



Game-Based Bingo Learning Media in Cultivating Student Self-Confidence in Civic Education (PPKn) Instruction at the Elementary School Level

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Abstract

This research aims to obtain preliminary information in the development of bingo-based learning media for fifth-grade elementary school students. The bingo game media is designed to provide facilities for civic education (PPKn) learning, aiming to assist students in comprehending PPKn materials and enhancing their self-confidence in the learning process. The development of bingo game media employs the Research and Development (R&D) method, and this study is currently in the needs analysis stage. Data collection for needs analysis is conducted through interviews with class teachers and the distribution of questionnaires to students. Based on the research findings, it can be concluded that there are challenges in delivering PPKn materials that involve application, necessitating the use of learning media to boost students' self-confidence in visualizing the materials with the assistance of the bingo game. This conclusion is based on student questionnaire analysis, which indicates that: 1) Students feel confident and actively participate when learning processes involve game-based media. 2) The implementation of learning becomes more enjoyable when utilizing the bingo game.

Keywords: learning media, bingo game, Civics, self-confidence

INTRODUCTION

In contemporary society, education stands as a paramount and indispensable necessity. It is widely acknowledged that education serves as a means to harness and develop the potential and capabilities within individuals to achieve specific goals. Thus, the educational sphere must continually adapt to the demands of the times to ensure the functional role of Indonesian education in guiding human lives. As stated in Article 3 of Law Number 20 of 2003 concerning the National Education System, national education functions as a vehicle for cultivating the abilities and character of the nation's future generations to become democratic and responsible citizens (Dewi et al., 2019). Through the educational process, the nation's capabilities can be nurtured and aligned, strengthening social cohesion and unity in Indonesia.

Education encompasses various subjects directly related to societal life, with one of the most crucial being Pancasila and Civic Education (PPKn). Regarding PPKn, Fitriani

explains that it is a subject with a mission of nation and character building within its execution (Fitriani et al., 2021). Therefore, it is essential to introduce PPKn to students from an early age, starting from the primary level, to facilitate its integration into their daily lives and potentially influence their consistent application throughout their lives. The purpose of PPKn instruction is to mold students into citizens who are dependable assets to their personal lives, communities, and their nation as they strive together to achieve common aspirations (Magdalena et al., n.d.). To fulfill these objectives, educational institutions must make concerted efforts, particularly educators who should design enjoyable and interactive learning experiences through the utilization of instructional media that captivate students during the learning process.

Instructional media serves as a guiding source for educators to convey content and enrich students' knowledge (Teni, 2018). The use of diverse instructional media by teachers

can facilitate students' comprehension and application of course material in their lives. Additionally, it can boost students' self-confidence, encouraging active participation in the classroom learning process. One of the easily applicable and effective instructional media is the use of games. Games represent an active learning medium that aligns well with the characteristics of elementary school children. It is a well-known fact that primary school-age children prefer game-based learning. Games present educational content through various forms of engaging activities, creating a classroom atmosphere that is not only serious but also relaxed, thus enabling joyful learning. One such game that can be employed by educators is bingo.

Bingo is a known lottery game originating from Italy, known as "*Lo Giuoco del Lotto d'Italia*" (Oktaviani et al., 2019). Bingo can be played individually or in groups, fostering collaborative activities. Group games provide a comfortable environment for students to actively participate in learning, enhancing their understanding of course material by harnessing their critical thinking abilities to identify material strengths and weaknesses. Furthermore, it nurtures students' self-confidence and interactive communication skills. Implementing bingo-based instructional media, especially in PPKn instruction, is aimed at transforming students' perceptions of PPKn as challenging, outdated, and tedious into an enjoyable and contemporary learning experience. Therefore, utilizing bingo-based instructional media is an apt choice for elementary school teaching.

Based on interviews conducted on March 1, 2022, with four teachers from SD Negeri 1 Langse, Kebumen Regency, it is evident that there are limitations in using instructional media within this school. Teachers primarily rely on basic visual aids when delivering their lessons. Consequently, many students struggle to grasp various subjects, and their confidence in actively contributing, whether through questions or opinions, during the learning process is low. This issue arises from the inadequate selection of instructional media that aligns with students' characteristics.

Given the aforementioned issues, the researcher aims to develop bingo-based instructional media to address the problem of students' low self-confidence in the learning process by aligning it with students' characteristics. Bingo was chosen because it holds a unique appeal for students and facilitates quicker comprehension of instructional material. Another utility of bingo in instruction is its ability to foster positive interactions among students, teachers, and peers, promoting tolerance, enhancing self-confidence, and respecting diverse opinions.

Research conducted by Adedeji and Felicia (Tella, 2021) demonstrates that student achievement in mathematics instruction at public elementary schools in Oyo State, Nigeria, improved following the use of bingo-based instructional media. Ahmad, Sumarwiyah, and Ika's research (Ulum et al., 2019) investigated the use of the Teams Games Tournament model using card-based media to enhance student self-confidence, showing a significant improvement in self-confidence levels. Likewise, research by Gita, Aji, and Agung (Purwani et al., 2020) indicated an increase in student self-confidence through the implementation of the Time Token Learning Strategy.

Summarizing the previous research studies discussed above, although bingo-based media and student self-confidence have been examined by several researchers, it can be concluded that each study varies in its objectives, focus on learning outcomes, the choice of media used to boost student self-confidence, and modifications to the bingo game itself.

In this context, SD Negeri 1 Langse caters to students with diverse backgrounds, encompassing differences in environmental conditions, physical and psychological attributes, as well as parenting styles that significantly influence students' self-confidence as children and as learners. During the instruction process in the fifth grade, it has been observed that students encounter difficulties in applying PPKn content in real-life situations, especially in the Values of Pancasila in Daily Life subject matter. Consequently, students exhibit hesitancy

when tasked with assignments provided by the teacher. This situation prompts the researcher to assess the level of student self-confidence, identify factors causing low self-confidence, and provide recommended solutions to nurture students' self-confidence during the learning process.

RESEARCH METHODOLOGY

This research employs a survey method as the initial step in the preliminary phase of the Research and Development (R&D) methodology. The primary objective of this study is to serve as an inquiry into the acquisition of information regarding the needs analysis, which will be utilized as foundational data for designing bingo-based instructional media in Pancasila and Civic Education (PPKn) instruction.

The subjects of this research consist of Class Teachers and fifth-grade students at SD Negeri 1 Langse, Kebumen. Data collection techniques involve in-depth interviews with multiple teachers, during which inquiries pertaining to the overview of PPKn instruction, the instructional media used, and the media needs within the school environment are posed. Additionally, a questionnaire is administered to students, with the aim of assessing their interests, self-confidence, utilization of learning media, and various challenges frequently encountered by both teachers and students during PPKn instruction in the Elementary School.

Qualitative and quantitative data collected are analyzed descriptively by systematically organizing the data.

RESULTS AND DISCUSSION

In this research, the researcher conducted an initial analysis through direct interviews with four Class Teachers at SD Negeri 1 Langse on March 1, 2022. The names of these four teachers are Desty, Puji, Agus, and Marsyia. Based on the interview findings, the researcher concludes that the availability of instructional media within the school is still extremely limited. In the delivery of instructional material, teachers predominantly rely on the use of images and have limited access to other forms of media. Furthermore, teachers acknowledge the importance of instructional media as a facilitator for effective learning processes that can lead to achieving educational

objectives. To simplify students' understanding of the instructional material, game-based instructional media is seen as capable of providing students with direct experiences in applying the material to their daily lives.

Game-based media holds significant potential for enhancing students' self-confidence and encouraging active participation in the learning process. Teachers have noted that students are more inclined to ask questions and express their opinions when prompted. In other words, students do not yet possess full self-confidence and require encouragement and communication with their teachers to express their questions and opinions. In this context, teachers express their desire for game-based instructional media that aligns with students' characteristics to create a comfortable learning environment that can foster students' courage and self-confidence holistically. However, the limited spare time available to teachers for designing game-based instructional media has led to the predominance of lecture-based methods, assignments, and the use of textbooks in the teaching process.

The use of simple and monotonous images by teachers in instruction fails to engage students effectively in the learning process. Teachers primarily convey instructional material through simple image cutouts without incorporating additional elements. Consequently, many students encounter difficulties not only in comprehending the material but also in applying it within their surroundings, particularly in the context of the Values of Pancasila in Daily Life subject matter. Hence, teachers highly appreciate and desire the implementation of game-based instructional media, anticipating that it can assist students in more easily applying instructional material and, importantly, in building self-confidence.

In addition to conducting interviews, another research analysis involved the direct distribution of questionnaires to 30 fifth-grade students at SD Negeri 1 Langse. This analysis aimed to identify the use of instructional media that can address students' difficulties with specific subjects while simultaneously fostering self-confidence and active participation in the learning process.

The following are the results of the student responses obtained from the questionnaire on the needs analysis for fifth-grade elementary school students:

Table 1
Results of Questionnaire on the Needs Analysis of Grade V Students

Questions	Responses	Percentage
Do you like Civics lessons?	Yes	100%
	No	0%
What is the classroom atmosphere like during Civic Education (PPKn) lessons?	Enjoyable	100%
	Boring	0%
Have you ever encountered difficulties in learning Civic Education (PPKn)?	Yes	83%
	No	17%
What topics are challenging to comprehend in the study of Civic Education (PPKn)?	Pancasila Values in Daily Life	25%
	The Implementation of Duties, Rights, and Responsibilities	23%
What difficulties do you encounter when studying Civic Education (PPKn)?	The difficulty of relating the material to real life.	38%
	The limited variety of learning media.	22%
What do you do when you don't understand the material the teacher presents?	Asking	77%
	Staying silent	23%

Can you complete every task given by the teacher in studying Civic Education (PPKn)?	Yes	57%
	No	43%
Do you know what Pancasila values are?	Yes	73%
	No	27%
Do you find it difficult to apply Pancasila values in your daily life?	Yes	83%
	No	17%
Which learning media can help you better understand the material?	PowerPoint (PPT)	28%
	Games	41%
Is it enjoyable to learn using games in the classroom?	Yes	83%
	No	17%
Have you ever heard of or played the game bingo?	Yes	47%
	No	53%

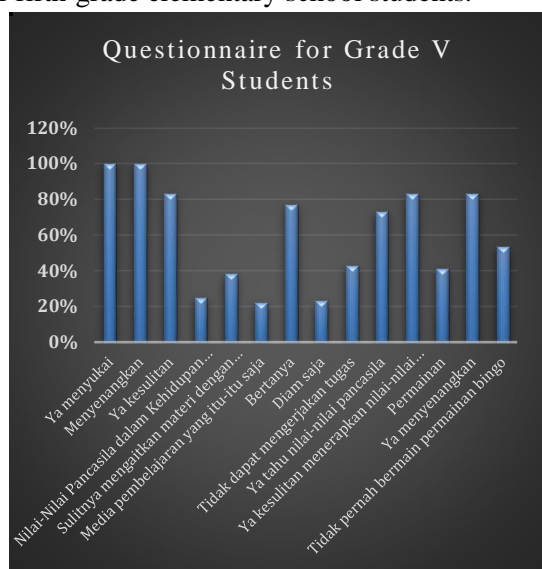
Based on the results of the questionnaire administered to fifth-grade students at SD Negeri 1 Langse, it can be concluded that students encounter difficulties with the subject of "Values of Pancasila in Daily Life" with a percentage of 25%. It is evident that students are familiar with the content of this subject, but they struggle with applying it in real life (83%). Most students find it challenging because they have difficulty relating the material to real-life situations (38%) and also due to the lack of variation in instructional media used (22%). Consequently, students prefer using instructional media in the form of games that can assist them in understanding and applying the learning material (41%).

Moreover, students' self-confidence levels tend to be low, as evident from other analysis results. With a percentage of 23%, some students still lack the confidence to ask questions when faced with difficulties in understanding the learning material.

As per teacher feedback, it is suggested that the remaining 77% of students may need further development in terms of self-confidence. This is because they are willing to speak up only under teacher pressure, indicating that they are hesitant to ask questions or express their opinions according to their own desires. Furthermore, 43% of students are uncertain about their ability to complete PPKn learning tasks.

Therefore, by employing enjoyable instructional media, there is a significant opportunity for students to build their self-confidence. This is supported by an 83% percentage, indicating that students expect the use of game-based instructional media in future lessons. Even though some students have never played bingo (53%), this presents an interesting point for students as they would gain a new experience.

Here is the percentage chart of the results of the questionnaire analysis of the needs analysis for fifth-grade elementary school students.



Graph 1

Results of Questionnaire on the Needs Analysis of Grade V Students

Based on the elaboration of the percentage figures above, the student needs analysis questionnaire identifies that students are highly interested in and supportive of the use of game-based instructional media, particularly bingo. The researcher firmly believes that if game-based bingo instructional media is developed in a concrete and enjoyable manner, it can assist students in comprehending and directly applying the material on the Values of Pancasila in Daily

Life. As stated by Setia (2021), the use of games in education provides students with more freedom or autonomy to practice in semantically meaningful situations. Educators often face the challenge of selecting the appropriate instructional media for teaching. As explained by Kharizma et al. (2017), knowledge acquisition, skills development, and various changes in students' attitudes and behaviors can occur through the interaction between new experiences and past experiences. Hence, educators must seek the right bridge. As highlighted by Evi Yuliwati et al. (2020), bingo games serve as a learning strategy that connects holistic experiences and triggers personal reflection. Thus, bingo games can be considered a bridge or solution that educators can apply to address students' difficulties in understanding and applying the material to their daily lives. This is because experiences directly encountered by students are likely to be easily retained in their memories, especially for students at an early age (Elementary School).

Another difficulty experienced by students in their learning journey is a lack of self-confidence. As evidenced by the research conducted by Ningtias et al. (2020), students' low confidence and reluctance to speak in front of others are often attributed to a limited vocabulary. Consequently, many students tend to observe their peers who possess strong speaking skills without affording themselves the opportunity to do the same. Given this situation, alternative and effective approaches are required to address students' challenges. Thus, a solution proposed by Noviyanti and Bahri (2019) suggests that games are an effective method for teaching vocabulary. Educators can implement bingo games in vocabulary instruction to enhance students' vocabulary skills. Additionally, educators can use bingo games as an attention-grabbing tool to boost students' enthusiasm for understanding and applying PPKn learning material, as well as to build their self-confidence for active participation in the classroom.

Students who possess strong self-confidence will experience positive behavioral changes, such as optimizing their abilities and enhancing their thinking processes. Additionally, students will

have the motivation and willingness to keep trying. According to Abdul (2022), the characteristics of someone with a high level of self-confidence include self-assurance in their abilities, independent decision-making, a positive self-image, and the courage to express questions and opinions in front of a larger audience. Individuals with self-confidence understand their human needs, which include continuous learning, decision-making, and the ability to self-evaluate.

The development of strong self-confidence can occur through a process that brings forth specific strengths (Siti et al., 2021). Educators must instill in each student an understanding of their unique strengths and foster belief in their ability to utilize these strengths. Additionally, educators should provide support to address various weaknesses students may have, reacting positively to prevent low self-esteem or difficulty in adapting. It is essential to convey that every individual possesses a unique combination of strengths and weaknesses, and students must eliminate unnecessary worries from their lives, with the key being self-belief.

The root cause of the aforementioned issues lies in the teacher-centered approach adopted in the school. Consequently, the observable impact includes students' limited comprehension of the material, difficulties in applying the material in daily life, and low confidence or self-assuredness when learning takes place in the classroom. As explained by Asep (2018), a teacher-centered approach reduces interaction among students and between students and teachers, leading to reduced opportunities for peer-to-peer interaction. Hence, it is unsurprising that students are less skilled at asking questions or expressing their opinions in the classroom. Under this instructional system, students face barriers to self-exploration within their environment. Consequently, students acquire knowledge that is constructed primarily based on their own understanding. However, educators can implement group discussions to assist students in thinking and problem-solving, as emphasized by Artobatama (2018). Therefore, utilizing group discussions is an appropriate choice for instruction. To ensure that group discussions are engaging and dynamic, educators can make

modifications to facilitate optimal learning. In this context, educators can develop and modify games commonly played by students. Bingo, for instance, is a game that can be modified and applied as an alternative to capture students' attention, thereby enhancing their cognitive abilities during discussions. Thus, students can more easily comprehend and apply instructional material and, crucially, feel confident when actively contributing in class.

According to various findings obtained from interviews with Class Teachers, fifth-grade student questionnaire responses, and relevant research, the researcher identified a need for improvement and enhancement in the quality of the learning process. One essential aspect requiring attention is the enhancement of teachers' skills in designing instructional media that facilitate comprehension of the material and foster students' self-confidence. This can be achieved by providing teachers with knowledge and skills to develop and implement bingo-based instructional media in teaching. This training should be conducted periodically to achieve successful learning outcomes.

CONCLUSION

Based on the discussions presented above, the following conclusions can be drawn: The availability of instructional media, as perceived by both teachers and fifth-grade students at SD Negeri 1 Langse, is considered limited, with minimal innovations being utilized in the teaching process. Consequently, this limitation hinders the students' level of interest in the learning materials.

Teachers and fifth-grade students express a strong need for an instructional medium in the form of a bingo-based educational tool. This tool is believed to aid students in comprehending the learning materials and cultivating their self-confidence during classroom instruction.

Challenges arise when delivering applied topics in PPKn (Pendidikan Pancasila dan Kewarganegaraan), such as the Values of Pancasila, due to the scarcity of suitable instructional media. This underscores the necessity for a bingo game that can visualize these materials, making them more concrete.

Teachers should be equipped with knowledge and skills to develop instructional media that facilitate students' reception and application of the

Pancasila Values in their daily lives, with the assistance of bingo-based tools.

In light of these conclusions, bingo-based instructional media have demonstrated validity and can be readily adopted by teachers as an effective teaching aid. It assists students in comprehending and applying the learning materials while also fostering their self-confidence during the learning process. Bingo games can serve as a valuable reference for both teachers and future researchers in the development of other instructional media to support the successful learning of elementary school students.

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