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APPLICATION OF TRADITIONAL ENGKLEK GAMES TO IMPROVE MATHEMATICS LEARNING OUTCOMES FOR CLASS III STUDENTS 001 STATE PRIVATE SCHOOL

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Abstract There are still mathematics learning that uses conventional methods (lecture). Students are less actively involved during learning. There are several obstacles during the learning process, one of which is: 1. Some student divert it by playing with their seatmates and sometimes chatting during learning because students think mathematics is a difficul lesson to understand and remember the material being studied. 2. Lack of student activity in learning, students to be less active andrigid in the learning outcomes in mathematics, this research uses Classroom Action Research(PTK). The purpose of this Classroom Action Research is to determine the insrease in mathematics learning outcomes for thir grade students at SD Negeri 001 Rambah by using the Game Traditional Engklek. Whicth it can be seen from the aplication of the traditional Engklek game. From the results of the research cycle I and the results of the research cycle II showed an increase in the percentage and completeness. Conclusion This classroom action research is that the application of the traditional Engklek game can improve mathematics learning outcomes for third grade student of SD Negeri 001 Rambah.

Keyword : Traditional Engklek Games

I. Introduction

The presentation of mathematics requires a renewal, namely with this teacher can develop Indonesian culture through traditional games. Education can be used as a means of transferring inheritance in preserving culture. Culture-based learning in mathematics learning is one of the innovations in eliminating the notion that mathematics is rigid, as well as introducing a culture that is not yet widely known by students. Education is useful for developing human potential in inheriting, developing and building culture and civilization in the future (Suastra, 2010).

Based on the results of observations and interviews with third grade teachers at SD Negeri 001 Rambah in mathematics lessons, there are learning activities where most of the students' activities are only taking notes and listening to the teacher's explanations and rarely using games in learning. There are still mathematics learning that uses conventional methods (lectures). Students are less actively involved during learning. There are several obstacles during the learning process, one of which is:

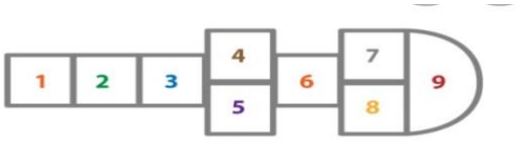
1. Some students divert it by playing

with their seatmates and sometimes chatting during learning because students think mathematics is a difficult lesson, this causes students to find it difficult to understand and remember the material being studied, from 24 there are 15 students who still like to play studying time.

2. Students tend to have difficulty and cannot answer the teacher's questions directly after learning is done, from 24 students there are 10 students or 44% who are able to answer the rest cannot.
3. Students do not look focused when learning by being more likely to play alone or not paying attention when the teacher is explaining the material, out of 24 students there are 49% or 10 students who focus the rest not.
4. Lack of student activity in learning, students tend to be less active and rigid in the learning process, from 24 students there are 10 students or 43% who are active in the learning process.

The engklek game (in Javanese) is a traditional game of jumping on flat fields drawn on the ground, by making a picture of a box and then jumping with one foot from one box to the next. The engklek game is usually played by 2 to 5 girls and is done in the yard. However, before we start this game we have to draw boxes on a cement, asphalt or earthen floor (Montolalu, 2005).

Field for Playing Traditional Engklek Games, a flat ground yard with a size of approximately 3-4 m is required. The crank image used in this game is a mountain-shaped image.



Game steps

The following are the steps in playing the traditional engklek game in the form of a mountain engklek for learning mathematics through traditional games (Rahayu, 2018), including:

1) Delivering learning objectives. Before doing learning the teacher conveys the learning objectives first so that students know the learning objectives.
2) The teacher prepares the tools and prepares the game arena
3) The teacher divides the students into several groups, in 1 group consisting of 3-5 people.
4) Each hompipah group leader determines the order in which they play, so that they know which group will play first, second and so on
5) The group that gets the first order is the group that can play the game first.
6) Single tile is skipped by 1 foot number (1,2,3,6)

7) The overlapping plots are passed simultaneously using both legs (4,5,7,8)
8) The semicircle/triangle tile is crossed with 2 feet and the player may rest for a while.
9) After arriving at the end again take the gacu in the plot and take the gaco.
10) The leader of the group/student throws the gaco (pin) in the circle of the crank game. (If the gaco that is thrown does not enter the circle of the engklek drawing, it can be declared void and continue with other group members).
11) If the gacu throw crosses the line then it is declared void, if it is right on the crank circle then the student gets a question card and the student will answer it directly.
12) The group leader takes a question card to the teacher according to the circle of the number of gacu falling.
13) The group leader and members discuss the answers to these questions.
14) If the answer is correct, the group can continue the game. If the student's answer is wrong, the member who answered incorrectly will be disqualified, and will continue with the other members. (After all members have played, it will be continued with other groups).
15) In this game, 3 groups are taken as champions 1,2 and 3.
16) To maintain order, group members who leave the line will reduce the lives (1 member) in the group.
17) Each group member must take turns playing. The winner in this game is determined if there is a group that has finished the game.
18) Further the same as that.

II. Research methods

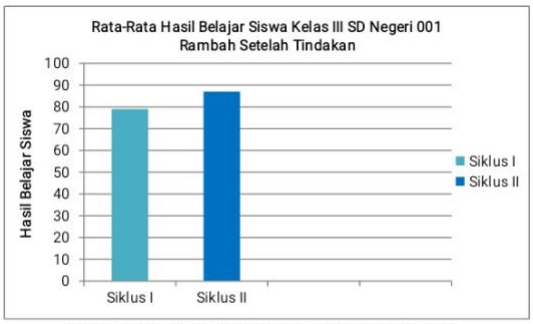
The research method used in this study was classroom action research (CAR) which was carried out at SD Negeri 001 Rambah in two cycles. The subjects of this study were all students of class III SD Negeri 001 Rambah as many as 47 students. Data collection techniques in this research is to use the methods of observation, interviews, tests, and documentation. The data analysis method used descriptive qualitative data analysis. This classroom action research procedure consists of two meetings each cycle and each meeting consists of four stages of activity, namely: (1) planning, (2) implementation, (3) observation/observation, and (4) reflection/evaluation.

III. Research Results and Discussion

This research was carried out in two cycles, where each cycle was conducted in two meetings. At the first meeting, the teacher applied the learning method, namely using the traditional engklek

game, it went well, although there were some minor obstacles caused because the game was first applied in class III SD Negeri 001 Rambah, so that students still played and told stories while the learning process took place using ecklek traditional game. The obstacles in the first cycle were corrected at the second cycle meeting. At the first meeting of cycle II

learning using the traditional engklek game went well, and students felt happy, and interested in mathematics, because learning was not monotonous and students were invited to play while learning, learning was in accordance with the existing plans in the lesson plan, and students felt happy and not stiff anymore when learn math. The positive attitude shown by students during the learning process by using the traditional engklek game showed an increase in student



Gambar 1. Diagram Hasil Belajar Siswa Siklus I dan Siklus II
Sumber: Data yang diolah 2021

Based on research that has been carried out in class III SD Negeri 002 Rambah that the implementation of the implementation of the traditional Engklek

learning outcomes. By giving a test to students which is carried out at the end of the cycle, it can be seen from the average value of student learning outcomes in cycle I and cycle II, in the following table :

Tabel 1 Rekapitulasi Hasil Belajar Siswa Siklus I dan Siklus II

Jum. Siswa	Nilai Rata-Rata		Peningkatan	Jum. Siswa Tuntas		Jum. Siswa Tidak Tuntas		Ketuntasan Klasikal		Peningkatan	Keterangan
	Sik. I	Sik. II		Sik. I	Sik. II	Sik. I	Sik. II	Sik. I	Sik. II		
24	79	87	8	18	21	6	3	76 %	88%	12,5 %	Tuntas

Sumber: Data Primer yang diolah 2021

Table 1 shows that learning outcomes from cycle I to cycle II have increased. In the first cycle the average score of students was 79 with 76% classical completeness, in the second cycle the average value rose to 87 with 88% classical completeness. The table for improving learning outcomes can be illustrated in the following diagram.

Game Method students are very enthusiastic about learning, and according to the plans that have been prepared at the planning stage. The results showed that the application of the engklek game could improve student learning outcomes in class III Mathematics learning at SD Negeri 002 Rambah. The results showed that in the first cycle the score of student learning outcomes on the medium criteria and in the second cycle increased to high. The increase in student learning outcomes

can be seen during the learning process by applying the traditional engklek game after giving daily test questions or in the form of pretest and posttest questions.

In the first cycle, the average score of students reached 79 with 76% classical completeness and increased in the second cycle to 87 with 88% classical completeness. So that it can be said that the results of the daily test are declared complete and have reached the research target.

Based on the results of this action research, it shows that the action hypothesis is proven to answer the research objective, namely the application of the traditional engklek game in Mathematics at SD Negeri 001 Rambah can improve student learning outcomes.

IV. Conclusion

Based on the results of research and discussion, it can be concluded that the application of the traditional engklek game can improve mathematics learning outcomes for third grade students of SD Negeri 001 Rambah. The increase in student learning outcomes can be seen from the average score of student learning outcomes and the analysis diagram of student learning outcomes in the first cycle of 79 with moderate criteria, increasing in the second cycle of 87 with high criteria. The increase in student learning outcomes can be seen from the average test scores of students before the action with a completeness score which is quite low because it is still below the KKM and then increases to 79 with 76% classical completeness in the first cycle. In the second cycle it increases to 87 with 88% classical completeness , almost all students complete the KKM.

Suggestions

Based on the results of research conducted by researchers that the application of traditional engklek games can improve student learning outcomes. So the researchers provide suggestions, namely:

a. The application of the traditional engklek game can be used as an alternative for teachers to carry out learning both in the classroom and outside the classroom. Students should continue to be enthusiastic in learning, dare to ask questions while studying, be active in learning, not rigid when studying, and pay more attention to the teacher when explaining the material.

b. Because Classroom Action Research is very useful, teachers should conduct Classroom Action Research to improve the process and better learning outcomes for teachers and children as well as to improve the

quality of learning for the better.

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