



# Fun Learning Using Dragon Snake Media to Improve Students' Understanding in Islamic Learning

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## Abstract

The background of this research is that learning outcomes are one of the benchmarks for the success of a student in the learning process. Therefore teachers need to pay attention to the strategies that will be used in the learning process. Based on the results of the interviews and initial observations, the researchers found that the learning outcomes of students at the elementary school were low. So that researchers are interested in applying the Dragon Snake Game strategy in learning. This study aims to find out how effective the Dragon Snake Game strategy is on student learning outcomes in the subject of Islamic Religious Education in grade II at SDN 19 Pasir Tinggi, Nagari Bawan, Kecamatan Ampek Nagari, Kabupaten Agam. This type of research was ecimperous with post test testing only design. This research was held on 7 March 23 May 2022. The study population was the secondary class of elementary school 19 Pasir Tinggi, Nagari Bawan which amounted to 22 people divided into two learning classes. The sample was selected using purposive sampling technique. The limitation of research problems is how the implementation of the Dragon Snake Game in elementary school 19 Pasir Tinggi on Islamic Education Line, how students learning outcomes on Islamic education subjects in Class II C elementary school 19 high sands, and how effectiveness of dragon snake games on student learning outcomes on Islamic education subjects in class II C elementary school 19 High Sand. Data collection techniques used tests, in the form of 10 points and data collecting used used sheets. Then the data is processed using the difference test or t-test. Based on data analysis, the average value of the results of the experiment class is 87.9 after obtaining treatment, while the average value in the control class is 79.9. In hypothesis testing obtained by a result of amounted and 1.724 in real level  $\alpha = 0.05$ . It can be concluded that the Dragon Snake Game Strategy is effective on the student learning outcomes.

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## INTRODUCTION

Education is guidance given consciously by an educator towards the physical and spiritual development of students towards the formation of a primary personality. This means that education is a system and process that involves various components that are interrelated with each other. One component is students. Students are positioned as both objects and subjects where apart from receiving guidance and education from teachers, students are also required to be active in developing their potential and learning outcomes; The result of learning is self-change, from not knowing to knowing, from not doing something to doing something (Fahmi, & Susanto, 2018; Utari et al., 2020).

One of the subjects that students need to study in elementary school is the subject of Islamic Religious Education. Islamic Religious Education is an effort and process of continuously cultivating knowledge between teachers and students with morals and morality as the final goal. The instillation of Islamic values in the soul, feelings, thoughts, as well as daily life and balance is the main character (Shunhaji, 2019; Mahmudin, 2021)

Islamic Religious Education is an effort and process of continuously cultivating knowledge between teachers and students with *akhlakul karimah* as the final goal. The instillation of Islamic values in the soul, feelings, thoughts, as well as harmony and balance are the main characteristics (Liza, & Yulia, 2023; Hidayatullah, 2023).

According to the Republic of Indonesia government regulation number 55 of 2007 concerning religious and religious education, Chapter 1, articles 1 and 2, it is emphasized that "religious and religious education is education that is carried out through subjects or lectures at all levels of education which aims to provide knowledge and shape attitudes, personality. human beings who believe and put their trust in God Almighty, also for the skills and abilities of students to become human beings who can carry out and practice the teachings of their religion" (Yanti, & Nursyamsi, 2020; Liyandani, & Kolis, 2021; Malik et al., 2022; Safitri, 2023).

The problem that researchers will focus on to resolve through this research is the low student learning outcomes in Islamic Religious Education subjects regarding prayer movements and prayer readings at SDN 19 Pasir Tinggi. Based on student learning results in table 1.1, there were 9 students who got scores below the KKM in material about prayer movements and reading. The classes that will be the focus of researchers in this research are classes II B and II C.

In overcoming this problem, researchers want to conduct research by implementing the Dragon Snake Game learning strategy to improve student learning outcomes in learning Islamic Religious Education subjects. Based on the problems described above, the researcher formulated the title of this thesis "The effectiveness of the dragon snake game strategy on student learning outcomes in Islamic religious education subjects in class II at SDN 19 Pasir Tinggi, Nagari Bawan, Ampek Nagari District, Agam Regency".

The aim of this research is that the strategy that researchers use can become an interesting new method for students when used in the learning process and that teachers can use it well as a teaching method. As well as the Dragon Snake Game, researchers chose it as a learning strategy because it has never been used as an object of study in research related to Islamic Religious Education material.

## METHODS

This type of research is an experiment with techniques Post Test Only Design. (Andrianis et al., 2018; Hastjarjo, 2019; Yulisa et al., 2020; Satria, & Basir, 2020; Satria, 2021) This research was carried out on March 7-May 23 2022. The research population was class II children at SDN 19 Pasir Tinggi, totaling 22 people who were divided into two study classes. Samples were selected using techniques Purposive Sampling. The limitations of the research problem are how the Dragon Snake Game is implemented at SDN 19 Pasir Tinggi in the Islamic Religious Education subject, what are the student learning outcomes in the Islamic Religious Education subject in class II C at SDN 19 Pasir Tinggi, and what is the effectiveness of the Dragon Snake Game on student learning outcomes in the Islamic Religious Education subject in class II C SDN 19 Pasir Tinggi. The data collection technique used an action test, in the form of 10 questions and the data collection tool used an answer sheet. Then the data is processed using a difference test or t-test. Based on data analysis, the average score obtained from the experimental class was 87.9 after receiving treatment, while the average score in the control class was 79.9. In hypothesis testing, results were obtained of and equal to 1.724 at the real level  $\alpha = 0.05$ .

## RESULT AND DISCUSSION

Sanjaya said that in the Johar and Hanum book, Strategy is defined as planning which contains a series of activities designed to achieve certain educational goals. In a good strategy there is work coordination that has a theme, identifying supporting factors that are in accordance with the principles of implementing ideas rationally, are efficient in funding, and have tactics to achieve goals effectively (Agustina et al., 2021; Sholihah, 2022).

### Types of Learning Strategies

The learning strategy is contained in the learning implementation plan which is then derived into the learning method, so the teacher plays a very important role in determining what strategies will be applied in the learning process which is carried out while still paying attention to the level of cognitive development of students (Hasbullah et al., 2019; Fadilla et al., 2023).

Learning strategies have many variations that can be used in the learning process, one of which is the dragon snake game. Researchers will describe several types of strategies in learning. Among others are:

Crosswords are a game of filling in empty columns starting with questions in a horizontal and descending order. Where using Crossword Puzzles (TTS) in learning has two consequences: *First*, teachers are required to be creative in making Crossword Puzzle (TTS) models along with horizontal and descending questions so that the answers are connected to each other, *second*, Students are required to know a lot of material information that is the focus of the question (Padang et al., 2023; Fauzi et al., 2023).

Play is an activity that helps children achieve complete development, both physical, intellectual, social, moral and emotional. Among the many learning strategies, games can be used as one of the learning strategies in the learning process. According to Kimpraswil, the definition of a game is a self-improvement effort (mind and physical exercise) which is very beneficial for increasing and developing motivation, performance and achievement in learning. carry out the duties and interests of the organization better. And a game is a playing activity that is purely for fun without seeking to win or lose (Hakim, & Kumala, 2016; Surya et al., 2020).

One of the games that can be used in the learning process is the Dragon Snake Game, where the Dragon Snake Game is a game played by five or eight children. However, it could also be more, depending on the length of the dragon snake you want to make. This game is played compactly. Two children will hold each other to form a gate. The other children hold on to the waist of the person in front of them, forming a dragon. Then surround and pass under the gate while singing and after the singing is finished, the gate will lower its hand and catch one of the players quickly (Syafrina, 2014; Ni'mah et al., 2023).

Learning outcomes are the abilities that students have after receiving their learning experience. These abilities include cognitive, affective and psychomotor aspects. Learning outcomes can be seen through evaluation activities which aim to obtain evidentiary data that will show the level of students' abilities in achieving learning objectives (Maryati et al., 2023).

The dragon snake game strategy is one strategy that can improve student learning outcomes, where this strategy can be used as a method by teachers when teaching (Syarifuddin et al., 2023).

Steps to the Dragon Snake Game Strategy: The first stage in today's lesson is for the researcher to say hello. Then the researcher introduced himself. Then the researcher led a prayer and asked students to pray together before starting learning. After that, the researcher took attendance of the students, then the researcher asked the students whether they had memorized the prayer readings, then most of the students answered that they didn't memorize the prayer readings and there were also some students who didn't memorize the prayer readings at all. At the beginning of this meeting, the researcher explained the steps to the absurdly long dragon snake game, namely: (1) Students and researchers do hompipa to find two people as carriages, (2) Then those who do not get the task of being carriages will form a line extending backwards like snake, (3) And will go around passing the carriage while singing the song "the dragon snake is absurdly long" (4) When the song ends then one member of the line will be caught and get a question (task), (5) After the "caught member" can If he completes a task or answers a question he gets, he may choose to be in one of the carriages.

After that, the teacher (researcher) and students start the dragon snake game, where in the first step of this game the teacher and students will do a hompimpa to look for the carriage guard, then the researcher and students who are not guarding the carriage will form a line like a snake and go around under the carriage with sings the dragon snake song at an absurd length until one of the students is caught.

Students who are caught will receive a roll of paper containing material about prayer prayers. After that, the researcher will spell out the contents of the roll of paper and be followed by the student who gets the roll of paper. Students who did not get a roll of paper will come closer to listen carefully to what the researcher and their friend who got the roll of paper are reading.

After students have finished stating the contents of the roll of paper, students are invited to choose the desired place at the back of the carriage. And at the end the students will chase each other's tails from the "player at the back" who is led by the carriage they have chosen. The game will end when all students have the roll of paper. The rolls of paper obtained by students are allowed to be taken home, and brought back at the next meeting.

At the end of the lesson, the researcher conducted a question and answer session regarding reading and prayer prayers that were not yet understood by



the students. Second Meeting, this activity was held on Monday, March 21 2022. The material that researchers taught at this meeting was about prayer movements and readings. At the beginning of today's meeting, the researcher opened the class by saying hello, reading a prayer and asking how the students were doing and providing motivation. Today the researcher conveyed the rules of the game which were almost the same as the previous meeting and also conveyed how to play the dragon snake strategy again. What was slightly different at today's meeting was that the students themselves were the media in the learning process. After explaining things related to learning strategies, the researcher asked what prayer movements the students knew, then the researcher invited the students to watch the dragon's song, which was absurdly long.

After that, the researcher and students sang together repeating the song of the dragon snake which was absurdly long, then the researcher and students started playing the game, where the researcher and students did hompimpa, for students who lost in hompimpa they would become carriages, then students who did not become carriages would form a line like a snake and start the game accompanied by a dragon song.

Students who are caught will carry out the prayer movements mentioned by the researcher. And other students will mention readings from prayer movements that are being practiced by their friends with the help of researchers. The game continues until all students have had a turn to practice prayer movements. Then the students returned to their seats and the researcher repeated the learning material and after that they were ready to go home. Students who were able to practice the movements that the researcher mentioned again were allowed to go home first.

### **Third meeting**

On Monday, March 25 2022. The material taught at this meeting is about prayer prayers and is followed by prayer movements starting from intention to I'tidal. On this day, the researcher opened the class by saying hello, then asked how the students were doing. After that, the researcher asked the students to pray in their hearts, then the researcher explained the rules of the game and showed the media that would be used today, as well as how the media that would be used in the learning process today worked.

After that, the researcher and students left the classroom and did a hompimpa to find out who would be the coach. Then the game starts, if a student has been caught then all students will return to the class and the captured student chooses the existing prayer movement media and says the name of the movement then says the prayer from the prayer movement with the help of the researcher. And so on until all students have had their turn. At the end of the game the researcher and students did a tug-of-war led by the carriage and then returned to class. Then the researcher repeated the lesson and reminded them to repeat it at home and closed the lesson

### **Fourth meeting**

On Tuesday, March 29 2022. The material taught by researchers is prostration movements and reading prostrations and greetings. Before starting today's lesson, the researcher asked students to straighten their seats and clothes first.

The researcher opened the class by saying hello and asking students to pray individually. After that, the researcher asked the students about their readiness to learn and then provided motivation to the students, then the researcher invited the students to watch a clip of the film the song Dragon

Snake which is absurdly long. After that, the researcher explained the rules of the game and showed the media that would be used in the game in today's learning process.

In today's learning activity, the researcher divided the students into two groups, where the women would make their own carriages and the men would do the same. The researcher starts the game with the students, then for students who are caught the researcher will give picture cards containing prayer movements. Then the student will attach it to cardboard, but before that the student will show and read what is on the picture card. The researcher and the students will recite prayers from the movement of the picture cards obtained by the students.

After the picture card is attached, students can return to class and take a position to watch a film about prayer. The other students together with the researcher continued the game until all students had their turn to read the contents of the picture card and attach the picture card. After the viewing was finished, the researcher asked the students to demonstrate all the prayer movements, then the researcher explained again from the beginning about the prayer movements and also the reading with the help of students who would model the movements that the researcher mentioned. And at the end of the class the researcher held a question and answer session.

And the researcher asked friends to pick up rubbish first before leaving the classroom. The researcher closed the class with a prayer and invited the students to leave the class by first showing them the trash they had found.

#### **Fifth meeting**

On Monday 23 May 2022. At this last meeting the researcher reviewed the learning material which had taken place over 4 meetings in the previous weeks. Where researchers *dorecalling* learning material for approximately 15 minutes, then after that the researcher distributed evaluation questions that the researcher had prepared to measure students' learning outcomes after using the dragon snake game strategy. Where the questions that the researcher distributes will be helped by the researcher to read them and the students will cross the letters listed on the paper according to their knowledge.

The steps of the Dragon Snake game can be seen in the picture below



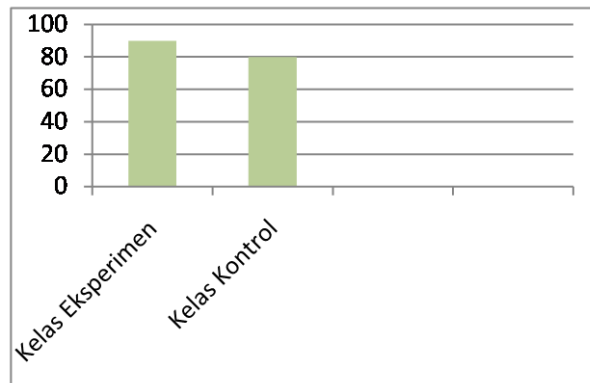
Doing Dragon Snake Game Strategy Outside of Class

Doing Dragon Snake Game Strategy in Class

**Table 1. Average Final Results of the Experimental Class and  
Control Class**

Class	The number of students	Number of Values	Rate-rate
<b>Eksperiemen</b>	12	1055	87,9
<b>Control</b>	10	799	79,9

**Chart 1. Average of Experimental Class and Control Class**



Based on data analysis, the average score obtained from the experimental class was 87.9 after receiving treatment, while the average score in the control class was 79.9. In hypothesis testing, results were obtained of and equal to 1.724 at the real level  $\alpha = 0.05$ . So it can be concluded that the dragon snake game strategy is effectively used for student learning outcomes. As well as the application of the dragon snake game strategy to student learning outcomes in the Islamic Religious Education subject class II C at SDN 19 Pasir Tinggi, Agam has been implemented well. This is proven by the value of the learning implementation supervision instrument which is 89.89% with very good criteria.

Based on the results of the researcher's observations and observations of student learning outcomes in the Let's Pray material using the Dragon Snake Game Strategy, there has been an increase compared to before using the Dragon Snake Game Strategy in the learning process. This is marked by an increase in student learning outcomes which are tested through written tests in the form of questions, as well as students' ability to imitate prayer movements and prayer readings which are also tested in the form of questions and future practice during the learning process.

## CONCLUSION

Based on data analysis, the average value of the results of the experiment class is 87.9 after obtaining treatment, while the average value in the control class is 79.9. In hypothesis testing obtained by a result of amounted and 1.724 in real level  $\alpha = 0.05$ . It can be concluded that the Dragon Snake Game Strategy is effective on the student learning outcomes.

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