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IMPROVING STUDENT LEARNING OUTCOMES ACTIVITIES THROUGH THE IMPLEMENTATION OF GAME BASED LEARNING MODEL USED BY SMART HAFIZ MEDIA AND TRADITIONAL GAMES

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Abstract

This research was conducted over three learning sessions. The subjects were second-grade students at SDN Cibeureum Mandiri 2, Cimahi City, in the 2025/2026 academic year. There were 34 students in this class. This research was motivated by low student activity during learning and a lack of comprehension of fictional stories, resulting in declining learning outcomes. The main objectives of developing and implementing this learning model were to improve learning comprehension, preserve students' traditional game culture, and improve student learning outcomes using the Game-Based Learning (GBL) model assisted by Smart Hafiz and Traditional Games. Data were obtained from student learning activities and employed the Kemmis & McTaggart research design through CAR. Data analysis was calculated based on instruments and indicators in the form of pretests and posttests with 10 questions. The data analysis technique used was the Completion Indicator. The results of the Formative Assessment study on student activity showed a significant increase in student learning outcomes, from 65% (fairly good) in the first meeting to 80% (very good) in the second meeting. Student activity increased to 95% (mostly active) in the third meeting. Analysis of learning outcomes showed a 70% pretest in the first meeting, an 87% pretest in the second meeting, and a 100% pretest in the third meeting. Overall, this study concluded that the combination of learning models was effective in improving student activity and learning outcomes.

Keywords: Game-Based Learning, reading comprehension, fiction stories, learning activities, learning outcomes, traditional games

Abstrak. Penelitian ini dilaksanakan dalam tiga siklus pembelajaran. Subjek penelitian adalah siswa kelas II di SDN Cibeureum Mandiri 2, Kota Cimahi, pada tahun ajaran 2025/2026, dengan jumlah 34 siswa. Penelitian ini dilatarbelakangi oleh rendahnya keaktifan siswa selama proses pembelajaran serta rendahnya pemahaman terhadap cerita fiksi, yang berdampak pada penurunan hasil belajar. Tujuan utama pengembangan dan penerapan model pembelajaran ini adalah meningkatkan pemahaman belajar, melestarikan budaya permainan tradisional pada siswa, serta meningkatkan hasil belajar melalui penerapan model *Game-Based Learning* (GBL) yang dibantu media Smart Hafiz dan permainan tradisional. Data diperoleh dari aktivitas belajar siswa dan penelitian menggunakan desain Kemmis & McTaggart melalui Penelitian Tindakan Kelas (PTK). Analisis data dilakukan berdasarkan instrumen dan indikator berupa pretest dan posttest berjumlah 10 butir soal. Teknik analisis data yang digunakan adalah Indikator Ketuntasan. Hasil kajian asesmen formatif terhadap aktivitas siswa menunjukkan peningkatan yang signifikan pada aktivitas belajar, yaitu dari 65% (cukup baik) pada pertemuan pertama menjadi 80% (sangat baik) pada pertemuan kedua. Aktivitas siswa meningkat lagi menjadi 95% (sebagian besar aktif) pada pertemuan ketiga. Analisis hasil belajar menunjukkan persentase sebesar 70% pada pretest pertemuan pertama, 87% pada pretest pertemuan kedua, dan 100% pada pretest pertemuan ketiga. Secara keseluruhan, penelitian ini menyimpulkan bahwa kombinasi model pembelajaran tersebut efektif dalam meningkatkan aktivitas siswa dan hasil belajar.

Kata kunci: *Game-Based Learning*, pemahaman membaca, cerita fiksi, aktivitas pembelajaran, hasil belajar, permainan tradisional

Introduction

Indonesian language learning at the elementary school level plays a role in developing basic literacy skills in lower-grade students, particularly in reading comprehension of fictional stories at SDN Cibeureum Mandiri 2 in grade 2. Reading comprehension is the ability of students to deeply understand, analyze, and evaluate the content of a reading text. This is measured through the following indicators: identifying characters, plot, and setting in the text, drawing implicit conclusions from the text, identifying moral messages in the text, and creating a concise and concise summary of the overall text.

Disadvantages in achieving these learning objectives have been identified. In the classroom, teacher-centered and conventional methods, such as lectures and direct assignments, remain dominant, resulting in passive, non-interactive, and non-involved student learning. This problem is evident in the low pretest scores of students in identifying story elements, stating moral messages and messages, and summarizing fictional stories. These data indicate that reading comprehension skills have not been optimally developed.

To overcome the tendency of passive student learning, innovation is needed during the implementation of learning, namely an innovative and interactive learning model. Innovative models can create a relevant, fun and interesting learning environment, so that students are encouraged to participate actively. The combination of technology such as smart Hafiz and cultural elements by using traditional games as a learning strategy to integrate the curriculum with students' daily lives that are in accordance with the real world and preserve national culture through traditional games, this also utilizes the characteristics of second grade students who like exploration and playing while learning. Thus, this designed learning model

is expected to be effective in increasing student engagement cognitively, affectively and psych motorically which are the main things to improve learning outcomes.

This research incorporates the Game-Based Learning (GBL) model as its primary focus. Game-Based Learning (GBL) is a learning approach that utilizes game tools and media, along with game design, to enhance motivation, problem-solving, and conceptual understanding. This research expands Game-Based Learning (GBL) beyond digital games to include: (1) Smart Hafiz utilizes educational technology as an audio-visual medium that can present fictional stories in a more engaging and modern way, assisting students in the read-aloud and pre-reading process. (2) Traditional Games: An integration of play and learning used by students as a means of reinforcement and post-reading practice. These games are adapted to physically and collaboratively test their understanding of the plot, characters, or setting of fictional stories.

The combination of Game-Based Learning (GBL), Smart Hafiz, and traditional games creates a comprehensive learning activity, with initial motivation from the game, more engaging presentation of the material, and reinforcement of understanding through collaborative physical activity. The current application of Game Based Learning (GBL) research is mostly digital based, while studies on the integration of audio-visual media through smart Hafiz and traditional games for reading comprehension of fictional stories in grade II are still limited. In addition, not many have tested the increase in activity and learning outcomes within the CAR framework. This research was carried out using a combination of three components, namely the Game Based Learning Method, audio-visual media and traditional games that were modified for the domain of reading comprehension and traditional game mechanisms by dividing students into several groups and then carrying out games accompanied by fictional story questions**.**

The objectives of implementing the Game-Based Learning (GBL) model are: (1) To improve the learning activities of second-grade students at SDN Cibeureum Mandiri 2 in Indonesian Language, specifically in Reading and Comprehension of Fiction Stories. (2) Can the use of the GBL model, assisted by Smart Hafiz and Traditional Games, improve student learning activities and outcomes with a success rate of >70%? (3) It is hoped that through the formulation of these objectives, this research will provide benefits in developing effective, relevant, and contextual learning models for elementary school students.

Method

This research method uses the Kemmis and McTaggart spiral model design, combining data with a Classroom Action Research design. It was implemented in several cycles or three meetings, each with four main stages: planning, acting, observing, and reflecting.

This research was conducted at SDN Cibeureum Mandiri 2. The research subjects were 34 second-grade elementary school students, consisting of 16 girls and 18 boys. The learning method used the independent curriculum, with each meeting lasting 60 minutes, and Indonesian language instruction. The fictional story used was entitled "Kancil dan Buaya" (Mouse Deer and Crocodile).

Understanding the content of simple narrative texts (fictional stories/fairy tales) through independent reading with teacher guidance, including identifying intrinsic elements (characters, plot, setting) and moral messages.

Learning objectives students can Identify the main characters, the plot (conflict about crossing the river), and the setting (river/forest). from the cleverness of the mouse deer in outwitting the crocodile, finding moral messages, such as "intelligence is superior to physical strength," and creating a short summary of the story, either orally or in writing.

The research was conducted on October 30, 2025, semester 1 of the 2025-2026 academic year, planned for three meetings. The material studied was Reading Comprehension of Fiction Stories.

The implementation procedure for the Game-Based Learning (GBL) model combined with Smart Hafiz and traditional games was carried out in the following steps:

1. Planning (teacher activities)
    a) Developing learning materials by developing lesson plans that integrate GBL, Smart Hafiz, and traditional games for fictional story material.
    b) Preparing instrument sheets in the form of teacher and student activity sheets.
    c) Preparing student activity observation sheets containing indicators, scales/rubrics, and assessors.
    d) Preparing five descriptive questions for pretest and posttest learning outcomes to measure comprehension of fictional stories.
    e) Preparing Smart Hafiz media for audio-visual presentations of fictional stories and determining the types of traditional games to be adapted for gameplay: Oray-orayan, where the winner gets to answer the fictional story about the Crocodile and the Mouse Deer, and sepdur-sepdur, where the winner gets to play the fictional story.
    f) Agreeing on the implementation of the collaboration by coordinating with the teacher as collaborator regarding the role of observation and data recording.
    g) Prepare a letter of permission from the principal to conduct the research.
    h) Analyze data using percentages and N-gain to improve learning outcomes and effect size (Cohen's d/r) for learning activities, with the success criteria being >70% of students achieving the minimum competency.

2) Implementation of actions at each meeting

a) The teacher explains the learning objectives, GBL rules and points, and divides students into groups/teams. Media scoreboard and group names.
b) Students observe the learning procedures to be implemented
c) Story presentation: (1)The teacher plays a fictional story using a Smart Hafiz device to make learning more engaging by using audiovisuals to present a story appropriate for grade 2 students. Media audiovisual media for fictional stories. Students listen to a fictional story using audiovisual media.
d) Exploration and Reading Comprehension: students collaborate in groups to discuss the story's content, including characters, plot, and moral message, and note important points. The teacher acts as a facilitator
e) Game implementation: students play a modified traditional game, integrating comprehension questions about fictional stories into the game mechanics. For example, students who win receive a question card to answer. Media modified traditional game of *oray-orayan*.
f) Evaluation and feedback: the teacher awards rewards in the form of praise and points to active and winning groups and summarizes the lesson based on the game's results. Media scoreboard and stars.
g) Post-test at the end of the meeting. Students take a test individually to assess their reading comprehension skills in fictional stories.

3) Observation (teacher activities)

The teacher, acting as a collaborator, observed and recorded each activity, including the implementation of the lesson plan and student interaction using an observation sheet. Recording Quantitative Data: Collecting learning outcome data from pre-test and post-test scores.

4) Reflection (teacher and student activities)

Analyze qualitative data during activity observations and calculate percentages. Then, calculate quantitative data analysis to measure test results and determine the level of completion. Follow-up actions can be determined if the indicators for student activity success and learning outcome completion are ≥ 70%. If not, improvements or revisions to the media are made and continued to the next meeting.

Observation rubric (for process assessment), Teacher observation rubric during group discussions. Show in Table 1.

Table 1. Teacher observation rubric

Indicator	Skor 4 (Very Good)	Skor 3 (Good)	Skor 2 (Fair)	Skor 1 (Poor)
Characters/Plot/ Setting	Mentions completely with accurate text examples	Mentions most of the plot with accurate examples	Mentions the basis but incompletely	Mentions only names without details
Inference	Draws logical conclusions using text evidence	Conclusion is accurate but evidence is insufficient	Partial conclusion	No conclusion
Moral Message	Explains morals with personal relevance	Mentions standard morals	Only repeats the final sentence	Does not understand the moral
Summary Concise	Concise, sequential (3-5 sentences)	Concise but not sequential	Too long/short	Not coherent

Learning outcome score categories:
86-100 : Very Good (mastered all indicators).
71-85 : Good (mastered 3 indicators).
56-70 : Adequate (mastered 2 indicators).
≤55 : Poor (mastered <2 indicators).
Completion criteria: ≥70 with a minimum of 70% of students completing each cycle

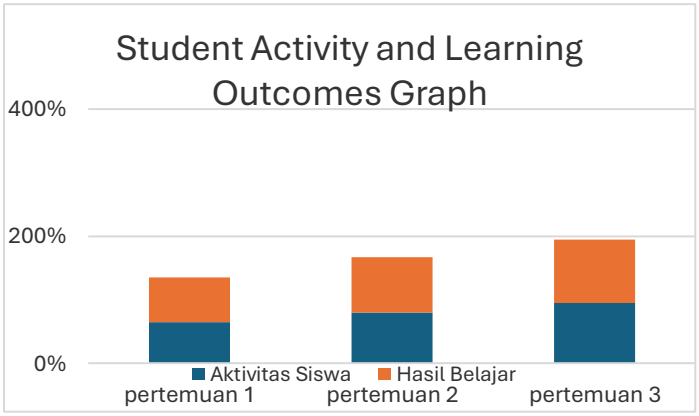
Results and Discussion

Results

Learning Resources: Using fictional storybooks and supplementary stories through Smart Hafiz. Students were engaged and enthusiastic about using the Smart Hafiz audiovisual displays. Learning became more interactive, and student concentration increased by 87%. The story duration using Smart Hafiz was too long, so the solution was to present it briefly and use pauses, followed by a brief Q&A session. Using Smart Hafiz to present the story and an infocus to demonstrate how to play traditional Game-Based Learning (GBL) games. Using multimedia motivated students and made the atmosphere more engaging. Students who were previously reluctant to read became enthusiastic and eager to listen to the story. Students had to take turns using Smart Hafiz due to the limited number of students and the infocus's unclear images. This solution was overcome by using Smart Hafiz alternately, while some groups read the storybook. To ensure a clear infocus, students sat closer to the infocus. 3) Implementing the GBL model through traditional games, *oray-orayan* and *sepdur-sepdur*. Students become happier because they can play while learning, increasing their activity level from 65% to 92%. The problem encountered was that some students tended to be more dominant in the game. The solution was to assign clear roles and tasks to group members.

Table 2. Testing the Effect of the Game-Based Learning Model Assisted

Description	Formatif Assessment	Summative Assessment
Meeting 1	65 %	70 %
Meeting 2	80 %	87 %
Meeting 3	95 %	100 %



Gambar 1. Percentage Increase in Student Activity and Learning Outcomes

Statistics of pretest and posttest results of students' reading comprehension (referring to the operational definition: characters/plot/setting, inference, moral message using three cycles of PTK using the fictional story "Kancil dan Buaya" completion ≥ 70

Table 2. Pretest and posttest results of students' reading comprehension

Cycle	Pretest Mean	Posttest Mean	Completion Percentage	N-Gain
Cycle 1	55.2	72.8	65%	0.38
Cycle 1	58.1	81.4	85%	0.50
Cycle 1	60.3	88.7	95%	0.73

Discussion

The success and completeness of the learning process, along with an increase in student activity to 92%, demonstrate the effectiveness of the GBL model. These results align with previous research, including an article by Lutfiyah (2025), which states that cooperative game-based learning can significantly improve motivation and learning outcomes, especially in lower grades. This study reinforces the view of Wulandari et al. (2024). This article on local wisdom states that integrating traditional games into the GBL model is an effective and sustainable strategy for improving learning outcomes and preserving culture. Based on the theory above, GBL can increase student activity because students become more enthusiastic and interested in carrying out learning with full challenges and there are rewards for students who successfully complete the game and answer the questions correctly. The

use of smart hafiz media can help students understand the contents of the story and is supported through traditional games so that students can collaborate.

The implementation of *game-based learning* (GBL) in primary education is commonly carried out through a coherent and cyclical sequence of steps: goal orientation, collaborative group organization, structured gameplay, reflection, and assessment with reinforcement. In the initial orientation phase, the teacher clarifies the learning objectives, the pedagogical rationale for using games, and the rules of play so that students have clear expectations, feel secure in the process, and are encouraged to participate actively. This approach aligns with evidence showing that GBL—both in digital formats and educational game applications—tends to increase students' interest and readiness to learn because learning activities are experienced as more meaningful and enjoyable (Islam et al., 2024; Rahmah, 2023; Lutfiyah, 2025). When objectives and rules are made explicit from the outset, games are no longer perceived as merely "extra" activities; instead, they function as structured learning environments that require attention, persistence, and procedural compliance.

The next stage involves dividing students into groups. Group organization is essential because GBL not only targets cognitive outcomes but also activates social processes—discussion, negotiation of strategies, role distribution, and shared responsibility. In practice, collaborative work provides opportunities for students to express ideas, listen to peers, and develop collective decisions. These social benefits are consistent with findings from interaction-based learning, indicating that collaborative approaches (including role-playing supported by learning media) can strengthen social attitudes and the quality of peer interaction (Muttabiah & Purwanti, 2023). Within GBL contexts, collaboration can also serve as a "bridge" for initially passive learners to contribute, because gameplay creates situations that demand concrete participation rather than solely individual responses.

During the core phase, students engage in gameplay—whether through traditional games or educational games—while completing challenges designed to align with specific learning indicators. At this stage, healthy competition and graded challenges operate as motivational drivers and triggers for cognitive focus. Several studies have reported that GBL contributes to increased learning motivation and student engagement, particularly when games provide clear goals, rapid feedback, and a sense of achievement (Islam et al., 2024; Rahmah, 2023). Moreover, digital implementations of GBL (e.g., digital game-based learning/DGBL) have been shown to create more engaging learning experiences and support faster conceptual understanding, as students "learn by doing" within interactive tasks (Anggraini et al., 2021; Lutfiyah, 2025). At the same time, traditional games grounded in local wisdom can enhance contextual relevance, strengthen cultural connectedness, and deepen

the meaning of learning experiences, thereby making it easier for students to remember procedures and internalize embedded learning values (Aditama et al., 2022; Satriawan, n.d.).

Following gameplay, group discussion and reflection constitute a critical phase that often determines the quality of learning outcomes. Reflection helps students transform play experiences into structured knowledge: which strategies worked, which concepts were applied, what errors occurred, and how improvements can be made. Within instructional frameworks that emphasize higher-order thinking, reflection sessions can be directed toward reasoning, justification of decisions, and evaluation of strategies. This is consistent with evidence that inquiry-based learning can foster critical thinking and enrich problem-solving processes when students are guided to reason about and evaluate the outcomes of their activities (Baharudin et al., 2024). When learning targets are oriented toward creativity, the processes of strategizing, exploring alternative actions, and formulating post-game conclusions can become authentic practice spaces for creative thinking—particularly when teachers design reflective prompts that require flexibility and originality in students' solutions (Hofifah & Mislan, 2025; Salma et al., 2025).

The assessment and reinforcement stage (e.g., recognizing successful groups) helps sustain a supportive learning climate. Appropriate reinforcement—rather than merely highlighting winners—can motivate groups that did not succeed, thereby supporting confidence and learning persistence. In GBL contexts, this component is crucial so that competition remains healthy and does not become a source of social pressure for certain students. Empirical findings emphasizing increased motivation and engagement in GBL suggest that feedback and appreciation play central roles in maintaining students' enthusiasm for learning (Islam et al., 2024; Rahmah, 2023). When combined with purposeful reflection, assessment does not merely measure achievement; it also cultivates metacognitive awareness, enabling students to understand why strategies succeed or fail and to plan improvements for subsequent rounds of gameplay.

Overall, the frequently reported benefits of GBL—such as increased motivation, greater strategic creativity, clearer comprehension of learning content, improved communication and collaboration skills, and memorable hands-on experiences—can be understood as outcomes of instructional design that integrates clear goals, authentic activity, and social interaction. GBL makes learning more "alive" because students do not simply receive information; they experience concepts through actions, challenges, and decisions embedded in the game environment (Anggraini et al., 2021; Lutfiyah, 2025). When games are linked to local wisdom or traditional play, learning experiences may extend beyond the classroom into homes and communities, as students are inclined to replay the games, share experiences, and reapply rules and strategies they have learned (Aditama et al., 2022; Satriawan, n.d.). Thus, GBL

should not be viewed solely as a variation of teaching technique, but as a pedagogical approach capable of integrating cognitive, social, and affective dimensions simultaneously—provided that teachers implement the stages consistently, structure reflection meaningfully, and manage assessment in fair and motivating ways (Baharudin et al., 2024; Hofifah & Mislan, 2025).

Conclusion

The implementation of the Game-Based Learning model combined with Smart Hafiz and Traditional Games in second-grade students at SDN Cibeureum Mandiri 2 improved student learning activities in the Indonesian language subject, specifically reading comprehension for fictional stories. The use of the Game-Based Learning model, aided by Smart Hafiz and Traditional Games, improved student activity and learning outcomes, with a success rate of >70%. Assessment and evaluation results show that formative assessment, through student activities, was carried out with high quality, with an increase from moderately active to very active, from 65% in session 1 to 95% in session 3. Summative assessment, through learning outcomes, was implemented thoroughly through Reading Comprehension for Fictional Stories, increasing from 70% in session 1 to 100% in session 3. Based on the above data, it can be concluded that the implementation of the Game-Based Learning model, aided by Smart Hafiz and Traditional Games, has proven effective in improving the activity and learning outcomes of second-grade students in SDN Cibeureum Mandiri 2.

This GBL learning model can be an inspiration for schools and can be combined with other multimedia and integrated into other subjects, thereby further enhancing students' understanding of concepts and collaboration. Teachers can continue to innovate and vary methods and media, for example, traditional games and utilize digital media appropriate to the material to increase learning interest in lower-grade students.

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