

The Effectiveness of Application of The Uno Stack For Question Card-Assed Game-Based Learning Model To Improve Indonesian Learning Outcomes In The Covid-19 Pandemic

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Abstract

This study aims to determine the effectiveness of the game-based learning model based on the uno stack media for question cards to improve the learning outcomes of Indonesian class VII students at MTS Darul Ulum Lamongan. This study is pre-experimental and uses a one-group pretest-posttest design. The number of subjects in this study was 25 students. Methods of data collection using pretest and posttest. The analysis technique uses a simple paired t-test. The results of the study show that there is a difference in the average learning outcomes before and after using the game-based learning model assisted by the Uno Stacko media for question cards. The post-test mean value (79.20) was higher than the pre-test mean (46.60). Based on the analysis in the calculation table shows the t value of -12,099 and the significant test shows the result (p) 0.000 < 0.05 with a significance level (α) of 5%. It can be concluded that the game-based learning model assisted by the uno stack media for question cards is effective for improving Indonesian language learning outcomes on the subject of folk poetry.

Keywords: Game-Based Learning Model, Uno Stacko Media for Question Card

A. Introduction

During the COVID-19 pandemic, students are required to learn through courage. Bold learning has been going on for a long time so that students are bored because they cannot interact directly with teachers and their friends. Because the teacher's job is to make learning fun and relaxed and can motivate and increase students' creativity.

Indonesian Language is a very important subject but their learning outcomes are still relatively low, one of the causes of boring, uninteresting, and

less challenging learning. Based on observations at MTS Darul Ulum Lamongan, the value of Indonesian is still below the KKM. The teaching class is filled with a quiet atmosphere, quiet, serious, and full of learning concentration, without realizing it makes individuals feel tired, bored, tired. Basically, they need reflection, games, and entertainment after they finish studying.

With fun games, it is hoped that this article can help the educational learning process that is fun during the covid 19 pandemic. The learning media

is used to deliver learning materials in the hope of increasing the attention and interest of students in learning. With the use of appropriate learning media, students will get good learning outcomes. Learning outcomes are a number of experiences gained by students which include cognitive, affective, and psychomotor (Putri & Airlanda, 2020)

Learning is not only mastery of theoretical concepts of subject matter, but talent development, social adjustment, and skill improvement. Learning is a complex process and the occurrence of behavioral changes during the learning process is observed in changes in student behavior after the assessment.

For this reason, the right learning for students is the game-based learning model using the Uno Stacko For Question Card media. As revealed (Sumarni et al., 2021) game-based learning by using domino cards and Uno Stacko in physics learning can be a more interactive learning medium during a pandemic. Likewise, what Winatha did, the results of the analysis proved that there was a significant difference in learning achievement

between learning and direct learning compared to game-based learning. This can be seen from the value of sig. output (P) 0.042 which is below 0.05(α). (Winatha & Setiawan, 2020). The analysis also shows that there is an interaction effect between learning models on student achievement. This can be seen from the value of sig. output (P) 0.000 which is below 0.05 (α). There is a significant difference in learning achievement between classes that use direct learning models and classes that use game-based learning models. Student learning achievement increased significantly due to the application of the game-based learning model.

In experimental research, the application of Uno Stacko to improve student learning outcomes was carried out using a pretest-posttest design, which was carried out on two classes, namely the experimental class and the control class. Virgadi made Japanese vocabulary that was glued to UNO blocks. Based on the results of the study, it was found that the UNO Stacko game could improve student learning outcomes in learning Japanese vocabulary compared to students'

vocabulary learning outcomes using conventional methods. This can be seen from the evaluation value and the difference between the pretest and posttest results of the experimental class has increased, namely 80 for the average value in the experimental class and 62.5 in the control class (Virgadi et al., 2018)

According to (Gustiasih, Festin, Widajati, 2016) that the uno stacko media constructivist learning model supports children in building new knowledge that is understood in their environment, children do not feel bored and affect the development of cognitive abilities

Based on research (Vilanova et al., 2021), entitled Development of the Uno Stacko game on Cognitive Ability of Early Childhood in Mataram. The results show that there is an increase in cognitive abilities through the uno stacko game. The increase is seen from the percentage of 47.18% in the first development stage to 65.18% in the second development stage and in the third development stage, the child's cognitive development achievement meets the achievement indicator of

success with an average value of 78.98%.

The results of research (Aini, 2018) entitled The Effect of Game-Based Learning on Interests and Learning Outcomes in Economics Subjects for Class XI Social Sciences. The results of his research indicate that game-based learning has an effect on interest in learning and learning outcomes. The t-test of students' interest in learning showed a significant value, namely $0.000 > 0.05$. the average value of learning interest in the experimental class was 63.2% and the control class was 60. The results of the t-test of learning outcomes showed a significant value of $0.000 > 0.05$. The average value of learning outcomes for the experimental class is 81% and the control class is 69%. So it can be concluded that game-based learning has an effect on student learning outcomes.

Based on the above background, the formulation of the research problem is How effective is the game-based learning model based on the Uno Stacko media for question cards to improve Indonesian language learning

outcomes for seventh-grade students at MTS Darul Ulum Lamongan?

Game-Based Learning can be interpreted as a learning method using games (games) that aims to help facilitate the learning process, make learning interesting, and can even increase the effectiveness of learning.

The playing method in teaching and learning activities is a dynamic method because it can have a good influence in the process of forming social relationships, students are free to act and investigate things and can build the potential of students psychologically (Ingsih, 2018).

Game-based learning has an important role in influencing students' motivation and is able to make students feel happy, more enthusiastic, challenged, and establish cooperation between friends (Anjani, Fatchan, & Amirudin, 2016). Besides that, game-based learning, especially card games, can increase attention, motivation, and curiosity. (Winatha & Setiawan, 2020)

The advantages of Game-Based Learning include: 1) Making students active and critical; 2) There is direct interaction and role in learning; 3) Teachers can evaluate directly during

the game; 4) Understanding is more memorable and lasts longer in students' memories; 5) Fosters a sense of comfort, fun, and enthusiasm in students

This study (Aini, 2018) used two classes, namely the experimental class and the control class. The results of the research show that there is an effect of game-based learning on the learning outcomes of economics subjects in class X SMA. The results of the study can be seen from the completeness of student learning outcomes that have increased in the experimental class by 88.09% and the control class by 78.04%, this is a significant category.

Learning media is a means of distributing subject matter messages delivered by teachers so that students easily accept the material that has been delivered (Ramadhani, Umam, Abdurrahman, & Syazali, 2019)

Fun educational learning during the pandemic is felt to be very necessary to help students in the learning process. There are lots of educational lessons, one of which is using the Uno Stacko for Question Card playing media which can be used

as a medium to help transfer knowledge during this pandemic.

Uno Stacko or Jenga is a game consisting of blocks that are then arranged to form a tower by taking the blocks located at the bottom or middle with the same color or number and then rearranging them at the top of the tower.

This study, using the UNO stacko game as a learning medium by combining this block game with question cards. Therefore, this learning media is called the UNO Stacko for Question Card media. According to (Dewi Restiaji, 2020) the UNO stacko media for question cards can increase students' learning motivation.

This media is a learning media in the form of a modern game in the form of an arrangement of colorful blocks that have symbols or numbers on each block called the UNO Stacko game. The game consists of 9 numbers, a stop symbol, a rewind symbol, and a color symbol. Furthermore, this game was modified by inserting question cards so that it was called the UNO stacko learning media for question cards. This media is used after the learning material has been delivered. Therefore,

this media can serve as an evaluation of learning

The steps of the uno stacko game (1) form groups of 4-5 people (2) The player who gets the first turn starts the game by rolling the dice and counting the number of dice that appear (3) The player takes any color blocks according to the number dice appear (6). students read and answer questions and if they are correct they get to point 1 (7) The game ends when the tower collapses.

B. Research Method

This research is a pre-experimental quantitative research that is one group pretest-post-test design (before and after). Experiments were carried out in one group without a comparison group. In this design, at the beginning of the study, measurements were made of the dependent variable that the subject had. After being given treatment, the dependent variable was measured again with the same measuring instrument. The research subjects were students of class VII A at MTS Darul Ulum Lamongan, totaling 25 students. The data collection method used tests, namely pretest, and posttest. The instrument used in this study was a

teacher-made test question that had been tested for validity and reliability before being used to measure learning outcomes. The research procedure before being given treatment, the students were given a pretest first, and then the learning process was carried out using the Game-Based Learning learning model with the help of the Uno Stacko For Question Card media after being given the learning and then tested again using a posttest. Then the data were analyzed using the Paired Sample T-Test. The purpose of the test with the Paired Sample T-Test is to compare the average value of Indonesian language learning outcomes regarding the understanding of folk poetry before and after being given the Game-Based Learning learning model assisted by the Uno Stacko For Question Card media.

C. Results and Discussion

The data obtained include pretest scores or the value of student's initial abilities before learning is applied and posttest data in the form of student learning outcomes after the learning model is applied. Learning outcomes

data were obtained from filling out material questions about folk poetry by respondents before the treatment and after the treatment was carried out.

The results of the pretest and posttest were then tested for normality and homogeneity test using SPSS 24 for windows to determine whether the results of the pretest and posttest from the experimental group were data that were normally distributed and homogeneous.

Based on table 1 the Kolmogorov Smirnov normality test on the pretest data, it is known that the significant value in the experimental class is 0.098, significant value > 0.05 , then the data is normally distributed.

The results of the homogeneity test on the pretest and posttest data in the experimental class are known that the significance value is $0.525 > 0.05$, then the data is homogeneous.

The average value of the pretest and posttest can be seen in table 1 below

Table 1. The difference between the average pretest and posttest

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	46.6000	25	11.70114	2.34023
	Post Test	79.2000	25	12.30515	2.46103

The table above shows that of the 25 students the average pre-test score was 46.60 and the post-test average was 79.20. so there is a higher value increase before and after being given treatment.

Furthermore, the results of the paired sample t-test using SPSS 24 can be seen in Table 2 below.

Table 2. Difference Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-32.60000	13.47219	2.69444	-38.16105	-27.03895	12.099	24	.000

Based on the results in table 2 of the Paired Samples Test on the pretest and posttest data, it is known that the significance value is $0.000 < 0.05$, which means that there is a difference in Indonesian language learning outcomes between pretest and posttest data. So from these results, we can conclude that game-based learning

with the help of the UNO stacko for question card media can improve learning outcomes of the Indonesian language, the subject of folk poetry. Because the results of the paired T-test show a significant difference in the learning outcomes obtained by each student

The results of the Paired Samples T-test with SPSS 24 software on the pretest and posttest value data show that there are differences in Indonesian language learning outcomes in the experimental class. student.

In addition, the game-based learning model with the help of the UNO Stacko for Question Card media is acceptable and suitable for students in the post-covid-19 pandemic. The difference in learning outcomes for the subject of Folk Poetry in Indonesian subjects between the pre-test scores before and post-test after the application of the game-based learning model with the help of the UNO Stacko for Question Card media there was a better improvement. Students can use the media provided by the teacher well. Students actively discuss with their group friends without reducing mutual respect with their group opponents. The use of creative learning media helps students and teachers also work together during the learning process. In addition to focusing on the UNO Stacko for Question Card media, students were also enthusiastic about accepting learning with a different

learning model from what is usually accepted.

Uno Stacko is a game that trains our brain's ability to think how to pull each block without making the tower collapse. The players have to concentrate. (Anggraini, 2019)

Game-Based Learning is a learning method that uses game applications that have been specifically designed to assist in the learning process. By using Game-Based Learning we can provide stimulus to three important parts of learning, namely Emotional, Intellectual, and Psychomotor.

Game-Based Learning assisted by UNO Stacko for Question Cards is effective because it is challenging, interesting, and fun. Games can make students engrossed in an activity that they understand the purpose and is related to the achievement of their competence.

This is also confirmed by the results of the study (Winatha & Setiawan, 2020). who concluded that learning achievement increased significantly by applying the game-based learning model.

Likewise, the results (Aini, 2018), show that Game-based learning affects learning outcomes. The results of the t-test showed a significant value of $0.000 > 0.05$. The average value of learning outcomes in the experimental class is 81% and in the control class is 69%. So it can be concluded that game-based learning affects student learning outcomes.

Through the implementation of the Uno Stacko For Question Card, students' motivation in learning becomes more enthusiastic, interactions with classmates and teachers add to an interesting atmosphere in learning. By using game-based learning we can provide stimulus to three important parts of learning, namely emotional, intellectual and psychomotor.

So it can be concluded that the use of game-based learning models with the help of the UNO stacko media for question cards is effective for improving Indonesian language learning outcomes, especially on the subject of folk poetry for seventh-grade students at MTS Darul Ulum Lamongan.

D. Conclusion

Based on the results of the study, it can be concluded that there is a difference in the average learning outcomes before and after being given a game-based learning model with the help of the Uno Stacko media for question cards with a value of $t = -12,099$ and $p = 0.000$, which is the average learning outcome after the learning model game-based learning with the help of the uno stacko for question card media is higher than the average learning outcomes before being given a game-based learning model with the help of the uno stacko for question card media. question cards are effective for improving Indonesian language learning outcomes, especially on the subject of folk poetry for class VII students at MTS Darul Ulum Lamongan

The results of this study are expected that teachers can use a game-based learning model with the help of the UNO stacko for question card media to improve Indonesian language learning outcomes. Because the learning model using media is very suitable to be applied today where students have not met with friends for a

long time because learning runs online, so they feel happy to be able to interact with fellow friends, learning is not boring. Furthermore, for other researchers to try to develop learning models using different media.

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