

## Applying the Guess-the-Animal-Name Game Method in the IPAS Subject for Grade 3 at MI Nurul Islam Gedangmas, Randuagung Subdistrict

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### Abstract:

Learning through game-based methods is a crucial aspect of the learning process because it can create a dynamic learning environment, fostering an enjoyable, serious, and relaxed atmosphere. This research aims to implement the animal name guessing game method as a teaching strategy in the IPAS subject for 3<sup>rd</sup> grade students at MI Nurul Islam. This game method is designed to enhance student engagement, reinforce understanding of animal concepts, and create a pleasant learning environment. The research adopts a qualitative approach to understand the phenomena related to the research subject in a natural context. Data sources encompass various types of information obtained by the researcher from the research subjects, who may act as respondents or informants. Data collection techniques include observation and interviews with teachers as the primary method to gather relevant information. Data analysis follows the model described by Miles and Huberman. The findings of this research indicate that the animal name guessing game method can be an effective alternative in improving IPAS learning in 3<sup>rd</sup>-grade classes at MI Nurul Islam. The implications of this research can serve as a guide for teachers and stakeholders in developing innovative and engaging teaching strategies to enrich students' learning experiences at the elementary education level.

**Keywords:** *Implementation, Method, Game*

### Introduction

The function of national education is to develop the abilities of learners and shape human behavior and civilization with dignity, aiming to enlighten the lives of the Indonesian nation. Its purpose is to cultivate the potential of learners so that they become individuals who are faithful, devoted to the Almighty, morally upright, knowledgeable, creative, independent, and responsible citizens who make decisions in a democratic manner<sup>1</sup>. In essence, Natural Science (Ilmu Pengetahuan Alam or IPA) originates from the English translation, namely natural science. "Natural" means nature, and "science" means knowledge, so it can be interpreted that Natural Science is a

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<sup>1</sup> Widia Awalia, *et. al.*, . (2021), *Karakteristik Pendidikan Siswa Sekolah Dasar dan Pendidikan Inklusif*. Bogor: Universitas Djuanda, 18

## Applying the Guess-the-Animal-Name Game Method in the IPAS Subject for Grade 3 at MI Nurul Islam Gedangmas, Randuagung Subdistrict

discipline that examines and delves into everything that occurs in nature, whether involving living or non-living entities<sup>2</sup>.

Science learning in elementary school, particularly in grades 1 and 2, where children are typically aged between 6 and 8 years old, brings new meaning to science material for them. Learning at this age prioritizes the involvement of all body parts or sensory perception, as curiosity to explore their surroundings is best navigated through direct experiences. This approach helps them distinguish between fantasy and reality. As for students in grades 3, 4, 5, and 6, aged between 8 and 12 years old, the learning focus evolves. By grade 3, students generally can develop and articulate their ideas. In grade 4, students begin to cultivate curiosity about how things happen, and they can convey facts about the workings of objects or living beings. In grade 5, students typically have good memory and problem-solving abilities. Students in grade 6 share characteristics with those in grade 5, but some may mature and show appreciation for people around them, including educators or teachers<sup>3</sup>

However, in reality, some students may not be able to meet the characteristics mentioned above as expected by teachers. In this situation, teachers should not solely blame the students and their abilities; instead, teachers also bear responsibility for the students' achievements. Therefore, teachers need to pay attention to the implemented learning process. They should evaluate whether the strategies, methods, teaching materials, and even the learning media used have assisted students in understanding the learning material. Selecting the right learning strategies involves considering the relationship between the desired objectives, the connection between teaching materials and the learning content, perspectives from the students, and other considerations. This includes whether it is necessary to introduce alternative teaching methods that can help teachers convey the learning material more effectively to the students.<sup>4</sup>

Learning through game-based methods is a crucial aspect of the learning process that needs to be considered by students. It should be noted that game-based methods are capable of creating a dynamic learning environment. The use of this teaching method fosters an atmosphere that is both enjoyable and yet serious and relaxed. This method transforms the learning environment from being initially passive to becoming more active, from rigid to more flexible, and from dull and boring to enthusiastic. Therefore, this method is suitable for learning processes aligned with the learning objectives, even during free time, with the goal of having fun or entertainment<sup>5</sup>.

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<sup>2</sup> Kumala, Farida Nur, (2016), *Pembelajaran IPA SD*. Malang: Penerbit Edüde Infografika, 4

<sup>3</sup> Jufri, Wahab, (2013), *Belajar Dan Pembelajaran Sains*. Bandung: Penerbit Pustaka Reka Cipta, 113-114

<sup>4</sup> Sobry Sutikno, (2020), *Strategi Pembelajaran*. edited by Nurlaeli. Lombok: CV. Adanu Abimata, 47-48

<sup>5</sup> Sobry Sutikno, (2020), *Strategi Pembelajaran*, 49

The game method is a learning method that utilizes tools or materials, whether digital or traditional, which are useful in enhancing the learning motivation of learners<sup>6</sup>. The game method that can be applied in science (IPA) learning, focusing on the characteristics of animals, is the animal name guessing game method. Guessing games involve guessing an object based on given information. Similarly, in the animal guessing game in this research, the clues provided must align with the criteria or characteristics of the intended animal. Thus, students can guess the object solely from the information they receive. The benefits of this game method include: 1) developing the cognitive abilities of students, 2) fostering curiosity among students, and 3) training the independence of students<sup>7</sup>.

Games are something that can be played using predetermined rules, resulting in winners and losers, and are non-serious and aimed at refreshing<sup>8</sup>. As for the guessing game of animal names, it is almost similar to the word guessing game, except that the guessing game of animal names is more specific to the names of animals. Said explains that learning using the word guessing method is to guess a word by mentioning certain words so that the predetermined word is answered correctly<sup>9</sup>. This definition serves as a reference in the application of the animal name guessing game method because it has similarities in its implementation. More precisely, the word to be answered in the above definition is the names of animals, while the method used to answer the word or animal name is by mentioning the characteristics possessed by that animal.

Learning through this game method, teachers encourage students to actively engage in the learning process so that they can gain experiences and discover certain principles from the experiments they conduct. In accordance with the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, it states that a teacher is a professional educator. Therefore, being a teacher requires having competencies consisting of knowledge, expertise, skills, and attitudes used in fulfilling the role as a learning agent<sup>10</sup>. These competencies are what make a teacher considered a professional educator who can guide students in discovering the principles of learning.

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<sup>6</sup> Daniel, Stepanus, dan Friska Hasali, (2016), "Penerapan Metode Permainan Terhadap Peningkatan Motivasi Belajar Siswa Kelas 3 Dalam Pembelajaran \Pendidikan Agama Kristen Di SD Kristen Kanaan Tangerang." *REGULA FIDEI: Jurnal Pendidikan Agama Kristen* 1(2), 46

<sup>7</sup> Purwanti, Anik, Ratno Abidin, and Naili Sa'ida, (2022), "Upaya Mengembangkan Bahasa Ekspresif Melalui Permainan Tebak Nama Karakter (Hewan) Pada Anak Usia 6-7 Tahun Di SD Negeri 2 Suru Nganjuk." *PEDAGOGI: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini* 8(2), 134

<sup>8</sup> Dian Nurdiana dan Andri Suryadi, (2018), "Perancangan Game Budayaku Indonesiaku Menggunakan Metode MDLC." *PETIK : Jurnal Pengabdian Teknik dan Ilmu Komputer* 3(2), 39.

<sup>9</sup> Alamsyah Said dan Andi Budimanjaya, (2015), *95 Strategi Mengajar Multiple Intelligences Mengajar Sesuai Kerja Otak dan Gaya Belajar Siswa*. Jakarta: K E N C A N A., 95

<sup>10</sup> Febriana, Rina, (2019), *Kompetensi Guru*. edited by B. S. Fatmawati, Jakarta: Bumi Aksara, 18

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### Methods

This research employs a qualitative approach with the aim of descriptively understanding phenomena related to the research subject in a natural context. It is a study intended to reveal, discover, and delve into information related to the effectiveness of the use of teaching methods by third-grade teachers at MI Nurul Islam in the village of Gedangmas. The research is conducted at MI Nurul Islam in the village of Gedangmas, Randuagung Subdistrict, Lumajang Regency. The research focuses on highlighting the effectiveness of teachers in implementing game-based methods in the learning process of the science subject.

In this research, the goal is to identify, uncover, and address weaknesses and issues that have been detected. Problems are resolved by utilizing valid data that aligns with the research objectives. This study classifies data into two types: primary data and secondary data. Primary data refers to information obtained directly from respondents through observations and interviews conducted by the researcher with relevant informants. Conversely, secondary data refers to information obtained by the researcher from existing sources, including documented data.

Data sources refer to various types of information obtained by the researcher from the research subjects, who can serve as respondents or informants. In the context of this research, data and information sources are obtained from third-grade teachers at MI Nurul Islam in the village of Gedangmas. The data considered important in this research are related to the evaluation of the effectiveness of teachers in implementing game-based methods and the approaches used by teachers in the elementary school learning process. Data collection techniques include observation and interviews with teachers as the primary method to obtain relevant information.

In the process of analyzing the data obtained by the researcher, this research adopts the analysis model described by Miles and Huberman as outlined in Sugiyono's work<sup>11</sup>. According to this model, qualitative data analysis is conducted interactively and continuously through the selection of data, data presentation, and drawing conclusions.

### Results and Discussion

The science learning process implemented in the third-grade class at MI Nurul Islam Gadangmas, Randuagung Subdistrict, Lumajang Regency, in Chapter 1 titled "Let's Get to Know the Animals around Us" which contains material about the characteristics of animals, begins with the recitation of a prayer before learning together. After that, the teacher opens the lesson with

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<sup>11</sup> Sugiyono, (2014), *Metodo Penelitian Pendidikan*, Bandung: Alfabeta, 337

simple questions about the students' well-being and whether they are ready to receive today's material. The teacher delivers the material very skillfully and clearly, and the presence of animal illustrations in the learning book helps students understand the lesson. Furthermore, to assess students' understanding, the teacher incorporates game-based methods as one of the applied teaching methods in this session. This method not only determines the extent of students' comprehension but also makes the classroom atmosphere lively and enthusiastic. The game method starts with the formation of groups within a class, with 5 students in each group. One person serves as an informant or the one providing clues so that the displayed object can be guessed, and the other 4 students guess the provided object. The informant can provide information about the object or the name of the animal in the quiz by mentioning its characteristics. The group is considered successful if the 4 designated guessers can correctly identify the object or the name of the animal.

Based on the research conducted on third-grade students at MI Nurul Islam Gadangmas, Randuangung Subdistrict, Lumajang Regency, in science learning by implementing and utilizing game-based methods, it is found to significantly help improve the critical thinking skills of the students. Additionally, students are more active during the learning process. Through this teaching method, students comprehend the material more quickly, as they are required to accurately identify the characteristics of animals to answer the provided quizzes. This aligns with the information provided by Jaka and his colleagues in the book "Strategi Pembelajaran" that game-based teaching methods can enhance children's memory skills, make learning more enjoyable, prevent boredom, and increase imaginative and creative abilities. For a child, playing serves as a means of learning to mature in a enjoyable way<sup>12</sup>.

In addition to enhancing knowledge, game-based methods are approaches that can boost interest, learning motivation, and entertainment for students. Learning through play, implemented in elementary school students, is one solution created to increase students' interest in learning. With learning through play, students feel joy during the learning process<sup>13</sup> (Learning motivation is crucial in education, but it can be challenging to instill motivation in students. Therefore, there is a need for periodic changes in the implementation of teaching methods to avoid monotonous learning.

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<sup>12</sup> Kusuma, Jaka Wijaya, Arifin, Dhanan Abimanto, Hamidah, Yuyun Dwi Haryanti, Ahmad Khoiri, Evi Susanti, Qoidul Khoir, Ni'ma M. Alhabsyi, and Najamuddin Petta Solong, (2022), *Strategi Pembelajaran*. edited by Paput Tri Cahyono. Batam: Yayasan Cendikia Mulia Mandiri., 129

<sup>13</sup> Bate'e, Anggelika Kristiani, Jeni derana Laol, Serasti Dohona, and Indah Wijaya Lase, (2023), "Penerapan Metode Permainan Untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar." C.E.S (Prosiding Conference of Elementary Studies)., 49

## Applying the Guess-the-Animal-Name Game Method in the IPAS Subject for Grade 3 at MI Nurul Islam Gedangmas, Randuagung Subdistrict

The introduction of game-based methods makes students more active in the learning process, and at times, students are observed to be enthusiastic and competitive during the games<sup>14</sup>

This learning aims to investigate the implementation of the guessing the animal name game method in the 3rd-grade science class at MI Nurul Islam Gadangmas, Randuagung Subdistrict, Lumajang Regency. The research results indicate that the application of the guessing the animal name game method enhances students' interest, motivation, and thinking abilities regarding the characteristics of each animal. Consequently, it can be identified that this game method significantly helps students in recognizing animals around them. In each group, students also demonstrate active and enthusiastic involvement. Most importantly, students enjoy the learning process, which involves learning while playing. Although some students may have difficulty defining the quizzes they receive, the learning process still runs well and is enjoyable. However, in addition to the mentioned advantages, there are some minor drawbacks to the implementation of this teaching method. The main drawback is related to the noise generated during the learning process. Therefore, it is recommended that the game method be conducted in a location somewhat away from other classrooms to prevent disruption to learning in neighboring classes. Despite this, the research findings can provide innovative and creative ideas for the development of enjoyable learning for teachers and students. Thus, it is hoped that this research is beneficial for its readers.

### Conclusion

Based on information obtained from third-grade teachers at MI Nurul Islam in the village of Gedangmas, this research utilizes a qualitative approach to assess the effectiveness of teaching methods used by third-grade teachers in the science subject. Data collection is conducted through observation and interviews with teachers as the primary methods to obtain relevant information. The aim of this research is to demonstrate a significant improvement in student participation and understanding of animal concepts after implementing the guessing the animal name game method. Additionally, it is expected that the game method will also enhance the level of enthusiasm and learning motivation among students. Therefore, the results of this research provide positive implications for the development of innovative and engaging teaching strategies to enrich the learning experience of students at the elementary level.

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<sup>14</sup> Muharam, Agus, Wina Mustikaati, Adela Fauziah, Intan Fadila, and Salsa Maria, (2023), "Pengaruh Permainan Dalam Pembelajaran IPAS Terhadap Motivasi Belajar Siswa Kelas 4 SDN Cibungur." *Jurnal Sinektik* 8(1), 5-7  
116 | **International Journal of Islamic Education (IJIE)**, Vol. 2 No. 2 (July - December 2023)

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