

The Feasibility of POP-UP Book of Traditional Game based on Tri-N for Fine Motor Competence of Elementary School Students

Maya Ronika Valentina Siagian, Biya Ebi Praheto, Dyan Indah Purnama Sari

Primary Teacher Education, Sarjanawiyata Tamansiswa University, Indonesia

Email : mayasiagian19@gmail.com; biya.ebi@ustjogja.ac.id ; dyan.indah@ustjogja.ac.id

ABSTRACT

This study aims to describe the feasibility of the traditional game pop up book based on Tri-N to improve the fine motor skills of elementary school students based on validation by experts. The research method used is Research and Development and is limited to the fifth stage, namely product revision. The research was conducted at SD Anugrah Tanjungpandan, Belitung district in February 2022. The data collection techniques used were questionnaires and documentation. The data analysis technique used a qualitative descriptive analysis technique with qualitative data results. The results of this study indicate that based on the stages of research that have been carried out, the pop up book media has been validated by three experts, namely material experts, media experts, and first grade teachers. The results of the percentage score of 91% of material experts are in the very good category. The results of the percentage score of 88% by media experts are in the very good category. The result of the percentage score of the assessment by the first grade teacher is 97.3%, including the very good category. Then the average assessment of the three validators is 92.1% and is included in the very good category. Based on these results, it can be concluded that the results of material validation, media validation, and validation by class I teachers are very good criteria, so that the traditional game pop up book based on Tri-N is feasible to be implemented for students and is able to improve students' fine motor skills.

Keywords: *pop up book media, traditional games, fine motor skills, elementary school students*

1. INTRODUCTION

The rapid development of globalization and technology is undeniable. Especially in the use of gadgets which are now no longer a valuable item but a human need. In line with the opinion of Pritandhari (2018) which states that gadgets are no longer foreign objects among the community, almost all levels of society have and need gadgets. Through gadgets we can carry out various activities including: making it easier to communicate remotely, sending and receiving messages in a short time, making it easier to find information that is viral, becoming a learning resource, even with our gadgets, especially children can play games with easy and attractive appearance. Children can already feel the effects of this latest technological advance. The culture of children today is to play using tools resulting from technological developments. The games that children play include play station, mobile legend, bang-bang, free fire, COC, and so on. As for traditional games, it is rare to find children playing them, especially those who live in urban areas, even many children do not know what kinds of traditional games are. Because in general, children feel more comfortable playing games on gadgets, so they feel lazy to play tiring games.

Anggita, et al (2018) suggest that children need adequate physical activity to stimulate children's growth and development. Through traditional games can stimulate the growth and development of children. Psychologists also consider that traditional games are able to shape children's motor skills, both gross and fine motoric (Hasanah, 2016). The development of children's motor skills plays an important role, especially in fine motor skills, because if there is a lack of fine motor skills in children, it will have an impact on the child's low self-acceptance, children are easily frustrated, easily discouraged, and finally children will be lazy to do other activities. 2013). Fine motor skills are very important to improve for children because indirectly the child's fine motor development will determine the skills in moving such as writing and cutting, the movement begins with

the development of small muscles such as the skill of using flexible fingers and wrists, training eye coordination (Agustina et al, 2018).

Based on the results of interviews with first grade teachers at SD Anugrah Tanjungpandan, Belitung district, researchers also found the problem of low fine motor skills of students that occurred in 9 out of 20 children. These problems such as students are slow in writing, how to hold a pencil that is not right, difficulty drawing the shapes exemplified by the teacher such as triangles or rectangles, somewhat difficulty in moving the pencil to the book to make writing, not being able to tie their own shoelaces and having to ask for help. parents or teachers, and there are also students who still have difficulty in buttoning clothes. As a result, the child is often left behind with other friends. The low fine motor skills of students cause children to feel inferior to their friends in terms of academics and children easily feel hopeless. However, children who experience low fine motor skills when playing with their friends are still able to follow.

Children in period II - the pre-operational stage aged 2-7 years begin to increase symbolic thinking by using objects or actions to represent something that is not real, this was stated by Piaget. The way children think at this level tends to be illogical and inconsistent, characterized by the assumption that all objects are alive, judge something based on what they see and hear, and focus on something interesting (Marinda, 2020). With this, it can be concluded that children aged 7 years who are in grade I need concrete objects to understand the explanations conveyed so that children can see, touch and feel them directly.

For this reason, a pop up book media is needed that contains material about traditional games based on Tri-N (niteni, niroke, adding) for students' fine motor skills. Pop-up comes from English which means "pops out" while pop-up book can be interpreted as a book containing notes or three-dimensional illustrated paper that contains interactive elements when opened as if there was an object that appeared from the book (Hanifah, 2014).). The advantages and uniqueness of this pop-up book are in accordance with the characteristics of elementary school students, especially grade I, because at this stage children prefer concrete things that can be touched and touched. The selection of material about traditional games in the pop up book media aims to improve children's motor skills, especially fine motor skills because traditional game activities tend to require movement so that they support students' fine motor skills that relate small muscle coordination such as eye and hand coordination. In the media pop up book about traditional games will contain the teachings of Tamansiswa namely Tri-N. Tri-N is a teaching from Tamansiswa that is used to foster student creativity so that they can create something new in the scientific world from an early age (Ketamansiswaan Lecturer Team, 2020). Tri-N consists of Niteni, Niroke, and Nambahi. The Tri-N teachings need to be implemented to students as a way of taking knowledge so that they do not just imitate but must process all materials from the foreign world to make new things that are more interesting and updated (Nisa et al, 2019).

2. METHODS

This study aims to describe the feasibility of the traditional game pop up book based on Tri-N for the fine motor skills of elementary school students based on the validity test. The research method used is Research and Development (R&D) and is limited to the fifth stage, namely product revision. The subjects in this study were the first grade students of SD Anugrah Tanjungpandan, Belitung district. The research was conducted in February 2022, located at SD Anugrah Tanjungpandan Jalan Sijuk Dalam No.06, RT.21/RW.06, Air Ketekok Village, Tanjungpandan District, Belitung Regency, Bangka Belitung Islands Province. Data collection techniques used are questionnaires and documentation. The research instrument consisted of a questionnaire validation guide for material experts, media experts, and first grade teachers, as well as documentation guidelines. The data analysis technique used a qualitative descriptive analysis technique with qualitative data results.

3. RESULTS AND DISCUSSION

Based on the results of the pop up book media validation test by experts, namely material experts, media experts, and first grade teachers, it is described as follows.

1. The results of the analysis of the material expert's assessment

The results of the analysis of the material expert's assessment of the traditional game material on the pop up book media are as follows:

Table 1. Result of Material Assessment Recapitulation by Material Expert

No	Rated aspect	Earning Score	Max Score
1.	Aspects of Content/Material Content	60	65
2.	Language Aspect	21	25
3.	Presentation Aspect	10	10
Total		91	100

It can be seen that the percentage score of the assessment by material experts is 91%. Based on the conversion scale that has been determined and the results of the development of this pop up book media can be obtained, it is included in the "very good" category and is suitable for use. The material expert also concluded that pop up books as a medium to improve students' fine motor skills are worthy of being tested without revision.

2. Media expert assessment results

The results of the analysis of the media expert's assessment of the traditional game pop up book media are as follows:

Table 2. Results of Media Assessment Recapitulation by Media Experts

No	Rated aspect	Earning Score	Max Score
1.	Aspects of Media Use	10	10
2.	Layout Aspect	20	25
3.	Display Aspect	47	55
4.	Media Engineering Aspect	20	20
5.	Color Aspect	13	15
Total		110	125

It can be seen that the percentage score of the assessment by media experts is 88%. Based on the conversion scale that has been determined and the results of the development of this pop up book media can be obtained, it is included in the "very good" category and is feasible to use. Media experts also concluded that pop up books as a medium to improve students' fine motor skills are worthy of being tested by revising according to input and suggestions from the validator.

3. The results of the analysis of the assessment of class I teachers

The results of the analysis of the first grade teacher assessment of the traditional game pop up book media are as follows.

Table 3. Results of Media Assessment Recapitulation by Class I Teachers

No	Rated aspect	Earning Score	Max Score
1.	Aspects of Content/Material Content	59	65
2.	Language Aspect	25	25
3.	Presentation Aspect	10	10
4.	Aspects of Media Use	10	10
5.	Layout Aspect	25	25
6.	Display Aspect	55	55
7.	Media Engineering Aspect	20	20
8.	Color Aspect	15	15
Total		219	225

It can be seen that the percentage score of the assessment by the first grade teacher is 97.3%. Based on the conversion scale that has been determined and the results of the development of this pop up book media can be obtained, it is included in the "very good" category and is feasible to be implemented for students. The teacher also concludes that pop up books as a medium to improve students' fine motor skills are worth trying without revision.

After obtaining an assessment from each validator, then the average is calculated. Then obtained the average assessment of the three validators of 92.1%. Based on the Likert scale that a score of 92.1% is in the "very good" category, so that the pop up book media is feasible to be implemented for students..

Based on the results of the data collected and the results of validation by material experts, media experts, and first grade teachers, it can be concluded that the product developed is feasible to be implemented for students and is able to improve students' fine motor skills.

4. CONCLUSION

Based on the results of material validation, media validation, and validation by class I teachers that the pop up book media includes very good criteria, so that the traditional Tri-N based game pop up book media is feasible to be implemented for students and is able to improve students' fine motor skills. This study has limitations on the material, namely only congklak, cublak-cublak suweng, and dhingklik oglak-aglik material, it is hoped that further researchers can develop more complete traditional game materials regarding fine motor skills for elementary school students.

REFERENCES

- Agustina, S., Nasirun, M., & D, Delrefi. (2018). Improving Children's Fine Motor Skills Through Playing with Used Goods. *Potential Scientific Journal*, 3(1), 25.
- Anggita, Gustiana Mega., Mukarromah, Siti Baitul., & Ali, Mohammad Arif. (2018). The Existence of Traditional Games as Cultural Heritage I. *Journal of Sport Science and Education (JOSSAE)*, 3 (2), 55.
- Hanifah, T, U. (2014). Utilization of Thematic-Based Pop-Up Book Media to Improve Verbal-Linguistic Intelligence of Children 4-5 Years Old (Experimental Study at Pembina Bulu Temanggung Kindergarten). *Journal of Early Childhood Education Papers (Belia)*, 3 (2), 46-54.
- Hasanah, Uswatun. (2016). Physical Motor Ability Development Through Traditional Games For Early Childhood. *Journal of Children's Education*, 5(1), 726-730.
- Marinda, Leny. (2020). Jean Piaget's Theory of Cognitive Development and Its Problems in Elementary School Age Children. *Journal of Women & Islamic Studies*, 13(1),123.
- Nisa, Ana F., Prasetyo, Zuhdan K., & Istiningsih. (2019). TRI N (Niteni, Niroake, Nambahake) In Developing Creativity of Elementary School Students. *Journal of PGMI*, 11 (2). 102-103.
- Pritandhari, Meyta. (2018). Analysis of the Intensity of Gadget Use and Internet Utilization on Learning Motivation. *Journal of Economic Education UM Metro*, 6 (1), 20.
- Sutini, Ai. (2013). Improving Motor Skills in Early Childhood Through Traditional Games. *Early Horizons*, 4(2), 74.
- Student Park Lecturer Team. (2020). *Studentship*. Yogyakarta: Tamansiswa Bachelor University.