

**THE SOCIAL STUDIES LEARNING MANAGEMENT BY
USING *ACTION GAMES* AT PUBLIC ELEMENTARY
SCHOOL PADANGSARI 2 SEMARANG**

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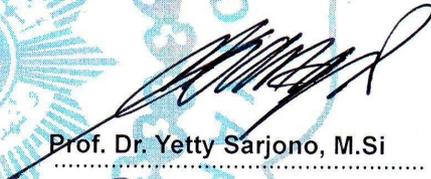
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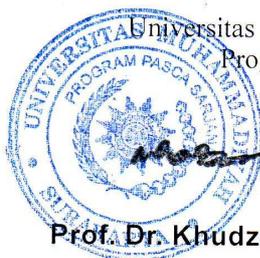
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THE SOCIAL STUDIES LEARNING MANAGEMENT BY USING ACTION GAMES AT PUBLIC ELEMENTARY SCHOOL PADANGSARI 2 SEMARANG

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Abstract

This study has three objectives. The first is to describe the characteristics of the characteristics of action games in social studies learning at Public Elementary School Padangsari 2 Semarang. The second is to elaborate the characteristics of students' activity in social studies learning by using action games at Public Elementary School Padangsari 2 Semarang. And finally, this study describes the characteristics of teachers' activity in social studies learning by using action games at Public Elementary School Padangsari 2 Semarang.

It is a qualitative research that was done at Public Elementary School Padangsari 2 Semarang. The main subjects are the coordinator of the location, tutor assistant, community, and local government officials. Data collection method used in-depth interview, participant observation, and documentation. Data analysis was started from (1) data collection, (2) data reduction, (3) data display, and (4) drawing conclusion. Data validity test included credibility, transferability, confirmability, and dependability.

This findings suggest that (1) the action games in social studies learning at Public Elementary School Padangsari 2 Semarang shaped a rectangular like a 14 inches TV. The action games are made of paper in which teachers of Public Elementary School Padangsari 2 Semarang make it. The action games have a good quality- durable, attractive colors and easy to use. (2) Students are active in social studies learning by using action games at Public Elementary School Padangsari 2 Semarang. Students do not only conduct visual activities such as giving attention to teacher's explanation through action games, but they also do several oral activities by presentation and discussion with the action games. Teachers of Public Elementary School Padangsari 2 Semarang are active in social studies learning by using action games. Teachers do apperception and explain the way to use the action games props and give students opportunity to use it.

Keywords: learning, social studies, action game, activity

INTRODUCTION

In accordance with the opening of the Constitution of 1945, one of the development goals is the intellectual life of the nation, it contains a broad sense that the intelligent and competent nation are characterized by the ability to think, a great personality and skills. Drafting of the Act No. 20 of 2003 on National Education System, the Government Regulation No. 19 of 2005 on the National

Education Standard, the Act No. 14 of 2005 on Teacher and Lecturer, increasingly emphasize the seriousness of the government in achieving national development goals, particularly in education.

The improvement and adjustment of the national curriculum continue to be developed in accordance with the changing times. Dynamic of today's education is characterized by the renewal and transformation of ideas on the nature of learning as an active, interactive, and constructive process. The central point of every event lies in the students' success in organizing their experience (Rukiyanti, 2010: 2).

Social studies education in elementary school has integrated the instructional material in a field of study. According to Noman Sumantri, the goals of social studies education in the school level are: 1) Stressing on the growth of the value of citizenship, moral, state ideology, and religious, 2) Emphasizing on the content and methods of scientists thinking, 3) Emphasizing on the reflective inquiry.

Good learning should have a goal to make students learn in order to get the learning outcome in a combination of cognitive, affective, and psychomotor skills equally. This means, the learning system must place students as subject of study, rather than as object of study. The factors that influence the learning system include teachers, students, facilities, equipment and media, as well as environmental factors (Anonymous, 2004: 1).

Play, for children does not only absorb the information but they also work with that information, how the application and continue to do the experiment again and again until the information is understandable by the children. One of the playing activities that can improve students' ability to solve the problem is game, such as interactive.

Today's modern world is not inevitable that the technology has very rapid development, so many children carried away by this current development that led them more interested in IT-based learning. According to Neny Septiani in Nuryadi (2008) "The unique and original media is more memorable for students than the obsolete media and have been frequently used by previous students. One medium that can accommodate the unique and originality of learning is Computer. "

To solve the above problems requires the improvement effort toward the learning that teachers do. One of them is by using props. Props will bring abstract concepts that exist in the students' mind into concrete objects that would be more easily understood (Putra, 2011: 6). The *action games* are props that are not only as props but also be able to activate students.

The general problems in society are complex and cannot be understood with a view of one aspect. Children require guidance to know the surrounding world in its broadest sense, and from various aspects: geographical, economical, historical, sociological, anthropological, and should be interdisciplinary (Anonymous, 2006: 1)

The problems solved in education began in elementary school through social studies education in which students are introduced to social life in their neighborhood. Study of social studies materials is based on the fact, in line with the development of science, technology, and communication with the socio-cultural changes (Laksana, 2006: 1).

Learning is a structured combination including human, material, facility, equipment and procedures that affect each other to achieve the goal of learning (Hamalik, 2001: 57). Learning is a human interaction process called interaction. As a process of learning setting, it cannot be separated from the specific characteristics.

According to NCSS as cited by Saidiharjo (2004: 31) formulated that Social education is often called Social Science Education (SEE) or Social Studies (SS) which was formulated as follows.

"As the subject matter of academic discipline somehow simplified, adapted, modified, for school instruction" or "as the social Science pedagogical simplified for purposes" or "the study of political, economic, Cultural, and environmental aspect of societies in the past, present, and future".

Along with the definition, there are several definitions of Social Science. According to Ischack, et al. (2001: 136) Social Science is the field of study that studies, reviews, analyzes symptoms and social problems in the community with a review of various aspects of life. Jarolimek (1986: 1) stated that:

Social studies is the basic subject of K-12 curriculum that (1) derives its goal firm in the nature of citizenship in a democratic society is closely linked to other nations and people of the world, draw is conen primarily form history, the social science and (3) is thought in Airways that reflect and awareness of the personal, social and developmental cultural experience and levels of Learners.

Based on the previous understanding of the social studies, it can be concluded that Social Studies are the study of geography, economics, sociology, anthropology of the State order, and history related to the past, can be interpreted for the present and can be anticipated for the future that will come either regionally, nationally or globally.

In the Curriculum of 2004, there are four objectives to be achieved in Social studies education. (1) To teach the basic concepts of sociology, geography, economics, history, and citizenship through pedagogic and psychological approaches. (2) To develop critical and creative thinking skills, inquiry, problem solving and social skills. (3) To build commitment and awareness of the social values and humanitarian. (4) To improve the ability to cooperate and compete in a pluralistic society both nationally and globally.

Game in English means a play (Chiku, 2011: 1). Social Studies learning in this study is a learning in the Social subject by utilizing action games made by teacher that resembles a television but does not use electricity with the accessories such as picture cards that match the learning material. As a brief overview of this study are as follows: (1) Action games placed on the table in front of the class, (2) the topic is mentioned such as: Economic Need, (3) students jogged toward the picture cards to choose an appropriate picture by topic (4) after finding it, then setting the picture in the monitor (5) this activity has 5 minutes maximum time for each student (6) students worksheet is posted on the board and the students ran into the box to find the answer cards to choose the right cards then post it to the students worksheet in five minutes.. To determine the winner is the learner with the most correct answers will be the winner of this game.

The management of Social studies learning using action games in this study is an activity to manage learning by using action games made by teacher in

order to make learning runs optimally. The management to be discussed in this study includes the characteristic of action games, students' activity, and teachers' activity followed by the explanation.

Ruseffendi (as cited by Darhim, 19 986: 14) states that the props used should have the characteristics such as (a) durable (made of material that is strong enough), (b) interesting shapes and colors, (c) simple and easy to manage (not complicated), (d) appropriate size (balanced) with the physical size of the child, (e) not complicate the understanding), (f) in accordance with the concept of learning, (g) be able to clarify the concept, (h) demonstration is to be the basis for the growth of the students' abstract concept of thinking, (i) if we expect students to learn actively (alone or in groups), the visual aids should be manipulated, i.e. it can be touched, held, transferred, played, paired, stripped, (taken from the order) and others, (j) If it is possible, such visual aids might be useful as much.

The materials used are 1 former cardboard (*Sinar Dunia* F4 70 grams, instant noodle), a former desk calendar, glue, insulation, double tape insulation, outer coating or wrapping paper. The pictures required include the beach, rice field, the Lowlands, Travel Places, Mountains / Plateau and 1 piece of manila paper.

Tools required to make the action games are Cutter, Scissors, Ruler, large and small markers, Pencils and Rubber. The technique of making action games is done manually: (1) The former cardboard perforated vertical direction with a width of 1 cm, each of the cardboard has 4 holes on the right and left; (2) The cardboards that have been perforated, then coated or wrapped to make it look neat and beautiful; (3) The instant noodle cardboard cut to size the width of the monitor (HVS cardboard); (4) The picture cards attached to the cardboards that have been cut; (5) Make students' worksheet on manila paper with the system apart pairs of task cards and reply cards; (6) Make the box for the task cards and answer cards; (7) Attaching the name of the pictures on the former calendar.

Research conducted by Budka and Schallert (2009) entitled *Transforming learning infrastructures in the social sciences through flexible and interactive technology-enhanced learning*, they on the changing of the patterns of education

by creating an adequate educational infrastructure. In this study alludes the interaction of learning to both teachers and students with the technology infrastructure that is provided. The technology or the media make students actively in learning activities and active in using these media. The result showed that the model of student-centered learning can be implemented with the use of the learning infrastructure in the form of technology media.

Research conducted by Casey (2011) entitled *Teacher Education Admission Criteria as Measure of Preparedness for Teaching*, this study discusses the criteria for a mathematics teacher and his readiness in learning activities. This finding suggests that the activities undertaken by teachers in the learning of mathematics in order to achieve optimal learning includes providing a motivation to students, critical thinking, and capable in using technology.

Research conducted by McEachron (2010) with his research entitled *Study of Allocated Social Studies Time in Elementary Classrooms in Virginia: 1987-2009*, discusses the allocation of time for learning social studies. The result showed that the allocation of social studies time from both primary education and secondary allocation receiving the least amount of time among the core subjects of language arts, math, science, and social studies. The time allocated to social studies averaged less than two hours per week.

Research conducted by Jones (2009) with his research entitled *Uncertainty and Engagement With Learning Games*, User activity for children (10-11 years), and the game presented is a quiz game. Students are required to flip a coin to get a turn to answer. Participants choose their preferred gift for the correct answer before looking at each question presented.

Pitrik and Holzinger (2005) entitled *IEEE educational technology & society student-centered teaching meets new media: concept and case study*. This study discusses the management of the learning that is done by combining Student-Centered Teaching with media. Computer help teachers work in providing information, while the media used to provide information to give more meaning in a transparent way, open, as well as respect and empathy in group interaction.

Based on the above background, the writer interested in conducting a research entitled the management of social studies learning by using *action games* at Public Elementary School Padangsari 2 Semarang. The *action games* can be one alternative to improve student learning outcomes, because with the props, students are more interested to pay attention to the learning process so their score and their understanding of the concept can be increased.

This study has a focus on “How are the characteristics of the social studies learning management using action games at Public Elementary School Padangsari 2 Semarang?” the focus is elaborated into three subfocuses: (1) How are the characteristics of action games in social studies learning at Public Elementary School Padangsari 2 Semarang?; (2) How are the characteristics of students’ activity in social studies learning using action games at Public Elementary School Padangsari 2 Semarang?; and (3) How are the characteristics of teachers’ activity in social studies learning using action games at Public Elementary School Padangsari 2 Semarang?

The purposes to be achieved in this research are (1) to describe the characteristics of action games in social studies learning at Public Elementary School Padangsari 2 Semarang, (2) to describe the characteristics of students’ activity in social studies learning using action games at Public Elementary School Padangsari 2 Semarang, and (3) to describe the characteristics of teachers’ activity in social studies learning using action games at Public Elementary School Padangsari 2 Semarang.

This study has several benefits for students and teachers. The benefits for students are to enhance the ability of students in social studies learning using action games, to improve the ability of students’ creativity in social studies learning using action games, and to improve the learning achievement on Social subject using action games.

For Teachers, they gain an improvement in knowledge in the use of instructional media especially Social studies learning using action games, and gain a professional experience in solving students who have difficulties in Social studies learning by using action games.

METHOD

It is a qualitative research. The qualitative research creates an analytical description of the phenomena that are purely informative and useful for the researcher community, reader and the participant (Sukmadinata, 2007:107).

It is an ethnographic research design, due to the public housing which is the high-level heterogeneous community, they come from different regions and diverse cultures, and must be united in one new culture until they are strong is the community that will color in later life. Ethnography is a process of thorough explanation of the complexities of group life (Sukmadinata, 2007: 107). The groups studied were Public Elementary School Padangsari 2 Semarang on the Social Studies learning management by using action games.

This study was held at Public Elementary School Padangsari 2 Semarang. The writer did this research in this school because it has several uniqueness- this institution is in the midst of residential communities that the majority of the economy is in the lower level, but awareness of education is very high, and has a quite good achievements of activities such as following ensemble music concert held in the Ronggowarsito museum in 2002 where it was the concert in the Central Java level and Public Elementary School Padangsari 2 Semarang was the only elementary school that followed the activity while others from secondary and high school.

Most of parents in the school are prefer to bring their children to go to school under 6 years old with the view that their children have been able to follow learning process in elementary school. In the first and second grades, they could perform with ease, but entering the third grade and above this they have not had a good responsibility so it is difficult to get a good achievement. This is where the paradigm of the local environment is still difficult to be changed, but support for education is good enough so that the achievements in general is still be able to be achieved by this school.

In order to obtain reliable and valid data, the researcher went directly to the location. The presence of researcher in conducting this research was devoted

to searching for data on the management of social studies learning by using *action games* at Public Elementary School Padangsari 2 Semarang.

The main data source in a qualitative research is that the words and actions, the rest are additional data such as documents and others. The form of the words and actions in this study is the result of interviews with research subjects. The research subjects were the principal, teachers, and students.

This study involved people who acted as the key person or a competent person included: (1) the principal, Siti Purwaningsih, (2) teachers of grades I-VI, (3) school guard, (4) Students, (5) The community, (6) representative of the school board.

Without knowing the method of data collection, the researcher will not get the data that meet the standard data set (Sugiyono, 2006: 308). The techniques used for collecting data in this study were: In-depth interviews, observation, and documentation.

The data have been collected in this study were then analyzed by an interactive analysis model developed by Miles and Huberman. There are four components of the analysis conducted with this model, data collection, data reduction, data display, and drawing conclusions/ verification. Each of these components interacts and forms a cycle.

Techniques used in checking the validity of data as proposed by Moleong (2006: 327) are an extension of the participation, persistence of observation, triangulation, peer checking, negative case analysis, referential adequacy, and checking with members involved in the study. Furthermore, testing the validity of data used the four criteria proposed by Sugiyono, credibility, transferability, reliability (dependability), and certainty (confirmability) (Sugiyono, 2008: 366-367).

RESULT

Characteristics of *Action Games* In Social Studies Learning

The *Action Games* In Social Studies Learning has seven characteristics: (1) The shape of *action games* is a rectangular like a 14-inch TV; (2) The *action games* are made of paper in which teachers of Public Elementary School

Padangsari 2 make it; (3) The action games are not only be able to be used for social studies, but also other subjects; (4) The use of *action games* in social studies learning will run optimally when learning situation is conducive; (5) The *action games* have a good quality- durable and easy to use; (6) The *action games* for Social Studies learning are practical due to it has minimalist size and shape; and (7) The *action games* have attractive colors.

Characteristic of Students' Activities in Social Studies Learning by Using *Action games*

Characteristics of Students' Activities in Social Studies Learning by Using *Action games* include: (1) Students do visual activities such as looking at the display and how to use action games; (2) Students have more focus on teacher's explanation of using the action games; (3) Students form groups based on the rating, a student who has a good achievement is chosen to be the leader of the group; (4) Students have discussions and presentations on the material by using action games; (5) Students conduct educational games by using action games; Students answer the questions that appear on action games; (6) Students ran to get the answers and put the answer cards that made of paper on the board; (7) Students do emotional activities in Social studies learning by using action games such as showing the fun and excitement in learning activities; and (8) Students prepare a report on the discussions and presentations in groups.

Characteristics of Teachers' Activities in Social Studies Learning by Using Action Games

Teachers' Activities in Social Studies Learning by Using Action Games has eight characteristics such as (1) Teachers plan learning by preparing lesson plan, visual aid of action game, answer cards, and the place of learning activity; (2) Teachers do apperception by asking students to sing and show how to use the action games props; (3) Teachers explain the material by using action games; (4) Teachers guide students to use action games; (5) Teachers create two-ways interactive learning activity where students are active in the discussion; (6)

Teachers act as the facilitator when students have a presentation by using action game; (7) Teachers have prepared questions in writing to be in pairs in the action games; (8) Teachers set the classroom in the implementation of educational game by using action games; (9) Teachers conduct evaluation to assess students' understanding; (10) The evaluation instruments used by teacher in social studies learning by using action game are in a form of practice by using action game and in a written; (11) Teachers give the assessment score by using the formula of score obtained by students divided by the maximum score and multiplied by 100.

DISCUSSION

Characteristics of *Action games* in Social studies learning

Props are used in learning to facilitate the understanding of children, especially for elementary school children. The elementary school children who have not been able to think abstractly tend to require an object to clarify the material from teacher. Props, which are used by teachers of Public Elementary School Padangsari 2 Semarang for Social Subject called *action games*.

Props are used in teaching social studies shaped a rectangle like a 14-inch TV. Action games is created by teachers of Public Elementary School Padangsari 2 Semarang. The ability of making props is as a form of teachers' creative attitude.

Students of Public Elementary School Padangsari 2 Semarang are easier to understand the material if it is given by using action games. This is consistent with research conducted by Pitrik and Holzinger (2005) in their study, entitled *IEEE educational technology & society student-centered teaching meets new media: concept and case study*. This study discusses the management of the learning that is done by combining Student-Centered Teaching with media. Computer help teachers work in providing information, while the media used to provide information to give more meaning in a transparent way, open, as well as respect and empathy in group interaction.

When compared between the study conducted by Itrik and Holzinger (2005) with research conducted at Public Elementary School Padangsari 2

Semarang, there are similarities and differences. Both of the studies discussed the media used in learning activities that facilitate students receive instructional materials. But the study of Itrik and Holzinger (2005) discusses the benefits from the use of media (computer), while the research conducted in Public Elementary School Padangsari 2 Semarang discusses the characteristics of the props that are made of simple paper but can assist students in understanding the material.

The material used in the manufacture of action games is paper. For example, cardboard material, or waste paper such as calendar, or 70 grs HVS paper. To obtain these materials, the school has provided funds and donor assistance.

Basically the action games is not only for social studies, but for other subjects as Indonesian subject, English and other languages. At this elementary school make teachers optimize the social studies learning by using action games.

Research on teaching social studies was also done by McEachron (2010) with his research entitled *Study of Allocated Social Studies Time in Elementary Classrooms in Virginia: 1987-2009*, discusses the allocation of time for learning social studies. The result showed that the allocation of social studies time from both primary education and secondary allocation receiving the least amount of time among the core subjects of language arts, math, science, and social studies. The time allocated to social studies averaged less than two hours per week.

Compared between research conducted by McEachron (2010) with research conducted at Public Elementary School Padangsari 2 Semarang have similarities and differences. Both of those studies discuss about social studies. But the study conducted by McEachron (2010) further discussed the least amount of time allocated to social studies in elementary school, while the study at Public Elementary School Padangsari 2 Semarang discussed about the use of action games in social studies to facilitate students understanding the material given in a short time.

Action games used in social studies learning at Public Elementary School Padangsari 2 Semarang has a good quality, durable. It is also easy to use.

The use and storage of action games is very practical that does not take a large place. Its size that only 14 inches as television size makes this props to be easily stored even if only in one cabinet. Action games props used in social studies learning is easy to carry because it is not too large in size and light weight. Attractive and a wide range of colors make the charm of the action games used in social studies learning at Public Elementary School Padangsari 2 Semarang.

Characteristic of Students' Activities in Social Studies Learning by Using *Action games*

Whether the students are active or not when following learning activity becomes one of factors of success in learning. The activity is not only shown by giving question, but also using gestures such as writing, drawing, running, and so forth. At the beginning of social studies learning with action games, students give attention and listen to what is conveyed by teachers.

Action games used in teaching social studies at Public Elementary School Padangsari 2 Semarang is designed to make all students can be active in learning activities. Students' skills in speaking are also indicated in social studies learning by using action games. Students do oral activity in this learning. Speaking activity of students is shown with a discussion and presentation activities.

Learning by using action games can be packed in a game. The game requires students to move as quickly as possible within the time limit predetermined.

Learning that is done by doing game make the students to be interested and highly motivated. Research on the learning that is packaged with the game form has also been carried out by Jones (2009) with his research entitled *Uncertainty and Engagement With Learning Games*, User activity for children (10-11 years), and the game presented is a quiz game. Students are required to flip a coin to get a turn to answer. Participants choose their preferred gift for the correct answer before looking at each question presented.

When compared between the study conducted by Jones (2009) with research conducted at Public Elementary School Padangsari 2 Semarang, there are

the similarities and differences. Both of those studies discuss about the learning that is packaged with a game. It's just a study conducted by Jones (2009) used the game using dice game where the outcome will determine the sequence of questions that will be done by the students. For students in the correct answer will receive prizes, while research conducted in Public Elementary School Padangsari 2 Semarang used games in which the questions to be answered by the students out of display props, and students would run to find the answers in the space provided and put the answers on the board. Gifts received by students who correctly answer the question are just praise and applause.

The use of props in social studies learning can activate students. It can enhance students' learning activities. This is consistent with the result of a research conducted by Budka and Schallert (2009) in their study, entitled *Transforming learning infrastructures in the social sciences through flexible and interactive technology-enhanced learning*, they on the changing of the patterns of education by creating an adequate educational infrastructure. In this study alludes the interaction of learning to both teachers and students with the technology infrastructure that is provided. The technology or the media make students actively in learning activities and active in using these media. The result showed that the model of student-centered learning can be implemented with the use of the learning infrastructure in the form of technology media.

When compared between the study conducted by Budka and Schallert (2009) with research conducted at Public Elementary School Padangsari 2 Semarang, there are similarity and difference. Both of these studies discuss about the instructional media that are capable to activate students in learning activities. But the study of Budka and Schallert (2009) not only discusses students' activities, but also the interaction of students with teachers in which a media used is the technology-based instructional media. While the research conducted at Public Elementary School Padangsari 2 Semarang discusses student activities in which students actively involved in learning activities because of the instructional media, action games. But unfortunately the media is simply and not based on the technology.

Students are also required to be able to write the report of the discussion of presentation fund. The report is made in groups. For individual assessment, the students finish several questions from teacher. Report compiled in group. Preparation of a written report will assist students in processing accurate information based on the subject.

Characteristics of Teachers' Activities in Social Studies Learning by Using Action games

Teachers as managers of learning must be able to create a conducive learning environment where students will be comfortable in the learning activities. To create a conducive atmosphere, teachers can begin learning activities by doing apperception. Teachers of Public Elementary School Padangsari 2 Semarang do apperception by asking students to sing and also explain how to use action games. Students are required to sing a song entitled "*Ambilkan Bulan Bu (Take the Moon Mom)*", then the teacher brings props in front of the class and open one picture and visible image the moon.

The teacher explains the material by using action games and still use pictures installed in the props. Primary school age children cannot think abstractly, so they need a concrete object as props, to help them receive learning.

The teacher's activities are consistent with the result of research conducted by Casey (2011) entitled *Teacher Education Admission Criteria as Measure of Preparedness for Teaching*, this study discusses the criteria for a mathematics teacher and his readiness in learning activities. This finding suggests that the activities undertaken by teachers in the learning of mathematics in order to achieve optimal learning includes providing a motivation to students, critical thinking, and capable in using technology.

When compared between the study done by Casey (2011) with research conducted at Public Elementary School Padangsari 2 Semarang, there are similarities and differences. Those studies discuss about teachers' activities in learning activities. But the Casey's research discusses about the activities of mathematics teachers in order to make learning run optimally as motivating

students and being able to use technology. While the research at Public Elementary School Padangsari 2 Semarang discusses about teachers' activities in social studies learning by using action games, in which in the sidelines of their activities, they explain the material with the props, and they also motivate students to build their enthusiasm for learning.

Teacher as a facilitator has prepared a variety of pictures to be mounted on the action games as the anticipation if students find difficulties when doing presentation. As being happened in the fifth grade, on the material of historical relics. Students conduct presentation by using action games. The picture on the props is Borobudur temple which is the building of the Buddhist age.

Everything needed in Social studies learning activity by using action games are prepared by teachers including the educational game. Teachers have prepared a variety of questions to be given to students through action games 'props. The questions have been well-prepared, and the responses written in a colored card. To expedite the course of educational game, classroom teachers set to allow students to move and run.

In addition to providing the questions through action games, teachers of Public Elementary School Padangsari 2 Semarang also provide an evaluation questions. This evaluation conducted to determine the ability of students in mastering the material. As the follow-up of students learning outcome is by implementing remedial program for students who have not reached the minimum score. And the time for remedial is in outside the study hours so it does not disturb students' learning activities.

CONCLUSION

1. Characteristics of *Action games* in Social Studies Learning

The *action games* in social studies learning at Public Elementary School Padangsari 2 Semarang shaped a rectangular like a 14 inches TV. The *action games* are made of papers in which teachers of Public Elementary

School Padangsari 2 Semarang make it. The *action games* have a good quality- durable, attractive colors and easy to use. Teachers and students just put the pictures based on the social studies material through the holes which are on the left and right of the props.

2. Characteristic of Students' Activities in Social Studies Learning by Using *Action games*

Students are active in social studies learning by using action game at Public Elementary School Padangsari 2 Semarang. The students' activeness cannot be separated from teachers' activity in explaining material by using action game. The interaction of teachers and students by action game was seen from teachers' role as the facilitator that help students who find difficulties in doing presentation and discussion by using this game. Students are required teachers to make educational games for solving problems that are installed in the props, and tried to run unto the answer box to search for answers and put them on the board. Students also prepared a report on the result of group discussion that show writing activities.

3. Characteristics of Teachers' Activities in Social Studies Learning by Using *Action games*

Teachers of Public Elementary School Padangsari 2 Semarang are active in social studies learning by using action game. Teachers carefully plan learning that includes lesson plan, action game, answer cards, and a place of learning. In the early activities, the teacher interacts with students to explain how the action game can be operated and asks students to try to use it. In addition to providing questions through the screen of action game, teachers also conduct individual evaluation in writing. Form of the instruments used are the multiple choice and also a description of the scoring system using the formula of the students' scores that are divided by the maximum score and multiplied by 100.

RECOMMENDATION

1. For the Principal

- a. The principal provides the budget for the procurement of educational props that do not rely solely on donation from the school board.
- b. The principal give opportunity to teachers to develop their creativity by sending them to follow the competition of creation educational props.

2. For Teacher

- a. Teachers should have the anticipation toward the props made of materials that are vulnerable water, so they can make action games made of waterproof plastic.
- b. Teachers should improve their competence, do not only make *action games* but also develop it to be the IT-based teaching aids.

3. For Students

- a. Students expand their knowledge by not relying on the material provided teachers only, so when they asked to answer a question through direct action game can answer it.
- b. Should be more active in implementing the IPS study using props action game, so the expected learning outcomes for the better.
- c. Should be more active in implementing social studies learning by using action game, so the expected learning outcomes become better.

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