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## **DEVELOPMENT OF CONTEXTUAL-BASED SNAKES AND LADDERS LEARNING MEDIA IN IPS CLASS IV SDN 8 LUBUKLINGGAU**

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### **Abstract**

This study aims to produce a product in the form of Snakes and Ladders Media for social studies learning for fourth grade students of SD Negeri 8 Lubuklinggau to produce snakes and ladders media that is valid, practical and effective. The type of research used is research and development (R & D) using the ADDIE model, the research object is class IV students, totaling 9 people. This data research technique was carried out by observation, interviews and questionnaires. The results showed that the quality of snakes and ladders media from the aspect of validity based on the assessment of linguists, materials and media showed that snakes and ladders media met the valid criteria and an average score of 0.87. While the results of the analysis of the assessment of the practicality of teachers and students on snakes and ladders media meet the very practical criteria with an average score of 83.33%, and are effective with an average of 83.2 very good categories so that it can be concluded that snakes and ladders media social studies learning meets the criteria valid, practical and effective so that it can be used in learning.

**Keywords:** Development; Media snakes and ladders; Contextual

### **Abstrak**

Penelitian ini bertujuan untuk menghasilkan produk berupa Media Ular Tangga pembelajaran IPS siswa kelas IV SD Negeri 8 Lubuklinggau untuk menghasilkan Media ular tangga yang valid, praktis dan efektif. Jenis penelitian digunakan yaitu research and development (R & D) menggunakan model ADDIE, objek penelitiannya adalah siswa kelas IV yang berjumlah 9 orang. Teknik penelitian data ini dilakukan dengan observasi, wawancara dan angket. Hasil penelitian menunjukkan bahwa kualitas media ular tangga yang dilihat dari aspek kevalidan berdasarkan penilaian ahli bahasa, materi dan media menunjukkan bahwa media ular tangga memenuhi kriteria Valid dan skor rata-rata 0,87. Sedangkan hasil analisis penilaian lembar kepraktisan guru dan siswa pada media ular tangga memenuhi kriteria sangat praktis dengan rata-rata skor 83,33%, dan efektif dengan rata-rata 83,2 kategori sangat baik sehingga dapat disimpulkan bahwa media ular tangga pembelajaran IPS memenuhi kriteria valid, praktis dan efektif sehingga bisa digunakan dalam pembelajaran.

**Kata Kunci :** Pengembangan; Media ular tangga; Kontekstual



## INTRODUCTION

The curriculum is a pedomam during planned learning with arrangements about learning materials in teaching and learning activities. According to Fussalam, (2018: 47) Curriculum 2013 is an effort made to simplify the previous curriculum that was used by adding lesson hours in the form of thematic-integrative. This is done to hone students' abilities, ask questions, observe (observation), reason, and explain, what they get after learning in class.

Learning media is a tool to facilitate the learning process. According to Nurrita (2018: 174) Learning media is a tool in classroom learning activities, so that the delivery of subject matter becomes clearer and the achievement of efficient and effective learning objectives. According to (Zuhriyah, 2020: 27), learning media is a tool that can help learning activities. From the explanation above, it can be concluded that learning media is anything that is used to arouse feelings, thoughts, concerns and competencies or skills of students in a way that encourages the teaching and learning process.

There are still some students who feel bored and do not pay attention to the lessons conveyed by the teacher. This is because teachers lack innovation in learning media so students feel uninterested in participating in learning activities which results in low student scores. Learning media used in schools is still not optimal, especially in social studies learning, because teachers only use makeshift media such as globes and lack of facilities and infrastructure in schools make limited learning media, and the unavailability of learning media that invites students to play while learning.

This can be overcome by the application of learning media in order to maximize students' interest in learning and direct interaction with their environment. Learning through media and games is expected to create an atmosphere that attracts students' attention in learning activities and is active during teaching and learning activities and will increase student understanding. After selecting the type of play environment, based on the characteristics of students who like games, and the resources used are the same as the characteristics of students, namely the snakes and ladders game learning media.

## RESEARCH METHODS

This research uses a method, namely the research and development model commonly referred to as R&D (research and development) and uses the ADDIE development model, which is a learning media development model. According to Gusti (Pebrianti, et al., 2022: 3) the development of the ADDIE model or programmatic model is structured with systematic activities, trying to solve learning problems, related to learning media according to the needs and characteristics of children. According to Pribadi (Nastiti, et al., 2022: 51) the ADDIE model is a model reflecting stages that are arranged systemically



and systematically to be useful for achieving the desired target. It is concluded that the ADDIE Model is a development model that reflects the systemic stages used to achieve the desired target in order to solve learning problems.

## RESULTS AND DISCUSSION

### Research Results

In this study, the method used is a research and development model commonly called research and development. There are several types of development models in research and development methods, for example the ADDIE development model. The ADDIE development model in this study is a learning media development model. The ADDIE development model applied in this research activity consists of five stages including analysis, design, development, implementation, and evaluation stages and has been carried out according to the stages with the aim of producing valid, practical and effective media.

Based on the data obtained through interviews with fourth grade teachers, it was decided that the sample to be studied was 9 people. The implementation was carried out directly by the author and in accordance with the schedule of social studies lessons that took place at SD Negeri 8 Lubuklinggau. Development of Contextual Based Learning Media Ular Tangga on Social Studies Subjects Grade IV SD Negeri 8 Lubuklinggau.

At the time of learning conducted in the study were two meetings accompanied by giving one initial test (pre-test), two learning processes accompanied by the application of snakes and ladders learning media and also giving the final test (post-test). During the two times the research implementation process the researcher recapitulates the test scores. this activity is carried out in order to know the development of children in the classroom and be able to manage children's learning outcomes properly.

Previous research conducted (Zuhriyah, 2020), namely the Development of Learning Media for Snakes and Ladders Games to Increase Student Learning Motivation and Social Studies Learning Outcomes in Madrasahs, can be concluded that learning by using snakes and ladders media in the social studies learning process is successful and feasible to use as an attraction or encouragement of learning for students which is needed, therefore teachers should apply better strategies or methods so that they can have a positive impact on learning activities, so that students do not feel bored.

Relevant research in accordance with the studies that researchers conduct is conducted by (Asiah, et al. 2021) with the title Development of Learning Media Snakes and Ladders on the Concept Understanding Ability of Grade V Students in Integrated Thematic Learning in SD / MI. It can be



concluded that the snakes and ladders game media design in thematic learning and teaching activities, namely getting a 90% feasibility percentage consisting of 75% material experts, 80.55% media experts, and 86% linguists by educators. From the results of students' responses to the attractiveness of the product obtained a percentage of 88.85% for small-scale trials and 91.57% for large-scale trials. From the above statement, it is stated that the product applied by the author can be used in classroom learning.

From the research data that researchers have done and comparing with relevant research, it can be seen that the development of snakes and ladders game learning media is carried out effectively to maximize learning outcomes and student activeness in learning activities. Snakes and ladders learning media helps teachers explain the material so that it is conveyed well. On the other hand, teachers must remain enthusiastic and updated on the learning media that has developed to date. This is so that in improving student learning can be effective and efficient and can continue to be improved. Especially now that learning has also entered a more advanced era of globalization.

## Discussion

The snakes and ladders media research was conducted in class IV SD Negeri 8 Lubuklinggau the implementation was carried out directly by the author in accordance with the schedule that took place at the School. The research model used is the ADDIE model in social studies learning using snakes and ladders media on the material of traditional houses and traditional clothing. Before the implementation of the researcher began, the author had conducted observations, interviews, documentation and questionnaires.

At the time of the student ability test (Pre-Test) in class IV SD Negeri 8 Lubuklinggau. Before conducting the pree test the author conducted learning without using snakes and ladders learning media. After data processing, the score obtained is the average student score of 45.3 with the category "less".

From the data above, it is found that some students have not met the minimum completeness criteria (KKM), in teaching, because the advantages of learning media according to Muhson (2010: 4) in terms of practical learning media have several benefits, as follows: a) From abstract concepts to concrete concepts, b) Increase motivation, c) Use all the sensory organs of students, d) Connect the world of theory or concepts to reality that is difficult to obtain, d) Increase direct interaction between students and the surrounding environment. e) Provide uniformity or uniformity in observation, f) Provide consistent learning information so that it can be repeated or stored as needed.

In the second meeting the author applied snakes and ladders learning media when learning activities took place and used a cooperative learning model in class IV SD Negeri 8 Lubuklinggau. From



the results of data processing Post-Test scores obtained that the average value of students is 83.2 with the category "very good".

From the data above after applying the snakes and ladders game learning media has increased the Learning Outcomes of fourth grade students of SD Negeri 8 Lubuklinggau, because according to Wati (2021: 71) the advantages of snakes and ladders learning media are, a) students can participate in learning activities while playing; b) students are not alone when learning, but in groups; c) make it easier for students to learn with pictures, and d) do not use a lot of capital.

$$V = \sum s / [n(c-1)]$$

Reference: Vitri & Iswendi, (2021:14)

Ket:

s : r- lo

lo : Angka penilaian validitas yang terendah (dalam hal ini = 1)

c : Angka penilaian validitas tertinggi (dalam hal ini = 5)

r : Angka yang diberikan oleh penilai.

Pemberian nilai kepraktisan dengan rumus berikut:

Tingkat Kepraktisan :

$$\frac{\text{Jumlah Skor yang diperoleh}}{\text{Jumlah Skor Total}} \times 100\%$$

Reference: Mar'atusholihah dkk, (2019:257)

**Table 1.** Result Pre-test and Post-test

No	Siswa	<i>Pre-test</i>	<i>Post-test</i>
1	M. Aji Sucipto	62	85
2	Fadhil Destrano	38	92
3	Khanasya Putri	49	100
4	M. Azhim Rahman	27	67
5	Salsa bila ayu trisna	56	85
6	Arin Dwi Jayanti	31	65
7	M. Qilbert Al Fahrizi	51	100
8	Aulia Izatunisa	52	100
9	Prisilia Marlita Putri	42	55
<b>Jumlah</b>		<b>408</b>	<b>749</b>
<b>Rata-rata</b>		<b>45,3</b>	<b>83,2</b>
<b>Kategori</b>		<b>Kurang</b>	<b>Sangat Baik</b>



From the data above after applying the snakes and ladders game learning media has increased the Learning Outcomes of fourth grade students of SD Negeri 8 Lubuklinggau, because according to Wati (2021: 71) the advantages of snakes and ladders learning media are, a) students can participate in learning activities while playing; b) students are not alone when learning, but in groups; c) make it easier for students to learn with pictures, and d) do not use a lot of capital.

## Conclusion

Based on the results of research and discussion that has been done, it is stated that after the application of snakes and ladders learning media, learning outcomes in social studies learning of fourth grade students of SD Negeri 8 Lubuklinggau have increased. The design of snakes and ladders game media design on social studies learning using the ADDIE development model through the following stages of the process: Analysis (analysis), Design (design), Development (development), Implementation (implementation), Evaluation (evaluation).

The results of the validity test of the snakes and ladders game media on the results of the assessment analysis from language experts, media experts, and material experts. Of the three validations obtained an average score of 0.87 with the criteria "High" it can be concluded that snakes and ladders media can be applied to learning. The results of the practicality analysis of the questionnaire assessment of individual, small group and teacher practicality trials. With an average of 83.33% with the category "very practical". So it can be concluded that the snakes and ladders game media that has been developed is declared practical and can be used in learning activities. The effectiveness test of the development of contextual-based snakes and ladders game media was carried out twice in the first test before using the snakes and ladders game media (pre-test) and the second test after using the snakes and ladders game media (post-test). At this stage the effectiveness test was 9 students. From the results of the second test score (posttest) Experienced an increase in the average score of 45.33 is in the criteria less and the average post-test score of 83.22 is in the criteria "very good". So it can be concluded that the contextual-based snakes and ladders learning media developed is declared feasible and can be used in learning activities. Contextual-based snakes and ladders game media can be declared valid, practical and effective so that it can be used in learning activities.

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