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How is the Application of Language Games in Learning Indonesian in Elementary Schools Based on the Merdeka Curriculum?



Abstract: - There are many language games, but the problem is how to implement language games in learning Indonesian in elementary schools based on the independent curriculum so that they are effective. Therefore, this study aims to describe the application of language games in learning Indonesian in elementary schools based on the independent curriculum. This research is included in the type of qualitative research. Data collection techniques used are observation and interviews. Meanwhile, the data analysis technique is an interactive model data analysis technique that is divided into several stages, namely data reduction, data display, and conclusion drawing/verification. The results of this study are that if we want to apply language games in learning Indonesian in elementary schools based on the independent curriculum, we must pay attention to several factors, namely implementation, diversity, strategy, and taking into account the challenges that will be faced.

Keywords: Indonesian, language games, elementary school, independent curriculum

I. INTRODUCTION

Indonesian is the unifying language of the Indonesian nation, which has various ethnicities, religions, races, and customs, so it is important to master and apply it in everyday life. Therefore, Indonesian must be taught from childhood through learning. Learning Indonesian since childhood starts with phonology, morphology, syntax, semantics, and then pragmatics. Especially for pragmatics is a final goal in language learning at the elementary school level. Pragmatics is a branch of linguistics that studies the meaning of an utterance [1], [2], [3]. Therefore, pragmatics becomes an important thing because it influences functionality.

Since the Covid-19 pandemic, the Indonesian government has implemented a special policy related to the curriculum [4]. Several types of curriculum used are the 2013 curriculum, the emergency curriculum, and the independent curriculum. After the Covid-19 pandemic subsided, the independent curriculum was gradually used which was a refinement of the prototype curriculum [5], [6]. The problem that arises is that not all teachers understand the implementation, including how language learning is conceptualized. Learning Indonesian is expected to also improve students' language skills. Language skills are a person's skills in expressing his intentions/objectives by using language that is by linguistics or linguistic rules. If we map the independent curriculum, then we will see that the basis of learning is learning outcomes. The achievement of learning Indonesian at the elementary school level is divided into six skills, namely reading and watching, listening, speaking and presentation skills, and writing skills.

The second problem is related to the characteristics of the Indonesian people, namely that in Indonesia, Indonesian is a second language. Meanwhile, the first language is the regional language. Regional languages have quite a strong influence on teaching Indonesian, both positively and negatively. The positive is that students can learn Indonesian based on regional languages. Meanwhile, the negative is the regional language accent and regional language phonotactics which are quite strong. Thus, when students pronounce Indonesian there is local language interference.

Some relevant research that is similar to this research is language games to improve students' literacy skills [7], game methods to solve problems [8], and children's games to improve communication skills [9]. Existing studies have not looked specifically at teaching Indonesian based on the independent curriculum. Based on the facts above, in learning Indonesian, an interesting and appropriate method is needed. Following the characteristics of children

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who like games, the formulation of the research problem is how to implement effective language games in learning Indonesian in elementary schools based on the independent curriculum? Meanwhile, the purpose of this study was to find out how the application of language games in learning Indonesian in elementary schools is based on the independent curriculum.

II. LITERATURE REVIEW

This research eclectically utilizes several theories which are used as the basis and tools for analyzing the data. The theories used are language games in learning [10], [11], [12]. Language learning theory [13], [14], [15], [16]. Independent curriculum concept [17], [18], [19], [20].

III. METHOD

This research was conducted using a qualitative approach. Qualitative research is a research method used to study the state of natural objects, where the researcher is the main tool, data collection techniques are carried out by triangulation, and inductive data analysis, and the results of qualitative research emphasize meaning rather than generalization.

Data sources are data sources that are directly obtained from direct information owners (informants) without any other intermediaries. In this study, the primary data sources were teachers of class 2 and class 4 SD in Yogyakarta Province. This research was conducted using a purposive sampling technique in determining the research sample. This is because the area where the research is conducted is in the province of Yogyakarta, Indonesia which is very large. Yogyakarta province is divided into five regencies/cities, namely Bantul Regency, Sleman Regency, Gunung Kidul Regency, Kulon Progo Regency, and Yogyakarta City. Overall, there are 2,029 elementary schools in Yogyakarta. Meanwhile, the samples in this study were 32 elementary schools. The consideration is that schools apply an independent curriculum.

Data collection can be done using various methods, such as observation, interviews, documentation, and triangulation. This study uses data collection methods, namely observation, and interviews. Observations and interviews were used to obtain data and information related to the application of language games in elementary schools based on the independent curriculum in Indonesian language learning.

This research is a descriptive study that describes data based on interviews, and observations. The data obtained will later be analyzed and translated into a descriptive form so that it can draw a conclusion that other people can understand. Data analysis in this study used the Miles and Huberman interactive model, which was divided into several stages, namely data reduction, data display, and conclusion drawing/verification.

IV. RESULTS AND DISCUSSION

This research was carried out comprehensively by focusing on observation and interview data collection techniques. The results of observations regarding learning Indonesian in elementary schools that use the independent curriculum. What I want to describe in depth is related to the implementation, diversity, strategy, and challenges faced in learning Indonesian based on the independent curriculum in the use of language games as shown in table 1.

Table 1. Aspects of the Application of Language Games in Indonesian Language Learning

Aspect	Base Questions
Implementation	Have you used the game method when teaching Indonesian, what game methods have you used?
Diversity	Does implementing the game method for children pay attention to the characteristics of each child so that learning runs optimally?
Strategy in learning	In-game learning what strategies are used to keep Indonesian interests and literature in line with their development?
Challenges faced	In teaching Indonesian language games and literature to elementary school students, are there any challenges, and if there are challenges, what solutions are used?

Implementation of Language Games in Indonesian Language Learning

Language games are games to have fun and also hone language skills. Language skills include reading, writing, speaking, and listening. Language games occur when they involve two elements, namely fun and language skills, if they do not contain one of these elements they cannot be called language games. Hierarchically, the elaboration regarding the implementation of language games in teaching Indonesian will be mapped based on grades 2 and 4.

Table 2. Type of Game Language Used

Class	Type of Game Language Used
Class 2	<i>Role-playing, Media arranging words, Picture cards, Connecting words, Guessing the word, hunting for words, Words in a chain, Puzzle words, Arrange words</i>
Class 4	Connect words, Guess words, puzzles, role-playing, SIMUKLIS, Connect words, arrange words, match pictures and words, chain stories, literary cards

Every class and every school found the use of media and language game methods in language learning. The application of language games in grade 2, the game media used is the media for composing words using picture cards. Then, through the media of picture cards, the children are also asked to guess the name of the animal along with its sound. Then, the children are asked to compose their sentences from the arrangement of words that have been made by the teacher. Overall, the types of language games used in grade 2 are the media for arranging words and picture cards. This is understandable because in grade 2 children are still learning phonological and morphological aspects. Picture card media and media composing words will be more effective when compared to conventional methods in the learning process. This is because in the picture cards, there is a combination of words and pictures that exist in the life around students—such as parts of the human body, animals, plants, vegetables, and so on [21], [22], [23]. Meanwhile, word-composing media is a medium that is used to assist the cognitive side of students in making meaningful grammatical units [24], [25], [26].

As can be seen in table 2, in class 2 there are no Indonesian language games implemented in class 2. In grade 2, there are no Indonesian language games that are implemented in grade 2. Because in class 2 this is still included in the basic class. Students in grade 2 also still have a lot of grammatical errors. For example, in making up stories, there are still many students who often ask their teacher because they are confused about choosing words. In grade 2, language games are rarely found, this is because students tend to still learn something concrete with their language, so teachers are often more focused on developing new vocabulary as a form of language enrichment for grade 2 students.

Following the results of the interview that the question: Has the teacher used games in learning Indonesian? For example connecting words, guessing words, and others. The answer is sometimes to make sentences and then connect. Sometimes a clue is made of a word and then a sentence is made. Based on the results of interviews and observations, informants have not used language games in learning the Indonesian language and literature in grade 2. Informants often use role-playing learning models in learning with the aim that students are not bored during learning and that learning objectives can be achieved. This is in line with the existing theory that role-playing in learning can generate enthusiasm and a sense of togetherness through a fun learning process [27], [28], [29].

Language games that have been implemented in grade 2 when learning Indonesian are in the form of the word connect games. The word connect game is a game where the teacher starts by saying a word. Then, the word is continued by students to form a sentence. This game is carried out outside the classroom during Indonesian language learning. This game trains students' vocabulary, listening ability, and focus. The games used are guessing games. In practice, if there are students who have difficulty, they will be given a clue. If there are students who can guess correctly and without being given a clue, then these students can take a break first. However, it is not used in every material, its implementation must be adapted to the material to be studied. For Indonesian language games that are implemented in fourth grade, there is word connect games. Starting from the clue mentioned by the teacher or by the student appointed by the teacher, then the words will be connected to form a sentence. The game will stop when there are students who cannot continue the word. In word puzzle media it is functioned so

that students can easily understand how to construct grammatical units, both morphological and syntactical [30], [31].

In learning Indonesian in grade 4, one of the language games that has been implemented is the word guessing game. Charades games are an interactive and fun way to get students to add to their vocabulary, increase understanding of the relationships between words, and train quick and creative thinking. In semester 1, the main idea material for grade 4 teachers applies storytelling language games in the learning process. They give students the first words of the story and students take turns continuing the story by adding new words. This storytelling activity is useful in training students to think logically, increase their vocabulary, and improve their language skills. And also one of the methods used is a chain reading game. This game involves students reading and connecting sentences or texts in groups.

The language game that is carried out in grade 4 is SIMUKLIS, which is a 10-minute activity on reading literacy and cleaning the environment. Other language games are carried out by advancing in groups to the front of the class by conveying the results of their discussion on certain issues. Teachers also often integrate language and literature learning into games in other subjects because the Indonesian language subject does not stand alone—because it still applies to the 2013 curriculum—so these lessons must be integrated into other subjects such as science/social studies. In addition, the teacher has applied the game method in learning Indonesian that has been implemented. The teacher applies game methods such as listening and speaking the game method applied is "Chain Words" or "Word Arrangement" and writing games by compiling paragraphs using puzzles.

In learning Indonesian in grade 4, games are often used in the process of learning Indonesian. This is because most grade 4 students are very active and have high energy. One of the favorite types of games for grade VI students is role-playing games. The class teacher explained that by applying the Role Play method, students are slowly encouraged and accustomed to communicating and working together with their classmates, where which will improve students' skills. in reading, speaking, understanding situations, and expanding vocabulary.

Diversity in the Use of Language Games in Indonesian Language Learning

Every individual is born different. Each individual has traits and characteristics which are positive socio-anthropologically [32]. Included in the context of education is that every child has their uniqueness [33], [34]. The diversity of ethnicity, religion, race, skin color, language, culture, and other things is our essence as human beings. In Indonesia, there are 1,340 ethnic groups and 718 languages. That is, the data shows how diverse Indonesian society is.

The variety of languages is the first language and Indonesian is the second language. The second language is taught when the child has started to enter elementary school. Therefore, for students to understand quickly, it is necessary to understand the diversity of students [35], [36], [37]. The diversity side of language learning has an impact on how a teacher teaches. Language games are one of the solutions that are often used in language learning in Indonesia.

Language games are activities that use game elements to engage students in language learning in a fun and interactive way. Language games aim to strengthen and practice language skills, such as vocabulary, grammar, reading comprehension, and speaking skills. Language games can take many forms, depending on the learning objectives and creativity of the teacher. Language games not only make learning fun, but also motivate students, increase active participation, and improve language comprehension and mastery. By involving game elements, students can learn more enthusiastically and effectively. Some examples of language games include charades, word hunting, word chains, word splicing, word puzzles, and others.

The game method is carried out by taking into account the characteristics of students. Each learner has different characteristics. Teachers must be sensitive to the characteristics of students so that the game method can be adapted to their needs and abilities. By paying attention to the characteristics of students, teachers can optimize learning through the game method. This can accelerate the success of students in achieving the desired learning goals.

Grade 2 teachers sometimes apply game methods such as word guessing quizzes, and quick answering question quizzes to get points. The teacher also pays attention to the characteristics of students to apply the method. The teacher has paid attention to the characteristics of children in learning, but some children do not want to carry out these activities. The teacher motivates by making groups of active children and inactive children by giving directions so that later they are not controlled by active children. The teacher said that every time learning there must be challenges such as finding tools and infrastructure, controlling super active children, and the most difficult thing is controlling quiet children. The solution provided by the teacher in overcoming this challenge is that the teacher tries to hold children who can already and strengthen friendships by persuading them to invite them to study together. One question in data collection and this becomes crucial in research is whether in implementing the game method in children pay attention to the characteristics of each child so that learning runs optimally. The teachers answered emphatically: Pay attention to the characteristics of students, for example when active students are put together with those who are not active, then excellent students are put together with students who are less. So that the distribution of group members is divided evenly according to the ability of students.

Strategies for Using Language Games in Indonesian Language Learning

In uncovering this problem, the main question posed is in-game learning what strategies are used to keep Indonesian interest and literature in line with their development? Explicitly the teacher answered by first approaching students, what they are interested in that makes them active and understand in understanding learning. Then the teacher conducts game learning according to the learning material.

As previously stated, Indonesian society is a diglossia society. That is, each individual can master two or more languages. Therefore, in the process of learning a second language, appropriate and interesting strategies are needed [38], [39]. If we look closely, learning strategies are identified through various self-report procedures [40], [41]. In addition, the determination of Indonesian language learning strategies should also pay attention to the context [42].

In learning Indonesian, teachers often use games. The game is word order. Students are asked to arrange words into sentences while playing. The teacher applies this game as a strategy to maintain the children's interest in learning Indonesian. It can be seen that grade 4 students are very enthusiastic and excited to take part in the game. In addition, role-playing is also very liked by grade 4 students.

In class 4 the strategy applied by the teacher is to form small groups, then provide facilities and infrastructure according to the material. Then the teacher gives directions to the child. It is hoped that children can apply these games in learning as well as in writing [38]. So it doesn't just leave an impression in the brain's memory.

The strategies used to maintain interest in learning games include paying attention to their usage patterns [43]. In addition, using interesting games and following the abilities of students. Interesting games and according to abilities will help maintain students' interest and motivate them to continue playing and learning, as well as providing rewards or awards in the form of star stickers for students who follow the game well.

Challenges in Using Language Games in Indonesian Language Learning

In previous research on the challenges of implementing the independent curriculum, this has been done [6]. However, the problems or challenges in teaching Indonesian Language and Literature using games are students who are sometimes lazy to play games. The reason students are lazy is because there have been too many discussions that have been carried out so they are tired and prefer to work on questions rather than games. The solution that is made when facing these challenges is that the teacher adjusts the interests of students and does not force students to play games. In addition, the teacher also provides rewards to motivate other students to be more active in following the game method. Learning Indonesian in grade 2 has already implemented the game method. The game that is usually used is a word guessing game, in which students guess the meaning of certain words. This game aims to help students strengthen their understanding and mastery of Indonesian vocabulary.

V. CONCLUSION

Learning Indonesian for grades 2 and 4 in elementary schools that apply the independent curriculum in Yogyakarta Province has already implemented game methods and/or media. The games used are very diverse. The game method is carried out by taking into account the characteristics of students. In practice, the teacher has challenges such as lazy students taking part in the game. When facing these challenges, teachers usually adjust to students' interests and do not force students. Overall, it can be seen that if we want to implement language games in learning Indonesian in elementary schools based on the independent curriculum, then we must pay attention to several factors, namely implementation, diversity, strategy, and taking into account the challenges that will be faced.

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