LEARNING MEDIA: LOCAL WISDOM-BASED CANDY LAND GAME

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Abstract: Understanding material students can improve with the use of learning media. Learning media candy land-based game wisdom locally helps understand the material. Study This aim is To produce a product in the form of appropriate learning media used in the learning process. Research This using the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). Candy Land games became a learning medium, with a straightforward, easy game understood by students. Developed learning media is very effectively used in the learning process. Designed candy land with values of wisdom local with completeness instruments, the game can make it easy for students to play and learn. The research results show that the learning media Candy Land game is exciting Because it fulfills fascinating criteria with results from a percentage questionnaire with 93% teacher response and the percentage from questionnaire response students 93%. Based on the results, learning media candy land games fulfills the criteria eligibility and can be used in the learning process.

Keywords: *learning media , candy land, local wisdom*

INTRODUCTION

Along with today's developments, this skill somebody in process knowledge has obtained is very important, This determines results from the acquisition process education. In the acquisition process of education no escape from the development of existing culture. Education now emphasizes Education development of existing culture. this as stated by Syafaruddin, S., & Amiruddin (2017: 12). If education in school does not truly teach the demands of the curriculum nationally, it is impossible to build a culture nation Which capable of anticipating and developing a cultural era information because the curriculum serves the whole structure of culture, knowledge, language, and customs. Aspects that must guard and maintain as well as develop through the implementation system of quality education, with quality education capable of overcoming moderate problems happen at this moment.

Shifted culture nation caused by the development of the current era This currently going on is one problem education that takes place moment this, the culture that belongs

to the nation This various variety, like with there are traditional clothes, houses custom, language area or dance traditional. Something rich in nature is owned by an area called wisdom local, as stated by Harun et al. (2019: 70), who conveyed that wisdom local results in the earth, art, tradition, culture, service services, sources of Power nature, and resources. Powerful human beings riches in some areas. Good learning is uplifting learning culture local or payload local, p This can maintain and look after culture local so not shifted by the times. Regulations education by the Ministry of Education and Culture Regulation No. 79 of 2014 explains that:

"Local content is study material or subjects in educational units that contain content and learning processes about local potential and uniqueness intended to shape students' understanding of excellence and wisdom in the area where they live."

Concerning Permendikbud No.79 of 2014, Students are expected to be at least able to understand and know the local potential in their area. Therefore, Education based on local wisdom is Education that can take advantage of existing local advantages or potentials. As well as ongoing Education can implement knowledge in the existing locale with classroom learning. Besides maintaining and maintaining the culture, this can increase a sense of nationalism among students.

Learning will walk with good if in the process, use tool help or tool visual aids in the form of learning media. According to Musril, Jasmienti & Hurrahman (2020: 85) explained, the function of tool display or learning media is to convey information from teacher to students, so the effectiveness of the learning process can walk with ok. With media, students will be more motivated to learn, encourage students to write and speak and further enhance students' imagination. Thus, learning media can make the teaching and learning process more effective and efficient and establish good relations between teachers and students Firmadani, (2020: 94).

Based on the initial observations that have been made that the teacher in the learning process does not use learning media will significantly affect the motivation and enthusiasm of students to participate in teaching and learning activities. The learning process will be less effective and maximal to achieve existing learning outcomes; students tend to get bored when the learning process takes place. If the teacher only uses the lecture and question and answer method, students will quickly get bored and not focus on receiving knowledge. To overcome this problem, Pamungkas & Koeswanti (2021: 350)

state that learning using instructional media can change students' behavior because it can motivate and create a sense of success and increase the understanding of students' enthusiasm.

Based on the explanation above, we can conclude that teaching and learning media is essential in the activity Study. This can make the learning process more effective. So, the researcher is interested In developing learning media from the Candy land-based game Wisdom Local; the reason the researcher took learning media from the competition is Because of the adapted characteristics of student school, like base play. So from That researcher took the title study with the Learning Media title: Candy Land Based Game Wisdom Local.

RESEARCH METHODS

Study This uses study development *Research and Development (R&D),* Which uses the ADDIE development model. According to Branch (2009: 3), in this ADDIE development model, there are five steps in development, among others: *Analysis* (analysis), *Design* (design), *Development* (action), *Implementation* (imp lementation), *and Evaluation* (evaluation). Using ADDIE 's development model can help researchers produce products like Learning Media: Candy Land Based Wisdom Local. Study This done To test the feasibility of learning media candy land-based game wisdom locally; to know the suitability of this medium researcher used the formula described by Riduwan (2011: 102) as follows:

$$\mathbf{X} = \frac{\sum x_i}{n}$$

Information:

X = average value

$\sum x_i$ = total value of each data

n = amount of data

For count results from teacher response and response student researchers using the Guttman Scale, Sugiyono (2009: 96) explains that scale measurement with type This can obtain clear answers, namely " yes and no; right and wrong; never and never; positive

and negative." For fill the Guttman Scale with a tick or give a checklist sign. Answer the score highest given a score of 1, and if the score Lowest given value is 0. For count results ending from teacher and student responses, can use the formula as follows:

$$\mathbf{P} = \frac{f}{N} \times 100\%$$

Information:

Q: Percentage of student responses

f : The total score of data collection results

N : Maximum score

Sudjono in Maulidta & Sukartiningsih (2018: 684).

The results of the presentation obtained grouped in criteria as following :

Table 1

Criteria Evaluation Student

Percentage	Criteria
0-20	Not Attractive
21-40	Less Attractive
41-60	Enough
61-80	Interesting
81-100	Very Attractive

Data analysis techniques for knowing results from response student and teacher responses, i.e., using the Guttman Scale. this scale-shaped tick or checklist on the section acquisition answer " yes or no." Result of response student processed use formula percentage The same case count teacher response like explanation above.

RESULTS AND DISCUSSION

A.   Learning Media

Learning media is something used to convey messages or information. The same thing with Hasan et al. (2021: 29) stated that teaching media is something tool props used in the learning process that can influence the effectiveness of the learning process. Using

engaging learning media can increase spirit study students and time learning going on the students will easier to understand the material or knowledge given by the teacher.

Learning is something that disciplines knowledge to improve the learning process. The main goal is to define knowledge to make it easier for students to study (Dwiyogo, 2022: 14). Mawati et al. (2021: 4) conveyed the same thing that learning is something actions made to support the learning process students with notice experience learns that has been experienced by students. The role of the teacher as messenger information in the learning process to the students must be capable of implementing the expertise shared by students with knowledge in class.

Based on the explanation and understanding of media and learning above, teaching media is a tool prop that teachers can use to help the teacher convey information or message from knowledge or material implemented in learning with the experience students get. This is also explained by Muslim (2020: 2), who states that learning media is a visual aid tool used by the teacher to help students understand something material learning. The role of the teacher is only to deliver information to students. Students must identify and analyze the experience learned that has been obtained with the material lessons presented in the form of teaching media from candy land-based game wisdom local. With the use of learning media, especially in game atmosphere, the class will be more conducive, and students are also more active in following the learning process.

Use of learning media no can use in a manner random, there are necessary criteria noticed if will create learning media, criteria the submitted by Lewis & Veerapillai (2004: 4) mention that criteria selection of learning media among others: 1) *products*; 2) *costs* ; 3) *suitability*; 4) *purpose*; 5) *verification and validation.* Based on the explanation, the so criteria selection of learning media can be explained as follows:

1.   The accuracy of the media for the learning process
2.   effectiveness use of learning media
3.   The attractiveness of learning media
4.   The ability of the teacher to use learning media
5.   There is time For using learning media

Based on the description above related to the criteria selection of learning media can conclude that in developing learning media must notice existing aspects. There are also

learning media various types of grouping of learning media Aisyah (2022: 13) classifies learning media toward media taxonomy, taxonomy Rudy Bertz states that Bertz grouped types of learning media There are three namely: audio, visual, and motion. Visuals are divided Again into three: images, lines, and symbols that constitute components from captured form with senses vision. Besides that, grouping learning media based on features and physical shape by Setyosari & Sihkabuden (2005: 100) is a learning medium with two dimensions, learning media with three dimensions, desert media, and view media motion. Based on grouping according to Rudy Bertz and Gagne, learning media candy land-based game wisdom local This includes in visual media types and incl in medium three dimensions. Because later learning media This will research print, printed media board use material albatross, card street/card color printed use ivory paper, card instruction game published use ivory paper and printed pawns use acrylic material.

B.   Media Candyland

Learning media from this candy land game can change the atmosphere. Classes become more active, and the learning process will walk more effectively. Characteristics of student school are still essential like play and easier to understand something more concrete, students will feel happier and not feel bored during the learning process. According to Rush (2014: 7), Candy land is a game simple in the operation of play. There is a bait comeback between teachers O'Neill & Holmes (2022: with students. In this candy land game, there are elements of humor that can overcome boredom for the student when learning is going on. This candy land game consists of card 6 color roads (red, orange, yellow, blue, green, and purple), candy, board games, pawns, and numbers 2 -6 players.

Candy land game is a game board that can help the learning process students and activities learning will be more effective If using learning media from this candy land game, as stated by Rush (2014: 7) explains that in student candy land game will involve full play candy land game because in the game can force student For reflect on the idea or strategy used in solve problems encountered when play. However, on the other hand, though students are forced to ponder or think of a method for overcoming existing problems in candy land games, students will also feel happy and not bored in the learning process going on. Candy land games are very effective for overcoming boredom among students when learning occurs.

The initial design of the candy land game uses board designed games with candy ornaments and colorful colors. For card colors, there is no background; only There is box color; the game pawn uses gingerbread pawns, not There is an instruction game For playing candy land. Development of the candy land researcher game develops without changing the draft game. The researcher makes a board game with an Attractive design, with ornamental wisdom locally available in Indonesia, starting from dance traditions, home custom, game traditions, and food traditions; every color on the board symbolizes something province in Indonesia, such as For color purple. For the Central Java area, Orange for the Sumatra province, Green for the Sulawesi province, Blue for Kalimantan province, yellow For the Papua province, and color red symbolizes diversity. Every picture on the board in the game will, too, be on the card street/card color, so all each other continuously. Card street/card color designed with the icon found in Banyumas, start from food traditionally made tempeh become pray, game traditional global Sodor, gambling dance, traditional clothes, house bananas customs and icons puppet law or. For card instruction, the game was designed with Central Java icons, and pawns were designed with people wearing traditional Central Javanese clothes.

This candy land game can provide feedback directly; according to Rush (2014: 7) the game is simple. This is made so students or players will, with the easy understanding method, play well and be suitable. This candy land also teaches students to behave more competitively because the students must run pawns according to card color and students should answer available in card color/card way, so students can get ahead when the player has not yet taken card color/card walk and answer questions. (Hinebaugh, 2009: 16,19) This candy land game also teaches skills based on the child's age school base, like matching, sorting, and understanding the concepts. The essential thing from the game is the development of social, which is very necessary not only for socializing with the public abroad, but also for deep matter academics, in which students will communicate in a manner directly with a teacher or friends peers.

How to play candy land is very simple; the game can be started with a player who has the date born youngest to the oldest, then the player with the date born youngest takes card road. After the player can answer the questions in the card way, the player is allowed a walk-in the board game candy land according to the existing colors in the card road. If the player gets a card filled path a picture of the lollipop candy means the player can walk

without answering questions. If the walking player stops right at the bonus box with a lollipop picture, then the player can continue walking according to the color of the bonus box without taking a road card. If the player cannot answer the question, he is not allowed to walk. If the player cannot answer the questions on the road card, they must sing the folk song. If the player reaches the 5th box from the finish and when he takes the road card/color card, and there is no color in front of him, then the player must continue to answer the questions on the card; if he cannot answer then the player can walk backward to the color box, according to the road card/color card obtained. The player who arrives first at the finish box wins the game. If, during the game, the road cards/color cards have run out and no player has reached the finish line, then the player with the farthest speed or the player closest to the finish wins. The student will more easily understand the game Because the method of playing and the rules are straightforward.

Learning media from the candy land game is helpful in helping students understand the material delivered by the teacher to students. Additionally, the game is candy land-based wisdom locally. It also benefits players; students will be more careful in considering whether they can keep going to drive to the finish box. From several benefits, the candy land game is very effective and efficient for use in the learning process. The candy land game is spot on and used to become a learning medium to help the teacher convey material learning during the learning process.

Based on the development carried out, due diligence is required to know that learning media candy land based game wisdom locally is worthy for applied to learning in the classroom. Following the results from the calculation, the teacher's response is as follows:

Table 2
Teacher Response Analysis

Indicator	Amount grain	Score obtained	Average	%
Aspect Physique	10	48	$\bar{x}=$ $\dfrac{\Sigma X}{N}$ $=\dfrac{93}{20}$ $= 4.65$	93%
Material Aspect	8	37		
Language Aspect	2	8		
Amount	**20**	**93**		

Questionnaire teacher's response there are 20 items questions that the class IV teacher filled out, obtained an equivalent mean value of 4.65 with a results percentage of 93 % entered in the "exciting" category. After getting the results from the teacher responses, the next researcher analyzed response data from students, which can see in Table 3 below this:

Table 3

Response Analysis Results Student

Indicator	"Yes"	"No"	Mark	%
P1	20	-	20	
P2	20	-	20	
P3	20	-	20	
P4	1	19	19	
P5	17	3	17	
P6	8	12	12	**93%**
Q7	19	1	19	
Q8	19	1	19	
Q9	-	20	20	
P10	20	-	20	
Total			**186**	

From the results analysis questionnaire response, students who filled in by students class IV with ten questions obtained a score of 93% and were categorized with the criteria of "very attractive." Then got concluded that learning media products, candy land-based game wisdom local, can be applied to the learning process.

C.   Wisdom Local

Wisdom local is all culture owned by an area. This was also explained by Pesurnay (2018: 1) demonstrating that wisdom local is all culture or the resulting product of human life processes. A place inhabited by humans influences the method of life of someone. Culture is the method of adapting man to the environment around him that produces something, habits, or traditions carried out by humans. Man tries to adapt himself to the environment

and place his stay. Created culture is rich, something that must be guarded and protected. One method to defend wisdom locally is to implement values of wisdom locally in education. Means local or wisdom local delivered by Harun et al. (2019: 70); wisdom local results in the earth, creation, art, tradition, culture, resources, Power, people, and services. Aspects this is what it is, something said as wisdom local.

Education in Indonesia has there is reference or reference For underlying education based wisdom local, this found in Permendikbud No.79 of 2014, which explains that education in Indonesia in every the area must load learning payload local, this done for can implement wisdom local or riches local in Indonesia, with hope the more many know about knowledge local at each the area can increase a sense of nationalism at a time can guard wisdom locally in Indonesia.

Based on educational wisdom, locals can become a bridge for students to recognize culture in the environment around them in a natural manner. Same thing as what was explained by Ferdianto (2018: 40). Education based wisdom teaches students to always be near the natural environment. In a book by Paulo Freire entitled Action for Freedom (1970) explains that when faced with a problem or concrete situations, students will easier For catch or understand something draft material learning, students can too analyze the issues more critically.

CONCLUSIONS

Based on the results analysis development of the learning media candy land based game wisdom local, this media product obtained results from calculation analysis of the teacher's response received data of 93% which was categorized as "very interesting". Whereas results from calculation analysis response student 93 % of data obtained are classified as "very interesting" then can pull conclusion that learning media the game candy land is very decent For used in the learning process.

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