

THE DEVELOPMENT OF CONTEXTUAL-BASED UNO STACKO LEARNING MEDIA IN THE THEMATIC LEARNING OF CLASS IV SD NEGERI 11 LUBUKLINGGAU

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Abstract

This study aims to develop a contextual-based Uno Stacko learning media design for valid, practical, and effective thematic learning. The subjects in this study were 2 lecturers as media validators and language validators, class teachers, and 19 class IV.B students at SD Negeri 11 Lubuklinggau. The method used is Research and Development (R&D) with a 4-D model, namely define, design, develop, and disseminate. The results of the assessment analysis of all validators obtained a score of 0.85 in the very valid category. Recapitulation of practicality percentage reached 96.2% in the very practical category. Then the results of the effectiveness obtained an N-gain value of 0.8 in the high category. It can be concluded that the contextual-based Uno Stacko media is valid, practical, and effective. Thus, it can be stated that mContextual-based Uno Stacko media is suitable for use in thematic learning of fourth grade elementary school students.

Keywords – Development; Uno Stacko Media; Contextual; Thematic; Elementary School

1. Introduction

Education is a place for individuals to develop the things that are in them. This is in line with the opinion (Kurnikmah et al., 2021) that education is a basic human need is also a forum in realizing the ideals of the intellectual life of the nation. In the world of education in schools, students will go through a process of learning and learning activities.

Effective learning is learning that is not boring so that the knowledge provided can be well received by students. Teachers must be able to plan quality learning activities. However, until now there are still many teachers who use the old strategy that does not involve students directly. It is expected that teachers can innovate in the learning process, in order to create active learning conditions. In line with the current 2013 curriculum, which applies thematic learning which requires students to be active in the classroom. To increase the activeness of students can be assisted by the use of learning media. Learning media is a tool to help deliver material to students. With the existence of learning media can be believed to be able to attract the attention of students. Therefore, teachers must be able to be creative in using media during the learning process.

Based on the results of observations made with class IV.B teachers at SD Negeri 11 Lubuklinggau, information was obtained that the KKM (Minimum Completeness Criteria) score in this elementary school was 62 and there were still many students in class IV.B who had not completed. This school applies the 2013 curriculum where the learning is thematic learning. Teaching and learning activities in class IV.B still use the lecture and reading methods. They just sit, listen, and do the exercises, it can be said that the learning applied by the teacher is very monotonous. This is enough to make students feel bored and even sleepy. In the use of learning media, teachers only ever use picture media, and even then only occasionally. But unfortunately the use of the image media does not involve students directly. This is what makes students passive when learning. From the results of interviews with students, they claimed to be happy if they learned to

use color pictures. They also prefer kinesthetic and visual learning styles (seeing) than just hearing.

From the problems above, schools would need an innovation in the use of media in order to improve the quality of teaching and learning. Previously, at SD Negeri 11 Lubuklinggau there were learning media, namely two projectors, while many teachers could not use them. This can be overcome with non-technological media, so that anyone can use it. Then elementary school students are still happy in terms of playing, and are still in the concrete operational stage. Therefore, there is nothing wrong with the teacher trying to create conditions for learning while playing. Another need lies in the learning outcomes of students, which are still largely unfinished. With the learning media can help students to achieve complete learning.

Uno Stacko is a game that is popular in all circles, especially children to teenagers. According to (Kumala et al., 2020) "Uno Stacko is a combination of both the original UNO card game and the tower block game that is Jenga". The Uno Stacko learning media is adapted from one of the world's famous family games. Uno Stacko consists of blocks that are arranged like towers and there are cards that contain questions. The rule of the game is to draw blocks and arrange them on the top side. The game will be over if someone causes the tower to collapse. This game can be used as a fun learning medium. To assist students in building real learning concepts, it can be done by applying contextual learning strategies.

Contextual learning is one of the most appropriate learning models used in elementary schools. According to (Yamin, 2013) Contextual learning is a conception of learning that helps teachers or learners relate subject content to actual situations and motivates students to make connections between knowledge and application in their daily lives as family members, citizens, and workers. . Contextual learning helps students to relate learning materials to the surrounding environment so that students get concrete learning.

The development of contextual-based Uno Stacko learning media has advantages and can provide a number of benefits for students and teachers.

According to (Rismonica et al., 2013) The advantage of Uno Stacko is to create fun learning conditions and improve motor skills and social skills of students. The presence of the Uno Stacko media which creates a fun and enjoyable learning atmosphere can motivate students to be active in learning. Learning is done while playing games, but the learning material is still conveyed properly and appropriately. This media can also help teachers to relate the material to the real world conditions of students. That way, the learning that takes place will be more meaningful so that it can help student learning outcomes and improve the quality of learning.

Based on the background of the problem that has been described, the author intends to conduct research and development with the title "Development of Contextual-Based Uno Stacko Learning Media in Class IV Thematic Learning at SD Negeri 11 Lubuklinggau".

2. Method

This research uses research and development or R & D (Research and Development) methods. The development model used is 4-D. Thiagarajan and Sammel (Siswoyo et al., 2016) determined that this model consists of four stages, namely define, design, develop, and disseminate. The author chose the 4-D development model due to the systematic sequence of stages so that it is expected to develop a learning media as an innovative thing.

Through this research and development, the author will develop a contextual-based Uno Stacko media that has valid, practical, and effective values. To determine the validity and practicality of using a statement questionnaire sheet. While the effectiveness of using tests in the form of pretest and posttest.

a. Validation Questionnaire

- 1) The validation questionnaire sheet for media experts, linguists, material experts is filled out with the provisions of the criteria set out in the table below:

Table 1. Uno Stacko Media Validation Sheet Scoring Guidelines

Score	Criteria
5	Strongly agree
4	Agree
3	Just Agree
2	Don't agree
1	Strongly Disagree

(Modification of Riduwan(Gusdiana et al., 2021))

2) Calculate the validation value with the following Aiken's V formula:

$$V = \frac{\sum s}{n(c-1)} \text{ (Hendryadi, 2017)}$$

Information:

V=Index of respondent agreement regarding item validity

s =The score set by the respondent minus the lowest score

n=Number of respondents

c =Highest score

Changing the qualitative mean score based on the guidelines in table 2.

Table 2. Guidelines for Converting Average Score

Average Interval	Criteria
$0.8 < V \leq 1.0$	Very Valid
$0.4 < V \leq 0.8$	Quite Valid
$0 < V \leq 0.4$	Less Valid

(Retnawati in(Damayanti et al., 2022))

b. Student and Teacher Response Questionnaire

1) Guidelines for scoring on student and teacher questionnaires are in accordance with the provisions in the table below:

Table 3. Student Questionnaire Score Guidelines

Score	Criteria
1	Yes
0	Not

(Riduwan in(Zuhriyah & Listyaningsih, 2019))

Table 4. Teacher Questionnaire Score Guidelines

Score	Criteria
5	Strongly agree
4	Agree
3	Just Agree
2	Don't agree
1	Strongly Disagree

(Modification(Andriyani et al., 2018))

2) Calculate the value of practicality with the following formula:

$$\text{Percentage} = \frac{\text{Jumlah skor hasil pengumpulan data}}{\text{Skor Kriteria}} \times 100\%$$

(Lestari et al(Gusdiana et al., 2021))

Information:

Criteria Score = highest score

3) Change the value of practicality into qualitative data according to the conditions below:

Table 5. Data Modification Guidelines

Average Interval	Criteria
81% - 100%	Very Practical
61% - 80%	Practical
41% - 60%	Practical enough
21% - 40%	Less Practical
0% - 20%	Very Less Practical

(Sustainable in(Gusdiana et al., 2021))

c. Test Results

1) Assess the results of student answers in accordance with the assessment rubric.

2) Calculate the final value of students with the formula:

$$\text{Final value} = 100 \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times$$

(Norsanty & Chairani, 2016)

3) Calculate the average pretest and posttest results with the formula:

$$\bar{X} = \frac{\sum x}{n} \text{ (Donna et al., 2021)}$$

Information:

\bar{X} = Average
 Σx = Sum of all final scores
 n = Number of students

- 4) Calculating test results with the N-gain formula:

$$N\text{-gain} = \left(\text{Hake} \frac{S_{\text{post}} - S_{\text{pre}}}{S_{\text{maks}} - S_{\text{pre}}} \right) \text{ (Donna et al., 2021)}$$

Information:

N-gain = Normalized
post = Average posttest score
Spre = Average pretest score
Max = Maximum score

- 5) Converting N-gain into quantitative data according to table 6.

Table 6. N-gain Criteria Guidelines

<i>N-gain</i>	Criteria
$g > 0.7$	Tall
$0.3 \leq g \leq 0.7$	Currently
$g < 0.3$	Low

(Hake(Handayani et al., 2019))

3. Result and Discussion

Contextual-based Uno Stacko learning media in thematic learning for class IV has been developed using a 4-D development model. The explanation of each stage carried out in developing contextual-based Uno Stacko learning media is as follows:

a. Define stage

- 1) Early-End Analysis

This analysis was conducted through observation and interviews with classroom teachers. Based on the analysis conducted, there are three aspects, namely using the 2013 curriculum. Obstacles when learning takes place such as teachers using conventional methods, thematic learning makes students who have low abilities difficult to understand the material, and the learning atmosphere is boring. Teachers rarely use learning media.

2) Student Analysis

The results of the analysis show that the abilities of the students are low, medium, and high. Students have kinesthetic, visual, and audio learning styles. Happy to try new things and happy with colorful picture media, as well as low learning outcomes.

3) Task Analysis

In this stage, the author analyzes the material used in the contextual-based Uno Stacko media. The author chose the theme 8 Areas where I live, sub-theme 2 The uniqueness of the area where I live, learning 3rd.

4) Concept Analysis

The results of the concept analysis are in the form of compiling materials according to the content of existing subjects, namely Civics, Indonesian Language, and Social Studies. Creating contextual learning concepts and making questions in the uno cards are made based on the material being taught. The ability that must be possessed by students is to be able to solve the problems contained in the Uno cards by working together in groups.

5) Formulation of Learning Objectives

Data from the analysis of tasks and concepts are used as a reference in determining indicators and learning objectives that are in accordance with existing basic competencies.

b. Design Stage

1) Preparation of Initial Reference Test

The test has been prepared by the author based on the material studied with as many as 15 questions in the form of multiple choice. This test is done individually before learning to use contextual-based Uno Stacko learning media.

2) Media Selection

Contextual-based Uno Stacko media was chosen as an intermediary in helping students to receive learning materials. The purpose of selecting the Uno Stacko media is to achieve the learning objectives that have been set.

3) Format Selection

The Uno Stacko media format was developed in accordance with the material on the theme 8 My Living Area, sub-theme 2, 3rd lesson. This media was developed to be contextual based in accordance with the 2013 curriculum which connects learning materials with the real lives of students.

4) Initial Design

This stage is carried out to determine the components in the Uno Stacko media. The components are a box, 45 colored wooden blocks, colored dice, 50 question cards (uno cards), and a guide book.

c. Development Stage

1) Contextual Based Uno Stacko Media Development

The author develops various components in the contextual-based Uno Stacko media according to the design that has been made. The components, namely:

- a) Stacko blocks consist of 45 colored blocks with a size of 8 x 2.5 x 1.5 cm. Each block is marked with a number that is on one end of the side. The number serves as a determination of the points that will be obtained.



Figure 1. Stacko Blocks

b) Uno cards are colored cards that contain a picture and one question. The color on the card is the same as the color on the block. There are 50 cards in total.



Figure 2. Uno Card

c) The dice have a different color on each side. The color of the dice remains the same as that of the Uno blocks and cards. The dice serve as a guide in picking blocks and uno cards.

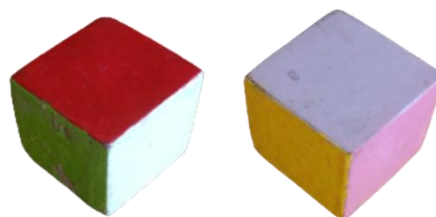


Figure 3. Dice

d) A guidebook is a book that contains things about the Uno Stacko media. The first part describes the components in the media. The second part contains the rules of the game.



Figure 4. Guidebook

- e) Box as a storage place for Uno Stacko media. The box is made so that the media is easy to carry everywhere.



Figure 5. Box Uno Stacko

2) Validation Test

Validation has been carried out by media, language, and material experts using a Likert scale questionnaire sheet which is then analyzed using the Aiken's V formula. The data that has been analyzed is then recapitulated by the author to find out the overall valid values in the contextual-based Uno Stacko media.

Table 7. Results of the Recapitulation Analysis of Validator Assessment

Expert Name	Earned Score			Criteria
	Media	Language	Theory	
Dr. Leo Charlie, M.Pd	0.88	-	-	Very valid
Dr. Rusmana Dewi, M.Pd	-	0.75	-	Quite valid
Endang Sulastri, S.Pd	-	-	0.92	Very valid
Average		0.85		Very valid

Based on the table above, the recapitulation of validator values is in the interval $0.8 < V \leq 1.0$ with very valid criteria. Thus, it can be stated that the contextual-based Uno Stacko media has a high valid value.

3) Small Group Trial

Small group trials were conducted to analyze the weaknesses that emerged during the trials.

Table 8. Small Group Trial Analysis Results

Evaluator	Percentage Gain	Criteria
6 students of class IV.B	96.2%	Very practical

Based on the table above, it is known that the questionnaire responses of students in small groups obtained a percentage of 96.2%. The percentage results are in the interval 81% - 100% with very practical criteria.

4) Field Trial

a) Result of Practical Value Recapitulation Analysis

To find out the overall practical value of the contextual-based Uno Stacko media in thematic learning for class IV.B, the authors recapitulate the data obtained from student and teacher questionnaires as follows:

Table 9. Result of Practical Value Recapitulation Analysis

Evaluator	Percentage Gain	Criteria
Ending Sulastri, S.Pd	94.7%	Very practical
19 students of class IV.B	97.6%	Very practical
Average	96.2%	Very practical

From the table above, the percentage of teachers is 94.7%, while the large group test has a percentage of 97.6%. If recapitulated, the practicality test obtained a percentage of 96.2% with very practical criteria.

b) Effectiveness Test Analysis Results

The effectiveness test on the contextual-based Uno Stacko media has been carried out. The results of the effectiveness analysis can be seen in the table below:

Table 10. Effectiveness Test Analysis Results

Respondent	Pretest Average	Posttest Average	N-gain	Criteria
19 students	26.7	85.9	0.8	Tall

Based on the table above, the effectiveness test got an average pretest result of 26.7 and an average posttest result of 85.9. Furthermore, the test results are calculated by the N-gain formula which obtains a value of 0.8. This value is in the interval $g > 0.7$ with high criteria. From the N-gain value, it can be stated that the contextual-based Uno Sacko media has a high effectiveness value.

d. Deseminate Stage

The last stage in the development of contextual-based Uno Stacko media is the deployment stage. In this development research, the author only focuses on distributing media in class IV.B SD Negeri 11 Lubuklinggau.

4. Conclusion

This research has produced a product in the form of contextual-based Uno Stacko learning media in thematic learning for grade IV elementary school. The research has passed the validation test phase carried out by media, language, and material experts as well as small group trials and field trials. Based on the research and development carried out, the validity of the contextual-based Uno Stacko media is based on the assessment of experts who have a very valid category. Practicality is evidenced by the results of the percentage of responses from students and teachers who have a very practical category. The effectiveness resulted from the analysis of the test results of students who were included in the high category. This states that contextual-based Uno Stacko media has valid, practical.

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