

IMPLEMENTATION OF *GAME BASED LEARNING* MODEL WITH *COMMUNICATION ORIENTED* METHOD IN IMPROVING THE LEARNING OUTCOMES OF STUDENTS WITH SPECIAL NEEDS IN GRADE IV OF SD INPRES TAMALANREA 6, MAKASSAR CITY

Miftahul Hazizah¹, Syarifah Nur Fajrin², Musbaing³.

(PGSD, Fakultas Keguruan, Ilmu Pendidikan dan Sastra, Universitas Islam Makassar,
Indonesia)¹

E-mail: miftahul1625@gmail.com

(PGSD, Fakultas Keguruan, Ilmu Pendidikan dan Sastra, Universitas Islam Makassar,
Indonesia)²

E-mail: [syarifahnurfajrin@uim-makassar.ac.id](mailto:syarifahnurhajrin@uim-makassar.ac.id)

(PGSD, Fakultas Keguruan, Ilmu Pendidikan dan Sastra, Universitas Islam Makassar,
Indonesia)³

E-mail: musbaing.dty@uim-makassar.ac.id

ARTICLE INFO

Article History :

Received: 2025-08-19

Accepted: 2025-09-21

Keywords:

Keywords1; Game-Based
Learning

Keywords2; Communication Oriented

Keywords3; Learning
Outcomes.

ABSTRACT

This research was conducted from May 19 to June 21, 2025 at SD Inpres Tamalanrea 6 Makassar City by combining the Game Based Learning model and Communication Oriented method to train students' focus, speaking courage and social interaction. This research was applied to students with special needs who were in class IV. The results show that the application of the GBL model combined with the Communication Oriented method is able to create a more active, enjoyable, and communicative learning atmosphere. ADHD students who previously experienced difficulty focusing began to show increased participation in learning activities, courage to communicate with teachers and peers, and the ability to complete assignments through educational games designed by teachers. However, the implementation of this model faces challenges in the form of limited resources, a lack of Special Assistant Teachers (GPK), a lack of adequate learning media, and less than optimal collaboration between teachers and parents. These findings indicate that the GBL model with a Communication Oriented approach is effective in improving the learning outcomes of students with special needs while creating a more supportive and inclusive learning environment.

1. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and process that allows students to actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. The work of

education encompasses many aspects, including everything related to human development (Rahman, 2022).

This is in accordance with the definition of education in the National Education System Law Number 20 of 2003, articles 1 and 3, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence and noble morals as well as skills needed by themselves, society, nation and state. Regulation of the Minister of Education, Culture, Research and Technology Number 47 of 2023 regulates the standards for managing education at the levels of Early Childhood Education, Elementary Education, and Secondary Education. This regulation includes planning, implementation and supervision of educational activities. Regulation of the Minister of Education and Culture Number 81A of 2013 regulates the implementation of the curriculum at various levels of education, including the legal basis and graduate competency standards. Regional Regulation of South Sulawesi Province Number 2 of 2016 concerning the Implementation of Education "regulates the scope of the implementation of education, including principles, objectives, provincial authority, local content curriculum, educators and education personnel, guidance, supervision, and education financing".

Based on the results of initial observations conducted on April 3, 2024 at SD Inpres Tamalanrea 6 Makassar City, it was found that almost every class has children with special needs where a 1st grade student named Al Fatih, 2nd grade student named Azka, 3rd grade student named Fikri, 4th grade student named Aidil and 5th grade student named Farhan all five children have Attention Deficit Hyperactivity Disorder (ADHD). One of the main challenges often faced by students with special needs is the potential for hyperactivity or impulsive behavior that can interfere with their concentration and learning process. Some students may have difficulty speaking or expressing themselves, while others may have delays in cognitive or motor development that affect their ability to complete standard school assignments.

Communication Oriented is a learning method for students with special needs that emphasizes active involvement in communication activities with teachers, peers, and learning facilities (Wibawa et al., 2020). This method helps students improve their verbal and non-verbal communication skills through direct interaction, symbols, images, and other supporting media, thereby supporting the achievement of optimal learning outcomes (Asyafah, 2019) (Rosarian & Dirgantoro, 2020) (Wahid et al., 2021). The Game-Based Learning model is highly suitable for the cognitive development of students. Using learning models that align with students' characteristics will influence their psychological state, thereby encouraging better understanding of the material being (Astuti et al., 2019). Therefore, Game-Based Learning can serve as a platform in education to encourage students to become more critical and active (Nur Fajrin et al., 2022) In addition, Game-Based Learning makes each learning topic more enjoyable, thereby creating a teaching and learning process between teachers and students that is more informative, creative, and innovative (A. Dewi, 2023).

The function of a learning model is to serve as a guideline in designing and implementing the learning process. (Astuti et al., 2019) states that learning models act as a reference for instructional designers and teachers in planning and managing learning activities, which also influence students' attitudes and intellectual abilities (Irviana, 2016). According to (Asyafah, 2019) the functions of a learning model include: (a) serving as a guide for designers and educators in planning learning activities; (b) providing a reference for teachers in determining steps and requirements for learning; (c) facilitating teachers in delivering lessons to achieve learning objectives; and (d) helping students acquire information, skills, values, ways of thinking, and learning how to learn effectively.

The results of more in-depth observations and interviews at Tamalanrea 6 Elementary School in Makassar City showed characteristics of Attention Deficit Hyperactivity Disorder (ADHD). Interviews with the principal confirmed the presence of children with hyperactive behavior and lack of focus in class. The school continues to strive to provide special attention and coordinate with class teachers to support these children's needs. However, limited facilities and expertise hinder optimal treatment. Interviews with class teachers revealed that children often have difficulty sitting still and following instructions fully. Interviews with students with ADHD revealed that they have difficulty focusing on lessons. They also admitted that they often feel confused and bored easily while studying. Interviews with parents acknowledged that their children are very active and difficult to control at home and at school. Parents expressed limited attention due to family circumstances, such as busy work schedules and health problems of one parent. Parents also hoped that the school could provide intensive guidance and support to aid their children's development (Hamzah, 2023).

The game-based learning model is implemented through the use of educational games such as picture cards, word puzzles, interactive quizzes, and board games (A. Dewi, 2023). Each game is designed to convey the subject matter in an engaging manner and tailored to the ability level of students with special needs. The games also involve group work to encourage collaboration. The communication-oriented approach focuses on developing students' verbal communication skills. During learning activities, students are guided to discuss, provide instructions, answer questions, and express their opinions. The teacher facilitates interaction between students, especially for students with special needs who experience communication difficulties.

The world of education still needs and must receive attention and priority in developing students with intellectual and personality skills to continue national development (K. Dewi & Rahman, 2022) Education requires teachers to implement adaptive and innovative learning strategies to support student learning success, including students with special needs. One relevant approach in this context is the application of a game-based learning model combined with communication-oriented methods. This observation aims to describe the implementation of this model and its impact on the learning outcomes of students with special needs in grade IV of SD Inpres Tamalanrea 6. This study also aims to provide new insights into more effective approaches to managing and supporting the academic and social development of students with special needs.

Therefore, the researcher is interested in researching with the title "Implementation of Game Based Learning Model with Communication Oriented Method in Improving Learning Outcomes of Students with Special Needs in Grade IV of SD Inpres Tamalanrea 6 Makassar City". Overall, the background of the observation is to understand how the implementation of a more innovative and communicative learning model can improve the quality of learning for students with special needs, especially in SD INPRES TAMALANREA 6 MAKASSAR CITY, in the context of potential hyperactivity and learning outcomes.

2. METHOD

This study uses a qualitative descriptive approach to understand the phenomenon of implementing a game-based learning model with a communication-oriented method in improving the potential for hyperactivity and learning outcomes of students with special needs at SD Inpres Tamalanrea 6 Makassar. The study was conducted for one month (May 19–June 21, 2025) with primary data sources from direct observations, interviews, and documentation in the field, as well as secondary data as a complement. Data collection techniques include observation, interviews, and documentation, while data analysis is carried out through reduction (data condensation), data presentation, and inductive conclusion drawing. To maintain the validity of the data, extended observations, increased persistence, and triangulation of sources, techniques, and time are carried out to ensure the credibility of the research findings.

3. RESULTS AND DISCUSSION

A. Results

1. Implementation of GBL Learning Modes with Communication Orientation Methods in Improving Learning Outcomes of Students of special needs at SD Inpres Tamalanrea 6 Makassar City

a. Observation Results

Based on observations in the fourth grade of SD Inpres Tamalanrea 6 Makassar, several students with special needs with ADHD characteristics were found, showing hyperactivity, difficulty focusing, and impulsivity, which hampered the learning process. Teachers faced obstacles such as limited assistant teachers, appropriate learning media, supporting facilities, and minimal collaboration with parents. To overcome these obstacles, teachers implemented the Game Based Learning (GBL) learning model combined with the Communication Oriented method, which involves educational games and interactive communication activities. As a result, students with ADHD began to show increased focus, enthusiasm for learning, courage to communicate, and were able to complete simple tasks. This approach has been proven not only to improve learning outcomes but also to create a learning environment that supports the social and emotional development of students with special needs.

b. Interview Results

1. Principal Interview Results

The results of the interview with the principal of SD Inpres Tamalanrea 6 Principal of the School stated that currently the school does not yet have a specific policy that formally covers learning for children special problems, including children with ADHD. However, there are efforts to create a fun and communicative learning atmosphere through tutoring, routine discussions, and the implementation of interactive methods such as discussions and games. Schools are also starting to gradually implement Game-Based Learning (GBL) learning models, including for students with ADHD, although special training and support are still limited.



Figure 3.1 During a discussion with the principal in class

Even without a formal policy, school heads and teachers have begun to implement game-based learning (GBL) models and communicative approaches. This is in line with theory which emphasizes the importance of social interaction in learning, especially for children with special needs. The principal actively monitored and evaluated the implementation of GBL through direct observation and discussions with teachers and parents. He noted an increase in motivation, interaction, and participation of students with ADHD when the GBL method was implemented.

2. Interview Results of homeroom teacher class IV

The tutor for class IV said that there were several students with ADHD characteristics in his class. Because there is no specific policy or support from the school, teachers carry out extra attention and sharing material in more simple parts.



Figure 3.2 When Interviewed Homeroom Teacher Class IV

After implementing the GBL learning model with the communication method, the teacher saw positive changes in ADHD students, such as increased focus, engagement in learning, and the ability to complete assignments. One of the students who was previously restless became calmer and more responsive, especially when the lesson used educational games. Teachers play an important role by providing individualized approaches, positive reinforcement, and more flexible learning strategies. This is in accordance that differentiation in learning is very necessary in classes that have diverse learning needs. Teachers also makes various efforts to support students with ADHD, such as providing positive reinforcement, creating structured study schedules, and collaborating with parents. He hopes schools can provide training and learning facilities that are more supportive of the needs of students with special needs.

3. Students Parents Interview Results

After implementing the play-based learning model, parents saw improvements in their children's focus, comprehension, and communication skills. Children became more patient, calm, and self-controlled. Their interactions with teachers and friends also became smoother, and they appeared more confident and active in class activities. At home, parents play an active role by accompanying their children in learning, motivating them, and helping them understand the material. them hopes that schools can improve the competence of teachers in handling children with special needs through training and providing interesting and varied learning facilities.



Figure 3.3 When Interviewing Students' Parents

As a suggestion, parents emphasize the importance of closer collaboration between teachers and parents so that learning strategies are more effective and in line with the child's development. Their hope is that children's development will not only be academic, but also social and emotional.

4. ADHD Student Interview Results

Based on the results of an interview with an ADHD student, it shows a fairly positive response to the learning approach that involves games and group work. He feels more enthusiastic when the lesson begins with fun activities and has a fairly good understanding of the learning objectives conveyed by the teacher. Students are able to try to work on worksheets independently and seek help when experiencing difficulties. They also try to solve problems independently before asking for help. However, in terms of group communication, students still appear less active and more often isolate themselves, suggesting challenges in social interaction.

Generally, students demonstrate potential in participating in game-based learning with appropriate support and engagement, although there are still barriers to group communication and consistency of learning outside the classroom.

c. Documentation

In this research, documentation is used to obtain data in the form of documentation of activities

carried out at SD Inpres Tamalanrea 6 Makassar City. In this research, documentation technique is used as one of the methods to complete data collection. Documentation is used to obtain a variety of information that is written down and stored in documentary form at SD Inpres Tamalanrea 6, Makassar City. These documents include various records related to the implementation of learning activities, especially the implementation of the intended implementation of the questionnaire. improving students' numerical abilities in class IV.

2. Challenges faced in implementing the Game Based Learning model with the Communication Oriented method for special children at SD Inpres Tamalanrea 6, Makassar City
 - a. Observation Results

Based on the results of observations conducted in the fourth grade of SD Inpres Tamalanrea 6 Makassar City, several challenges were found in the implementation of the Game Based Learning (GBL) learning model with a Communication Oriented approach, especially for special needs students (ABK) with ADHD characteristics. The first challenge is the students' adaptation to the new learning method. Some students with special needs show difficulty in understanding game instructions and adapting to the flow of interactive activities. The inability to focus for a long time, impulsive behavior, and reluctance to communicate actively are the main obstacles in optimizing the effectiveness of this method.

The second identified challenge is the limited resources of the school, both in terms of facilities and teaching staff. Schools do not have special assistance teachers (GPK) who directly handle children with special needs, so that class teachers must handle students with special needs with a general and adaptive approach, which is sometimes less than optimal. In addition, the available game-based learning media is still limited, so that teacher creativity is really needed to develop interesting materials that suit the needs of students.

The third challenge is the lack of synergy between teachers and parents of students with special needs. This collaboration is crucial to ensure the continuity of consistent learning between school and home. However, observations indicate that communication between the two parties is still limited, resulting in students' development not being fully monitored and followed up effectively.

Lastly, another challenge that emerged was the lack of training for teachers in implementing the GBL model and effective communication methods for students with specific needs. Teachers have tried to create a pleasant and communicative learning atmosphere, but limitations in specific knowledge and skills have become obstacles in implementing the methods optimally.

Thus, the implementation of the Game-Based Learning model with the Communication Oriented methodology at SD Inpres Tamalanrea 6 Makassar City faces challenges both in terms of student readiness, teacher capacity, limited facilities, and collaboration with parents. However, these challenges also become opportunities for developing an effective learning system in the future.

- b. Interview Results

- 1) Principal Interview Results

The principal of SD Inpres Tamalanrea 6 explained that one of the main challenges in the implementation of the Game Base Learning (GBL) learning model using the Communication Oriented method is not yet The existence of special policies at the school level is intended to support children's learning with special abilities such as ADHD. Despite support for learning innovation, schools still lack specialized support staff and appropriate media to support game-based learning.

"As the head of the school, I hope that all teachers will have understanding and skills in handling ADHD students, as well as being able to implement interesting and communicative learning so that students can optimally balanced, and educational facilities to ensure student success and specific development in the future".

The principal also acknowledged that training for teachers focused on handling children with special needs. Furthermore, monitoring and evaluation still relied on direct observation and internal

discussions with teachers, meaning there was no formal evaluation system structured to determine the effectiveness of this method for students with special needs.

2) Interview Results of Homeroom Teacher IV

The fourth grade teacher stated that the implementation of GBL with a communication approach has great potential, but the challenges faced are quite significant. The first challenge is the difficulty of ADHD students in maintaining focus and understanding game instructions. A very patient and gradual approach is needed so that students are able to follow the learning flow. The teacher also faces limitations in terms of learning media and time. Creating engaging, educational media and adapting it to the students' developmental levels takes extra time and energy. Furthermore, teachers noted that not all parents understand the importance of collaboration, ensuring optimal communication between teachers and parents.



Figure 3.4 When Interviewed Homeroom Teacher IV

"One of the students who used to be restless and difficult to keep quiet is now calmer and able to follow instructions well when playing electronic games. His communication skills have also improved because of this. learning methods that encourage active interaction".

However, all parties stated that this method has great potential in increasing the involvement and communication skills of students with special needs if these challenges can be overcome.

3) Parent Interview Results

Based on the results of interviews with parents of students, it can be concluded that although in general the learning process for children at school is going quite well, parents still face a number of challenges in accompanying and supporting their children's education, especially those with special needs. One of the main challenges is the active and easily distracted nature of children, which requires more attention, both from teachers at school and intensive support from parents at home. Parents realize the importance of interactive and enjoyable learning approaches, such as the use of game media, because it has been proven to increase children's interest, understanding, and focus in learning. However, other challenges arise in the form of continuous support, both in terms of innovative learning methods and availability



Figure 3.5 When Interviewing Students' Parents

Students of the same age also supported interaction and created an inclusive environment. emphasized the importance of social modeling in shaping behavior, which is very relevant in the learning of children with ADHD. In addition, even though there is an improvement in the child's communication and self-control skills, parents still have to consistently accompany their children learning at home, provide motivation, and help them review learning materials.

4) ADHD Student Interview Results

Based on the results of interviews, students with Attention Deficit Hyperactivity Disorder

(ADHD) face various challenges that affect their involvement in the learning process in class, despite the progress that used are active learning models such as Game Base Learning (GBL) and Communication Orientation methods.



Figure 3.6 When Interviewing Students with ADHD

The interview results showed an increase in social interaction and self-control of ADHD students after the GBL model was implemented in learning. Active learning through exploration (such as playing) can significantly improve students' understanding and participation. One of the main challenges experienced by students is lack of concentration and difficulty in paying attention. Although students feel happy when the lesson begins with a game, they admit that they often lose focus when the teacher is explaining the material, especially when they are in an uneasy or distracted state.

Another challenge that emerged was the irregularity in reviewing lessons or reflecting. Students admitted that after the learning process was over, they were not used to reviewing the material they had learned. At home, they preferred playing or sleeping to reviewing their notes or learning materials. This indicates the need for a strategy for learning outside the classroom that is fun and structured. Although students enjoy the challenge of playing games and feel proud when they successfully complete them, the level of consistency and accuracy is still fluctuating. Overall, the results of these interviews suggest that students with ADHD have the potential to be actively involved in learning, but still face various obstacles that require special support. These challenges include cognitive, social, emotional, and behavioral aspects, which need to be addressed through appropriate, patient, and continuous engagement from teachers, schools, and family support.

c. Documentation

From the documentation results, it was found that the teacher had made efforts to develop an active and enjoyable learning atmosphere through educational game media. Several photos showed students participating in group games and discussing with their classmates. However, in the learning report notes and student evaluations, there are gaps in the participation of certain students, especially those with ADHD characteristics. These students are noted to have difficulty completing game assignments on time, showing inconsistencies in their interactions, and giving repeated directions from the teacher.

Furthermore, no specific documentation was found that indicates the existence of a school policy that explicitly supports the provision of learning for students with special needs. This indicates that aspects of planning and implementing inclusive learning are still generic and not yet standardized. The teacher's reflection notes in the lesson documentation also highlight the obstacles in providing appropriate media, as well as time constraints in providing intensive mentoring to students with special needs.

Thus, the results of the documentation indicate that the challenges in implementing the Game Based Learning model with the Communication Oriented methodology are not only located in the implementation aspect in the classroom, but also in the limitations of policies, resources, and learning planning that are lacking, especially in supporting the needs of students with special needs.

B. Discussion

a. Student Adaptation Challenges

One of the main challenges identified from the observation results is the difficulty of students

with special needs, especially students with ADHD, in adapting to new learning methods. The inability to focus for long periods of time, impulsive behavior, and difficulty in following instructions are obstacles that often arise. This condition makes students unable to optimally follow the flow of the educational game that is the core of the GBL model.

b. Limited Resources and Facilities

The study also found that limited resources, both in terms of teaching staff and infrastructure, are a significant challenge in implementing this model. SD Inpres Tamalanrea VI not yet has a Special Assistant Teacher (GPK) who specifically handles students with special needs, so the burden falls entirely on the class teacher. This certainly affects the effectiveness of the lesson because the teacher must divide attention between regular students and students with special needs. In addition, the available game-based learning media is still very limited. Teachers must take the initiative to create appropriate learning aids, which not only require creativity but also require a considerable amount of time and resources.

c. Lack of Collaboration with the Elderly

Collaboration between schools and parents is one of the important factors in supporting the educational success of children with special needs. However, from the results of observations and interviews it was found that communication between teachers and parents of students with special needs is still relatively low. This causes the learning process carried out at school to not receive adequate reinforcement at home.

d. Lack of Teacher Training

Teachers are the spearhead in the successful implementation of the learning model. However, the results of interviews with school principals and teachers show that teacher training in dealing with students with special needs and in implementing communication-based GBL learning is still very minimal. The tutors generally rely solely on personal experience and basic knowledge in handling students with special needs, without any systematic professional guidance or support.

4. CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

1. Based on observations, interviews, and documentation, the implementation of the Game Based Learning (GBL) model with the Communication Oriented method at SD Inpres Tamalanrea 6, Makassar City, has proven effective for students with special needs (ABK) with ADHD characteristics. This approach creates a more active, enjoyable, and communicative learning atmosphere, so that students who previously had difficulty focusing began to show increased participation, communication with peers, and the ability to complete tasks through educational games.
2. Challenges in implementing the GBL model with a Communication-Oriented approach include limited resources and facilities, the absence of dedicated teacher assistants (GPK), and a lack of collaboration between teachers and parents. This results in learning strategies at home being misaligned with those at school, even though parental involvement is crucial for supporting children's ongoing learning.

B. SUGGESTIONS

1. For Teachers: It is hoped that they will continue to increase their creativity in designing and implementing innovative learning models such as Game Based Learning (GBL) with a Communication Oriented approach, as well as paying special attention to the characteristics and needs of students with special needs (especially ADHD) through flexible strategies, interesting media, and a patient and sustainable individual approach.
2. For Students: It is expected to increase engagement and active participation in learning. Through enjoyable and communicative GBL, students can develop cognitive, social, and emotional skills in a balanced manner, supported by a learning environment that respects peers.

3. For Schools: Schools are expected to formulate supporting policies, including the provision of Special Assistant Teachers (GPK), appropriate learning media and facilities for children with special needs, and facilitate teacher training on innovative learning models. Schools also need to establish a structured evaluation system and strengthen collaboration with parents and the community to support the holistic development of students.

5. LIST OF REFERENCES

- Astuti, R., Sari, S., & Ningsih, N. (2019). *Pengaruh Model Pembelajaran terhadap Perkembangan Psikologis dan Kognitif Siswa*.
- Asyafah, A. (2019). *Model pembelajaran dalam pendekatan pembelajaran*.
- Dewi, A. (2023). * *Pemanfaatan Game Based Learning untuk meningkatkan motivasi belajar pada siswa sekolah dasar*. 5, 297–3087.
- Dewi, K., & Rahman, R. (2022). *Pendidikan dan Pembangunan Nasional: Tinjauan dari Perspektif Kurikulum Merdeka Belajar*. 4, 50–65.
- Hamzah, H. (2023). *Peran Orang Tua dalam Menangani Anak dengan ADHD*. 315–326.
- Irviana, I. (2016). * *Peran Model Pembelajaran dalam Meningkatkan Hasil Belajar Siswa*.
- Nur Fajrin, S., Riska, R., Sahrani, S., & Ahmad, A. (2022). * *Pengembangan Media Pembelajaran Interaktif berbasis Game Edukasi pada Materi Bilangan*.
- Rahman, A. (2022). * *Pendidikan Sebagai Upaya Pengembangan Potensi Individu*. 3, 110–121.
- Rosarian, R., & Dirgantoro, D. (2020). *Efektivitas Metode Komunikasi dalam Meningkatkan Keterampilan Berbicara Anak Berkebutuhan Khusus*. 3, 120–135.
- Wahid, A., Afni, N., & Pratiwi, P. (2021). *Metode Pembelajaran Berbasis Komunikasi untuk Siswa Berkebutuhan Khusus: Studi Kasus di Sekolah Inklusi*. 2, 45–58.
- Wibawa, W., Rahmat, R., & Suhartono, S. (2020). *Peningkatan Keterampilan Komunikasi Anak Melalui Kegiatan Interaktif*.