Spurring Student Activity Through Action Game-Based Learning (GBL) Method in Sociology Learning

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Abstract

Sociology learning has most material, so it requires the accuracy of the use of learning methods to attract student activity. This research was conducted to determine the planning, implementation and evaluation of sociology learning with game learning methods. The method used is qualitative descriptive. Based on the results of the study, learning planning is carried out by applying nine of the ten stages of learning planning according to Dick and Carey's theory which include: identifying general goals, learning analysis, identifying input behaviors and student characteristics, compiling performance goals, choosing learning strategies, developing and selecting learning materials, preparing formative evaluation designs, revising teaching materials and prepare for summative evaluation. The stage that has not been implemented is to prepare a benchmark reference test. The implementation of learning is carried out by applying four of the five theories of the implementation stage, which include: preparation of game selection sessions according to the topic, explanation of concepts according to the learning topic to be delivered, game sessions, and evaluation of the session. The stage that has not been implemented is to summarise the material. Learning evaluation is carried out by implementing all theories of the evaluation stage, including: determining objectives, determining evaluation design, verifying data, processing and analysing data, providing interpretation and conclusions, and follow-up evaluation results.

Keywords: Games-Based Learning, Action, Activeness, Sociology

Abstrak

Pembelajaran sosiologi memiliki materi yang cukup luas, sehingga memerlukan ketepatan penggunaan metode pembelajaran guna menarik keaktifan siswa. Penelitian ini dilakukan untuk mengetahui perencanaan, pelaksanaan dan evaluasi pada pembelajaran sosiologi dengan metode pembelajaran game. Metode yang digunakan adalah kualitatif deskriptif. Berdasarkan hasil penelitian bahwa perencanaan pembelajaran dilakukan dengan menerapkan sembilan dari sepuluh tahap perencanaan pembelajaran menurut teori Dick and Carey yang meliputi: mengidentifikasi tujuan umum, analisis pembelajaran, mengidentifikasi tingkah laku masukan serta karakteristik siswa, menyusun tujuan performansi, memilih strategi pembelajaran, mengembangkan serta memilih materi pembelajaran, melakukan persiapan desain evaluasi formatif, melakukan revisi bahan ajar dan mempersiapkan evaluasi sumatif. Adapun tahap yang belum dilaksanakan adalah menyusun tes acuan. Pelaksanaan pembelajaran menerapkan empat dari lima teori tahap pelaksanaan yang meliputi: persiapan sesi pemilihan game sesuai topik, penjelasan konsep sesuai topik pembelajaran, sesi permainan, evaluasi sesi. Adapun tahap yang belum diimplementasikan yaitu merangkum materi. Evaluasi pembelajaran mengimplementasikan seluruh teori tahap evaluasi meliputi: menentukan tujuan, menentukan desain evaluasi, verifikasi data, mengolah dan menganalisis data, memberikan interpretasi dan kesimpulan, tindak lanjut hasil evaluasi.

Kata Kunci: *Pembelajaran Berbasis Game, Aksi, Keaktifan, Sosiologi*

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Introduction

Education is an important aspect of nation-building (Musya'adah, 2018). Optimising the function and role of education can have a good impact on the development of a country. Optimising education can be done in various ways, especially by strengthening and improving the existing education system in the country. In this regard, starting in 2019, the Government of Indonesia, through the Ministry of Education, Culture, Research and Technology, launched a new curriculum called the independent learning curriculum. This independent learning curriculum was held as a follow-up to the improvement of the previous curriculum, namely, in the 2013 curriculum (Khusna, Sumarmi, dkk., 2022). In the implementation of the curriculum, teachers are required to innovate in learning, including in the use of appropriate learning methods (Fatmawati & Khusna, 2024; Wa Ode Zalniyati dkk., 2023).

These efforts are very important because, through advanced education, it is hoped that it can advance the nation. A good education system will be able to increase a country's human resources, which means it will increase the resilience of a country. The good quality of human resources will help increase the growth and development of the nation (Khusna et al., 2023). Based on this, the government through its work needs to pay serious attention to the implementation of the education system at all levels of educational institutions in Indonesia. Schools as educational service providers must be able to implement effective learning. Learning in schools must ensure that all reference components for the implementation of learning have been implemented (Chotimah et al., 2022) . The components of the learning process consist of teachers (educators), students, objectives, methods, materials, learning tools (media) and evaluation (Khusna, Nurhayati, et al., 2022; Lidi, 2019; Sarmurzin, 2024)

A very important learning component in meeting learning objectives is the learning method. The strategy for selecting learning methods must be adjusted to the material to be taught, the circumstances of the students, and the completeness of the supporting facilities. This is because attention to continuous learning has led to a more scientific focus on pedagogical aspects (Ndabaga et al., 2023). Teachers can choose a variety of strategies that can attract students' activity and enthusiasm during learning. Therefore, teachers who

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are creative and innovative in learning are needed so that students can become active in learning.

Active learning is a widely used method to address the high cost of sample labelling in deep learning models and has achieved significant success in recent years (Cai et al., 2025). Student activity in the learning process is an important priority. Students play a role as the main aspect that must complete the learning objectives that have been prepared by the teacher. Student activity during the learning process is very important, learning can be said to be good and quality if all or at least half of the students in a class are actively involved, both physically, mentally, and socially (Gustiansyah et al., 2021).

However, the problem in the field, in Sociology learning, is found the fact that the majority of students tend to be less active. From the data collected through several techniques, this happens because the sociology learning material is quite dense and extensive. In addition, the delivery of learning materials is not balanced with the selection of varied learning methods. This condition further makes students inactive in learning, so that the process of achieving learning goals can be disrupted.

The problem of a lack of student activity in sociology learning also occurs at SMAN 1 Boyolangu, Tulungagung Regency. This problem was addressed by one of the sociology teachers of class X of SMAN 1 Boyolangu by applying the game-based learning method to action-based learning. The main goal is to attract students to be active during learning. The use of media in games-based Learning is expected to make it easier for teachers to deliver material and make it easier for students to receive material (Latip et al., 2024).

Previous research results show that the use of one of the action games used in learning can improve students' cognitive abilities, entertain students and keep costs low (Smith et al., 2024). Other research also places game-based learning as an important academic discipline (Al-Jamili et al., 2024). This research has a differentiation from previous research where the type of game studied this time is still conventional, called an information plane, which has a uniqueness, namely by integrating facilities that are easy to access at school and requires students to be active directly in games in the classroom. The media used is still simple, easy to obtain, easy to apply in learning and very affordable.

Of course, the use of game learning methods requires teachers to also carry out learning activities that include planning, implementation, and evaluation stages (M. Arif

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Pratama Manurung et al., 2023; Nurhasna et al., 2024). Each of these activities must have several more stages that have an impact on the quality of learning, one of which is student activity. Thus, this study aims to find out related about the planning, implementation and evaluation carried out by teachers in sociology learning with the action game-based learning method. This research will have implications for educational units in carrying out learning, especially in the use of action game-based learning methods in the social science community.

Method

This study applies a qualitative method with a descriptive approach. This research has characteristics that refer to things that are holistic, natural and describe phenomena that occur factually. Data is sourced from three types, namely person, place and paper. The data collection technique is through interviews, participatory observation and documentation. Data analysis techniques are carried out through data selection and simplification (data condensation), narrative data presentation (data display) and periodic conclusion drawing (conclusion verification) (Miles et al., 2014). The research was conducted at SMAN 1 Boyolangu, Tulungagung Regency, with 40 students in class X-2, which lasted for two months. The flow of the research is presented in the following figure:
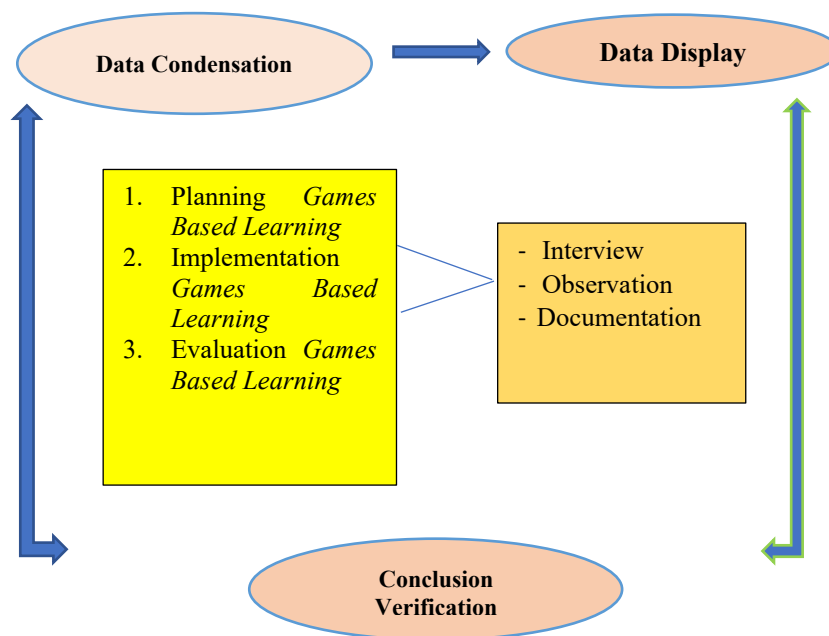
Picture 1: Research Flow

Result and Discussion

Sociology Learning Planning with the Game-Based Learning Method Based on Action Games

Learning planning is an important thing that teachers must do before starting learning. The importance of this learning planning is related to the process of achieving learning objectives. If learning planning can be carried out well, it is hoped that the achievement of learning objectives can also go well. Learning planning can make it easier for teachers to organise activities that will be carried out during classroom meetings. In this study, teachers applied a unique and interesting type of action game. Action games are *games* that require reflex speed, punctuality, and the right accuracy from the player in completing them (Najuah et al., 2022)

According to Dick and Carey's theory which is also quoted by Aripin and others, the learning planning step consists of ten stages, namely identifying general objectives, analyzing learning, identifying input behaviors and student characteristics, compiling performance goals, developing benchmark reference tests, choosing learning strategies, developing and selecting learning materials, preparing formative evaluations, revising teaching materials, preparing and carry out summative evaluation (Aripin et al., 2022; Dick et al., 2009)

Learning planning is a responsibility that must be fulfilled by teachers under the supervision of the principal. Learning planning is also well done at SMAN 1 Boyolangu. As for learning planning with the Game learning method, it is not much different from the learning method in general, The first planning is that the school holds an educational calendar workshop. The workshop is held at the beginning of each semester to discuss the school agenda that will be carried out in the future. In line with this, the preparation of school programs refers to the academic calendar that has been set by the ministry. As a follow-up, schools are allowed to develop according to their respective annual agendas (Adelistia., Adriansyah., 2020). This educational calendar workshop also discusses the preparation of formative and summative exams, so that by dick and carey's theory, namely preparing for formative evaluations and preparing and carrying out summative evaluations.

The second plan is that teachers understand Learning Outcomes (CP), Learning Goal Flow (ATP), and Learning Goals (TP). The composition of the CP in each subject is a

provision that has been given by the center. The teacher's task is to prepare the TP according to the teaching material. When the TP is completed, the teacher determines the order of priority of the material to be delivered and arranges it in the ATP. Planning and understanding CP, TP and ATP can make it easier for teachers and students to understand the subject matter, so as not to cause confusion. The understanding of CP, ATP and TP is by Dick and Carey's theory, namely determining general goals, analyzing learning and compiling performance goals, as well as developing and selecting learning materials.

The third plan, namely the teacher compiles the teaching module. The preparation of this teaching module is very important because it can be a guideline for teachers during the learning process. Teaching modules have a big role in learning planning; the existence of teaching modules can make it easier for teachers to make learning innovations (Nugroho et al., 2023) . SMAN 1 Boyolangu has met the learning administration requirements in the form of preparing teaching modules properly, making it easier for teachers to create learning, for example by implementing game learning methods. The preparation of this teaching module is by Dick and Carey's theory, namely identifying common goals, identifying behaviors, and choosing learning strategies.

The fourth planning, teachers plan specifically related to game learning methods. The planning includes the selection of types of games and media that are suitable for the teaching material, the condition of students and the availability of facilities. Teachers must be able and skilled in managing the learning process correctly and by the characteristics of students, teaching materials, facilities and infrastructure, and the student learning environment (Fajri, 2019). According to Dick and Carey's theory, this game planning is by learning analysis, identifying input behaviors and student characteristics, and choosing learning strategies.

The fifth plan, namely the teacher submits the teaching module to the principal. The submission of the teaching module is a fulfilment of the administrative requirements that must be met by teachers. The examination of the teaching module is very important to make it easier for the principal to monitor the learning process that occurs in the classroom. If there are things that are not suitable, the teacher must make improvements. In line with this. The principal has the role of a supervisor in an educational institution who is in charge of monitoring, coaching, and improving the learning process in the school he leads (Sirojuddin, 2019). Based on Dick and Carey's theory, this planning is by the steps of revising teaching materials.

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The findings in this study refer to this theory, the planning in Sociology learning with the game method at SMAN 1 Boyolangu has implemented nine stages, namely identifying general goals, analyzing learning, identifying input behaviors and student characteristics, compiling performance goals, choosing learning strategies, developing and selecting learning materials, preparing formative evaluation designs, revise teaching materials and prepare summative evaluations. Teachers have not implemented one stage, namely, compiling a benchmark reference test.

Implementation of Sociology Learning with the Game-Based Learning Method Based on Action Games

The implementation of learning is one of the most important stages in learning. At this stage of implementation, teachers and students must synergise with each other to be able to complete the learning objectives that have been prepared optimally. The implementation of the sociology learning method with *the* game method went well and was active. Generally, students like learning with games*.* The learning method while playing is an innovative, creative idea and can increase student interaction to support the achievement of the learning process (Rosarian & Dirgantoro, 2020) .

According to Riandari, student activeness can be seen from the involvement of students in class, which includes class discussions, questioning skills, answering skills or daring to appear in front of the class (Riandari, 2012). The implementation of sociology learning with the game learning method in class X of SMAN 1 Boyolangu is running actively, this is supported by the results of observations carried out as follows:

Table 1: Results of Student Activeness Research

Performing in front of the Class	Segments	Percentage
Dare to appear in front of the class	32	80,00
Don't dare to appear in front of the class	8	20,00
TOTAL	40	100,00
Classroom Discussion	**Segments**	**Percentage**
Discuss in class	35	87,50
Not having discussions in class	5	12,50
TOTAL	40	100,00
Involvement in the Group	**Segments**	**Percentage**
Active involvement in the group	36	90,00
Inactive involvement in the group	4	10,00
TOTAL	40	100,00

Ability to Ask Questions	Segments	Percentage
Able to ask questions	31	77,50
Unable to ask questions	9	22,50
TOTAL	40	100,00
Ability to Answer	**Segments**	**Percentage**
Able to answer	36	90,00
Unable to answer	4	10,00
TOTAL	40	100,00

Source: Primary data processed using MAXQDA software

The table above presents a number of indicators of student activity. The research was conducted in class X of SMAN 1 Boyolangu with a total of 40 students. The game applied is called "Information Plane". The details of student activity are as follows: The number of students involved in groups is 90%, students involved in class discussions are 87.5%, students who actively ask questions are 77.5%, students who can answer questions are 90%, students who dare to appear in front of the class are 80%. Based on the data from the research results, it can be said that learning is actively running. This is in line with the noble theory that learning is said to be successful, active, and quality if all or at least half of the students in the class actively participate in the learning process, both physically, mentally, and socially (Wibowo, 2016).

In the implementation of sociology learning with *the* game learning method in class X, students tend to be interested in conventional games that are carried out in class in groups, as well as games of answering dexterity with a certain time limit. These types of games are categorized as action games. The advantage of action games is that they can help train cognitive skills because they require concentration to play them (Najuah et al., 2022).

The implementation stage of Games-Based Learning consists of five stages, namely preparation of game selection sessions according to the topic, explanation of concepts according to the learning topic to be delivered, game sessions, summarising the material, and evaluation of the session (Anggraini et al., 2021). The stage of implementing Sociology learning with the Games-Based Learning method at SMAN 1 Boyolangu consists of adjusting class conditions, introduction, core game activities, and closing or evaluation. Based on this theory, Sociology learning with the game learning method at SMAN 1 Boyolangu has implemented four stages, namely preparation of game selection sessions according to the topic, explanation of concepts according to the learning topic to be

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delivered, game sessions, and evaluation sessions. However, teachers and students have not yet implemented the stage of summarising the material.

Evaluation of Sociology Learning with the Game-Based Learning Method Based on Action Games

Evaluation is a stage that is carried out to provide an assessment of the learning process that has been completed. Through evaluation, teachers can assess how effective the learning methods that have been set. According to Anas Sudijono, quoted from the research of Nur Aidilla Fitria et al., the implementation stage of learning evaluation consists of six steps, namely determining goals, determining the evaluation design, verifying data, processing and analyzing data, providing interpretation and conclusions, and follow-up evaluation results (Fitria et al., 2024). First, before carrying out the evaluation, SMAN 1 Boyolangu held a Minimum Competency Assessment (AKM) meeting, which discussed the preparation of the evaluation objectives as well as determining the evaluation design to be used. Dwi Erna revealed that the goal of AKM is to encourage the improvement of the quality of learning (Novianti, 2021).

Just like general learning evaluation, learning evaluations conducted at SMAN 1 Boyolangu include formative assessment, summative assessment, and attitude assessment. The purpose of formative assessment is that teachers can find out the development of students' understanding of the material that has been delivered (Wandini et al., 2021). Summative assessments are carried out in the middle of the semester and at the end of the semester. These assessment activities can be used to verify data that is useful for obtaining the accuracy of student scores. Attitude assessments can also be used as data analysis materials juxtaposed with formative and summative value results making it easier for teachers to conclude students' abilities, which can then be used to make decisions about students' eligibility for the next level.

In sociology learning, teachers also conduct evaluations related to the implementation of game learning methods. The teacher carried out the evaluation by asking the students directly about the extent of the understanding that students got from the material presented by the game learning method and asking if the students liked the *games* carried out at the meeting that day. Besides, the teacher also monitored the development of student grades. Evaluation of learning by involving student opinions is very important, and

the goal is to form a form of appreciation for the cooperation of all elements involved in learning (Magdalena et al., 2023). This game evaluation activity is in accordance with the theory of data verification, provides interpretation and conclusions, and makes it easier to process and analyze the decisions that teachers on the sustainability of the implementation of game learning methods will make. Based on this. The evaluation of learning carried out in the learning has applied all the theories of the evaluation stage put forward by Nur Aidilla et al, which consists of determining goals, determining the evaluation design, verifying data, processing and analyzing data, providing interpretation and conclusions, and follow-up evaluation results

Conclusion

Based on the results of the research conducted by the researcher while at SMAN 1 Boyolangu, data and information were obtained, which were then discussed so the researcher could conclude, namely:

1) Sociology learning planning with the game-based learning method based on action games at SMAN Boyolangu Tulungagung in sociology lessons has applied nine of the ten theories of the planning stage according to Dick and Carey which include a) identifying general objectives b) learning analysis c) identifying input behavior and student characteristics, d) performance objectives, e) choosing a learning strategy, f) developing and selecting learning materials, g) preparation of formative evaluation, h) revision of teaching materials, i) preparing and carrying out summative evaluation

2) The implementation of learning has implemented four of the five stages of game learning implementation, which include: a) Selection of games according to the topic, b) Explanation of concepts according to the topic, c) Game sessions, d) Evaluation of the session

3) Learning evaluation has implemented all stages, which include: a) Determining objectives, b) Determining the evaluation design, c) Verification of data, d) Processing and analyzing data, e) Providing interpretation and conclusions, f) Follow-up

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Suggestion

Based on the results of this study, the researcher suggested that at the planning stage, teachers can make a benchmark reference test to find out the initial level of ability of students. At the implementation stage, teachers should also instruct students to make a summary of the material obtained in the learning, which is useful as one of the assessments of student knowledge. The researcher hopes that the results of this research can be used as a reference in the selection of learning methods for teachers.

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