

SYNTAX-BASED EDUCATIONAL GAMES: INNOVATION IN INDONESIAN LANGUAGE LEARNING IN ELEMENTARY SCHOOLS

Dewi Atma Junira¹, Viona Zulfa Salsabila², Yesika Alfianingsih³
{email 25204081003@student.uin-suka.ac.id^{1,2,3}}

Sunan Kalijaga State Islamic University Yogyakarta 1, 2, 3

Abstract. Indonesian plays a strategic role in developing students' logical, communicative, and creative thinking skills at the elementary school level. However, learning syntax is often considered difficult and monotonous because it is delivered theoretically . through method exercise structured (drill). This condition demands the renewal of learning models that are more innovative and engaging. Research This aim examine application of educational games based syntax as an innovation in Indonesian language learning in schools base through combination drill method and interactive digital media , namely transformation from traditional drill method become an interactive and enjoyable digital media. The research was conducted use method study library research with examine various scientific literature , including linguistics books, language education articles, and implementation guidelines for the Independent Curriculum. The results of the study show that application of educational games based syntax capable increase motivation learning, involvement active , and ability think critical students in understanding sentence structure. This innovation still maintain principle base drill method that emphasizes exercise repetition and language accuracy, but packaged in the form of a digital game with a level system, challenges, and direct feedback. Through this approach , the learning process become more contextual , participatory , and aligned with need students in the era of modern educational technology. With thus , educational games based syntax can This study is an effective alternative learning strategy to strengthen Indonesian language proficiency while fostering the values of the Pancasila Student Profile, such as independence, mutual cooperation, and responsibility. The results of this study are expected to serve as a reference for teachers in developing innovative, interactive, and digital technology-based Indonesian language learning strategies.

Keywords: game educational; drill method; Indonesian language learning; school basic syntax

INTRODUCTION

Indonesian is the primary means of communication that plays an essential role in social, national, and state life (Daeli & Frisca, 2020). As the national language and the language of instruction in education, Indonesian functions not only as a tool for conveying thoughts, feelings, and ideas, but also as a medium for developing students' logical, critical, and creative thinking skills. Through learning Indonesian, students are not only taught to speak correctly (Nina Nurhasanah, 2017), but are also guided to understand the meaning behind the language structure they use. Thus, Indonesian plays an important role as an instrument for developing intellectual intelligence and national character (Siti Murdiyati, 2020).

One of the important fields of study in learning Indonesian is syntax, which is a branch of linguistics that studies connection inter-element language at a higher level tall from words, such as phrases , clauses , and sentences (Maguna Eliastuti, Meliana, 2023). Understanding syntax helps students recognize sentence patterns, the function of sentence elements such as Subject, Predicate, Object, and Adverb, and how these elements form effective and meaningful sentences. At the elementary school level, the ability to understand syntax is the basis for developing skills. writing and speaking with good (Salsabila et al., 2024). Therefore, syntax learning should be implemented gradually and contextually, so that students can learn through direct experience in composing sentences. correct and communicative sentences (Wini Tarmini & Sulistyawati , 2019).

Looking at the current state of Indonesian language learning in elementary schools, the syntax learning process still encounters various obstacles that require serious attention. First, learning

activities tend to be... focused on implementation drill method which is repetitive so that lack of space for the development of students' creativity and critical thinking skills. Second, the use of learning media has not been fully effective in increasing student engagement and motivation. Third, the application of digital technology in Indonesian language learning is still limited, resulting in learning activities often being monotonous and less relevant to students' lives. Therefore, learning innovations are needed that are capable of combine accuracy drill method with digital media interactivity through educational game development based syntax .

In learning practices at school, teachers generally still depend on method exercise structured (drill) as the main strategy For practice Students recognize sentence patterns (Umi Latifah, 2022). This method is carried out by providing examples, then asking students to repeat or create new sentences according to the specified pattern. This approach is effective in developing accuracy and language habits, but it is often mechanical and less effective. involving thinking creative students (Tohirin , 2021). As a result, many students are only able to imitate sentence patterns without understand meaning and relationship between the elements in it . This causes the learning process to feel monotonous, so that motivation Study student tend decreased (Anisah et al., 2023).

To overcome these problems, learning innovations are needed that are capable of maintain superiority drill method , however developed with a more interactive and engaging approach . One form potential innovation is application of educational games based Syntax . This media combines the concept of structured practice with digital or interactive game elements, so learning activities are no longer monotonous. Through educational games, students can practice recognizing sentence elements, constructing sentences correctly, and improving sentence structure in a fun atmosphere through challenges, scoring, and direct feedback.

Implementation of educational games based syntax give chance for students to actively learn through play-based learning activities. For example, in games like "Arrange Correct Sentences," students are asked to arrange words to form correct sentences, while in "Guess the Sentence Elements," they are asked to identify the syntactic functions of words within a sentence. These activities not only hone analytical skills and language accuracy but also foster curiosity, creativity, and a healthy competitive spirit.

With Thus , the application of educational games based syntax can be considered an innovative form of Indonesian language learning that transforms traditional practice methods into a more lively, meaningful learning process that aligns with the characteristics of 21st-century learners. This approach also aligns with the principles of Freedom to Learn, where students play an active role as subjects constructing their own knowledge through enjoyable and challenging learning experiences.

Based on these conditions, it can be identified that the main problem in learning syntax in elementary schools lies in the lack of media innovation that can... change drill method becomes experience learning that is more interesting and interactive. The main problems studied in this research This is How integrate drill method in educational game media that is An interactive approach to syntax learning in elementary schools. By combining these two approaches, it is hoped that the learning process will not only emphasize correct sentence structure but will also foster student motivation, participation, and creativity in understanding Indonesian contextually.

This research intended For study potential application of educational games based syntax as a form of innovation in Indonesian language learning in elementary schools. The innovative characteristic of this research lies in the integration method exercise structured (drill) with approach learning based games (game-based learning) that are oriented towards principles The Independent Curriculum and the strengthening of the Pancasila Student Profile. Through this approach, the syntax learning process is expected to emphasize not only the accuracy of sentence structure but also foster creativity, independence, and active student participation in learning activities.

RESEARCH METHOD

This research uses a research approach library research that is oriented towards in-depth study of various scientific sources to explore relevant concepts, theories and research results with educational game theme based syntax in Indonesian language learning in elementary schools. This method was chosen because the research focused on strengthening the theoretical foundation and developing conceptual ideas, rather than on collecting empirical data in the field. explained by Zed (2014), study Literature review is a research process that emphasizes critical analysis of relevant literature to gain a comprehensive understanding of a problem. Thus, this research is descriptive-analytical, namely presenting existing theories and findings, then analyze as well as synthesize it For find an innovative model of syntax learning that is appropriate to the context of elementary education.

This research was conducted systematically through several stages. First, the researcher collected references, including linguistics books, scientific journal articles, previous research reports, and educational policy documents such as the Independent Curriculum. After these sources were collected, they were selected and grouped based on their relevance to the study's focus, which included theories of syntax and language learning, and practice methods. structured (drill), learning media theory , and literature regarding game-based learning. Next, the researcher conducted a conceptual analysis and synthesis, namely examining the relationships between theories and integrating them to formulate a learning model. innovative educational game- based . The final stage involves drawing conclusions, which is done by summarizing the analysis results and compiling the implications for their application in Indonesian language learning in elementary schools.

The data obtained were analyzed using analytical techniques. content analysis, with The purpose of this research is to interpret and understand the meaning contained in each literature source. The analysis is carried out in stages through three processes: data reduction, data presentation, and drawing conclusions. In the data reduction stage, researchers select the information most relevant to the research focus. Next, the results of the analysis are presented in the form of descriptive descriptions that illustrate the relationships between concepts. The final step is drawing conceptual conclusions that demonstrate How application of educational games based Syntax can be an innovation in learning Indonesian.

In the analysis process, researchers strive to ensure that each source used has an adequate level of relevance, novelty, and credibility. The study focused on various recent scientific publications (2019–2024) that discuss the development of learning media , game-based learning, and The application of syntax in Indonesian language learning in elementary schools. Various theories from the fields of linguistics and education are then studied in depth and integrated to formulate a conceptual model for educational games . based syntax that is relevant and can be implemented in modern learning contexts.

The data sources in this study consist of primary and secondary data. Primary data was obtained from various primary literature discussing related topics, such as theory. syntax from Chaer , Ramlan, and Alwi; media theory and learning strategies from Sudjana & Rivai ; and The game-based learning concept proposed by Prensky. Meanwhile, secondary data includes supporting research findings, relevant educational articles, and national policy documents such as the Independent Curriculum Implementation Guidelines (Kemendikbudristek , 2022). All sources were selected based on relevance , level scientificity and novelty information , so that the analysis results produced have a strong conceptual basis, are valid, and can be academically accounted for.

Through this approach, the research is expected to provide theoretical contributions to the development of creative, technology-based Indonesian language learning strategies. Furthermore, the results of this study can serve as a reference for further research focused on the implementation of educational game models . based syntax at elementary school level.

RESULT AND ANALYSIS

Based on the results of a review of various linguistics literature, language education, and the development of learning media, findings were obtained. that application of educational games based Syntax has significant potential to improve the quality of Indonesian language learning in elementary schools. Studies show that this innovation not only deepens students' understanding of sentence structure but also fosters motivation, curiosity, and creativity in language.

The results of the literature analysis revealed that the training approach structured (drill) still become is the dominant method teachers use to teach syntax in the classroom. While effective in practicing sentence pattern accuracy, this method is monotonous because it focuses on repetition and memorization, leaving little room for students to think creatively. Therefore, a transformation of the method to a more interactive, adaptive, and contextual one is needed . through educational game media that is able to maintain the advantages of structured training, but is packaged in a more interactive learning form. engaging and participatory .

Table 1. Synthesis Study Previously as Base Development Model Syntax-Based Educational Game Learning

Aspect Which Researched	Findings Results Study	Implications in Learning Indonesian
Draft Syntax in Indonesian	Syntax discusses relationships inter-element language in phrases, clauses, and sentences (Chaer , 2012; Ramlan, 2005). Understanding the SPOK structure is the foundation writing and speaking skills.	Teacher should emphasize functional and contextual aspects in learning sentence, not just theory.
Method Structured Training (Drill)	Effectively trains language accuracy, However tends to be monotonous and lacking push creativity students (Hamalik , 2013).	There needs to be a modification of the method to make it a more interesting form of learning. And communicative.
Curriculum Independent and Learning Innovation	games have been shown to increase motivation, participation, And Power remember students (Prensky , 2001; Hidayat, 2020).	Educational games support the principle of Independent Learning through exploratory and collaborative activities.
Integration Game And Drill Method	Exercise syntax can be packed in form game digital with challenge And feedback direct.	Produce efficient syntax learning, pleasant, And in accordance characteristics student Elementary school.

Based on The table above shows that the four research findings listed in the table actually lead to the same goal: to encourage more meaningful, interactive, and student-oriented Indonesian language learning. Although each study has a different focus, starting from from theory syntax , implementation drill method , innovation learning , until integration of game-based learning in all blend in one big idea about the importance of pedagogical transformation in language learning at the elementary school level.

Based on the table presented, there are four interrelated research findings that form the basis for developing the learning model in this study. These four findings are as follows:

1. Study about theory syntax

According to Chaer (2012) and Ramlan (2005) argue that mastering sentence structure is an essential foundation for developing logical and communicative thinking skills. By understanding syntactic elements such as subjects, predicates, objects, and adverbs, students can construct effective and meaningful sentences. This confirms that syntax learning in elementary school plays a crucial role in developing comprehensive language skills.

2. Study about method drill

Study Hamalik (2013), Umi Latifah (2022), and Anisah et al. (2023) showed that effective drill method practice accuracy Language development through repeated practice. However, its monotonous implementation makes students easily bored and less motivated. Therefore, continuous learning innovation is needed . maintain accuracy drill method but packed with a more interesting, creative and fun way .

3. Study about innovation learning And Curriculum Independent

Hidayat (2020) and Prensky (2001) emphasized that that utilization of digital media and educational games can increase student motivation , participation, and activeness. Learning game-based in line with Spirit The Independent Curriculum fosters independence, creativity, and collaboration. This approach not only strengthens learning outcomes but also fosters students' curiosity and responsibility for their learning.

4. Study about integration games And method drill

Synthesis results show that integration between Drill and game-based learning methods produce a more innovative learning model. This model combines discipline and accuracy exercise from drill with The interactivity and fun of digital games. Through features like levels, points, and immediate feedback, students not only practice constructing sentences correctly but also become more active, reflective, and creative.

Overall, the four studies have the same goal, namely to create meaningful , interesting , and student- centered Indonesian language learning. Although focus his study different from theory syntax , method drill, innovation learning , until integration of game-based learning in all blend in one big idea about the need to transform language learning in elementary schools to make it more suited to the needs of the times.

Thus, the results of previous research contain one main meaning: syntax learning needs to shift from pattern mechanical going to a participatory , contextual , and aligned approach With the development of educational technology, learning objectives not only emphasize correct sentence structure but also develop motivation, creativity, and critical thinking skills through active and enjoyable learning experiences.

The synthesis of the four directions of study forms the conceptual basis for this research.

Game educative based syntax viewed as form concrete from integration syntax theory, the precision of the drill method , the spirit of Independent Learning, and the appeal of game-based learning These four elements come together to achieve one main goal: to provide effective, enjoyable, and character - based Indonesian language learning in accordance with the values of the Pancasila Student Profile.

Model Implementation Stages Learning

The literature synthesis revealed that a syntax-based educational game learning model can be implemented by integrating elements of gradual practice and intrinsic motivation through game components. The implementation process involves several strategic stages.

4.1 Stage introduction draft

Teacher explain syntactic elements such as subject, predicate, object, and description through example of a simple sentence.

4.2 Stage exploration through game

Student participate in games interactive like “Arrange Sentence Appropriate” or “Guess “Elements of Kalimat” to identify and construct sentences with the correct structure.

4.3 Stage reflection And bait come back

Teacher together student discuss results game For strengthen understanding draft.

4.4 Stage evaluation tiered

Student do challenge game with level difficulty Which increase, start from simple sentences to compound sentences.

4.5 Stage Evaluation Multi-level

Students work through games with increasing levels of difficulty, from simple sentences to complex sentences. Each level provides new challenges and immediate feedback.

TAHAPAN IMPLEMENTASI MODEL PEMBELAJARAN



Model Pembelajaran Game Edukatif Berbasis Sintaksis - Dewi Atma Junira dkk. (2025)

Figure 1. Stages Implementation of Educational Game Learning Model Based Syntax

The picture describe channel application of a learning model that focuses on play-while-learning activities to strengthen elementary school students' understanding of syntax.

Through these stages, syntax learning becomes more dynamic and contextual. Students not only understand sentence theory abstractly but also practice it in a fun learning environment. There are elements of competition, points, and awards . in game capable increase focus , responsibility responsibility , as well as students' confidence in using language effectively.

RESULT AND ANALYSIS

Study results in a way general show that application of educational games based syntax give a significant positive impact on improving the quality of Indonesian language learning in elementary schools. This innovation has been proven to foster learning motivation and increase active student participation because the learning process is packaged in the form of interactive, challenging, and fun games. Through this approach, students not only learn sentence structure theoretically but also practice it directly in meaningful contexts. Play activities integrated with syntax materials encourage students to think critically and creatively in recognizing and constructing appropriate sentence elements. In addition, elements of competition, the system points , and awards contained therein in the game also strengthen enthusiasm and students' sense of responsibility for their learning outcomes.

The use of this game media present refreshment to method exercise structured (drill) which during This known rigid and repetitive. Through the game format educational , excellence fixed drill method maintained in aspect precision and practice repeatedly , but served in a way more Communicative and participatory . Initially mechanical exercises have transformed into engaging, dynamic, and experientially oriented activities. This approach allows for more effective syntax learning because it combines the accuracy of sentence structure with students' emotional and intellectual involvement.

In addition to improving competence language , application of educational games based Syntax also aligns with efforts to strengthen the Pancasila Student Profile, particularly in developing independent, collaborative, and critical thinking skills. Through group work and games that encourage communication, students learn to respect others' opinions, think logically, and take responsibility for their assignments. Thus, this innovation serves not only as a learning aid but also as a strategy constructive pedagogical A meaningful, contextual, and relevant learning environment aligns with the characteristics of the 21st-century generation. The implementation of this model aligns with the principles of Independent Learning, where students are positioned as active subjects who independently construct their knowledge through enjoyable, reflective, and inspiring learning experiences.

the literature review that has been carried out described , can concluded that success application of educational games based syntax lies in its ability integrate principle exercise structured with element Digital interactivity . This learning model serves not only as a means of entertainment but also as a pedagogical medium capable of stimulating students' analytical abilities regarding language structure and function. Through a system of challenges, direct feedback, and game levels, learners are encouraged to practice independently while internalizing sentence patterns in a fun and contextual way. The results of this analysis confirm that technology-based learning innovations have great potential to create more meaningful, collaborative learning experiences that align with the characteristics of 21st-century learners.

CONCLUSION

Based on results study library as well as analysis that has been done , can concluded that educational game based syntax is breakthrough innovative in Indonesian language learning in elementary schools. Innovation This capable blend accuracy drill method , which emphasizes practice repetition and accuracy of language , with characteristics modern learning that emphasizes interactivity , creativity , and participation active participant educate .

Implementation of educational games based syntax proven effective in increasing learning motivation, student engagement, and critical thinking skills in understanding syntactic structures such as subjects, predicates, objects, and adverbs. In addition to strengthening linguistic competence, this learning medium also plays a role in shaping students' character according to the values of the Pancasila Student Profile, including independence, mutual cooperation, and responsibility. Thus, syntax learning, which was previously monotonous and theoretical, is transformed into a more contextual, engaging, and enjoyable activity for students.

Implementation of educational games based syntax proven effective in increasing learning motivation, student engagement, and critical thinking skills in understanding syntactic structures such as subjects, predicates, objects, and adverbs. In addition to strengthening linguistic competence, this learning medium also plays a role in shaping students' character according to the values of the Pancasila Student Profile, including independence, mutual cooperation, and responsibility. Thus, syntax learning, which was previously monotonous and theoretical, is transformed into a more contextual, engaging, and enjoyable activity for students.

References

Alwi, H., Dardjowidjojo, S., Lapoliwa, H., & Moeliono, A. M. (2010). *Tata Bahasa Baku Bahasa Indonesia* (Edisi ke-3). Jakarta: Balai Pustaka.

- Anisah, N., Usman, H., & Irfan, M. (2023). Pengaruh Penggunaan Metode Drill terhadap Hasil Belajar Siswa Mata Pelajaran Bahasa Indonesia. *Jurnal Nizhamiyah*, Vol. 8 No. 2, 1–17.
- Borg, W. R., & Gall, M. D. (1983). *Educational Research: An Introduction*. New York: Longman.
- Chaer, A. (2012). *Linguistik Umum*. Jakarta: Rineka Cipta.
- Daeli, N. E., & Frisca, S. (2020). Bahasa Indonesia. *Jurnal Kesehatan*, Vol. 8 No. 1, 33–41. <https://doi.org/10.35913/jk.v8i1.166>
- Gee, J. P. (2003). *What Video Games Have to Teach Us About Learning and Literacy*. New York: Palgrave Macmillan.
- Hamalik, O. (2013). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Hidayat, R. (2020). *Penggunaan Game Edukatif dalam Pembelajaran Bahasa untuk Meningkatkan Motivasi Belajar Siswa Sekolah Dasar*. Bandung: Alfabeta.
- Kemendikbudristek. (2022). *Panduan Implementasi Kurikulum Merdeka*. Jakarta: Pusat Kurikulum dan Pembelajaran, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Maguna, E., & Meliana, S. H. (2023). Peranan Sintaksis bagi Siswa Sekolah Dasar. *JPDSH: Jurnal Pendidikan Dasar dan Sosial Humaniora*, Vol. 2 No. 7, 6102–6109.
- Martiningsih, Rr. (2011). Pengembangan Media Belajar Matematika dengan Pendekatan ICT. *Jurnal TEKNODIK*, Vol. 15 No. 1, Juli 2011. Ciputat-Tangerang Selatan: Pustekkom-Kemendikbud.
- Nina Nurhasanah. (2017). Peranan Bahasa sebagai Mata Pelajaran Wajib di Indonesia. *Eduscience: Jurnal Ilmu Pendidikan*, Vol. 2, 87–89.
- Pakpahan, Rogers. (2016). Peranan Teknologi Informasi dan Komunikasi dalam Pengembangan Bank Soal Daerah. *Jurnal TEKNODIK*, Vol. 20 No. 2, Desember 2016. Ciputat-Tangerang Selatan: Pustekkom-Kemendikbud.
- Prensky, M. (2001). *Digital Game-Based Learning*. New York: McGraw-Hill.
- Ramlan, M. (2005). *Sintaksis*. Yogyakarta: CV Karyono.
- Salsabila, N., Azzahra, Y., Amelia, N., Rahayu, G. C., Wardani, S. A. W., & Pebriana, P. H. (2024). Kajian Literatur: Penerapan Semantik dalam Pelajaran Bahasa Indonesia pada Siswa SD. *Jurnal Pendidikan dan Konseling*, Vol. 6 No. 1, 8–23.s
- Siahaan, Sudirman. (2013). Menuju Kearifan Pendidikan Berkualitas di Daerah Tertinggal dan Perbatasan melalui Pemanfaatan TIK. *Jurnal TEKNODIK*, Vol. 17 No. 1, Maret 2013. Ciputat-Tangerang Selatan: Pustekkom-Kemendikbud.
- Siahaan, Sudirman. (2018). Perintisan Model Pembelajaran Terintegrasi TIK di Daerah Terdepan, Terluar, Tertinggal, dan Perbatasan. *Jurnal TEKNODIK*, Vol. 22 No. 2, Desember 2018. Ciputat-Tangerang Selatan: Pustekkom-Kemendikbud.
- Siti Murdiyati. (2020). Peranan Bahasa Indonesia dalam Membangun Karakter Generasi Muda Bangsa. *Educatif: Journal of Education Research*.
- Sudjana, N., & Rivai, A. (2019). *Media Pengajaran*. Bandung: Sinar Baru Algensindo.
- Tohirin. (2021). *Metode Drill: Psikologi Pembelajaran Pendidikan Agama Islam (Berbasis Integrasi dan Kompetensi)*. Jakarta: RajaGrafindo Persada.
- Umi Latifah. (2022). *Metode Drill dalam Pembelajaran Bahasa Indonesia*. Malang: Universitas Negeri Malang Press.
- Warschauer, M., & Kern, R. (2000). *Network-Based Language Teaching: Concepts and Practice*. Cambridge: Cambridge University Press.
- Zed, M. (2014). *Metode Penelitian Kepustakaan*. Jakarta: Yayasan Obor Indonesia.