

**THE APPLICATION OF EDUCATIONAL SNAKE AND LADDERS
(ULTRASI) AND SMART CARD LEARNING MEDIA IN INCREASING
STUDENT ACTIVENESS**

Umrotul Mar'ah, Erik Aditia Ismaya, Ika Ari Pratiwi

Universitas Muria Kudus

Imroatull12345@gmail.com

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Abstract

This research aimed to determine and analyze the activeness level of 6th grade students of SDN 2 Bategede in learning activities through the use of ULTRASI media (Educational Snakes and Ladders) and Smart Cards. This classroom action research was conducted at SDN 2 Bategede with the research subjects of 33 students in 6th grade. Data collection techniques include interviews, observation sheets and questionnaires, and documentation. The data analysis used is qualitative and quantitative. The results showed that the application of Educational Snakes and Ladders (ULTRASI) and smart cards had not succeeded in increasing student activeness based on the questionnaire and were successful based on observation with an average observation score of 84% and an average questionnaire score of 78%. The failure to achieve the research success indicators on the questionnaire may occur due to the lack of guidance of researchers in explaining the contents of the questionnaire to students. In cycle II, questionnaires and observations showed that the application of Educational Snakes and Ladders (ULTRASI) and smart cards was successful to increase student activity with an average observation score of 96% and an average questionnaire score of 82%.

Keyword: Educational Snake Ladder; Smart Card; Student Activeness

A. Introduction

Learning objectives can be achieved optimally when the interaction process between teachers and students is well established. Good interaction is reflected in active students' behavior in the classroom. This activity is marked by several students' characteristics, namely having the courage to express ideas, asking questions, clarifying answers, being happy to have discussions, having critical analysis, and others (Nada, Utaminingsih & Ardianti, 2014).

Students with a high level of activeness have the opportunity to achieve mastery learning outcomes compared to students who have low activeness in the learning process in the classroom. This is also stated by Norhayati Endah (2017) who argues that student activeness has a positive and significant effect on learning outcomes. The research results of Dewi, Kurnia, & Panjaitan (2017) revealed that the application of snake and ladder game media in social studies education learning was proven to encourage students to be

more active so that learning outcomes increased.

Utami, Pangestika, & Ratnaningsih (2021) also revealed that the snake and ladder game media have contributed to improving student learning outcomes. It happens because students are encouraged to listen and understand the material presented so they can answer problems or questions given by the teacher during the snake and ladder game.

Syawaluddin (2020) concluded that the snake and ladder learning media had fulfilled the teaching aids criteria, namely practical, valid, and able to encourage students' interest in improving their learning outcomes. Furthermore, Zaratuar (2021) states that the application of snake and ladder media in teaching and learning activities can increase student activeness with a percentage increase from 43.3% in the first cycle to 76.66% in the second cycle.

There are several advantages of using snake and ladder media for student learning, namely being able to increase learning concentration,

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encourage students' affective and psychomotor abilities, and build an interactive learning atmosphere (Amin et al, 2020). Snakes and ladders media has various colors so it can attract students' attention from the beginning of this media application. In addition, the snake and ladder media is familiar to today's children, so it is not too complicated to understand.

Students will be encouraged to compete positively with their friends, so learning objectives will be easier to achieve. The purpose of learning here is not merely to obtain high grades but is measured by the student's social skills through the discussion process (Taufik, M, 2015). Active students prefer to express ideas, ask questions when they do not understand the materials, and provide understanding to friends who do not understand the material.

The snake and ladder learning media application trigger students to

be more enthusiastic in listening, understanding, and analyzing the content of the material that has been delivered and applying it in everyday life (Baiquni, 2016). So, this media not only teaches from a theoretical point of view but also encourages students to be applicable.

Based on the interview results of teachers and classroom observations at SDN 02 Bategede, it was found that the implementation of learning media was still very minimal, which caused student activity to decrease. Students have a fairly low activeness, especially in the discussion activities. Most students feel that they only listen to the teacher's explanation but do not respond when given a problem or question. Therefore, this research aims to analyze the application of learning media Snakes and Ladders Education (ULTRASI) and Smart Cards in increasing student activeness at SDN 02 Bategede.

B. Research Methodology

The type of this research is classroom action research that was

conducted at SDN 2 Bategede with the research subject of 33 students

consisting of 18 male students and 15 female students with a low level of student activeness, the majority did not dare to convey ideas and opinion. The data collection techniques include interviews, observations, questionnaires, and documentation (Sugiyono, 2015) using quantitative and qualitative analysis data.

The indicators used in compiling the instrument based on

Sudjana (2010) include the willingness of students to carry out learning tasks, engage in problem-solving, ask other students or teachers if they do not understand the problems they are facing, try to find various information obtained for problem-solving, implement group discussions, assessing his abilities and the results obtained, and completing them.

C. Result and Discussion

In cycle I, the teacher starts the learning by building students' analytical skills first by providing text-to-read and understanding of what it means, then presenting it in front of the class. After the students' concentration begins to form maximally, the teacher starts to apply the ULTRASI media and Smart Cards to increase student activeness.

Based on the cycle I result, the use of ULTRASI media and Smart Cards has not been able to increase student activity optimally. Although the observation results made by the teacher showed an increase, the questionnaire results filled out by students did not reach the predetermined indicators of success.

Table 1
The Cycle I Instrument Filling Results

Instrument	Score	Achievement	Description
Observation	84%	70%	Achieved
Questionnaire	78%	82%	Not Achieved

There is a possible reason underlying the failure to achieve the success score indicator, the lack of

teacher direction when filling out the questionnaire. Some students did not understand the purpose of filling out

the questionnaire, so students were careless when filling out the questionnaire. In addition, the first trial made students still adapt to media-based learning situations. As previously known, the use of learning media at SDN 2 Bategede is classified as very low, as explained in the Pre-cycle. The reflection results in cycle I are used as the improvement material for cycle II research.

In cycle II, the teacher started the lesson by reviewing the studied

material previously and building an active situation firstly through questions and answers and presentations in front of the class. After that, the teacher applies the learning materials through ULTRASI media and Smart Cards. The filling results of observations and questionnaires in cycle II have a coherent or appropriate score on both of it, that ULTRASI media and Smart Cards can increase student learning activeness.

Table 2
The Cycle II Instrument Filling Results

Instrument	Score	Achievement	Description
Observation	96%	70%	Achieved
Questionnaire	82%	82%	Achieved

Based on those scores results, can be concluded that ULTRASI media and Smart Cards can increase the activeness of 6th grade students at SDN 2 Bategede. Students are actively involved in the learning process by listening, paying attention, taking notes, and doing questions well.

Students are also more enthusiastic about solving a discussed problem and try to find information through their learning

resources or discussions with friends. Through ULTRASI media and Smart Cards, the majority of students are also more active in asking the teacher because the very interactive learning situation triggers students to be brave.

Snakes and ladders media and smart cards can be applied in various subjects by presenting relevant materials, so children can always learn the material that will be asked by the teacher during the game.

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Students are encouraged to understand the material because being able to answer during the game is a pride in itself.

Overall, students have fulfilled the indicators of student activeness as described by Sudjana (2010), that student activeness is indicated by the willingness of students to conduct the learning tasks, involved in problem-solving, ask other students or teachers if they do not understand the problems they face, try to find various information obtained for problem-solving, carrying out group discussions, assessing his abilities

and the results obtained, and applying what he had obtained.

The obtained data analysis from the results of observations and questionnaires in cycles I and II shows an increase in student activity, so the use of ULTRASI media and Smart Cards are considered sufficiently effective to be used. Students prefer varied learning, especially children at the elementary school level. The following is a diagram that shows a fairly visible difference between the results of the cycle I and cycle II.

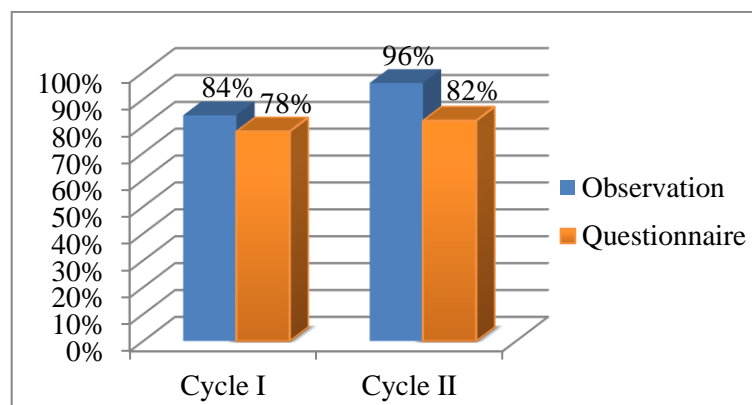


Figure 1. The Improvement of Students' Activeness

The picture shows that ULTRASI media and Smart Cards can increase student activeness, as the research of Meylina and Seran (2018) states that students have greater learning enthusiasm when the

learning is carried out using snakes and ladders media. Cholifah (2021) also expressed that the use of the Thematic Snakes and Ladders Media (ULGATIK) can improve student learning outcomes and activities.

Julianti, et al. (2018) also revealed that the score of student learning activity increased in all aspects significantly after the teacher used the snakes and ladders game learning media on 4th grade students at SDN Cikole.

The results of this research are also supported by Munadah, et al (2021), who states that the snake and ladder game activity can increase the learning activeness of 5th grade students of SD 006 Rambah Samo in mathematics learning. Likewise, Ulfa, et al. (2020) also stated that there was an increase in student learning activities in 4th grade SDN 2 Medini after the teacher applied the Student Teams Achievement Division-based snake and ladder media. Therefore, the application of ULTRASI media and Smart Cards is indeed feasible and relevant to be used as media to support student learning activities, so the student learning activeness increased.

The similarity of the research results also came from Dewi, Kurnia, & Panjaitan (2017) who revealed that the application of snake and ladder game media in social studies

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education learning was proven to encourage students to be more active, so the learning outcomes increased. Utami, Pangestika, & Ratnaningsih (2021) also revealed that the snake and ladder game media contributed to improving student learning outcomes. Syawaluddin (2020) concluded that the snake and ladder learning media is classified as fulfilling the teaching aids criteria that are practical, valid, and able to encourage students' interest in improving their learning outcomes.

Ultrasi Media and Smart Cards allow students to activate cognitive, affective, and motor aspects to encourage them to be more active in exploring knowledge. As stated by Bloom (1956), that education has a goal to achieve three aspects that are closely related to students, namely cognitive aspects (thinking), affective aspects (values and attitudes), and psychomotor aspects (skills).

The cognitive domain is everything related to thinking, reasoning, or intellectual components consisting of knowledge, understanding, application,

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decomposition, integration, and assessment. Students can re-explain what was conveyed by the teacher and then combine it with the knowledge they had previously obtained for further evaluation or consideration. The use of ULTRASI media and Smart Cards encourages students to improve their understanding of learning materials. This is proven by the results of research which shows that students participate in conducting their learning tasks by listening, paying attention, taking notes, and working. Students like to discuss and be able to assess their abilities and use the knowledge they have acquired in everyday life.

The affective domain is things that are directly related to the emotional components consisting of feelings, interests, attitudes, and adherence to morals. Learners can reflect the essence or value of knowledge in themselves. This domain is closely related to self-concept and values. The use of ULTRASI media and Smart Cards makes students have social sensitivity to the surrounding environment, including

with classmates. It happens because the media application is conducted in groups, so it encourages students to learn to work together, respect opinions, and dares to express ideas.

The psychomotor domain is related to the skill component that combines the muscular and nervous system's functions that have psychic functions. This component consists of readiness, imitation, habituation, adjustment, and creation. When students have understood and inserted the values obtained from learning, then the next stage is how a student can apply the knowledge gained in daily activities through behavior.

The use of ULTRASI media and Smart Cards encourages students to apply the values that have been understood previously as in the results of research, which shows that students are actively involved in solving problems or assignments being discussed in class. If there is a material that is not understood, students do not hesitate to ask other students or continue to try to find various information to solve a problem.

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The use of this media should be accompanied by the teacher's ability to provide direction and relevance of learning media to the delivered material. Unprepared classroom management will trigger an unfavorable classroom

atmosphere because this media requires students to move more. Therefore, the teacher should prepare a lesson plan carefully before applying the ULTRASI media and Smart Cards.

D. Conclusion

In cycle 1, the Classroom Action Research (CAR) with Ultrasi media and smart cards has succeeded based on observations with an average observation score of 84% and had not succeeded in increasing student activeness based on questionnaires with an average questionnaire score of 78%.

In cycle II, the questionnaire and observation results showed that the application of Ultrasi media and smart cards had succeeded to increase student activeness with an average observation score of 96% and an average questionnaire score of 82%.

Based on the conclusions

above, the suggestions are: 1) teachers are expected to be able to increase the variation in the use of learning media so students can be encouraged to be active in the classroom; 2) students are expected to be able to increase activeness in the classroom, especially in the aspect of expressing opinions and ideas; 3) schools are expected that they will be able to provide teaching aids so the teachers can be more flexible in creating creative learning processes; 4) researchers are expected that they will be able to maximize the implementation of research and enhance the research literature..

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