

## Increasing Interest in Learning Indonesian Using the Smart Snakes and Ladders Learning Media in Class 1A Students

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### Abstract

*Classroom learning becomes a space for teacher actualization in applying creative learning media. The use of creative learning media is important for teachers in the teaching and learning process with students. Using varied strategies will reduce students' levels of boredom and will increase students' interest in learning. This research method is qualitative research in which researchers directly carry out observations and interviews in the field located in class 1A of SDN Sumampir. The research subjects themselves were students in class 1A. It is hoped that it will be able to arouse interest and stimulate learning activities in students, help the effectiveness of the learning process, attract and direct students' attention to concentrate on the content of the lesson, facilitate the achievement of goals to understand and remember the information provided, make learning more interesting, bring freshness and new variations. for students' learning experiences, especially in Indonesian language subjects. From the above, researchers have learning media that can be a solution and can be developed, namely "Smart Snakes and Ladders". In this media, researchers want class 1A students at SDN Sumampir to be more familiar with letters so they can read fluently. The media that the researchers developed aims to enable students to continue playing without realizing that they are actually learning. In terms of the average test scores before implementing the smart snakes and ladders learning media, the average score for daily tests chapters 1 – 4 was 68.78. After implementing using smart snakes and ladders, daily tests were carried out in chapters 5 – 8, the average score was 88.83. It can be seen that the value has increased drastically. This indicates that class 1A students at SDN Sumampir prefer learning Indonesian using creative learning media such as smart snakes and ladders. Apart from that, smart snakes and ladders are said to have succeeded in increasing students' interest in learning Indonesian.*

**Keywords:** Interest ; Indonesian ; Learning media; Smart snakes and ladders.

### Abstrak

Ruang kelas menjadi ruang praktis bagi guru untuk mengimplementasikan media pembelajaran yang kreatif. Penting bagi guru untuk menggunakan media pengajaran yang kreatif dalam proses belajar mengajar bersama siswa. Penggunaan strategi yang bervariasi dapat mengurangi tingkat kebosanan siswa dan meningkatkan minat belajar siswa. Metode penelitian ini yaitu penelitian kualitatif yang mana peneliti langsung melakukan observasi dan wawancara di lapangan yang berlokasi di kelas 1A SDN Sumampir. Subjek penelitian sendiri yaitu siswa dalam kelas 1A tersebut. Penelitian ini diharapkan dapat merangsang minat siswa dan merangsang kegiatan belajar, membantu efektifitas proses pembelajaran, menarik perhatian siswa dan memusatkan perhatian pada isi pelajaran, membantu siswa memahami dan mengingat tujuan. Informasi yang diberikan membuat pembelajaran menjadi lebih menarik, menghadirkan kesegaran dan variasi baru. Pengalaman belajar bagi siswa khususnya pada pelajaran bahasa Indonesia. Dari hal di atas, peneliti memiliki media pembelajaran yang bisa menjadi salah satu solusi dan dapat dikembangkan yaitu "Ular Tangga Pintar". Dalam media tersebut, peneliti ingin murid kelas 1A SDN Sumampir lebih bisa mengenal huruf sehingga mereka bisa membaca dengan lancar. Media yang peneliti kembangkan ini bertujuan agar murid tetap bisa bermain tanpa menyadari bahwa sebenarnya mereka sedang belajar. Pada rata-rata nilai ulangan sebelum dilakukan penerapan media belajar ular tangga pintar, rata-rata nilainya untuk ulangan harian bab 1 – 4 sebesar 68,78. Setelah dilakukan penerapan menggunakan ular tangga pintar dilakukan ulangan harian pada bab 5 – 8, rata-rata nilainya sebesar 88,83. Hal ini terlihat bahwa nilai sangat meningkat drastis. Hal tersebut menandakan bahwa siswa kelas 1A SDN Sumampir lebih menyukai pembelajaran Bahasa Indonesia dengan menggunakan media belajar yang kreatif seperti ular tangga pintar. Selain itu, ular tangga pintar dikatakan berhasil meningkatkan minat belajar siswa dalam belajar Bahasa Indonesia.

**Kata Kunci:** Minat ; Bahasa Indonesia ; Media belajar ; Ular tangga pintar.

### INTRODUCTION

Student interest in learning is important for the smooth teaching and learning process. Students who have a high desire to learn in the learning process can be supported to improve learning and the learning process, conversely if

students have a low desire to learn then the quality of learning will decrease and this will affect learning outcomes. Interest is a relatively constant characteristic of a person. Interest is a persistent desire or tendency to pay attention to or be involved in something because you realize

the importance or value of that thing. The four-phase model of interest development (Renninger & Hidi, 2016) integrates these two perspectives and their development: Certain situations trigger interest, which can then develop across situations and over time become more enduring. First, features of the environment (e.g. novelty, ambiguity, surprise) attract the person's attention. This situational interest may persist longer, beyond a single situation, if the task appears meaningful and engaging (i.e., if students find the task valuable or enjoyable). Learning strategies can also influence students' interest in learning (Kristiyani, E & Budiningsih, I, 2019; Ugwu, 2017), and can influence students' learning motivation (Fitri, SR & Saenab, S, 2019; Yu, 2019). Even so, each teacher has different strategies for increasing student interest, motivation and learning outcomes (Chan et al., 2019; Guido, 2018). This depends on the student's condition, conditions during the learning process, the material to be delivered, and the learning resources used. Therefore, when teachers are faced with different conditions, even though the material presented is the same, the strategies used will be different. The use of varied strategies can reduce students' levels of boredom and increase students' interest in learning. This is an Indonesian cultural product that is worth studying and teaching. For future generations, a country's culture can be built, nurtured and developed through language. Teaching Indonesian is basically an effort to foster and develop Indonesian in an integrated manner. Therefore, through the language teaching process it is hoped that students will have sufficient skills to use Indonesian effectively and accurately. Indonesian is one of the subjects that must be taught at every level of education in Indonesia, whether primary, secondary or tertiary. One reason is that language ability (Indonesian) is a basic skill that every student must have to transfer knowledge and technology. Considering that most of science and technology is "reported" in Indonesian in the form of references. Therefore, elementary schools (SD) include these subjects in their curriculum as part of the basic education level. In general, elementary school (SD) students' learning of Indonesian has not met expectations

and many students lack motivation because they think learning Indonesian is boring. Even though Indonesian is a language used in everyday life and is one of the subjects tested in the national exam. Students who are enthusiastic about learning will be even more enthusiastic about learning. Interest in learning is related to emotional functions and knowledge such as positive emotions towards something, feelings of empathy, interest and increased cognitive processes (Kpolovie et al., 2014: 75). This era of growth requires teachers to be creative teachers. Currently creativity is an important aspect in the teaching process, because as teachers, they have to create impressive performances and help students to understand the materials. This can make students successful and motivated in the learning process. Creative teaching is how teachers strive to make learning interesting, fun and engaging. Students will be motivated if creative teachers make the learning process interesting, fun and engaging (Jacobs & Lawson, 2017). The classroom becomes a practical space for teachers to implement creative learning media. It is important for teachers to use creative teaching media in the teaching and learning process with students. The use of varied strategies can reduce students' levels of boredom and increase students' interest in learning. This is an Indonesian cultural product that is worth studying and teaching. National culture can be built, nurtured and developed through language for future generations. Teaching Indonesian is basically an effort to foster and develop Indonesian in an integrated manner. Therefore, through the language teaching process it is hoped that students will have sufficient skills to use Indonesian effectively and accurately. The use of creative learning media is needed at SDN Sumampir in learning Indonesian, especially for class 1A. Based on the results of observations, there are children whose learning method uses the method they learned at their tutoring place, one of them is a student who is used to using capital letters, so when introduced to lowercase or regular letters the student cannot understand them. Students who have never been to kindergarten but have been sent to elementary school also pose a big challenge, because in class when these students are exposed to books, they

will be shocked, and some students will cry when told to read. Then, there are still students who don't know how to write correctly. As we know, writing starts from the left, but what is unique is that in class 1A at SDN Sumampir there are children who write not sideways but instead downwards. Based on these problems, the researcher is interested in conducting research with the title "INCREASING INTEREST IN LEARNING INDONESIAN LANGUAGE USING LEARNING MEDIA SMART SNAKES AND LADDERS IN CLASS 1A STUDENTS OF SDN SUMAMPIR ". This is expected to stimulate interest and stimulate students' learning activities, make the learning process more effective, attract participants' attention and focus their attention on learning, understand and remember the information provided, and achieve goals. Learning is more interesting, to facilitate student learning, especially in Indonesian language classes, so that students are not bored and indifferent, as well as to overcome limitations in knowledge, space and time, offering students learning facilities and new differences learned in class.

## METHOD

The methods used to complete the research are written in this section. The research method used in this research is qualitative research in which researchers directly carry out observations and interviews in the field located in class 1A of SDN Sumampir. The research subjects themselves were students in class 1A. The parties who assisted in this research were one of the teachers who taught in class 1A at SDN Sumampir, namely Mrs. Warsi, S.Pd. This research was conducted for 2 consecutive days.

## RESULTS

### Learning Indonesian for class 1A SDN Sumampir

Based on the results of observations, the author conducted an interview with one of the teachers who teaches in class 1A at SDN Sumampir, namely Mrs. Warsi, S.Pd. In the first year, Mrs. Warsi taught by still feeling or still learning how to learn Indonesian, but after learning, the method used for learning Indonesian was the CSBA method, namely the

Active Student Learning method. The implementation of the curriculum started from the old one to the current Merdeka Belajar curriculum. In fact, learning still has to be child-centered, whatever method or curriculum is used, the point is that learning is always centered on the child. For learning Indonesian now, he uses many methods but still prioritizes the most important thing, namely the child. read and write fluently. Indonesian language learning is currently divided into 4 elements, namely listening, reading, writing and speaking. So, before children carry out activities or activities, it is necessary to convey information from the teacher and students will listen to this information. So, after the student has listened to the information from the teacher then he will listen, after listening to what is conveyed then the student will write down what he has heard, after he has written down what he has heard, then he will read what he has written and then what The main thing is being able to communicate, this is the main thing. It should be noted that the ancient curriculum did not require students to have the courage to speak in public because in terms of speaking, it was generally difficult to implement so in the past there was not much emphasis, unlike now. Learning Indonesian must balance these 4 elements. At SDN Sumampir, every morning they usually hold something called "Breakfast". This activity is an activity carried out in Indonesian language subjects, which means dictating, so the teacher says a sentence or word in class 1 every morning, then the students write down what the teacher has said and what's even great is if there is a teacher who forgets to do the breakfast activity. This morning the student must have reminded his teacher and this activity is not at all a burden for class 1A students at Sumampir Elementary School because class 1 elementary school still has little learning.

### Learning Media used by Sumampir Elementary School teachers

There is a lot of media provided at Sumampir Elementary School, especially books. Books will definitely be used by teachers and environmental media will also definitely be used. Even though books are not the only medium, teachers cannot be separated from books. If the use of electronic media includes cellphones or

projectors, and if you display learning in the form of videos or images using a projector, students are usually more enthusiastic because students are not only focused on books and the teacher. Teachers must show interesting videos so that students do not get bored and are interested in learning. Teachers also use number cards, word cards or letter cards because in general students are more interested in things in the form of pictures. According to Mrs. Warsi, class 1A students are clearly more interested when using media, even though the material provided is simple, when students listen to a voice other than the teacher's voice, they will definitely feel interested because a student's curiosity is usually very high.

### Smart Snakes and Ladders

The "Listening" learning method is also a method that can be used in grade 1 elementary school, this method is in line with the theory which states that "Listening is an oral language skill. A child develops oral language skills and continues until he enters school and becomes an adult. Its development is largely determined by its environment. In Indonesia, most of the spoken languages used by children are regional languages. Children develop in regional languages, so they have a rich vocabulary, and knowledge of linguistic rules is in regional languages. When children enter elementary school, they must use Indonesian to communicate, even learning to read and write is done using Indonesian. Meanwhile, the urban dictionaries they know are regional languages." Based on the results of observations, the use of this listening method has been used by class 1A teachers, namely by providing information or direction before students carry out an activity. Through the process of conveying this information, students listen to what the teacher says. From the above, researchers have learning media that can be a solution and can be developed, namely "Smart Snakes and Ladders". In this media, researchers want class 1A students at SDN Sumampir to be more familiar with letters so they can read fluently. The media that the researchers developed aims to enable students to continue playing without realizing that they are actually learning. So, researchers want to build an interesting atmosphere in the

classroom so that students are more enthusiastic and understand the learning better. In fact, the lower class age is the age where a child will be interested in new things and playing, that's why researchers created this media. In use, this media can be used by students throwing the dice and walking according to the number on the dice that comes out. Then in each snake and ladder box there will be commands and pictures. In this media, researchers pay attention to children's abilities in knowing colors, animals, learning to read and counting. Apart from that, this media also supports children's imagination and trains their psychomotor skills. Researchers hope that this media can be implemented well and make learning effective and enjoyable. The following is the Smart Snakes and Ladders learning media that is applied to class 1A students at SDN Sumampir.



Figure 1 Smart Snakes and Ladders

### Indonesian Language Test Scores for Class 1A Students at SDN Sumampir

After implementing the Indonesian language learning media using smart snakes and ladders, daily tests were carried out based on the four chapters that had been studied previously with four daily tests based on chapters 15 – 8. The following is the average score of the daily Indonesian language test for class 1A students. totaling 30 students based on chapters 1 – 4 and chapters 5 – 8.

Table 1. Rata-rata nilai ulangan harian Bahasa Indonesia kelas 1A Bab 1-4

	Nilai UH1	Nilai UH2	Nilai UH3	Nilai UI
Siswa 1A	64,61	60,87	74,24	75,38
Rata-rata	68,78			

Table 2. Rata-rata nilai ulangan harian Bahasa Indonesia kelas 1A Bab 5-8

	Nilai UH5	Nilai UH6	Nilai UH7	Nilai UI
Siswa 1A	84,56	87,17	89,21	94,37
Rata-rata	88,83			

**DISCUSSION**

The daily Indonesian language test in class 1A, namely chapters 5 – 8, which was held after the implementation of using smart snakes and ladders, resulted in an increased average score compared to the daily test in the previous chapter, namely chapters 1 – 4. The average value of the test before implementation was carried out. smart snakes and ladders learning media, the average score for daily tests chapters 1 – 4 is 68.78. After implementing using smart snakes and ladders, daily tests were carried out in chapters 5 – 8, the average score was 88.83. It can be seen that the value has increased drastically. This indicates that class 1A students at SDN Sumampir prefer learning Indonesian using creative learning media such as smart snakes and ladders. Apart from that, smart snakes and ladders are said to have succeeded in increasing students' interest in learning Indonesian. From the results of the average daily test scores, it is also a recommendation for improvement for Indonesian language learning, especially grade 1 at SDN Sumampir, to continue the smart snakes and ladders learning media. Thus, the aim of this research has been achieved, namely, it is hoped that it can stimulate interest and stimulate students' learning activities, make the learning process more effective, attract students' attention and focus their attention on learning, so that it is easy to achieve the goals of understanding and memory. . The information provided makes learning more interesting, provides new variations and differences in student learning, especially in Indonesian language classes so that participants do not get bored and indifferent, and can overcome limitations in thinking, space and time, by displaying pictures. from what is learned in class.

**CONCLUSION**

Learning Indonesian for class 1A students at SDN Sumampir, who previously only used general learning media such as books, was not enough to arouse students' interest in learning. The smart snakes and ladders created by researchers as a medium for learning Indonesian can be said to be slightly more capable of arousing students' interest in learning. This is evident from the increase in daily test scores for class 1A students at SDN Sumampir, where previously the average score for daily tests for chapters 1 - 4 was 68.78. After implementing using smart snakes and ladders, daily tests were carried out in chapters 5 – 8, the average score was 88.83. It can be seen that students' grades have increased drastically. This indicates that class 1A students at SDN Sumampir prefer learning Indonesian using creative and interactive learning media such as smart snakes and ladders. So, this smart snake and ladder media can be said to have succeeded in increasing students' interest in learning Indonesian.

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