Need Analysis Of "Si Eco" Ethno-Confidence Game for Slow Learner Students

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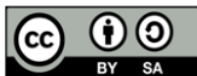
A B S T R A K

Siswa ABK merupakan siswa yang memiliki karakteristik karakteristik berbeda dari siswa pada umumnya. Salah satu ABK adalah slow learner. Siswa slow learner memiliki kecenderungan tidak percaya diri. Oleh karena itu, Perlu dikembangkan game "SI ECO" untuk membantu siswa slow learner mengatasi krisis kepercayaan diri. Tujuan penelitian ini menganalisis kebutuhan pengembangan media game ethno-confidence "SI ECO" untuk siswa slow learner. Metode penelitian ini adalah metode kuantitatif deskriptif. Subyek penelitian ini adalah 2 guru dan 26 siswa. Data dalam penelitian ini berupa data hasil angket dan wawancara terhadap guru dan siswa. Teknik pengumpulan data menggunakan wawancara, angket dan studi dokumen. Analisis data dilakukan deskriptif persentase. Hasil angket siswa slow learner memiliki kepercayaan diri pada kriteria kurang percaya diri. Hasil angket kebutuhan siswa diketahui bahwa terdapat kebutuhan siswa slow learner terhadap media pembelajaran dalam bentuk game berkonten ethno yang dapat menumbuhkan kepercayaan diri. Hasil wawancara dengan guru menunjukkan bahwa ketersediaan media pembelajaran yang memasukkan unsur budaya masih sangat terbatas sehingga pengembangan media pembelajaran dalam bentuk game ethno-confidence "Si Eco" dibutuhkan bagi siswa slow learner. Berdasarkan hasil penelitian dapat disimpulkan bahwa diperlukan pengembangan game ethno-confidence "SI ECO" untuk siswa slow learner.

A B S T R A C T

ABK students are students who have different characteristics from students in general. One of the ABK is a slow learner. Slow learner students have a tendency to not be confident. Therefore, it is necessary to develop the "SI ECO" game to help slow learner students overcome the crisis of confidence. The purpose of this study to analyze the need for developing media of ethno-confidence "SI ECO" game for slow learner students. This research method is descriptive quantitative method. The subjects of this study were 2 teachers and 26 students. The data in this study are in the form of questionnaires and interviews with teachers and students. Data collection techniques using interviews, questionnaires and document studies. Data analysis was carried out descriptively by percentage. The results of the questionnaire of slow learner students have confidence in the criteria of lack of confidence. The results of the student needs questionnaire showed that there was a need for slow learner students for learning media in the form of games with ethno content that could foster self-confidence. The results of interviews with teachers show that the availability of learning media that incorporates cultural elements is still very limited so that the development of learning media in the form of the ethno-confidence game "Si Eco" is needed for slow learner students. Based on the results of the study, it can be concluded that it is necessary to develop the "SI ECO" ethno-confidence game for slow learner students.

1. INTRODUCTION

Students with special needs are students who have distinctive characteristics and are different from students in general without always showing physical, emotional or mental disabilities (Ansari et al., 2021; Hofmann & Müller, 2021). One of the ABK is a slow learner or a slow learner. Slow learners are children with a slightly below normal level of intellectual potential than their peers (Contreras et al., 2020; Kok et al., 2021). In some cases, slow learner students experience obstacles or delays in thinking,

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responding to stimuli and social adaptation, but they are still much better than those with mental retardation, slower than normal ones. Slow learner students while in class need longer study time than their peers (Heyder et al., 2020; Mamas et al., 2019). Slow learners have abilities below the class average, learning achievement is always below the KKM, is always late in collecting assignments, has low grasping power of material, in understanding material requires repetition, and likes to make friends with children who are younger than him (Kocaj et al., 2018; Nakanishi et al., 2019). The intelligence of slow learner students is indeed below average, but they are not incapable, but they need a hard struggle to understand the material. Therefore, slow learner students must get special attention in order to be able to compete. Inclusive education causes normal students to study together with students with special needs. Even though children with special needs are children who are different from children their age because they have limitations, both social, physical, mental and emotional in their growth (Krischler et al., 2018; Szumski et al., 2017). Slow learner students have a tendency to feel less confident because they feel they are not capable (Brittle, 2020; Salama & Al-Balkhi, 2020). Children with special needs have different developmental barriers to learning and learning needs (Quinn, 2016; Ruijs, 2017). The curriculum applied in education in Indonesia emphasizes three domains, namely knowledge, skills, and attitudes. The domain of attitude needs to be a concern because it has an impact on the behavior and character of students. Confidence as an aspect in the domain of attitude that is important to be developed in students.

This is because self-confidence is the main requirement for someone to be accepted by others. Self-confidence showing someone capabilities and weakness in order to know their limitations and proper behavior in one's personality (Han et al., 2015; Hendriana et al., 2018; Jerald & Me, 2020). Having self-confidence requires opportunity and support from family and the environment. Aspects of confidence in the curriculum in Indonesia include: curriculum include: (1) daring to appear in front of the class, (2) daring to express opinions, (3) daring to try new things, (4) expressing opinions on a problem or topic, (5) volunteering to work on assignments or questions on the blackboard, (6) try new things that are useful, (7) express constructive criticism of other people's work, and (8) provide strong arguments to defend opinions. The results of observations of several elementary schools (SD) in Kudus Regency found that slow learner students experienced a crisis of confidence in learning. Some of the factors that cause a crisis of confidence are feelings of inferiority to other students because other people understand the material better than they do. In addition, there is no motivation towards him either by the teacher or the surrounding environment which causes slow learner students to have their confidence eroded. Confidence as an aspect in the domain of attitude that is important to be developed in students. This is because self-confidence is the main requirement for someone to be accepted by others. Self-confidence showing someone capabilities and weakness in order to know their limitations and proper behavior in one's personality (Han et al., 2015; Jerald & Me, 2020). Having self-confidence requires opportunity and support from family and the environment (Arrosagaray et al., 2019; Jerald & Me, 2020). The impact of the crisis of self-confidence will be very dangerous, especially for the Indonesian people who are aggressively promoting their character to be able to compete in the era of globalization. Therefore, the development of the Eco game is very necessary so that slow learner students are more confident and can compete with others in the era of globalization.

This is due to the sense of inferiority of students who feel unable to follow the learning and lack of motivation of teachers and the surrounding environment. There is a need for learning innovation through the development of the Ethno-Confidence game "SI ECO" to help slow learner students overcome the crisis of confidence. Game Si ECO is a game application with content or design advantages of the local Pantura, modern packaged with smartphone technology and there are positive words that will help slow learner students overcome the crisis of confidence. Game is an English word which means a game or a match, or a structured activity that are most intentional for fun, also able to develop both of physical and mental health (Albert, 2018; Wulandari et al., 2017). A game is something that can be played with certain rules so that there are winners and losers for the purpose of refreshing (Shiow-Fern et al., 2021; Troussas et al., 2020).

Game-content integration aims to create a fun learning, build positivity impact without ignoring the main purpouse in study (Mariana, 2016; L. D. Pratama & Setyaningrum, 2018). Based on the results of the analysis, students are more interested in using games. The use of games helps increase children's creativity (Novita & Sundari, 2020; Saprudin et al., 2017). Digital-based learning can make the learning process more effective interesting because many of the designs presented are equipped with animations (Dewi et al., 2018; Riyanto et al., 2020). Play and learn can improve enthusiasm of students so that it will have an impact on students' abilities (Hwang et al., 2013; Sunarti et al., 2016). Educational type games aim to provoke children's interest in learning about the subject matter. Educational games are interesting to develop because presented in the form of interactive visualization, facing a various challenges, containing

educational material, the presence of animations that can improve memory, and improve student's intelligence (Kartika et al., 2019).

Game is one of the learning media by inviting students in fun learning. Fun learning must be packaged by teacher which are usually done with humor, games, role play, and demonstrations as innovation in that way for providing attraction in learning process (Arfani & Sulistia, 2019; Arifudin et al., 2019). The game developed uses a local/ethno advantage approach because it can help students understand concepts related to everyday life (Greipl et al., 2020; Wahyuni & Andiyoko, 2018). The game is equipped with learning activities that utilize elements of the local culture. Local cultural elements included in the game can be in the form of local wisdom or in the form of local advantages. (Ardianti et al., 2019), cultural elements that are included in a learning material can support the creation of fun learning. The learning process with media that can connect real conditions in the environment with learning materials will create meaningful learning (Jailani, 2017; Setyowati & Mawardi, 2018). The use of local advantages in learning can make it easier for teachers to invite students to be interested and focus on the learning process because it is directly related to everyday life. The findings of previous studies also stated that games could make students interested in learning (Elianta et al., 2018; Sokibi & Adnyana, 2018). Other research also states that games can increase students' motivation and enthusism for learning (Fitriyana et al., 2020; D. Pratama et al., 2018). The game developed also aims to reduce the self-confidence crisis of slow learner students. One way to reduce the crisis of confidence is to insert positive sentences in the game and use ethno content to get closer to students. Tujuan penelitian ini yaitu menganalisis Game Ethno-Confidence "SI ECO" untuk siswa yang lambat dalam belajar. The hope is that through the Si ECO game, it can help slow learner students overcome their confidence crisis.

2. METHOD

This research was conducted at SD 5 Bae. This study uses a descriptive quantitative approach. Design of descriptive research is research that uses observations, interviews or questionnaires regarding current conditions, related to the subject we are researching. Through questionnaires and so on we collect data to test for hypotension or answer a question. Through this descriptive research, the researcher will describe the actual conditions that occur when carrying out the research. The research design used in this study is a survey type. \In this study the researchers conducted a survey using quantitative research as associative research type. The subjects in this study were teachers and students at SD 5 Bae Kudus, Central Java. The data taken in this study were in the form of data from questionnaires and interviews with teachers and students. The sampling technique used was purposive sampling technique where in taking samples based on the results of psychological tests on students. From the results of the psychological test, 26 slow learner students were found at SD 5 Bae. While the number of teachers used there are 12 teachers.

Data collection techniques used in this study were interviews, questionnaires, and document studies. The type of interview conducted on the subject is a semi-structured interview. Interview were conducted with 2 teachers, including 1 of lower grade teacher and 1 of higher grade teacher. The indicators of interview including the level of student confidences, the need of learning media, and the implementation of local advantages in learning. Those indicators were dercribed in 15 items of interview questions. The questionnaire used in this study relates to the self-confidence of slow learner students, the need for game media with local cultural content. The questionnares were given to 26 students that consist of grade 1-6. The indicators of questionare were consisted of student's confident level, the need of learning media, the implementation of local advantages in learning, and the need of learning media that can increase student's self-confident. The documents used in this research are official documents, personal documents and several journals that are relevant to the research. Official documents are in the form of archives or letters issued by institutions, while personal documents are notes or information about a person's actions, experiences and beliefs. Data analysis was carried out descriptively with percentages. Slow learner student self-confidence data is measured using a questionnaire and then presented with a formula. the formula used is to divide the total score by the maximum score then multiplied by 100% to determine the percentage (Sudijono, 2015). This confidence criterion is used to determine the level of self-confidence of slow learner students. It is said t to believe if it shows the category of not being confident.

3. RESULT AND DISCUSSION

Result

The self-confidence aspect of slow learner students measured in this study consisted of 8 indicators, namely; dare to appear in front of the class, dare to express opinions, dare to try new things, express opinions on a problem, volunteer to do assignments or questions on the blackboard, try new things that are useful, express constructive criticism of other people's work, and provide strong arguments to defend opinions. The results of the slow learner student self-confidence questionnaire on each indicator are presented in Table 1 below.

Table 1. Recapitulation of the Self Confidence Questionnaire Results for Slow Learner Students

Indicator	Average Score	Criteria
Dare to appear in front of the class	46	Lack of confidence
Dare to express opinion	45	Lack of confidence
Dare to try new things	46	Lack of confidence
Express an opinion on a problem	40	Lack of confidence
Submit yourself to do assignments or questions on the blackboard	40	Lack of confidence
Trying new useful things	45	Lack of confidence
Expressing constructive criticism of other people's work	43	Lack of confidence
Give a strong argument	49	Lack of confidence

Based on the results of the student self-confidence questionnaire, it is known that the average student falls into the criteria for lack of confidence. Fun learning media is one of the suitable learning media for elementary school age children. Game is one of the learning media by inviting students in fun learning. The following are the results of the questionnaire on the needs of slow learner students for electronic learning media in the form of games. Based on the results of the questionnaire on learning media needs, it is known that students are more happy with digital-based learning media in the form of fun games with adventurous activities. Learning media with ethno content is a learning media that incorporates local wisdom and local advantages of certain areas that are associated with learning materials. Confidence as an aspect in the domain of attitude that is important to be developed in students. This is because self-confidence is the main requirement for someone to be accepted by others. Having self-confidence requires opportunity and support from family and the environment. Therefore, students' self-confidence needs to be developed through a learning media. Students' self-confidence is important to develop, because self-confidence is a form of students' ability to dare to show their abilities. The self-confidence of slow learner students is in the criteria of lack of confidence in the indicators of daring to appear in front of the class.

Discussion

Confidence in students occurs through various processes, namely by showing off, self-show activities carried out in the learning process are daring to appear in front of the class, tell stories, and answer questions (Han et al., 2015; Hendriana et al., 2018; Kavenuke et al., 2020). In addition, training students to dare to show themselves can be done by calling students together with other students to appear in front of the class (Hendriana et al., 2018; PharmD et al., 2020). The first indicator of student self-confidence is the courage to express opinions. The results of the slow learner student self-confidence questionnaire on the indicators of daring to express opinions are on the criteria of lack of confidence. In addition, slow learners thinking skills are lower than children in general that cause to be less confident, looks embarrassed, have difficulty on interaction and socializing (Jerald & Me, 2020; F. I. P. Pratama et al., 2021). This is what causes slow learner students are still reluctant to dare to express their opinions in front of the class. The third indicator of self-confidence is trying new things (Mehrsafar et al., 2021). The results of the questionnaire show a score of 46 which means that slow learner students are still less confident. slow learner students do not have confidence in their abilities. Slow learner students feel inferior and not confident in their abilities when compared to other students. This causes slow learner students to be less daring to try new things.

The second indicator of self-confidence is expressing an opinion on a problem. The results of the questionnaire show a score of 40 which means that slow learners are still less confident. The fifth indicator of self-confidence is volunteering to do assignments or questions on the blackboard. The results of the questionnaire show a score of 40 which means that slow learners are still less confident. Slow learners experience difficulty expressing ideas verbally (Pandey & Kurian, 2016; Supriadi & Damayanti,

2016). Slow learner students have a tendency to lack confidence when meeting with students in general (Albert, 2018; Pratama et al., 2021). Slow learner students feel that their abilities are far from ordinary students, so slow learner students are more withdrawn from the environment.

The third indicator of self-confidence is trying useful things. The results of the questionnaire show a score of 45 which means that slow learners are still less confident. The seventh indicator of self-confidence is expressing constructive criticism of other people's work. The results of the questionnaire showed a score of 43, which means that slow learners are still less confident. The eighth indicator of self-confidence is giving a strong argument. The results of the questionnaire show a score of 46, which means that slow learners are still less confident. Based on self-confidence indicators, it is known that slow learner students not only have intellectual barriers, but also less self-confidence that bring impact on the slow learner student's psychology (Mehrsafar et al., 2021; F. I. P. Pratama et al., 2021). Self-confidence is important in one's personality for balancing personal life and improving the self-potential, also academic performance (Arrosagaray et al., 2019; Jerald & Me, 2020). Slow learner students even though they are aware of their lower abilities than other friends, slow learners must have good self-confidence so that they don't become an obstacle in making friends with their peers. Low self-confidence can have an impact on the psychology of slow learner students because slow learner students are often the target of verbal bullying at school (Habibi, 2017; Kemp, 2017; Kkese, 2020). Therefore, instilling self-confidence in slow learner students is very important.

Learning media as a tool in conveying learning messages from teachers to students (Arista & Kuswanto, 2018; Shohel & Kirkwood, 2012). Learning media that are in accordance with the expectations of slow learner student are very important to know and develop (Puspitarini & Hanif, 2019; Shaik Alavudeen et al., 2021). Based on the results of the questionnaire on the needs of learning media on the indicators of the need for electronic learning media (games) it was found that 73% of students enjoyed learning to use learning media. 77% of students are enthusiastic about learning to use media, 88% of students think that the use of learning media helps make it easier for students to understand the material, the media needed by 85% of students is electronic media, 62% of students like electronic media in the form of games. Games that 65% of students need are adventure games. The results of the analysis, students are more interested in using games (Elianta et al., 2018; Fitriyana et al., 2020). Games are able to create an atmosphere of entertainment for students, so that they can foster enthusiasm in students (Herdiansyah et al., 2019; Su & Cheng, 2013). States that games have a positive impact if used properly, namely reducing stress, engaging, motivating by instruction, increasing greater learner self-confidence, growing thinking and problem-solving skills (Moncada et al., 2020). Therefore, through the development of games as a medium of learning can have a positive impact on students so as to increase the self-confidence of slow learner students.

Ethno content as a surrounding cultural content will be interesting if it is included in a learning media. Adventure games with ethno content can make students more familiar with their respective regions. The use of local advantages in learning can make it easier for teachers to invite students to be interested and focus on the learning process because it is directly related to everyday life (Aditya et al., 2019; Aryantini et al., 2018; Primayanti et al., 2019). The results of the needs analysis questionnaire on the indicators of the need for ethno-content learning media showed that 81% of students liked culture-based learning media, because 85% of students considered culture-based learning media to create a happy atmosphere, and 88% of students considered culture-based learning media to facilitate students in understand the learning material. mention that learning by utilizing ethno content will help students understand the material because the material is close to students (Wanabuliandari et al., 2018) (Arfianawati, S., Sudarmin & Sumarni, 2016). The same thing was also conveyed that teaching materials using ethno content will be more fun for students, because students feel they have discovered new things that have been near students (Ardianti et al., 2017). Learning media about the surrounding culture makes me more happy to learn (Arfani & Sulistia, 2019; Hwang et al., 2013). Therefore, ethno content can be utilized in game development so that slow learner students' self-confidence becomes better. Learning by utilizing ethno content will help students understand the material because the material is close to students (Elianta et al., 2018; Ependi et al., 2017). Teaching materials using ethno content will be more fun for students, because students feel they have discovered new things that have been near students (Ardianti et al., 2017).

In addition to interesting learning media and according to the expectations of slow learner students, the role of a teacher also determines the success of a lesson. Teachers have an important role in the learning process. In implementing inclusive education, teachers in regular schools need to be equipped with various knowledge about children with special needs (Muhtar & Dallyono, 2020; Phelps et al., 2021). Among them know who and how children with special needs and their characteristics (Agustuna et al., 2019; Diah & Riyanto, 2016). With this knowledge, teachers are expected to be able to

identify students at school, as well as in the community around the school. Identification of children with special needs is needed so that their existence can be known as early as possible, including the need for learning media for children with special needs. The lack of self-confidence of students when appearing in front of the class is one of the inhibiting factors for students' self-confidence. Learning media can increase students' self-confidence so that students are more motivated to learn (Brandmiller et al., 2020; Saprudin et al., 2019).

There are several alternatives in cultivating the character values of the slow learners. The alternative is to provide positive words so that the slow learners do not feel different from other friends and can be more confident (Foshay & Kirkley, 2003; Muppudathi, 2014; Pandey & Kurian, 2016). When teachers improve the work results of the slow learners with positive words, the slow learners' self-confidence increases (Zakarneh et al., 2020). Although the method is simple, positive words are proven to be able to improve the self-confident character of the slow learners (Yusoff et al., 2017). The teacher also said that in learning there were still some obstacles. One of the obstacles experienced is the availability of learning media, especially for students with special needs. Existing learning media are often only in the form of teaching aids. In addition, the learning media used have not connected with the cultural elements in the environment around students. Teachers expect the availability of fun learning media by incorporating cultural elements as the implementation of learning in the real world. Based on the results of the questionnaire analysis and interviews, it shows that there are limitations of learning media that are fun and can increase the self-confidence of slow learner students. Self-confidence in slow learner students also needs to be developed through the learning media used by students. Therefore, it is necessary to develop learning media in the form of the "Si Eco" ethno-confidence game which presents cultural content, both local wisdom and local advantages, which are packaged in the form of fun adventure games so that they can help increase the self-confidence of slow learner students.

4. CONCLUSION

Slow learner students have confidence with the criteria of lack of confidence. Slow learner students need learning media in the form of games with ethno content that can grow their confidence. The availability of learning media that incorporates cultural elements to help increase the self-confidence of slow learner students is still very limited. The available learning media have not been able to connect the culture in the surrounding environment with the subject matter. Learning media in the form of the ethno-confidence game "Si Eco" can be one of the developments of learning media that can be used in slow learner student learning in elementary schools to develop self-confidence.

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