

Case Study of the Effectiveness of Game-Based Learning Strategy *Think-Tac-Toe* in Increasing Students' Learning Motivation in Pesantren Kilat

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Abstract

This study aims to explore the use of Tic Tac Toe game as a learning method in Pesantren Kilat activities for students. The focus of this study was to improve students' pedagogical competence through an interactive play approach. Using a quantitative research approach and a single-subject experimental design, this study showed that this game-based intervention had a positive impact on improving students' pedagogical competence. The results showed a significant increase in mean scores from the baseline phase to the intervention phase, highlighting that the Tic Tac Toe game can facilitate dynamic learning, motivate student participation, as well as assist in the development of critical and strategic thinking skills. While this study demonstrates the potential of the game as an effective learning tool, further research is needed to understand in depth how and why the game impacts on students' pedagogical competence in various learning contexts and activities.

Keywords: Game-based learning, Tic-Tac-Toe Game; Student Pedagogical Competence; Islamic Boarding School

A. Introduction

Islamic boarding school is a general activity carried out at school and becomes a routine activity to be carried out every year in the month of Ramadan with a short span of time. The purpose of the flash pesantren activity is to provide a deeper understanding of Islamic Religious Education subjects. With the flash pesantren, students have the opportunity to get religious provision to fill their cognitive abilities in instilling religious values such as fasting material, prayer, recitation of the Qur'an, or other worship. The process of internalising religious values applied to students will provide benefits in improving understanding, appreciation and practice of religious teachings in everyday life. In this case, as stated by Gustiwarni (2005), flash pesantren can provide a practice and appreciation for students so that later they can make a Muslim person, faithful and devoted to Allah SWT.

Islamic boarding school is something that has many benefits for students, especially junior high school students who already have critical thinking skills and interest in many things. Through the characteristics of early adolescence in junior high school students, it needs to be adjusted to the strategy of teaching and learning activities (KBM) at school. Teaching and learning activities (KBM) in schools will not be separated from several systematic components including

teachers, students, learning strategies and learning objectives. Generally, in KBM in the classroom, teachers often use conventional learning strategies such as lectures, questions and answers, and also exercises. This makes students feel bored to pay attention to the subject matter, especially in the pesantren kilat activity. Fasting activities make students feel less enthusiastic in receiving lessons so that there needs to be a change in learning strategies.

While the Tic Tac Toe game has been recognised as an effective learning tool (Agbonifo & Ofueu, 2018), in-depth research on its use to improve pedagogical skills is limited. Therefore, in conducting a learning strategy aimed at exploring the potential of the Tic Tac Toe game as a means to improve students' pedagogical abilities through the Ramadan Islamic Boarding School (Pesantren Kilat).

B. Methods

The method used in this research is a single case study or small group qualitative design. Interviews and observational observation to students and teachers. This design makes it possible to examine in detail the effects of a particular intervention on a single case or small group. In the context of this study, the focus on flash pesantren students made it possible to track changes in students' understanding of learning methods and their pedagogical abilities as a result of the intervention using the Tic Tac Toe game.

The design used in this study was an A-B design, indicating a cause-and-effect relationship between the dependent and independent variables. Data measurement in both conditions is to compare the effect of the intervention on the observed behaviour. The A-B design was used to evaluate the effectiveness of the intervention on behaviour change.

The study consisted of six sessions, divided into two baseline phases and four intervention phases. The baseline phase used practice and discussion methods to measure students' initial understanding of the learning method and their pedagogical ability. After that, the intervention phase was conducted, where the Tic Tac Toe game was applied in the learning process. The aim is to see if there is an improvement in students' understanding of learning methods and their pedagogical ability after the intervention.

Data were collected through participatory observation, interviews, and document analysis. Data were analysed thematically to identify patterns and key findings related to the influence of the Tic Tac Toe game on students' understanding of learning methods and their pedagogical skills.

C. Results

Based on the results of the research that has been carried out, data obtained from the results of interviews and observations of observations from class teachers that students who take part in flash pesantren learning with think-tac-toe learning strategies take place effectively and obtained results that have a significant positive impact on students' understanding and pedagogical abilities. The research

was conducted for 2 jp (70 minutes) in two (2) cycles, where 1 cycle consisted of 2 meetings. The research was conducted in class VII UA at Pekalongan Islamic Junior High School.

The implementation of the *Think-Tac-Toe* or *Tic-Tac-Toe* learning strategy is done by providing a selection of nine (9) different tasks formed into 3x3 on a tic-tac-toe board for students to choose 3 tasks in sequence to practice their skills or demonstrate and expand learners' understanding of the concepts, material taught by the teacher. *Think-tac-toe* learning strategy is a differentiated learning strategy that contains a wide collection of different activities, consisting of 9 activity boxes but learners must complete 3 activity boxes *in* sequence or form a line "*three in a row*". In the game, learners will be formed with 2 teams divided from 1 class, namely teams "X" and "O". Both teams will compete to form a harmonised sequence based on a selection of 9 boxes. The boxes contain questions that must be answered from the material that has been presented so that learners will be invited to apply the material orally in a short time. The question boxes are provided randomly and closed according to the "X" and "O" symbols that will be arranged on the board. Learners will form rows vertically in sequence to take turns answering with a short time span (10 seconds) so that for one team that is able to answer quickly and arrange the lines that are aligned, it is declared a win.

X	X	X
		O

List the prohibitions in fasting (X)	Recite the first surah that was revealed to Prophet Muhammad (PBUH) (O)	The process of Nuzulul Qur'an stages (O)
Difference between Qiyamul Lail and Tahajud (O)	List the 5 laws of tajweed (X)	Mention the virtues of Nuzulul Qur'an (O)
List the letters of the ruling of idgham bilaghunnah (X)	Mentioning the conditions for the validity of fasting (X)	Example of ikhfa shafawi tajweed recitation (X)

In this game, it is able to increase student learning motivation and produce more active participation in learning, especially during the month of Ramadan, in which case many of the students are not excited about learning. The following are the results of interviews with students

"Honestly, I feel weak to receive lessons, mum, especially if the lesson is just listening, so the impression is like it's not challenging, mum. I need something fun, like games for example."

This highlights that a playful approach to learning can create a more engaging and supportive environment for students. However, the challenge that needs to be faced is how to ensure that such interest can be appropriately directed to substantial learning.

Furthermore, the interview results highlighted the importance of reflection and self-understanding in improving learning. Students felt more confident and capable in facing learning challenges after engaging in the Tic Tac Toe game. This suggests that learning through games not only provides opportunities to improve academic skills, but also psychological aspects such as self-confidence and courage in the face of uncertainty.

"..wow it's really cool mum...we are more happy to receive the material because we feel more challenged to compete with teamwork."

"...interesting mum, we also get faster to think about finding answers so yes..according to our understanding"

"...if possible, in other subjects it's also like this, hahaha...we become much more enthusiastic to get the material"

Overall, the results of this study provide valuable insights into the potential use of games in enhancing learning in flash pesantren. However, to achieve optimal results, I recognise the need for more targeted efforts in designing integrated learning and appropriate mentoring in developing students' skills beyond the game experience.

D. Conclusion

Based on the results of the research that has been conducted on flash pesantren students, it can be concluded that the use of Think Tac Toe game as a learning method has a significant positive impact on improving students' pedagogical competence. There was an increase in the average score from the baseline phase to the intervention phase, which showed the effectiveness of the Think Tac Toe game in facilitating active learning, motivating student participation, and helping the development of critical and strategic thinking skills.

Although the results of this study showed significant improvement, it is recognised that further research is needed to understand more deeply how and why the Think Tac Toe game impacts on students' pedagogical competence. Further research could explore how the game can be adapted or modified to support the learning of Islamic education as a subject matter in a variety of contexts and disciplines, as well as how the game can be used to support the learning of students with different backgrounds and learning needs.

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