LACIKU game education to increase student learning interest

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Abstract. This research aims to test out the ‘LACIKU’, an abbreviation of ‘Langkah Cita-Citaku’ or My Dream Step, as a learning media to increase the learning interest of Grade IV students of a Madrasah in Jambi. This is Research and Development relies on the Borg and Gall’ model. The steps taken in this study include collecting potential and problem data, product design, design validation, design revisions, product trials, product revisions, trial use, product revisions and mass products. LACIKU media was assessed as validated by 1 thematic learning expert with a score of 93.33%, 1 media expert with a score of 89.6%, 1 material expert with a score of 100%, 1 linguist with a score of 88%, 4 small group trial students with a score of 90%, and 22 students on trial use or large group trials with a score of 97.38%. Based on the analysis of differences in student learning interest between those who do not use LACIKU media and students who use LACIKU media with an independent t-test, the Sig. (2-tailed) of 0.000 <0.05 so Ha is accepted and Ho is rejected. It can be concluded that the learning interest of students who use my lacquer play media is significantly higher that is an average of 85.22273 when compared to the learning interest of students who do not use my lacquer play media ie their learning interest is only 60.9091.

1. Introduction
Learning in 2013 curriculum using thematic learning is often also referred to as integrated learning. In general, thematic or integrated learning is learning that uses certain themes to link some of the contents of the subjects with the daily real-life experiences of students so that they can provide meaningful experiences for them [1].

In the implementation of thematic learning, an educator or teacher must be able to choose and use learning media as a means to achieve learning objectives so that students can master the learning material [2]. According to Blake and Haralsen, the media is a medium used to carry or convey a message, where this medium is a way or a tool with a message running between communicator and communicant [3].

Learning media occupies a very important position to convey messages or information in the teaching and learning process. So that learning will attract more student attention and increase student interest in learning [4]. Interest is an impulse in a person or a factor that generates interest or attention effectively, which causes the selection of an object or activity that is beneficial, pleasant and eventually brings its own satisfaction [5].

Based on preliminary observations made at the Madrasah Ibtidaiyah Salamah in the city of Jambi in the learning process in class, the use of instructional media is not optimal and does not use the concept of learning while playing. Teachers only use student books and teacher books as media and learning resources in class and learning is still a teacher-centered.
Basically MI / SD students have an age range from 6-12 years, this period is called childhood and one of the activities required for the process of growth and development is play. The preferred games tend to be group play activities such as snakes and ladders or monopoly games. By referring to the principle of "learning while playing" it can change students' thinking that the once boring world of learning becomes fun. The results of the needs analysis above explain that media is needed in the form of a game tool to support the learning process, especially in thematic learning in accordance with the curriculum applied in Indonesia at this time. So that researchers will develop a media in the form of my drawer. My drawer media is an educational game tool in the form of a wide beam on top of which is equipped with game doors that are designed in full color, where underneath the doors of each game there are pictures of professions, obstacles, aww and zonk (punishment).

2. Research methods
This research uses research and development. The development procedure in this research is to adopt the steps or procedural Research and Development (R&D) with the model proposed by Borg and Gall. As for the stages of developing my drawer on the theme of my dreams the sub-theme I and my ideals of learning I based on the development model according to Borg and Gall can be described in the following smartart graphic [6]:

![Smartart graphic](#)

My lacquer play media products were evaluated for validity by 1 thematic learning expert, 1 media expert, 1 material expert, 1 linguist, 4 small group trial students, and 22 students using a trial or large group trial.

This study uses data collection instruments such as questionnaires, interviews, observation and documentation. Data analysis techniques used by means of data analysis techniques descriptive qualitative and quantitative. Qualitative descriptive analysis techniques are used to process data in the form of words, namely comments and suggestions from the assessment results from thematic learning experts, media experts, material experts and linguists. Quantitative descriptive analysis techniques are used to process data in the form of scores obtained through validation questionnaires and questionnaires given to students. In this study the authors conducted a t-test analysis to analyze the effectiveness of media development in increasing student interest in learning.
3. Results and discussion

This development research uses the development model according to Borg and Gall with 10 stages [7], as follows:

3.1. Problems and potential

To identify problems that exist in schools, the authors conducted a direct survey of spaciousness (school) by conducting simple interviews with teachers and students about thematic learning in Salamah Madrasah, Jambi City. In addition to interviews, the authors also made direct observations. After observing firsthand the writer found a fundamental problem, namely the absence of game media in supporting the learning process and the lack of student interest in the learning process.

3.2. Data collection

The author collected data using observation techniques, questionnaires, interviews and documentation. The writer interviews with the teacher and students, then to find out the students' interest in using the product the writer does by observation (observation), and to find out the success of the product the writer asks students to fill in the questionnaire on the product used.

3.3. Product design

The author's product design is in accordance with the expected product specifications. Media design starts from preparing tools and materials, preparing suitable material presentation and so on. The following are my drawer media product designs:

![Figure 2. Display media Laciku games.](image)

My drawer media is also equipped with user manuals so that it can facilitate students in playing it. This guide discusses the media information, parts of the media, rules of the game and the strengths and weaknesses of the media. The following is the display of my drawer manual.
3.4. Design validation
Validation is done by 4 validators who master the field to be validated. The four validators are the thematic learning expert validator, the media expert validator, the material expert validator and the language expert validator. Assessment of product validation includes 5 = very feasible, 4 = feasible, 3 = sufficient, 2 = less feasible and 1 = very improper. The results of the validation are quantitative and qualitative data.

3.5. Design revision and product development
After validating, the author receives some input from the validator for the good of the product that the writer developed.

3.6. Product testing
The initial product trial was conducted by the author directly with 4 students and fourth grade students at Madrasah Ibtidaiyah Salamah, Jambi City for 3 hours (105 minutes). This trial activity the writer did as it should, to find out the weaknesses of the media developed through a questionnaire given to students. From the questionnaire distributed to small group students a score of 90.00% was obtained.

3.7. Product revision
After testing the product and receiving a student assessment questionnaire of the product, the authors make improvements or revisions to the points that still have weaknesses or are less valid through a questionnaire given by students.

3.8. Implementation
Test the use of the writer do directly on the experimental class and the control class. Class IV A is made into an experimental class that uses my drawer media and class IV B is used as a control class that does not use my drawer media. This trial run was carried out for 4 hours (140 minutes). The score obtained from the questionnaire distributed during the usage trial is 97.38%.

3.9. Product revision
Product revisions are made if there are still things that are declared less valid.
3.10. Product installation

The product stage or the dissemination stage was not done by the writer because of the limited time and cost, so the product of this development was implemented only in Madrasah Ibtidaiyah Salamah, Jambi City.

My drawer media was declared to be very valid or very suitable for use. The validity of my drawer media based on the assessment of thematic learning experts obtained a percentage of 93.33% with the criteria of "very valid", media experts of "89.6% with the criteria of" very valid ", material experts by 100% with the criteria of" very valid ", and linguists at "88%" with "very valid" criteria.

From the results of observations made during the learning process in the control class and the experimental class the average percentage value data obtained in the control class that does not use my drawer media is smaller than the experimental class that uses my drawer media. In the control class that did not use my drawer media obtained an average percentage of 60.90 while the experimental class that used my drawer media an average percentage of 85.22.

![Figure 4. Average percentage of student learning interest.](image)

Data from observations of students' learning interest in the control class and the experimental class were processed or analyzed using SPSS 21 to find out whether there were significant differences in students' learning interest in the control class who did not use my drawer media with the experimental class using the drawer media with independent sample test t-test.

Based on decision making on the t-test independent hypothesis test "If the Sig. (2-tailed) <0.05, there are differences in learning interest of students who do not use my drawer media with the learning interests of students who use my drawer media (Ha accepted and Ho rejected). Conversely, if the value of Sig. (2-tailed)> 0.05 then there is no difference in students' interest in learning who does not use my drawer media with the learning interest of students who use my drawer media (Ha accepted and Ho rejected).

It concluded that there are differences in learning interest of students who do not use my drawer media with students' learning interests using my drawer media (Ha accepted and Ho rejected) because of the Sig. (2-tailed) in the control and experimental class are both 0.000 and smaller than 0.05 (0.000 <0.05). The average percentage or mean of students' interest in learning in the experimental class is higher than in the control class. In the experimental class, the mean or average student interest in learning is 85.22273, while in the control class the mean or average interest in student learning is 60.9091.

4. Conclusion

Based on the results of research and discussion, the drawer media is declared very valid or very feasible to use. The validity of my drawer media based on the assessment of thematic learning experts obtained a percentage of 93.33% with the criteria of "very valid", media experts of "89.6% with the criteria of" very valid ", material experts by 100% with the criteria of" very valid ", and linguists at "88%" with "very valid" criteria. There is a difference in the learning interest of students who do not use my drawer media with students' learning interests using my drawer media (Ha accepted and Ho rejected).
media with students who use my drawer media in class IV Madrasah Ibtidaiyah Salamah, Jambi City. Based on the results of the independent t-test, the Sig. (2-tailed) of 0.000 < 0.05. Then it can be concluded by using my drawer media as students' learning interest is higher than not using my drawer media (H_a is accepted and H_0 is rejected).

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