PROMOTING MOBILE GAMES AS A SOCIAL STUDIES LEARNING MEDIA IN THE 21ST CENTURY

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Abstract : This study presents the results of an analysis of the use of mobile Games that have been carried out in social studies learning in several countries and provide an example of a draft design analysis of mobile games that can be done in social studies learning in Indonesia. The analysis was carried out to change the negative perception of mobile usage in the school environment and further emphasizes the learning needs of students in generation Z in Indonesia who are identified as active internet users as well as mobile game players. This research uses literature method by searching the sources of Journals, Scientific Magazines, Books and the Internet. Research results show that the use of Mobile Games IPS Learning Media can be used as an alternative learning media that is good because it contains the concept of IPS Integration in a multi-disciplinary perspective and meets the demands of the expected skills in the 21st century learning namely having the skills to Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration. Learning Media for Social Studies based on Mobile Games needs to be improved by practitioners and social studies teachers in Indonesia because they are popular with students and in accordance with the demands of the times in this global era.

Keywords : mobile games, social studies, 21st century

I. INTRODUCTION

What do you think when you see a tiger in the wild caught and then put in a Zoo? Of course the answer is diverse, some are normal, some are happy because they can observe their shapes directly and some even feel sad. Yes, Tigers are still alive with food that has been directly provided by the zoo manager, but their claws and fangs do not function according to the nature of nature to pounce and tear their prey like in an open environment that suits their natural habitat. This applies to the world of our education today, if we are more observant in observing the characteristics of millennial generations and forbid their habit of using gadgets when they are in a school environment, it certainly does not make students feel comfortable.

The perception of teachers, parents and principals on the use of mobile phones in the school environment is considered more negative than the positive side. This perception arises when the teacher considers that textbooks are materials that are complete and appropriate to achieve curriculum targets (Al Muchtar, 2014:119-120), so that the use of mobile phones seems not necessary as a means of achieving learning goals. We can observe this when the teacher is reluctant to look for material that is more relevant to the condition of the student's learning environment and still refers to the teacher's book and distributes student books published by the Department of Education and Culture as the main guidelines for learning material.

Teacher's innovation in designing learning resources that are in line with the digital-style 4.0 industrial revolution is still limited. The use of the Internet (google access) is limited to recommendations for finding supporting material, because teachers do not design digital-based learning resources that can be accessed by students. If we observe social studies learning in USA as stated by Wirawan (2018: 49) explains in detail the use of audio visual media that has been done in the United States using 3D forms, animation and games by utilizing technology tools in learning, all of that is done to achieve the objectives of social studies learning that has been established.

Social studies at the junior high school level in the United States has used Gadget (Iphone) and multi games applications, such as games Age Of Empire, Rise Of Nations and Law Craft which can be enjoyed by students and able to achieve 21st century skills, because students feel challenged to implement strategies in games that are played. Special programming in the field of Games for social studies learning in junior high schools in Indonesia should be popularized to improve the quality of learning in accordance with the demands of the times in the 21st century.

II. METHOD AND RESEARCH DESIGN

This writing uses the method of literature study research with a series of data collection through recording, reviewing from various libraries and processed as a source of research (Zeid, 2004). International Journal Sources obtained from The *Social Studies* and National Journal were obtained from the *Journal of Social Sciences Education*, the source of the book was selected based on writings from IPS experts in Indonesia such as Nu'man Soemantri and Suwarwa Al-Muchtar, while books on social studies materials in junior high schools used teacher books and student books issued by the Ministry of Education and Culture of the Republic of Indonesia. Internet sources are used after going through the process of verifying the author's background and the relevance of the results of similar writings.

III. RESULTS AND DISCUSSIONS

3.1 Use of Mobile Games in Social Studies Learning in the United States of America and Indonesia.

Application of Social Studies learning media based Mobile Games have been carried out in the United States, which in fact is a reference for social studies education in Indonesia. This can be traced from the research conducted by Holly McBride (2014) about the use of games as a medium of learning which is motivated by empirical phenomena in the United States that found the fact that 97% of teenagers were identified as video game players. McBride made a new breakthrough to utilize Video Games to learn social studies on ancient world history material in seventh grade. The game used is *Age of Empire II* which is a strategy game to utilize resources to build an empire, create an army, and defeat their enemies.

This game uses four civilizations according to the times, namely, Dark Age, Feudal Age, Castle Age, and Imperial Age and civilizations that can be played are English, Byzantine, Celts, Chinese, Frank, Goth, Japanese, Mongol, Persian, Saracen, Teuton , Turkey and Vikings. Mobile games give students a digitally relevant world to explore abstract concepts and theories that are too general in social studies. The results obtained

from the use of video games students better understand the character and culture and history of ancient civilizations and are better able to solve problems in learning social studies.

Pedagogical strategies are increasingly popular in social science classes with the use of computer and video games in the United States as a refinement of daily learning plans.

In social studies learning, Brad M. Maguth, Jonathan S. List & Matthew Wunderle (2015) provided innovations to use Rise of Nations computer games to make it easier for students to understand why taxation relies on religion and not merely recognizes and remembers that these functions related. The second game used is Game Law Craft that allows students to take on the role of a congressman and help students learn how veto rules work for the Senate. Brad M. Maguth, et al suggested that teachers should use video and computer games as additional learning media according to the educational goals of the twenty-first century is a very brilliant step.

Age of Empire and Law Craft games can be played online and can be downloaded via Mobile Phone in Playstore. This shows that mobile games have a good impact on students 'cognitive growth in understanding abstract material in social studies and can develop students' skills in solving simple problems and communication skills. If the design of Mobile Games-based learning media is carried out properly and correctly, the negative assumptions of parents and teachers about the use of mobile phones in the school environment should be changed, because some advanced schools in the United States have proven that mobile phones can be used as learning media that attract learning learners.

Some teachers and Social Studies practitioners in Indonesia have introduced mobile games as learning media, as can be seen from the research results of Fidiyanto D, Listyorini T and Nurkamid M (2015) about the mobile games of Kapitan Patimura struggle against Dutch invaders that can be played by students using the Adobe program Flash CS6. This game uses 3 stages, namely step 1, step 2 and fortress to make the game more interesting and challenging for students. The mobile-based game about the introduction of the Province in Indonesia Adventure genre has also been developed by Ashari Y, Kridalukmana R and Windasari IW (2016) who got results that the game's application of characteristics and the Capital of Provinsis throughout Indonesia can be accessed properly, this type of educational game should be developed by social studies teachers or social studies practitioners to further improve the quality of learning.

3.2 Develop Mobile Games in Social Studies Learning in Indonesia

Developing Social Studies mobile games in Indonesia must fulfill good media development requirements. First, you must find out whether students really need M Games social studies as a learning medium. Second, is the infrastructure is adequate, for example (the school provides or all students already have a handphone). Third, perceptions of teachers, parents and school principals about the use of cellphones in the school environment must be immediately corrected.

The four material analysis and design must be in accordance with the rules of curriculum development. If all these elements are fulfilled, it can be started with the design of Social Studies mobile games. The following can be introduced the "Save ASEAN" mobile game for social studies learning material in the first semester of class 8 which is packaged attractively by not leaving elements of learning that are educational. Before designing a game that can be done first is the material analyst which can be seen in the

following table: Basic competencies 3.1 Understand spatial changes and interactions between spaces in Indonesia and ASEAN countries due to natural and human factors (technology, economy, land use, politics) and their influence on the sustainability of economic, socio-cultural, political life.

NO	Indicators of Competence Achievement	Material	Media Type	Content in the Games	Nurturant Effect
1	Understand the region in ASEAN Countries Based on their Geographical Location	1. ASEAN's Location and Geographical Condition and Countries in the ASEAN Region. 2. Natural Resources and Human Resources in ASEAN Region Countries. 3. National Characteristics and Identities of Countries in the ASEAN Region.	**Mobile Game Save ASEAN**	1. There is a Map and Globe in the game when the Player selects the country to use. 2. When a Player has selected a State, Strength will be given in the form of Natural Resources, Human Resources and Education level which characterizes the selected State. 3. There is a State History, Flag, and Culture that is owned by the chosen State	1. Making Decisions, Literacy Ability and Skills Analyzing a map. 2. Capability Analysis to develop which sector first (Natural Resources or Human Resources). Ability. Innovation and Creativity can be formed through the free choice of players to allocate funds to build their countries. Here also raises problem solving in handling as soon as possible to become a developed country. 3. Literacy and Analysis

					Ability. Collaboration can be done between players to see their country's profile.
2	Understanding the Importance of ASEAN and Regional Inter-State Multilateral Cooperation in ASEAN Countries.	1. Driving and Inhibiting Factors for ASEAN Country Cooperation. 2. ASEAN Cooperation in Political, Economic, Social, Cultural and Joint Military Training Areas. 3. Bilateral Cooperation between Countries in the ASEAN Region. 4. Benefits of Cooperation for Countries in ASEAN	**Mobile Game Save ASEAN**	1. Players can cooperate or reject cooperation with other countries (players) in ASEAN. 2. Cooperation can be carried out through bilateral or multilateral cooperation in the fields of politics, economics, socio-culture or the military to increase the state to become a developed country. 3. Cooperation has a limited benefit to improve various fields and can increase the State Balance to immediately become an Advanced Country	1. Communication and Collaboration can be fulfilled, because fellow players work together and evaluate the ability to negotiate to launch negotiations. 2. Critical Thinking and Problem Solving is contained in all collaborations carried out because cooperation contains the interests of all countries and their own countries. The fields developed in the collaboration also include the player's expertise to utilize the capabilities in the field of

					human resources and natural resources owned by his country.
3	Analyzing State Changes Based on Natural Factors and Human Factors from the Technology, Economy, Utilization of Natural Resources, Politics, and State Security Defense	1. Changes in ASEAN Countries Based on Natural Disasters. 2. Changes in countries in ASEAN based on the development of science and technology. 3. Changes in countries in ASEAN based on economic development. 4. Changes to the State in ASEAN Based on Political Development and Defense Security. 5. Changes in Countries in ASEAN Based on the Development of Natural Resources and Human Resources.	**Mobile Game Save ASEAN**	1. Infrastructure development can be destroyed by natural disasters (earthquake, volcanic eruption etc.). 2. The stages of the State become a developing and advanced country due to economic, socio-cultural factors, science and technology influence the physical changes in the state.	1. Empathy in the form of Social Care and Communication can be built when several countries are affected by natural disasters, because each country can provide assistance to restore the condition of the affected country. 2. Collaboration in the form of collaboration and intelligent thinking in developing the State from several sectors will be built from this Game.

It is clear that Save ASEAN social studies game is in accordance with the principles of social studies with integrated material and uses an interdisciplinary and multidisciplinary approach (Somantri, 2001) because there are elements of the discipline of Economics, History, Geography, and Information Technology in the games performed. The game Social Studies Save ASEAN as shown in the table above has an accompanying impact on developing students' skills in the field; 1) Creativity and Innovation; 2) Critical Thinking and Problem solving; 3) Communication; 4 Collaboration and Collaboration; 5) Empathy; 6) Social Care 7) Analytical Ability; and 8) Ability to Read Literacy.

3.3 Mobile Game Save ASEAN steps

Game that presupposes that "you" become a president. This game can be done by a maximum of 10 people together and players can choose to become president in Southeast Asian countries. This game will be equipped with a map of the country, ASEAN and the World as well as the potential of natural resources and human resources in the selected country.

Each country will be given some wealth (balance) to be able to manage the country well. Can manage Natural Resources, Education, Culture to support becoming a developed country by interacting or making mutual agreements between countries in the ASEAN region to form all fields strongly, especially the military. Some conditions of natural disasters (earthquake and tsunami) can destroy several physical buildings. natural resources management cannot be done independently if human resources are not yet capable, it needs improvement from the education side to achieve strong human resources. The logical consequence of human resources that are not strong must cooperate with outside parties with compensation not get the maximum benefit from natural resources management, management of experts in the military field can create good weapons from the use of science and technology. Therefore a good strategy in managing the State has a big influence on the level of prosperity of the State.

In the economic field, it can export or import the raw materials needed to develop the country into a developed country, both in terms of education, economy and national security. State Stages are "Poor Countries", Developing Countries and "Developing Countries". The core of this game is cooperation between ASEAN countries to support all countries to become developed countries.

Expansion from a foreign country outside an ASEAN country will affect the stability of the country, and even destroy the state. Here cooperation from all countries is needed.

The external attack occurred in 2 stages.

1) The first phase of an outside attack is the management of natural resources with a hindrance agreement to become a developed country if not supported by good negotiations.

2) Physical Attacks by deploying a War Fleet if the Advanced Countries less than 5 Countries in ASEAN or outside parties will offer good cooperation if it is deemed the ASEAN countries are considered advanced (Indicator 5 Countries).

The game will end if it can thwart an outside attack or complete a partnership with a foreign party. At the end of the game the profile of each country's contribution will be issued to assess how great you are to become a leader in a country.

When after completing the design of the material and the game as expected, the last step that is not less important is to collaborate with game experts that are already available in Indonesia. Some campuses that have game majors are the Bandung Institute of Technology (ITB), Surabaya Institute of Technology (ITS), Surabaya State Electronics Polytechnic (PENS), Bina Nusantara University, Malang State University, Ciputra University, Multimedia Nusantara University (IDNTimes, 2018). Collaboration in the development of learning media is also supported by NCSS, where teachers are expected to collaborate with non-profit organizations (NCSS, 2018).

IV.   RECOMMENDATION

Negative thinking about the use of mobile phones in schools must be immediately straightened out considering the various benefits that students can get when using mobile game-based learning media in schools. Mobile Game Save ASEAN can be used as a media for educational games to make it easier for 8th grade junior high school students to reach social studies Basic Competencies 3.1 while at the same time have an accompanying impact to develop students' abilities in high-level thinking, create innovations and creative ideas, solve problems and communicate. Other than that,Social studies teachers and practitioners immediately collaborate with IT experts to develop educational game cars in accordance with the learning needs of current generation students and to meet the demands of 21st century learning and skills.

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