"Pesawat Kertas", a Game that Motivates Students in Learning Bahasa Indonesia

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Abstract: Online learning implemented in Indonesia caused many negative impacts, such as decreased student motivation and the creation of loss of learning. One way to overcome this is through the implementation of learning while playing. This research aims to describe the *pesawat kertas* (paper plane) game in learning Bahasa Indonesia in VII-A class, SMP Hamparan 2. The research method used is descriptive qualitative. The data in this research were obtained from documentation and questionnaires. The data analysis technique used is Miles and Huberman model. The results of this research indicate that the preparation of the *pesawat kertas* game in learning Bahasa Indonesia for VII-A class, SMP Hamparan 2 has been done very well. The stages in the preparation of learning are: analyze the syllabus, choosing learning media, making evaluation tools, making learning plans, and compiling the concept of the game that is carried out. Second, the stages and plots of the *pesawat kertas* game are pretty good and coherent. Readers can also see videos of students' excitement on Instagram of SMP Hamparan 2. The response of subjects to the *pesawat kertas* game that has been done is excellent. This can be seen from as many as 90% subjects agreeing that the game is fun and can make the spirit of learning.

Keywords: Junior High School; *Pesawat Kertas*; Playing; Studying.

1. Introduction

The pandemic that came to Indonesia caused many problems. One of the sectors most affected is education. To overcome this, the government also formed an emergency curriculum which was carried out in an online mode [1]. The online learning implemented in an emergency gave birth to many obstacles and destructive impacts. Based on a UNICEF Indonesia survey, it is known that as many as 66% of students in Indonesia feel uncomfortable studying from home [2]. In addition, the lack of adequate learning support facilities and infrastructure is also an obstacle to applying this learning model. This causes the learning process to be unevenly distributed in each region, especially in disadvantaged areas [3].

Online learning that is not optimal and lasts for approximately two years severely impacts the quality of education. The Indonesian Child Protection Commission (KPAI) stated that the dropout rate during distance learning continues to increase [4]. Not only that, as a teacher in a school, the researcher feels that the decline in students' competence and understanding is very significant. An academic from the Institut Teknologi Sepuluh Nopember, Fauzan Azmi, stated that the occurrence of students who did not achieve the specified learning achievement was called learning loss [5]. The condition of learning loss cannot be ignored. Teachers, as educators, have additional work to patch the knowledge holes experienced by students. If studied more deeply, these problems occur due to the decline in student learning motivation. The decrease in students' motivation in online learning is evidenced by Syamsudin's research which shows that the learning motivation of students at SD Inpres Tatuna, Palu City, has decreased in online learning due to learning saturation and lack supervision from parents and teachers [6]. In addition, the research of Cahyani et al. on 344 high school students from 21 provinces in Indonesia also mentioned that their learning motivation decreased because of this very different learning atmosphere [7].

In connection with the above description, to revive the state of education in this country, teachers must stimulate the motivation of students to learn. Student learning motivation is crucial because it can hugely influence learning success. The functions of this learning motivation include encouraging students to be active and directing students to get good learning outcomes [8]. Not only that, but good learning motivation can also help students choose the actions to achieve their goals [9]. Based on these functions, learning motivation must be owned by students and turned on by teachers to have a good student spirit of learning.

There are many ways that teachers can do to increase students' learning motivation. For example, by combining learning while playing. Learning while playing is an activity that students do with feelings of pleasure, without pressure, but applying specific patterns can provide educational value and new understanding for the students

themselves [10]. The learning while playing-method provides two benefits for students: pleasure from their feelings and love for the subjects they are studying [11]. One of the teachers at the school who implements learning while playing to increase students' learning motivation is an Bahasa Indonesia teacher for VII-A class at SMP Hamparan 2. SMP Hamparan 2 is a school located in East Kotawaringin. The games performed by the teacher are the make and flight of paper plane, which in this research is called "pesawat kertas". In this *pesawat kertas* containing the dreams and aspirations of students. This makes the researcher interested in analyze it in a research. As for what will be the focus of the research is: (1) the preparation of learning by the teacher, (2) the process of playing *pesawat kertas* in learning, and (3) student responses.

Similar research that has been done is the Widiyanto & Yunianta's research in 2021, which analyzed the development of the "Titungan" board game to train students' mathematical creative thinking skills at SMP Negeri 3 Tanjung Bintang [12]. In addition, there is also Sahara's research in 2017, which analyzed the effect of the learning-by-games method on mathematics learning outcomes for grade 3 students at Madrasah Aliyah Negeri 10 Bandar Lampung [13]. Based on the review of the two research, it was found that Widiyanto & Yunianta's research was research and development (R&D) type and Sahara's research was correlation research, whilethe researcher conducts describe the implementation of *pesawat kertas* game in learning Bahasa Indonesia for VII class. When viewed from the type of research, it is clear that something new has been obtained from this research. The subject areas, educational level of the research subjects, and the forms of games analyzed in the research are also not the same. This research is not only aimed at solving the topic of the problem raised, but this research is also expected to complement and improve existing similar research and contribute to science education.

2. Method

The method used in this research is descriptive-qualitative. The qualitative approach is used in research with non-enumerated primary data [14]. This type of descriptive is research that conducts a description of the subject without performing specific treatments or comparisons [15]. Based on this description, the descriptive-qualitative method is appropriate because this research only describes the *pesawat kertas* game in learning Bahasa Indonesia. The subjects in this research were students of VII-A class, SMP Hamparan 2, totalling 20 students.

This research's data sources are learning tools in the form of learning plans, notes for the *pesawat kertas* game plan, activity documentation, and the results of student questionnaires. The data collection methods used are documentation and questionnaires. The data analysis technique used in this research is the Miles and Huberman model. This technique has three parts: data reduction, data presentation, and verification [16]. Data reduction is made by sorting out important data, and discarding data that is not needed. Data presentation is an effort to present information obtained in research. The presentation of the data is done by presenting a description of the learning preparation carried out, the learning process, and student responses. After all that is explained, the data verification is carried out by concluding the presentation results.

To facilitate the search for data, the students were given a questionnaire. The questionnaire can be answered with the answer choices "agree", "maybe", and "disagree". To facilitate reading the data, the list of statements will be given a unique code that begins with the letter "K". The questionnaire was taken by giving students a piece of paper and writing their answer choices according to the dictated statement. Calculation of the results of the questionnaire using the percentage formula.

Table 1. List of Questionnaire Statements

No.	Statement	Code
1	Online learning makes learning enthusiasm decrease.	K1
2	The teacher had previously done learning while playing.	K2
3	I need learning interspersed with games.	K3
4	The *pesawat kertas* game in learning is very exciting.	K4
5	The *pesawat kertas* game in learning makes me more enthusiastic about learning.	K5
6	The *pesawat kertas* game in learning should be applied in other classes.	K6
7	Other motivating games should be re-done in learning	K7

3. Finding and Discussion

3.1 Learning Preparation

Learning preparation is a design made by the teacher before carrying out learning. Learning preparation is crucial and must be done to achieve the learning objectives optimally. The purpose of preparing to learn is to increase learning outcomes significantly [17]. Because the *pesawat kertas* game is a refresher activity after learning, the essence of learning and the core material that will be given must be considered properly. In this learning, the material studied is procedure text. The procedure text learning in question is still in the basic materials. The learning preparations carried out are as follows.

First, check the applicable Bahasa Indonesia syllabus for VII class. The syllabus can be defined as a learning plan which contains core competencies, essential competencies, learning materials, learning activities, assessments, time allocation, and learning resources [18]. Analyze the syllabus in preparation for learning aims to determine what material should be taught, the duration of time, and the indicators students must achieve. Another research that states that in learning, teachers conduct syllabus checks is the research of Putri et al. which examines the learning of news texts in SMP 17 Agustus – 1 Muncar. The research of Putri et al. explained that the teacher checked the syllabus to find the important points in the learning process [19].

Second, look for learning media that will be used. In this learning, the teacher uses textbooks as a media for procedural text material learning. The selection of this learning media is based on several reasons, one of which is the availability of textbooks with adequate material and the ability to explain exciting and friendly teacher material. Actually, learning will be more interesting if the teacher uses modern technology-based media. However, for the Bahasa Indonesia teacher of VII-A class, SMP Hamparan 2, the provision of basic procedural text materials is enough to use textbooks and lectures. The lecture method used is certainly not a boring lecture. This is in line with the MI Raudlah Teacher Team's statement that the lecture method can also be interesting as long as the teacher has good non-technical abilities. Namely in the form of speaking skills that are qualified and fun [20].

Third, make learning evaluation instruments. The learning evaluation instrument must be made before learning, so that when the material has been completed, it can directly test students [21]. The preparation of this evaluation instrument is carried out so that the evaluation carried out is more structured and directed. Learning evaluation is certainly made not without reason, because it measures learning success. This follows the statement of Asrul et al., who said that learning evaluation measures learning success and students' absorption of a material [22]. In this learning, the teacher makes an evaluation instrument in the form of an order for students to discuss and collect notes (per group) about what they will practice in delivering the procedure in front of the class at the next class. Other research that also includes making evaluation instruments in preparation for learning is the research of Asima et al. who stated that the Bahasa Indonesia teacher at SMP Negeri 3 Ponggok made an evaluation instrument in the form of a personal letter-writing assessment for VIII class students [23]. This supports the importance of preparing evaluation instruments before learning.

Fourth, make learning plan. Learning plans are usually made by a teacher to teach. Maheasy stated that learning plans aim to make learning more structured and effective [24]. The learning plans made by the Bahasa Indonesia teacher contain competency standards, essential competencies, learning materials, learning activities, evaluations, time allocation, and learning resources. In addition to making learning more structured, making learning plans also aim to fulfill teacher administration in an agency. In fact, according to Pamela et al., teachers are required to prepare a design before learning for administrative needs in the future [25].

Fifth, make the concept of the *pesawat kertas* game. After completing the four stages in preparation for learning above, the Bahasa Indonesia teacher made the concept of the *pesawat kertas* game. In this case, the game will be carried out by combining the elements of students' ideals. Based on the final concept made by the teacher, the *pesawat kertas* game was carried out for 30 minutes, after the procedure text learning was carried out. The *pesawat kertas* game consists of writing each student's dream on the blackboard, writing the reasons students choose their dream on a piece of paper, forming an airplane, and flying the plane outdoors. The West Java PPPPTK and PLB Creativity Training stated that preparation for learning while playing is important so that the implementation can run smoothly and systematically [26].

3.2 The *Pesawat Kertas* Game

The *pesawat kertas* game in this learning is carried out after the material provided has been completed. The material studied by students in VII-A class of SMP Hamparan 2 is procedure text, which is included in the Bahasa Indonesia subject in semester 1. Based on the learning plans that have been made, in this learning the teacher conveys the material to students using lectures using textbooks. However, the lectures conducted were not boring as the ancient teachers did. Lectures conducted by teachers here are packaged in millennial packaging. In this case, the teacher also stimulates students' critical thinking skills by submitting cases and linking the material being taught with real life. The allocation used for the delivery of the procedure text is 50 minutes. This amount of time is used for apperception, discussion of the material, and group discussions to evaluate learning.
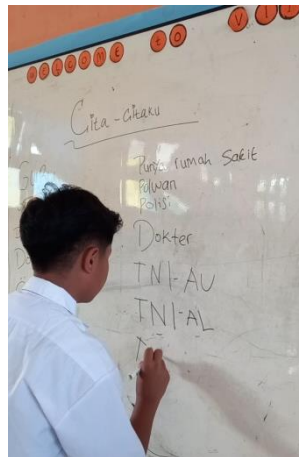

Figure 1. Students are Writing Their Goals on the Whiteboard

After discussing the procedure text for 50 minutes, the teacher asked the students to close the textbook and notebook. The teacher also instructs students to think about their respective goals in 1 minute. While waiting for students to think, the teacher makes a large empty box on the whiteboard. Above the box the teacher can give the title "Cita-citaku". After a minute was up, the teacher asked the students one by one to come forward and write down their goals. The reason the teacher raised the topic of ideals to be included in the *pesawat kertas* game was because ideals could encourage students' enthusiasm for learning. Gulo also once revealed that the ideals in students have a positive influence on learning motivation [27]. While writing was in progress, the other students were instructed to join in hoping that their friend's dreams would succeed and say "aamiin". In addition, students who progress should also be given appreciation in the form of applause. The function of giving appreciation to students is to increase their self-confidence, stimulate students' creativity and innovation, train a sense of caring and sensitivity to the environment, and foster feelings of happiness [28]. In this stage, many students' aspirations are known, from teachers, TNI, businessmen, police, and religious leaders.

Figure 2. Teacher Playing *Pesawat Kertas* with Students

After writing down their goals on the whiteboard, the teacher asked the students to tear a piece of paper. The paper will be filled with writings on why students choose the ideals they put in front of them. In this case, the teacher gives 5 minutes. At this stage, some students are confused about writing the reasons, but some write many reasons fluently. This is caused by several things, such as students' thinking ability, writing readiness, and creative power. After that, the teacher asked the students to make an airplane. Other friends will help students who can't make planes.

Before entering the last 10 minutes of learning, the teacher ensures that all planes are finished and ready to be flown. The teacher also invites students out into the field to fly their planes. The flight of this plane is a symbol of the dreams of students who will fly high and their passion that will burn while pursuing their dreams. In the field, before flying the plane, one of the students will lead and say a request, so that God will answer their prayers. After counting 3 numbers backwards, the plane finally flew high. All the students looked happy and cheered in unison. Teachers and students spend the rest of the learning playing together. To see a video of the *pesawat kertas* game at VII-A class, SMP Hamparan 2, the readers can visit the link www.bit.ly/pesawatkertas1. In the link, there is a video of learning while playing that has been done, which was uploaded on Instagram and has been watched by more than 3,000 people.

When compared with Sahara's research which carried out the talking stick game in learning in III class, MIN 10 Bandar Lampung [13], it was found that there were differences in the process of implementing the game. In Sahara's research, the games performed are related to the subject matter. Thus, the game is carried out while explaining the material. This is similar to the research of Widiyanto & Yunianta, who developed the board game "Titungan" for learning Mathematics and tested it on students of SMP Negeri 3 Tanjung Bintang [12]. Because the *pesawat kertas* game has nothing to do with learning materials, it can be concluded that learning while playing does not have anything to do with the material being studied by students.
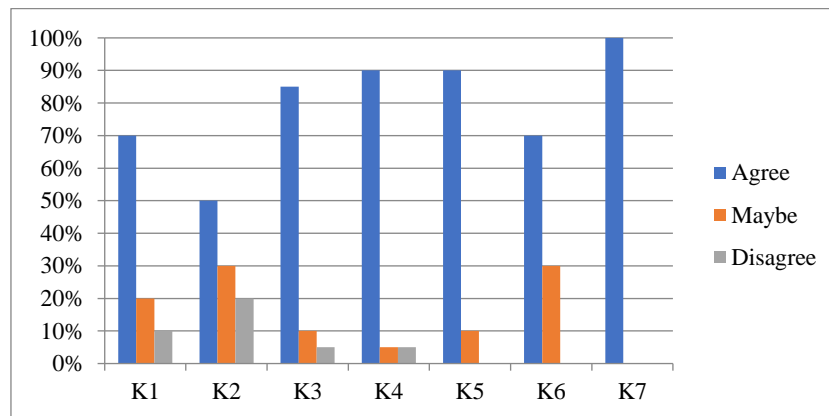
3.3 Student Response

Figure 3. Student Response

After learning Bahasa Indonesia and the *pesawat kertas* game carried out by the teacher, the researcher gave a questionnaire to 20 students. The following are the results of the questionnaires filled out by students. As many as 70% of students agreed with the statement, "online learning makes learning enthusiasm decrease". This is indeed common for students in the online learning era because the learning is monotonous and turns into assignments. As stated by Santoso & Dewi in their research, teachers in online learning are dominated by teachers who are less able to vary their learning [29]. Furthermore, 50% of students chose not to agree, and as many 30% chose maybe in the statement "the teacher had previously done learning while playing". This proves that the previous teachers have not implemented learning while playing and only focused on learning academic goals.

Furthermore, as many as 85% of students agreed with the statement, "I need learning interspersed with games". This is very reasonable, because sometimes learning that is only material without intermesh will make students feel bored. Moreover, grade VII students (who are the subjects in this research) are students who have just moved from elementary school students, who incidentally still like to play. In fact, learning while playing is also needed for students at higher levels, such as the research by Widiyanto & Yunianta at SMP Negeri 3 Tanjung Bintang, which has been described in the background [12]. In the next questionnaire, as many as 90% of students agreed with the statement "the *pesawat kertas* game in learning is very fun". A total of 90% of students chose to agree with the statement "the *pesawat kertas* game in learning makes me more enthusiastic about learning". These two percentages prove that the *pesawat kertas* game can make learning more interactive and fun.

As many as 70% of students agree, and the rest chose maybe, in the statement, the *pesawat kertas* game in learning must be applied in other classes. Based on the questionnaire results, it can be said that most students want *pesawat kertas* game to be applied in other classes when learning Bahasa Indonesia. These students' desires can occur because they want to share their valuable and meaningful learning experiences with other students. The last, all students agreed with the statement, "other motivating games should be repeated in learning". Thus, VII-A class of SMP Hamparan 2 hopes there will be other educational games in learning Bahasa Indonesia (or maybe in other subjects).

4. Conclusion

Based on the discussion above, it can be concluded that the preparation for learning the *pesawat kertas* game in learning Bahasa Indonesia for VII-A students of SMP Hamparan 2 has been carried out very well, which consists of several stages. These stages are: analyze the syllabus, choosing learning media, making evaluation tools, making learning plans, and compiling the concept of the game that is carried out. Second, the stages and plots of the *pesawat kertas* game are quite good and coherent. Although the game process has nothing to do with the subject matter, it is not a problem. Readers can also see videos of student fun in the links mentioned in the discussion. The last, the research subject's response to *pesawat kertas* game that has been done is very good. This can be seen from as many as 90% agreeing that the game is fun and can make the spirit of learning. This game can solve the problem of the lack of student learning motivation. Suggestions for teachers in schools, they are expected to be able to produce other concepts and

ideas for learning while playing to make student learning more interesting and meaningful. Additionally, researcher who conduct similar research are expected to analyze different variables, which will further enrich the knowledge base of education.

Acknowledgment

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