

Engklek Education (EDUKLEK) Instructional Media in Social Studies Learning: An Effort to Improve Learning Outcomes in Grade VII B at SMPN 24 Malang

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Abstract: The decline in students' interest and achievement in Social Studies remains a persistent issue in many schools, including among Grade VII B students at SMPN 24 Malang. This study aims to enhance learning outcomes and student engagement through EDUKLEK (Educational Engklek), an instructional medium adapted from the traditional engklek game and integrated with Social Studies content. This research employed the Classroom Action Research model developed by Kemmis and McTaggart, implemented over two cycles with 33 students. Data were collected through achievement tests, observations, interviews, and documentation, and analyzed using quantitative and qualitative approaches. The results indicate a significant improvement in student performance, with the average score increasing from 66.09 (45% mastery) in the pre-cycle to 74.24 (73%) in Cycle I, and further rising to 84.27 (91%) in Cycle II. EDUKLEK was also found to enhance students' participation, motivation, and conceptual understanding while strengthening appreciation for local culture. These findings demonstrate that EDUKLEK serves as an effective culturally grounded instructional innovation for improving Social Studies learning outcomes.

Keywords: EDUKLEK, traditional games, learning outcomes, Social Studies, local culture, classroom action.

Introduction

Education and culture are two interrelated and inseparable dimensions in shaping the character of a nation. Education functions to develop students' potential so they may become knowledgeable, virtuous, and culturally grounded individuals, whereas culture serves as a national identity that must be preserved and sustained. In the modern era of globalization, the rapid flow of information and external cultural influences has significantly shaped students' mindsets and behaviors. This condition presents a challenge for teachers to integrate local cultural values into classroom learning. Embedding cultural elements in modern instructional activities has become increasingly difficult, as many students perceive culture as something monotonous and outdated. Educators therefore hold a central role in cultivating and strengthening local cultural values among learners, particularly in responding to the

pressures of globalization that threaten the stability of national cultural identity (Azzahra et al., 2025).

The accelerating development of technology has brought substantial impacts to the field of education. Although advancements in information and communication technology have broadened access to global learning resources, they have simultaneously displaced local cultural values. Ki Hadjar Dewantara emphasized that education must be rooted in culture in order to produce Indonesian individuals with strong character. In this regard, Social Studies plays an essential role in instilling social and cultural values; however, it is often regarded by students as monotonous due to teacher-centered learning practices. Teachers, therefore, hold a strategic position as primary facilitators in the internalization and preservation of cultural values, a role that has become increasingly crucial amidst the intensifying pressures of

globalization, which may disrupt the continuity of national cultural identity (Haniah et al., 2023).

Recognizing the importance of education for national development, the 1945 Constitution mandates that 20% of the state budget be allocated to the education sector. This places education at the forefront of achieving national goals. According to Law No. 20 of 2003 on the National Education System, the purpose of Indonesian education is to cultivate a generation that is intelligent, creative, and multicultural. Nevertheless, various challenges continue to hinder the achievement of these goals. Educational reforms become urgently necessary when disparities in instructional quality persist and teaching approaches remain repetitive. Such conditions limit the optimal development of students' capacities and talents, while simultaneously perpetuating social inequality (Hujaimah et al., 2024). These disparities are evident across Indonesia, where many schools continue to rely on ineffective instructional methods that inhibit student potential.

A similar issue occurs at SMPN 24 Malang, where the learning outcomes of Grade VII B students remain low, with only 45% achieving mastery. The class average score of 66.09 is below the minimum mastery criterion of 75, indicating that overall performance remains unsatisfactory. This situation demands innovative, contextual, and culturally rooted instructional solutions. If such conditions persist, they may hinder the achievement of learning objectives and pose significant obstacles to students' academic development.

As a solution, innovative teaching methods are required—methods capable of improving learning outcomes while preserving traditional values. One such innovation is the integration of traditional cultural practices into educational activities. EDUKLEK (Educational Engklek), a modified version of the traditional engklek game, is designed as an instructional medium to help students understand Social Studies concepts more effectively. The integration of interactive learning media with instructional content is expected to increase students' motivation to learn, which in turn improves academic achievement. Consistent with the findings of Uliyandari et al. (2025), the integration of interactive digital learning media that incorporates elements of local culture has been

shown to enhance students' engagement in the learning process. This approach not only strengthens academic performance but also renders learning more contextual and meaningful for students. In this classroom action research, EDUKLEK was implemented to support students in learning Social Studies topics—specifically demand, supply, price, and markets—in an interactive, engaging, and culturally meaningful manner. Through the incorporation of cultural elements from EDUKLEK, students develop more positive attitudes toward local traditions and cultural heritage.

Materials and Methods

This study was conducted in Grade VII B of SMPN 24 Malang in April 2025. The research employed Classroom Action Research (CAR) with a descriptive quantitative approach. This type of research involves deliberate intervention by the researcher to improve both the learning process and learning outcomes within the classroom setting (Gulo, 2022). The study adopted the Classroom Action Research model developed by Kemmis and McTaggart, consisting of four stages: planning, action, observation, and reflection. The research subjects were 33 students of Grade VII B, comprising 16 male and 17 female students. Data were collected through learning outcome tests, observations, interviews, and documentation. Quantitative analysis was used to measure the improvement in learning outcomes, while qualitative analysis was applied to describe students' engagement during the learning activities.

The preliminary stage of the study involved direct observation of the learning process in Grade VII B during Social Studies instruction. The lesson covered the topics of demand, supply, price, and markets, delivered through a conventional lecture-based method. Following this, the researcher identified constraints emerging during the Social Studies learning process in the classroom. These findings informed the development of the research design aimed at implementing Classroom Action Research within the class.

The subsequent stage applied the Kemmis and McTaggart CAR model, consisting of four cyclical

phases. In the planning stage, the researcher prepared the instructional design by developing lesson plans that integrated the EDUKLEK (Engklek Education) game as a learning medium to teach concepts related to demand, supply, price, and markets. The EDUKLEK media—including the game board, barcode-based question cards, activity guidelines, and assessment sheets—were also prepared.

During the action stage, the researcher implemented the instructional activities over two class periods. The first period involved explaining the material and the procedures for using EDUKLEK, while the second period consisted of the EDUKLEK activity. Students completed a series of challenges on the EDUKLEK board, each containing questions aligned with the previously taught material. Students earned scores based on their performance in completing each challenge. These learning outcome scores were then used as the basis for observation and reflection.

In the observation stage, the researcher systematically observed student behaviors and participation during the EDUKLEK-based learning activities. The results of these observations were objectively recorded to be analyzed during the reflection stage. In the reflection stage, the researcher evaluated the implementation of the EDUKLEK activity to determine the effectiveness of the intervention and formulate conclusions regarding the learning improvements. The outcomes of this reflection stage informed decisions

about the continuation or adjustment of subsequent research cycles

Results and Discussion

Pre-Cycle Results

Before the intervention was implemented, the teacher conducted an initial observation of the Social Studies learning process. The research began by collecting preliminary data to identify the characteristics and initial conditions of students during classroom learning activities. Data collection was carried out through several procedures, including interviews with the subject teacher and structured conversations with students. The information obtained during this preliminary stage served as the basis for formulating the strategies, methods, and instructional actions to be applied in the subsequent learning sessions.

To assess students' level of understanding prior to the intervention, the researcher also collected samples of students' learning outcome scores for the topic of demand, supply, price, and markets. At this stage, the learning process remained conventional and teacher-centered. The learning outcomes of Grade VII B students were still below the minimum mastery criteria (KKM) for Social Studies. The pre-cycle test results indicated that students' performance had not yet met the expected standards. The pre-cycle learning outcomes are presented in the following table 1:

Table 1. Pre-Cycle Learning Outcomes of Grade VII B Students

Summary of Pre-Cycle Learning Outcomes of Grade VII B Students		
No	Description	Score
1	Total number of students	33
2	Highest score	80
3	Lowest score	40
4	Number of students achieving mastery	15
5	Number of students not achieving master	18
6	Mastery learning percentage	45%

The results indicate that only 15 out of 33 students in Grade VII B achieved the minimum mastery criteria. The highest score obtained by students was 80, while the lowest was 40. These

outcomes show that the overall mastery learning percentage was 45%. The low level of student achievement highlights the need for an appropriate and effective solution to improve learning

outcomes. Innovative instructional media that can enhance students' learning motivation may serve as a promising approach to address this issue and support improvements in student performance.

Cycle I

In Cycle I, the researcher implemented the EDUKLEK learning media in delivering the topic of demand and supply. Students appeared enthusiastic while participating in the game-based learning activities. The EDUKLEK instructional media successfully engaged students, encouraging their active involvement throughout the lesson. Students demonstrated improved focus during the learning process and showed noticeable progress in their academic performance.

Cycle I consisted of two learning sessions conducted on April 14 and 17, 2025, with the instructional focus centered on the concepts of Demand and Supply. A total of 33 students participated in this learning cycle. Following the completion of the instructional activities in Cycle I using the EDUKLEK media integrated with Social Studies content, the researcher administered an evaluation to measure students' understanding. This evaluation was conducted through a learning achievement test delivered in the form of challenge questions embedded within the EDUKLEK barcode challenge cards. The results of the learning achievement test for Cycle I are presented in table 2, which outlines the performance of students in Class VII B during this initial cycle.

Table 2. Learning Outcomes of Grade VII B Students in Cycle I

Summary of Learning Outcomes of Grade VII B Students in Cycle I		
No	Description	Score
1	Total number of students	33
2	Highest score	85
3	Lowest score	50
4	Number of students achieving mastery	24
5	Number of students not achieving master	9
6	Mastery learning percentage	73%

The data on student learning outcomes indicate an increase in mastery from 45% to 73%. The highest score improved from 80 to 85, while the lowest score rose from 40 to 50. The number of students who achieved mastery increased from 15 to 24, resulting in a mastery percentage of 73%. Although the learning outcomes demonstrate positive progress and students began to develop a stronger understanding of the instructional material, several aspects of the learning process were still not fully optimized. Some students remained overly focused on the game elements and did not consistently follow instructions as expected.

Based on these results and classroom observations, it was evident that a number of students were still not fully focused and tended to treat the activity as play rather than learning. Therefore, reflection was conducted by incorporating additional discussion sessions to strengthen students' conceptual understanding and by redesigning the EDUKLEK media to ensure that

all students remained focused and engaged throughout the learning process.

Cycle II

Cycle II was implemented by improving instructional strategies, adding structured reflection, and enhancing evaluation procedures to ensure that the learning process could be carried out more effectively. The learning activities in Cycle II were conducted over two meetings, held on April 21 and 24, 2025, focusing on the topics of pricing and markets. A total of 33 students participated in the learning process.

Based on the results of the previous reflection, the researcher incorporated a discussion session and re-explained the material to ensure students' understanding. The researcher also clarified the procedures for carrying out the learning activities in accordance with the reflection outcomes, ensuring that all students were actively engaged. In Cycle II, the use of the improved EDUKLEK media

succeeded in engaging all students actively. The learning process became more interactive and conducive, and students demonstrated a clearer understanding of the material presented.

After completing the series of learning activities using the refined EDUKLEK media integrated with

the Social Studies content, the evaluation of student learning outcomes was conducted. The results of student performance in Cycle II showed significant improvement and are presented as follows:

Table 3. Learning Outcomes of Grade VII B Students in Cycle II

Summary of Learning Outcomes of Grade VII B Students in Cycle II		
No	Description	Score
1	Total number of students	33
2	Highest score	96
3	Lowest score	75
4	Number of students achieving mastery	30
5	Number of students not achieving master	3
6	Mastery learning percentage	91%

Based on the learning outcome data, the mastery level increased significantly from 73% to 91%. The highest score improved from 85 to 96, while the lowest score rose from 50 to 75. The number of students who achieved mastery increased from 24 to 30, resulting in an overall mastery percentage of 91%. These results indicate a strong positive progression, demonstrating that students began to understand the learning material more effectively. The improvement in learning outcomes also suggests that the learning objectives were achieved more efficiently and systematically.

This finding shows that learning activities designed in an engaging and unique manner—combined with well-structured cultural games—can successfully enhance student interest and participation. Previously, the use of conventional teaching methods and media by the teacher hindered student engagement and contributed to low learning outcomes. However, observations during this cycle revealed that students became more focused, and the number of students who were disengaged during lessons decreased significantly. The reflection results in this cycle confirm that the integration of the EDUKLEK

learning media into Social Studies instruction effectively improved student learning outcomes.

Learning outcomes increased substantially, achieving a mastery level of 91%. Students became more active, cooperative, and responsive, while the use of the Engklek Edukatif (EDUKLEK) media also fostered awareness of local cultural preservation by transforming traditional games into an engaging instructional strategy.

The improvement from the pre-cycle to Cycle II demonstrates that the traditional game-based learning media EDUKLEK is effective in enhancing Social Studies learning outcomes. EDUKLEK integrates physical activity, cognitive processes, and cultural values, providing students with a meaningful and enjoyable learning experience. These findings support Piaget's Constructivist Theory (1970) and the principles of Culturally Responsive Teaching (Gay, 2018), both of which emphasize the importance of experiential and culturally grounded learning.

The consistent increase in the learning outcomes of Grade VII B students at SMPN 24 Malang—from the pre-cycle to Cycle II—reflects a clear upward trend in student achievement. The mean score progression can be observed in the following graph:

Table 4. Progression of Learning Outcomes from the Pre-Cycle to Cycle II

Summary of Scores and Mean Learning Outcomes from the Pre-Cycle to Cycle II			
Name Code	Pre-Cycle	Cycle I	Cycle II
AZ	78	75	80
AD	54	75	85
AK	80	75	86
AS	75	70	75
AE	75	80	94
AV	44	75	75
AAD	75	70	70
DAH	50	80	86
DPS	75	50	80
DAL	50	80	84
FA	80	75	84
FF	40	75	80
HHH	64	80	75
IRB	75	55	86
JN	70	75	80
LJT	80	80	96
MGJ	70	55	86
MFS	70	80	96
MZF	77	85	90
NPS	64	75	86
OC	75	55	70
QVS	64	80	94
RHY	80	85	96
RCW	55	70	92
RPH	50	85	80
SNP	78	80	94
SP	60	65	80
TA	80	85	96
VA	53	80	72
YR	55	80	84
ZA	67	60	75
ZR	40	75	84
ZC	78	85	90
Average	Pre-Cycle	Cycle I	Cycle II
	66,09	74,24	84,27

Analysis of the learning-outcome progression table across the Pre-Cycle, Cycle I, and Cycle II stages demonstrates a marked improvement. In the Pre-Cycle phase, when instruction was still

delivered through conventional teacher-centered methods, students' average score was 66.09 with a mastery rate of 45%. After the implementation of the EDUKLEK instructional media in Cycle I, the

average score increased to 74.24 and the mastery rate rose to 73%. This positive development continued in Cycle II, where the mean score further improved to 84.27, with mastery reaching 91%.

These findings indicate that the integration of the EDUKLEK learning media into the IPS (Social Studies) curriculum had a substantial positive impact on students' engagement and conceptual understanding. The results are consistent with the study conducted by Sari (2016), which reported an increase in students' final test scores from 61.15 in Cycle I to 77 in Cycle II, representing a gain of 15.85 points. The improvement in Cycle II was supported by enhanced student learning activity, evidenced by an increase in activity achievement from 46% in Cycle I to 70.4% in Cycle II.

Overall, the implementation of the EDUKLEK instructional media can be considered effective in significantly improving students' academic achievement and learning performance.

Conclusions

The findings of this classroom action research conducted over two cycles demonstrate that the use of the EDUKLEK (Engklek Edukatif) instructional media is effective in improving students' learning outcomes and engagement in the topics of Demand, Supply, Price, and Market among Grade VII B students at SMPN 24 Kota Malang. The average learning outcome increased from 66.09 with 45% mastery in the Pre-Cycle to 74.24 with 73% mastery in Cycle I, and further improved to 84.27 with 91% mastery in Cycle II. The findings of this classroom action research conducted over two cycles demonstrate that the use of the EDUKLEK (Engklek Edukatif) instructional media is effective in improving students' learning outcomes and engagement in the topics of Demand, Supply, Price, and Market among Grade VII B students at SMPN 24 Kota Malang. The average learning outcome increased from 66.09 with 45% mastery in the Pre-Cycle to 74.24 with 73% mastery in Cycle I, and further improved to 84.27 with 91% mastery in Cycle II. Beyond cognitive improvement, student activity also increased, as reflected in their heightened focus, enthusiasm, cooperation, and

active participation. Integrating the traditional game engklek through EDUKLEK created a meaningful, contextual, and culturally responsive learning experience aligned with constructivist principles. Based on these findings, teachers are encouraged to continue developing and utilizing culturally integrated interactive media to make learning more engaging and relevant. Future studies may apply this media to different grade levels or materials and examine its impact on other skills such as critical thinking and collaboration, while further development should incorporate innovative technologies to enhance learning effectiveness.

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