

IMPLEMENTATION GAME BASED LEARNING MODEL IN BUILDING STUDENT SOCIAL COMPETENCE

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Abstrac. The purpose of this study is to determine each stage in the game-based learning model in the form of giving rules, goals, interactions, challenges and results that are able to build social competence in the form of self-control, discipline, empathy, assertiveness, freedom of friends, responsibility, and cooperation. Game based learning learning model as a solution to able build students' social competence. This study uses a qualitative approach with a descriptive type. Data were collected through observation, interviews and documentation. Observations were made at MTs Bahrul Ulum Tajinan and interviews were conducted with social science teachers and eighth grade students. The data analysis technique uses interactive analysis by Miles, Huberman and Saldana which consists of collecting data by simplifying the data collected so that it can emphasize the focus of the research, presenting data in the form of charts that help make the data more selective and simple, then verifying the data or conclusions on the data collected. has been shown. The results showed that the game-based learning model was able to build students' social competence. The stage of giving rules is able to foster self-control and discipline. At the stage of giving goals and interactions, it is able to foster an attitude of responsibility, assertiveness and freedom to make friends. Through the stages of competition and challenges are able to build an attitude of cooperation. Part of results and feedback can able to build an attitude of empathy in students.

Keywords: learning model; social competence; *game based learning*

A. INTRODUCTION

Social problems often occur when children enter adolescence in the community and school environment. Symptoms of social problems in the school environment can be seen from deviant behavior by students such as fights, bullying, and the existence of strongholds between students. Deviations can also be caused by a lack of communication and interaction, low empathy, and individualistic attitudes that indicate the low social values that children have in everyday life. The initial observation stage showed that there were several student deviations such as frequent absences, bullying and a less competitive attitude that students had during learning. The causes of deviations in adolescents are usually carried out by adolescents who fail to under the process of physical, psychological and emotional development (Suwarni 2018). This development process becomes a reference for social competence that must have in individually students to their environment.

Students who are less competent will find it more difficult to establish or interact with other people. This condition is often found in everyday life, as in the school environment it is often found that students are isolated. Students who experience rejection or isolation are caused by a lack of interaction and the ability to perform social skills in their environment (Murtafiah and Sahara 2019). The development of a teenager is related to his social adjustment. Social adjustment is where the condition of adolescents must be able to adjust to the opposite sex or adults who are outside their family and school environment. In childhood a person will be closer to his parents, but entering adolescence the relationship becomes less and is replaced by peers. The school environment is a place for teenagers to spend their time in daily lives. Students can adapt themselves to achieve developments that can slowly build social competence. Part of the teacher's role The teacher's role in strengthening social competence is to help children constructively channel and manage their feelings and impulses (Han and Kemple 2006).

High social competence can help students to create quality on relationships and have an important role in the future. Social competence can help students more easily in their daily lives to adjust their social environment. Research shows that adolescents who have high social competence will experience less pressure, anxiety and stress (Smart and Sanson 2003). Learning becomes a space to build their social competence in form of cooperative skills, how to communicate well, and build interactions with their environment. Social competence is important need to be instilled in students to predict the success and failure of their lives in the future. For students, social competence can be said ability to build relationships with other people who are honed through the learning process. Students' social competence can be seen from the skills possessed by these students, such as self-control or emotional feeling, cognitive, and behavior needed by children in placing themselves on the social environment. Students who have low competence will experience problems and difficulties in adapting socially and emotionally, as well as difficulties in academic and cognitive development (Semrud-Clikeman 2007).

There are several aspects of social competence according to several researchers which are quite broad and varied. Ismawati revealed several aspects of social competence, namely, problem solving, self-control, cooperation and empathy (Iswinarti 2014). Smat & Sanson by including a model of social competence for children and adolescents consisting aspects of assertiveness, cooperation, self-control, responsibility and empathy. Assertiveness is a behavior that shows a confident personality in starting friendships, inviting to participate in social activities, starting conversations, showing an attitude as a leader and being able to express desires in groups. Cooperative is behavior that obeys orders and requests. Empathy is a behavior related to one's concern and attitude to feeling the feelings of others. Self-control means a person's attitude to control himself in certain situations by taking appropriate actions when there are disturbing situations. Responsibility is behavior whose duties and obligations are for what should be done (Smart and Sanson 2003).

The role of social science is become a discipline that develops students' social skills so that they can shape students' personalities as good citizens. Activities that can build students' social skills can be measured through learning activities such as observing communication skills, group building skills and problem solving (Umami and Musyarofah 2020). Learning requires the role of teachers to develop the abilities students to through the application in learning models. The development of learning models needs to be adapted the characteristics of learning (Heri Sunaryanto 2015). The student-centered learning model can monitor student activities in building social skills to deal with social problems in their environment.

Game based learning can be a learning solution that can improve children's interactions so as to encourage the development of their social skills. Game based learning can be regarded as a game that is packaged to achieve goals in the context of education. Based on a survey conducted, the existence of game-based learning in learning has the characteristics of being interesting, exciting, interactive, providing feedback, challenging, and presenting social attitudes and cooperation (Wibawa et al. 2021). Game based learning learning models can help students build the social competencies needed so that they are able to be selective in dealing with social problems, games can also arouse students to be more competent in accepting what the teacher

says. Games can provide a wider social context, when playing games players will connect with one another to participate in a similar experience.

Game is a unique genre that is applied in the learning model, the fun of playing games makes this model more preferable to other models (Plass, Homer, and Kinzer 2015). Learning activities packaged in games will make students more enthusiastic and interested during learning activities so that they can have high memory of the material presented. Game based learning presents a different process from conventional learning in general, learning activities by playing make students more enthusiastic and motivated. interested so that they can have a high memory of the material presented. The design of a game requires six main elements, namely, rules, goals and objectives, interactions, competition and challenges, as well as results and feedback. Responding to these elements, researchers have designed the syntax of the game-based learning model as shown in the table below.

Game Based Learning Model Syntax (Marc. Prensky 2001)

Phase	Teacher behavior
Phase 1 Conveying the rules of game	The teacher conveys the rules in game and confirms the sanctions for violating the rules
Phase 2 Conveying goals and objectives of the game	Teacher conveys the game objectives and target points for the winning players
Phase 3 Building student interaction	Teacher divides the students into several groups and start game
Phase 4 Planning for competition and challenges	Teacher directs each group in the implementation of the game
Fase 5 Give results and feedback	Teacher announces results of the winning group's game and provides feedback regarding the material being taught

The advantages of the game-based learning model is include being able to increase interaction between students in learning, students become more interested in learning it is can be easy to focus on the material presented by the teacher, students are more active and enthusiastic in learning activities, can foster a sense of solidarity and student cohesiveness. through group collaboration. While the advantages of the game-based learning model are that there is no equitable distribution of learning so that it is often dominated by students who have more learning achievements, the conditions during the implementation of the game will make the classroom atmosphere more crowded so it is difficult to condition the class, and time management needs to be considered because the game takes a long time (Ratnawati, N., Sukamto, S., Ruja, I., & Wahyuningtyas 2020).

Game based learning learning model emphasizes student involvement in games to achieve learning objectives, such as by developing students' social skills. Related to the problems among teenagers and the conditions at the location, the researchers are interested in conducting research with the title "Implementation of Game Based Learning Models in Building Students' Social Competence". The researchers hope that they will be able to understand and deeper regarding the design of the game-based learning model and the achievement of social competencies possessed by students in their environment.

B. METHODS

This research was conducted at MTs Bahrul Ulum Tajinan which is located at Jalan KH. Salim 167, Jatisari Village, Tajinan District, Malang Regency, East Java Province. The method used in this research is descriptive qualitative through direct observation in accordance with the reality in the field. The data in the study are categorized into two types, namely primary and secondary. Primary data is data obtained directly in the field through original sources, while secondary data is data obtained from other parties. Based on the data sources that have been obtained, the researchers then carried out data collection techniques using observation, interviews, and documentation. Observations were made at MTs Bahrul Ulum Tajinan for two meetings, interviews were obtained from social studies teachers and class VIII students, while documentation was obtained on documents obtained from the school such as student data, facilities and infrastructure, and learning implementation plans. Other data also obtained by researchers through the documentation of data owned by schools such as student attendance, facilities and infrastructure, lesson plans and so on.

In the observation activity, the researchers directly reviewed the activities of teachers and students which were carried out in two meetings, namely Monday (20 March 2022) and Wednesday (22 March 2022). The media used by the teacher is a word square worksheet and a copy of the word square in a larger picture as a medium in the implementation of the game. The instrument in qualitative research is the researcher himself. Class VIII students at MTs Bahrul Ulum are divided into two classes, namely class VIII A with 18 students and class VIII B with 16 students. In interviews conducted with research students involved 5 male students and 5 female students through coordination with the social studies teacher. In this study, checking the validity of the data was carried out so that the data obtained was more reliable. The validity of the data was obtained through diligent observation, triangulation and the use of reference materials. Triangulation is carried out in two ways, namely source and technique triangulation. Source triangulation is done by re-checking the data that has been obtained based on existing sources, such as with student and teacher interview data which is then used as a tool to sort out information in order to get the truth of the data under study. Technical triangulation is done by checking data that has the same source but different techniques. In the triangulation technique, researchers make observations related to the subject and the environment.

Data analysis in this study used interactive analysis by Miles, Huberman and Saldana which consisted of four components, namely data collection, data presentation, data condensation and verification or conclusion. Data collection was carried out at MTs Bahrul Ulum Tajinan which was obtained through the implementation of observations, interviews and documentation to determine the appropriate strategy to be used in research so as to determine the focus and deepening of the data in the next research process. The condensation process can be obtained through documents, interview transcripts and empirical materials found in the field, then the data will be selected so that it can place more emphasis on the required research focus. Presentation of data can be interpreted as a systematic arrangement of information to make the data more selective and simple. Verification or drawing conclusions is done by testing or drawing conclusions on the data that has been taken and comparing them with relevant theories (Miles, Huberman, and Saldana 2014).

C. RESULT & DISCUSSION

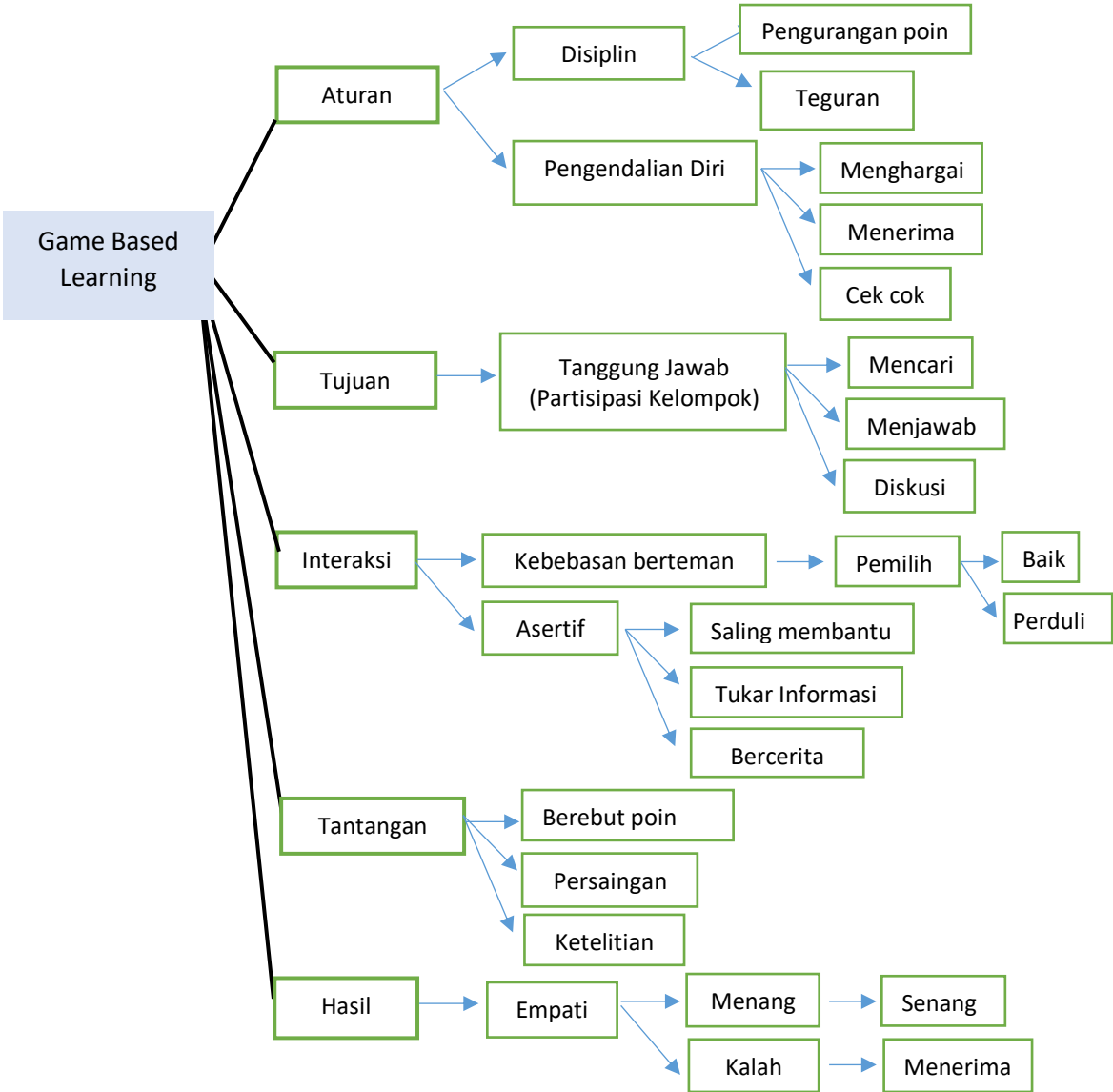
Word square is the game chosen by the teacher because this game emphasizes accuracy and group cooperation in solving it, besides that the group will feel happy when they find the right word on the word square sheet. There are also several phases in the application of the game-based learning model, namely rules, goals and objectives, interactions, challenges and competition, as well as results and feedback. All these phases have been described as the lesson plans that the teacher designed and then implemented in the classroom. At the first meeting, learning focused more on deepening the material with the theme of the arrival of western nations to Indonesia. Furthermore, in the second meeting in the form of implementing a learning model through games that the teacher creatively developed with several media that supported the achievement of student activities. The researcher saw the condition of the students who were active and followed the teacher's directions during the learning activities. Conditions in the

middle of learning where there are some students who are starting to get noisy and busy, but most of the other students are able to finish the game in an orderly manner and according to the direction of the teacher. The teacher will give a warning and deduction of points to students who commit violations.

During the interview, the researcher got some information that strengthened and supported this research. Interviews with teachers showed that game based learning became a learning model that was applied according to students' problems, where class VIII students had a less competitive attitude so that the application of a constructive learning model was needed. According to the teacher, the application of the game-based learning model is able to build students' social competence, in this case the teacher reviews based on the daily development of students. The social competencies that the teacher instills through the game-based learning model are the cultivation of religion, discipline, freedom of friends, cooperation and honesty. Other competencies embedded in students based on the observations of researchers and interviews with students include assertiveness, self-control, responsibility, and empathy. Students also revealed that the application of game-based learning gave a pleasant impression during learning and was able to facilitate students' understanding of the material presented.

The researchers carried out data visualization that could clarify the results of this study as shown in the following chart:

Gambar 1. Visualization of Research Results



1. Rule of the game

At the beginning of the lesson the teacher will start with greetings and prayers which are then followed by reading a short letter. This activity is a culture owned by madrasas to instill Islamic values in students. Through the Islamic culture contained in the madrasa, students will also have strong religious cultivation competencies individually. Students will be able to live life in their environment with the provision of religious planting in schools. The next activity is the delivery of learning objectives as well as providing rules during learning activities accompanied by games.

Rules make the game limitless and make the game fairer. The teacher gives rules during the game which include students working honestly, students may only sit according to the group's place, to answer questions students must raise their hands, the teacher will point to the fastest student, correct answers get 10 points, students who violate will be deducted 5 points. This action shows that the social studies teacher has carried out his role as a planner or planner in compiling the rules used during the game. At the time of playing the researcher saw some students committing violations, the responses of other students felt emotional and did not like their friends who violated the rules, this showed social sanctions for unfavorable views to students. The playing process has rules that every player obeys, those who break the rules not only get punished but also get social sanctions (Hadi, Sinring, and Aryani 2018).

Begin of teacher learning, the rules contained in the game make students have self-control competence because students can hold their ego so they don't cheat when the game is done. Self-control is a condition where students are able to control their own ego so they don't violate the rules and cheat when the game starts. The role of the teacher in this case is to help provide understanding to students about the rules contained in the game so that students have good self-control in their implementation. Self-control also manifests a disciplined attitude as evidenced by behavior that becomes a personality that obeys rules or orders (Suleman 2020). Besides being able to strengthen self-control, rules can also build competence in the form of a disciplined attitude with students who obey the rules of the game. The teacher will give sanctions to those who violate the rules, the sanctions are determined based on the severity of violations committed by the students. For minor violations, the teacher only give a subtle reprimand, but if the violation is severe and often done, the student will get a point deduction.

2. Goals on game

The existence of goals and objectives shows the teacher's role as an organizer or mentor who directs students and motivates them to achieve the goals and objectives of the learning model. The social studies teacher directs students to reach the game goal where the group that gets the most points will be the winner. Goals can motivate players to win the game, students are more enthusiastic in playing so they can get the most points. The existence of goals and objectives in a game can foster competence in the form of an attitude of responsibility to students by completing the tasks given by the teacher. In addition, the teacher also builds an attitude of responsibility by giving power to students in making decisions. Responsibility is shown by students' actions in accepting consequences, carrying out tasks, not blaming others and being consistent with words (Surahman 2017).

Goals and objectives can make students able to place their respective roles in groups so that they can win the game. Students have responsibilities as group members who take an active role and participate in achieving the goals of the game. Interviews conducted with social studies teachers showed that in playing each student must have their own role in a group such as looking for words, and working on questions, which then the role will be reported to the teacher. Responsibilities can be supported by the teacher's actions in managing the class, the teacher also builds teams and creates a mutually supportive atmosphere in learning activities so that students optimally carry out the roles they play.

3. Student Intraction

Interaction can build a pleasant impression while playing games together with any friends (Marc. Prensky 2001). Game based learning in this study was carried out in groups. Games that are done in groups will make students interact with one another through a team. Interaction can build the competence of assertive attitude and freedom of friendship for students. The teacher gives freedom for students to choose their respective group members, this the teacher does so that students feel the freedom to make friends with anyone. In adolescence there will be attachment with peers so as to produce high social competence. Research shows that adolescents with a good attachment style will be able to have communication and can position themselves to blend in every situation and condition (Pebrianingsih 2016). Through freedom in determining groups, students will spontaneously choose members in the form of friends who are close to them. Freedom in determining groups can make students more comfortable in their groups by choosing their closest friends so they can finish the game well.

Games that are done in groups can make students able to adjust to the situation at hand. Research shows that games can improve students' social skills through assertiveness in the form of positive interaction and communication during the game (Hadi, Sinring, and Aryani 2018). Through freedom in determining groups, students will spontaneously choose members in the form of friends who are close to them. Freedom in determining groups can make students more comfortable in their groups by choosing their closest friends so they can finish the game well.

Instilling an assertive attitude is done by providing opportunities for students to ask questions to the teacher and their friends. Students also communicate well in the game through group activities such as asking for information, exchanging materials and helping each other. According to the teacher, not all students in the class are active students, so a separate approach is needed to build communication with these students. Giving random questions is a solution that the teacher does so that students who tend to be quiet get used to speaking and are more confident in their daily lives.

4. Challenge and Competition

Games will be interesting if there are challenges and competition that can stimulate students' adrenaline. The challenge in the game is that students have to solve problems and remember the words on the word square sheet. These conditions can train students' clarity and accuracy in finding words so that they get points for the correct answers. Games can make the learning atmosphere have competition in each group, competition can be a competition that encourages students to immediately solve problems and solve problems (Fikriah 2018). Word square can be solved by combining a number of words in a horizontal or descending form. Word square is a type of learning that has a positive impact on collaboration between students (Maghfirah and Nisdar 2020). Work carried out in groups raises the initiative of students to design strategies by dividing one by one to get the points and be sought. This action shows the challenges in the game can be overcome with good cooperation by all group members. Not only are there challenges in the process, but this game also provides challenges through a point system. The more points you get, the greater the chance that the group will be winner. This makes each group competitively compete with other groups through the many points they get.

Games that are done in groups will build aspects of social competence in the form of cooperation or cooperation between group members during the course of the game. Cooperation is shown by students through helping each other, not breaking the rules, and sharing things such as lending each other pencils or other school equipment. Research conducted at MTs Bahrul Ulum Tajinan shows that in social studies learning, class VIII students have good cooperation. In order to achieve the most points, students do strategic planning by distributing questions to each group member. Students are also aware of their

role to complete the challenges in the game. Game based learning is able to make them more enthusiastic about the work they do together.

5. Result and feedback

Feedback in the game can be in the form of direct rewards for actions taken by students such as giving points, descriptive feedback at the end of the lesson and teacher recognition of students' correct answers during learning (Patrice and Pinder 2016). In this study, the teacher gave feedback by adding points, praising students for the correct answers with your good answer sentences and giving gestures in the form of thumbs up or applause. The result of the game will be determined based on the most points earned. The results in the game will be determined based on the points earned by each group. The group with the highest points will be the winner of the game. When announcing the results of the game, the teacher also gave understanding to each group by congratulating the winning group and encouraging the losing group not to give up and preparing for another opportunity. The understanding given by the teacher can relieve the emotions of the players who have experienced defeat.

Giving feedback and announcement of results will make students able to build empathy attitude competence because they can accept their defeat or victory during playing. Empathy can be in the form of appreciation for the feelings and views of others (Smart and Sanson 2003). The results will show students who win and lose in the game, through empathy students will broadly be able to accept the results. The existence of an attitude of empathy is an important aspect that reviews how students care and their tolerance for one another. Researchers see that in the application of the game-based learning model, students can accept the results that have been stated by the teacher in the form of victory or defeat. The teacher will give understanding to students to increase motivation and enthusiasm for the results that students get.

D. CONCLUSION

The conclusion of this research is that the implementation of game-based learning model is able to build students' social competence. Game based learning can be an innovative learning model that can hone students' social competence while providing a fun learning atmosphere in every phase. Each phase contained in the game shows the social competence of the students with the achievement in every aspect. The provision of rules before the start of the game can build discipline and self-control. The goals or objectives in the game make students understand their responsibilities as group members. Interaction with each player can build assertiveness and freedom of friends. Games that present competition and challenges can build cooperative attitudes between members with their accuracy and speed in finding answers. The last part of the game with results and feedback presents an attitude of empathy with the condition of students who are able to accept and tolerate the results they get. The limitation of this research is that digital-based games have not been implemented because of the limited facilities owned by the school. Even so, teachers creatively develop game-based learning that students can be enjoy on this situation in learning.

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