

## **Increasing interest in learning through the traditional paper crack game in primary school students**

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**Abstract:** *This research aims to increase students' interest in learning through the application of the traditional Ektas game media. The type of research used is Classroom Action Research (PTK). The subjects of this research were 27 students consisting of 13 male students and 14 female students. The data collection techniques used were observation techniques, interest questionnaires, field notes and documentation. Data analysis in this research is descriptive qualitative and descriptive quantitative. Based on the research results, the percentage of students' interest in learning increased rapidly from the results of observation measurements in cycle I of 71.92%, increasing in cycle II to 90.37%. This was also followed by an increase in the results of the questionnaire measuring interest in learning from 71.48% in cycle II to 90.40%. Based on the research results, it can be concluded that the traditional Ektas game media can increase students' interest in learning.*

**Keywords:** *Interest in learning; Ektas Traditional Game; Student*

### **Introduction**

Education is a very important thing in life. Both in family life and in national and state life. Trinova et al., (2020) Education is an effort to train and develop students' thinking through learning activities. Education is the development of all the natures found in children, so that they can achieve the highest safety and happiness both as humans and as members of society (Annisa, 2022; Sarah et al., 2021). One of the most basic education is at the elementary school (SD) level (Julia Agustin et al., 2019) as a bridge for students to continue to the next level of education. This function can be achieved if learning is carried out well. According to Yestiani & Zahwa (2020) learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, as well as forming attitudes and beliefs in each student occurs. The elementary school age period is the final childhood period which lasts from the age of six years to approximately the age of eleven or twelve years (Anggraeni, 2019; Habibi & Adnan, 2021; Lisnawati et al., 2022 ).

Learning in elementary schools strives to create a conducive and enjoyable atmosphere (Anisa et al., 2022). To achieve goals and success in the teaching and learning process, it is necessary to pay attention to several components, namely teaching objectives, teachers, students, learning materials, learning media, learning methods and educational environment (Minardi & Akbar, 2020). Each component must complement each other so that learning can be presented and mastered well, and student interest grows. According to Herzamzam (2018) interest is something that creates interest and attention in a person, an object or activity that is felt to be useful for him. Interest is a person's feeling of interest, concern and desire for something, without any encouragement (DK Sari, 2020; Subekti et al., 2021). When someone has an interest in learning, he will show several indicators. According to Lestari & Ridwan (2017), indicators of interest in learning are: 1)feeling happy about learning, 2)focusing attention on learning, 3)interest in learning, 4)inner desire to actively learn.

A person's interest in learning does not appear by itself. One of the factors that arouses students' interest is the learning material that will be taught to students. Learning materials that students are interested in will often be studied by those students (Asiyah et al., 2020). Apart from learning materials, one way that can foster students' interest in learning is by using interesting learning media, so that the availability of interesting learning media will foster a sense of enjoyment, motivation and enthusiasm for learning (Fajri et al., 2022). In accordance with the opinion of (Suseno et al., 2020) in the learning process to help students understand complex material, media is needed as a communication tool between teachers and students. As a component of the system, this means that media absolutely must be present or must be used in every lesson (Magdalena et al., 2021). Media as a component of learning, every teacher must study and understand in selecting and determining the learning media that will be used in the learning process so that learning outcomes can be achieved optimally (Gawise et al., 2022). According to Zahranisa et al., (2023) Learning media is a tool or intermediary that is useful for expediting the teaching and learning process, so that communication between teachers and students becomes more effective. By using media, it is hoped that it will be easier for a teacher to convey material well and in a fun way so that it can arouse students' interest in learning.

Based on the results of observations made by researchers in the learning process, teachers create media that is less interesting, so that students are less enthusiastic and less interested in learning. Student involvement in learning is very minimal. When the teacher gave students the opportunity to ask questions, no one asked, likewise when the teacher asked, no students answered. Therefore, there is a need for innovation in learning by using learning media that can grow and increase students' interest and activeness in learning. One of the media that can be used is games, because the characteristics of elementary school students are: 1)like to play, 2)like to move, 3)children like to work in groups, 4)children like to feel, do or demonstrate directly (Aminah et al. . al., 2022).

One of the games often played by children is the traditional game of engklek. According to Sari et al., (2021) the engklek game is a traditional game whose arena is a flat field, the way to play is by jumping from one box to another. The rules of the game are: 1)jump into the plot that has been created using one foot, using a gaco made from pieces of ceramic or pieces of tile, 2)throw the gaco into the plot, 3)the player jumps into the plot. one plot plans into another, but don't step on it. plot containing gaco, 4)the winner is determined by the number of plots the player successfully obtains (Cahyati Ngaisah et al., 2023). By using engklek as a medium when studying, students will be interested and enthusiastic about learning well. In accordance with previous researchers, the use of engklek game media has a positive influence on students' interest in learning and mathematics learning outcomes (Alina, Ivayuni, 2023). Tambunan & Simanjuntak (2021) the traditional game of engklek is not just an entertainment game, but this traditional game can be applied as a learning medium in mathematics learning because the game contains many mathematical elements that can be distributed to students. So by applying the traditional engklek game as a learning medium it will make students interested and motivated in learning mathematics. According to (Husna et al., 2022) the use of the traditional engklek game can improve students' learning abilities. interest in learning mathematics, and can improve student learning outcomes significantly.

In connection with this, the researcher wants to develop research by utilizing the traditional engklek game as a learning medium . However, as modern times develop , the game of engklek is rarely played by children (Fitriyah & Khaerunisa, 2018). Therefore, the researchers modified the engklek game which was named ektas (paper engklek) without eliminating the characteristics and philosophy of the game.



Figure 1. Paper crank game media

Paper engkek (ektas) is a modified game that combines the traditional engklek game and the snakes and ladders game used in learning. The aim of the ektas game itself is: 1)increase student enthusiasm in the learning process, 2)this game is expected to attract students' attention and, 3)increase understanding of learning while preserving traditional children's games. Thus, it is hoped that the existence of the Ektas game can make students more interested and have an interest in learning. The steps of the ektas game are: 1)students are asked to determine the order of the players, 2)the players take their respective pieces, 3)the pieces are thrown by the first player, 4)the pieces are placed in the order. the number written on the dice, 5)the player takes the question card according to the number on the test box, 6)the player does the question on the question card, 7)if the answer is correct then the player gets a gold star, then stick the gold star on the award table. The advantage of the traditional ektas game media is that it is easy to obtain and easy to use in the sense that it does not require special tools, the traditional ektas game media can also make it easier for students to understand the material presented by the teacher, students can learn and play which can create learning in a fun atmosphere. This media also teaches students to preserve traditional games. The weakness of traditional ektas game media is that the media is made of paper, if it is not cared for properly it will easily get dirty and damaged.

Based on this, the aim of this research is to increase students' interest in learning through the application of the traditional game media Ektas. It is hoped that this research can be used as a basis for increasing students' interest in learning in science learning activities in Theme 2 Subtheme 1, so that learning feels fun and students can focus their attention, interest and involvement during the learning process. Therefore, the author is interested in conducting research on the topic "**Increasing Interest in Learning Through the Traditional Game Ektas in Elementary School Students**".

## Method

The approach used in this research is a qualitative approach, a natural approach and the method used is centered on in-depth observation. This type of research is classroom action research (*Classroom and Research*). The research implementation was planned with two actions, namely cycle I and cycle II.

In cycle I, it was carried out by following research procedures based on the Kemmis and Taggart principles which included 4 components, namely the first *planning activity*, at this stage

the researcher prepared lesson materials and prepared facilities that support the learning process. Second, *action/treatment*, at this stage the researcher carried out the learning process in class by applying traditional ektas learning media. Third, *observation*, at this stage the researcher observes the learning process, the effectiveness of the traditional ektas game media as a guide for improvement at the next stage. Fourth, reflection *or evaluation*, at this stage the researcher records the results of the observation stage, evaluates and analyzes the results of the learning process. Cycle II is a refinement of cycle I. Kemmis and Taggart's classroom action research model is depicted in the following chart.

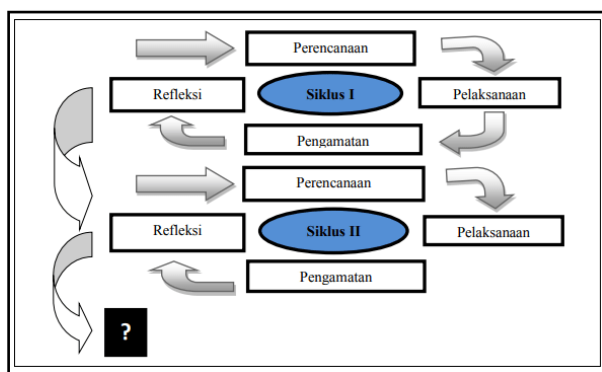


Figure 2. Kemmis & MC Taggrat Model Classroom Action Research (Arikunto, 2020)

Subject used in this research are class V students of SD Negeri 1 Sekarbanyu totaling 27 students, composed of 13 students man and 14 students Woman. Study This implemented at SD Negeri 1 Sekarbanyu, Sumbermanjing Wetan District, Malang Regency. For observe researchers' learning conditions use data collection techniques viz observation techniques, questionnaires Interested, note studies field and documentation. In this research, colleagues are observers. The Study Interest Questionnaire consists of from questions or statement For obtain true picture in accordance with circumstances. Notes field as support implementation observation. Documentation in In this study, researchers documented photographs during research activities in the field. Data collection techniques were obtained through observation techniques, questionnaires interest learning and documentation. Meanwhile, learning interest data was obtained from observations carried out to observe teacher and student activities during learning using observation sheets and obtained from a learning interest questionnaire in accordance with the indicators. interest. According to (Witjaksono, 2020) that is feeling pleasure, attention, interest, and involvement student in the learning process. The observation checklist (v) is an observation and questionnaire tool that has four scores: (1)Low; (2)Sufficient; (3)High; and (4)Very High. The actions that the teacher observes are Preliminary, core and closing activities are the order in which the teacher's activities are completed. The tool used is a modification of previous research conducted by (Witjaksono, 2020).

In this research the data will be analyzed qualitatively and quantitatively. Qualitative data analysis techniques are used to analyze the results of teacher and student observations as well as field notes, which are processed and presented in the form of descriptions that end with drawing conclusions. Meanwhile, quantitative data analysis techniques will be presented in the form of figures obtained from observations and also the results of student learning interest questionnaires which are interpreted in the form of percentages (%). The results of observations and questionnaires are calculated using the following formula:

$$Present\ Success = \frac{Score\ obtained}{Maximum\ Score} \times 100\%$$

Research result interpreted in form percent and mapped based on level success classification following .

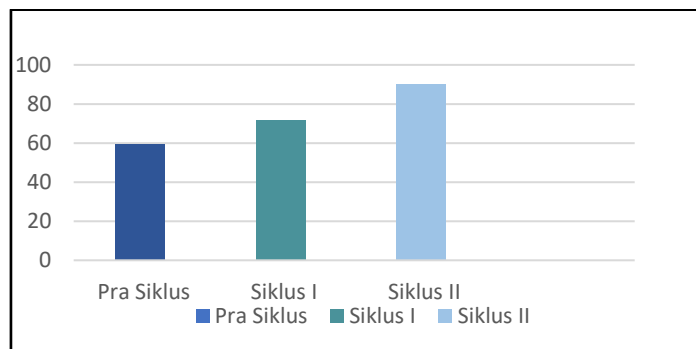
**Table 1.** Criteria for Student Interest in Learning

NO	Reach	Criteria
1	20.00-40.00	Low
2	40.01-60.00	Enough
3	60.01-80.00	Tall
4	80.01-100	Very high

**Results and Discussion**

The results of the research show that students' interest in learning has increased, data from observing teacher activities, observing student activities, and the results of student interest in learning questionnaires support this. Students' interest in learning increases in each cycle after the traditional Ektas game media is applied. In cycle I, students began to be able to accept the material presented by the teacher, and felt interested in the material being taught, in accordance with the opinion of Lumbantobing et al., (2022) that the right learning media is able to provide students with an understanding and acceptance of the material in the learning process. With interesting media, students can increase their desire and interest in learning (Husna & Supriyadi, 2023). But on stage This constraint Which faced that is student not enough focus on material learning because the traditional game media Ektas is a new thing used in school so that some students are still focused on the visual appearance only so that material No delivered with maximum, so improvements are needed in cycle II.

In cycle II, by applying the traditional Ektas game learning media, students participate actively in learning, in accordance with (Lumbantobing et al., 2022) with the child's sense of interest in something being the first step to a feeling of pleasure in learning something and a tendency to provide active participation, concentration. and an ever-increasing willingness to learn as well as comfort when undergoing the learning process. S. Rahayu & Hidayati, (2018) the use of appropriate learning media can stimulate interest in learning, students will be active in forming their own knowledge through direct experience. Sardiman et al., (2018) The use of media can also equalize the experiences and perceptions that students gain regarding the lesson content, so that Students can show high attention and enthusiasm in participating in the learning process, have a high level of responsibility in completing and submitting assignments on time. So the researchers decided to stop the cycle. Student interest is known to have increased as seen from student observations. The following are the results of observations of increasing student interest which are presented in the following graph.



**Figure 3.** Observation Results of Student Learning Interest

Based on observations made, it shows that students' interest in learning has increased. Observation results show that students' enthusiasm and curiosity about learning increases with each cycle. Even though the average before the cycle was 59.48%, it met the requirements and still needs improvement. Cycle I showed an improvement compared to the previous pre-cycle with an average of 71.92% with high criteria. They achieved an average of 90.37% with very high criteria in cycle II.

Measurement results interest student use questionnaire after application The traditional Ektas game media can be seen in the following diagram.

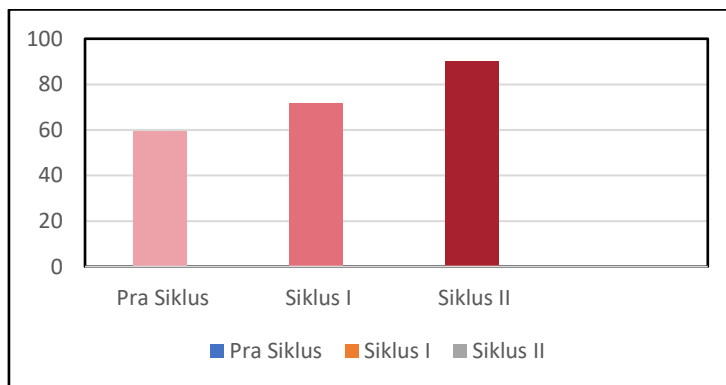


Figure 4. Questionnaire Results Measurement of Interest in Learning Student

Based on the diagram above in Pre Cycle , Cycle I and II Cycles Students' interest in learning increased rapidly. In the precycle obtained 59.48% with criteria enough, in cycle I obtained 7.48 % with criteria high , in cycle II experienced enhancement to 90.4 0% with very high criteria. Based on the results in cycle II, it can be concluded that range completion is very popular in cycle II. Interest to learn student experience increase in each the cycle. Student start own enthusiasm and desire For know what not yet they understand, complete assignments given by the teacher, try with truly For involved in learning and searching activities information more carry on about material from source other. The teacher's function in the learning process is related tightly. Therefore that, sheet observation teacher activities are used For identify related activities with Learning plans are being developed. With using game media traditional ektas can increase teacher involvement during the learning process.

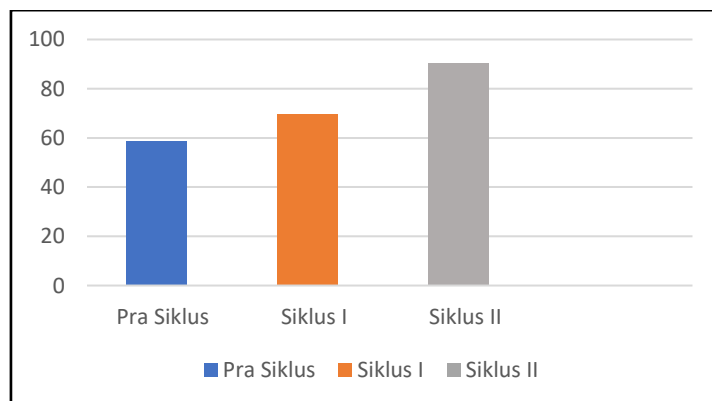


Figure 5. Observation Results Teacher activities

Teacher activities during the learning process use game media traditional ektas has increased. Teacher activities in pre cycle has an average of 58.62% with criteria Enough. Then increased in cycle I obtain 69.82 % with criteria tall. Furthermore, there was a very high increase

in cycle II 90.51% with very high criteria. This shows there was an increase in teacher performance from pre-cycle, cycle I to cycle II, with use game traditional ektas activities carried out by teachers in the learning process getting better and improving compared to the previous cycle.

Based on the results of research in class V of SD Negeri 1 Sekarbanyu, one way To overcome the problem of low interest in learning is to use relevant and interesting learning, especially learning media that is appropriate to the subject being taught, appropriate media. That is game. Because with exists As a media game, communication between teachers and students becomes smoother and more relaxed so that the message the teacher wants to convey will be realized (Jusrianto et al., 2023). Ratna Dewi et al., (2023) Game in learning can practice ability, increasing confidence self, knowing values procedures, as well direct learning active .

One of known games student is game traditional cranky. Fauziah et al., (2020) exists values positive in game traditional cranky as well as can used as a learning medium by teachers. Game Traditional engklek also has the potential to make learning more active and fun for children (Indriyani et al., 2021). By using engklek media students can learn while playing. Playing is a need, pleasure and satisfaction for children, they do it happily without feeling pressured (Handayani et al., 2022). Furthermore student will more focus and gain attention and desire interesting thing to know student during the learning process. Ratna et al., (2023) With game traditional cranky attention child will more focus as well as can respond with fast. This matter can help improve concentration and focus attention they. Students' interest in playing engklek, which requires students to solve questions before continuing to the next box, makes students gain experience in playing engklek. matter new (Alina and Ivayuni, 2023). During the game process cranky on going, interested student to lessons are also visible increase . Student feel involved in learning through game traditional cranky (WI Rahayu, 2022).

From the description above seen that interest Study student through game traditional ektas get positive response. This matter caused Because more learning activities interesting and not monotonous. Student have enthusiasm and desire know what 's high, be interested and follow involved in the learning process, so can increase interest Study student. In accordance with opinion (Widyastuti & Widodo, 2018) that with exists interest activity Study teach will walk with good and someone will more concentrate, no easy bored, and easy remember what has studied. Interest is the main basis in this process learn how to teach. Without growing student interest, students will have difficulty accepting learning because they are not interested in learning (Rahmawati et al., 2021). Game media Traditional ektas has advantages and disadvantages, the advantages are that it helps and makes it easier for students in the learning process delivered by the teacher, students can play while learning which can create a pleasant learning atmosphere, this media also teaches students to preserve traditional games. The weakness of the traditional Ektas game media is that it is made from paper. If it is not stored properly it will easily get dirty and damaged.

## Conclusion

Based on results Study action classes conducted for two cycles For increase interest Study with using game media traditional ektas, obtained results as following. On cycles amounting to 59.48% of the criteria sufficient, in cycle I it was 71.92% with criteria high , and in cycle II it was 90.37% with very high criteria. This matter next with questionnaire enhancement interest Study pre cycle amounting to 59.59% of criteria enough, in cycle I it increased

amounting to 71.48% of criteria high and in cycle II it reaches very high criteria namely 90.40%. The role of the teacher in the learning process is not free with enhancement interest Study students on each the cycle. With using game media ektas Traditionally, teacher activity during the learning process increases in a way significant. In the precycle teacher activity was 58.62% with criteria enough, then experience The increase in cycle I reached an average of 69.82% with criteria high, besides that in cycle II shows good improvement that is reached an average of 90.51% with very good criteria. Researcher show that use of game media ektas traditional can increase interest Study student. Interest to learn Student increase every the cycle. Because they become more attentive, interested, and involved in learning, research furthermore expected can increase percentage students who apply questions and prompting interaction as well as exchange of ideas between teachers and students.

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