

# True or False Game-Based Learning Strategy to Enhance the Socio-Emotional Skills of Elementary School Students

Adelia Nurvita Dewi<sup>1</sup>, Murfiah Dewi Wulandari<sup>1,\*</sup>

<sup>1,2</sup> Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta (UMS), Surakarta, Indonesia

\* Corresponding author: [mdw278@ums.ac.id](mailto:mdw278@ums.ac.id)

## Abstract

*Purpose:* This study aims to fill the research gap regarding the socio-emotional impact of the True or False learning strategy by evaluating its effect on elementary school students' socio-emotional development.

*Methodology:* A quantitative approach with a quasi-experimental design involving two groups (experimental and control) was employed. The normality of the data was tested using the Shapiro-Wilk method, and homogeneity was assessed to ensure equal variance between the groups. A t-test was conducted to determine the significance of the intervention's impact.

*Results:* The data were found to be normally distributed and homogenous across both groups. The t-test results showed a significant improvement in the socio-emotional skills of the experimental group (Sig. = 0.000) compared to the control group (Sig. = 0.013). This supports the alternative hypothesis (H<sub>1</sub>), indicating that the True or False strategy is effective in enhancing socio-emotional abilities.

*Applications/Originality/Value:* This study introduces a novel application of the True or False strategy, which has traditionally been used to improve cognitive and critical thinking skills. Its implementation in developing students' socio-emotional competencies represents a new and valuable contribution to educational practices, particularly at the elementary school level.

## Introduction

Learning is a teacher's effort to convey new knowledge to students and create a classroom atmosphere that is active, creative, and encourages critical thinking. The learning process needs to be designed in such a way that the learning atmosphere becomes fun so that students can quickly understand the material being taught (Sari et al., 2020). Similarly, social-emotional learning (PSE) is an activity that helps children develop important social and emotional skills for future life (Avandra et al., 2023). So learning is an effort made by educators to carry out teaching and learning activities to convey new knowledge to students and build pleasant classroom conditions so that learning material is easy to understand.

Improving the social-emotional skills of elementary school children is very important because at this stage they begin to learn to manage emotions, build empathy, interact with peers, and understand social norms and rules in the surrounding environment. Social-emotional improvement is a process of learning to adapt to understanding situations and feelings when interacting with others in the surrounding environment. Good support from the school and family environment can help children develop healthy social and emotional skills. Social-emotional development in the learning process and during play students must have the awareness to develop social-emotional behavior based on their environment (Tusyana & Trengginas, 2019). Social and emotional development are closely interrelated in the growth process. When elementary school students can control their emotions well, they will more easily interact positively with the people around them, both at home, at school, and in the community (Ardillani & Wulandari, 2022). Social and emotional learning is done through listening, observing, and imitating things that are observed (Avandra et al., 2023).

Game-based learning strategies are an effective approach to increase student engagement, where games are not only fun but can also be used to teach important concepts and social skills so that students can learn more interactively and enjoyably. Creating a plan that matches the way students play and learn is essential to help them develop problem-solving skills in a learning environment that uses games (Liu & Israel, 2022). In choosing an appropriate learning strategy, teachers must consider the objectives, the material being taught, and the characteristics of the students. This consideration aims to make the chosen strategy function optimally. Currently, there are various kinds of learning strategies, including the True or False strategy, Guided Teaching strategy, Card Sort strategy, Rotating Roles strategy, and The Power of Two strategy (Sari et al., 2020). So good social and emotional improvement will affect children's readiness to start school and achieve satisfactory learning achievements. Conversely, if social-emotional development is not optimal, then children's learning achievement will also be affected.

There are many kinds of innovative learning strategies to support enjoyable learning such as: 1) Cooperative Learning Strategy is a group learning model with certain rules; 2) The Jigsaw model is that students are more active in learning;

Computer Learning Strategy is this learning using computers as a tool so that teaching materials are presented through computer media and make the teaching and learning process more interesting and challenging for students. (Azzahra & Febriani Sya, 2023). Therefore, the true or false game is a model that can invite students to get involved in the subject matter directly. This model is included in active learning. Active learning is any form of learning that allows students to play an active role in the learning process, both in the form of interaction between students or students and teachers in the learning process (Yahya, 2022).

Based on observations made at SD Muhammadiyah 1 Surakarta, many teachers use a lecture learning strategy. After the teacher conveys the learning material, then students are given questions. The lecture learning strategy is often considered less effective in developing the socio-emotional aspects of elementary school children. This method tends to be one-way, where the teacher talks more without providing sufficient opportunities for students to interact, discuss, or express themselves. As a result, children's ability to communicate, cooperate, and understand the feelings of others is not well honed. In addition, monotonous learning that does not involve social activities can make children feel less interested and lose motivation to learn. In fact, at primary school age, social-emotional skills are very important to shape children's character in interacting with peers and the environment. Therefore, to overcome the non-achievement of children's social-emotional improvement, teachers and parents can work together so that children can have good social-emotional skills in interacting in their environment (Ardillani & Wulandari, 2022).

Some research related to the True or False learning strategy that in increasing students' critical thinking, there was an increase in the moderate category of 53.3%. Therefore, the experimental class was effective in using the True or False strategy, because the results showed an increase in students' critical thinking in the class (Sari et al., 2020). In addition, the results of children's socio-emotional research show that it is important to understand the socio-emotional development of elementary school students so that the learning process at school can run smoothly. Socio-emotional maturity greatly affects the way children deal with various problems. The main feature of the social-emotional development of primary school learners is shown by their understanding of the norms and rules that exist in their environment. (Lathifah et al., 2023). This research develops and modifies the use of the True or False strategy which was previously more often applied to train cognitive and critical thinking skills. The novelty of this research is the application of the strategy in the context of the socio-emotional development of elementary school students, which has not been widely studied. The results showed that the True or False method not only serves as a material evaluation tool but is also effective in improving students' social and emotional skills, such as collaboration and conflict management.

This research introduces an innovation by utilizing a True or False game-based learning strategy to improve the socio-emotional abilities of elementary school students, which was previously more often used to train cognitive skills. The novelty lies in the application of this strategy to develop aspects such as collaboration, emotional management, and respect for friends' opinions. Through discussion and interaction when answering questions, students are encouraged to collaborate, manage their emotions, and respect their friends' opinions. This creates a more inclusive learning environment and supports emotional development, so students can learn to manage their feelings and improve their social skills in the learning process.

This study aims to explore the effectiveness of a True or False game-based learning strategy in improving the socio-emotional skills of elementary school students. Some of the research questions include: how does this strategy improve students' socio-emotional skills, is there a significant difference between students who use this strategy compared to conventional learning methods. How does the strategy help develop collaboration skills, emotional management, and respect for friends' opinions. Based on these questions, this study aims to evaluate the effectiveness of the True or False strategy, compare the results between the experimental and control classes, and identify how this strategy can create an inclusive learning environment and support students' emotional development.

## Method

This research was conducted in private elementary schools in Surakarta. This study falls into the category of quantitative research, which aims to test the causality between the independent variable and the dependent variable. Additional methods of data collection in this study were conducted through interviews, observations, and documentation to support the results of the study. Data collection through tests by giving pretest and posttest questions which pretest and posttest questions are adapted from a known journal. Then the researcher made modifications to adjust the variables. The aspects contained in the instrument include aspects of self-awareness, aspects of self-management, aspects of social awareness, aspects of relationship skills, and aspects of responsible decision-making. Sugiono stated that the type of quantitative method includes experimental and survey research methods. By comparing two groups, namely the experimental class and the control class to evaluate the effectiveness of the treatment applied to the experimental class. In this study, the independent variable is the True or False (ToF) strategy, while the dependent variable is socio-emotional ability.

The research population is all members of the group, whether humans, animals, events, or objects, which are in an organized place and become targets for drawing conclusions from the final results of a study. This study used a quasi-experimental design with two groups, namely the experimental class (class VA), which was given treatment in the form of

a True or False game-based learning strategy. The control class (class VB), was not given special treatment and continued to use conventional learning methods. The use of pretest and posttest in both groups indicates that this research design is a pretest-posttest control group design, which allows researchers to compare changes in socio-emotional abilities between experimental and control groups before and after treatment.

The action taken by the researcher is that when learning takes place in the experimental class, students are divided into five groups. The researcher used the True or False game as one of the strategies to increase student participation, then the researcher presented several statements related to the lesson topic, and each group competed to see who was the fastest in judging whether the statement was true or false. Through this game, students are invited to actively participate in answering questions related to the subject matter, while practicing social skills such as listening, respecting friends' opinions, and communicating openly. The game also helps children manage emotions, especially when they receive feedback on their answers, so they learn to deal with right or wrong situations with a positive attitude. In addition, the activity creates a fun and interactive atmosphere, which strengthens relationships between students and increases their self-confidence and empathy.

## Result and Discussion

After completing the research in the experimental and control classes, the data collected from both groups were processed and analyzed. In the experimental class, the application of a True or False learning strategy was tested to see its effectiveness on children's socio-emotional skills. Meanwhile, the control class underwent learning without special treatment as a comparison. The results of the analysis were then presented in a table:

### Normality Test

**Table 1.** Normality test

|                | Kolmogorov-Smirnov |    |      | Shapiro-Wilk |    |      | Description |
|----------------|--------------------|----|------|--------------|----|------|-------------|
|                | Statistics         | df | Sig. | Statistics   | df | Sig. |             |
| Normality test | .109               | 50 | .196 | .965         | 50 | .140 | Normal      |

Source: SPSS Adelia Nurvita Dewi, 2024

Based on the results of the normality test on pretest data from experimental and control classes, there are two methods used, namely Kolmogorof-Smirov and Shapiro-Wilk. First, the significance value of the Kolmogorof-Smirov test is 0.196 which is greater than 0.05, so we do not reject the null hypothesis ( $H_0$ ), which means the data is normally distributed based on the Kolmogorov-Smirnov test. Second, the significance value in the Shapiro-Wilk test is 0.140 which is greater than 0.05, so we do not reject the null hypothesis ( $H_0$ ), which means the data is normally distributed based on the Shapiro-Wilk test. From both tests (Kolmogorov-Smirnov and Shapiro-Wilk), the significance values are both greater than 0.05, which indicates that the pretest data is normally distributed, although there are differences in the significance results of the two tests. Therefore, the information in the table states that this data is normal.

A homogeneity test is conducted to determine whether the data obtained from the research is homogeneous or has the same variance. In this study, researchers conducted a homogeneity test on fifth-grade students of SD Muhammadiyah 1 Surakarta using Levene's Test. The results of the homogeneity test can be seen in the following table:

### Homogeneity test

**Table 2.** Homogeneity test

|                  | Levene Statistics | df1 | df2 | Sig. | Description |
|------------------|-------------------|-----|-----|------|-------------|
| Homogeneity test | 1.769             | 7   | 13  | .178 | Homogeneous |

Source: SPSS Adelia Nurvita Dewi, 2024

Based on the results of the homogeneity test using the Levene Test displayed in the table, the Levene statistical value is 1.769 with degrees of freedom (df1) of 7 and (df2) of 13. The significance value (Sig.) obtained is 0.178. Because the Sig. Value is greater than 0.05, it can be concluded that the data has a homogeneous variance, or in other words, the variance between groups in the sample is the same. This fulfills the assumption of homogeneity required in some advanced statistical tests. Thus, the assumption of homogeneity is met, and parametric statistical tests such as the t-test can be continued for further analysis between the experimental and control classes.

## Hypothesis testing

**Table 3.** Hypotesis testing independent samples t-test

|                    |                  | t      | df | Sig. (2-tailed) | Description |
|--------------------|------------------|--------|----|-----------------|-------------|
| Hypothesis testing | Experiment Class | -6.720 | 24 | .000            | Significant |
|                    | Control Class    | -2.690 | 24 | .013            | Significant |

Source: SPSS Adelia Nurvita Dewi, 2024

Based on the results of the paired samples t-test, it can be concluded that there is a significant difference between socio-emotional values before and after treatment. This is indicated by the significance value (Sig. 2-tailed) of 0.000 which is smaller than 0.05 ( $p < 0.05$ ). The negative t values (-6.720 for the experimental class and -2.690 for the control class) indicate that there was an increase in socio-emotional scores from the pretest to the posttest in both groups. The experimental class showed a greater increase than the control class, as seen from the greater t value. Thus, it can be concluded that the treatment provided had a positive influence on children's socio-emotional development, with the experimental class showing a more significant improvement than the control class.

Thus, it can be concluded that the treatment given to the experimental class resulted in significant changes compared to the control class. These results indicate that the True or False learning strategy applied in the experimental class is more effective in improving the socio-emotional of elementary school children than the conventional learning strategy used in the control class.

This study found that the use of True or False learning strategies is effective in improving the socio-emotional abilities of elementary school students. This finding is in line with previous research by Sari, Suci Permata, and Kiki Aryaningrum (2020), which states that this strategy can improve students' critical thinking, with a medium category increase of 53.3%. However, recent research expands the application of this strategy, not only to train cognitive abilities but also to develop students' social-emotional skills, such as collaboration and emotion management. Research by Ardillani and Wulandari (2022) suggested that monotonous and lecture-centered learning is less effective in developing students' social-emotional aspects. In contrast, this study showed that the True or False strategy can create a more interactive learning environment, thus encouraging students to learn to manage feelings and cooperate with their friends. Tusyana & Trengginas (2019) also emphasized the importance of a learning environment that supports social-emotional development, and the True or False strategy in this study provides a practical approach to achieve this goal. While previous research has focused more on cognitive aspects, this study adds new insights by showing the potential of the method for students' socio-emotional development.

Numerous studies have shown that social-emotional development in primary school children is a process that proceeds at different rates. While these competencies generally improve with age, in grades 2, 3, and 4 no significant improvement is seen. (Tarasova, 2016). There is a strong case for making social and emotional skills a central part of elementary school. Children who master these skills are more sociable, perform better in school, and have better careers and health as adults. (Jone et al., 2017). Teachers are the primary emotional leaders of their students, then, and the cornerstone of promoting emotional balance in their groups is their ability to recognize, understand, and manage their emotions (Adipat et al., 2021). In addition, the importance of social-emotional learning is to prepare students for life in a diverse world by teaching them how to interact with a wide variety of people (Kaspar & Massey, 2023).

Parenting has a major influence on children's social-emotional development because, through interactions with parents and the family environment, children learn to recognize and manage emotions, understand the feelings of others, and form healthy social relationship skills. Research conducted by (Tazkia & Damayanti, 2024) stated that children's social and emotional development in the school environment is strongly influenced by their ability to control emotions. Children who can manage their emotions tend to have good social relationships with friends and teachers, while children who have difficulty controlling emotions often face problems. This is in line with parental parenting on children's social-emotional, that high authoritarian parenting can hurt aspects of social-emotional development in children, even though authoritarian parenting has become a habit of parents in the Yapen Islands district of North Yapen district in educating children, it will still have a negative impact. (Rumbarak & Airlanda, 2023). Another study also found that one factor that affects children's emotional development is the family environment factor, namely how to educate children. The way A's parents educate tends to be treated luxuriously and less assertive, this results in children losing a sense of responsibility, having low emotional control, and often low achievement. Although Si A has uncontrolled emotions, Si A is an obedient child who is always on time for school and still has many friends. (Hidayana, 2024). Then the teacher acts as a role model of good behavior, a leader, and a conveyer of the professional image of the children's future society (Jahiu, 2021).

The impact of low socio-emotional behavior is that children may have difficulty recognizing and managing their emotions, which may lead to emotional outbursts or aggressive behavior. The results show that this program (socio-emotional competence) is useful in preventing violent behavior in the field of education and promoting the development of socio-emotional skills among third-grade students. Finally, the applicability of the program to other educational contexts is discussed to enhance personal development. (Santamaria-Villar et al., 2021). In line with research conducted by (Low et al., 2015), the impact of the Second Step® 4th Edition program on the social-emotional skills and behavior of students in kindergarten to grade 2. Involving 321 teachers and 7300 students from 61 schools, this study used a randomized controlled

trial. Results showed small main effects on social and behavioral indices, but there were significant improvements in children who started the school year with skill deficits. These findings support the validity of the program and show the importance of using data from multiple sources for further replication. The implications of this study are important for understanding the reach of social-emotional learning programs.

Play is one of the most effective methods for developing a variety of important skills in children. Through games, children not only learn while having fun, but also hone their thinking, social interaction, and emotional and motor skills. In addition to the True or False game, there are other games as stated by (Russo et al., 2020) Teachers also see games as an effective way to develop the four skills in the Australian Curriculum: fluency, comprehension, problem-solving, and reasoning. Similarly, teachers should also teach their students that succeeding in a game is not the ultimate goal and that they should not underestimate a losing opponent. Teachers should ensure that game-based learning engages and motivates students while developing a growth mindset. (Cristóvão et al., 2020). Therefore, games are not only a tool for entertainment, but also a learning medium that supports children's holistic development in academic, social, and emotional aspects.

This study has several limitations that need to be considered. First, the research was only conducted in one school, namely SD Muhammadiyah 1 Surakarta, so the results may not be generalizable to other schools with different conditions or student characteristics. Secondly, the use of the True or False learning strategy was only tested in a relatively short period, so it has not been able to measure the long-term impact on students' socio-emotional development. In addition, the study did not consider other variables that might influence the results, such as social background and family support for children. Lastly, although the study showed improvements in socio-emotional aspects, the measurement of these aspects is still limited to observations and questionnaire results that could be influenced by respondents' subjectivity, so a more comprehensive approach is needed to measure socio-emotional development more accurately.

For future research, further exploration of True or False game-based learning strategies involving different game variations and contexts is recommended. Research could include the influence of factors such as students' age, socio-economic background, and culture on the effectiveness of this strategy in improving socio-emotional skills. In addition, it is important to explore how the integration of technology in the game can further enhance student interaction and engagement. Research should also include a larger and more diverse sample to generalize the results. Thus, the findings from this study can make a broader and deeper contribution to the development of effective learning methods to support elementary students' socio-emotional skills.

The results of this study show that True or False learning strategy is proven to be effective in improving social and emotional aspects of elementary school students. Through the interactions that occur when answering questions, students not only develop an understanding of the material, but also learn to manage emotions, collaborate, and respect the opinions of friends. The results of the analysis showed that the experimental class, that implemented this strategy, experienced a significant increase in social-emotional scores compared to the control class that used conventional learning methods. In addition, both groups of data showed normal distribution and homogeneity of variance, supporting the validity of the statistical analysis conducted. This research confirms the importance of creating an active and fun learning atmosphere and the need for support from the school and family environment to help children develop good social and emotional skills.

## Conclusion

Based on the results of research using True or False game-based learning methods in class V A, as well as without special treatment in class V B SD Muhammadiyah 1 Surakarta, it can be concluded that True or False games are effective in improving the socio-emotional skills of elementary school children. This research emphasizes the importance of creating a dynamic and fun learning environment and shows the importance of support from schools and families to help children develop positive social and emotional skills.

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