

THE IMPLEMENTATION OF EDUCATIONAL GAME CHANGES STUDENTS' PASSIVE CHARACTER AT NURUL JADID SENIOR HIGH SCHOOL

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Abstract: *This classroom action research aimed to improve the activeness of students at Nurul Jadid Senior High School by implementing educational games as part of the learning process. Many students were initially passive, rarely asking questions, giving opinions, or participating in discussions. The research used a collaborative classroom action research (CAR) design with two cycles consisting of planning, acting, observing, and reflecting. Data were collected through observation, questionnaires, and documentation. The findings showed a significant improvement in students' activeness: in the first cycle, only 45% of students actively participated, while in the second cycle, participation increased to 82%. The implementation of educational games successfully changed the students' passive character into a more active and engaged attitude in the classroom.*

Keywords: *educational game, student activeness, passive character, classroom action research*

Education in the 21st century places a strong emphasis on the development of critical thinking, creativity, collaboration, and communication skills (Purwanti et al., 2022). These four elements, often referred to as the 4Cs, are essential for preparing students to face the challenges of rapidly changing world. In order to achieve these competencies, the learning process must shift from teacher – centered instruction to student – centered learning, where students actively participate, engage, and contribute during lessons. However, the reality in many classrooms still shows that a large number of students remain passive. This is particularly evident in Nurul Jadid Senior High School, where observations indicate that many students tend to remain silent, show reluctance to answer or ask question, and display minimal enthusiasm in group discussion. Such passivity not only weakens the classroom atmosphere but also hinders the achievement of optimal learning outcome (Fitriani et al., 2021).

Passive behavior in students can stem from several factors. Some students may lack confidence in expressing their opinions, while others may feel unmotivated by conventional teaching methods that are dominated by teacher. In such situation, student often become mere recipients of knowledge rather than active constructors of understanding (Hu et al., 2021). This condition, if left unaddressed, can negatively impact their academic performance, social interaction skills, and readiness for higher education of future careers. Therefore, finding strategies to encourage active participation and engagement in the classroom is of great importance.

One promising alternative to overcome this challenge is the integration of educational games into the teaching and learning process. Educational games are designed not only for entertainment but also for enhancing learning experiences by combining elements of play with academic content (Lopez-Fernandez et al., 2023). Research has shown that educational games can increase student motivation, foster a sense of competition and collaboration, and create a more enjoyable classroom environment. Games allow students to learn in a relaxed yet focused manner, where they feel more confident to participate actively without the fear of being judged. Moreover, the use of games stimulates learning styles, engaging visual, auditory, and kinesthetic learners alike.

Previous studies have consistently demonstrated the effectiveness of educational games in improving students' engagement and participation. For example, studies in various contexts have shown that games can increase students' willingness to ask question, work together in groups, and develop problem – solving skills. These findings provide a strong theoretical and practical foundation for implementing educational games in the classroom. At Nurul Jadid Senior High School, where passivity has been indentified as a challenge, educational games present a valuable opportunity to transform the classroom into a more dynamic, interactive, and student learning centre.

Therefore, this study focuses on the implamentation of educational games as a strategy to change the passive character of student at Nurul Jadid Senior High School. By designing and applying a series of classroom action research (CAR) sycles, this reaserach aims to examine how educational games can foster active participation, build confidence, and improve students' overall learning experience. The study is expected to contribute not only to the improvement of teaching and learning practices at Nurul Jadid but also to provide insights for other educators seeking innovative approaches to address student passivity in their classrooms.

METHOD

This research applied Classroom Action Research (PTK) with two cycles, each consisting of action (implementing the plan in classroom learning) and reflection (analyzing results and planning improvements for the next cycle) (Siti Khasinah, 2021). The participants were 26 students from Class XII Language 8 at Nurul Jadid Senior High School. The indicators of activeness included asking questions, answering questions, expressing opinions, group cooperation, and enthusiasm.

The research instruments consisted of five components. First, the Lesson Plan and Game Package contained learning objectives, game rules, materials, assessment sheets, and time allocation. Second, pre-test and post-test measured vocabulary and grammar skills through multiple-choice, short-answer, and written production items (Jeenpracha et al., 2023). These were administered before and after the intervention, with scores converted to percentages. Third, the Speaking Assessment Rubric evaluated fluency, accuracy, pronunciation, interaction, and vocabulary range using a 1-4 scale during game activities. Fourth, the Behavior Observation Sheet was a checklist to observe student activity or passivity during learning. Fifth, the Attitude and Motivation Questionnaire used a Likert scale to measure changes in students' interest, self-confidence, initiative, and learning motivation before and after the intervention.

The data analysis employed a qualitative approach to demonstrate how educational games transformed students' character from passive to active in the learning process, with analysis conducted during each action cycle.

RESULT AND DISCUSSION

Cycle I

Implementation : Educational games were introduced in group learning.

Reflection : The teacher needed to give clearer instructions, smaller group sizes, and more encouragement for shy students.

Cycle II

Implementation : Improved intructions and more interactive games were used, such as Quiz and role – play games.

Discussion

the research result showed that the implementation of educational games significantly reduced student passivity and fostered more active learning behaviors in the classroom. The learning environment became more dynamic, interactive, and enjoyable. Students appeared more enthusiastic about participating in each activity and demonstrated increased self confidence, enthusiasm, and ability to collaborate with their classmates.

These findings indicate that integrating educational games into English learning can effectively transform students' roles from passive recipients of information to active participants in the learning process. This aligns with constructivist theory, which emphasizes that knowledge is more meaningful when acquired through direct involvement and active social interaction. Through games, students gain opportunities to communicate, compete healthily, and collaborate, thus encouraging spontaneous language use and fostering intrinsic motivation to learn (Mishra, 2023).

In practical terms, the results of this study imply that teachers should make educational games one of the learning strategies that can be applied regularly in the classroom. The use of educational games not only makes the learning process more enjoyable, but also reduces students' anxiety levels when speaking or expressing their opinions (Masadeh, 2022). The competitive yet collaborative atmosphere in games helps create a positive learning environment, where students feel valued for their efforts and are encouraged to demonstrate creativity and cooperation.

This study confirms that educational games are not merely a means of entertainment, but are effective pedagogical tools in shaping students' learning behaviors and characters. By increasing self confidence, motivation, and interaction skills, educational games contribute significantly to students' cognitive and effective development (Sharipova nodira, 2023). These findings also have broader implications for language education, particularly in the context of student centered learning, as they have been proven to bring about significant changes in learning behavior and improve learning outcomes.

CONCLUSSION

The implementation of educational games at Nurul Jadid Senior High School effectively changed students' passive character into more active participation in the classroom. Students became more enthusiastic, communicative, and confident in expressing ideas. Educational games can be recommended as an alternative strategy for teachers to build interactive and student centered learning.

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