

# IMPROVING STUDENTS' INTEREST THROUGH GAMES METHOD IN LEARNING SOCIAL SCIENCE EDUCATION (CLASSROOM ACTION RESEARCH AT VII-J IN SMPN 3 LEMBANG, BANDUNG)

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**Abstract-**This research is motivated by the low interest of students to social science education in class VII-J SMPN 3 Lembang. The purpose of this study is to describe the plan, implementation, result, difficulties, and solutions in the implementation of games method to improve students' interest in learning. This research uses qualitative and quantitative data analysis. This research also uses classroom action research with Kemmis and Taggart model by using games as a learning method. The subject for this research is the students of class VII-J in SMPN 3 Lembang Bandung. The planning of this research includes preparing lesson plan, preparing games that will be used in each cycle, as well as preparing the research instruments according to the needs of the researcher. This research was conducted in four cycles and the result showed that there was an improvement of students' interest in learning social science education from the first cycle until the fourth cycle. In the first cycle, to improve students' interest in learning social science education, the researcher used Bottle Throwing Game and the result showed that the students got low score. In the second cycle, the researcher used Ular Naga Game and the result was a little bit better than the first cycle. In the third cycle, Hungry Bunny Game was used and the students got a good score in this cycle. For the last cycle, the researcher used Pokemon Go Game and the result showed that the students got a very good score in the last cycle. The evidence for students' improvement in learning is marked by the number of students who feel happy when learning social science education, show their enthusiastic, and active in social science education class. The researcher found some difficulties in implementing this research, there are difficult to determine the appropriate game for the students, difficult in selecting material, and difficult in directing the students when playing the games. Those difficulties can be overcome by making a good lesson plan, reading a lot of teaching materials, and facilitate students to discuss with the group, and also make some rules when the students will do the games.

**Keywords:** Learning interest, games method.

## PREFACE

Education is basically a conscious effort to cultivate the potential of human resources of learners by encouraging and facilitating their learning activities.

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In the whole process of education in school, learning activities are the most basic activities. Thus, the success or failure of the achievement of educational goals depends on many parts of the learning process experienced by the students in the classroom. Slameto (2015, p.2) explains that learning is a process by which a person undertakes to gain a whole new behavioral change, as a result of his own experience in interacting with his environment in order to meet his life's needs. If the students do not experience changes in both cognitive, affective and psychomotor, then the learning cannot be said to be successful.

Slameto (2015, p.2) also explains the characteristics of behavioral change in learning are as follows: (1) occurs consciously, (2) continuous and functional, (3) passive and active, (4) not temporary, (5) aimed or directed, (6) covers all aspects of behavior. Those changes will be obtained when students are able to follow the learning well. But sometimes students are less able to follow the learning well because of the absence of several factors such as interest. Whereas, interest has an important role in the learning process.

The presence of interest in learning will help students to receive and express it back through the knowledge that they have easily. The importance of interest in learning has been believed to have an effect on the quality of achievement of student learning outcomes in certain fields of study (Reber in the Shah, 2015, p. 152). For example, a student with a great interest in social science subjects will pay more attention than others. Then, because of the intensive concentration of subjects that would enable the students to study harder, and eventually achieve the desired achievement. The importance of learning interest is also explained by Sardiman (2003, p 76) which says that the function of interest is as follows:

- a. Encouraging human beings to act, i.e. as drivers or motors that release energy.
- b. Determining the direction of action, i.e. toward the goal to be achieved.
- c. Selecting actions, which determine what actions to achieve the goal.

As has been explained above, then interest in learning has a very important role in achieving learning objectives. However, from field observation in class VII-J SMPN 3 Lembang found that students' learning interest in social science learning is low. This is indicated by the low interest of students on the subjects of social studies so that the enthusiasm of students is less at the time of learning. Enthusiasm according to Kamus Besar Bahasa Indonesia (KBBI) in Fredy (2010, p.7) can be interpreted as passion, anxiety or even great interest. Enthusiasm comes from the students themselves, spontaneously or through experience. Enthusiastic sub indicators are awareness, response, attention and concentration.

The low enthusiasm of students on social studies in class VII-J is indicated by the low of these indicators. Low awareness is shown by the presence of some students who are late to class with various arguments. In this case, the level of student discipline is very low and indicates that students are less enthusiastic in social studies. In addition there are some students who not carrying learning supplies that have been previously assigned by teachers such as markers, rulers, pencils and erasers that will be used to make answers on origami papers that must be created in various forms using the tools. It has shown that student attention and responsiveness are very low. Furthermore, when the learning takes place students pay less attention to the explanation of the teacher so that students feel confused when given a question by the teacher so it can be concluded that the concentration and attention of students is low. The problems above show that students' learning interest in social studies learning is very low. In the sub activeness indicators in the class, the students are passive in following the learning activities. This is indicated by some students who are actively asking at the discussion session. Some of these students are the students who sit on the front bench. Similarly, during the presentation, there were only a few students who responded while others were silent as if not paying attention. So it can be concluded that students have a low learning interest in learning social science.

The low interest in learning can be influenced by various factors one of which is a less conducive family environment. Family circles that are less supportive of child development as happened to the family with divorce cases can cause the attention of parents to the child to be reduced so that the child becomes lazy to learn or not interested in following the learning activity in class. But in this case, the teacher can help to reduce the problem by presenting a fun lesson in the class. As explained by Muhibbin Shah (2002, pp. 152) that interest in learning is inseparable from the role of the teacher in the classroom. Therefore, teachers should be able to generate students' interest in learning to master the material contained in the field of study in various ways such as using interesting learning methods or

active learning media. From the field observation, the learning method used by the teacher is the lecture with the blackboard media. The teacher's role in a lesson is explained in Slameto (2015, p.97) that in teaching and learning, teachers have the task to encourage, guide, and provide learning facilities for students to achieve their goals. In more detail the task of teachers is centered on:

- (1) Educating with emphasis on giving direction and motivation to achieve goals both short and long term;
- (2) providing facilities to achieve goals through adequate learning experience,
- (3) helping the development of personal aspects such as attitudes, values, and adjustments.

From the explanation above, it can be concluded that the teacher has a very strategic position in helping students to improve learning. In order to achieve these objectives the teacher in delivering learning materials can create a conducive learning situation as well as interesting. One of the way is using a variety of learning methods.

The method of learning in Komalasari (2014, p. 56) is the means used to implement the plan that has been compiled in the form of real and practical activities to achieve the learning objectives. Thus, the method of learning can be interpreted as a way that has been planned and arranged by subject teachers in achieving learning objectives. In line with this, the researcher applied the games method. Games method is one of the methods available in Active Learning model or also called active learning model. This method, presents learning strategies that attract students' attention and activities in the classroom. By presenting Small games in it is expected that students can be active and eager in following the learning activities. In addition, this game-based learning aims to gain full students participation. This is explained in Silberman (2009, p.42) who says that active learning activities cannot take place without participation of the students in the class.

Furthermore, Silberman (2009, p. 43) adds that the game method is part of the ten methods of getting student participation anytime where detailed in explain that "Use an uplifting game and engagement, as the game is also very helpful in generating a dramatic atmosphere that students will remember again". Ginnis (2008, pp. 214) stated that appropriate game apps in the learning process, among others, can create a more flexible learning relationship between students, can break the ice between students and teachers so that teachers can really play the role of friends learn and train various thinking skills without being burdened and laborious. The game is effectively able to change the class dynamics and usually creates greater willingness to learn and behave.

Based on these thoughts, the researcher is interested in conducting action research to overcome those learning problems. By taking the title "Improving Students' Learning Interest through Games Method in Class VII-J SMPN 3 Lembang". In general, the purpose of research is to increase students' learning interest through games method in social science learning, this research is aimed to answer some formulation of the problems as follows: First, planning a lesson by using Games Method in improving students' learning interest. Second, the implementation of learning using the Games Method in improving students' interest in learning. Third, the increase of students' learning interest in social science subjects through the Games Method. Fourth, the solution of the obstacles faced in the implementation of social science learning using Games Method.

## **METHOD**

This study used classroom action research that is combines research procedures with substantive action, an action performed in the discipline of inquiry, or an effort of someone to understand what is going on, while engaging in a process of improvement and action, Hopkins in Wiriadmadja (2012, p. 12) Classroom Action Research as a reflective form of research conducted by educators themselves on the curriculum, school development, improving learning achievement, developing teaching skills and so on.

Based on several definitions made by some experts above in essence classroom action research is a study involving teachers and students in the learning process that aims to improve the implementation of learning, improving, make changes in learning to a better direction. The aim of classroom action research is to achieve an optimal learning. This research is suitable to be applied to improve the quality of learning in the classroom as a research object. This research used classroom action research to improve the interest of learning in class VII-J. The aim is to improve students' learning interest through games method. The model of the research used classroom action research from Kemmis and Mc Taggart Model in Wiriadmadja (2012, pp. 64), which consists of: Planning, implementation, observation, reflection. The subject of the research is the students of class VII-J SMPN 3 Lembang which consist of 36 students; 18 male students and 18 female students.

In this research, the researcher role as a teacher in collaboration with peer teachers and colleagues who act as observer and discussion partners during the study. The data collection technique is done through observation, interview, field/daily notes and documentation. The collected data then processed by analyzing the observation matrix, field notes, interview results and

documentation. Furthermore, the data are analyzed through the following steps: Data Reduction, Data Display, and Drawing Conclusion/Verification. In order the data obtained from the field is valid, then the various ways are done: Member check, Triangulation, Saturation, Expert Opinion.

## **FINDINGS AND DISCUSSIONS**

### **A. FINDINGS**

#### **1. Interview Results**

The subjects of the interview are a social teachers in SMPN 3 Lembang, who become observer during the research cycle activities and the students of grade VII-J who follow the learning during the action of the research cycle conducted. The interview was conducted after cycle I, cycle II, cycle III, and cycle IV was completed.

##### **1.1 Teacher Interview Results**

The success of the interview with the teacher on the research that has been done in the learning process took place, according to the teacher of class VII-J by using the Games Method to attract students' learning well, so that students can feel happy when learning social science, enthusiastic when learning social science, and become more active in class. Games Methods can make the students in the classroom to keep the spirit in learning social science without coercion, because games already liked by students. Thus, in implementing the Games Method in learning social science it is said to have the maximum, although faced some obstacles but managed to increase students' learning interest in learning social science.

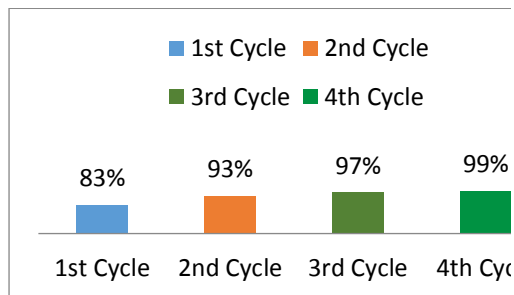
##### **1.2 Student Interview Results**

After conducting interview with social teacher, the researcher invites some students to be interviewed. Six students were interviewed, two male students and 4 female students. According to the students, the implementation of learning by using the Games Method can make learning more fun. Students faced some difficulties in following the social science lesson such as there are many materials that must be understood and memorized make students feel burdened and bored, thus it can make the students' learning interest decreased. Before using games in social studies, students' feel so boring and burdens with things that are always serious and monotonous. However, after using various games in social studies, the students feel that learning social studies is fun, adds insight, exciting, and not boring, so the students become enthusiastic and active.

#### **2. Evaluation Results of Teacher's Activity**

The observation of teacher's activity, obtained from the results of action research activities contained in each cycle. The observation of teacher's activity is aimed to know the increase of student's learning interest through the Games Method in social studies learning in class VII-J SMPN 3 Lembang.

Graph 1. Teacher's Activity Results



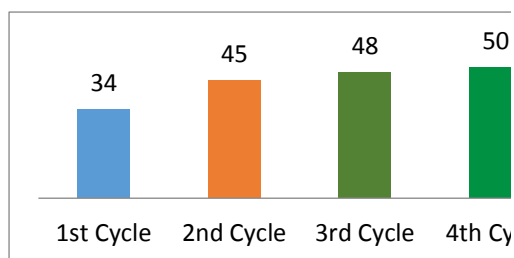
Source: Researcher's Data

Based on the graph above, it is known that the increase in first cycle until the second cycle, i.e. 83% to 93% with the category of "Good". The increase is due to improvements in classroom learning by teachers. Improvements made include: first, improvement of second lesson plan, and selection of new games in the next cycle. Through different games in each cycle make learning from cycle I to IV continue to increase. This is evidenced by the changes that occur in the third and fourth cycles that fall into the category of "Good". In the third cycle of 97%, and last cycle is 99%.

### 3. The results of the assessment of students' learning interest in social studies learning through Games Method

The result of the observation assessment of students' learning interest, obtained from the action research activities contained in each cycle. The observation of students' interest in learning aims to determine the increase in students' learning interest through the Method of Games in the social studies in class VII-J SMPN 3 Lembang.

Graph 2. The Improvement of Learning Interest through the Games Method



Source: Researcher's Data

From the results in the graph above shows that students' interest learning in social science

learning has increased in each cycle. The increasing of students' interest in learning in each cycle is different, in the first cycle using the Games Method (Bottle Throwing) got 34 categories "enough", the second cycle using the Games Method (Ular Naga) showed an increase of 45 categories "good", third cycle using the Games method (Hungry Bunny) shows 48% improvement in the "good" category, and in the last cycle the Games Method (Pokemon Go) has increased by 50 "good" categories. In the graph above we can know that the most effective games used in improving students' learning interest is the Ular Naga game.

## B. DISCUSSIONS

### 1. Planning a Lesson in Improving Students' Learning Interest through Games Method in Social Studies

The design in applying social science learning by using Games Method to improve student learning interest seen from the assessment of some indicators of interest in learning applied to the games are done with the group. Based on the study of indicators of learning interest in learning as stated by Slameto (2003, p.58) which divides the indicator into five namely: (1) has a fixed tendency to pay attention to and remember something that is studied continuously, (2) feel happy in something they like, (3) pride with something they like, (4) there is a sense of attachment to something of interest, (5) prefers something that is of interest to others and manifested through participation on activities. Furthermore, summarized by the researchers to: (1) feel happy when learning social studies, (2) enthusiastic in social studies, (3) active in learning social studies. According to Slameto (2015, pp. 180) interest is a preferential taste to a thing or active, with no one to tell. So that with the interest of learning students will have the motivation to continue to actively learn the things that they like. Interest is essentially the acceptance of a relationship between oneself with an outer self.

Games according to Purwanto (1990, p. 87) is a learning process experienced by someone in their environment. Learning while playing is meant to give students a fun lesson. This can be done by inserting learning material in a game. Many ways and types of games that can be used in learning. Thus, learning while playing can develop students' interest in learning. So, it can be concluded that learning while playing is more fun than learning that is always serious and tense, so that teachers can insert the game in the learning process so that learners can learn with passion.

Researcher plans learning by action through 4 cycles, each cycle consisting of 1 action. The first

meeting/first cycle is the teacher explains the material about the "Kesultanan Makasar" by making a simple concept followed by the process of students' discussion about the material. Then opened question and answer session between students and teachers. At this stage the teacher explained something that is not known/understood by the students. Then the teacher explains how to play the games, and also the rules of the games. Teachers prepare games and students are asked to discuss strategies that will be used by groups in playing the games. The first game to play is "Bottle Throwing". The teacher give each group a question, and the winning group is the group that can answer questions from the teacher and also successfully throw the bottle into the air until the bottle lands with standing on the floor.

In the second cycle/action 2 the teacher explains the material about "Kesultanan Mataram" by creating a simple concept map on the blackboard. Then the students given time to discuss with the group and ask the feast about the material that has not been understood. Furthermore, the teacher explains how to play games on this second action. The game to be used this time is called "Ular Naga". This game is adapted from the traditional game of Indonesian children. So in addition to learning, students are also nostalgic with these traditional game. Furthermore, the teacher explains the rules in playing the game and gives time to each group to formulate the strategy. There would be a group of Ular that should be bitten by Naga group on each session. The teacher gave question to the Ular group if its tail is touched by the Naga group. When the Ular group can answer questions from the teacher, the Naga group's tail will come off and move into a Ular group's tail. The group that won the games is a group of Ular group that have the longest tail.

In the third cycle/action 3 teacher explains the material about "Kesultanan Demak" by creating a simple concept map on the whiteboard. Then the students given time to discuss with the group and ask the feast about the material that has not been understood. Furthermore, the teacher explains how to play on games on this third action. The game to be used in this third cycle is called "Hungry Bunny". This game depicts an agile and excited rabbit who wants to cross the forest to pick up the delicious carrots that are on the other side of the forest. However, the forest is guarded by a collection of hungry wolves so it is very difficult to get the carrots. Furthermore, the teacher explains how to play and the rules in this Hungry Bunny games. Previously, teachers gave each group time to strategize. The group that won the games was the group with the most carrots.

In the fourth cycle/action 4 the teacher explains the material on "Macam-Macam Kebutuhan". The teacher explains the material related

to the daily life of students in the community or at school, giving direction related to various needs of the economy. Then the students given time to discuss with the group and ask the feast about the material that has not been understood. Furthermore, the teacher explains how to play the games on this fourth action. The game to be used in this third cycle is called "Pokemon Go". This game describes how to seek and collect pokemon. Pokemon would be obtained by throwing pokeballs towards the pokemon. The groups who can answer and throw the pokeball with the right target get high scores and won game. Previously, teachers gave each group time to strategize. Then, start playing Pokemon Go. Planning in the four cycles above, attempted to increase students' interest in learning social science and can give influence to students to be more active in learning social science.

### **1. The Implementation of Learning in Improving Students' Learning Interest through Games Method on Social Science learning**

The implementation of methods used in social studies learning is using the Games Method. Games are presented differently at each meeting to give the fresh impression in learning social science that seem monotonous and memorize many things. In addition, giving the impression of fun to attract attention and enthusiasm of students in learning social studies so that students' interest in learning social science can increase.

In the first cycle begins with preliminary activities, explaining the social studies learning materials on the "Kesultanan Makassar" by creating a simple concept map on the board. Then the teacher implement the learning by using the Games Method. Before playing the games, students first understand the contents of the material. In playing the games, students are given questions related to the material "Kesultanan Makassar". An appropriate indicators of interest in learning that students feel happy when learning social studies, enthusiastic and active in learning social studies. At the time, using the Games Method as social studies learning method, students in class VII-J, cycle I still not used to learn by using games so that the results indicate interest in learning indicators are still low. This is evident from the still low interest in student learning social studies.

In the second cycle, students are given an explanation of the material "Kesultanan Mataram" by displaying a simple concept map created by the teacher when explaining the material. The teacher explains the games by connecting to social studies learning materials. Furthermore, teacher begins to provide detailed questions about the material presented through games and the students can answer the questions well. The results of the implementation

of the second cycle has improved very good, this is due to improvements made by teachers in the implementation of learning through the Games Method. Students are more interested in games that are not elaborate explanations, presenting an interesting game and testing the team's cohesiveness.

The implementation of the III cycle, increased although not significantly in the second cycle. This happens because of improvements made by teachers. Students are already familiar with learning through games. In the games activities students began to be good at managing strategies to win games in social learning. Do not forget also teachers prepare questions related to the material in the third cycle is about "Kesultanan Demak". The process of discussion by students can develop students' ability in thinking. In addition, they have indirectly established inter-group relationships that were initially difficult to make easy to do. So in the third cycle of this interest in students' learning increased as well. The implementation of the fourth cycle, has improved well. Besides to the concept of material that is no longer about history, it is about "Macam-Macsm Kebutuhan", an economic concept coupled with the concept of games that are named "Pokemon Go" to make students very enthusiastic and active in bermian. So in the fourth cycle, the students' interest in learning improved.

## **2. Improving Students' Learning Interest on Social Studies through Games Method**

Learning Interest is needed in a person as a driving force to do something in his life. Slameto (2015, p. 180) says that interest is a preferential feeling of being attached to a thing or active, with no one to tell. So that with the interest of learning students will have the motivation to actively learn the things that they like. Interest is essentially the acceptance of a relationship between oneself with an outer self. So the interest of learning must be owned by students in learning social studies because with interest in learning then students can understand social science easily and fun. Therefore, students' interest in SMPN 3 Lembang needs to be improved. This improvement is done by applying the Method of Games in social studies learning. This activity has increased every cycle. It can be seen from the observer's evaluation using the instrument and analysis conducted by the researcher on each indicator of learning interest. This activity indicates that there is a change in increased interest in learning better. For the results of increased interest in learning through the Method of Games in each cycle is as follows:

First cycle, the average score of student learning interest through the Method of Games (Bottle Throwing) on learning social studies reached score 34 categorized in the assessment criteria

"Enough". In this cycle the increase occurs in indicators feel happy when learning social science. Cycle 2, the average score of student learning interest through the Games Method (Ular Naga) on social studies learning reached a score of 45 with "Good" category. In this cycle the use of Ular Naga games greatly affects the interest of students so that students' learning interest increased significantly. Next, the third cycle the average score of students' learning interest through the Games Method (Hungry Bunny) on learning social science reached a score of 48 with "Good" category. The increase in this cycle is relatively small compared to the previous cycle. The last cycle, the average score of student learning interest through the Games Method (Pokemon Go) on learning social studies reached a score of 50. In this cycle the students' interest in learning is good so that the class becomes more alive.

The implementation of four types of games on four cycles resulted in different levels of achievement in each of its sections. Of the four games, games Ular Naga serves as one of the games that can increase students' learning interest significantly. This is because games Ular Naga is a traditional game of Indonesian society, so in its application on learning social science is not too difficult. Students are easy to understand the game procedure because most of them have played it at home. In the application of learning in the classroom is more interesting because it involves gestures of students so students are not saturated because many listen to lectures, not bored for sitting too long, not sleepy because many students answer questions and laugh a lot, and feel so happy. Thus, the research can be said to be successful, because the interest of students in class VII-J has increased. This is also supported by previous research by Eny Widyastuti.

Previous research by Eny Widyastuti (2013) in his journal on "Meningkatkan Minat Belajar Menggunakan Permainan Tangram Pada Mata Pelajaran Matematika (Classroom Action Research in SDN Dukun Class II)" The research shows that by using games can increase students' learning interest in social science learning. The research conducted by instrument as much as Pre research one cycle and two cycles research which show progress. Pre-cycle research showed students' interest in learning mathematics by 43.5%, first cycle increased to 60.9%, second cycle increased to 66.6%, third cycle showed an increase and second cycle second cycle increased by 87.0%. So it can be concluded that his research has been successfully applied in SDN Dukun by using games method, students are more enthusiastic and happy during the learning process takes place, because learning while playing is fun to increase students' interest. With games, teachers can increase student interest in learning because learning is more interesting and not boring. This is similar to Mayke sugianto (1994, p.2) states that playing is a

fun activity for children and playing is an inherent need in children. Thus, the child can learn various skills with pleasure, without feeling compelled or forced to learn it. The world of children is a game world. Any heavy task turns into fun and fun, when it is considered as a game. Crow and Crow (1982, p.143) in Slameto, one of the factors that generate interest in learning is emotional factor. Emotional factors have various forms such as anger, pleasure, anxiety, tension, or anxiety. By using the Games Method teachers can increase students' interest in learning by raising a sense of pleasure in students when learning social science.

### **1. Solutions from Problems encountered in the Implementation of Social Studies Learning through Games Method**

Planning a research is inseparable from the constraints. From the obstacles faced by the researcher, it will be better if presumably handlers to get good results for the research. During the research, the researcher faced many obstacles in applying the Games Method in the classroom. Some obstacles faced by researchers in applying the Method Games were as follows: directing the students in the class, determine the appropriate learning materials with games, and provide an understanding in explaining the material by using the Games Method. It takes patience and skill to overcome these obstacles. Teachers should arrange the lesson plan well. Furthermore, the teacher must be critical in linking the material with the games and meticulously in choosing the games themselves. As for the weaknesses and advantages of the Games Method in increasing the interest of social studies learning are: (1) weaknesses include: directing students when playing the games because when students are playing with mood, the various kinds of emotions can be exposed in a way. So, the teachers should be able to manage the classroom, media in the method of games sometimes more than with other methods, teachers must have good stamina to participate actively follow the games.

### **CONCLUSION**

Based on the results of the research that has been done related to the increase of students' interest in learning through the method of games in social studies in class VII-J SMP Negeri 3 Lembang from the stage of planning, execution, observation to reflect the constraints and solutions can be summarized as follows: (1) planning to increase students' interest in learning through the Games Method, for the smoothness of research, first researchers first contact the social studies teachers and colleagues to become observers on research. Second, determine the appropriate KI/KD from syllabus on the material to be delivered during the

lesson. Three, prepare the lesson plan. Fourth, formulate the learning scenario. Fifth, formulate the sources, tools, learning materials needed during the lesson. Sixth, compile the research instrument of data collection. Seventh, plot discussion back after the lesson has been implemented. Eighth, make a follow-up improvement plan. Ninth, planning the data processing obtained from the results of research that has been implemented. At this stage the researchers make the planning in each cycle. (2) the implementation phase of the increase of students' interest in learning through the Method of Games in social studies in class VII-J SMPN 3 Lembang, the researcher carry out actions as much as four cycles. In the first cycle, the researcher applied the Bottle Throwing games to the material of "Kesultanan Makassar (Gowa-Talo)". In second cycle, the researcher applied the Ular Naga game with the material of "Kesultanan Mataram". In the third cycle, the researcher applied the games Hungry Bunny with the material of "Kesultanan Demak", and lastly on the 4th cycle researcher applied the Pokemon Go games with the material "Macam-Macam Kebutuhan". (3) the results in the use of Games methods to improve student learning interest have achieved the best results. This is seen in the improvements that occur in each cycle. The results show that students feel happy when learning social science seen in second cycle, third cycle average students feel happy and enthusiastic when studying social science so that student active in follow social science learning by using method of Games, fourth cycle students' interest to social science learning has been greatly improved, it can be seen from the happy students when learning, enthusiastic when playing games, and also active when learning in social studies. (4) Constraints and solutions. During the research activities of course is inseparable from the constraints, as for the difficulties experienced by researchers are: Difficult in determining the material that can be understood and memorized in a short time because of the historical material of the kingdom, Determining the appropriate types of games and use in learning social science, conducive class when students are playing games. After conducting discussions and getting guidance from social science teachers and supervisors. Thus the constraints faced can be resolved well by the teacher.

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