

DEVELOPMENT OF DOMINO CARD MEDIA TO INCREASE LEARNING MOTIVATION OF CLASS V ELEMENTARY SCHOOL STUDENTS

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Abstract: The purpose of this study is determine the feasibility of domino card learning media in thematic learning and find out the suitability of domino cards to increase learning motivation of fourth grade elementary school students. This research is development research using the Borg and Gall model. The research was conducted at SDN Lomaer 1 with the subject of 16 fourth grade students. The results showed the feasibility of domino card learning media based on material validation, media validation, group response trials and large group student response trials getting an average rating of 89% with very valid qualifications. The results of student learning motivation in small groups showed the percentage before 58% with enough categories, after the percentage of 89% with very high category. The results of student learning motivation in large groups showed before the percentage of 39% with the low category and after percentage of 76% with high category. Based on the data mentioned above, it can be concluded that the domino card learning media is suitable for use in the learning process and can increase the learning motivation of grade V SD students.

Keywords: Domino Cards, Learning Media, Learning Motivation

PENGEMBANGAN MEDIA KARTU DOMINO UNTUK MENINGKATKAN MOTIVASI BELAJAR SISWA KELAS V SD

Abstrak: Tujuan dari penelitian ini yaitu mengetahui kelayakan media pembelajaran kartu domino dalam pembelajaran tematik dan mengetahui kesesuaian kartu domino untuk meningkatkan motivasi belajar siswa kelas V SD pada materi hebatnya cita-citaku. Penelitian ini merupakan penelitian pengembangan (R&D) dengan menggunakan model pengembangan Borg and Gall. Penelitian dilakukan di SDN Lomaer 1 dengan subjek 16 siswa kelas V. Hasil penelitian menunjukkan kelayakan media pembelajaran kartu domino berdasarkan validasi materi, validasi media, uji coba respon kelompok dan uji coba respon siswa kelompok besar mendapatkan rata-rata penilaian sebesar 89% dengan kualifikasi sangat valid. Hasil motivasi belajar siswa dalam kelompok kecil menunjukkan hasil persentase before sebesar 58% persentase after sebesar 89% dengan kategori sangat tinggi. Peningkatan motivasi belajar siswa sebesar 31%. Hasil motivasi belajar siswa dalam kelompok besar menunjukkan hasil persentase before sebesar 39% dalam kategori kurang dan persentase after sebesar 76% dalam kategori tinggi. Berdasarkan data yang telah disebutkan di atas, dapat disimpulkan bahwa media pembelajaran kartu domino layak digunakan dalam proses pembelajaran serta dapat meningkatkan motivasi belajar siswa kelas V SD.

Kata-kata Kunci: Media Pembelajaran, Kartu Domino, Motivasi Belajar

INTRODUCTION

The 2013 curriculum is a thematic integration-based curriculum, where in this curriculum there is no separation between subjects. This means that several subjects are combined into one and not separated.

According to (Fernandes, 2017) the characteristics or characteristics of thematic learning are (1) Student-centered (2) Providing direct experience to students (3) Separation between lessons is not visible (4) Presenting concepts from various subjects in a learning process (5) It is flexible (Flexible) (6) Learning outcomes can develop according to

the interests and needs of students. The implementation of the 2013 curriculum which is still considered new, there are several obstacles experienced by schools, teachers, and students. According to (Asrohah & Anas, 2013)"the implementation of this curriculum is still difficult. This is due to the lack of various equipment and infrastructure needed...". The constraints experienced by each institution are certainly different. One of the facilities in learning is learning media.

Denim (in Rasyid & Rohani, 2018) states that educational media is a set of auxiliary or complementary tools used by teachers or educators in order to communicate with students or students. Meanwhile, according to (Falahudin, 2014) learning media is a learning tool in teaching as well as a means of carrying messages from learning sources to recipients of learning messages (learners). Learning media consists of 2 important elements, namely software (content) and hardware (media form). It can be concluded that learning media is a tool used to convey learning messages from teachers to students to achieve learning objectives. In addition, the practical benefits of learning media in the teaching and learning process according to (Arsyad, 2011) are (1) Learning media can help the effectiveness of the learning process and clarify the presentation of messages and information. (2) Generating students' motivation and interest. (3) Learning media can help students improve understanding (4) Learning media can help present information in an interesting and reliable way.

Learning media that can be used in learning are very diverse. According to (Kustandi & Sutjipto, 2011) there are 3 types of learning media, namely audio media, visual media and audio-visual media. Experts classify media with different points of view, due to the rapid development of technology. This causes the types of media that can be used for learning even more.

One of the benefits of learning media is that it can generate students' motivation and interest in learning. Learning motivation is an impulse that exists in students to carry out a learning activity. The encouragement can come from within the students themselves and from the student's learning environment. The encouragement to learn makes learning goals easy to achieve. This shows that

motivation plays a major role in efforts to achieve learning objectives. This is in accordance with the function of motivation according to (Sardiman, 2012) there are 3 motivations, namely (1) Encouraging people to act (2) Determining the direction of action (3) Selecting actions.

Learning motivation plays an important role in the learning process. According to Fathurrohman in (Saputra, 2018) ways to increase student learning motivation are (1) Explaining learning objectives to students (2) Prizes (3) Rivalry/competition (4) Praise (5) Punishment (6) Giving maximum attention to participants students (7) Forming good study habits (8) Helping students with learning difficulties, both individually and in groups (9) Using various methods (10) Using good learning media, and in accordance with learning objectives. Learning motivation can be grown in various ways, one of which is learning by using good learning media and in accordance with learning objectives. One way that can be used is by learning using interesting learning media and involving students in its use. Interesting learning media can trigger students' curiosity so that motivation can be raised based on that curiosity.

Based on interviews with fifth grade teachers at SDN Lomaer 1, the implementation of the 2013 curriculum which has been running for the last 2 years at SDN Lomaer 1 has encountered several obstacles. These constraints include in terms of facilities. Inadequate facilities so that the implementation of the 2013 curriculum is not optimal. The facilities referred to in this case include teaching materials, learning media and an environment that supports students in learning. Thematic learning in class V SDN Lomaer 1 uses learning resources in the form of a publisher's LKS book that has been adapted to the theme book based on government regulations. The learning resource for the LKS book is then developed by the teacher by adding material that is not yet in the book. The ability of Class V children at SDN Lomaer 1 is 80% below average. The teaching method for class V teachers is a conventional method with improvised learning media. This is because learning media and learning resources are still limited.

Based on observations, it was found that

learning took place in groups. The method used is the conventional method with learning resources in the form of LKS books and teacher explanations, using blackboard learning media. Characteristics of students are children with less enthusiasm for learning. This is shown by the attitude of those who are less enthusiastic in learning, like to joke with their friends when learning takes place, and take a walk to their friend's place when the teacher explains or the teacher is giving assignments.

One way to overcome the lack of learning media that can trigger students' enthusiasm for learning is by developing a learning media that involves students in its use. One of the learning media that can be used is domino card learning media. A domino card is a small thick paper with a center line that divides the right and left sides, usually containing a large dot on each card segment whose number differs between 0-6 dots on each segment. The domino card learning media as a learning medium is a modification of the domino card in the form of a card consisting of 2 right and left segments. One field is for questions and the next is for answers (Anar et al., 2020). Learning dominoes questions and answers are in different cards. So, in the game, students must (in turn) sort the cards into a coherent whole in accordance with the questions and answers.

In accordance with the character of

students who prefer to communicate with their friends and prefer to play, the learning media in the form of domino cards is an alternative that can be used to attract students' attention. This is in accordance with (Purnama, 2019) that playing with early childhood is like 2 sides of a coin. One side and the other complement each other and cannot be separated because playing is a children's world. Playing is a very fun activity for children. The use of domino card learning media as a learning medium can make children play while learning (Ariesca et al., 2021).

Based on the problems above, in this study the main problem is the lack of learning media and low student motivation. So the researchers took the research title "Development of Domino Card Learning Media on My Great Aspirations Material to Improve Learning Motivation for Fifth Grade Elementary School Students".

RESEARCH METHOD

This research is included in development research or what is known as Research and Development (R and D). The research procedure that will be used in this research and development refers to the research and development steps according to Borg and Gall.

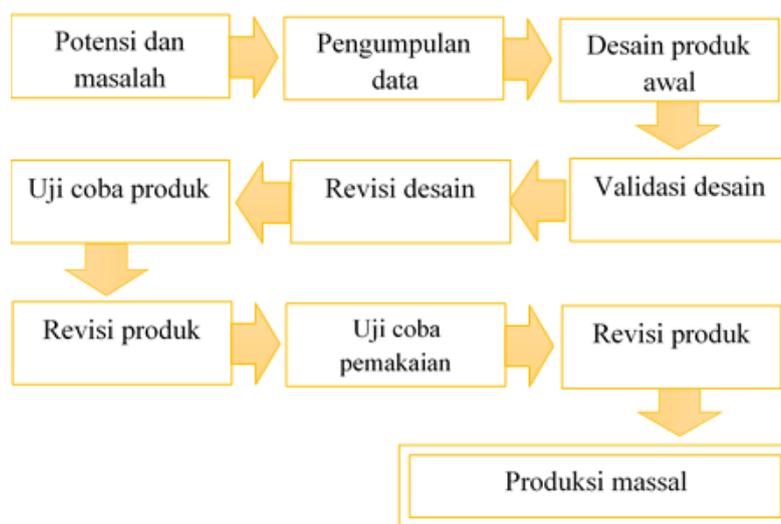


Figure 1. Research and Development Steps Borg and Gall (Sugiyono, 2015)

The development of learning media in this study was only carried out until step 9 because mass production required quite a lot of time and cost.

According to (Sugiyono, 2019) testing can be done by experimentation, namely comparing the effectiveness of the learning media used in increasing student learning

motivation. Experiments can be done by comparing the situation before and after using the domino card learning media (before-after). The experimental model can be illustrated by the following figure:



Figure 2 Experimental design (before-after)

The trial was carried out in 2 stages, namely a small group trial with 5 fifth grade elementary school students and a large group trial with 16 fifth grade students at SDN Lomaer 1.

Data collection techniques in this research are interviews, observation, questionnaires and documentation. Data analysis techniques consist of 2 kinds, namely:

a. Media Eligibility

Analisis kelayakan media dilakukan to 3 respondents, namely material experts, media experts and students. Assessment data processing is done by describing all opinions, suggestions, and responses from respondents. While the data in the form of numbers are analyzed by percentages, the formula used is as follows: (Arikunto, 2013).

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

- P : Eligibility
- $\sum x$: Number of answers obtained
- $\sum xi$: Maximum number of answers

The results obtained from the percentage count are then determined according to the qualifications in the following table:

Table 1. Qualification Eligibility Level Based on Percentage Level

No.	Percentage Range %	Qualification	Eligibility Criteria
1.	$84 < skor \leq 100$	Very Valid	No need to revise
2.	$68 < skor \leq 84$	Valid	No revision needed
3.	$52 < skor \leq 68$	Sufficiently Valid	Needs Revision
4.	$36 < skor \leq 52$	Less Valid	Revision
5.	$0 \leq skor \leq 36$	Very Less Valid	Revision

b. Student Motivation

Increasing students' learning motivation after using domino card learning media. Student learning motivation questionnaire is calculated by adding up all the scores obtained by each student. The scores obtained are then categorized according to the following table.

Table 2. Guidelines for Assessment Criteria on a scale of 1-5 Learning Motivation

No.	Interval	Category
1.	81 – 100	Very High
2.	61 – 80	High
3.	41 – 60	Average
4.	21 – 40	Not enough
5.	0 – 20	Less once

The overall score obtained by students is then entered into the following percentage formula (Mardhani, 2017):

$$\text{Persentase penilaian} = \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 100\%$$

Next, a t-test was performed using the paired sample formula (paired t-test). Paired

sample t-test is used to test the differences in two samples with the same subject but experiencing two different treatments in the situation before and after the process. The test was carried out with the help of the SPSS 25 application for windows 10 with the formula analyze - Compare Means - Paired-Samples T Test with decision making according to (Zakiyah et al., 2017) as follows:

- If the value of sig. (2 Tailed) < 0.05, then there is a significant difference between students' learning motivation in the before and after data.
- If the value of sig. (2 Tailed) > 0.05, then there is no significant difference between students' learning motivation in the before and after data.

RESULT AND DISCUSSION

In this study the data obtained in the form of qualitative data and quantitative data. Qualitative data in the form of interviews, observations and opinions and full of validators are described. Quantitative data in the form of appropriate media questionnaire

results and learning motivation questionnaire in the form of a before-after questionnaire using a Likert scale of 1-5. The following are quantitative data obtained in this study.

a. Media Eligibility

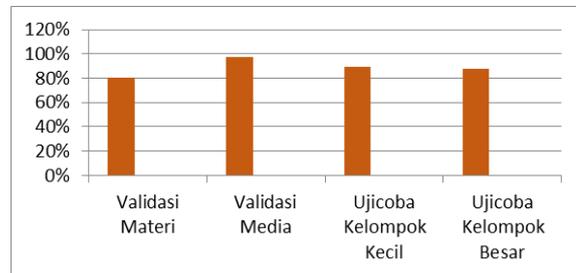
The validity of the media was tested by 2 experts, namely material experts and media experts. The validity test aims to determine

the feasibility of domino card media from an expert's point of view. Furthermore, the domino card product was tested on students on a small and large scale. It aims to find out the attractiveness of domino card media from the students' point of view. The following are the results of the data obtained.

Table 3. Recapitulation of Media Feasibility Results Data

No.	Data Collection	$\sum x$	$\sum xi$	Percentage	Qualificaton
1.	Material Validation	40	50	80%	Valid
2.	Media Validation	97	100	97%	Very Valid
3.	Small Group Trial	335	375	89%	Very Valid
4.	Large Group Trial	2171	2475	88%	Very Valid
Average Percentage				89%	Very Valid

Based on table 2 above, it can be seen that the feasibility of domino card learning media is based on 80% material experts with valid qualifications, 97% media experts with very valid qualifications, 89% small group student response tests with very valid qualifications and 88% large group trials with very valid qualification. The results of the feasibility of the media can be seen in the following diagram:



Gambar 3. Persentase Hasil Kelayakan Media

Based on the data above, it can be concluded that the domino card learning media is valid and feasible to use in learning.

b. Student Motivation

Learning motivation data was collected before and after learning using domino card learning media. The following are the results of the data on student learning motivation in small groups before-after.

Table 4. Small Group Student Learning Motivation Data

No.	Name (Code)	Score (before)	Category	Score (After)	Category
1.	S1	53	enough	90	Very High
2.	S2	51	enough	90	Very High
3.	S3	59	enough	88	Very High
4.	S4	73	High	89	Very High
5.	S5	53	enough	85	Very High
Total		289		442	
Maximum Total		500		500	
Percentage		58%	enough	88%	Very High
Percentage increase				30%	

Next, a t-test was conducted to test the differences in the data on the before and after

data. The results of the t test can be seen in the following SPSS table.

Table 5. Paired Sample T Test Small Group Paired Samples Test
Paired Samples Test

Pair		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	before - after	-30,600	9,072	4,057	-41,864	-19,336	-7,542	4	,002

Data source: processed SPSS output, 2021

Based on the results of the t test in the table above with a significance level of 0.05, it shows a significance result (2-tailed) of 0.002 <0.05. So, it can be seen that there is a significant difference between students' learning motivation in the before and after data. So, it can be concluded that the domino card learning media can increase the learning motivation of fifth grade elementary school students in small group trials, so that media products can be tested in large groups.

CONCLUSION

Based on the data that has been obtained, the domino card learning media is valid and suitable for use as a learning medium with data obtained from material validation, media validation and small and large group trials with an average percentage of 89% with very valid qualifications. Learning to use dominoes can increase students' learning motivation. Small group learning motivation data, namely before 58% and after 88%. The results of the t test with a significance level of 0.05 showed a significance result (2-tailed) of 0.002 <0.05. So it can be seen that there is a significant difference between students' learning motivation in the before and after data. Data on learning motivation of large groups are before 39% and after 76%. The results of the t-test with a significance level of 0.05 showed a significance (2-tailed) of 0.000 <0.05. So it can be seen that there is a significant difference between students' learning motivation in the before and after data. Based on the explanation of the data above, it can be

concluded that the domino card learning media is valid and feasible to use in learning and can increase the learning motivation of fifth grade elementary school students.

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