

# Development of the "Si Tera" Word Card Game for Fun

Kisyani Laksono<sup>1,\*</sup> Agusniar D. Savitri<sup>1</sup> Dadang Rhubido<sup>1</sup> Made Pramono<sup>2</sup> Indra H. Susanto<sup>2</sup> Raras Tyasnurita<sup>3</sup>

<sup>1</sup> Faculty of Language and Art, Universitas Negeri Surabaya, Surabaya, Indonesia

<sup>2</sup> Faculty of Sport Science, Universitas Negeri Surabaya, Surabaya, Indonesia

<sup>3</sup> Faculty of Electrics, Institute Technology Surabaya, Surabaya, Indonesia

\*Corresponding author. Email: kisyani@unesa.ac.id

## ABSTRACT

The coronavirus or COVID-19 pandemic in 2020 in various countries, including Indonesia, made the government take several strategic steps that sought to break the chain of distribution. One of the things done is work from home (WFH) and learn from home (LFH). WFH and LFH certainly have an impact on the world of education, especially in the scope of primary school. Elementary school-age children who are at home need to get a variety of exciting things. Therefore, the word card game, namely "Si Tera," was developed, which contained words that were familiar during covid-19. This game adopts the popular "spot it" card game by matching the same picture. This development aims at (1) producing the word card game "Si Tera" (2), describing the effectiveness of the card for fun. The method used is development research with 4D: define, design, develop, and disseminate. In this case, the results of the development were validated and tested in a limited way. "Si Tera" declared valid to be used for elementary school children who are fluent in reading, even the "Si Tera" word card can also be used for all ages (including for parents). Furthermore, the "Si Tera" game card will deliver fun when play it.

**Keywords:** *Word Card, Game, Fun, Si Tera*

## 1. INTRODUCTION

The emergence of Coronavirus as an epidemic in Wuhan China is in an article by Cristie Columbus, Karen B. Brust, and Alejandro C. Arroliga [1] entitled 2019 Novel Coronavirus: An Emerging Global Threat (December 8, 2019). The World Health Organization (WHO), on February 11, 2020, named the so-called "severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)" as "Covid-19", and exactly a month after WHO decided Covid-19 as a global pandemic outbreak [2].

The Coronavirus or COVID-19 pandemic in 2020 happen in various countries, including Indonesia, has prompted the government to take several strategic steps that seek to break the distribution chain. One way to do this is to work from home (WFH) and learn from home (LFH). WFH and LFH positively impact the world of education, especially in the scope of elementary schools.

Various studies have shown that a happy mood will increase a person's immunity. The Ministry of Health (Kemenkes), through the Ministry of Health's Director-General of Disease Prevention and Control, Achmad Yurianto, said feelings of joy could affect a person's immunity level against the Coronavirus. When a person feels stressed and sad, immunity can decrease, and the disease worsens (Detiknews, 6 April 2020). He further said, "Fight Covid-19 by increasing self-immunity: eating nutritious, always happy, patient and calm.

Get enough rest and regular exercise, do not panic" (CNBC Indonesia, 11 April 2020). Elementary school-age children who are at home need to get a variety of exciting things that make them happy, fun, and educate. Therefore, a word card game was developed, namely Si Tera Word Card Game or "Kartu Kata Si Tera (KKST)" which contained words known during the covid-19. Kartu Kata or the word card refers to a card game that

contains words. "Si" in bahasa Indonesia is an article referring to people and "Tera" is short for literacy (Si Tera is an icon of the Center for Literacy Studies, Surabaya State University).

This game adopts the popular card game "spot it" by matching the same pictures. The available words are words in various sizes and colors. These word cards are designed to be easy to learn and play. The point of the game is that there must be one word that is the same between two cards. Who is conscientious (sharp-eyed) and finds the two words that are the same between the two cards can shout the word with pleasure. It is hoped that this game will be fun and enjoyable because the words written (other than the word "corona") are the words that are often used during this pandemic, only those that are happy, fun, uplifting, and cheerful are chosen (for example: healthy, happy, cheerful, vitamins, recovered). The word size varies, but the color for the same word remains the same. This game is expected to make the heart happy and train concentration, focus, and cognitive skills.

More specifically, the goal of this study are (1) produces the word card game "Si Tera" or KKST and (2) describes the effectiveness of cards for fun. Games have long been part of the spectrum of educational media and instructional design. The more popular a game is, the more interesting it will be to be used in learning. In the late 1990s and early 2000s, educational researchers such as Bruckman [3], Dede [4], Rieber[5] ushered in a new era of research into the educational use of games. The field of game- based learning continued to develop [6].

The urgency of this research is essential and urgent to do as an effort to participate and contribute to higher education in the face of the Covid-19 pandemic, especially for the level of primary education.

## 2. METHOD

This research is a type of research and development or Research and Development (R&D). The research and development method (Research and Development) is a research method to produce specific products and test the effectiveness of these products [7]. The research design uses the 4D (four-D) development model from Thiagarajan, which consists of four stages, namely, define, design, develop, and disseminate. In this case, the development results are validated and tested on a limited basis [8].

In defining, several things were done, namely: Elementary school children need to be happy to maintain/increase immunity; Elementary school children like games, striking colors, simple words, exciting illustrations or colors, and expressing words preferably aloud; The game will be able to develop students' abilities in the scope of knowledge, skills, increase focus; During

and after playing, elementary students feel fun, happy and happy.

In the design stage, word cards with a circular design were developed, with six clue cards and 55 words and 55 cards to play with. The same word is spread across 6--8 cards. The preparation of instruments and determination of what will be developed (design or product specifications) is also carried out. Besides, a limited number of responses were identified from the target user (SD age) and their parents/guardians.

The disseminate stage is limited to the product form. The game guide videos can be accessed online.

## 3. RESULTS AND DISCUSSION

### 3.1. Language Validation

Based on the results of the study that the SRBP SSP model Language validation includes the following matters.

- (1) The accuracy of the words presented in the KKST (functional language).
- (2) Standardization of the words presented in the KKST (correct language).
- (3) Correspondence of words with the topic of covid-19.
- (4) Words can be read easily by children.
- (5) The abbreviations or acronyms presented in the KKST can be read well.
- (6) Words presented can train children's concentration and focus while playing.
- (7) Definitions of words can be searched via the internet so that words can be understood by children.
- (8) Simple sentence arrangement with the words presented can be made.
- (9) The words presented can be used to practice language skills.
- (10) The words that are presented when pronounced (shouted) will bring a happy atmosphere.

From the ten indicators of questions submitted, the first validator responded to the ten questions by "agreeing." In contrast, the second validator responded "agreed" on nine questions and "strongly agreed" on one question.

### 3.2. Graphic Validation

Graphic validation includes the following matters.

- (1) (KKST size (suitable for children).

- (2) The qualities of the Tera card: thickness, strength, neatness.
- (3) The size of the KKST cardholder is suitable for children.
- (4) Quality of the KKST cardholder: healthy, attractive, and not dangerous for children.
- (5) Quality of appearance (overall).
- (6) The image quality (back).
- (7) Color quality (for children).
- (8) Clarity of writing (letters) for children.
- (9) Writing sizes (letters) for children.
- (10) The attractiveness of serving children
- (11) Print quality is bright and attractive

Based on the validator's response, it appears that what needs to be improved on the KKST is the aspect of clarity of writing (letters) and the quality of the printed color on the card. Meanwhile, other aspects received "good" and "excellent responses.

In general, the three validators concluded that from a graphic point of view, the KKST was suitable for use with a few revisions, especially on the quality of the color, which affected the clarity of writing. The gradient color is changed to two striking colors.

### **3.3. Limited Trial**

The trial was conducted after the child, and the parents played the KKST several times and for all versions. The analysis was carried out immediately after input from the child and companion. Here are the results.

#### **3..3.1.Children's Response**

Children's Response to the KKST Children's responses include the following:

- (1) KKST play is not dangerous because the cards and the holder are not sharp.
- (2) I can train my concentration to find suitable words when playing KKST quickly.
- (3) KKST practiced my honesty (I didn't peek at the card below)
- (4) Easy KKST games.
- (5) I often asked when I started playing KKST
- (6) Letters in KKST are bright and functional so that I can read them fluently.
- (7) My knowledge about COVID -19 increased after playing KKST.
- (8) Through KKST, I learned vocabulary

- (9) I can make sentences from the words presented in the KKST.
- (10) When I come across the same word, I will smile or laugh while saying the word out loud.
- (11) I like the KKST form (container).
- (12) I love KKST's image, color, and size.
- (13) I love playing KKST.
- (14) Playing with KKST makes me happy (feel fun).

Based on the child's response as a player, it appears that the KKST is suitable for children. The KKST is by the purpose of its creation, which is to give children joy as well as a learning medium for children in understanding vocabulary related to Covid-19. During direct observation and through photos, it appears that the KKST makes children smile and laugh while playing. Even other children who cannot read yet are attracted to play it because of the fun.

#### **3.3.2. Companion Response**

The companion response include the following.

- (1) KKST is safe for children to play.
- (2) KKST trains children's concentration and focus.
- (3) KKST trains children's cognitive skills.
- (4) KKST trains children's sportsmanship.
- (5) KKST is easy to play.
- (6) Playing KKST builds an interactive atmosphere.
- (7) KKST motivates children to read fluently, as well as practice language skills.
- (8) KKST makes it easier for children to increase knowledge about Covid-19 (a word that is new to children arouses curiosity about Covid-19).
- (9) KKST makes children learn vocabulary without realizing it.
- (10) Words presented can be developed into sentences.
- (11) Words that children read aloud (shouted out) when they come across the same word will make children smile and laugh.
- (12) KKST looks good (container, looks, and size).
- (13) KKST images and colors are vivid and attractive.
- (14) KKST can attract children to play while learning.

- (15) KKST makes children happy (fun).
- (16) KKST can be used for all ages as long as the player can read.
- (17) KKST can be used in learning in elementary school.

Based on the questionnaire given to the students' parents/guardians on the KKST, from the 17 indicators of the questions submitted, the parents/guardians of the students responded well with the answers "agree" and "strongly agree". However, on question 10 and 13, one respondent argued that several new words might be considered unpopular for elementary school children. However, according to researchers, the new word is indeed used to enrich vocabulary. This new word is always being used as a form of learning so that children know the word, for example, the word "selampai (tissue substitute)", droplet (accessible during COVID, but children do not understand).

One other exciting thing is that this game is also in demand by children who cannot read because it is considered fun. A video showing that and an instructional video for the game is at [https://bit.ly/Video\\_KKST](https://bit.ly/Video_KKST).

#### 4. CONCLUSION

Based on the analysis conducted, the KKST or Si Tera word card game is declared valid for elementary school children who are fluent in reading. Even the KKST can also be used for all ages (including for parents). Also, the KKST turns out to be fun when playing it. Hopefully, the KKST can make children happy (feel fun), expand knowledge about Covid-19, and inspire children/parents to do something during this pandemic.

#### ACKNOWLEDGMENT

This research was funded under the PNBPN research grant scheme from Universitas Negeri Surabaya. The authors thank "Spot It" game for the inception of ideas of writing and researching KKST game.

#### REFERENCES

- [1] C. Columbus, K. B. Brust, and A. C. Arroliga, "2019 Novel Coronavirus: an Emerging Global Threat," *Baylor Univ. Med. Cent. Proc.*, vol. 33, no. 2, pp. 209–212, 2020, doi: 10.1080/08998280.2020.1731272.
- [2] I. Ali, "The COVID-19 Pandemic: Making Sense of Rumor and Fear: Op-Ed," *Med. Anthropol.*, pp. 1–4, 2020.
- [3] A. Bruckman, "Situated support for learning: Storm's weekend with Rachael," *J. Learn. Sci.*, vol. 9, no. 3, pp. 329–372, 2000.
- [4] C. Dede, "Multi-user virtual environments," *Educ. Rev.*, vol. 38, pp. 60–61, 2003.
- [5] L. P. Rieber, "Seriously considering play: Designing interactive learning environments based on the blending of microworlds, simulations, and games," *Educ. Technol. Res. Dev.*, vol. 44, no. 2, pp. 43–58, 1996.
- [6] M. D. Dickey, *Aesthetics and design for game-based learning*. Routledge, 2015.
- [7] P. Sugiyono, "Metode penelitian kombinasi (mixed methods)," *Bandung Alf.*, 2015.
- [8] S. Thiagarajan, "Instructional development for training teachers of exceptional children: A sourcebook.," 1974.