

CHAPTER I

INTRODUCTION

A. Background

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 their 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).

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.

B. Research Focus

Based on the research background, 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 as follows.

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?
3. How are the characteristics of teachers’ activity in social studies learning using action games at Public Elementary School Padangsari 2 Semarang?

C. Research Objective

This study has three objectives as follows.

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.
3. To describe the characteristics of teachers’ activity in social studies learning using action games at Public Elementary School Padangsari 2 Semarang.

D. Research Benefit

1. Theoretical benefit

The research carried out is able to add the nuance of science in education in Indonesia and contribute to improving the quality of education which has always been slumped in the low rating when juxtaposed with the quality of education of other countries.

2. Practical benefit

This study has several benefits for students and teachers.

a. For Students

- 1) It is able to enhance the ability of students in social studies learning using action games.
- 2) It is able to improve the ability of students' creativity in social studies learning using action games.
- 3) It is able to improve the learning achievement on Social subject using action games.

b. For Teachers

- 1) They gain an improvement in knowledge in the use of instructional media especially Social studies learning using action games.
- 2) They gain a professional experience in solving students who have difficulties in Social studies learning by using action games.

E. Glossary

1. Management is an attempt to manage and control instructional activities based on the concepts and principles of learning to achieve instructional goals effectively, efficiently, and productively that begins with the determination of strategy and planning, ending with the assessment.
2. Learning is an interaction process between teachers and students, students and other students, students and media, and teacher, students with the instructional environment.
3. Action games are props shaped like a TV completed with picture cards as the completeness of play in the learning process.
4. Social Study is the field of study that studies, reviews, analyzes symptoms and social problems in the community with a review of various aspects of life.