

EFFECTIVENESS ABOUT TECHNIQUES OF PUZZLE GAMES IN UNDERSTANDING THE CONCEPT WHEN LEARNING SOCIAL SCIENCE AT JUNIOR HIGH SCHOOL OF 40 BANDUNG

(Quasi Experimental Study at Junior High School of 40 Bandung)

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Abstract-The present study was motivated by the author's eagerness to investigate the effectiveness about techniques of puzzle games in understanding the concept when learning social science at Junior High School of 40 Bandung. This research was aimed to explain the ability of understanding the concept when learning social science before and after applying the techniques of puzzle games, explaining the effect from techniques of puzzle games when learning social science, and showing the effectiveness from techniques of puzzle games when learning social science. The study employed quasi experimental study with the design of pretest-posttest control group. According to hypothesis test showed the difference between the ability of understanding the concept social science at experimental class and the capability at controlled class, after the experimental class being given techniques of puzzle games treatment when learning social science. Consequently, it can be conclude that implementing the techniques of puzzle games was really effective to be used in understanding the concept when learning social science.

Keywords: Techniques of puzzle games, The understanding of concept, Social science.

I. INTRODUCE

Social studies is the integration of the various branches the social science that is economic, history, sociology, geography, of political science, psychology, and anthropology. Social Studies has developed on the basis of realities and social phenomena, that embody one interdisciplinary approach and branches of the aspect of social science .

The study of social studies not only give priority to just knowledge of it, but in learning there are value in the handling meaning of life and give the priority to social student's skill. The social science has characteristic as expressed by sapriya (2009, page. 7) That social studies as a subject at the level of primary and secondary education is integrated from a number of lessons, in order to make this subject more meaningful for learners. And organizing the subject matter or adapted from the environment, characteristic, and the needs of students.

Understanding the concept is one important goal social learning, that gives the understanding that proper items taught to students not just for remember more than that.

Social learning materials prepared to refresh the memory not for remembered (Sapriya, 2007, page. 16).

Many field of study in learning social studies, demanding students to have understanding the concept, it means student have to understand every discipline of the knowledge.

Understanding demanded the process of processing the information into something that can be connected to what is already unknown before (hasan, 1996, page.108). Without understanding the concept, an understanding in learning will not happen, because an information can not be processed when one of the parts is not sufficient (risandi, 2012, page.3).

Understanding the concept is very important in learning, because by understanding a concept, students in the future will be able to apply concepts exist in their daily life. The importance of the understanding the concept also supported by central of curriculum (Meisendi, 2013, page. 3) said that when the comprehension concept of learning can be implementing in the daily lives, this could lead to achieve the purpose of learning social studies, namely to expand their students that sensitive to social problems that happens in society, having positive mental all the gap on improvement that arise and skilled deal with daily occurring.

But, in reality to make student can understand every the concept of the materials had some difficulty process. First, when teacher gave opportunities for students making sense of the material that has been taught, students still confused and do not understand about the concepts on any material. Second, a lot of students have not be able to provide an example exactly of the matter social science that has been taught, for example when teachers given the questions to students in the middle of learning about example of one of the concept of social studies, students still give the inaccurate example. Third, the majority of students could not make a conclusion about the material by their own language.

The general phenomena social studies learning, Tending to less fun and less attention, in fact less popular so that students will trigger the low level of understanding concepts social studies students about the material of social studies, it happened because a situation that taking place not according to some indicator of understanding the concept. Some indicator of understanding the concept according to anderson and kratwohls (in kuswana, 2012, page.18) take interpret, giving example, classify, summarizing, interesting inference, comparing, and explains. While according to killpatrick and findell (poerbotami, 2008, page.36) has suggested that understanding the concept of indicators between those of the ability said repeated the concept that have been studied, the ability of objects based on whether or not there will clarify fulfilled the requirements that form the concept, the ability to confer an example and counters example from the concept that

learned, and ability to develop the requirements necessary and proviso enough a concept .

One cause of the low understanding the concept of students are learning centered on teachers, students are not involved in building the information, student only received the information from teachers. (Saragih, 2012, Page. 369).

Using techniques of games in learning is expected to make students enjoy learning, feeling happy, and unconsciously if they was learning. One of technique game in accordance with criteria is using puzzle games. This puzzle game having the level of difficulty that there exists all kinds of varied, cause this puzzle is can be played by kids , suppose the logic puzzle , puzzle of geometry , puzzle of construction , etc. Each level of difficulty this puzzle is different for example in logic puzzle, students had to be able to draw up and set up the different pieces of puzzle into a series of picture. (Sudono, 2000, page. 45).

According to the description, the author was motivated to doing the study employed quasi experimental research with the design of pretest-posttest control group, there are three focused problems. First, how big the effectiveness of the application of the puzzle games in understanding the concept of social studies in experimental class. Second, how big the effectiveness of the application of the conventional method in understanding the concept of social studies in control class. Third, is there any significant difference of understanding the concept on social studies between experimental class and control class.

The title of this research is “effectiveness about techniques of puzzle games in understanding the concept when learning social science at Junior High School of 40 Bandung”.

II. THEORY

Supardan (2015, page. 2) explained that social science viewed as the study or for the assessment or learning that seeks to cultivate and develop the understanding the primary students on various aspects around their life which includes social and physical environment. Sapriya (2007, page. 4) revealed that one characteristic of definition social studies is dynamic. It means that social studies always changing in line with the rate society development.

Soemantri (2001 , hlm .44) defines and hitting a social studies to the school level as a subject industrial activity among others: first , which placed emphasis on the other financial markets grow of citizenship values as a capital investment, moral, the ideology of the state, and the religion. Second, which placed emphasis on the content and a method of reflect or have they taken social scientist. Third, which placed emphasis on reflective inkuiri .

Bloom (in Gumelar, 2016, page.20) The states of understanding includes the ability to grasp the reality of material and meaning of material learned the ability was declared in deciphering the contents of the highlight of a recital, change data present in the form of certain to others forms, as mathematic formula into the form of words, make predictions about the present in particular data as a chart. Dahar (2006, page.709) expressing that this concept is the key of result education, concepts is the rock of education.

Understanding the concept is something very important in learning. Because there are some indicators of the quality that must be perceptible by students kind described by Killpatrick

and Findell (in Poerbotami, 2008, page.36) has suggested indicators understanding of the concept is : the ability said repeated the concept that have been studied, the ability of objects based on whether or not there will clarify fulfilled the requirements that form the concept, the ability to confer an example and counters example from the concept of learned, the ability of developing the requirements necessary and or proviso enough a concept.

The importance of the understanding the concept also supported by central of curriculum (Meisendi, 2013, page. 3) said that when the comprehension concept of learning can be implementing in the daily lives, this could lead to achieve the purpose of learning social studies, namely to expand their students that sensitive to social problems that happens in society, having positive mental all the gap on improvement that arise and skilled deal with daily occurring.

The used of this puzzle games in this social studies lesson, more directed to sharpen an understanding of students to learning the concept in class. Komalasari (2011, hlm. 84) suggested that teachers should be actively teaching the concept to understand the concept, creative, effective, interactive, and fun for students so that easy to understanding and remain for long time in students cognitive structure. Then when students following social studies lesson in the class, student do not feel saturated, the material that was delivered especially in learning social studies containing various the concept can be good understanding and the objectives of social learning can be full achieved.

Andriani (2009, page.17) explain some of the superiority of this puzzle game. First, improved the skills of smooth motor, namely skill that deals with a generation of kids able use the small of muscles, especially their hand. Second, train even rudimentary cognitive skill, originally expected to stimulate this puzzle is played will children to be able to assemble the whole into a picture. Third, train patience it means can exercise patience in resolving this puzzle pieces of a picture thus became a picture that can take many forms a whole. Fourth, improved the skills of social, if this puzzle game played more than one person or played in a gregarious manner. So, to be able to form images into pieces intact between childhood of one to the other have to do cooperation that will lead to social interaction.

Because of that, it can be described that know the concept is very important in learning social study, it means know and understanding the concept of social study was the most fundamental should be owned by students. That understanding the concept of social study can be achieved with maximum, one of the things that should be adopted by teachers is creating a fun in class .

This puzzle is a technically brilliant steps will be developed by researchers is, first make preparation, namely prepare psychical and physical students prior to the start of learning and other things pertaining to matter of learning. Second, prepared the tools and material to form matter this puzzle is intact namely prepares matter of learning which shaped beaten into plates this puzzle, glue paper ,and board measuring 30 cm that is going to be used to stick beaten into plates the puzzle is beaten into plates had already been provided. Third, giving explanations to students about material of learning and divide students became some groups. Each group each material in the proud and beaten into plates this puzzle is already beaten into

plates by teacher. Fourth, explaining steps how to play game puzzle, students given an explanation on learning activities to be performed. The Duty of each groups are equip and composing they puzzle to be whole and complete, so that it will easy to understand and presented that already formed. Fifth, composing pieces of activities that will contested, the group that fastest composing exactly will be given additional points. Then after all groups finished composing pieces of puzzle that become whole and complete , teachers will give opputunity to show the presentation by the images or conceptions formed from pieces of the puzzle, teachers provide an assessment and become a facilitator and guides the implementation the technique of puzzle game. And finally, teachers doing the evaluation by using a technique of puzzle game, starting from neatness puzzle, punctuality, as well as the awareness the concept of each group when presentation held.

III. METHOD

The study employed quasi experimental study. Experimental methods to find out all the effectiveness or success of the using strategy that tried out to people as the objects of this research.

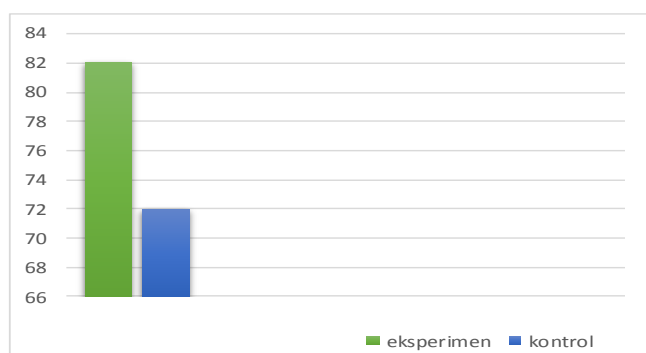
The design of this research is “pretest-posttest design control group”. In this research the beginning and the end of test that is accompanied by the presense of the control group. An instrumen used in this research treatment in the form of an instrumen, a test, and a record of the observation. Then, research later on about the average multiple choice test, the first tested to students which outside the sample research to know the validity of each item and reability question. The data will be tested and mixed by spss.

Technique processing data that used in this research are the judgemnts test result, counting the value of gain, do the normality, test of homogeneity, and the hypothesis.

IV. RESULT AND DISCUSSION

According to the reseach in the class, there is a difference understanding the concept of social class students before and after treatment that used the technique puzzle games in experiments class and understanding the concept of social class students before and after treatment that used the speech method in control class.

Posttest result



On the diagram above showing us that the average of experiment class rise the higher value than the average of control class. High value obtained experiment class cause the

application of technique of puzzle games that who are able to raise the understanding a concept in learning social studies in class, so because of that students can understand every concept in good processing.

An increase in the average capability to understanding the concept of social studies that occurs in experiment class as much as 49% from 55 to 82. As for increased capcity to understanding the concept of social studies in control class only increased 29% from 56 to 72. Seen from the enhanvement of value posstest experiment and control class in the class, can be expressed that there’s a higher influence when learning in class using the technique of puzzle games.

Significant differences between experiment class and control class also shows that learning demanding who push student more active in class can make the influence on capacity student to think. The interactions among students in groups in experiment class when using the technique of puzzle games can fixed a better understanding about some concept. On the other side, the control class has a contrast capacity cause in this class they only listened and noted the materials that delivered by teachers in front of the class.

V. CONCLUSION

An increase in the average capability of understanding the concept that occur in experiment class as much as 49% from 55 to 82. As for increased capacity of understanding the concept of social studies in control class only increased 29% from 56 to 72.

The application of technique of puzzle games was a good applicated, cause understanding the concept of learning social studies in class was declared effective. The influence of that felt effective because there is a significant difference between understanding the concept of social studies without used a technique of puzzle games.

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