



The Influence of the Implementation of the Game-Based Learning Model (Squid Games) on Learning Outcomes in the Indonesian Language Education Subject for Third Grade Students at SD Negeri Bangsal 3, Kediri City

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Abstract

Introduction to The Problem: This community service activity is carried out with the aim of improving student learning outcomes through the Game-Based Learning model (Squid Game). **Purpose:** The purpose of this study is to improve student learning outcomes through the Game-Based Learning model (Squid Game). **Design/methods/approach:** The method used in this study is a quantitative approach, with the research target being 29 third-grade elementary school students. Data collection for this study was conducted over a period of 1 month. **Findings:** The results and findings of this study indicate that the implementation of the Game-Based Learning model (Squid Games) can improve learning outcomes in the Indonesian Language Education subject for third-grade students at SD Negeri Bangsal 3, Kediri City.

Keywords: Learning Outcomes, Learning Model, Game-Based Learning.

Introduction

Education functions as a system that cannot operate effectively if one of its subsystems encounters obstacles, leading to the failure of each subsystem to play its role optimally in achieving the desired goals (Lengkana & Sofa, 2017). Therefore, educational development must align with the transformation process of life. Education, by its nature, is an effort to nurture or empower individuals to possess noble character (Agistiawati & Asbari, 2020). Development that enhances the quality of education at all levels is crucial for adapting to future changes. Education that fosters growth for the future is education that can develop students' potential, equipping them to face and solve various life challenges. To improve the quality of education and achieve educational goals effectively, it is essential for teachers to provide preparation that fosters students' abilities, facilitates knowledge development, and establishes clear boundaries, as education is vital for every individual (Komariah et al., 2018).

The Indonesian language plays many important roles. One of its roles is as the national language, used as a tool for communication in daily life. Additionally, Indonesian serves as a communication tool that can unite the diverse cultures within the country. The existence of the Indonesian language is extremely important, especially as a means of communication in daily life.

Education in this century must prepare students to face the technological advancements in information and communication that will emerge in society. In fact, 21st-century learning is the result of societal development over time. Everyone is familiar with the evolution of society: from primitive society to agricultural society, then to industrial society, and ultimately to informational society. The rise of digitalization marks the advent of an informational society. The use of computers, the internet, and mobile phones has increased rapidly from 1960 until today, resulting in a shift from an offline society to an online society (Syahputra & Surya, 2017).

One way to prepare students for the 21st century is by implementing interactive learning models. Game-Based Learning (GBL) can be applied in classroom learning. Game-Based Learning (GBL) is an interactive learning approach that uses games to help students learn. According to Ishak, Nor, and Ahmad (2017), Game-Based Learning (GBL) is an interactive learning model that integrates various game elements into the learning process, aiming to make learning more engaging and encourage students to participate more actively in learning activities. Indonesian language education can be presented in a more engaging way by incorporating game elements. This will motivate students to become more active and involved in the lesson. One of the GBL methods that can be applied is Squid Game. This method not only allows students to learn through challenges and successes but also helps them learn how to solve problems and collaborate.

Based on the findings from observations, the learning outcomes of third-grade students in the Indonesian Language Education subject at SD Negeri Bangsal 3, Kediri City, were found to be lacking. Only 55% of the total students were able to meet the success indicators. With the use of the Game-Based Learning (Squid Game) method, it is expected to help students achieve maximum learning outcomes, which will serve as a basis for determining the skills expected. The scores obtained from learning outcomes also determine students' learning completion, which affects whether they will move on to the next level.

Methods

The method used in this community service project is a quantitative approach, with data collection on learning outcomes before and after the implementation of the Game-Based Learning (Squid Game) model. The sample for this study consists of 29 third-grade students. The community service took place at SD Negeri Bangsal 3, Kediri City, and the duration of the service was from February 2025 to March 2025.

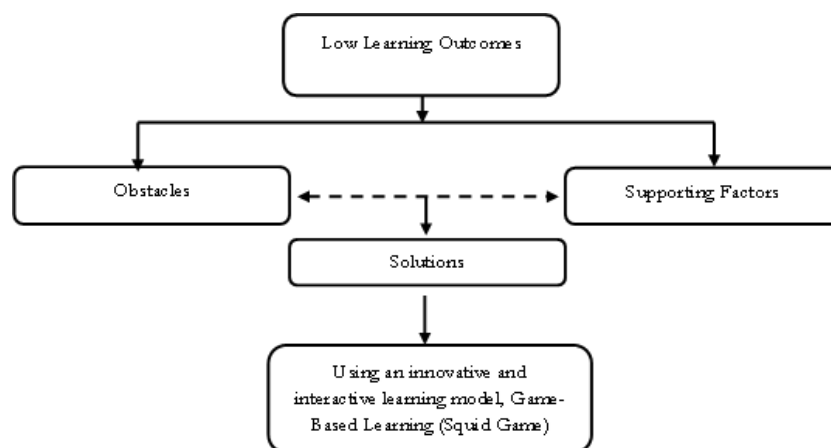


Figure 1. Conceptual Framework

Result

Cycle 1

During the implementation of cycle 1, which was conducted on February 17, 2025, the learning outcomes for third-grade students in the Indonesian Language subject at SD Negeri Bangsal 3, Kediri City, were as follows:

Table 1. Student Learning Outcomes

No	Student Name	Total Score	Remarks
1	ASZM	70	Not Completed
2	CAN	90	Completed
3	CAFMK	80	Completed
4	DZTA	40	Not Completed
5	DAD	70	Not Completed
6	DN	80	Completed
7	EFY	70	Not Completed
8	FEN	50	Not Completed
9	FFS	80	Completed
10	GS	50	Not Completed
11	GMAD	80	Completed
12	IRA	80	Completed
13	KTH	80	Completed
14	KSRP	70	Not Completed
15	LAL	60	Not Completed
16	MAM	80	Completed
17	MCJ	80	Completed
18	MFF	50	Not Completed
19	MF	60	Not Completed
20	MYA	80	Completed
21	NRF	90	Completed
22	NSR	80	Completed
23	NCA	80	Completed
24	REP	80	Completed
25	SAR	80	Completed
26	VAD	90	Completed
27	ZAR	60	Not Completed
28	ZAA	70	Not Completed
29	AC	80	Completed
Average score		73	Not Completed

In the implementation of Cycle 1, the average score in one class was 73, with only 16 students achieving the Minimum Completeness Criteria (KKM), while the remaining 13 students scored below the KKM. This shows that only 55% of the students in Cycle 1 reached the success indicator. The factors contributing to the low learning outcomes of the third-grade students in the Indonesian Language subject include the frequent use of the Problem-Based Learning (PBL) model by the teacher and the lack of interactive media, which led to a monotonous learning process and negatively affected the students' learning outcomes.

Cycle 2

In the implementation of Cycle 2, which took place on February 19, 2025, the learning outcomes of the third-grade students in the Indonesian Language subject at SD Negeri Bangsal 3, Kediri City, are as follows:

Table 2. Learning Outcomes of Cycle 2

No	Student Name	Total Score	Remarks
1	ASZM	80	Completed
2	CAN	100	Completed
3	CAFMK	90	Completed
4	DZTA	60	Not Completed
5	DAD	80	Completed
6	DN	80	Completed
7	EFY	80	Completed
8	FEN	60	Not Completed
9	FFS	90	Completed
10	GS	90	Completed
11	GMAD	90	Completed
12	IRA	80	Completed
13	KTH	80	Completed
14	KSRP	80	Completed
15	LAL	80	Completed
16	MAM	80	Completed
17	MCJ	80	Completed
18	MFF	60	Not Completed
19	MF	60	Not Completed
20	MYA	80	Completed
21	NRF	100	Completed
22	NSR	90	Completed
23	NCA	80	Completed
24	REP	90	Completed
25	SAR	80	Completed
26	VAD	100	Completed
27	ZAR	60	Not Completed
28	ZAA	70	Not Completed
29	AC	90	Completed
Average score		81	Completed

In the implementation of Cycle 2, the average score in one class was 81, with 23 students achieving the Minimum Completeness Criteria (KKM), while the remaining 6 students scored below the KKM. This shows that 80% of the students in Cycle 2 met the success indicator. This improvement can be attributed to the students' enthusiasm in participating in the learning process using the Game-Based Learning (GBL) model (Squid Game) in the Indonesian Language subject, which led to enhanced learning outcomes and more meaningful understanding.

Cycle Findings

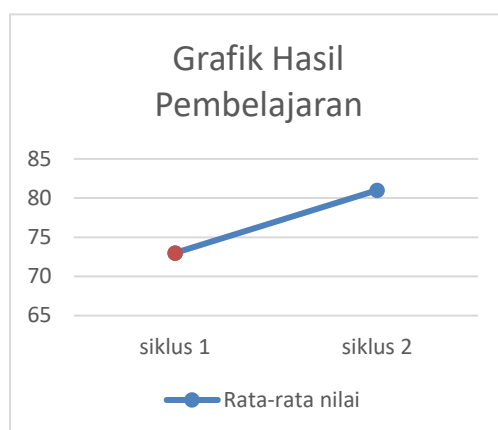


Figure 2. Learning Outcomes

In the learning outcomes graph, it is presented that the students' learning outcomes in the Indonesian Language subject improved from cycle 1 to cycle 2, where the average score increased from 73 in cycle 1 to 83 in cycle 2. This shows that the learning model used by the researcher in cycle 1, which was Problem-Based Learning (PBL), shifted to the Game-Based Learning (GBL) model (Squid Game) in cycle 2, and had an impact on the improvement of learning outcomes for the third-grade students of SD Negeri Bangsal 3, Kediri City, during their Indonesian Language Education lessons.

$$\text{Completion Percentage} = \frac{\text{The number of students who achieved completion}}{\text{The total number of students in one class}} \times 100\%$$

$$\text{Average score} = \frac{\text{Total score}}{\text{The total number of students in one class}} \times 100$$

Discussion

In cycle 1, only 55% of students met the Minimum Completion Criteria (KKM), indicating that the Problem-Based Learning (PBL) model used was less effective in improving students' learning outcomes. The contributing factors included limited use of media and a monotonous teaching method.

However, in cycle 2, by changing the learning model to Game-Based Learning (GBL) with a Squid Game theme, students' learning outcomes improved dramatically. As many as 80% of students achieved the KKM, and the class average score increased to 81. This indicates that the use of a more interactive and enjoyable learning model can enhance student motivation and learning outcomes.

The GBL model proved to capture students' attention more effectively, boosting their enthusiasm for participating in lessons and providing a more meaningful understanding of the material being taught. These factors led to a significant improvement in learning outcomes in cycle 2.

Thus, it can be concluded that selecting the appropriate teaching method and using supportive media greatly influence students' learning outcomes. Engaging and interactive learning can enhance student motivation, which ultimately leads to better learning results.

Conclusion

It can be concluded that the implementation of the Game-Based Learning model, specifically Squid Game, has a significant positive effect on the learning outcomes of the Indonesian Language Education subject for third-grade students at SD Negeri Bangsal 3, Kediri City. This indicates that the integration of Squid Game's game elements successfully increased students' interest and engagement in the learning process. The improvement in learning outcomes is evidenced by the research findings from cycles 1 and 2, before and after using the Game-Based Learning Squid Game model, which showed an increase in the average score. Ultimately, this led to a positive impact on the students' understanding and mastery of Indonesian language material.

Furthermore, as a result of this community service, SD Negeri Bangsal 3, Kediri City, can implement activities using various learning models, such as Game-Based Learning (GBL) with the Squid Game approach.

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