

SOCIAL STUDIES TEACHER STRATEGY TO OVERCOME THE PROBLEM OF BOREDOM THROUGH THE LEARNING MEDIA DOMINO AURORA (DORA) AT SMPN 19 MALANG

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 20, 2025 Accepted: April 20, 2025 Published: May 05, 2025</p> <p>Keywords: Social Studies; Teacher Strategy; Learning Boredom; Learning Media</p> <p>Corresponding Author: Hilda Ayu Putri Nadifa hilda.ayu.2431749@students.um.ac.id</p>	<p>In social studies learning in class IX, some students experience learning boredom; many sleep during lessons and make noise. Teachers use lecture methods too much, teach-based learning, and lack varied learning media. The purpose of this study was to determine the efforts of social studies teachers in overcoming learning boredom through domino aurora learning media in class IX at SMPN 19 Malang. The research method used is qualitative with a case study type. The study's results stated that Domino Aurora learning media can overcome student boredom. It can be seen from the absence of students who are sleepy during class hours. The inhibiting factors for this media are that students must have sufficient literacy skills and carefully arrange the cards. The supporting factors for Domino Aurora media are cooperation between group members, overcoming student boredom, students feeling happy learning while playing, and eliminating the stigma of boring social studies learning. This study concludes that domino aurora (DORA) media can overcome social studies learning boredom in class IX students of SMPN 19 Malang.</p>

INTRODUCTION

A teacher has the ability and experience to guide, direct, and educate students to become dignified people and the nation's next generation. Teachers can also be interpreted as a profession that works in education. In the scope of education, teachers are divided according to their respective fields of study. One of the fields of study in Indonesian education is social sciences (IPS). IPS combines various branches of social sciences such as sociology, history, geography, economics, politics, and culture. The material contained in IPS lessons is obtained from society and its environment. Thus,

IPS teachers have good social insight outside of classroom learning, because IPS teachers study theories related to social sciences (Marhadi, Wanda, & Tantri, 2022).

The role of social studies teachers is crucial, just like that of other teachers in general; social studies teachers can also study and follow up if students have difficulty learning in class. When teaching, social studies teachers can communicate with students about their strengths and weaknesses, so it becomes evaluation material for future learning. Social studies teachers are often considered boring because social studies learning is generally considered to be memorizing and too much theory, especially the monotonous teaching methods of teachers using conventional methods or lectures (Arnun, Nuraida, & Maharani, 2021).

The factors causing boredom in learning are internal and external. Internal factors are fatigue from activities throughout the day, feeling bored because of not being qualified in the field, and low academic grades in the subject, so there is no interest in learning. While external factors are the teacher's teaching methods that are not varied, the lack of activities that involve students, and the learning atmosphere that does not change. (Aryani, 2020)

Learning saturation is a mental condition in which a person experiences great boredom and fatigue. They feel reluctant, lethargic, unenthusiastic, or unmotivated to do something or to engage in learning activities. Anyone can experience learning saturation, but especially students. A student who experiences learning saturation feels that their knowledge and skills are not developing from learning activities. There is no progress; this result generally does not last forever, but only for a specific period. However, few students experience a period that brings boredom many times during a particular period of learning. Social studies teachers are essential in overcoming classroom student learning saturation (Hamid & Wahyuni, 2020).

A teacher strategy is a way teachers can use to overcome problems in the classroom. Indicators of teacher strategy are motivating students, providing understanding to students, and giving appreciation to students. Based on the issues of the IPS class IX SMPN 19 Malang, the strategy presented by the IPS teacher to overcome student boredom is to provide understanding to students through learning media. The first thing that the IPS teacher does is conduct a diagnostic assessment to determine the needs of the students. When teachers know the needs of students, it can be easier to teach and learning is more effective. Based on the results of observations conducted by researchers of the IPS class IX teachers at SMPN 19 Malang, it was found that students in class IX were more interested in learning IPS while playing. Hence, the teacher used the team game tournament (TGT) learning model. This learning model certainly leads to a cooperative form of cooperation. The learning media used is Domino Aurora.

The IPS teacher used this media because students often play cards during free time in class, so the teacher had a creative idea to change playing cards into Domino Aurora. In addition, when the social studies teacher was explaining the learning material, male students often made noise, disturbing the concentration of their

deskmates. Also, many students still fell asleep during the learning process on the pretext of being tired, and the learning process was not tedious enough.

Many students left the classroom to use the bathroom or fill their drinking water in the administration room. Through this observation, it can be seen that students do feel bored and do not enjoy the social studies learning that is taking place. In addition to observation, the researcher also conducted pre-research through interviews. The researcher conducted interviews with social studies teachers, and it can be concluded that grade IX students are indeed interested in game-based learning, so game-based learning media are needed. There does need to be participation from students in learning so that they do not experience boredom. When students are bored, they often go in and out of class, disturb their friends, and fall asleep during learning hours.

In addition, the researcher also conducted previous research, namely Nursanti Idapitasari's research, which said that active, innovative, creative, effective, and fun learning with the domino card game learning model can increase students' motivation and enthusiasm for learning. With this model, students find it easier to understand the material and can play while learning. (Idapitasari, 2021) Research by Atikah Muthoharoh and Tety states that domino cards can make learning fun; they are considered adequate for use. There are rules that students must follow when playing games using domino cards (Muthoharoh & Cholifah, 2020).

There are winners and losers, so it is challenging and fosters a competitive spirit. Playing dominoes involves learning, moving, grouping, and using them. Learning with Domino Media actively involves students in the learning process and fosters students' interest and motivation to learn. Finally, research by Hendri et al said that using domino cards as a learning medium increases student involvement, as measured by their excitement when answering questions. In addition, utilizing domino cards helps students work together to complete the game (Marhadi dkk al., 2022).

Based on the problems above, the researcher wants to review the strategy of social studies teachers in overcoming student boredom through the domino aurora learning media for class IX at SMPN 19 Malang. This study aims to determine the plan of social studies teachers in overcoming student boredom through the domino aurora learning media for class IX at SMPN 19 Malang. Then, to determine social studies teachers' inhibiting factors and supporting factors in overcoming student boredom through the domino aurora learning media for class IX at SMPN 19 Malang. Based on the problems and objectives above, this study is expected to be beneficial and add to the scientific knowledge, especially related to the strategy of social studies teachers in overcoming student boredom through the domino aurora learning media.

RESEARCH METHODS

This research uses qualitative research methods. Qualitative research emphasizes the quality of a product or service that can be observed through events, phenomena, and social symptoms, so that through these observations, it can become the development of theoretical concepts (Afrizal, 2019). Case studies are a type of research used. I use the

case study research type because of the problems I encountered during my fieldwork practice at SMPN 19 Malang. The issues raised in this study focus on the behavior of one student who often lacks motivation to learn, such as falling asleep during social studies lessons, making noise, and frequently going in and out of class without an apparent reason.

The case study approach was chosen because it allows researchers to explore the background, causal factors, and efforts to deal with this behavior in a real and natural context in depth. In addition, this method also provides an opportunity to thoroughly analyze various aspects, both from the side of students, teachers, the classroom environment, and other external factors that may influence the student's behavior.

Using a case study, it is hoped that the results of this study will not only describe surface symptoms but also reveal the root of the problem and provide practical solutions or recommendations that apply to conditions in the field. This study will explore in depth the strategies of social studies teachers in overcoming student boredom through the domino aurora (dora) learning media for grade IX at SMPN 19 Malang. The location of the study is at SMPN 19 Malang, which is located at Jalan Belitung Number 1, Kasin, Klojen District, Malang City, East Java Province. Based on qualitative research, there are 2 data sources: secondary and primary. Secondary sources are data sources that do not directly provide data to researchers. Primary sources are data sources that directly provide data to researchers (Moleong, 2019).

Secondary data sources include in-depth documentation activities regarding the strategies of social studies teachers in overcoming student boredom through the domino aurora (dora) learning media for class IX at SMPN 19 Malang. The primary data sources in this study include information-seeking activities through interviews and observations. Data collection techniques in this study are observation, interview, and documentation techniques. Observation techniques are data collection techniques that reveal phenomena that occur through the behavior and foundation of a system.

The researcher will observe social studies teachers' strategies in overcoming student boredom through the domino aurora (dora) learning media for class IX at SMPN 19 Malang. The researcher conducted observations during social studies learning in class IX. In this observation, the researcher will focus on using domino aurora learning media as a strategy for social studies teachers to overcome student boredom and the inhibiting and supporting factors of the domino aurora teaching media. For the interview technique, the researcher interviewed resource persons, social studies teachers for class IX at SMPN 19 Malang, and students for class IX at SMPN 19 Malang.

The documentation technique the researcher uses is photos of social studies learning using Domino Aurora teaching media, and students' enthusiasm to complete assignments through Domino Aurora learning media. Documentation can support and increase trust and provide proof of an event. The data analysis technique used by the researcher is data analysis by Miles, Huberman, and Saldana. Data analysis has four flows: data collection, presentation, condensation, and conclusion. Furthermore, to check the validity of the findings, the researcher uses triangulation and the utilization of

reference sources. The triangulation used is source triangulation and techniques (Sidiq & Choiri, 2019)

RESULTS AND DISCUSSION

In education, strategy is an action taken by a teacher to support the learning process. This strategy has various methods such as discussion, lecture, group work, playing, etc. Through the implementation of the strategy, it is expected that students can participate actively in learning. Strategy is a way for individuals to solve a problem. When an individual wants to carry out a strategy, it must be designed and calculated carefully. By using this strategy, it is expected that students can think critically, ask questions, participate in discussions, work with classmates, and apply their knowledge to real-world situations (Ramlah, 2022).

Likewise, social studies teachers who have strategies when facing problems in the classroom must design systematically so that they are practical, efficient, and able to overcome difficulties in the school. Social studies learning includes various complex social sciences and is essential to instilling educational values in everyday life (Mutafaridho & Purwowidodo, 2024). Following the students' developmental stage, social studies is a platform to help them become good citizens. Social studies education is not only limited to spoken social knowledge but also involves understanding social phenomena that can be used as guidelines in daily activities. Social studies is related to various attitudes and behaviors that arise in daily life, and this knowledge can be a foundation for building concepts of discipline, attitudes, and behavior that are in harmony (Mariska, 2021)

Many students say that social studies learning is a learning that makes you bored. Boredom can be interpreted as boredom and tiredness, where the brain cannot work as expected, so it processes information or experiences more slowly. When someone experiences a state of boredom, they cannot receive any information that makes noise and makes them sleepy because they are bored. Likewise, a student who experiences boredom in learning will feel bored and tired, so they feel lethargic, not enthusiastic about learning (Permandi & Muhajir, 2015).

So it can be said that if students experience learning boredom, then emotionally and physically, they cannot process new information and experiences because of the intense pressure related to learning, so they are not enthusiastic about learning activities. When students are still trying to receive information or experiences when bored, it is still the same as no progress, so students make an outlet. The outlet is making noise in the classroom, sleeping when the teacher is explaining the material, disturbing friends who are concentrating on listening to the teacher's explanation, and often asking permission to leave the classroom.

The teacher's strategy to overcome boredom is to use various methods, giving rewards in the form of points or prizes to students who excel, are active, and have a high level of participation in the classroom, hoping to increase student learning motivation. In addition, the teacher's strategy to overcome boredom can be to use learning media to

increase student participation actively. When students are involved in the learning process, they will actively think and move so that they do not experience learning boredom.

Based on the study results, the strategy of social studies teachers in overcoming boredom in grade IX students at SMPN 19 Malang is with the domino aurora learning media. In this learning media, students must mix and match questions with answers. Students start by looking for a card with the word "start" next to it, and there is a question. Students must look for the answer card. The answer on this card is in the IPS student book for class IX, which has an independent curriculum, so cooperation between members is needed. After arranging the cards to the word "finish", students continue working on the student worksheet (LKPD). The LKPD contains questions that are the same as the questions on the domino cards. The teacher will reward students who succeed in arranging quickly and accurately and collecting the LKPD first.



Figure 1. Preparation of the domino aurora (DORA) learning media

Furthermore, when the social studies teacher uses the domino aurora (DORA) learning media, there is active participation from students. Through this participation, the level of boredom is reduced. When students are actively learning and directly involved, they consider themselves useful in the learning process. Also, when students are involved, their interest in participating in learning will automatically increase.



Figure 2. Students work together to prepare Domino Aurora (DORA) learning media.

The purpose of using learning media is to make it easier for students to learn so that they can understand the subject matter. Therefore, when teachers want to use media to

overcome learning boredom, it must be adjusted to the principles of media use. The principles of using learning media, according to Sudjana, are:

1. Teachers can determine the correct type of media, namely, teachers must choose which media is appropriate for the objectives and teaching materials.
2. Able to calculate the subject correctly, namely, when teachers implement media, they must estimate whether the media applied is appropriate for the students' level of maturity and ability.
3. Presentation of appropriate media, namely between techniques and methods of applying media in teaching, must be in sync with learning objectives, learning models, time, and facilities available at school.
4. Using media according to the situation and conditions, it is impossible for a teacher to only use one medium in all learning materials (Sudjana, 2018).

The abovementioned theory aligns with the study's results, which state that the domino aurora (DORA) learning media is based on the principles of media use. It can be seen from the teacher using learning media by the learning model, namely the teams game tournament (TGT), where students play in groups, and the teacher adjusts to the stages of the learning model. In addition, the teacher has also adjusted to the level of maturity and ability of the students. Class IX already understands the concept of mix and match, so arranging domino cards is easier. Then, with this media, the learning objectives that the teacher has prepared can be achieved effectively.

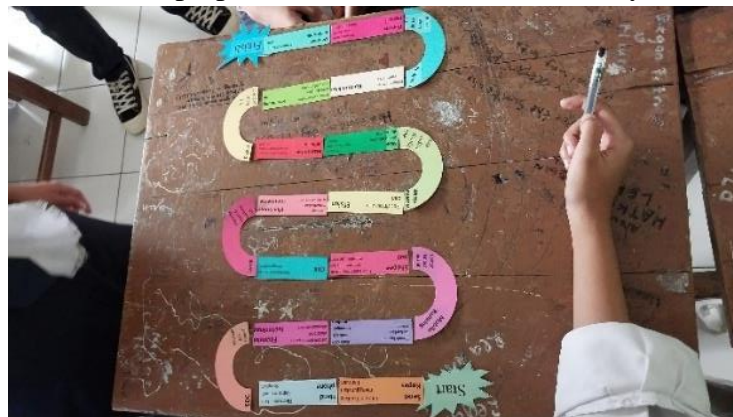


Figure 3. Domino Aurora (DORA) learning media

According to Thursan Hakim, the factors that cause learning boredom are the unchanging learning atmosphere, learning in one particular place, learning methods that are not diverse, a lack of entertainment, and being too tense in learning. According to Hakim, learning boredom has the following characteristics: feeling lazy, lethargic, not enthusiastic about learning, often sleepy, feeling bored, feeling useless when learning, feeling no progress when learning, and a lack of motivation to learn (Hakim, 2018). According to Muhibbin Syah, the factors that cause learning boredom are:

- a. Too long a learning duration, monotonous learning without variation.
- b. An unsupportive learning environment, for example, classmates often make noise (throwing paper, banging tables, whistling), talking to friends while the teacher is

explaining the material, and school building repair activities that interfere with student concentration.

- c. Conflict with classmates or classmates
- d. There is coercion within the individual when doing assignments. Students do tasks that are not their interests, so they are not sincere in doing assignments, which causes learning boredom.
- e. There is no feedback during the learning process, and the learning style is centered on the teacher, so that students are not involved in the learning process. (Syah, 2020)

In line with the theory above, the study's results also stated that the factors that cause student boredom are teachers who explain social studies material using conventional methods or lectures, an unsupportive learning environment, and coercion within themselves to complete assignments. Thus, the strategy of social studies teachers is to use the domino aurora (DORA) learning media. Through this learning medium, students feel happy in learning, do not feel pressured, so that they do not experience learning boredom. In addition, this media is adjusted to the interests of students who want game-based learning.

Then, there are no unemployed students in this learning media; they work together to complete the domino cards, so the class becomes conducive. Moreover, the reward system will create competition between members to complete the arrangement of the domino cards immediately. Although social studies learning is carried out during the day when they are emotionally and physically tired, this media helps them to stay enthusiastic and increases learning motivation.

The function of learning media, according to Arsyad Azhar, has four functions, including:

1. Attention function, as a tool that can attract and direct students' attention to concentrate on the contents of the lesson
2. Affective function, through the media, is expected to increase students' interest in learning through reading, students feel happy with the existence of learning media, and enjoy the lesson.
3. Through media application, cognitive function can increase the ability to understand and remember information or messages in the learning media.
4. Compensatory function, through learning media, is expected to remind students of the information in the lesson content and make them understand it (Azhar, 2011).

So, it can be said that the actual function of learning media in teaching and learning activities is:

1. Through the application of media, it can increase students' learning motivation
2. Through the application of media, it can increase students' curiosity and new interests in learning
3. Through the application of media, it can accelerate the students' learning process

4. Through the application of media, students can interact directly with other students and their environment
5. Through the application of media, learning can be made more interesting and learning more interactive

It aligns with the domino aurora (DORA) learning media carried out by social studies teachers as a strategy to overcome student learning boredom. This learning media can increase students' motivation and new interests in learning, as can be seen from the absence of students who feel bored and enthusiastic about arranging the domino cards. In addition, this learning media can increase student interaction, because students must cooperate with other members to organize the domino cards correctly. Finally, this learning media makes social studies learning more interesting.

According to Arsyad, the supporting factors of visual learning media are facilitating teachers when teaching in class, focusing students' attention because the display is attractive, students feel enjoyment in learning, and overcoming learning boredom. While the inhibiting factors of visual learning media are being too monotonous in terms of color, requiring skills in editing learning media to be more creative and attractive (Arsyad, 2020). Indeed, there is no perfect learning medium; there are always supporting and inhibiting factors. However, what is the teacher's strategy to minimize the inhibiting factors of the learning media used?

It aligns with the domino aurora (DORA) learning media, which has supporting and inhibiting factors. The supporting factors of the domino aurora (DORA) learning media are:

1. Able to reduce student learning boredom because students actively participate in learning, working together to arrange domino cards.
2. Able to raise students' enthusiasm in social studies learning and reduce the stigma that social studies learning is boring learning.
3. Students feel happy in receiving learning, and no students joke around; all students focus on working on the domino cards.
4. Through the domino aurora, it is easier for teachers to provide teaching materials, and students can understand the lesson's contents.

Although there are supporting factors, there are still inhibiting factors from the domino aurora (DORA) learning media, including:

1. There are still egos between students, so there is still chaos in the classroom.
2. Limited time makes students rush to arrange domino cards. If there is a mistake, students must rearrange the domino cards.
3. Students are not careful when arranging domino cards.



Figure 4. Supporting factors and inhibiting factors of the Domino Aurora (DORA) learning media

CONCLUSION

Judging from the results and discussion, the researcher can conclude that the strategy of social studies teachers in overcoming student boredom through the domino aurora (DORA) learning media for class IX at SMPN 19 Malang was successful, this can be seen from the absence of sleepy students during learning hours, students are more enthusiastic about learning social studies and no students make noise during social studies learning. Students focus on arranging domino aurora (DORA), and they work together. They are careful to choose the correct answers, especially since there is a time duration for which they can compete supportively. In addition, when social studies teachers use domino aurora learning media, they actively involve students in learning. Through this active participation, they will eliminate student boredom in social studies learning. Then, with the existence of domino aurora learning media, it has been adjusted to the needs and interests of students.

Domino Aurora learning media leads to the team's game tournament (TGT) learning model; learning while playing can overcome student boredom in learning. The supporting factors of the domino aurora learning media are the enthusiasm of students to learn social studies, eliminating the stigma that social studies learning is boring, and being able to improve cooperation and competition between group members. The inhibiting factors of the domino aurora learning media are that students must be careful in arranging dominoes; when students make a mistake, they must repeat arranging them from the beginning. In addition, students must maintain cooperation and group cohesion over time, especially junior high school students who are still high on ego and want to dominate the group.

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