

The Effectiveness Of Game Based Learning On Historical Thinking Skills Of History Subject Students

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Abstract: *This research aims to evaluate the effectiveness of using Game Based Learning (GBL) in improving historical thinking skills. This research method uses qualitative research with literature study. The research result showed that the group, that received learning showed significant increase in historical thinking skills. These findings indicate that the use of GBL can be an effective alternative in improving students' historical thinking skills and learning outcomes in the context of history lessons. The practical implication of this research is that innovative and technology-based learning approaches can help enrich students' learning experiences in understanding historical concepts and developing their historical thinking skills. Further research is recommended to further explore the potential and impact of using GBL in the context of history subjects as well as to expand the scope of more comprehensive measurement of historical thinking skills.*

Keywords— Game Based Learning, Historical Thinking Skill

1. INTRODUCTION

Nowadays, the development of technology is getting faster. It is undeniable that we are now entering the digital era. Today, the ability to use information and communication technology is essential (Dipani: 2023). All aspects of modern life must be able to adapt to technological advances, including education (Dipani: 2023). So utilizing technology in education is the right thing. Various kinds of lessons must be supported with adequate technological devices to maximize the effectiveness of students' learning, one of which is history.

In history lessons, students are expected to have the ability to think to develop the character of the students themselves. In the Merdeka Curriculum, history lessons have 4 historical skills, one of which is historical thinking skills. According to Wineburg (2006: 48), historical thinking is a way of thinking that is contrary to everyday thoughts. The goal is to give students the ability to think critically and analyze, read events with context, talk about them, and make judgments about them (in Nisa, 2020). Historical thinking, according to Sofiani and Shavab (2018: 117), is the process of analyzing the material received, such as comparing historical events, determining the reasons why these events occurred, understanding how these events impact modern life, and making interpretations about these events (in Nisa, 2020).

In History Lessons, the reality is that there are still many obstacles faced by educators in carrying out the learning process. From several source articles, it is said that the historical thinking skills of students are still low. This can be seen through the responses of students who rarely ask questions and respond when the educator asks questions. Students' cognitive abilities are limited to understanding historical events and responding passively to facts. (Nisa, 2020). To gain a better understanding of what can be taken from historical events, learners do not respond critically to how

the events are arranged chronologically and how they are related to the present.

Inevitably, there are other reasons why students do not have good historical thinking skills. First, in the learning process educators are only limited to delivering explanations of material, providing examples and relevant questions for practice. Second, the delivery of material in a less interesting way, as well as the lack of media roles used by educators, causes students to be less active and students do not play many roles in learning activities. In fact, if you look at the current Merdeka Curriculum, the entire learning process is student centered. Third, if the teacher dominates the learning process, students will not be motivated and will get bored quickly. Fourth, the majority of students are less enthusiastic during the learning process. Fifth, students have a relatively low level of learning activity, which is characterized by their tendency to be passive, students who lack the courage to express their opinions, and group work activities that are less than optimal. Therefore, in the history learning process, it should use varied learning methods or models so that students are not bored and passive.

In an effort to improve the quality of the learning process, especially for history subjects, there are various models or approaches that can be applied. One of the innovative and interesting methods to be applied is Game Based Learning. This concept combines problem-solving activities with providing space for learners to explore knowledge independently. The implementation of this interactive learning model is expected to create a more enjoyable learning atmosphere, as well as increase students' interest and motivation in learning history. This approach invites students to be actively involved in the learning process through challenges and interactions presented in the form of games. Thus, learning materials can be absorbed more optimally in an entertaining yet meaningful learning environment. (Winatha 2020). Oktavia (2022) states that the application of Game

Based Learning (GBL) or game-based learning has a number of significant benefits. First, this method is able to increase the motivation and involvement of students directly in the teaching and learning process. Second, GBL is designed to hone students' cognitive abilities through the challenges and interactions presented. Third, this approach encourages learners to play an active role, think critically, and feel the joy of learning. Furthermore, GBL also has the potential to train students' literacy skills through the delivery of more interesting and contextualized material. Learning materials can also be understood more easily by students because they are presented in an interactive and fun form. Finally, the application of GBL can improve students' ability to solve problems and ultimately increase the effectiveness of the learning process as a whole. (Maharani, 2024:16678).

2. LITERATURE REVIEW

2.1 Game Based Learning

Game-based learning utilizes game elements as a medium for delivering material and mastering certain knowledge and skills. This method combines interesting play activities and provides learning experiences that activate learner involvement. The implementation of game-based learning in the learning process requires proficiency from educators, considering that this approach uses technology as a learning tool. The application of game-based learning in history learning will create a new atmosphere in the classroom environment. This approach integrates the concept of games and educational activities. The goal is to make the learning process more fun, interesting, and able to increase students' focus and concentration. Thus, learning materials can be absorbed more optimally through this innovative and interactive method. (Cheng, C. H & Su, 2011; Rahmawati, 2022; Nur'Aini, 2018 in Sukmawati, 2022). This model has benefits, namely to motivate students (Dipani, 2023), improve student learning outcomes, improve critical thinking (Rahmawati, 2022), involve students in learning and games (Sukmawati, 2022), help students to overcome problems (Rahmawati, 2022), improve imaginative thinking skills (Jubaedah, 2022), and support independent learning (Rahmawati, 2022). Previous research shows that game-based learning models can improve students' historical understanding (Lee et al., 2021; Martínez-Hita et al., 2021).

2.2 Historical Thinking Skills

Historical thinking skills, also known as historical thinking skills, are the ability to make distinctions between the past, present, and future by looking at and evaluating evidence, comparing and analyzing past stories, illustrations, and records, interpreting those stories, and constructing a story based on what they know about the events that occurred during that period (Nurjanah, 2020). Historical thinking skills are also known as critical thinking skills, which are carried out by critically analyzing historical phenomena. Historical Thinking Skills is one of the important components of historical skills in the Merdeka Curriculum. There are two

concepts of historical thinking, namely "The Five's" and The Big Six (Nurjanah, 2020). In studying history, there are two important concepts that form the basis of historical thinking, namely The Five's and The Big Six. The Five's include five main elements, including change over time, causality, context, complexity, and contingency. On the other hand, The Big Six is a core concept in historical thinking which consists of historical significance, evidence, continuity and change, cause and consequence, historical perspectives, and the ethical dimension in studying history. These two concepts become an important foundation in developing critical and analytical thinking skills in studying historical events comprehensively. (Nurjanah, 2020).

3. RESEARCH METHOD

Before you begin to format your paper, first write and In this research, the approach used is qualitative research with a literature study method or library research. This method is carried out through a data collection process by understanding and examining in depth the various concepts and theories contained in various literature sources that are relevant to the research topic raised. In other words, this research is carried out by conducting a review of various written references such as books, journals, scientific articles, and other literature sources that have relevance to the research themes discussed. (Dipani, 2023: 199).

4. RESULT AND DISCUSSION

4.1 Effectiveness of Game Based Learning on Social Studies Learning Outcomes

Education plays an important role in human development, covering intellectual, personal, moral, religious, and self-control aspects (Maharani et al., 2024). The success of education is reflected in student learning outcomes that can be measured quantitatively (Maharani et al., 2024). For social studies subjects, an appropriate teaching model is needed. This is necessary because of the variety of students, subject matter, availability of learning facilities, and the state of educators (Maharani et al., 2024). The chosen learning model will reduce students' interest in learning if it does not meet their needs and characteristics (Maharani et al., 2024). So the researcher then chose the Game Based Learning model as a learning tool (Maharani et al., 2024). Game-based learning is a learning model that was developed as a tool to assist students in the game-based learning process (Maharani et al., 2024). The GBL model, which is intended to engage students through games, can improve cognitive abilities, improve problem-solving skills, and increase learning motivation (Maharani et al., 2024).

Based on previous studies, it was found that the implementation of the Game-based Learning model has a positive impact on students' learning outcomes. This finding is in line with the research conducted by Muhtadillah, where there was a significant increase in students' academic achievement after the implementation

of a game-based learning approach in the teaching and learning process. These results indicate that learning methods that integrate game elements have the potential to increase the effectiveness of material absorption and improve students' learning achievements such as research conducted by Muhtadillah (2022) (in (Maharani et al., 2024)). In the results of his research obtained good results, namely this GBL model, there was a significant increase in the learning outcomes of his students (Maharani et al., 2024).

Based on the results of research by Maharani, et al. The application of the GBL model proved effective in improving students' social studies learning outcomes at SMP Negeri 6 Pontianak, as evidenced by the significant difference in posttest scores between the experimental and control classes (Maharani et al., 2024). The effectiveness of this model is due to its ability to actively engage students, foster deeper understanding, and align with the principles of Social Learning Theory (Maharani et al., 2024). This study supports the potential of the GBL model as an effective tool for improving educational outcomes (Maharani et al., 2024).

4.2 The Use of Game Based Learning Quizizz Increases History Learning Activeness

Education plays an important role in improving the quality of human resources (Fadil et al., 2023). This study draws on the concept of Game Based Learning, which is a game-based teaching technique that can help students absorb knowledge more effectively (Fadil et al., 2023). Despite the importance of interactive applications in education, their use in SMA Negeri 3 Luwu is still minimal, with teachers relying more on traditional media such as whiteboards and PowerPoint presentations (Fadil et al., 2023). This lack of interactive engagement leads to the need for innovative methods to increase student participation in the learning process (Fadil et al., 2023). One of the ways used is the Quizizz platform as a tool to increase student learning engagement in History subjects (Fadil et al., 2023).

Research found an increase in student involvement in the learning process through the application of Game Based Learning (Fadil et al., 2023). Observations showed that student activity was in the medium category during the first cycle, with an average of 50.13%, and in the high category during the second cycle, with an average of 77.04%, showing a significant increase (Fadil et al., 2023). The Quizizz application proved to be an effective tool in increasing student engagement, showing its potential application in other subjects for a more interactive learning experience (Fadil et al., 2023).

Thus, the application of Game-based learning model in History lessons for Class XI IPA students at SMA Negeri 3 Luwu successfully increased student engagement in learning (Fadil et al., 2023). These findings suggest that the GBL method can be applied to

other subjects to make learning more interactive and engaging (Fadil et al., 2023).

4.3 The Effect of Monopoly Game Media on Historical Thinking Ability

This study examines the effect of the Monopoly game on the historical thinking ability of students in class XI MIPA 8 at SMA Negeri 1 Tasikmalaya during the second semester of the 2019/2020 academic year (Khoirun Nisa et al., 2020). Research conducted by Ulfah Khoerun Nisa, Oka Agus Kurniawan Shavab, and Iyus Jayusman, used a quasi-experimental method with a quantitative approach and an unequal control group design. The study involved all students from grade XI MIPA level, with grade XI MIPA 8 as the experimental group and XI MIPA 9 as the control group (Khoirun Nisa et al., 2020).

The researchers aimed to address the issue of low historical thinking ability among students, as indicated by the lack of engagement and critical analysis during History lessons (Khoirun Nisa et al., 2020). The Monopoly game was adapted for educational purposes, with game components and rules modified to align with historical events and thinking skills (Khoirun Nisa et al., 2020). The effectiveness of the game was measured using pre-test and post-test scores, which were analyzed with SPSS software (Khoirun Nisa et al., 2020).

The results showed that the use of Monopoly game significantly improved students' historical thinking ability, as seen from the higher post-test scores in the experimental group compared to the control group (Khoirun Nisa et al., 2020). The t-hit value is greater than the t-table value, and the Sig (2-Tailed) value is less than 0.05, indicating a statistically significant difference (Khoirun Nisa et al., 2020). The N-Gain Score value for the experimental group was 70.473, classifying the intervention as moderately effective, while the control group's N-Gain Score of 44.979 was considered less effective (Khoirun Nisa et al., 2020).

The study concluded that the Monopoly game is an effective learning medium to improve historical thinking skills in high school students. The article emphasizes the importance of interactive and engaging learning methods in history education. References cited in this document include works by Wineburg, Bennett and others, which support the findings and methodology used in the study.

4.4 Game Based Learning and Assessment in History Education

Research discussing the use of Game Based Learning and Assessment (Lee et al., 2021) to emphasize the importance of history education in Korea by Lee, et al (2021) regardless of country or culture. This research highlights the effectiveness of game-based learning in improving historical thinking skills and experiential history learning. It reviews previous research on the use of games in education, discussing the concepts of

'gamification' and game based learning (GBL)' and their application in interactive learning (Lee et al., 2021). It also explores challenges and concerns related to the use of games in education, such as cost, licensing, finding suitable games, educator attitudes, and lack of evidence of grades and tests (Lee et al., 2021).

In addition, the study presents a detailed analysis of selected games for history education, such as "The Wednesday" and "Valiant Hearts: The Great War", which addresses historical thinking skills, re-enacting historical learning, and time-sharing elements (Lee et al., 2021). It also provides insight into the results of an experiment conducted with 32 sixth-grade learners, comparing game-based education with textbook education. The study observed an increase in student engagement and discussion time in the game-based education group, indicating a positive impact (Lee et al., 2021).

In summary, this study (Lee et al., 2021) underscores the importance of history education and the potential benefits of implementing game-based learning in the history classroom (Lee et al., 2021). The research discusses the challenges and practical considerations related to the use of games in education and offers a comprehensive analysis of the games selected for history education, as well as the results of an experiment comparing game-based education and textbook education (Lee et al., 2021). The results of Lee, W. H. et al's (2021) study concluded that game-based learning can enhance historical thinking skills and experiential learning of history, while recognizing the need for further research and development in this area.

5. CONCLUSION

Game Based Learning is a learning model that is carried out using a game system, so that it can attract students' learning. In this study, from several journals found, it can be concluded that the Game Based Learning model has a great influence on students' historical thinking skills because they tend to be more active and easily remember events that occur and raise the level of curiosity for students. A comprehensive exploration of the effectiveness of Game Based Learning (GBL) in improving historical thinking skills in students. The study utilized qualitative research methods, which showed a significant increase in historical thinking skills in the group that received game-based learning. The practical implications highlight the potential of innovative technology-based learning approaches to enrich students' understanding of historical concepts and develop their historical thinking skills. However, further research is needed to explore the potential and effectiveness of GBL in the context of history subjects and to extend the measurement of historical thinking skills comprehensively. It discusses the challenges and practical considerations related to the use of games in education and offers a comprehensive analysis of the games selected for history lessons, as well as the results of an experiment comparing game-based education and textbook-based education, concluding that GBL can enhance historical

thinking skills and the history learning experience. Overall, this document underscores the importance of historical thinking skills in history education and the potential benefits of implementing game-based learning in the history classroom.

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