

The Strategy of Utilizing Gorontalo Traditional Games Bilu-bilulu to Improve Student Motivation and Learning Outcomes in Social Studies Learning

Fandi H Binggo*, Yusraningsih H. Pongoliu, Amna N. Noho

Primary School Teacher Education, Faculty of Teacher Training and Education, Muhammadiyah University of Gorontalo, Jl. Prof. Dr. H. Mansoer Pateda, East Pentadio Village, Telaga Biru District, Gorontalo Regency, Pentadio Tim., Gorontalo, 96181

***Corresponding author**

Fandi H Binggo

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Abstract: This study aims to improve student motivation and learning outcomes by utilizing the Traditional Gorontalo Bilu-bilulu game in learning Social Sciences (IPS). This research was conducted in the fifth grade of Gorontalo State University Laboratory Elementary School and was motivated by the condition of students who showed less student learning motivation and many learning outcomes were below the Minimum Completion Criteria (KKM) because teachers often used the lecture method which tended to be monotonous and not used the game traditionsoanal Gorontalo Bilu-bilulu. This study uses Classroom Action Research methods with stages of planning, implementation, observation, analysis and reflection. The assessment used in this study is a test technique to determine student learning outcomes, assessment of student learning motivation through questionnaires and observation sheets to determine the activities of teachers and students during the learning process. The results of the study indicate an increase in the assessment of student motivation and learning outcomes. In the assessment of student learning outcomes cycle I completeness 45% with an average value of 74.50 while in cycle II completeness reached 80% with an average value of 83. This shows that the use of traditional Gorontalo Bilu-bilulu games can increase motivation and learning outcomes students in social studies learning.

Keywords: Traditional Games, Motivation, Learning Outcomes, Bilu-bilulu.

INTRODUCTION

Social Sciences (IPS) is part of the national education system in Indonesia. Social knowledge is one of the subjects that examines a set of events, facts, concepts and generalizations relating to global issues [1]. Social studies learning is not only limited to efforts to transfer concepts from teachers to students who are rote in nature, but more emphasis on efforts so that they are able to make what students have learned as a provision in understanding and living a life in a dynamic environment, so that they can become citizens democratic countries, responsible and become citizens of the world of peace [2, 3]. This shows that social studies is one of the subjects that have an important role in the social life of the community. quality improvement in social studies learning must be considered [4-6].

Based on the facts, currently the motivation and student learning outcomes in social studies subjects are still low. Thus the quality of social science learning has not been able to achieve the expected results, because there are still many students who have negative perceptions in learning social science subjects [7, 8]. Students assume that social science is a boring lesson

including discussing social values, the material is broad so it is difficult to understand because it requires appropriate teaching strategies [9-11]. Phenomenon shows when learning most students play, lay their heads on the bench, chat with their peers, and look tense in participating in learning, thus impacting on the learning outcomes achieved by students.

From the results of daily tests of social studies subjects of class V elementary school Gorontalo State University (UNG), which amounted to 20 students, showed that 10 students or 50% achieved minimum completeness (KKM) 75, while 10 people or 50% had not yet reached KKM set. Thus it can be concluded that student learning outcomes in social studies subjects are still low because they have not reached the expected minimum completeness criteria (KKM) target.

Based on observations in class V of the UNG Laboratory Elementary School, it was found that when the learning process took place passive and not eager to take part in learning, students felt tense when learning because they were not interspersed with playing, students were not active in questioning teachers, students feel bored and bored in the classroom, so that

students get out of class, when given a question by the teacher the students tend to cheat on the answers of their friends because they do not understand the material that has been taught.

This is caused by the learning method used by the teacher seems unpleasant and monotonous. The conditions of learning presented, efforts need to be made to improve the learning process to make it more enjoyable so that student motivation and learning outcomes can increase. One solution that can be used in overcoming problems in learning is by utilizing traditional Gorontalo Bilu-bilulu games. Bilu-bilulu which is one of the traditional games that can attract student learning motivation because the learning process interspersed with this game is not monotone of students learning in the classroom but in its application it is done outside the classroom and makes students more comfortable, not tense, and more interactive in learning because students move according to the rules of the game and answer questions that have been provided by the teacher. Based on the background of the problems that have been described, the researchers aim to look at the strategy of Utilizing Gorontalo Traditional Games Bilu-bilulu to improve Student Motivation and Learning Outcomes in Social Studies Learning.

RESEARCH METHODOLOGY

The method used in this study is Classroom Action Research (CAR). This study aims to provide knowledge, understanding and insight into teacher behavior in teaching and student learning, because in essence PTK is a study whose root problems arise in the classroom and are felt directly by the teacher. The approach used in this study is a qualitative research approach. The class action research design used in this study is a model developed by Kurt Lewin, the reason being that the Kurt Lewin model is a basic or basic reference to the existence of various other models of action research, the design of the model is simple and easier to understand, and most widely used in research - classroom action research. The design of the Kurt Lewin model is followed by Burnes [12], states that classroom action research follows a cycle where each cycle consists of the following steps are Plan, Action, Observation, Reflection. More details are presented in the figure below. Data Analysis in this study is Data Reduction, Data Presentation, Conclusion Withdrawal.

RESEARCH RESULTS

Observation Results of Teacher Activities in Utilizing Gorontalo Traditional Games Bilu-bilulu in Cycle I Learning

Planning stage in the implementation of the first cycle of research, the steps that have been prepared to support the implementation of the research through the traditional Gorontalo Bilu-bilulu strategy at the first meeting are described as follows hold a meeting with class V teachers, informing about the implementation of Class Action Research by using the Gorontalo Traditional Bilu-bilulu Traditional Game strategy to increase student motivation and learning outcomes, preparing research instruments, namely the Learning Implementation Plan (RPP), observation sheet, observation of teacher activities while learning, observation sheet observation of student activities while learning, interview guidelines, questionnaires and test sheets, Prepare a scenario for the strategy of utilizing the traditional Gorontalo Bilu-bilulu game to be carried out during the action process.

Implement actions carried out in accordance with the action plan that has been made and the learning process activities carried out based on the RPP that has been prepared. researchers and teachers collect information about findings during the implementation of learning actions including observing teacher activities in the utilization strategy of traditional Gorontalo game Bilu-bilulu during learning, observing student activities in traditional Gorontalo Bilu-bilulu games while learning, learning motivation, student learning outcomes, and interviews with teachers and students.

After carrying out the research on action I by using the strategy of utilizing the traditional Gorontalo game Bilu-bilulu to increase student motivation and learning outcomes in social studies learning, the researcher collected information found when implementing the cycle I actions carried out by the teacher including observations of teacher activities in the strategy of utilizing traditional Gorontalo game Bilu-bilulu when learning, observing student activities in traditional Gorontalo Bilu-bilulu games while learning, learning motivation, student learning outcomes, and interviewing teachers and students.

Table-1: Recapitulation of Student Cycle I Learning Outcomes

Frequency	Value Range	Percentage	Complete	
			Yes	No
-	91 – 100	-		
2	83 - 90	10 %	√	
7	74 - 82	35 %	√	
11	< 74	55 %		√
Classical completeness		45 %		
Class Average Value		74,50		

Based on the table above, it can be seen that the learning outcomes of students in the first cycle did not meet the completeness criteria with a percentage of 75% of all students. Because of the 20 students 9 people or 45% obtained the complete criteria while 11 people or 55% did not complete with a class average value of 74.50. Based on the description of the results of the research in the first cycle, researchers looked back at the results of each observation of teacher and student activities in the social studies learning process with the utilization of traditional Gorontalo Bilu-bilulu games, motivational questionnaires, student learning outcomes and teacher and student interviews. Reflection produces some information related to the lack of action in cycle I. Based on research observations in the first cycle has not reached the success indicator because the number of students who have high social studies learning motivation criteria has not reached > 80% of the total number of students. There are 8 indicators of learning motivation that have not reached at least 70% of the total number of students. Similar to the learning outcomes of students in the first cycle they did not meet the criteria for completeness with a percentage of 75% of the total number of students, because the average grade score only reached 74.50.

Observation Results of Teacher Activities in Utilizing Gorontalo Traditional Games Bilu-bilulu in Cycle II Learning

The implementation of the second cycle is based on the results of reflection cycle I. Social studies learning carried out in the second cycle is the same as in the first cycle, namely by utilizing the traditional Gorontalo game Bilu-bilulu with the aim of increasing student motivation and learning outcomes that have

been modified and refined according to the results of reflection in cycle I The details of the implementation of cycle II actions are as follows.

Plans for implementing cycle II actions are based on the results of reflection cycle I. In planning, researchers do several things including preparing social studies material to be studied, making lesson plans emphasizing the use of traditional Gorontalo Bilu-bilulu games, preparing other media as a support for learning, making sheets evaluating and preparing equipment to document ongoing learning activities.

Implementation in the second cycle, the principle of repetition in the first cycle by modifying and repairs based on the results of reflection. Some things that are reflected include the consistency of the teacher in teaching by referring to the RPP that has been prepared, mastery of the class when the learning process takes place and providing an understanding of the rules in traditional Gorontalo Bilu-bilulu games. Following are the results of observations of teacher activities, student activities, motivation questionnaires and student learning outcomes.

After the implementation of the second cycle of action by utilizing the traditional Gorontalo Bilu-bilulu game to increase student motivation and learning outcomes, researchers and teachers held a meeting meeting to collect information on the implementation of actions on teacher activities in utilizing Gorontalo Bilu-bilulu traditional games, student activities in utilizing traditional Gorontalo Bilu-bilulu games, Results of student learning motivation questionnaires can be seen in the following table.

Table-2: Recapitulation of Student Cycle II Learning Outcomes

No	Frequency	Value Range	Percentage	Complete	
				Yes	No
1	2	91 – 100	10 %	√	
2	6	83 - 90	30 %	√	
3	8	74 - 82	40 %	√	
4	4	< 74	20 %		√
	Classical completeness		80%		
	Class Average Value		83		

Based on the table above it can be described that the learning process in the second cycle experienced an increase of 20 students 16 students had met the completeness criteria with a percentage reaching 80% with an average grade of 83. While students who did not complete 4 people or 20%. From the results of the second cycle of student learning outcomes have achieved indicators of success.

After the social studies were carried out with the use of traditional Bilu-bilulu Gorontalo games, the researchers then reflected. From the results of reflection, it was found that social studies learning in

the second cycle showed an increase of 22 aspects of observation with a very good score of 5 aspects or 23%, a score of either 15 aspects or 68%, and a score of 2 aspects or 9%. In general there was a significant increase because of the 22 steps of observing teacher activities in learning, aspects were very good and good amounting to 20 aspects or 91%. While the activity of students in following the learning process also experienced an increase of 22 aspects of observation, with the acquisition of a very good score amounting to 4 aspects or 27%, a good score of 16 aspects or 73% and a score of less than 2 aspects or 9%. From the results of the observation aspects of the assessment of

student activity in learning the score was very good and good at 20 aspects or 91%.

Reflections on student learning motivation in social studies learning based on the results of the motivation questionnaire in the second cycle showed an increase of 20 students, there were 7 students in the very high category with a percentage of 35%, students in the high category as many as 11 people or 55%, and students who in the medium category, amounting to 2 people with a percentage of 10%. In the second cycle of action, the indicator of success in this study has been achieved because the number of students who meet the criteria of very high and high has reached > 80% of the 20 students and the percentage of learning motivation per indicator has also increased from 10 indicators of motivation reached 70% of total number of students.

In addition to the questionnaire, the researcher conducts an assessment or evaluation of learning, with the aim of knowing the learning outcomes in each lesson. The results of the evaluation of social studies learning in the second cycle experienced an increase of 20 students from 16 students who met the criteria of completeness with a percentage reaching 80% with an average grade of 83. While students who did not complete 4 people or 20%. From the results of the second cycle of student learning outcomes have achieved indicators of success.

CONCLUSION

Based on the analysis of the results of class action research in the first and second cycles above, it can be concluded that the utilization of traditional Gorontalo Bilu-bilulu games can increase student motivation and learning outcomes in social studies learning in the fifth grade of the UNG Laboratory Elementary School. According to the results of the learning motivation questionnaire from 20 students there were 18 students in the very high category and the high category with the percentage of 90% and 2 students or 10% in the medium category. While student learning outcomes from 20 students 16 students have met the completeness criteria with a percentage reaching 80% with an average grade of 83 and students who do not complete 4 people or 20%. In utilizing the traditional Gorontalo game Bilu-bilulu teachers should be assisted and supervised, so that children do not experience difficulties in understanding the rules of the

game and there is no conflict between children when playing.

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