

Design Learning Media of Traditional Game Quartet Card for Elementary School History Figures in the Resistance to the Netherland

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Abstract. Elementary school students who are now in globalization era tend to forget the traditional game that is a legacy of ancestors since ancient times, then the limitations of teachers in making learning media in the social science, especially the history of the figures in the resistance to the Netherland be a background on this research. Based on this problem, the purpose of this research is to designing traditional game quartet card of learning media with *Design & Development* (D&D) method, type Hannafin & Peck to make learning media that can use to learning while playing by Students. The results on this research is valid based material expert validation results with achievement qualification is "Very Decent" and then media expert validation results achievement with qualification "Very Decent". Student responses to this learning media achievement level with qualification "Very Decent". The teacher response to this this learning media achievement level with qualification "Very Decent".

Keywords: History, Learning Media, Traditional Games, Quartet Card, Design & Development.

How to Cite: Ikrima, F. S., Sapriya, Sundari, N., Umar. (2022). Design Learning Media of Traditional Game Quartet card for Elementary School History Figures in the Resistance to the Netherland. *Proceeding The 4th International Conference on Elementary Education*, 4(1), 213-223.

INTRODUCTION ~ In order to welcome golden Indonesia in 2045, which is the anniversary of Indonesia's one century of independence, of course, careful preparation is needed. Indonesia becoming a developed country is the dream of all Indonesian people and also the predecessors of this country. However, to become an advanced society, there is one important key in the aspects of people's lives, namely education.

Education according to Law (UU) Number 20 of 2003 concerning the National Education System "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, morals. noble, as well as the skills needed by himself, society, nation and state."

Education is a very important thing, because a developed society can be seen from adequate education for its people. Many developed countries attach great importance to education from an early age. The Social Progress Imperative in 2018 released the results of research on basic education levels around the world presented through the Social Progress Index such as South Korea, Japan, Singapore, Hong Kong, Finland, England, Canada, the Netherlands, Ireland, and Poland. We know these countries are developed countries that prioritize education for their people.

Therefore, education plays a very important role in society in Indonesia. Because education can be the capital to build a great and superior nation. This is in line with Mukminan et al (2017 p. 2) which states that "Education is one of the

major responsibilities in giving birth to Indonesian citizens who have strong characters as capital in building a high and superior civilization."

A strong national character is the result of a successful education process. When the majority of the community's character is strong, positive, resilient, a high civilization can be built well and successfully. On the other hand, if the majority of the community's character is negative, the negative and weak character results in the civilization being built to be weak. Character education can be learned by students at the elementary school level in Social Science subjects.

Social Sciences (IPS). is one of the subjects given from elementary school to high school. At the elementary school level, social studies subjects include Geography, History, Sociology, and Economics. Social studies lessons are very important lessons taught to elementary school students, because elementary school students need preparation to enter the community. How they behave and behave in accordance with the values and norms in society, how they can socialize with the surrounding residents, how they respond to things that have happened in society and even this country are all learned in social studies lessons. In line with the opinion of Afandi (2011, p. 85) which states that "through social studies subjects, students are directed to be able to become citizens of Indonesia that are democratic, and responsible, and citizens of the world who love peace". Meanwhile, Ghufon (2003) states that "the teaching of social knowledge in elementary schools aims to enable students to develop basic knowledge and skills that are useful for everyday life. As well as teaching the history of local culture which aims to

make students able to develop an understanding of the development of Indonesian society from the past to the present so that students are able to have an attitude of patriotism and pride in being an Indonesian nation that is rich in culture. By studying social studies, a person will be formed into a complete individual, learning to be a person who has a high social spirit and cares for others."

But nowadays social studies lessons are less attractive to students and teachers who teach them. Because the discussion in the material tends to be flat and less varied, making students less active and bored in participating in learning. This is in line with Permana, E, et al (2016, p. 68) which states that "the low interest of students in taking social studies lessons can be seen from the activities of students who look busy on their own, such as telling stories, sleeping on the bench, some even disturbing their friends." This proves that students are not directly involved in social studies learning in class. Whereas students should have an interest in learning and actively participate in learning as in the opinion of Maghfuroh, A (2011) who argues that "In learning, whether or not students are active in learning begins with the emergence of a sense of interest and interest in the students themselves in following the lesson".

Therefore, social studies lessons, especially history, where all the material contains reading become a challenge for teachers to teach it. The problem is that teachers need the right media to teach history lessons at the elementary school level, whereas in reality the media for these subjects is very rare and not varied. Pegged only on pictures and videos from

youtube for certain materials. For example, in the material for resistance figures against the Dutch, students were only given media in the form of pictures and long reading texts which were rarely given clearly. Sometimes it's just simple from student books. This is very sad and has happened in the field. The lack of innovation brought up by educators today is an obstacle to teaching history lessons at the elementary school level.

Whereas learning media is one of the means or liaisons for teachers to communicate with students in the learning process. This can make it easier for teachers to distribute knowledge to students so that they have a meaningful experience in understanding historical material in elementary schools optimally. Given that students in the class vary greatly in their ability levels, the presence of media will be the right solution for teachers and students who have difficulty understanding the material. Therefore we need media that are in accordance with the characteristics of elementary school-aged children. Nursidik (in Indriani, 2014, p. 22) mentions "four characteristics of elementary school-aged children, namely: (1) happy to play, (2) happy to move, (3) enjoy working in groups, (4) happy to feel or do things individually. direct."

However, if you look at the times, the situation of students who are now in the era of globalization and they tend to be more active in playing their gadgets rather than studying subject matter that provides a lot of meaningful knowledge for their future lives. The PW Student-Youth Research and Survey Institute, the Nadhlatul Ulama Student Association (IPNU) in 2016 stated that 50% of students have used smartphones since elementary school (SD) and 44% have

used since junior high and 3% have used since high school. Even though we know that gadgets don't always have a good effect, but they also have bad effects, as explained by Nariyah, S (2017, p. 71) that "children who are addicted to gadgets will experience things such as losing focus, being more emotional, difficult to make decisions, has a pseudo maturity that can be seen from a large physical but immature soul, difficult to communicate with others, low fighting power, anti-social and difficult to relate to others, also does not understand values and morals which of course will endanger themselves themselves".

In addition, because they are addicted to gadgets, they often forget themselves and forget time and even forget their nature as humans who have a culture that must be preserved from generation to generation from our ancestors, such as traditional games. Because they are too engrossed in their gadgets, elementary school students have now forgotten about traditional games. This is in line with the opinion of Nugrahastuti, E, et al (2016, p.266) which states that the rapid development of information technology (IT) can be one of the causes of the displacement of various traditional games owned by the Indonesian people, as evidenced by the large number of children who tend to prefer IT-based games so they are now leaving and forgetting traditional games."

Whereas traditional games are one of the cultures inherited by our ancestors. If there is no generation to preserve it again, traditional games which are one of our cultural treasures will be taken by neighboring countries just as our dances used to be claimed by Malaysia and other cultures. Darisandi, R (in Belva, H et al, 2015 p. 66) states "to date, 33 Indonesian

cultures have been claimed by foreign cultures, most of them by Malaysia as many as 21 cultural claims." today's children do not preserve it.

Seeing the phenomenon of today's children who do not know anything about the existence of traditional games, is very heartbreaking, of course. They do not know how the rules of the game and also the positive things contained in traditional games that they have never experienced. It is very sad if you pay attention to these millennial children. Nur, H (2013) argues that "the benefits of traditional games are to build children's character, because every child in this era of globalization is faced with increasingly sophisticated and addictive technology that has an impact on children's behavior and character."

Especially for elementary school students who are in the city, when asked about traditional games they have very little knowledge to answer the types. There are even those who don't even remember what kinds of traditional games themselves if they weren't coded by their friends. When asked about the traditional quartet card game, they had never heard of it, let alone played it. In fact, if you throw into the past, there are really many types of traditional games that were fun to be played by children in the past, one of which was the quartet card game. This is in line with Khasanah, R (2017) which states that "The quartet card game is already known by children as a traditional game that is easy to understand and interesting when played."

Previous research regarding learning using quartet cards itself has been carried out by Khasanah, R. in 2017 with the title Development of Quartet Card Learning

Media on Basic Competencies Explaining the Archiving System for Class X Apk 1 Students at Adhikawacana Vocational High School Surabaya. However, the research was conducted on vocational students with the results of this study obtained material validation results of 94% with very feasible criteria and 95% media validation results with very feasible categories. Meanwhile, based on the test results on students, the quartet card can be categorized as very good with an average result of 99.76%. This proves that the quartet card learning media that was developed is very suitable to be used as a learning medium for the basic competence of explaining the filing system.

However, the content contained in the quartet cards distributed to children is not appropriate and tends to be less important because it contains cartoon characters such as Hello Kitty, Power Rangers, Barbie, Princess and so on. In fact, the game can be more interesting and useful if the content contains lessons that are useful for students as examples of resistance figures against the Dutch. In addition to students being able to play, students can also learn to recognize the figures of Indonesian warriors and can easily remember the struggles carried out by resistance figures against the Dutch so that their spirit of nationalism rises because they have known these figures if they play the cards individually, repeatedly and continuously.

Today, traditional games that are endangered are slowly starting to be revived through lessons in schools. However, it is limited only in sports materials such as playing jump rope, boy-boyan, fortifications and so on. Traditional games of many kinds, have

not been used in subjects other than these subjects. Whereas traditional games can be used as media or intermediaries for teachers to deliver subject matter in any lesson, one of which is History material. This will certainly be a new innovation to inspire teachers in Indonesia to take advantage of various traditional games that are now threatened with extinction in teaching subject matter, especially in historical material which is still rare in its type.

LITERATURE REVIEW

Djamarah and Zain (2010, p. 120) state that "media comes from Latin which means the plural form of medium which means an introduction or intermediary." While learning media is a set of tools used in a learning process. In line with the opinion of Sanaky (2009, p. 3) which states that "learning media is a tool that functions and is used to convey learning messages." So it can be concluded that learning media are all tools used in learning that can be used by teachers as an intermediary to facilitate the delivery of teaching materials or learning messages in the teaching and learning process so that learning objectives are achieved.

Johnson et al. (in Tedjasaputra, 2001, p.15) states that "the game is an activity that is done repeatedly for pleasure". Meanwhile, Andriani, T (2016) explains that "traditional games are cultural products that have great value for children in the context of creating, fantasizing, recreation, exercising as well as a means of practicing for social life, courtesy, skills and dexterity." So it can be concluded that traditional games are activities carried out by children which are the result of culture inherited by

previous generations which have great value for children as a means of practicing to live in society and to get joy.

Karsono, et al, (2014, p. 45) argue that "quartet cards as the name suggests, quartet which means "total 4", then this card game is to make pairs of cards totaling 4 as one pair. In a set of quartet cards used for games, there are 24 or it could be 32 cards. While the quartet card according to Setiyoroni, I, (2013) argues that "The quartet card is a kind of game consisting of several number of picture cards, from which there is written information that explains the picture. Usually the title of the picture is written at the top of the card and the writing is enlarged or thickened and the picture is written two or four lines vertically in the middle between the title and the picture. The writing that describes the picture is usually written in different colored ink. So it can be concluded that the quartet card is a traditional game in which in one card set there is a large group consisting of 8 theme groups containing 32 cards and a small group consisting of 6 theme groups containing 24 cards. In each sheet of card composition consists of a picture and a main theme written in the top center. Under the theme writing, there are 4 members of the theme group, with the rules of arrangement, the writing is at the top and in bold or in other colors in which there is a description of the picture listed. The sheets of the quartet of cards are paired by the theme that binds them.

METHOD

The research design chosen was Design & Development (D&D) referring to the learning product design model from Hannafin and Peck which grouped it into three phases, namely the need

assessment phase, the design phase, and the development & implementation phase.

The instrument used is an interview which is used at the need assess stage and also to find out the teacher's response after the trial. In addition, this study used a questionnaire instrument to media experts and material experts as media validators and also to teachers and students to find out the response after the media was tested on students in elementary schools.

The data analysis used in this study is a qualitative descriptive analysis carried out through grouping the information that has been obtained from qualitative data such as criticism and suggestions, input and responses, as well as improvements contained in the questionnaire and interview results. Data analysis techniques used to manage data from the results of expert validation and trials obtained through questionnaires in the form of descriptive percentages.

RESULTS AND DISCUSSION

This study aims to design a traditional quartet card game learning media that can be applied to elementary school history material on the subject of resistance figures against the Dutch. In designing the traditional quartet card game learning media, researchers went through two phases of the Hannafin & Peck model, namely the first phase (need access) and the second phase, namely the design phase.

First phase (Need Access)

The first phase of this research is in the need access stage or the needs assessment stage. In this stage, the

researcher conducts a field study by coming to the school that the researcher will use for testing with school criteria, namely schools in the city and being in the middle of a complex or housing estate to conduct a preliminary study in the form of interviews with fifth grade teachers in the elementary school related to the analysis. the need to develop learning media that the researcher will design. In this case the researcher analyzes 4 aspects, namely the analysis of student problems, student analysis, analysis of objectives, and analysis of learning settings (Martin et al, in Tegeh, Jamal, and Pudjiwan, 2014).

In addition to conducting field studies, researchers also conducted literature studies in the form of searching for previous research journals that were in line with the research carried out in order to obtain guidelines for the research carried out and also searching for various sources from books on development research.

Second phase (Design)

After being convinced of the solution offered by the researcher with various considerations and input, the researcher entered the next stage, namely the design stage. In the design stage, researchers formulate materials and design learning media for traditional quartet card games.

In the process of formulating the material, the researcher analyzed the basic competencies and material of the resistance figures against the Dutch so that the results of the basic competencies taken were KD 3.4 Identifying important factors causing the colonization of the Indonesian people and the efforts of the Indonesian people in defending their sovereignty and KD 4.4 Presenting the

results of identification of factors important factor causing the colonization of the Indonesian nation and the efforts of the Indonesian nation in maintaining its sovereignty.

Then in the design process, the researcher uses the X7 version of the CorelDraw application as shown below:



After that, the results of the front design of the card containing the Who, When,

Where, Why & How aspects of the card are obtained as follows:



Then design the back of the card containing the What aspects as follows:



The last is the card box design which has the card title "Dutch Resistance Figure"

then on the back of the card there is a way to play as shown below:



Third phase (Develop&Implement)

In this phase, the researcher went through several stages, namely the media production stage, then expert validation, product revision, the last one was conducting trials to get teacher and student reviews about the traditional quartet card game media that the researchers designed.

Material Expert Validation

Material validation was carried out by Mr. Tarunasena, M.Pd as a lecturer in History Education, Faculty of Social Sciences, UPI Bumi Siliwangi, with the following results:

ASPECT	TOTAL QUESTION	IDEAL SCORE	SCORE EARNING	PERCENTAGE
Material	10	40	10	100%

From the table, in general, all aspects contained in the media are included in the "very feasible" category for use.

Material validation was carried out by Ms. Dian Rinjani, S.Pd., M.Ds. as a lecturer in Multimedia Education at UPI Campus Cibiru with the following results:

Media Expert Validation

ASPEK	JUMLAH SOAL	SKOR IDEAL	PEROLEHAN SKOR	PERSENTASE
Efektifitas Media	6	24	22	91,66%
Desain	9	36	28	77,77%
RATA-RATA				84,65%

From the table above, in general, all aspects contained in the media have been included in the "very feasible" category to use.

Revisions are made based on assessments, notes, and suggestions from experts who have validated. Based on the results of media expert validation, it was found that the media needed to be improved in terms of displaying hero images. While the results of the validation

Product Revision

of the material experts found that the material was in accordance with the social studies subject matter regarding heroic figures so that it was valid to be used in this study.

The trial was carried out to obtain student and teacher responses regarding the learning media that had been designed.

Student Response:

Trials

ASPEK	JUMLAH SOAL	SKOR IDEAL	PEROLEHAN SKOR	PERSENTASE
Materi	5	7000	575	82,14%
Media	5	7000	611	87,28%
RATA-RATA				84,71%

From the table above, in general, all aspects contained in the questionnaire are included in the "very feasible" category.

Teacher Response:

ASPEK	JUMLAH SOAL	SKOR IDEAL	PEROLEHAN SKOR	PERSENTASE
Isi/ Materi	5	20	20	100%
Kualitas Media	5	20	20	100%
Pembelajaran	5	20	20	100%
RATA-RATA				100%

From the table above, in general, all aspects contained in the questionnaire are included in the "very feasible" category.

CONCLUSION

The design of the traditional quartet card game learning media was made using two phases in the Hannafin & Peck model D&D research, including the first phase (need assess) or problem and needs analysis in the form of conducting field studies and literature studies, then the second phase (design) in the form of material formulation and media design, then designing student learning activities (learning experience).

The results of the questionnaire feasibility test on the traditional quartet card game learning media were carried out through the third phase, namely (develop & implementation) with the results obtained from the validation of the material expert "very feasible" because it reached the 100% criteria and the media expert was "very feasible" with the achievement of criteria 84,65%. Based on the test results on students, it can be categorized as "very feasible" based on the criteria for achieving an average percentage of 84.71% so that students' responses to this learning media indicate that students agree and are enthusiastic about using the traditional quartet card game learning media. While the teacher's

response to the traditional quartet card game media showed "very decent" results with the achievement criteria obtained by 100% agreeing with the statement in the questionnaire.

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