



# CIREBON INTERNATIONAL CONFERENCE ON EDUCATION AND ECONOMICS (CICEE)

## THE IMPACT OF TRUTH OR DARE GAMES ON THE INTELLECTUAL DEVELOPMENT OF PRIMARY SCHOOL STUDENTS

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### Abstract

This research activity was conducted to review the impact of Truth Or Dare game on students' intellectual development at SD Negeri Bima Cirebon. The research method involved direct observation and the use of pre-test and post-test on grade III students. The research activities were conducted for one week (counting the preparation period). The data collected was processed in a descriptive way using statistical calculations. The results of the data showed that the Truth Or Dare game was effective in increasing students' knowledge of ethical material. The average pre-test score was 82.30, while the average post-test score increased to 97.00. Most students felt happy and more excited when learning was done with this game media. The game not only improved knowledge, but also developed students' social skills and self-confidence. The researcher recommends the application of Truth Or Dare game in various learning materials to reduce boredom and increase students' active participation. The learning-by-play method is proven to be effective in motivating students and making learning more interesting. Teachers are also expected to develop other game variations to maintain the diversity of learning methods and improve the overall quality of learning.

**Keywords:** game, truth or dare, intellectual, students, elementary school

### INTRODUCTION

Education plays an important role for the survival of every individual, because education has a large and strategic function in the success of national development. In fact, many studies state that education is one of the effective ways to improve the welfare and quality of life of the nation in achieving prosperity (Swihadayani, 2023a). One place to get a proper education is school. Schools are the main ambassadors of socialisation, where students can learn to interact with others based on certain standards and behaviours. Schools, especially elementary schools, are like a second home for students and classrooms are like rooms for students (Farida, Rois, & Ahmad, 2014). A comfortable classroom atmosphere can influence students' enthusiasm and interest in learning and support the success of learning objectives. As stated by Van Brummelen that every class has an atmosphere or mood that affects the learning process and the atmosphere of the class is determined by how the teacher interacts

with students and vice versa (Rosarian & Dirgantoro, 2020). Education is also a learning process for students to have an understanding of something and make them a critical human being in thinking, as well as producing achievements from their learning (Gusmawati et al., 2020).

Intellectual development, intelligence or for the realm of psychology or education is termed cognitive development, is a knowledge that analyses psychic activity or how individual abstract thinking skills work. Talking about the problem of growth and development and intellectual (cognitive) development of children, in general, people refer to Jean Piaget's theory which states that intellectual development is the result of interaction with the environment and the maturity of children (Sania Putriana, Neviyarni, 2021). Elementary school-age children are children who have an age range of 6-13 years, at this age range they consider teachers, parents, and peers to be a comfortable playground environment. So teachers and parents are required to be able to understand the character of elementary school-age children (Oktavia et al., 2021). This is in line with Hurlock's opinion which states that children have a close relationship with parents, teachers and peers, (Oktavia et al., 2021). Primary school students are in the same phase of development, but there are differences that primary school teachers must know in order to arrange appropriate learning. Especially in low-grade students. Low-grade students are a transition period for students' basic learning. So that teachers must be sure to be able to design learning that can increase student enthusiasm and motivation, (Swihadayani, 2023a). Because the success of the learning outcome process also depends on the creativity of the teacher in processing the learning process so that students can play an active role and understand the concept of material well, (Hardianti et al., 2022).

In grade 3 students, children's cognitive development is more improved than before. In this phase children are able to solve more complex problems. Children in this phase have entered the C3 level, (Bujuri, 2018). Students have also been able to learn from objects that are imaginative. Students are able to understand the cause and effect of a problem and are able to solve the problem. However, in solving these problems, they still need adult guidance, (Oktavia et al., 2021). In addition, elementary school-age children have quite interesting characteristics. The characteristics of low grade students are as follows, (Aminah et al., 2022): 1) Love to play. Because children love to play as a teacher must innovate in learning how to teach in a cool and interesting way by learning while playing. This will encourage children's interest in learning, so that children are more enthusiastic and enjoy learning more. 2) Love to Move. Unlike adults, children cannot stay still for long, so a teacher must develop a teaching that brings children to move. 3) Children like to work in groups. Teachers must innovate in learning. At the time of learning the teacher can provide learning that makes children work in groups so that learning is not monotonous and according to the characteristics of the child. And in this group learning, children will learn to cooperate, respect, learn to be loyal friends, learn to obey all group rules, sportsmanship and so on. 4) Love to feel or do or demonstrate something directly. Children will understand something better if they practice it or try it themselves. So that in learning the teacher can design learning that provides opportunities for children to practice and try in learning activities.

Therefore, this study aims to improve intellectual development, reduce boredom and attract students to actively participate in the learning process, especially in low-grade students, an effective method is needed, namely the learning through play method. The learning-by-play method is a learning activity that places more emphasis on learning activities coloured by play activities, thus making learning activities more exciting and fun (Abadi et al., 2022). Game media can also increase students' interest in learning, so that students will be eager to

learn, both independent learning and group learning (Indayanti, 2022). In addition, by using interesting learning media, it can overcome the limitations of the senses, space and time, and students will more easily understand the material being studied (Widayati et al., 2019). Researchers chose the Truth Or Dare game design because it has the advantages of being easy to play, very interesting and can be varied in various types of uses while the disadvantages in this game are that when playing, you have to form a group because the number of players cannot be directly with a large quota, and the game takes a long time because it takes time to form a group order. The Truth Or Dare (TOD) game that is being developed by researchers serves to help elementary school teachers, in an effort to increase knowledge as well as student confidence (Aji & Setyaputri, 2021). The Truth Or Dare game is a learning strategy that invites students to learn actively and aims to make students work together in the learning process and foster creativity in students (A'inul Haq, 2021).

## METHODS

The method used in this study uses direct observation. Data collection techniques using pre-test and post-test sheets. The test questions contain ethical material for grade III elementary school students. The data source was taken by purposive sampling, the researcher chose class III SD Negeri Bima Cirebon City, totalling 10 students. Data collection was carried out one week (counting the preparation period). With the flow, 1) Preparation: Researchers prepared research instruments, such as pre-test and post-test questions, as well as observation sheets. Preparation of tools and materials needed for the Truth Or Dare game. 2) Implementation: Researchers conducted a pre-test to students to measure their initial knowledge of ethical material. The researcher gave instructions regarding the Truth Or Dare game, including group division, game rules, and implementation procedures. Students played Truth Or Dare according to the instructions given, where they chose either truth (answering questions) or dare (carrying out dares) cards. Observations were made during the game to record student responses and engagement. After the game was over, students were given a post-test to measure their increased knowledge of the ethical material. 3) Data Processing: Data from the pre-test and post-test were processed descriptively using statistical calculations. Data analysis was carried out to see the change in average scores before and after the game.

## RESULTS AND DISCUSSION

The Truth Or Dare game activity applies several steps that have been carried out, including giving game instructions to the punishment obtained by students.



**Figure 1.** Giving Truth Or Dare Game Instructions

The researcher gave a presentation related to the function of the cards in the Truth Or Dare game and gave directions that must be done during the game, starting with giving



instructions to divide the group, hompimpah, throwing dice, taking Truth Or Dare cards, answering questions or doing the instructions on the card, and punishment for students who cannot answer questions or do the instructions on it.



Figure 2. Implementation of the Truth Or Dare Game

In the implementation of the Truth Or Dare game, there are three types of cards, namely truth, dare, and punishment, this aims to train students' courage and honesty. In its implementation, students form a small group, where they will alternately choose between truth (answering questions) or dare (carrying out challenges). Learning activities using this game are not only entertaining, but can also develop students' knowledge, social skills and confidence.



Figure 3: Punishment in Truth or Dare Game

The Truth Or Dare game instills the values of honesty, social skills, and self-confidence into the punishment cards. In this case in the picture above, a group of students are given a punishment after being unable to carry out the instructions on the dare card. The punishment given is designed to be educational and safe for students.

Table 1. Pre-Test Result Data

Pre-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	73	1	9.1	10.0	10.0
	75	1	9.1	10.0	20.0
	79	1	9.1	10.0	30.0
	80	1	9.1	10.0	40.0
	83	1	9.1	10.0	50.0
	85	2	18.2	20.0	70.0
	87	1	9.1	10.0	80.0
	88	2	18.2	20.0	100.0
	Total	10	90.9	100.0	
Missing	System	1	9.1		

Total	11	100.0		
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Based on Table 1, it can be seen that the pre-test scores with a total of 10 students, obtained the lowest score of 73 as many as 1 student and the highest score of 88 as many as 2 students.

Table 2. Post-Test Result Data

Post-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	90	2	18.2	20.0	20.0
	95	2	18.2	20.0	40.0
	100	6	54.5	60.0	100.0
	Total	10	90.9	100.0	
Missing	System	1	9.1		
Total		11	100.0		

Based on Table 2, it can be seen that the post test scores with a total of 10 students, obtained the lowest score of 90 as many as 2 students and the highest score of 100 as many as 6 students.

Table 3. Data Statistics of Pre Test and Post Test Results

Statistics			
		Pre_Test	Post_Test
N	Valid	10	10
	Missing	1	1
Mean		82.30	97.00
Median		84.00	100.00
Mode		85 <sup>a</sup>	100
Std. Deviation		5.355	4.216
Minimum		73	90
Maximum		88	100
Percentiles	25	78.00	93.75
	50	84.00	100.00
	75	87.25	100.00

Based on Table 3, it can be seen that the average value of the students' pre-test is 82.30 with the highest score obtained by students is 85, the lowest score is 73 and the highest score is 88. While the average value of the student post test is 97.00 with the most value obtained by students is 100, the lowest value is 90 and the highest value is 100. When viewed from the value of the pre-test results there are still students who have not reached the KKM value ( $KKM \geq 75$ ) while in the post test results all students have reached the KKM value. So from this it can be concluded that learning using the Truth Or Dare game on ethical material for elementary school students has a significant impact on the development of students' knowledge (intellectual), this is because during the learning process students feel happy and more responsive in listening to the learning material presented. This positive response is also reflected in the active participation of students during the implementation of the game, which in turn can increase their involvement in the learning process. In line with Rahaya

and Martini's statement which states that, Truth or Dare game media is suitable to be applied to make it easier for students to be motivated and understand the material, especially material that requires strong reasoning and memory (Sri Rahma & Fajrina, 2024). Supported by other research which states that the view of the game not only functions as a learning tool, but also as a means to build communication, cooperation, and leadership skills among students (R. Septianingsih, D. Safitri, 2023).

In addition, the process of connecting aspects, concepts, information and situations in the cognitive structure of students is a form of student meaningfulness in learning (Vallori, 2014). The learning process is not just remembering or memorising, but the learning process is part of connecting facts and concepts as a whole. Learning must be connected to concepts that students already have so that learning is easily understood by students. So it can be concluded that if low grade teachers want to create meaningful learning, teachers must be able to connect the knowledge possessed by students with the new knowledge received by students (Swihadayani, 2023b), either in the form of concept knowledge in the form of reasoning or concepts in the form of games.

## **CONCLUSIONS AND RECOMMENDATIONS**

The application of Truth Or Dare game to the intellectual development of elementary school students, especially class III at SD Negeri Bima Cirebon. Based on the results of the study, it was found that, the Truth Or Dare game significantly increased students' knowledge of ethical material. The average pre-test score of students was 82.30, while the average post-test score increased to 97.00. Students showed high engagement and positive response during the implementation of the game, students felt excited and more responsive to the material taught. Learning through play method, such as Truth Or Dare game, proved to be effective in reducing boredom and attracting students' interest to actively participate in the learning process. Besides improving knowledge, the game also helps in developing students' social skills and self-confidence.

Based on the results of the study, it is recommended that Truth Or Dare game be applied more widely in learning in lower grades for various materials, not only ethics, to increase students' motivation and engagement and teachers can develop other similar variations of the game to maintain the diversity of learning methods and continue to motivate students. Implementing these recommendations is expected to improve the quality of learning and students' overall intellectual development.

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