Spinning Wheel Game Media for Fourth Grade Students' Javanese Writing Skills

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A B S T R A K

Terbatasnya media pembelajaran yang digunakan oleh guru menjadi satu diantara faktor penghambat dalam sebuah pembelajaran Bahasa Jawa terutama materi menulis aksara Jawa yang dibuktikan dengan nilai siswa yang masih dibawah rata-rata. Akibatnya, guru harus memiliki media mengajar yang variatif dan inovatif serta menarik agar siswa dapat belajar dengan fokus dan semangat dalam mengikuti pembelajaran serta dapat meningkatkan keterampilan menulis aksara Jawa pada siswa. Penelitian ini bertujuan untuk mengembangkan media Spinning Wheel Game aksara Jawa untuk meningkatkan keterampilan menulis siswa kelas IV. Jenis penelitian ini adalah penelitian pengembangan R&D dengan menggunakan model pengembangan Borg & Gall. Subjek pada penelitian ini yaitu ahli materi, ahli media, guru kelas, dan siswa. Metode pengumpulan data dengan observasi, wawancara, angket, dan tes. Teknik analisis data menggunakan deskriptif kuantitatif, deskriptif kualitatif, dan statistik inferensial. Hasil penelitian ini yaitu: desain media Spinning Wheel Game, kelayakan media Spinning Wheel Game berdasarkan tanggapan ahli media memperoleh skor 97,5%, dan penilaian ahli materi sebesar 93,75%, dan kefektifan media Spinning Wheel Game menggunakan hasil uji t-test dengan rata-rata nilai pretest 57,5 dan posttest 82,75. Disimpulkan bahwa pengembangan media Spinning Wheel Game yang dikembangkan sangat layak dan efektif untuk digunakan sebagai media pembelajaran keterampilan menulis aksara Jawa siswa kelas IV.

A B S T R A C T

The limited learning media used by teachers is one of the inhibiting factors in learning Javanese, especially the material for writing Javanese scripts, as evidenced by student scores, which are still below average. As a result, teachers must have teaching media that are varied, innovative, and interesting so that students can learn with focus and enthusiasm, participating in learning and improving students' Javanese script-writing skills. This research aims to develop the Spinning Wheel Game media in Javanese script to improve the writing skills of fourth-grade students. This type of research is R&D development research using the Borg & Gall development model. The subjects in this research are material experts, media experts, class teachers, and students. Data collection methods are observation, interviews, questionnaires, and tests. Data analysis techniques use quantitative descriptive, qualitative descriptive, and inferential statistics. The results of this research are: the design of the Spinning Wheel Game media, the feasibility of the Spinning Wheel Game media based on media experts' responses with a score of 97.5%, and the material expert's assessment of 93.75%, and the effectiveness of the Spinning Wheel Game media using the results of the t-test with The average pretest score was 57.5 and posttest 82.75. The development of Spinning Wheel Game media was feasible and effective for class IV students as a medium for learning Javanese script writing skills.

1. INTRODUCTION

Indonesia is a country that has various ethnicities, religions, cultures and languages. The existence of ethnic groups living in one unified territory and culture that developed over hundreds of years, gave birth to a national culture. National culture is a combination of all levels of culture in Indonesia, which reflects all aspects of national life, including language, art, customs and traditions and beliefs (Nirmalita et al., 2019;

Wardani, 2018). Language is one of the cultural diversity of the Indonesian nation. This is because each region has a different language. Therefore, language as cultural wealth must be preserved. Language skills, especially Javanese, are in accordance with the Local Content Subject Curriculum (Javanese) for Public and Private Elementary School/SDLB/MI and SMP/SMPLB/MTs Teacher Levels in Central Java Province based on the Decree of the Governor of Central Java Number: 423.5/5/2010 consisting of four skills, namely listening, speaking, reading and writing. These four skills are related to each other and in school learning these language skills are taught in an integrated manner (Astutik et al., 2020; Shita & et al., 2017). Aspects of reading and writing are taught using Latin letters and using Javanese script. Writing Javanese script is very important for students, because it is a form of effort to increase their love of national culture (Darmuki, 2020; Hayati, 2021; Husada et al., 2019). Apart from that, to instill a sense of belonging to Javanese culture which is now increasingly faded and forgotten by the current younger generation. The activity of writing Javanese script is one of the lessons taught in elementary schools in local Javanese content lessons (Joeniarni & Mulyoto, 2022; Shita & et al, 2017). Javanese is one of the regional languages which is part of Indonesian national culture. Writing activities are important as a way to preserve and foster Javanese culture which is now increasingly disappearing (Pranata et al., 2018; Safitri et al., 2021).

The limited learning media used by teachers is one of the inhibiting factors in learning so that the Javanese language teaching and learning process is not carried out optimally. Students lack focus and appear to pay less attention to the information provided by the teacher. Apart from that, students are also less enthusiastic about participating in the learning process (Mahendra et al., 2017; Pratama et al., 2021). There are some students who are busy themselves, some do not pay attention when the learning process is taking place, but there are also some students who pay attention to the teacher (Fitriyana et al., 2020; Yudianto, 2019). Therefore, one of the learning media that can be applied by teachers is to apply game media in order to create learning that is fun and not boring. The media applied to these students was felt to be less effective because the use of memorizing Javanese script letter forms was less enjoyable for the students. Therefore, teachers are expected to be able to create learning media that suits students' characteristics. Apart from that, teachers must have varied teaching media with interesting innovations so that students can learn with focus and enthusiasm and are interested in participating in the learning being carried out and can understand the material being taught. For example, by using learning media that can improve students' Javanese writing skills.

The solution to overcome this problem requires innovative, varied and efficient learning media to attract students' attention in the learning process. A solution is provided in the form of Spinning Wheel Game media so that the teaching and learning process is more varied and enjoyable. Fun and challenging learning conditions will motivate students to become true learners (Kurniawati et al., 2020; Rachmaida & Mutiarani, 2022). Learning takes place as a process of mutual influence between teachers and students. The ideal conditions expected in learning Javanese can be expressed with learning media in the form of the Spinning Wheel Game. The spin wheel is a development of the wheel of fortune game(Poole et al., 2022). This media can make it easier for students to learn and can also increase students' understanding of concepts in learning Javanese script. Spinning Wheel comes from the words spin which means turn and wheel which means wheel, so Spinning Wheel means spinning wheel. The Spinning Wheel game is modified as a learning medium so that the learning provided is interesting and easy to understand (Kurniawati et al., 2020; Rachmaida & Mutiarani, 2022). The spinning wheel is usually filled with numbers but in learning media it is filled with images that correspond to the learning material to be delivered. The spinning wheel consists of a directional needle and various kinds of images that are placed on the wheel and used in the form of a game (Mahesti & Koeswanti, 2021; Rose et al., 2016). Spinning Wheel media is a wheel-shaped media that can be rotated and divided into several sectors or sections, so that it can help the effectiveness of the learning process. This means that by applying the Spinning Wheel media, students can think concretely/real about the material being taught (Gusdiana et al., 2021).

The development of the Spinning Wheel Game media was chosen to increase student enthusiasm and motivation, and train students' Javanese script writing skills in using appropriate Javanese vocabulary. In this way, it is hoped that students' Javanese script writing skills can be achieved optimally. Students not only listen and pay attention to the teacher but are also directly involved in learning activities so that time is used more efficiently (Prasetyo et al., 2022). Previous research findings stated that the development and use of spinning wheel media could increase student interest in learning media for class IV students at SD Negeri 69 Lubuklinggau (Gusdiana & Egok, 2021). There is an increase in students' understanding in learning Javanese script, as can be seen from the learning results before and after learning using learning media which has increased significantly, namely before the treatment it was in the sufficient category and after the treatment the students increased to the very good category (Ariani, 2020; Astutik et al., 2020; Maryana et al., 2021). Based on several research results, it can be said that the Spinning Wheel Game media is a suitable and effective media to use in learning because it can increase student interest and learning

outcomes. In previous research, there were no studies that discussed the Javanese script writing skills of class IV students and the media used was not multimedia-based media. Therefore, this research aims to create a PowerPoint-based Spinning Wheel Game media to improve the Javanese script writing skills of class IV MI Muhammadiyah Beran students.

2. METHOD

This research method is Research and Development (R&D) research. Research and development (Research and Development) is a scientific step in the process of research, design, production and testing the validity of the products produced (Agustini & Ngarti, 2020). The research procedure for developing Spinning Wheel Game media is based on research and development steps. The development research carried out was by developing a product in the form of Spinning Wheel Game media to improve the Javanese script writing skills of class IV MI Muhammadiyah Beran students by carrying out validation of the learning media product. The stages of implementing the research and development of the Spinning Wheel Game media are based on the Borg & Gall theory which consists of 8 stages, namely the potential and problem stages, data collection, product design, product validation, design revision, product testing, product revision, and usage trials. The first stage is the potential and problem stage. At this stage, identify the potential and problems that exist at MI Muhammadiyah Beran by observation. The second stage is data collection. This stage collects data using teacher interviews and questionnaires for teachers and students. The third stage is the product design stage. Researchers plan to develop a product in the form of Spinning Wheel Game media to improve the Javanese script writing skills of class IV students. Media sketches were created and coloured using the Microsoft PowerPoint application. The fourth stage is product validation. Product validation is carried out with the help of experts in their field to assess the product in order to identify its weaknesses and strengths. The validation stage for the feasibility of the Spinning Wheel Game media was carried out by material experts and media experts. The instrument grid for material experts and media experts is presented in Table 1 and Table 2.

Table 1. Material Expert Instrument Grid

Aspect	Assessment Indicators	Number of items
Competence	Suitability of learning competencies	5
Accuracy	Accuracy of material with the competencies achieved	4
Suitability	Suitability of material with media	7
Language	Use of clear language	4
Amount		**20**

Table 2. Media Expert Instrument Grid

Aspect	Assessment Indicators	Number of items
Cover	Suitability of cover design	5
Contents	The media matches the material	3
Appearance	Attractive appearance design	8
Usage	Ease of use of media	4
Amount		**20**

The fifth stage is design revision. At this stage, improvements are adjusted to the suggestions given by material and media experts. After repairs, the product is consulted again until it is declared that the product is suitable for testing. The sixth stage is product testing. The product design that has been created is tested first. The finished product will be simulated on a limited group of whether the product is effective. Product trials were carried out by demonstrating the Spinning Wheel Game media in small scale trials. The seventh stage is product revision. Products that have been tested are found to be more effective in use so they need to be applied to a wider sample. After conducting small-scale trials and the results of teacher and student response questionnaires containing the weaknesses and shortcomings of the product which will be used as suggestions for improvements to make it more effective when used. The teacher and student response questionnaire grid are presented in Table 3.

Table 3. Teacher and Student Response Questionnaire Grid

Aspect	Indicator	Number of Items
Material/Content	Material that is appropriate to learning outcomes	3
Appearance	The attractiveness of media design	5
Use	Benefits of using media	2
	Amount	**10**

The eighth stage is trial use. Products that have been tested and found to be effective are used so they need to be applied to wider samples. Design a model design that carries out a pretest before students are given treatment and provides a post-test after students receive treatment and then compared. This research uses inferential statistical methods, the inferential statistical analysis method is a way of handling data, which is prepared using inferential statistical formulas to verify the research hypothesis proposed by the researcher, and conclusions are drawn based on the results of verifying the hypothesis. This test is usually given by giving students pretest and post-test questions that examine before and after changes in the use of learning media. After receiving the pretest and post-test results, they are then analysed. Use the t test to determine the increase in results before the pretest and post-test. Before carrying out the hypothesis test (correlation t-test), a pretest (normality and homogeneity) is first carried out. After the prerequisite test is carried out, the hypothesis test is carried out using the correlation t test, because this research tests the improvement of students' writing skills in one sample group before and after using Spinning Wheel Game media.

3.   RESULT AND DISCUSSION

Results

The results of this research are regarding the design of the Spinning Wheel Game media, the effectiveness and feasibility of the Spinning Wheel Game media. Development in this research uses the Borg & Gall development model which includes potential and problem stages, data collection, product design, product validation, design revision, product testing, product revision, and usage trials. The first stage, there are several potentials and problems that occur in class IV students at MI Muhammadiyah Beran, namely, low interest in reading, low ability to understand writing, and limited use of media in learning. Based on these potentials and problems, researchers limited it to the problem of low writing comprehension abilities. This is shown by the students' low understanding of written Javanese script. Second, the data collection stage was carried out by interviewing the class IV teacher and providing questionnaires to teachers and students which were used as a reference for developing Spinning Wheel Game media products. Based on the results of teacher interviews, it was found that media was needed that could support material other than the frequently used teacher's books and student books. According to the fourth grade teacher at MI Muhammadiyah Beran, regarding Javanese language lesson content, especially Javanese script material, there is no supporting learning media, so there is a need for media to be developed to attract and motivate students in participating in learning. Apart from that, teachers also think that when learning with media or games, students will be more focused and more interesting so that the material is easily absorbed by children well. Therefore, researchers want to develop the Spinning Wheel Game learning media for Javanese script to get good responses from teachers and students.

The third stage of product design, designing a prototype of the Spinning Wheel Game media in Javanese script based on the results of teacher interview analysis as a reference. At this stage, the researcher prepared a media creation plan by compiling an initial framework for the Spinning Wheel Game media and continued by compiling the media as a whole. The next stage is validation of the Spinning Wheel Game media design. Product designs are validated by material experts and media experts using assessment validation instruments. The two design validation experts apart from assessing the media also provide suggestions and input on the media being developed so that the media is suitable for use.

Table 4. Expert Validation

Evaluator	Overall Score	Score Earned	Percentage	Criteria
Materials Expert	80	75	93.75%	Very Worth It
Media Expert	80	78	97.5%	Very Worth It

The results of the percentage show the validation assessment results of media experts, and material experts. If the achievement of the Spinning Wheel Game media in Javanese script is calculated, material experts get a validity percentage result of 93.75% in the very feasible category, and media experts get a

percentage result of 97.5% in the category very worthy. After validation by experts, the research carried out suggestions for improvement provided by experts which are presented in Figure 1.

| Cover View | Learning Objectives |

| Material | Media Usage Instructions |

| Media Spinning Wheel Game | Closing |

Figure 1. Final Media Results

The testing phase of the Spinning Wheel Game media was carried out on teachers and students on a small scale involving 6 class IV students at MI Muhammadiyah Beran. At this stage Researchers carry out product testing stages. The field test stage was carried out to see the feasibility of the product in the Spinning Wheel Game media in class IV MI Muhammadiyah Beran. The product trial results presented in Table 5.

Table 5. Product Trial Results

Test Subjects	Percentage Results	Criteria
Class IV Teacher	95%	Very Worth It
Small Group	92.5%	Very Worth It

The media revision stage was carried out from the results of a response questionnaire regarding the suitability of the media from teachers and students. Based on the results of the questionnaire, it was found that the Spinning Wheel Game media was in the very appropriate category and received a positive response from teachers and students so that there was no need for further revisions and could be continued on a large scale. The trial phase for using the Spinning Wheel Game media was tested on a large group involving 24 class IV students at MI Muhammadiyah Beran. This stage was carried out to determine whether there was an improvement in students' Javanese writing skills which could be seen from the results of the pretest and posttest. Through data analysis with the t-test used to compare the means of two groups to determine whether a process or treatment really has an effect on the population of interest. The results of the t-test showed that tcount = 6.180 then compared with the price ttable with level significant α = 0.05 of 2.074 with conclusions Ho is rejected and Ha is accepted. Next, the N-Gain Test was carried out to analyze students' writing skills, namely to determine the difference between the posttest and pretest scores. Based on the results of the N-Gain test calculations in large groups, it is known that before using the media, the

average pretest score was 57.5, then the average posttest score after using the Spinning Wheel Game media was 82.75. Based on the average pretest and posttest scores obtained by students, there was an increase in the moderate category. Overall, the use of the Spinning Wheel Game media in Javanese language lesson content in class IV MI Muhammadiyah Beran achieved good, effective and very feasible criteria.

Discussion

Based on the results of the research analysis, an assessment of the findings on the use of the Spinning Wheel Game media in Javanese language lesson content in class IV MI Muhammadiyah Beran was obtained, namely that the criteria were good, effective and very feasible. The suitability of the Spinning Wheel Game media for Javanese language lesson content with Javanese script material was tested by experts, namely material experts and media experts. This is done to obtain a media assessment that is suitable for application to students. Learning media is an important component that can support the success of the guidance process (Kartika et al., 2019; Solfiah et al., 2021). Media will be able to become a bridge between material, teachers and students (Dartini et al., 2020; Prasetyo et al., 2022). In addition, the use of media will provide concrete examples of aspects of the material being discussed (Handayani et al., 2022; Oktarianingsih et al., 2019; Sumarni & Amin, 2021). It was further explained that media is anything that can be used to channel messages from the sender to the recipient so that it can generate thoughts, feelings, attention and interest and attention so that the learning process occurs (Kurniawati et al., 2020). This Spinning Wheel game media can be chosen because this game can involve all students in the learning process. Because each student can help each other to prepare themselves to play the game so that interaction with fellow friends can improve learning activities.

Test the effectiveness of the Spinning Wheel Game media using the t-Test test used to test hypotheses before and after using the Spinning Wheel Game media. The results show that the Spinning Wheel Game media is effectively used for learning Javanese script in class IV at MI Muhammadiyah Wonosobo. Spinning Wheel learning media because this media is interesting and easy to use for students' learning process. Spinning Wheel Game media is a learning media with challenging advantages that can encourage students to participate in solving problems or questions on the spinning wheel. Interaction between students can make students become more active and more enthusiastic when in the learning process using media. The Spinning Wheel Game learning media can be said to be practical because this media can generate student activity and enthusiasm for the learning process. Motivate students to interact between students and become more active to learn more prominently. Students' writing skills show an increase in students' skills after using the Spinning Wheel Game media. This finding is strengthened by previous research findings stating that the Spinning Wheel Game media is effective and suitable for use in the learning process (Gusdiana & Egok, 2021; Kurniawati et al., 2020; Prasetyo et al., 2022). Based on several findings from the results of this research, it can be concluded that the Spinning Wheel Game media is a suitable and effective medium to use in the learning process because it can improve students' skills in writing Javanese script. The implications of this research are that the Spinning Wheel Game learning media can be used as a reference in creating learning media in the classroom.

4. CONCLUSION

The Spining Wheel Game media for the Javanese script writing skills of class IV students at MI Muhammadiyah Beran is very feasible and effective to use as a learning medium to improve the Javanese script writing skills of class IV students.

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