcomes.

The research procedure follows the Classroom Action Research model proposed by Kemmis and McTaggart. According to Kemmis and McTaggart (as cited in Arikunto, 2010), CAR is implemented through several cycles, with each cycle consisting of four steps: planning, acting, observing, and reflecting. The procedure for the research activities is presented in the following diagram:
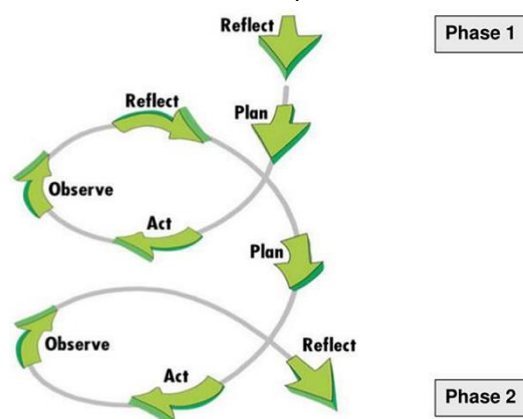

Figure 1. Research Procedure

Once a cycle is completed, including the reflection stage, re-planning is conducted for the subsequent cycle based on the outcomes of the prior cycle. This research was conducted in three cycles, each comprising four stages: planning, implementation, observation, and reflection. In the planning stage, the researcher identified the focus for the next cycle, planned and evaluated previous learning activities, recorded areas for improvement, and analyzed the implementation of the Classroom

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Action Research (CAR). During the implementation stage, activities were conducted across three cycles, with each cycle consisting of a single meeting lasting 3 x 35 minutes. In the observation stage, the researcher observed, recorded, and documented key elements necessary during the implementation process. The reflection stage involved a collaborative evaluation with the homeroom teacher to assess the outcomes of Civic Education learning using the snakes and ladders learning media. Data processing was conducted using qualitative and quantitative analysis techniques. Qualitative data was analyzed throughout the research process, while quantitative data was processed using descriptive statistics, involving percentage calculations and drawing conclusions based on average scores to provide a comprehensive understanding of the research findings.

RESULTS AND DISCUSSION

This study employs the Classroom Action Research (PTK) method to investigate whether the use of the giant snakes and ladders game can improve student learning outcomes in Civic Education among Grade V-B students at SDN Sempu 1 Serang City. The research sample consisted of 28 students, comprising 11 male and 17 female students. The study was conducted from October 2022 to April 2023 during Civic Education lessons focused on the main topics of responsibility as a citizen and forms of human interaction with the environment. Data collection methods included observations of teacher and student activities, interviews, documentation, and field notes. Observers worked closely with researchers to collect data during the study. Initial observations revealed that student learning outcomes in Civic Education were suboptimal. As noted by Nastiti et al. (2022), the success of learning activities is influenced by three key aspects: educators, students, and learning media. These factors play a crucial role in determining the effectiveness of learning. To address these challenges, the giant snakes and ladders game was introduced as a learning medium to enhance engagement and understanding in Civic Education.

The Classroom Action Research was conducted across three cycles, with each cycle consisting of a single action. Each cycle followed the standard PTK process, comprising planning, implementing (action), observing and evaluating the process and outcomes, reflecting, and re-planning until the desired learning quality was achieved. In Cycle I, student learning outcomes in the Civic Education subject, specifically on Theme 4 Subtheme 1, reached a percentage of 57.14% in the "good" category. Teacher activities were also categorized as "good," with a percentage of 75%, while student activities were categorized as "very good," achieving a score of 52 and a percentage of 72.22%. These findings highlight the potential of the giant snakes and ladders game as an effective tool for improving learning outcomes in Civic Education.
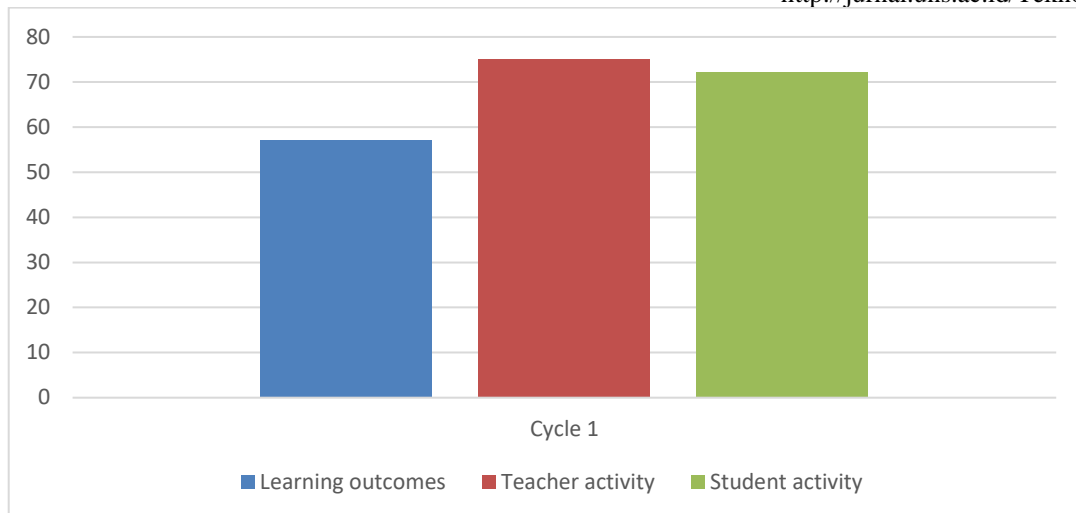
Figure 2. Learningg Results

Based on the results of this research, the research in cycle I was not declared successful because it did not meet the KKM, namely 72. Therefore, re-planning was carried out in cycle II to improve the learning activities carried out in cycle II. The obstacles in cycle I were caused by apperception activities, the teacher did not convey the apperception interestingly and did not relate it to the students' experiences. Furthermore, some students also did not pay enough attention to the teacher when reading out the rules of the ular tangga raksasa game, so that students still did not understand, as evidenced by several students who thought that the information cards (material) were cards that had to be answered like question cards. Therefore, there needs to be a more significant increase in learning outcomes in cycle II actions.

The use of Ular tangga media can foster students' interest in learning and make the learning process more active and enjoyable. This opinion is in line with Ratnaningsih (2014, p. 136) The use of the ular tangga game creates differences in teacher teaching activities and variations in learning media to implement learning that is more enjoyable and creates interest in learning in students, thus making students more active, enthusiastic and not bored while studying. This is reinforced by the results of Listyani's (2018) research which explains that learning accompanied by active activities is more meaningful for students. Thus, the use of ular tangga media in elementary school learning can improve learning outcomes by indicating enthusiastic and enjoyable student interest in learning.

In cycle II, student learning outcomes reached a percentage score of 75% in the good category and teacher activities were in the very good category with a score of 63 and a percentage of 87.50%, while observations of student activities were categorized as very good with a score of 62 and a percentage of 86.11%.
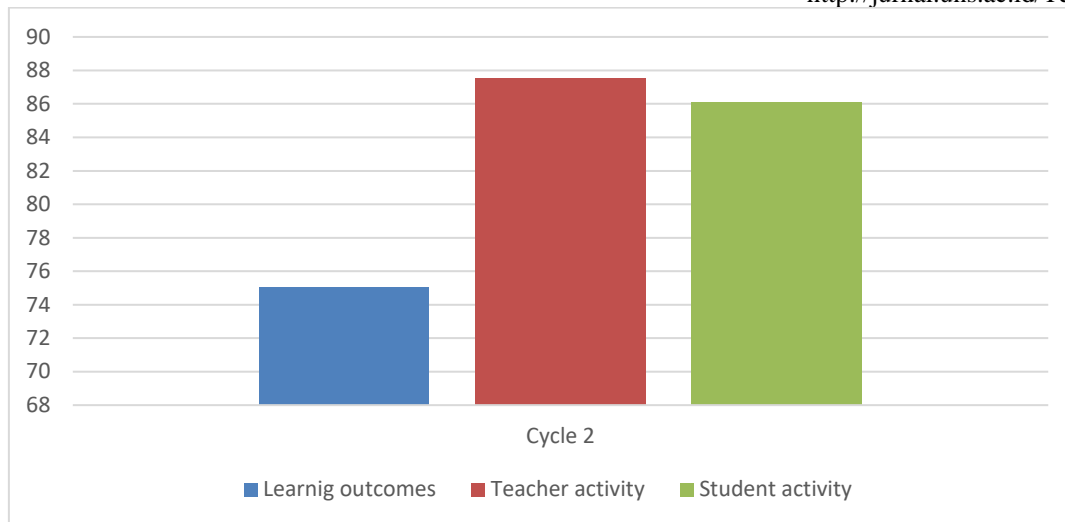
Figure 3. Cycle 2 Learning Result

Based on the data from Cycle II, the use of the giant snakes and ladders game in Civic Education for elementary school students showed improved learning outcomes with good completeness criteria. However, the results had not yet fully met the required completeness standards due to challenges such as teachers struggling to manage students during the game and suboptimal student collaboration when answering question cards. As a result, further efforts in Cycle III were necessary to enhance learning outcomes. Dewi et al. (2017) emphasized that effective learning media make lessons more meaningful and engaging, foster interaction, and improve learning quality. The giant snakes and ladders game serves as an interactive medium between students and teachers to support better learning outcomes.

In Cycle III, student learning outcomes achieved a score of 86.82, with a completion percentage of 89.28% in the very good category. Teacher observations reached 94.44%, while student activities were also rated very good at 91.66%. These results showed significant improvement compared to Cycles I and II in terms of learning outcomes, teacher activities, and student engagement. This aligns with Nurcahyani et al. (2023), who found the giant snakes and ladders game to be practical and well-received by both teachers and students. Irawan & Wardani (2016) similarly noted that the game enhances learning outcomes, with students consistently meeting the minimum competency standards (KKM) by the end of each cycle.
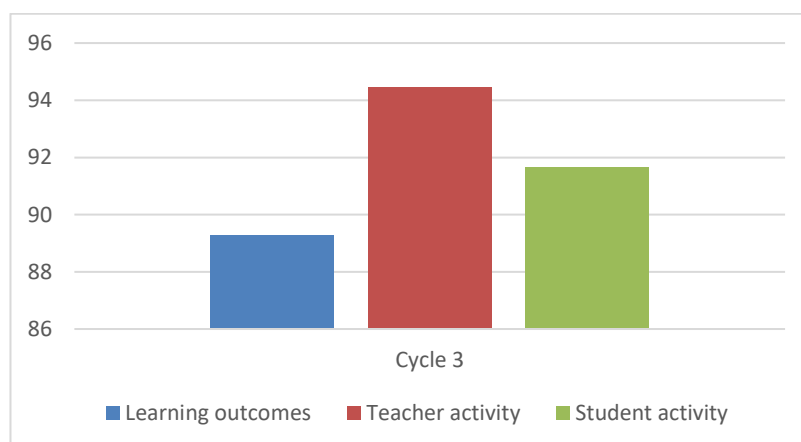

Figure 4. Cycle Learning Results

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Based on this data, there is an increase in both aspects of student learning outcomes, the results of observations of teachers and students. The use of Ular tangga media in improving student learning outcomes in Civics subjects has been successful and is going well. This is because during teaching and learning activities in the classroom the teacher only uses the lecture method and does not use innovative media, so that students do not appear enthusiastic in participating in the lesson. This is in line with the research results of Pratiwi, et al (2022) that teachers have a tendency to carry out the learning process using lecture methods, limited discussions and only assignments so that students are not very enthusiastic in participating in the learning process and do not understand the material provided by the teacher. Therefore, the researchers continued their actions to the first cycle stage by using the ular tangga media to improve students' Civic Education learning outcomes. The use of ular tangga media in PPKn learning makes students more active and enthusiastic in participating in learning, this is proven by students who are directly involved in reading and understanding the material on the information cards contained in this ular tangga game. Mardiah, et al (2021) explained that the existence of learning media is very important, especially for presenting interactive teaching material and is able to increase students' desire to learn more.

When students get a question card, students can answer it correctly by discussing it with their group friends to get lots of points. Therefore, based on research carried out by researchers, it can be concluded that using the ular tangga media in Civics subjects in class V at SDN Sempu 1 can improve student learning outcomes. Ratnaningsih (2014) explains that the use of the ular tangga game creates differences in teacher teaching activities and variations in learning media to implement learning that is more fun and creates interest in learning in students, thus making students more active, enthusiastic and not bored in learning. follow the learning. This explanation is in line with the results of Karhe's (2020) research that the application of the ular tangga game as a learning medium can increase students' interest in learning.

Furthermore, Afandi (2015) ular tangga learning media is a learning media adapted from traditional games with advantages including students being able to learn while playing, students learning together, learning more easily and concretely through the presentation of pictures and affordable costs. Bearing in mind, students at the basic education level cannot be separated from the world of entertainment or games according to their development. This is in line with Prameswari's (2018) opinion that the ular tangga game can also entertain children in a positive and very interactive way.

Apart from that, the ular tangga game is an alternative interactive learning media for students to increase their spirit of solidarity, competitiveness and sportsmanship as well as a means of sharpening their curiosity. According to Yudha (in Widowati, 2014) explains that the ular tangga game is a type of competitive game that is directed at cooperation and sportsmanship skills so that it can manipulate children's social and moral experiences.

This game has many benefits, including students learning to socialize, which means they also learn tolerance, attention and sportsmanship. This also increases activity and creates interaction between teachers and students and students with other students, so that they are able to work together well with heterogeneous group members. Apart from that, this game is a light type of game so it doesn't burden students. (Sahudi, et al, 2021). Therefore, the learning media for the ular tangga game is easy for anyone and anywhere to play flexibly. The ease of using ular tangga media in learning is in line with the research results of Rahayu, et al. (2022) that ular tangga media is very practical when used in teaching and learning activities. More than that, there were changes in student learning outcomes before and after implementing the ular tangga game-based learning media. The comparison of student

learning activities and student learning outcomes in cycles I, II and III can be seen in tables 1 and 2 below:
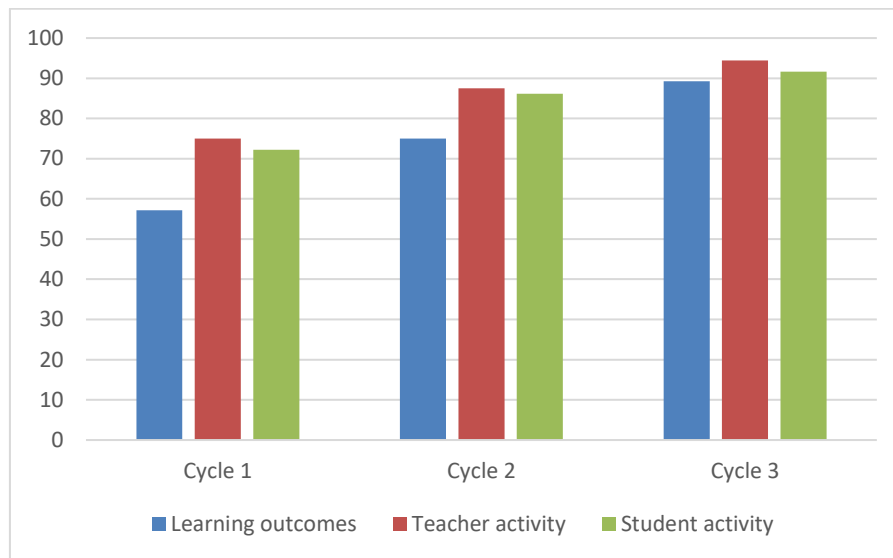

Figure 5. Learning Result from 3 Cycles

The use of the ular tangga game in Civics learning activities in elementary schools contributes to learning outcomes both through teacher activities and student activities. These learning outcomes are not only from the knowledge aspect, but more than that they provide good learning outcomes also in the aspects of students' attitudes and skills. This is reinforced by the results of a study conducted by Istiyani, et al. (2015) that the ular tangga game used as a learning medium is able to improve learning outcomes both in the aspects of knowledge (cognitive), attitudes (apective), and skills (psychomotor). Learning outcomes are not only limited to the knowledge aspect but must comprehensively include knowledge, attitudes and skills, especially as Civic education is a subject that emphasizes the formation of student character so that graduate competency standards can be fully achieved.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research, data analysis, and field observations, the use of the giant snakes and ladders game as a learning medium for Civic Education in elementary schools has been shown to improve student learning outcomes. This is evidenced by the significant improvement in student scores across each cycle, as well as enhanced teacher and student activities. Teachers have successfully acted as facilitators by creating a conducive classroom environment while actively engaging students in the learning process. This approach has made the learning experience more interactive and productive, aligning with the objectives of Civic Education.

Furthermore, the integration of the giant snakes and ladders game has made learning activities more meaningful and enjoyable for students. By participating in this interactive learning method, students showed greater enthusiasm as they engaged with information cards, answered questions, and earned points during the game. This process provided ample opportunities for discussion, critical thinking, and collaboration among group members, fostering motivation and enhancing psychomotor development. To sustain these improvements, future research should explore other cooperative learning models to further enhance student learning outcomes. Such efforts can help maximize the learning process in classrooms while promoting a democratic and inclusive learning environment.

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