DEVELOPMENT OF SNAKE LADDER LEARNING MEDIA BASED ON LOCAL WISDOM IN INDONESIAN THIRD GRADE ELEMENTARY SCHOOL SUBJECTS

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Abstrak. This study aims to find out how to develop computer-based learning media local wisdom in Indonesian language lessons in class III elementary school and to see the feasibility of snake ladder learning media products based on local wisdom in the eyes of Indonesian language lessons in class III elementary school that is being developed worthy of expert. This study was conducted in Karang Tumaritis Elementary School with research subjects in class III with 20 students in limited trials. The type of research used in the development research (Research and Development) of Borg and Gall which issued from Sugiyono consisted of 6 stages. The instrument used was a questionnaire for expert validation and student response. The result of the shielding test by experts on the quality of the media that can be used in very large calculations is 88%. The results of the limited trial on students towards the media really correspond to the percentage of 93.33%. The results of the study can be concluded that the media developed are very effective in the process of learning Indonesian.

Keywords: snake ladder media, local wisdom, Indonesian

A. Introduction

Indonesian is a subject that has an important position in a curriculum. Indonesian is one of the strategic subjects because through language learning a teacher is able to transfer knowledge, knowledge and information to students, and vice versa. Indonesian is the goal of the curriculum that is to be achieved in learning. Indonesian language plays an important role in efforts to improve the quality of basic education, especially in elementary schools (SD), namely by learning Indonesian language able to develop students' skills in using language, both for the ability to listen, speak, read, and write. This is in line with the objectives of Indonesian language learning in elementary school which includes language components both orally and in writing, and appreciates and takes pride in using Indonesian as the language language of the national language.

Indonesian language learning in elementary schools also has a function as a means to increase knowledge and skills in the context of cultural preservation and development. By linking the material of cultural diversity to students, students can get to know the culture that exists in Indonesia, especially the cultural diversity that exists in the area where they live, and students can learn cultural diversity such as ethnicity, customs, and habits of an area to be applied in daily life. It is unfortunate if the cultural diversity of a region is not well developed and preserved.

The concept of local wisdom that has a close relationship with cultural diversity in an area is usually inherited from generation to generation through word of mouth as a knowledge found by the people of an area through experience and associated with an understanding of culture and natural conditions in the area. This is in line with Rahyono's opinion in the results of research written by Fajarini (2014: 124), stating that local wisdom is the human intelligence possessed by certain ethnic groups obtained through community experience. Besides that, according to Jim Ife in Rustanto (2010: 58-59) argues that local wisdom has six dimensions of local knowledge, local

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values, local skills, local decision-making mechanisms, and local group solidarity. Thus, local wisdom means the results of certain communities through their experience and not necessarily experienced by other communities.

Local wisdom also has the characteristics of being able to withstand outside culture, having the ability to accommodate elements of external culture, having the ability to integrate external cultural elements into indigenous cultures, having the ability to control, and being able to give direction to cultural development (Setyorini, no, 2017: 97). Besides, having distinctive characteristics, local wisdom also has noble values that are closely attached to the local wisdom and character values can be embedded in students when associated with local wisdom. This is in line with the opinion of Hendracipta et al. (2017: 6) stating that the values reflected in regional culture must always be maintained and able to be strong when they are influenced by foreign culture, so that the values of the nation are planted through regional culture. will be a strong country and have a different

character from other countries. Therefore, Indonesian language subjects are expected to be able to bridge students in recognizing the cultural richness of an area, so that they can benefit and preserve the cultural diversity that exists in an area by using learning media.

In teaching and learning activities in the learning class usually the teacher uses the media as a learning aid. The media used must certainly be in accordance with the needs of the curriculum being taught and easy to be used by teachers and students. Easy to use means it's easy to be a communication tool or bridge for channeling information to students. This is in line with the Nation Education Association in Arsyad (2011: 5) media are forms of communication both printed and audio-visual and their equipment and media can be manipulated, seen, heard, or read. Based on this theory can encourage the creation of a learning media as a means to preserve the cultural diversity that exists in the Banten area.

However, based on the facts in the field that is at Karang Tumaritis

Elementary School from the results of observations made to class III teachers named Ms. Ovi Irfiyani, S.Pd, it shows that the use of learning media is carried out during teaching and learning activities in the class in introducing cultural diversity in Indonesia especially in Banten province is still said to be very lacking, because in the process of learning Indonesian which takes place in the classroom is still conventional and does not use learning media as supporting material delivery to students. This is in line with the results of research written by Sukmanasa, et al. (2017: 172) which says the use of images has not been able to generate interest and motivation to the students optimally and the presentation of material in textbooks as the main learning resource in learning is still less attractive to students. Therefore, learning media has a very important role in the teaching and learning process to stimulate the mind, motivate and focus students' attention in understanding the material conveyed by the teacher.

If learning media is a means of channeling information with the associated visual, audiovisual and kinesthetic abilities that students have, direct learning is a good strategy in implementing the introduction of cultural diversity by conducting field trips to an area especially in the province of Banten. This is in line with the opinion of Lev Vygotsky in Utami (2016: 8) with Sociocultural learning theory or often known Constructivism states that students in constructing a concept need to pay attention to the social environment. So, this Sociocultural learning process cannot be separated from actions, namely social activity and interaction.

However, talking about the field trips has limitations that the students who cannot be arranged by the teacher, spend more time and facilities and infrastructure that must be prepared thoroughly. Quoted by Riyanto (2014: 3), this is the problem with the weaknesses of the field trip according to Eka Concern, which requires careful planning, requires expensive costs, and requires responsibility from the teacher and the school Therefore, based on these problems, it can be concluded that problems arise because of the absence of learning media specifically to introduce cultural diversity in the

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process of teaching and learning activities. To overcome these problems, then one alternative is offered by learning media that can support students' understanding is by using snake ladder media. This is the opinion of Kartikaningtyas (2014: 663) who is an argued that snakes and ladders is a form that has been widely known and easily played. Not only that it is also supported according to Nugrahani (2007: 36) which states that the snake ladder game is a type of group game, involving several people and cannot be used individually. By using snake ladder learning media, it is hoped that students can attract attention and curiosity and provide students with playing while learning and using the media ladder to stimulate the development of cognitive, affective and psychomotor aspects that students have so that visual, audiovisual and the kinesthetic is honed.

B. Research Methods

The research method used is the method of research and development or Research and Development (R & D), the research method used for when researchers intend to produce certain products, while testing the effectiveness of these products (Sugiyono, 2011: 297).

The research subject used in this study was Karang Tumaritis SDN Serang City as the study population. The research subjects that the researchers made as samples were Class III, which amounted to 20 people.

The research focuses on the development of snake ladder learning media on the theme of daily necessities, especially material that tells events in Indonesian subjects. This study uses 6 stages from Borg an Gall which have been modified consisting of assessment needs, data collection, product design, design validation, design revision and product testing. This study conducted data collection through expert instruments and student response questionnaires.

Data processing techniques are done by processing primary data on questionnaires that have been filled in

by each learning media validator and students at Karang Tumaritis Elementary School by calculating scores in each aspect and indicator on the learning media assessment questionnaire and student response questionnaire, then the data is analyzed between indicator one and Other indicators are then drawn conclusions regarding the feasibility of snakes and ladder learning media to be used in material material telling events in Indonesian language subjects in grade III of elementary school.

The research procedure can be described by the research flow as follows:
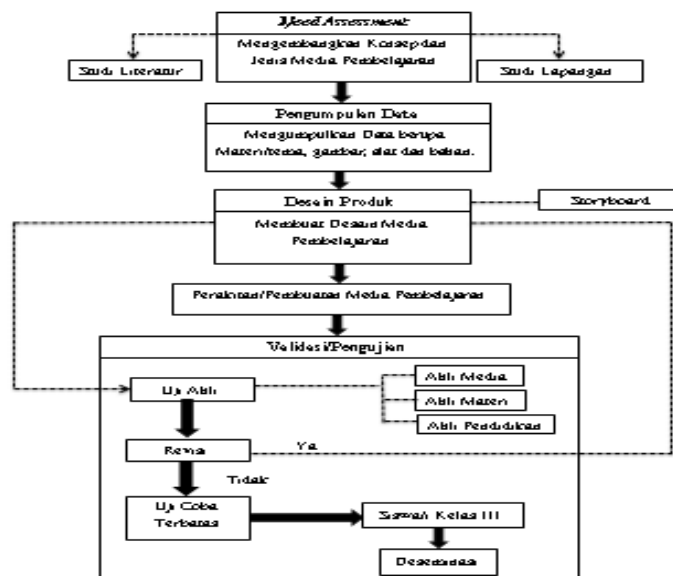
Gambar 3.2
Langkah-langkah desain penelitian dan pengembangan *Research and Development (R&D)* Dimodifikasi oleh Sugiyono, 2014:316

C. Research Results and Discussions

Research on the development of snake ladder learning media based on local wisdom on Indonesian language subjects was carried out through observation, questionnaires, documentation, and interviews with third-class homeworkers at Karang Tumaritis Elementary School. Before carrying out teaching practices (conducting research in class). The timeframe carried out in this study is 1 year, starting from September 20, 2017

to September 10, 2018. In the development of learning media research was carried out based on the stages of development of Borg and Gall modified by Sugiyono covering 6 steps namely need assessment, data collection, design product, validation / expert test, product revision, and product trial.

After going through the stages of need assessment, data collection, and product design using storyboards then the media has been completed, the next step is to validate the snake ladder media to 3 experts namely media experts, material experts, and education experts. This validation was obtained from filling out the questionnaire by the validator, the results of the validator's assessment were analyzed using assessment scales with a scale of 5. Results were analyzed using this

assessment guideline concluded that the criteria were very feasible, feasible, sufficiently feasible, not feasible (Riduwan, 2009: 41).

Media experts have a role to provide an assessment of the media from a technical point of view and the use of media in learning by lecturers. The lecturer who became a media expert was Mr. Aan Subhan Pamungkas, M.Pd as a lecturer in Basic Technology and Educational Information at the Elementary School Teacher Education Department and Ms. Isna Rafianti, M.Pd as a lecturer in Teaching Material Psychology subject in the Mathematics Education Department. already experienced in the field of learning media. The two lecturers were lecturers at Sultan Ageng Tirtayasa University.

Table 1. The Results Of Media Validation

NO	Aspek Penilaian	Skor		NP(%) Total
		Ahli Media I	Ahli Media II	
1.	Kelayakan Media	29	29	82,86%
2.	Komunikasi Visual	35	33	85%
	Jumlah	64	62	126
	NP (%)	85,3%	82,67%	
	$\sum$ Rata − rata	84%		84%
	Kategori Kualitas Media			Sangat Layak

Based on the results of media validation, it can be concluded that the snake ladder learning media based on developed local wisdom gets the "very decent" quality, this can be proven by the overall average value of 84% which shows the criteria. In connection with that, material experts have the role to provide an assessment of the material contained in learning media by lecturers and teachers or homeroom III SD Karang Tumaritis. The lecturer who became a material expert was Ms. Yoma Hotima, M.Pd as a lecturer in the Department of Primary School Teacher Education and the teacher who became a material expert namely Class III SDN Karang Tumaritis Ms. Ovi Irfiyani, S.Pd. Lecturers and teachers who are involved as material experts have the role to provide an assessment of snake ladder learning media in terms of material content and learning activities.

Table 2 The Results Of The Material Validation

NO	Aspek Penilaian	Skor		NP(%) Total
		Ahli Materi I	Ahli Materi II	
1.	Pembelajaran	47	48	**95%**
	Jumlah	47	48	**95**
	NP (%)	94%	96%	
$\sum$ Rata – rata		95%		95%
Kategori Kualitas Materi				Sangat Layak

Based on the results of the material validation, it can be concluded that the snake ladder learning media based on developed local wisdom gets the 'very decent' quality, this can be proved by the overall average value of 95% which shows the criteria. Then, education experts have the role to provide an assessment of learning media by the lecturers and teachers of Karang Tumaritis Elementary School.

The lecturer who became an education expert was Mrs. Dr.H.Tatu Hilaliyah, M.Pd as a lecturer at the

Indonesian Language Education Department of Sultan Ageng Tirtayasa University and a teacher who became an education expert namely Suparti, S.Sos., M.Pd as Class Teacher of Karang SDN Tumaritis. Lecturers and teachers who are involved as material experts have the role to provide an assessment of snake ladder learning media in terms of education.

Table 3 The Results Of Educational Validation

NO	Aspek Penilaian	Skor		NP(%) Total
		Ahli Pendidikan I	Ahli Pendidikan II	
1.	Pembelajaran	26	25	85%
2.	Kelayakan Media	17	18	87.5%
3.	Komuniaksi Visual	19	22	82%
	Jumlah	62	65	127
	NP (%)	82,67%	86,67%	85%
	$\sum$ Rata − rata	85%		
	Kategori Kualitas Pendidikan			Sangat Layak

Based on the results of educational validation, it can be concluded that the snake ladder learning media based on developed local wisdom gets the 'very decent' quality, this can be proved by the overall average value of 85% which shows the criteria.

Learning media that have been validated certainly have their own eligibility criteria. The researcher uses the assessment of learning media which refers to 3 aspects in accordance with Wahono in Supriadi (2016: 4) stating that the criteria for learning media learning are 3 aspects, namely aspects of media feasibility, aspects of visual communication and aspects of learning.

Therefore, researcher researchers accumulated the results of media validation by the experts as a whole as follows.

Table 4. The Accumulated Results Of Media Validation By The Experts

Uji Validasi	Persentase %	Kategori
Ahli Media	84%	Sangat layak
Ahli Materi	95%	Sangat layak
Ahli Pendidikan	85%	Sangat layak
Total Skor	88%	Sangat layak

This local wisdom based snake ladder learning media has gone through 6 stages of development research by fulfilling the success criteria. The success criteria are that expert validation assessments can at least be stated as feasible. Based on the assessment table the average validation of the experts gets a percentage value of 88% and based on the guidelines for converting quantitative to qualitative data, the local wisdom-based snake ladder media falls into the 'Very Worthy' category. This is due to the active role of students in using local wisdom-based snake ladder learning media by playing while learning. According to Sadiman's opinion quoted by Wulandari, et al (2018: 12), the game is something that is fun to do, and allows active participation from students. Therefore, a limited trial is conducted on 31 August 2018. Class III with 20 students being sampled in this study is also a place to test this local wisdom-based snake ladder media.

The results of the limited trial received the final number of presentations which were obtained reaching 93.33% and based on the guidelines for converting quantitative to qualitative data, the local wisdom-based snake ladder media was included in the 'Strongly Agree' category according to the criteria for students' response (Riduwan, 2009: 41). At the time the research was carried out the constraints that the researchers found were not conducive in class management, because students who were very enthusiastic about playing and impatient in waiting their turn made the classroom atmosphere noisy and noisy. This is in accordance with the weaknesses of snake ladder learning media based on research conducted by Ariesta (2011: 43) that lack of understanding of the rules of play by children can cause chaos, snake

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ladder games cannot develop all learning material, and for children who do not master the material with both will have difficulty playing. Therefore, the researchers overcame the obstacles found by making rules of the game that must be followed by each player, if the player does not follow the rules of the game the player will get punishment or punishment.

Talking about the weaknesses of the snake ladder learning media must be inseparable from the advantages of the media. The advantages of snake ladder learning media are based on the results of research conducted by Ariesta (2011: 43) that the advantages of snake ladder learning media can be used in teaching and learning activities because these activities are fun so children are interested in learning while playing, can stimulate children to learn to solve simple problems unnoticed by children, and children can participate in the learning process directly. This is in line with the opinion of Arends quoted by Wilanda and Supriyono (2014: 3) saying that direct learning is one of the teaching approaches specifically designed to support student learning processes in a well-structured manner

that can be taught with a gradual pattern of activities.

This learning activity can be seen from the enthusiasm of students when they see the snake ladder learning media and students also look happy when playing the game. This is in line with Zuhdi in the results of studies written by Widowati and Mulyani (2016: 2) which say that the game of snake ladders is one type of game that is often played by children. Games played by two or more people can train children to compete. In addition, snakes and ladders can train children to work together and train children to act sports. Not only that learning media also has functions such as learning resources, semantic functions, manipulative functions, and psychological functions (Adam et al., 2015: 79). Thus, it can be concluded that the snake ladder media is very worthy of being used as a learning media, especially in the matter of telling events in Indonesian language subjects in grade III of elementary school.

With the results of the research on the development of snake ladder-based learning media based on local wisdom, Zulfa, Syahruroji & Yuliana

this can help students to recognize the cultural diversity in Banten, so that the learning process is able to develop the character of children. and students are expected to be able to apply noble values related to local wisdom, namely: 1) Love for God and the universe and its contents, 2) responsibility, discipline, and independence, 3) honest, 4) respect and courtesy, 5) affection and caring, 6) creative confidence, never giving up, 7) justice and leadership, 8) good and humble, 9) tolerance and peace of mind (Rachmadyanti, 2017: 205) and can help students develop the language skills students have, this is in line with the opinion of Nasution quoted by Heriawan, et al (2018: 150) saying that language is also an important means of cultural communication because of drawing the culture of the user of the language and cultivating it through its use. The other opinions related to language skills according to Susanto (2013: 241) say that teaching Indonesian has four language skills that must be possessed by students, these skills include: listening, speaking, reading, and writing. The four aspects of language are interrelated with each other. In addition, this learning media is expected to be an alternative learning activity in class III so that the achievement of learning objectives is not only in the cognitive domain, but also affective and psychomotor.

Based on the above explanation, the development of learning media research only covers the local wisdom of the Banten area, so for researchers who want to develop this media. The researcher gave recommendations including developing the snake media by introducing local wisdom throughout Indonesia and applying the media should be done outside the classroom so that students are more free to play, not to forget class management is the most important thing in implementing the game so students understand the material be delivered

D. Conclusions

Based on the results of research and discussion, it can be concluded that the snake ladder learning media is based on local wisdom on Indonesian language subjects for third grade elementary school that has been carried out through development research methods (R & D) with stages from Borg and Gall consisting of 10 stages. However, in this study using 6 stages of development design that have been modified, while the 6 stages are need assessment, data collection, product design, validation / expert testing, product revision and product testing (limited scale test).

The results showed that the validation by media experts was included in the criteria of very feasible with an average value obtained 84%. The results of the validation by the material experts included in the criteria are very feasible with an average value of 95%. The results of the education expert's validation are included in the criteria that are very feasible with an average value of 85%. The results of the student questionnaire responses in the field trial showed that the criteria strongly agreed with the value of 93.33%.

Based on these results, the final product in the form of snake-ladder learning media based on local wisdom produced is feasible to be used for learning activities of third grade elementary school students.

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