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Development of student worksheets based on the traditional game Tarompa Sayak in Class V Theme 8 "Our Friendly Environment

Ubaidillah
[1]Universitas Jambi, Jambi, Indonesia
Corresponding author email: ubaidillahubai@gmail.com

Info Article	Abstract
	This research aims for teachers to develop students' interest in learning, namely by using student activity aids in the form of developing valid traditional game-based student worksheets. This type of research is research and development, using the 4D development model. The results of this research show that the level of validity of the language aspect of the student worksheets obtained from language validators is on average included in the very valid category with a percentage of 4.58%. The media validity level with an average of 91.6% is included in the category 4.59% is included in the very valid category. The level of validity of the material with an average percentage of 91.8% is included in the very valid category. Meanwhile, the results from practical validation with an average of 85.6 with a percentage of 4.49% are included in the very practical category. From the results of this research, it is concluded that the development of student worksheets based on the traditional tarompa sayak game in class V theme 8 in elementary schools is suitable for use in the learning process. It is recommended that teachers can develop tools to support student activities in the form of student worksheets based on traditional games in the region on different learning content. Keywords: Development of student worksheets; Traditional game; Tarompa Sayak

INTRODUCTION

Indonesia is an archipelagic country that has a lot of local wisdom, one example of which is traditional games which are still preserved to this day. Because it is seen from the traditional games that are still often played by children in the current era of globalization. The local wisdom of the game has been around for a long time since ancient times (Mahardika, 2017). One of them is Jambi province which is located on the island of Sumatra. As Russna & Nuraeningsih (2016) argue, "traditional game is a game that has long been played by several community groups and students for generations."

Traditional games are games that have been attached to a person from generation to generation (Hidayat, 2013). Because it is attached to norms and habits that can provide satisfaction and pleasure for the player. Saputra & Ekawati (2017) stated that games that have existed from ancient times that have been passed down for generations have many benefits for improving children's basic skills. Current technological developments according to Law No. 5 of 2017 concerning the promotion of

culture which states "the central government and/or regional governments carry out cultural mainstreaming through education to achieve the goals of cultural advancement". Local wisdom of traditional games is something that is directly related to a particular culture (local culture) and reflects the habits of a particular community (local community). According to Mungmachon (2012) says that "traditional games, in each region have a characteristic of each of these things is associated with the culture in the community that is accumulated and continues to the present" meaning, each region has its own characteristics related to the culture in society which has always been carried out from generation to generation until now.

The local wisdom that exists in each region is used as a characteristic or identity that differentiates it from other regions. Local wisdom in Jambi province is very diverse in types and forms, one form of local wisdom in Jambi province is traditional games (Perdani, 2014). Traditional games found in Jambi province are tarompa sayak, rope jumping, marbles, stick lifting, bamboo shoots and other traditional games. According to Saputra & Ekawati (2017) Jambi province has 30 traditional games, 13 of which can be played by children. These traditional games are fiber tarompa sayak, kelapo push, terompa batok, sweet potato stalk necklace, hidden stone, rifle, rubber jump, gasing, marbles, rajoan, congklak, baling-baling, stilts and tangkup.

A student worksheet is a sheet that contains guidelines for students to carry out their learning activities (Iqbal, 2017), from this understanding it can be seen that in a student worksheet what must be at the core are commands or orders for students to carry out learning activities such as reading, calculating, writing, discussing, even analyzing and/or evaluating, if students have carried out activities according to the government or instructions contained in the student worksheet then the knowledge that students should master can be obtained or realized, either through or without teacher guidance. Student worksheets are a tool to help and simplify teaching and learning activities (Sampurno et al., 2015). So that effective interaction will be formed between students. So that it can increase student activity in improving learning achievement (Umbaryati, 2016: 218).

The benefits of student worksheets are that they are a tool for learning activities and the learning process. Student worksheets are sheets that contain tasks that must be done by students. Student worksheets are one of the learning aids that can be developed by educators as facilitators in learning activities (Elwi et al., 2017)). Student worksheets can be used for any subject, the student worksheet has arranged work methods, supporting books, the time needed to carry out the activity, and can even be equipped with a table for writing down the activities observed. Student worksheets can be used to speed up learning time and complete the learning material in the textbook. Therefore, this is proven when given questions related to critical thinking, students have not been able to answer the questions in accordance with critical thinking indicators, namely providing simple explanations, building basic skills, organizing strategies and tactics, providing further explanations and conclude.

Based on the explanation above, this research aims for teachers to develop students' interest in learning, namely by using student activity aids in the form of developing valid traditional game-based student worksheets.

RESEARCH METHODS

Research Design

This research is a type of research and development (R&D). Research and development methods (Research and Development) are research methods used to produce certain products, and test the effectiveness of these products. This research design uses a 4D (four-D) development model. The 4D model research and development model consists of 4 stages, namely; define, design, develop, and disseminate (Prastyawati & Hanum, 2015). The 4D development model can be adapted to 4P, namely; definition, design, development, and deployment.

Research Procedure

Development research is a method to produce certain products or improve existing products and test the effectiveness of these products. According to Thiagarajan, it is known as the 4 four D Model (4D model) which consists of four stages with research procedures in the form of defining, designing, developing and disseminating stages.

Instruments, and Data Collection Techniques

The data collection instrument used in this research was a questionnaire. The instruments in this development are community figure interview sheets, Education and Culture Service interview sheets, and teacher interview sheets, media expert validation assessment sheets, language expert validation, material expert validation, and practitioner expert questionnaire sheets. Community figure interview sheets are used to dig up in-depth information about the traditional game Ttarompa syaak. Product validation questionnaire sheets are used to see the validity of products in the form of student worksheets which are taught by media experts, language experts and material experts. The expert practitioner questionnaire sheet was used to look at the practical aspects of using the forts game-based student worksheet in class V Theme 8, the environment our friends use. The community figure interview instrument aims to find out the importance of traditional games in community life from the perspective of community members.

In data collection methods, questionnaires have 2 types, namely open questionnaires and closed questionnaires. This research uses a closed type questionnaire. A closed questionnaire is a questionnaire for which the research instrument already contains the answers. The knowledge questionnaire regarding traditional games was adapted from several sources using a Likert scale with a four-choice model (scale four). Respondents filled out the traditional game knowledge questionnaire by ticking (v) the answer choices provided. Information regarding the 4 answer choices includes: 1) always, 2) often, 3) never, 4) never.

Data analysis technique

The data analysis technique used in this research is descriptive and inferential statistical analysis in the form of the T-test

RESULTS AND DISCUSSION

The student worksheet that was developed and has been tested aims to measure several variables. These variables are students' responses to traditional game-based student worksheets, students' hard working character and students' interest in learning. The following are the results of calculating descriptive statistics for the three questionnaires using SPSS 20.

Table 1. Student Responses to the Traditional Tarompa Sayak Game

Category									
Interval	Attitude	Gender		Total	Mean	Min	Max	Median	Std.dev	%
		F	M							
65 – 70	Very Not Good	2	1	3						9,53
75 – 80	Not good	3	2	5						11,91
85 – 90	Enough	7	3	10	102,3	86	110	103	6,3	21,43
95 – 100	Good	12	4	16						33,33

| 105 – 200 | Very good | 10 | 1 | 11 | | | | | | 23,80 |
| TOTAL | | | | 45 | | | | 100 | | |

Table 2. Student Interest in the Traditional Tarompa Sayak Game.

Category										
Interval	Attitude	Gender		Total	Mean	Min	Max	Median	Std.dev	%
		F	M							
65 – 70	Very Not Good	2	1	3						9,53
75 – 80	Not good	3	2	5						11,91
85 – 90	Enough	7	3	10	102,3	86	110	103	6,3	21,43
95 – 100	Good	12	4	16						33,33
105 – 200	Very good	10	1	11						23,80
TOTAL				45				100		

Quantitative data was obtained with two different analyzes, namely descriptive statistical analysis and inferential statistical analysis. In descriptive statistical analysis to find out the mean, median, mode and percentage in the research questionnaire. The results of the research were obtained consecutively from the student response questionnaire in the trial of the student worksheet based on the traditional game Tarompa Sayak with a percentage of 3.70% (10 out of 45 students). This shows the large response given by students to the trial of traditional game-based student worksheets. In the hard work character questionnaire, the percentage was 33.33 (16 out of 45 students). Thus, the students in the student worksheet trials had a great hard working character. Meanwhile, the interest in learning questionnaire shows that from the trial of students' worksheets based on traditional games, they provide students with interest in learning motivation as shown in the percentage results of 23.80% (11 out of 45 students).

Inferential testing is carried out by testing the assumptions and hypotheses in the research. The assumption tests used are normality, homogeneity and linearity tests. The normality test is used to determine whether the variables used are normally distributed. In the student response variable, the hard work character and student interest in learning are normally distributed with a sig value of (21.43%) respectively. In addition, the homogeneity test is used to determine whether the sample data comes from the population. Of the three variables used in this research, the sig value is (<0.05), respectively. This proves that the three variables are sample data originating from the population. The linearity test is to determine the linear nature between variables X and Y. The results of the measurements carried out by each variable This assumption test is carried out with the aim of analyzing a variable whether there is a problem or not.

The hypothesis test in this research is the t test to compare and the correlation test to connect. Hypothesis testing is carried out to test H0 and Ha on existing hypotheses. From the results obtained, there is a significant comparison of each variable in different classes. Judging from the respective sig values of (<0.05) while the correlation test was carried out on variables students have a relationship with the character of students' hard work and responses have a relationship with students' interest in learning.

CONCLUSION

Based on the results of the development of student worksheets based on the traditional game of tarompa sayak for class V on Theme 8 and Sub-theme 1 which have been carried out, it can be concluded that: 1) Development of student worksheets based on the traditional game of tarompa sayak for class V on Theme 8 and Sub-theme 3 Learning 3 using student worksheets, this is done using a 4D model which only reaches the product validation stage. 2) The level of validity of student worksheets based on Traditional Games, class V student worksheets on Theme 8 and Subtheme 1 learning 3. using student worksheets obtained from media validators, namely 4.58, including the very valid category with a percentage of 91.6%, The material validator, namely 4.59, is in the very valid category with a percentage of 91.8%, the language validator is 4.28, which is in the very valid category with a percentage of 85.6%. Practitioner expert validators, 3 teachers, obtained a score of 4.49, including the very practical category with a percentage of 90%.

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