ONLINE LEARNING BOARD GAME TO IMPROVE STUDENT ACTIVITIES AND LEARNING OUTCOMES DURING COVID-19 PANDEMIC

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Abstract

This scientific paper is a best practice in Indonesian language learning during the Covid-19 pandemic. The purpose of writing best practices is to describe the increase in learning activities and learning outcomes of students through online learning board games using Google Classroom during the Covid-19 pandemic. The subjects of writing this best practice are 30 students of class VII-3 MTsN 1 Subulussalam in 2020/2021 Academic Year. The writing of this best practice uses a descriptive method. The impact of online learning board games using Google Classroom during the Covid-19 pandemic can increase: (1) student activities in learning. The percentage of active students in online learning was 71.39% with the active category increasing to 75.83% in the very good category; and (2) student learning outcomes. The average learning outcomes of students in previous KD with online learning without using a board game was 85.16 with a good category, increasing by 5.11 to 90.27 with a very good category in online learning using board games on the description text material.

Keywords: board game, learning activities, learning outcomes, Covid-19.

I. INTRODUCTION

The impact of the corona virus disease 2019 (Covid-19) is felt in all aspects of life, included in the field of education. This pandemic has changed the education system in Indonesia. One of the most striking changes is the government instructions to make curriculum adjustments during the pandemic. The adjustment is to implement the learning process from home nationally since mid-March 2020. The instruction of the government requires teachers to carry out online learning or long distance learning process through online. The goal is to reduce the number of victims from the spread of Covid-19. The government hopes that during the Covid-19 pandemic learning process will not only focus on pursuing curriculum targets, but also on equipping students with the ability to live a life that is full of character strengthening values.

The government's policy to implement distance learning (online or e-learning) for teachers and students is to ensure that students can continue to study at home safely, during the Covid-19 pandemic outbreak. Also, this distance learning is expected to ensure the continuity of education which is the key to human resource development. The quality of human resources is certainly the main asset to objectify the golden Indonesia in 2045 that is equitable and prosperous, safe, peaceful, developed, and globalize. The success of education that will determine this nation will be able to meet its future to become a great, adaptable, intelligent, and capable nation to adapt in the changing times.

As an implementation of the government's policy in distance learning, learning Indonesian in the VII-3 class of MTsN 1 Kota Subulussalam is carried out online learning using board game and utilizing a Learning Management System platform such as Google Classroom. According to Pratama, Bahauddin, & Lestari (2019), board games are learning media that have elements of education and entertainment. The board game contains entertaining learning content such as videos, computer games, music, films, websites, and other multimedia (Anikina & Yakimenko, 2015). Nowadays, board game is considered as a tool that can improve the quality of teaching and learning (Mansour, Martin, Anderson & Gibson, 2017).

Apart from using board game in Indonesian language learning, the Google Classroom platform is an option for making, distributing, and assigning paperless assignments. With Google Classroom, the learning media with board game is distributed and executed by students. By the advantages of Google Classroom which is a free online service for schools, everyone can have a Google account. Google Classroom makes it easy for teachers and students to stay connected. By using Google Classroom, the teacher can create virtual classes, invite students to join class, provide information related to the learning process, distribute teaching materials such as material exposure files or learning videos, assign assignments to students, schedule assignments, and so on (Sutrisno, 2020).

As a new tool in learning process, the use of learning board game by utilizing Google Classroom services in learning Indonesian online is interesting to study from various aspects, both from the aspects of students, teachers, and the learning support facilities. From the aspect of students, it can be seen that the involvement of students in online learning, accuracy in doing assignments, the enthusiasm of students, and learning outcomes. From the teacher's aspect, it can be seen from the teacher's mastery of technology information, the skills of teachers in preparing lesson plans, implementing learning, and providing evaluations. As well as from the aspect of supporting facilities such as a strong network, internet connection, as well as finances for parents and teachers to purchase the internet quota.

This best practice will not reveal all aspects related to the implementation of online learning but will reveal the use of board game as the learning media in terms of increasing student activity and learning outcomes through online learning during the Covid-19 pandemic by utilizing Google Classroom services.

2. METHOD

The writing of this best practice use a descriptive method. The collection of information on students' learning activities through documentation and student learning outcomes using tests. The strategy used is the use of a board game through online learning with Google Classroom through five operational stages, which are: (1) The teacher prepares the lesson plan; (2) The teacher prepares learning materials in the board game then uploads them in Google Classroom; (3) Students play board games to study the learning materials, do the tasks and upload the assignments given by the teacher in Google Classroom via cellphones or laptops; (4) The teacher monitors the implementation of the online learning process; (5) The teacher provides feedback on online learning and the assignments that have been done by the students.

3. DISCUSSION

1. Description of Troubleshooting

The strategy used to improve the activities and learning outcomes of students in the description text material is to carry out online learning using a board game assisted by Google Classroom as the learning media services. The description text material is in class VII SMP / MTs Semester 1 which consists of 4 KD with an allocation of 12 lesson hours. Since Subulussalam located in the green zone, MTsN 1 Subulussalam City uses an online learning

model for material with KD 3.1. Meanwhile for KD 3.2, they use an online learning board game by using Google Classroom.

2.   Reasons for Choosing a Problem Solving Strategy

There are three main reasons for choosing an online learning board game strategy by using Google Classroom to improve student activity and learning outcomes in descriptive text material during the Covid-19 pandemic. First, by the Ministry of Religion official letter No.3 of 2020 concerning the preparation of an employee work system in the emergency response status for the Covid-19 outbreak, which, among other things, contains a provision that employees who work at home, including teachers and education personnel, carry out tasks from their respective residences and it is prohibited to carry out activities outdoor except to fulfill the need for food, health, and safety. Second, an official letter from the Head Office of the Ministry of Religion of Subulussalam related to the distance learning for school children in the Covid-19 prevention which, among other things, contains a provision to preventing Covid-19, all activities of students in the school are eliminated and replaced by study at home. This official letter applies to all levels of education RA, MI, MTs, and MA and equivalent. Third, online learning board games are very suitable when study from home. The media does not only contain subject matter but is packaged with entertainment so the children do not get bored when they are study at home. Also, the Google Classroom platform was chosen as the online media to learning because this platform can be accessed easily, free of charge, and contains sufficient features to carry out online or virtual learning.

3.   Operational Stages of Problem Solving Strategy Implementation

The operational stages of implementing an online learning board game using google classroom are: (a) The teacher prepares the Learning Implementation Plan; (b) The teacher prepares learning materials which is online learning board games and the assignments then uploads them to Google Classroom; (c) Students learn learning materials by playing online learning board games, doing the tasks and uploading the assignments given by the teacher via Google Classroom platform using a smartphone or laptop; (d) The teacher monitors the implementation of the online learning process; (e) The teacher provides feedback on online learning and assignments that have been done and uploaded by the students.

4.   Implementation of Learning Activities

Online learning board game that use Google Classroom in class VII-3 MTSN 1 Subulussalam City with descriptive text material carried out for 9 hours of lessons @ 40 minutes divided into three meetings. The allocation of the division of lesson hours is 6 hours for lessons and 3 hours for daily assessments. This learning will take place from 8 to 15 September 2020. The schedule for implementing online learning with google classroom is as follows:

Table 1. *Online Learning Implementation Schedule with Google Classroom*

The Meeting	Day, Date	Material
1	Tuesday, 8 September 2020	Description text structure
2	Thursday, 10 September 2020	The language rule of description text
3	Tuesday, 15 September 2020	Daily Assessment with the description text material

Following the operational stages of implementing the problem-solving strategy, there are five stages of activity in the implementation of the online learning board game on the descriptive text learning material with Google Classroom as follows.

a.   The teacher prepares a lesson plan. At this stage, the teacher compiles and prepares lesson plan with online learning board game for descriptive text material with KD 3.2 and KD 4.2. Preparation of lesson plan under the Minister of Education and Culture Official Letter Number 14 of 2019 concerning Simplification of lesson plan includes: (a)

learning objectives, (b) steps/learning activities, and (c) learning assessment as a core component of the thirteen components regulated in the Permendikbud. Number 22 of 2016 concerning process standards.

b.   The teacher prepares learning materials in the online learning board games and the assignments, then uploads them to Google Classroom. Learning materials are arranged by the subject matter and basic competency that students will learn, which is the description text. The scope of the subject matter includes: (a) the meaning of the descriptive text, (b) examples of descriptive text, (c) descriptive text structure, (d) descriptive text language rules, and (e) presenting descriptive text data. The source of the preparation of learning materials is the Indonesian Language Textbook of the Erlangga publisher, essay, ... and other relevant sources. At this stage, the teacher also prepares to learn tasks that must be done by students. This learning task is under the scope of the material presented. The learning tasks of students are: (a) writing the information contained in the description text, (b) writing questions based on the text using question words, (c) analyzing the language of the description text, (d) analyzing errors in the description text, and (e) practice writing descriptive texts. After the learning board game and learning assignments are prepared, the teacher uploads the materials and assignments online and then uploads them on the Google Classroom platform.

c.   Students learn learning material by following online learning board games and doing assignments given by the teacher through Google Classroom using cellphones or laptops. At this stage, students learn the learning material that the teacher has uploaded to Google Classroom. After students learn the material, students will do the assignments or exercises on Google Classroom according to the time limit that has been set by the teacher.

d.   The teacher monitors the implementation of the online learning process. When students play the online learning board games or do the assignments. The teacher monitors to ensure all students are actively involved in the learning. The teacher opens an interactive forum through the forum feature on Google Classroom. Through the forum feature, the teacher responds to the questions, students' difficulties in understanding the material, and doing learning tasks, both classically and individually. If for some reason, such as the network connection constraints or limited data quota of students, the teacher allows students to ask questions, ask for explanations, guidance, or others through the WhatsApp group.

e.   The teacher provides feedback on online learning and assignments that have been done and uploaded by the students. Feedback on online learning can be the teacher's responses to the learning process carried out by students as well as feedback on tasks that have been done by the students in Google Classroom. The teacher's response to the learning process can be done by writing messages such as encouragement, praise, or warning to students through forum on Google Classroom.

Meanwhile, the teacher can response to assignments that have been done and uploaded by the students by checking the number of students who have submitted assignments, opening and correcting student assignments, providing notes on student assignments, and returning student assignments through the classwork feature (Assignments) on Google Classroom.

5. Evaluation of Learning Activities

        The evaluation of daily online learning activities was carried out at the third meeting on Tuesday, September 15, 2020. This evaluation or assessment is intended to measure student learning outcomes in the descriptive text material in KD (basic competencies) 3.2. The evaluation is in the form of an online test, which is clicking the practice button on the game board. The material of the description text consists of: (a) understanding of the text, (b) the information contained in the text, (c) the structure of the text, and (d) the language level of the text. The number of questions is 10, with the correct answer give 1 point and the wrong

answer give 0 point. The assessment uses the following formula:

$$Score = \frac{Total\ Points}{10} \times 100$$

With the Passing Grade 75, categories or predicate learning outcomes can be arranged as follows:

Table 2. *Categories of Student Learning Outcomes*

| No	Score	Category
1.	92-100	Excellent
2.	83-91	Good
3.	75-82	Sufficient
4.	< 75	Insufficient

6. Results

The results achieved in implementing an online learning board game using google classroom on descriptive text material with KD 3.2 are as follows:

1. Increasing Student Learning Activities

The result of teacher monitoring in the learning process and work assignments shows that students are actively involved in every learning process and assignment. The activeness of students can be seen from the attendance of students in online learning, the questions or responses of students regarding the material they are learning or related to the assignment they are doing, and the punctuality of submitting or uploading the given assignments.

Table 3. *The Increasing of Student Activities in Online Learning*

Learning Type	Attendities (Total of 30 Students)	Providing Questions or Responses	Punctuality of Submitting Assignments
Online Learning (PO)	97,50%	20,00%	96,67%
Online Learning Board Game (BOP)	100%	28,33%	99,10%
Average Activeness of Students	PO	71,39% (Active)	
	BOP	75,83% (Very Active)	
Growth	4,44%		

Description:

PO = Pembelajaran Online (Online Learning)

BOP = Pembelajaran dengan Board game Online (Online Learning Board Game)

Table 4. *Activity Category Description*

Percentage of Activity	Category
>75%	Very Active
51-75%	Active
26-50%	Sufficiently Active
0-25%	Insufficiently Active

As presented in the table 3 above, when compared the activeness of students in online learning only (based on previous KD learning), there is an increase in student activity in online learning board games with google classroom. Table 3 above and Graph 1 below show that the proportion of active students in online learning is 72.39% and categorized as active increase to 75.83% and categorized as very active in online learning with board game with google classroom.
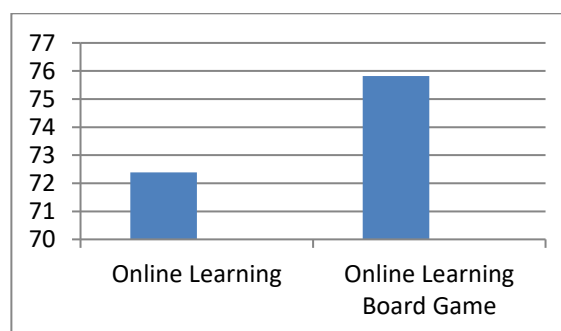
Graph 1. *Student Activity Increase Percentage*

As stated by Munir (2017) that the increasing activity of students in online learning with board games using Google Classroom is caused by the virtual world environment which has great potential to improve the quality of learner engagement, create social presence, and provide authentic learning opportunities for learners in various disciplines and profession. On the other hand, the online learning board game model can bring a new atmosphere in a variety of learning development, make the students more independent and improve the communication skills of students (Hartanto, 2015).

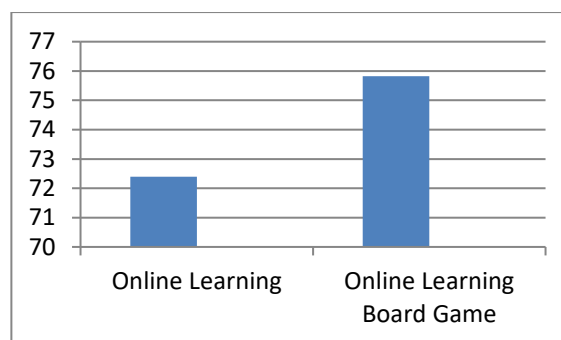2. Increasing Students Learning Outcome

The implementation of online learning board games with google classroom can improve student learning outcomes when compared with the learning outcomes in the material and previous KD with online learning only. The following data shows an increase in student learning outcomes from only online learning to online learning board game learning.

Table 5. *Comparison of Student Learning Outcomes*

No	Student Learning Outcomes	Online Learning	Online Learning Board Game
1	Highest Score	92,00	96,00
2	Lowest Score	72,00	84,00
3	Average	85,16	90,27
4	Percentage of Classical Learning Completeness	93,33%	100,00%

From the results of daily assessments of descriptive text material with KD 3.2 towards 30 students of class VII-3 MTsN 1 Subulussalam City compared to the previous KD, the student learning outcomes was 90,27, it raised 5,11 compared to the score on previous KD with face-to-face learning process, which was 85,16. Meanwhile, the completeness of learning online board games using google classroom is 100%, increased 6.68% compared to completeness of only learning online in the previous KD which reached 93.33%. The following Graph shows an increase in student learning outcomes through online learning board games with google classroom compared to learning outcomes through online only in study material and previous KD.

Graph 2. *Student Improvement in Learning Outcomes*

The increase in learning outcomes with online learning board games using google classroom cannot be separated from the high activity of students in learning, it was also supported by good learning planning planned by the teacher, and in addition to the well prepared process of mentoring, interaction, and feedback by the teacher in online learning. The involvement of students mentally, intellectually, and emotionally in learning will have an impact on the better students' understanding of learning material. This is in line with what was expressed by Hartanto (2015) that online learning can improve student achievement and learning outcomes.

7. Obstacles and Solutions

There are several obstacles faced by students in online learning using google classroom. These obstacles included: (1) poor internet network experienced by some students living in areas with a rather bad internet network; (2) some students run out of credits or data cap, especially those with low economic backgrounds; (3) some of the students complained about the large number of assignments given by the teachers with short assignment collection time; and (4) some students lacked confidence because online learning was carried out during the Covid-19 pandemic which psychologically affected their self-confidence.

In order for online learning to continue in accordance with the learning plans and objectives, the solutions taken to mitigate the obstacles to online learning faced by students are: (1) some students whose living in the areas that have bad internet networks can look for other areas that have better internet networks but still implement the Covid-19 prevention protocol, or they could replace their prepaid cards to ones that have a stronger network in the area where they live, or switching the learning process and sending assignments using WhatsApp facilities; (2) MTsN schools provide free WiFi for students who cannot afford data plan. And students are allowed to go to school by following health protocols; (3) Giving more lenient deadlines for assignments collection to students; and (4) building students' self-confidence by encouraging them that the Covid-19 pandemic will soon end and continuing to do physical distancing, washing hands using soap, wearing mask, and maintaining a healthy and clean lifestyle.

8. Projection of Application

The application of online learning with google classroom during the Covid-19 pandemic has been able to increase student activity and learning outcomes. Not only online learning can build students' independence in learning but also students being able to match their learning speed. Therefore, online learning board games with google classrooms and other platforms such as Madrasah e-learning by the Ministry of Religious Affairs, Rumah Belajar by the Ministry of Education and Culture's Pusdatin, SIAJAR by SEAMOLEC, and others can be applied to other subjects both during the Covid-19 pandemic and normal time as an alternative to learning other than face to face.

4. CONCLUSION

The implementation of online learning board games using google classroom on descriptive text material in class VII-3 MTsN 1 Subulussalam at the time of the Covid-19 pandemic can increase student activity in Bahasa Indonesia subject. The percentage of students' activeness in learning increased to 75.83% which categorized as very active.

The implementation of online learning board games using google classroom on descriptive text material in class VII-3 MTsN 1 Subulussalam at the time of the Covid-19 pandemic can improve student learning outcomes in Bahasa Indonesia subject. The average score of student learning outcomes in previous KD with face-to-face learning model was 85,16 categorized as good, increased by 5,11 to 90,27 categorized as good in learning board games online using google classroom. Students' learning completeness also increased from 93,33% in the previous material with face-to-face learning model to 100% in online board game learning using google classroom.

The era of revolution 4.0 requires teachers and students to be adept with information technology. Therefore, the implementation of online learning is a necessity for teachers besides direct or face-to-face learning model.

In order to implement online learning board game with google classroom as the platform, teachers are required to be knowledgeable about technology in learning, be able to make instructional designs according to pedagogical principles outlined in the learning plan, and fully understand about the learning materials.

The Covid-19 pandemic can be used as a medium and an instrument of reflection for teachers to take positive lessons, and be the trigger for creative and innovative ideas in learning that can increase the attitude of competence, knowledge, and skills of students.

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