

ABSTRAK

Penelitian ini bertujuan untuk menguji pengaruh serta efektivitas implementasi metode *Game Based Learning* (GBL) dalam pembelajaran Bahasa Indonesia pada kelas V Sekolah Dasar se-Kecamatan Mlarak, Kabupaten Ponorogo. Masalah utama yang melatarbelakangi penelitian ini adalah rendahnya motivasi dan keterlibatan aktif siswa akibat metode pengajaran konvensional yang cenderung teoretis dan membosankan. Pendekatan penelitian yang digunakan adalah kuantitatif pengumpulan data primer dilakukan melalui teknik kuesioner terstruktur sebanyak 22 butir pernyataan yang disebarikan kepada seluruh populasi sasaran, yaitu 26 orang guru kelas V Sekolah Dasar yang diambil menggunakan teknik *sampling jenuh* (total sampling). Data numerik yang diperoleh kemudian diolah menggunakan teknik analisis statistik inferensial regresi linear dengan bantuan program SPSS 24. Hasil penelitian membuktikan bahwa terdapat pengaruh yang positif dan signifikan dari implementasi metode *Game Based Learning* (GBL) dalam pembelajaran Bahasa Indonesia. Karakteristik GBL yang interaktif, menantang, memberikan umpan balik, serta berbasis pengalaman langsung terbukti secara efektif mampu meredam kejenuhan siswa di kelas. Integrasi elemen permainan ini berhasil menghidupkan interaksi kolaboratif antarpeserta didik, memicu kemampuan berpikir kritis, serta secara nyata mendongkrak capaian hasil belajar siswa pada materi-materi Bahasa Indonesia yang bersifat teoretis.

Kata Kunci: *Game Based Learning* (GBL), Pembelajaran Bahasa Indonesia.

ABSTRACT

This research aims to examine the influence and effectiveness of implementing the Game Based Learning (GBL) method in Indonesian language learning for fifth-grade elementary school students across Mlarak District, Ponorogo Regency. The main underlying problem of this study is the low motivation and active engagement of students due to conventional teaching methods that tend to be theoretical and boring. The research approach used is quantitative. Primary data collection was conducted through a structured questionnaire consisting of 22 statement items distributed to the entire target population, namely 26 fifth-grade elementary school teachers, selected using the saturated sampling (total sampling) technique. The acquired numerical data were then processed using inferential statistical analysis techniques, specifically linear regression, with the assistance of the SPSS 24 program. The research results prove that there is a positive and significant influence from the implementation of the Game Based Learning (GBL) method in Indonesian language learning. The interactive, challenging, feedback-providing, and experience-based characteristics of GBL are proven to effectively reduce student boredom in the classroom. The integration of these game elements successfully fosters collaborative interaction among students, triggers critical thinking skills, and significantly boosts student learning outcomes in theoretical Indonesian language materials.

Keywords: Game Based Learning (GBL), Indonesian Language Learning.