



Gomo Toma Game Media as a Means to Improve Understanding of Multiplication Concepts in Mathematics Subjects in Class IIA Students of Ende 3 SDK Ende Regency

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Abstract The selection of Gomo Toma game media in learning Mathematics is as follows. First, the Gomo Toma game media is a game that is very close to children's lives and is played by children. Second, it is hoped that the Gomo Toma game media can improve the understanding of mathematics concepts for class IIA students in learning mathematics, this is because elementary school students still like to play, so the game approach will be more effective. Third, in the Gomo Tomo game there are competitive, cooperative, and entertainment values. Fourth, there are many positive sides contained in the snake and ladder game, including training in psychomotor development, cognitive, communicative balance so that it is beneficial for the mental development of elementary school age children. 7-12 years This is supported by the opinion of several experts who state how important games are for children. According to Ljublinskaja Games are a reflection of reality, as an initial form of acquiring knowledge. This is also reinforced by Freeman which states that in general, experts agree that playing is an activity that helps children achieve complete development, both physically, intellectually, socially, morally and emotionally. Rofi'uddin states that the use of forms of games in learning will provide a pleasant climate for students, so that the learning process of students is carried out without coercion, but instead with a sense of harmony. In addition, by playing, students can learn in a relaxed manner. In a relaxed way, students' brain cells can develop, which in the end students can absorb information and get a deep impression of the subject matter. Subject matter can be stored continuously in long-term memory.

Keywords: Game Media, Gomo Toma

Introduction

Education is the process of liberating students from ignorance, incompetence, powerlessness, untruth, and from bad hearts, morals, and faith. Therefore, education must not make humans strangers to themselves and foreign to their conscience. Education must not give birth to false attitudes, thoughts, and behaviors. Education must not make humans outside of themselves. Education must be able to unite attitudes, thoughts, behavior, conscience, and faith into a unified whole. For this reason, the learning process does not only emphasize memorization and practice of mastering exam questions. This learning process has claimed many

victims, where the graduates only bring a certificate. Behind the diploma in his possession there is no reflected effect on changes in character or personality, thoughts and behavior (Mulyasana, 2012: 2-3).

In Indonesian, the Gomo Toma Traditional Game can be called a game (Congklak). The Gomo Toma game is one of the traditional games from the Ende area that is performed by two or more people facing each other with a gomo toma board between them. Each paired hole is filled with gomo seeds. toma according to the number of pairs of gomo toma. Goma toma game is done with take one of the contents in the gomo toma hole then in a

clockwise direction divide each one gomo toma seed that is in hand in each hole that is passed including the parent hole, each seed runs out then the player immediately takes the contents in the last hole including the last seed and distributes it again . This continues until the player finds an empty hole and stops. Thus the turn to play moves to his opponent.

The selection of Gomo Toma game media in learning Mathematics is as follows. First, the Gomo Toma game media is a game that is very close to children's lives and is played by children. Second, it is hoped that the Gomo Toma game media can improve the understanding of mathematics concepts for class IIA students in learning mathematics, this is because elementary school students still like to play, so the game approach will be more effective. Third, in the Gomo Tomo game there are competitive, cooperative, and entertainment values. Fourth, there are many positive sides contained in the snake and ladder game, including training in psychomotor development, cognitive, communicative balance so that it is beneficial for the mental development of elementary school age children. 7-12 years.

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Method

Types of Research

The type of research used is Classroom Action Research (CAR). This research will be conducted on a group of students who are doing the learning process. This study focuses on the problem of using the traditional game of Gomo Toma in increasing the understanding of the concept of multiplication in mathematics for class II students of SDK Ende 3, Ende Regency. The benchmark in this study is the success of students in the learning process.

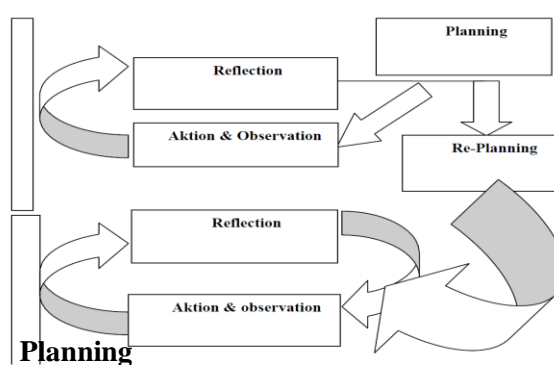
According to Wibawa (in Taniredja, 2012: 15) CAR is a study that raises the actual problems faced by teachers in the field. The action is given by the teacher or with the direction of the teacher carried out by the students.

Research Procedure

The CAR design used in this research is using the Kemmis and McTaggart model (in Taniredja, 2012: 24). The implementation of actions in CAR includes four steps (steps):

1. Planning.
2. Acting.
3. Observing.
4. Reflecting.

Classroom Action Research Chart (Kemmis & MC Taggart Model)



Planning is an activity to prepare for implementation or action and observations to obtain data. Planning carried out by researchers includes:

- a. Determining the implementation schedule
- b. Prepare teaching materials about multiplication using traditional game media Gomotoma
- c. Prepare the following tools:

Making lesson plans (RPP), student worksheets (LKS), pre-test and post-test questions and making observation sheets for teacher and student activities and interview sheets.

Action

This stage is the stage of implementing learning activities that refer to the RPP that has been designed (attached).

Observation

During the learning process, the researcher observed the behavior and activity of students in teaching and learning activities, in addition to using observations, interviews, tests, researchers also took photos assisted by friends during the learning process to be used as documentation, photos taken in the form of activities carried out by students during learning activities.

Reflection

At this stage the researchers analyzed the test results, observations, and interviews. The results of this analysis are used to determine the advantages and disadvantages of the learning techniques used by researchers and to determine the actions taken by students in the learning process. Reflection is an attempt to examine what has happened, what has resulted from the activities of implementing the action to be evaluated and contemplated. Reflection is an improvement plan for the next cycle of activities later.

Result and Discussion

The Use of Gomo Toma Traditional Games in Mathematics Learning for Class IIA Students

Gomo Toma Traditional Game is one of the traditional games from the Ende area which is done by two or more people facing each other with a gomo toma board between them. Each paired hole is filled with gomo toma seeds according to the number of gomo toma pairs. The Gomo Toma game is done by taking one of the contents in the gomo toma hole then in a clockwise direction, divide each gomo toma seed that is in hand in each hole that is passed including the parent hole, each seed runs out then

the player immediately takes the contents in the last hole including the last seed and distributes it again. This continues until the player finds an empty hole and stops. Thus the turn to play moves to his opponent.

In this study, the implementation of the action cycle was limited to the second cycle. This was based on the relatively good learning outcomes of students. Based on the analyzed data, it can be concluded that the use of the traditional game of gomo toma in learning mathematics can improve students' understanding of the multiplication concept.

Improving Learning Outcomes of Students in Class IIA SDK Ende 3 Multiplication Concepts Using the Traditional Game of Gomo Toma

The results of the research that have been carried out in the first and second cycles will be described in the following table:

Teacher Activity Observation Data

To find out the increase in teacher activity, researchers used observation guidelines in the first and second cycles. The development of teacher activities can be seen in the table and graph below:

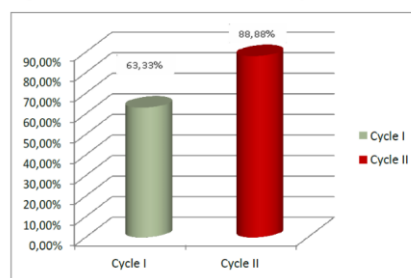
Table

The development of teacher activities in the first cycle and the second cycle

No	Cycle	Percentage	Success Criteria
1.	I	63,33%	Pretty good
2.	II	88,88%	Very good

Chart

The Development of Student Activities in the First Cycle and the Second Cycle



From the data presented in the tables and graphs above, it shows that the development of teacher

activities from the first cycle is 63.33% and the second cycle is 88.88%.

Student Activity Observation Data

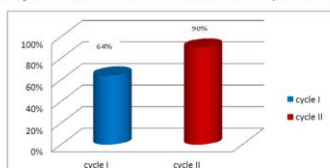
To find out the increase in student activity, researchers used observation guidelines in the first and second cycles. The development of student activities can be seen in the table below:

Table
The Development of Student Activities in the First Cycle and the Second Cycle

No	Cycle	Percentage	Success Criteria
1.	I	64%	Pretty good
2.	II	90%	Very good

Chart

The Development of Student Activities in the First Cycle and the Second Cycle



Based on the tables and graphs above, it shows that the development of student activities from the first cycle is 64% and the second cycle is 90%.

Data on Improving Student Learning Outcomes

The learning outcomes obtained by students are seen from the class average value and the percentage of completeness obtained, which has increased from the pre test, the first cycle and the second cycle. after using the traditional game media gomo toma in mathematics subjects, multiplication material as repeated addition in class II SDI Bhoanawa 1 experienced an increase in results study. This can be seen from the results of the pre-test the average value of class 61 while the percentage of completeness obtained is 33.33%. In the first cycle the average value of the class is 72.4, the percentage of completeness obtained is 61.10%. While in the second cycle the average value of the class is 93.33 the percentage of completeness obtained is 100%.

CONCLUSION

The use of the traditional game of gomo toma in learning mathematics makes students more active in the teaching and learning process. The use of

the traditional game of gomo toma can improve the understanding of the multiplication concept of students in mathematics. This can be seen in the acquisition of student learning outcomes, namely the first cycle class average is 72.4 with a mastery percentage of 61.10% and in the second cycle the learning outcomes increase with a class average of 93.33 and the mastery learning outcomes increase to 100%.

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