Strengthening Motivation in Social Studies Learning Through Guessing Games Method Post Covid 19

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Abstract. The changes of Covid-19 phases from pandemic to endemic have still left learning challenges. The students were used to learning online with a lot of learning limitations, but nowadays they start to go back learning normal. The changes of conducting learning from offline to online class and vice versa are certainly difficult situation. The students still require times to get used to and to be comfortable and motivated in learning. Building learning motivations for the students who have been comfortable enough with online classes has become problematic for students. This study explores the novelty of social studies learning using educative games that are fun for students. The method of this study was quantitative approach and used quasi experiment. The technique of collecting data used were pre-test and post-test, observation, and interview. The technique of analyzing the data used were prerequisite test with normality test, homogeneity test, hypothesis testing, and normalized gain test. Guessing games model can increase student participation, motivation and interest to independent learning era in the midst learning condition. Through the Guessing Games happy fun learning and getting new knowledge, enthusiasm and motivation for students to learning engagement process more active.

Keywords: Motivation · Social Studies · Through Guessing Games

1 Introduction

As the result of conscious and planned effort in improving every individual competence, education in Indonesia has developed at this time. However, one of the learning process problems is to build motivation and learning interest among students. The distance learning process during Covid-19 pandemic era contributes to the decline in learning interest and motivation in social studies learning that eventually affects the education sector. Besides, the rapid advancement of technology has also switched students' social life. The students tend not to have enough motivation in taking distance learning. As the matter of the fact, the students seem to be passive in learning process. They only sit on the class listening and taking notes some materials. The result of this learning condition make them less interested in learning due to the use of teachers' conventional method.

Basically every person has an equal opportunity to get education whether it is social or moral education. Nevertheless, we can't deny that distance learning due to Covid-19 pandemic become a challenge in social studies learning, one of which is the drastical changing of the learning atmosphere. Students deal with various challenges such as ineffective learning process, poor technology literacy, learning distraction, and lack of motivation, illiteracy, poverty, injustice, inequality, discrimination and many others [1].

Learning problems during the Covid-19 pandemic have resulted in extraordinary changes as if all levels of education including junior high school (SMP) were suddenly constrained to adapt with online learning. It is certainly not a simple task as many schools are not fully facilitated. Both teachers and students are not ready and might experience culture shock. In the midst of this turmoil, teachers are always required to be creative at delivering the learning materials according to the learning level and needs.

From social interaction perspective, online learning does provide real time communication but it does not work as smooth as direct one so that it encourages students to work individually and avoid work in team. Other online learning effects towards students' social interaction might include lack of collaborative works and tolerance. Some negative emotional signs such as easily get bored and feel lonely might be present. Therefore, online learning can affect students' social-emotional behavior.

Student learning experience in using media are main source to supporting learning processes based on the use and utilization of information technology so that student learning interactions are more meaningful the use of information technology is usually use more effective in distance learning [2]. On the other hand, education is an investment to generate outstanding human resources and conserve social values through transfer of knowledge, Planning effective lessons is the dream of all teachers. Therefore, deep aspects of critical thinking teachers must be able to or at least have the ability to think critically well [3]. Thus, in present days of freedom to learn era learning methods is crucial as it affects the media to deliver messages from the teacher to the students. Through the media both parties are possible to communicate in multi direction. Methodology brings messages as driving force to learn and foster motivation learning achievement.

The concept of game in the learning process is game education created to stimulate thinking processes comprising attentiveness improvement and problem solving. Game education as one of interactive learning techniques is effective to be conducted to young learners because they have high curiosity towards the surrounding environment, so they are more consciousness to get clarity and fluency language and communication [4]. A game-based learning encourages students to be innovative and highly motivated, especially in social studies learning, through playing-while-learning concept. This concept aims to get rid of negative perception of frightening learning and provoke students' interest as playing activities, which are fun to the students, are actually the learning process, learning activity processes more benefits for learners to build motivation than the funding [5].

Provoking students' motivation is one of important elements in the learning process as Cajiao, stated that his studies that were carried out related to the motive of studying several things such as tourist experience, geographical factors, motivation and personality, culture, economy and motivation. Education gives a deep meaning in these activities

which can give birth to pleasure and satisfaction [6]. In addition, "the learning motivation our process measure shows that the participants under the refund arrangement elaboration the benefitt soft learning to a greater extent, and consequently show greater persistence in learning and a higher likelihood of learning during the post-experimental phase" [7]. In sequence, motivation in learning is every process that shows students' participation and interest.

Social studies is a simplified of social sciences, humanities disciplines and human activities are presented and organized for educational purposes. Social Studies learning is talking the foundation of life within the community, academic year purely dedicated to learning and preparing for examinations which [6]. It is the foundation of social patterns. The role of learning methods in the teaching and learning process is very important for educators today. The learning method can be used to channel the sender's message to the recipients and help students understanding something conveyed by the teacher. Through the media the teacher and students are possible to create a lively interaction in multi direction. The Social skills character of students in using information technology media make a good contribution to strengthening human values for diversity in society [7]. The media brings messages as driving force to learn and foster motivation in achieving learning goals. Social studies are regarded uninteresting because some students less participation in learning process. Through the use of learning media can foster enthusiasm and motivation to learn [9]. Related to that matter, game-based learning utilizing constructivism encourages students to perceive the lesson through cooperative learning by giving them some problems. The teacher guide students to describe problem-solving plans into stages of activity, and provide examples of the use of skills and strategies needed to solve the problems. It is described that using media literacy in learning processes not only related to read, view and information, but also related to the ability to identify, analyze, select and use media according to applicable legal norms [10]. Thus, it is implied that the through guessing games learning method can be literacy media and provide information literacy in increasing students' understanding and learning motivation in social studies subjects.

Through the media, the teacher and students are possible to have a lively communication in multi direction. Fun learning model through game education is an attempt to explore learning activities on an ongoing basis through communication and interaction student and subject matter through games. Through game-based learning methods in social studies learning provided innovation in learning activity that is believed to support learning motivation of students, especially in social studies learning. Games based learning has an important role in growing learning that is more fun today, this needs to be done by the teachers so that student participation and leaning engagement becomes better. Fun learning will encourage students to learn independently and creatively so that learning of no longer felt as a compulsion but becomes a necessity.

2 Research Method

2.1 General Background of Research

This study utilized quantitative approach, using aspects of measurement, calculation, formulas, commas and certainty of numerical data in research proposals, processes, hypotheses, goes to the field, analyzes data and concludes data up to the writing using aspects of measurement, calculation, formulas, commas and certainty of numerical data. Specifically, the study used quasi-experimental design [11]. The population is group of research subjects who have determined and specification of characteristic [12]. The population of this study was 8th grade students of SMPN 1 Garut.

2.2 Sample of Research

In this research the sample as representative population [13] are Students of Junior High School (SMP) 1 Garut, by the non probability sampling technique resulted two classes representation these are 8A and 8C classes. These are selected samples as part as of population which representatives of population in this research [14]. The basis of this technique is due to the time, cost, and available sources. The sample was students of 8-A and 8-C classes, respectively as the experimental group and the control group.

2.3 Instrument and Procedures

Instrument is tools to measure the nature and social phenomenon observed. The instruments of this study are:

2.3.1 Test

a. **Pretest**

Pretest was conducted in the initial phase of the study to measure students' initial knowledge of a sub topic before being treated with multimedia learning method in the experimental group and conventional learning methods in the control group.

b. **Posttest**

Posttest was conducted to measure students' the learning results after learning a sub topic with the treatment given comprising multimedia learning method in the experimental group and conventional learning methods in the control group.

2.3.2 Non Test

Non-test instrument is a tool to analyse and evaluate a learning strategy given to the students by directly identifying the natures of the strategy applied to the students and evaluate other non-test aspects. The data collection through non-test instrument was conducted through:

a. **Observation**

Observation is a technique to observe through systematic recording. This technique allows the researcher to understand the setting being studied. The observation

activities in this study were systematically planned on problem-based learning patterns by combining simple social problems, so that they could provide an increase in prosocial behavior in students in carrying out their lives in their social environment.

b. **Interview**

Interview is an interactional process or conversation between the researcher and the informant through questioning, by which the responses obtained.

c. **Document analysis**

Document analysis is a technique of data collection to obtain data from documents such as books, files, writing works and pictures about certain information or report to support the results of the study.

2.4 Data Analysis

Data analysis technique is the basis stage to obtain data. This study utilized quantitative approaches, namely quasi experimental and nonequivalent control group design. The requirements of this technique is normality test, homogeneity test, hypothesis test and normalized gain test.

3 Result of Research

Based on the data from learning reinforcement and reflection processes collaborated with the concept of *through guessing games* in social studies subject, the activates included the introduction of certain areas, culture and a brief history of Indonesian independence and were delivered in the form of a quiz given to students. The students were also encouraged to utilize and understand science and technology from other sources. The results of the study were presented in the following.

3.1 Enhancing Students' Competence in Understanding Social Science Materials Through Guessing Games
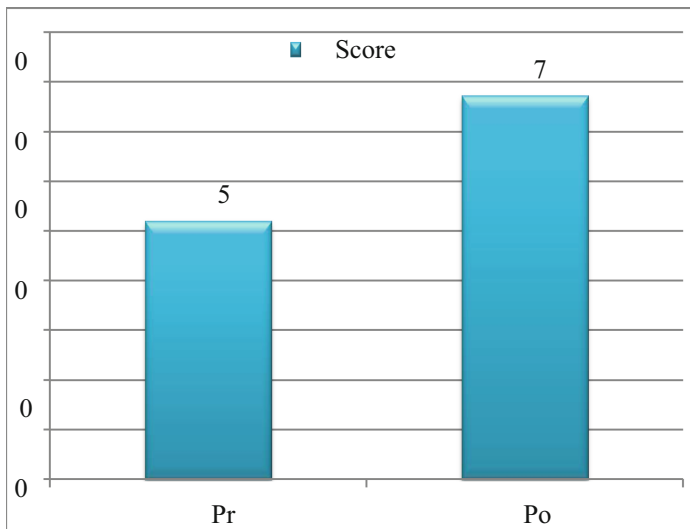
The reflection phase of the social studies learning pattern through guessing games is an effective strategy in implementing the learning method. Game-based learning was considered fun way to learn and, thus, it enhanced students' competence in presenting their understanding towards the learning materials through innovative and fun way. The activities were collaborated with appropriate technology that enhance students' interest and motivation to learn, understand, and utilize the technology (Table 1).

With the results of the pretest and posttest data analysis presented in the summary table above, it can be seen that the average pretest score is 52.14 and the posttest score is 77.38. There was an increase of 25.34. The average results of the pretest and posttest are visualized as follows (Fig. 1):

Data analysis above draw that the role of education through guessing games has important changes for each individual student, the model of guessing games learning positively to influenced to improve learning motivation. Through integrated learning models and media during the Pandemic Covid 19 which were presented in a more enjoyable manner, they were able to increased student learning motivation. Based on the data analysis that the patterns of students learning activities certainly has differences, this is based on the needs of the students themselves. Learning that provides student motivation and interest is learning that is presented in fun way.

Table 1. The summary of *Pretest* dan *Posttest* analysis

Description	Experimental group	
	Pretest	*Posttest*
The number of students	21	21
Lowest score	25	60
Highest score	95	100
Mean	52,14	77,78
Deviation	19,337	12,106

Fig. 1. The difference of Pretest and Posttest mean score

3.2 Enhancing Students' Interest in the Social Studies Learning

Reflection resulted by the model guessing games in learning social studies could be increasing outcome and enhance of student knowledge specially about religion, culture and history of Indonesia Independence. Accordingly, through the educational game learning model the class provided a fun learning pattern and built students' interest and enthusiasm to learn, especially in the midst of the Covid-19 pandemic situation.

3.3 Implementing the Concept of *Through Guessing Games* in Social Studies Learning Amid Covid-19 Pandemic

The process of implementing through guessing games learning method in social studies subject that is applied to students positively influenced the students. This could be

observed through the positive responses of the students during the learning process. The students actively participated in in the learning activities.

4   Discussion

4.1   The Strategy of Through Guessing Games Learning Method in Freedom to Learn Era

Implementation of through guessing games learning method concept more effective use on distance learning or online learning by helping media such as books, video films, curriculum and others [15]. Each learning pattern directs the teacher to design the learning process to help students in such a way that learning objectives are achieved optimally. Students are usually actively involved in an effective and meaningful learning because they become the center of learning activities to form required competences and characters. By implementing and innovating fun-based learning models, the learning activities provide a strategy to enhance students' enthusiasm so that they continuously follow the learning process in current conditions. Accordingly, it enhances students' competence and comprehension of the topic learned (Fig. 2).

Through guessing games concept in social studies class was able to be conducted online in SMPN 1 Garut. All participants took part in the program with great enthusiasm showed by the active participation of students during the activity. The students were very responsive to through guessing games learning method. This activities were implemented directly on students by showing a map image, traditional cultures of some regions, and showing the names of the heroes during Indonesian independence period (Fig. 3).

Based on the implementation of a fun game-based social studies learning pattern with a strategy of showing pictures and video clips to students related to social studies materials such as the introduction of regions and cultures in Indonesia, and the solar system, students were able to answer quizzes after observing the pictures and videos. Participants were excited and motivated to participate. The learning process helped students understand the learning materials and form a basis understanding of simple materials in social studies subject. Thus, the learning method through guessing games

Fig. 2. The implementation of social studies learning in SMP. Source: Research in SMPN 1 Garut, 2021

Fig. 3. Enhancing social studies learning through guessing games method in junior high school level

is to purpose a games method benefit to motivation change students [16]. The learning methods based on through guessing games was to address some problems related to students' motivation and interest in learning.

4.2 The Learning Method of Through Guessing Games and the Learning Concept in Freedom to Learn Era

According to the Minister of Education and Culture of Indonesia who initiated the concept of freedom to learn education concept, it is the answer to the needs of the education system in Indonesia. Freedom to learn means freedom to think under teachers' surveillance because teachers are the center of the recent education system. The freedom to learn concept has multiple meanings, comprising freedom in solving teaching problems, organizing the administration, and constructing lesson plans so that the teacher is the central element in creating learning environments that are appropriate to the students [17].

The development of freedom to learn era, according to the minister, is the freedom towards the way of thinking. Students are trained to search for the answer by using their own minds. Whereas, the meaning of freedom is divided into three types, namely stand-alone, which means that students are the rulers of learning, secondly independent, which means that students do not depend on teachers or parents, and lastly freedom form pressure, which means students are not burdened with score or grade in the learning process. In this matter, there are four policies published by the Education Ministry [18]:

1. Reorganize the learning system before students complete their study, the Ministry of Education and Culture revealed that a Minimum Competency Assessment and Character Survey will be carried out in grades 4, 8, and 11. This assessment will be a benchmark for students' abilities in terms of literacy and numerical reasoning which is the reference for the performance test.
2. USBN items previously constructed by the Ministry are now constructed by schools including the assessment aspects such as determine all assessment instruments, the form of the questions, and so on.

3. Regarding the school administration, namely the construction of lesson plans which is considered time consuming, there is currently a simplification of the lesson plans that allows teachers to create 1-page long lesson plan.
4. The zoning system is expanded in the acceptance of new students (PPDB). Not only that, in the affirmation and achievement program are given more quota than before. Currently the local government has a policy to determine the zoning area.

The interrelation of game-based learning methods through-guessing games in social studies learning with the concept of freedom to learn can be applied in a long or short time allocation depending on the type of educational game to be played. Educational games should be used as part of the learning process, not just to spend free time or play games. The concept of game education should be designed to become an event experienced by the participants themselves, then evaluated at the end of the learning process, namely reflective phase, to comprehend some the basic principles of the learning materials (principles, values, or lessons). Accordingly, it provides a concept of change in the realm of attitudes and values.

Learning method of through guessing games in the era of freedom to learn, which contains the purpose of education, essentially to free life and foster self-confidence of each individual, will be achieved if they have a unity that supports and complements each other to form the actual freedom [19]. In addition, based on "resolve the open question of whether the DPC increase is attributable to the Olympic games is complicated by several in education" that in the era of the Covid-19 pandemic and in the midst of the era of independence, it is learned that the implementation of game-based learning methods could provide effective and complete package learning, and answer the challenges in learning after the Covid-19 pandemic.

Thus, through the implementation of through guessing games method, the positive changes might appear to the students of 8-C class in SMPN 1 Garut. Students are able to be more selective in receiving information and understanding as well as choosing, using and buying products that are oriented towards environmental sustainability, especially in the environment around the school and the community around students. The novelty of this study lies on the learning method, namely through guessing games, as the source of students' literacy in the midst of freedom to learn era. According to the results of the study and normalised gain test, it was identified that students' motivation in the social studies learning were improved.

While the novelty in this study is the application of the method through guessing games as a source of literacy for students in the midst of the independent learning era. Based on the results of the research and analysis of the N test data, it is normalized that it can be identified that the motivation of students, especially in studying Social Sciences, can increase.

5   Conclusion

Based on the results of the study, the strategy carried out to minimize the problems was reflecting activities to enhance the students' understanding in social studies subjects, which was carried out through fun learning patterns and educational games. These

learning models and innovations increased the students' participation, interest and motivation to learn in the midst of freedom to learn era. Fun learning encouraged the students to learn and actively involved in the learning process. Thus, through the enhancing phase in the social studies learning with a fun educational game pattern, it provided a significant increase for students. In this way, the students learnt in a fun way, actively interacted with peers and the teacher and worked in team.

The implementation of the learning method through guessing games as an interactive learning innovation increased the students' participation, interest and motivation in the midst of the conditions of the Free Learning Era. Through a fun learning pattern, the learning process provided new knowledge and enthusiasm as well as new motivation for students to actively participate in the learning process. Social studies learning is suggested to be carried out in a fun way to improve the process of social interaction of students with the teacher and peers as well as do collaborative works. Thus, an enjoyable learning process through the concept of educational games directly to the participants enhanced enthusiasm and motivation to learn. In conclusion, how learning method implemented and what media used greatly influence the learning process at the present so that innovation and collaborative works of the teachers and students are greatly demanded.

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