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## Tnd Box Uno Stacko Media Development On Thematic Lessons

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### **Abstract**

*This research on the development of the TND Box Uno Stacko media is based on several things including (1) the lack of use of media to support the thematic learning process (2) lack of interest in learning, and students' learning motivation. In overcoming these problems, it is necessary to develop media in the form of developing TND Box Uno Stacko media. The study was conducted in class IV SDN Tanjung as many as 20 students. This research was conducted based on several objectives, namely (1) producing a product in the form of TND Box Uno Stacko media for fourth-grade students at SDN Tanjung, (2) knowing the level of attractiveness of the TND Box Uno Stacko media. This study uses the ADDIE development model. The results of the TND Box Uno Stacko validation are 98.6 media experts with very valid categories, 91.6 linguists (very valid) validation results, 87 material expert validation results (very valid), 91.9 user expert validation results (very valid). Field test results show the attractiveness rate reaches 99% (very interesting). So it was concluded that the TND Box Uno Stacko media was proven to be valid and interesting for fourth graders at SDN Tanjung.*

**Keywords:** Media, TND Box Uno Stacko, Thematic

### **A. Introduction**

Thematic learning is an integrated learning model (integrated instruction) with a learning system that makes students directly and actively seek, find knowledge as a

whole, eat and be true, both in groups and individually.<sup>1</sup> Thematic learning, help learners to grow the interconnectedness of several experiences, knowledge to make learning much more fun.<sup>2</sup> Achieving this requires learning aids in the form of media. Learning media are all things that function as a means of delivering information used in the learning process so that it will bring attention and interest from students to learning.<sup>3</sup> By utilizing various types of learning media, students can easily get varied experiences during learning activities.<sup>4</sup> Student learning motivation. Media that can support this is by using the *TND Box Uno Stacko* media.

Uno stacko learning media is a combination of uno card game and jenga tower. The game involves 2-10 people taking turns pulling a beam from the tower and placing it on top. The game will end when someone drops the jenga tower.<sup>5</sup> Uno stacko is a game that can train students in making decisions, because of the selection of blocks that must be taken without damaging the structure of the tower, so students will be careful in choosing them.<sup>6</sup> TND is honest and challenging game where students will draw a block containing the word truth or dare and the students will answer according to the word taken. While the Box itself is an uno stacko storage box, which will be used as a place to paste learning materials. TND Box Uno Stacko works by understanding the material on the media box, playing TND Uno Stacko games in groups, and will answer questions that have been selected with the group. TND Box Uno Stacko media is a media that can make students active and have motivation or enthusiasm for learning, because this media is very relevant related to the problems experienced in class IV on thematic material, the TND Box Uno Stacko media is the right media and can be used as a solution to the problem.

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<sup>1</sup> Rusman, *Model-Model Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2016).

<sup>2</sup> Abd Kadir and Hanun Asrohah, *Pembelajaran Tematik* (Jakarta: PT Raja Grafindo Persada, 2015).

<sup>3</sup> Arsyad Azhar, "Media Pembelajaran; Edisi Revisi," *Repositori Riset Kesehatan Nasional*, 2014.

<sup>4</sup> Rayandra Asyhar, *Kreatif Mengembangkan Media Pembelajaran* (Jakarta: Referensi Jakarta, 2012).

<sup>5</sup> Siti Ayu Kumala, Ria Asep Sumarni, and Fita - Widiyatun, "Pengembangan Media Pembelajaran Menggunakan Uno Stacko Pada Materi Fisika Kelas X," *Navigation Physics : Journal of Physics Education* 2, no. 1 (2020): 14–20, <https://doi.org/10.30998/npjpe.v2i1.269>.

<sup>6</sup> Mitchellasinta Larasati and Erlina Prihatnani, "Pengembangan Media Pembelajaran USH (Uno Stacko Hitung)," *Jurnal Pendidikan Matematika* 6, no. 2 (2018): 150–61.

Research conducted referring to previous research, namely from Atika Yanbi Utami and Kasiyati showed that *uno strako* media can be used by students in expanding the knowledge they have acquired in learning. The results showed that after several meetings using *uno stacko* media, meetings 3-5 showed 15.56%, meetings 11-13 showed an increase of 86.7%, this indicates that the use of *uno stacko* media is very effective.<sup>7</sup>

Research on *Uno Stacko* was conducted by Siti Ayu et al. The results showed that the *Uno Stacko* media could be used in physics subjects. Interactive learning media using *Uno Stacko* is categorized as good when going through the validation process of material experts and media experts, so it can be concluded that this *Uno Stacko* media can be used in learning activities on physics material.<sup>8</sup>

The same study was also conducted by Mitcehella and Erlina which stated that the *Uno Stacko* Count media from the material aspect got a score of 80% good and scores from media experts got a score of 85.7% which was categorized as very good. Judging from the practicality test, it got a score of 93.6% in the very good category, while the pair t-test test with  $\alpha = 0.05$  with a significance  $> 0.05$  with the average post-test results higher than the pre-test results. From the three tests above, it can be concluded that the *Uno Stacko* media is stated as a practical, effective, and efficient media used for learning.<sup>9</sup>

Based on the previous scientific studies above, researchers are interested in developing *TND Box Uno Stacko* Media in Class IV Thematic Subjects. The thing that distinguishes this research from previous research is the addition of boxes containing thematic material, evaluation questions, and a combination of *uno stacko* and *truth or dare* games which aim to attract students' attention in understanding thematic material so that it is more meaningful. In addition to these differences, what distinguishes this research from previous research is that the research subjects in the previous study

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<sup>7</sup> Atika Yanbi Utami and Kasiyati, "Permainan *Uno Stacko*: Upaya Meningkatkan Kemampuan Mengenal Nilai Tempat Bagi Anak Berkesulitan Belajar Kelas III SD N 22 Payakumbuh," *Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 5, no. 1 (2020): 11–16.

<sup>8</sup> Kumala, Sumarni, and Widiyatun, "Pengembangan Media Pembelajaran Menggunakan *Uno Stacko* Pada Materi Fisika Kelas X."

<sup>9</sup> Larasati and Prihatnani, "Pengembangan Media Pembelajaran USH (*Uno Stacko* Hitung)."

were at the high school level, while this study was conducted at the elementary school level. In this study, the media was developed using thematic material, while previous studies used physics and mathematics.

## **B. Research Method**

The research was conducted using the Research and Development (R&D) type through the type of development research popularized by Robert Mariebe Branch, namely the ADDIE research model which includes several stages, namely:

- 1. The first step**, namely analysis, in this study is the first step where there is a need for an analysis of the development of learning media as well as analyzing the suitability of the prerequisites for development research. The steps in analyzing in this research there are three aspects, namely (1) analyzing needs, can be known through field studies to find out problems related to the implementation of learning in grade 4 SDN Tanjung, (2) Material analysis, carried out by taking into account the characteristics of the curriculum being used in the study. a school. It is intended that the process of developing the media applied can be following the rules of the curriculum that apply at the school. Furthermore, the authors examine the KI and KD thematic subjects for grade 4 which will be used in assessing learning indicators to achieve ideal learning. and (3) a review of the character of students, this review aims to see the character of students when learning activities take place, especially on thematic subjects. The purpose of this analysis is that media development is carried out according to the character of the students.
- 2. The second step is Design**, this stage is the first step in developing media content before being validated by experts. At this stage, the determination of media supports materials by paying attention to the media elements that will be used in making media with supporting materials such as paper, wood, glue, and writing utensils. At this stage, the preparation of the assessment is also made by the researcher which aims to assess the media that will be made. Measuring tools are made through several criteria that pay attention to the quality of the technique, the delivery of the material. The instrument that will be compiled will be validated to get a valid assessment.

**3. The third step**, namely Development, is the development stage at this stage the work of learning media is structured and developed in a tangible form. Media is created and arranged based on the design that was made in the previous step. This step is the step of making the actual learning media. This development stage includes 3 steps, including:

**1. Validation Stage**

a) expert validation, used to validate the development of the 'TND Box Uno Stacko media based on two criteria, namely (1) having a master's educational background, (2) mastering or being proficient in the field. b) material validation, which will be used to validate the development of the 'TND Box Uno Stacko media. This is based on two requirements, namely (1) having a minimum education of S1, (2) mastering material related to thematics and teaching for a minimum of five years. c) language validation, the material expert who will be used to validate the development of the 'TND Box Uno Stacko media is based on two conditions, namely (1) having a minimum education of S1, (2) mastering the language, especially in the Indonesian language field.

**2. Product Trial Stage**

The test of the 'TND box uno stacko learning media in this study went through 2 stages, namely:

a) Media testing to users (teachers)

The user (teacher) trial is intended to identify the feasibility of the 'TND Box Uno Stacko learning media developed. The selected class teacher is a class teacher who has. Minimum bachelor's background, (2) mastering material related to thematics.

b) Testing the 'TND Box Uno Stacko learning media to students

The trial was applied to grade 4 students at SDN Tanjung. Testing on students was carried out in 3 phases, namely from the individual testing phase, testing to small groups, and testing large groups through filling out response questionnaires to obtain statistical data and qualitative data regarding the level of attractiveness of the media produced.

c) Testing the TND Box Uno Stacko learning media to Students

The trial was applied to grade 4 students at SDN Tanjung. Testing on students was carried out in 3 phases, namely from the individual testing phase, testing to small groups, and testing large groups through filling out response questionnaires to obtain statistical data and qualitative data regarding the level of attractiveness of the media produced.

**3. The fourth step is the evaluation of the TND Box Uno Stacko Learning**

Product review is carried out if the media produced has not been declared valid by media, material, and language experts. Design improvements are carried out according to the data obtained following criticism, input, and suggestions from the validator. In addition, product revisions were also obtained in learning media testing, then further media revision was carried out to improve the product to make it more perfect based on the obstacles that emerged and input obtained from students through questionnaires.

**4. The fifth step is Implementation,** After the TND Box Uno Stacko learning media development product was improved, this product was tested in large groups. The sample in this study amounted to 24 students from class 4 Tanjung Lamongan. in the trial, the researcher provided material for Theme 6 sub-theme 2. Next, students were assessed by filling out a questionnaire.

**5. The sixth step is Evaluation,** At this stage, there may be still obstacles that arise in the resulting media. Based on the suggestions obtained from the calculation of the questionnaire response data or suggestions and criticisms, there will be stages of improvement from the TND Box Uno Stacko media to the final stage to create an appropriate and ideal media.

The data collection technique in this research went through the following stages: 1) observations were made to students at SDN 4 Tanjung Lamongan during the thematic learning process, 2) interviews were carried out with the principal and also thematic teaching teachers and students regarding the thematic learning process. at SDN 4 Tanjung Lamongan, 4) documentation, obtained through taking videos, photos and other supporting documents during the learning process, 5) questionnaires, which were given to

expert validators regarding user responses, the attractiveness of use with a Likert scale (4,3,2, 1) in his assessment. The average assessment of the expert validators is summed using the following formula.<sup>10</sup>

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

Instruction:

P = Percentage of Eligibility

$\sum x$  = Total acquisition value

$\sum xi$  = Total Ideal Value

The score for the validation assessment and the trial assessment can be seen as follows:

Table 1. Rating Score

No	Kategori	Skor
1	Very Good	4
2	Good	3
3	Not Good	2
4	Bad	1

The criteria for the validation assessment score, it is described in the following table <sup>11</sup>.

Tabel 2. Kriteria Validasi

Criteria Stage Value	Percentage	Qualification	Follow-Up
4	76% - 100%	Very Valid	Implementation
3	51% - 75%	Valid	Implementation
2	26% - 50%	Less Valid	Revision
1	0%-25%	Invalid	Revision

Student response assessment scores were obtained from student response questionnaires using the following assessment scores.<sup>12</sup>

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<sup>10</sup> Rafika Dwi Ismawati, "Pengebangan Media Berbasis Triprakoro Pada Pembelajaran Tematik Kelas IV Di MI Al-Ittihad Jogoroto Jombang," *Jurnal Dirasah* 2, no. 2 (2019): 84–97.

<sup>11</sup> Winarti Agustina, *Media Pembelajaran Jumping Frog* (Tasikmalayah: Edu Publisier, 2020).

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

**Information:**

P = Total Percentage

 $\sum x$  = Number of “yes” answers

n = Number of Items

Media attractiveness criteria by looking at the following table.<sup>13</sup>

**Table 3. Trial Criteria**

Average Percentage (P)	Criteria	Information
85,01-100%	Very Interesting	Can be applied without repair
70,01-85,00%	Attract	Can be used through repair
50,01-70,00%	Less Interesting	It is recommended not to use it because it requires a large-scale revision of the media.
01,00-50,00%	Not Interesting	Cannot be used

**C. Result and Discussion**

The development carried out resulted in the TND Box Uno Stacko media on thematic subjects in theme 6 sub-themes 2 class IV using the ADDIE type (analyze, design, development, implementation, evaluation). Peterson argues that the ADDIE model is referred to as a framework with a general structure that functions to process the learning process.<sup>14</sup>

The steps for developing the ADDIE type are as follows:

**1. The first stage is to analyze**

<sup>12</sup> Muhammad Khaidar Rohman, “Pengembangan Media Pembelajaran Pada Kompetensi Dasar Jasa Bank Lainnya Berbantuan Edmodo Untuk Siswa Kelas X SMK Koperasi Yogyakarta” (Yogyakarta, 2017).

<sup>13</sup> I. Irmawati, I. N. S. Degeng, and E. T. Djatmika, “Multimedia Pembelajaran IPS Materi Kondisi Geografis Wilayah Indonesia Pada Siswa Kelas V Sekolah Dasar,” *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2017.

<sup>14</sup> Risa Nur Sa’adah and Wahyu, *Metode Penelitian Re&D (Research and Development)* (Malang: Literasi Nusantara, 2020).



The steps at this stage are carried out to find out the problems that exist in the field, this analysis stage includes, 1) needs analysis, namely to analyze the conditions that occur in the field as information in determining learning tools. The problem faced in grade IV SD/MI thematic material is the lack of use of media to support the learning process. besides the teacher is also the method used by the teacher does not arouse student activity in teaching and learning activities. In essence, students are involved enthusiastically during the process of teaching and learning activities so that students can be trained to better know the various knowledge they have learned directly, with these students are better able to understand the learning concepts being studied and can be connected with other learning concepts, with this educator are expected to be able to package and design thematic learning well and innovate. The TND Box Uno Stacko media is considered capable of helping educators in the process of implementing the teaching and learning process, because in some findings the role of learning media is quite important in the teaching and learning process, especially for low-grade students, low-grade students tend to be easier to accept learning differently. visualized or something tangible/real.

2) material analysis, namely the researcher analyzes KD and indicators contained in the material for class 4 theme 6 sub-theme 2 which is then analyzed based on the 2013 curriculum. 3) characteristic analysis is carried out to determine the character of students, according to Piaget at that age children are included in the concrete operational period. Where children can use logical thinking,

## **2. The second stage is design**

The design stage is the design stage in the media adapted to the analysis. The stages carried out are, 1) determining indicators for the main material, at this stage researchers, develop indicators for thematic material for theme 6 sub-theme 2 by combining TND Box Uno Staco media 2) making flowcharts or steps for using TND Box Uno Staco media in learning thematic 3) making Boxes through mahogany wood that have been designed attractively for learning, 4) Writing essays for thematic materials and games of truth and dare that is filled into the Uno Staco Box. The TND Box Uno Staco media design image is described in the following image:



Figure 1

Figure 2

Figure 3

Figure 1: is an image of the front view of the Staco Uno Box which has been designed for class 4 thematic material, theme 6, sub-theme 2

Figure 2: is an image of the truth of the word and dare that will be used in the TND Box Uno Staco game

Figure 3: is a display box on the back that contains thematic material for theme 6 sub-theme 2 which has developed indicators and basic competencies.

In his research, Riyatoipatul explained that uno stacko media is a building form or a box with a size of 20x20 cm which is filled with small blocks of various sizes which are multiples of the blocks. Uno stacko boxes are made of wooden blocks or colorful plastic toys that can be arranged in various shapes as desired. From this description, it can be concluded that uno stacko media is an intermediary medium that has a block shape that is designed with attractive colors and can be filled by the material listed on the block.<sup>15</sup>

The application of the Uno Stacko game media will activate students more and can grow student learning motivation, this is in line with research developed by Adi and Hakimah which states that fun learning through games can increase students' desire to learn. Moreover, for students to be able to re-stimulate their basic literacy skills through the game uno stacko, this can be studied through student activities through a fun teaching and learning process with uno stacko, during the learning process students will not feel bored and bored by using the uno stacko media.<sup>16</sup>

<sup>15</sup> Riyatoipatul Pidriyah dan Rachma Hasibuan, "PENGARUH MEDIA UNO STAKO TERHADAP KEMAMPUAN MENGENAL KEAKSARAAN PADA ANAK KELOMPOK A DI TK DHARMA WANITA DOROAMPEL TULUNGAGUNG Riyatoipatul Pidriyah," *Jurnal PAUD Teratai*. Volume 07 Nomor 02 Tahun 2018 *Kemampuan*, no. 137 (2014): 1–4.

<sup>16</sup> Yuli Rismonica. Sistriandini Alamsyah Sidik. Toni Yudha Pratama Dina, "PENGARUH PERMAINAN UNO STACKO TERHADAP PENINGKATAN KEMAMPUAN MENGENAL LAMBANG BILANGAN 1-5 PADA ANAK DENGAN HAMBATAN INTELEKTUAL D3I SKH 01 LEBAK B .

### 3. The Development Stage

At this stage, the development carried out is the collection of several supporting materials, which will be designed as learning media in visual form. After the media is finished, the validator will validate until the media has been said to be valid. The expert evaluation in this study includes 3 things, namely media experts who are validated by Dr. Kiky Chandra, M.Pd, a doctoral lecturer in learning technology, a material expert was validated to Ms. Silviana Nur Faizah, M.Pd a PGMI master's degree lecturer, and language validation was validated to Mr. Minahul Mubin, a Masters lecturer in Indonesian Language Education. From the validation results, the following data were obtained from 98.6 media experts with very valid categories, 91.6 linguists (very valid) validation results, 87 material experts from validation results (very valid), 91.9 user experts from validation results (very valid).

### 4. Implementation Stage

At the implementation stage, the research process was carried out on students in grade 4 at SDN Tanjung with thematic material. Students were given a questionnaire to assess the level of attractiveness of the media produced by the TND Box Uno Stacko media. The field test results show that the attractiveness level reaches 99% (very attractive). So, it was concluded that the TND Box Uno Stacko media proved to be valid and interesting for fourth graders at SDN Tanjung.

In line with the research developed by Adi Irfansyah and Hakimah which revealed the influence of the uno stacko game on learning motivation. The results of this study indicate that the Uno Stacko game can generate student learning motivation, therefore it is necessary to identify student learning difficulties in every learning process carried out by the teacher.<sup>17</sup>

### 5. Evaluation Stage

Evaluation is a series of activities to see whether the learning process carried out is successful or not following the expectations of the initial research. This evaluation phase is

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Tujuan Penelitian Tujuan Mengetahui Penelitian Ini Yaitu Untuk Pengaruh Penggunaan Permainan Uno Stacko Te,” *Jurnalilmiah Pendidikan Luar Biasa* 1, no. 15 (2021).

<sup>17</sup> Hakimah Romadona Adiansyah, “Pengaruh Penggunaan Permainan Terhadap Motivasi Belajar Warga Belajar Keaksaraan Di Pkbm Pandu Pelajar Mandiri Lapas Narkotika,” *Jurnal AKRAB X* oktober (2019).

not always at the end of the stage but can occur at every stage of the development model. The evaluation process carried out at each stage is called formative evaluation which aims to make improvements as quickly as possible to the learning media developed. In the ADDIE type stage, the evaluation process is the last stage of development research. This evaluation aims to provide an assessment score given to the developed learning media. From the evaluation process, data was obtained which was then carried out in the process of improving and perfecting the learning media so that it was effective and efficient. This formative assessment process consists of expert reviews, individual assessments, small group, and large group assessments.<sup>18</sup> In this step, a final revision is carried out to improve the TND Box Uno Stacko media product which was developed using the ADDIE model.

#### **D. Conclusion**

This development research has produced TND Box Uno Stacko media by following the steps proposed by Robert Mariebe Branch there are several steps namely 1) analysis, 2) design, 3) development, 4) implementation, 5) evaluation, and has passed the validation process by several experts, namely media experts 98.6 (very valid), linguistic expert validation results 91.6 (very valid), material expert validation results 87 (very valid), and from user experts 91.9 (very valid). The TND Box Uno Stacko media has a very good attractiveness score, supported by a student response questionnaire with 97.5% individual trials, 98.3% small group trials, 98% operational trials, with each trial getting a very good category. interesting. So that the TND Box Uno Stacko media is categorized as very interesting for students.

Further suggestions are (1) TND Box Uno Stacko media development products should be developed on other themes by adjusting the existing learning developments according to the conditions of the student learning environment. (2) the TND Box Uno Stacko media development product should be modified in terms of its size being enlarged so that it can be used in large classes. (3) implementation of thematic learning using the

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<sup>18</sup> Nyoman Sugihartini and Kadek Yudiana, "Addie Sebagai Model Pengembangan Media Instruksional Edukatif (Mie) Mata Kuliah Kurikulum Dan Pengajaran," *Jurnal Pendidikan Teknologi Dan Kejuruan* 15, no. 2 (2018): 277–86, <https://doi.org/10.23887/jptk-undiksha.v15i2.14892>.

TND Box Uno Stacko media paying attention to KI, KD, indicators, and learning objectives so that learning can be maximized.

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