

## DEVELOPMENT OF MODIFIED DOMINO CARD LEARNING MEDIA IN SOCIAL SCIENCE SUBJECTS ON THE MATERIAL TYPES OF WORK FOR GRADE III STUDENTS OF MADRASAH IBTIDAIYAH

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### ABSTRACT

This research aims to produce modified domino card learning media in Social Science subjects on the material types of work for grade III students of Islamic Elementary School, or called Madrasah Ibtidaiyah (MI). This is Research & Development analysis with the Tessmer model which consists of self-evaluation, expert review, one-to-one, and small group. Furthermore, eight students of grade III Islamic Elementary School, or called Madrasah Ibtidaiyah (MI) Quraniah 8 Palembang participated. The results show that the modified domino card learning media in social studies subjects is very valid. This is because the validation of design and material experts, as well as linguists, which obtained an average score of 95, 89, and 80, was categorized as very valid. Moreover, the average score of 91 indicates that this learning media is highly practical. It can be concluded that the modified domino card learning media is valid and practical.

**Keywords: modified domino card; social sciences; madrasah ibtidaiyah**

### INTRODUCTION

Palembang the capital of South Sumatra has a good level of education and its development process continues to improve in all units by increasing human resources that are ready to compete in the Revolutionary Era 5.0. Based on data from the National Statistics Agency, this city has the highest Human Development Index among regencies in South Sumatra Province, with a score of 78.72<sup>1</sup>. The success of the human development index is attributable to several factors, including education's significant contribution to the field of science. In the Revolutionary Era 5.0, the success gained should sustain local knowledge and adapt to community requirements.

One of the learning achievements is impacted by the media utilized, and learning media have been used in schools and madrasas but are still not optimal. In terms of development, innovations made by teachers are still lacking. Therefore, media development should attract students' interest in its process. In welcoming the millennial

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<sup>1</sup> BPS Sumatera Selatan, "No Title," <https://sumsel.bps.go.id/Publication/2022/03/25/43226c20d740337fcf7a8361/Indeks-Pembangunan-Manusia-Provinsi-Sumatera-Selatan-2021.Html>, 2021.



era, educators should have a renewal learning method equipped with suitable media <sup>2</sup>. Regarding the social material context, there are still obstacles to conveying abstract such as historical material. This is due to the lack of appropriate learning media to visualize the material. Therefore, it is more interesting and concrete, <sup>3</sup> and the media created should consider the demands of the students <sup>4</sup>. The students between the ages of six and twelve who attend elementary schools tend to play more. The existence of games has been recognized as having a positive contribution to children's education<sup>5</sup>. Consequently, it is crucial that media be created based on their requirements, and one of the elementary school education goals is to lay the foundations for intelligence, knowledge, noble character, and skills to live independently, as described in the Social Education material.

In the planning and implementation order, the designed curriculum cannot be separated from the social material presented in the education level unit in elementary schools. Materials related to Social Knowledge are given at Madrasah Ibtidaiyah (MI), which examines events, facts, concepts, and generalizations related to social issues. Students are expected to be guided by social science education to become democratic, accountable, and peace-loving global citizens.<sup>6</sup>

Based on the Basic Data of Islamic Education from the Ministry of Religion, there are 2 State Islamic Schools and 97 Private Islamic Madrasas in Palembang city<sup>7</sup>, contributing to the Human Development Index. The selected sampling data is Madrasah Ibtidaiyah Qur'aniyah <sup>8</sup>, following the strategic location aspect in the area. Meanwhile, observations are carried out to analyze the learning process at the Madrasah. Teacher A at the Madrasa has conducted learning according to the theme, but no media has been

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<sup>2</sup> Moh Zainuddin and Mohammad Fatoni, "Meningkatkan Minat Belajar Siswa Dengan Pakem Menggunakan Aplikasi English Children Dalam Pengenalan Bahasa Inggris," *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An* 8, no. 1 (2021): 111–22, <https://doi.org/10.31316/esjurnal.v8i1.1070>.

<sup>3</sup> Widya Pratiwi Ahmad Arifin Zain, "Analisis Kebutuhan Pengembangan Media Powerpoint Interaktif Sebagai Media Pembelajaran Tematik Kelas V SD" 8 (2021): 6, <https://doi.org/https://doi.org/10.31316/esjurnal.v8i1.1205>.

<sup>4</sup> Wina Sanjaya, *Perencanaan Dan Desain Sistem Pembelajaran*. (Jakarta: Kencana Prenada Media Group, 2008).

<sup>5</sup> Andi Prastowo, "Permainan Tradisional Jawa Sebagai Strategi Pembelajaran Berbasis Kearifan Lokal Untuk Menumbuhkan Keterampilan Global Di Mi/Sd," *JMIE (Journal of Madrasah Ibtidaiyah Education)* 2, no. 1 (2018): 1, <https://doi.org/10.32934/jmie.v2i1.55>.

<sup>6</sup> sapriya, *Pendidikan IPS* (Bandung: PT Remaja Rosdakarya., 2009).

<sup>7</sup> emispendis, "Data Emis," Kementrian Agama, 2019, <http://emispendis.kemenag.go.id/dashboard/?content=data-statistik&action=kab&prov=16&kab=71>.

developed in the learning process, especially in social science material<sup>8</sup>. Based on the interviews with Teacher A, media development cannot be implemented due to the lack of knowledge in learning media. Meanwhile, media development techniques have not been fully mastered because of age and other limitations of teachers. However, it is vital to develop media in the thematic learning process.

Zainuddin and Fatoni showed that it is necessary to renew learning methods equipped with suitable learning media<sup>9</sup>. The research by Ahmad Arifin explained that the use of media as a resource in thematic learning that has been carried out had not attracted the students' interest. Abstract subjects, such as history, are difficult to express, and there is a dearth of suitable educational media. Therefore, to make the subject more fascinating and concrete, numerous learning tools are required.<sup>10</sup> This is consistent with students' challenges in grasping a scientific topic, which necessitates creativity in terms of the media utilized to convey learning materials<sup>11</sup>.

Media is a learning tool that can generate student interest in learning<sup>12</sup>. Based on research, domino is one of the media created as a learning innovation to optimize students' potential<sup>13</sup>. Furthermore, students are pleased with dominoes since they can enhance their studying zeal<sup>14</sup>. Domino cards also have a significant influence on student learning outcomes<sup>15</sup>. This is consistent with the findings that the modification encourages students to be active and pay attention to the lesson<sup>16</sup>. Based on the description, it is

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<sup>8</sup> Guru, "Observasi," in *Observasi Sebelum Penelitian* (Palembang, 2021).

<sup>9</sup> Zainuddin and Fatoni, "Meningkatkan Minat Belajar Siswa Dengan Pakem Menggunakan Aplikasi English Children Dalam Pengenalan Bahasa Inggris."

<sup>10</sup> Ahmad Arifin Zain, "Analisis Kebutuhan Pengembangan Media Powerpoint Interaktif Sebagai Media Pembelajaran Tematik Kelas V SD."

<sup>11</sup> Andika Adinanda Siswoyo, "Developing Thematic Learning Module Based on Ethnoscience Oriented Outdoor Learning Strategy To Improve Student'S Learning Outcomes in Primary School," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 13, no. 1 (2021): 237–50, <https://doi.org/10.14421/al-bidayah.v13i1.283>.

<sup>12</sup> Iis Aprinawati, "Penggunaan Media Gambar Seri Untuk Meningkatkan Kemampuan Berbicara Anak Usia Dini," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 1, no. 1 (2017): 72, <https://doi.org/10.31004/obsesi.v1i1.33>.

<sup>13</sup> U. Umbara et al., "Development of Algebraic Domino Games in Mathematics Learning Based on ICT in Junior High School," *Journal of Physics: Conference Series* 1806, no. 1 (2021), <https://doi.org/10.1088/1742-6596/1806/1/012076>.

<sup>14</sup> Byantara Cantaka and Mayestiendra Aji, "Exploring the Use of Domino Cards as Teaching Media of Descriptive Text Tt Indonesian Rural Junior Highschool" 8, no. 1 (2021).

<sup>15</sup> Ramlah, "Penerapan Media Kartu Domino untuk Meningkatkan Hasil Belajar Siswa Kelas VI Pada Pelajaran IPS di SDN Jango Tahun Pelajaran 2020/2021," *JUPE: Jurnal Pendidikan Mandala* (2021)

<sup>16</sup> M Labib Al Halim, "Modifying Domino Cards To Increase Students' Understanding of the Use of Possessive Adjective At Junior High School," *Karangan: Jurnal Bidang Kependidikan, Pembelajaran, Dan Pengembangan* 2, no. 01 (2020): 71–79, <https://doi.org/10.55273/karangan.v2i01.47>.

necessary to develop learning media for social studies subjects, especially on the types of work. This improves the quality and excitement of learning for grade III students, who should be able to develop their learning quality through the use of valid and practical media.

## **RESEARCH METHODOLOGY**

The RnD method was used to produce specific products<sup>17</sup> and practical learning media on the types of work for grade III students of Madrasah Ibtidaiyah was also produced. The steps for this development include the following stages:

### 1. Preliminary Stage

This consists of the preparation and the design stage.

#### a. Preparation stage

At this stage, the activities conducted are student, curriculum, and material analysis.

#### b. Design stage

At this stage, the design of the modified domino card learning media is carried out as an initial prototype.

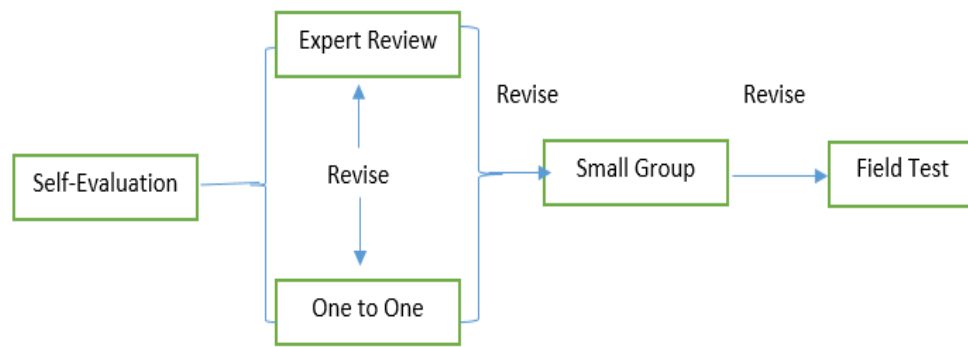
### 2. The Prototyping stage uses the Formative Evaluation flow as follows:

- a. Self-Evaluation evaluates the initial prototype that has been developed by asking for advice from colleagues, namely 3 lecturers, according to their competence using a self-evaluation sheet of modified domino learning media. The revision results at this stage are in the form of a prototype I.
- b. Expert review is the evaluation stage of the prototype I in social studies subjects on the types of work that have been designed and evaluated. The result is validated by 3 lecturers according to their competence using an expert validation sheet.
- c. One-to-one is the evaluation stage of the prototype I in the validated learning media before being tested at the expert review stage.
- d. Small-Group Evaluation is a continuation of the expert review and one-to-one stage.<sup>18</sup>

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<sup>17</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif Dan R n D* (Bandung: Alfabeta, 2011).

<sup>18</sup> Yulia Tri Samiha, "Desain Pengembangan Bahan Ajar Ips Mi Berbasis Kearifan Lokal" 6, no. 1 (2020): 1–23.



Gambar 1. Alur Desain Evaluasi

The methods used for collecting data pertinent to the research goals include:

1. Walkthrough Analysis

The walkthrough is a method or research design to evaluate and validate a prototype (design) where the target can be one person or several representatives of the group. It is used at the expert review stage to determine the validity of students' learning media, including the design and compatibility aspects of media with learning materials<sup>19</sup>.

2. Questionnaire

The questionnaire is used at the one-to-one and small group stage to determine the certainty of learning media for the types of work in grade III elementary school. The student learning media is easy to use, attractive, and easy to understand. Furthermore, it can help students understand the material types of work.

## RESEARCH RESULTS AND DISCUSSION

1. Development Results of the Valid Modified Domino Card Learning Media

- a. Preliminary

Development research analyzes the specific processes and effects of the learning design<sup>20</sup>. At this stage, the preparation and design stages of the modified domino card media include:

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<sup>19</sup> Yulia Tri Samiha, *Desain Pengembangan Bahan Ajar*, 1st ed. (Palembang: Palembang: CV Amanah, 2019).

<sup>20</sup> M. HAVIZ, "Research and Development; Penelitian Di Bidang Kependidikan Yang Inovatif, Produktif Dan Bermakna," *Ta'dib* 16, no. 1 (2016), <https://doi.org/10.31958/jt.v16i1.235>.

## 1) Preparation Stage

### a) Student Analysis

Grade III students are identified as potential research participants because they have been involved in the media game using domino cards. Furthermore, their mental processes are still tangible and logical, and they like to engage in play.<sup>21</sup>

### b) Curriculum Analysis

Based on the analysis, the 2013 edition of the curriculum is employed, while the 2019 version is being developed. The selected and appropriate competencies for using domino card learning media are essential 3.3 and 3.4 according to the developed media. This curriculum analysis should be conducted because it has a strategic position. It describes a nation's vision, mission, and educational goals<sup>22</sup>. Moreover, by studying the curriculum, it is also anticipated that scholarly outputs will have skills relevant to users' demands and the difficulties of the times.<sup>23</sup>

The Basic Competencies are 3.3, which identify economic activities and their relationship to various fields of work, as well as social and cultural life in the surrounding environment of the province. Meanwhile, competence 4.3 presents the identification results of economic activities in improving people's lives in the work, social, and cultural fields.

### c) Material Analysis

Based on the curriculum analysis, the appropriate social studies material is the types of work. It is considered to use modified domino card media to support the learning implementation of the materials. According to Ramlah, domino card media in social studies material can improve student learning outcomes. This is because the cards provide opportunities

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<sup>21</sup> Linda Sari Oktavia, Neviyarni, and Irdamurni, "Perkembangan Anak Usia Sekolah Dasar : Kajian Untuk Siswa Kelas Rendah," *Jurnal Pendidikan Tambusai* 5, no. 1 (2021): 1823–28.

<sup>22</sup> Syamsul Bahri, "Pengembangan Kurikulum Dasar Dan Tujuannya," *Jurnal Ilmiah Islam Futura* 11, no. 1 (2017): 15, <https://doi.org/10.22373/jiif.v11i1.61>.

<sup>23</sup> Andi Prastowo et al., "JIP:Jurnal Ilmiah PGMI Volume 4 No 2, Desember 2018 Transformasi Kurikulum Pendidikan Dasar..... Andi Prastowo" 4, no. 2 (2018): 111–25.

for students to learn and understand the material actively, mostly related to things existing and happening around, including human activities in the form of work types as a livelihood<sup>24</sup>.

## 2) Design Stage

At this stage, a preliminary prototype of the learning media design is created, as seen in the Figure below.



Figure 2. Domino Card Design

The modified domino media adapt to the selected material content, which appropriates the essential competencies, and a card is a form of innovation in learning.<sup>25</sup> A lack of originality in a learning media will lead to inadequate motivation and

<sup>24</sup> Ramlah, "Penerapan Media Kartu Domino Untuk Meningkatkan Hasil Belajar Siswa Kelas VI Pada Pelajaran IPS Di SDN Jango Tahun Pelajaran 2020 / 2021," *Jurnal Pendidikan Mandala* 7, no. 1 (2022): 136–46.

<sup>25</sup> Novi Hendri Adi et al., "The Effectiveness of Learning Media as a Supporter of Online Learning in Computer Networking Courses," no. 535 (2022).

enthusiasm for learning.

## b. Formative Evaluation

The stages in the formative evaluation flow to determine the feasibility of learning media are self-evaluation, expert review, one-to-one, and small group<sup>26</sup>.

### 1) Self Evaluation

At this stage, the evaluation of the initial prototype is carried out. This is an improvement at the design stage. Thus, the developed learning media can be piloted to the next stage, and the revision is in the form of prototype I. The following is Table 1 of the self-evaluation instrument grid:

Table 1  
Grid of Self-Evaluation Instruments

No	Aspect	Indicator
1	Material	The suitability of the material with essential competencies The suitability of the material with the indicator The suitability of the media with the material Presentation Material updates
2	Design	Interesting Color degradation Layout Cover Brightness
3	Language	straightforward Communicative Descriptive Conformity with Language Rules

### 1) Expert Review

This research involves the design, material, and language experts. The expert review involved consisted of 3 validators with the competence to assess domino card products in terms of design, material, and language.

Validators will be provided with this learning media to evaluate the material, design, and language. It is necessary to validate the aspects during media

<sup>26</sup> Dian Mutmainna, Sitti Mania, and A. Sriyanti, "Pengembangan Instrumen Tes Diagnostik Pilihan Ganda Dua Tingkat Untuk Mengidentifikasi Pemahaman Konsep Matematika," *MaPan* 6, no. 1 (2018): 56–69, <https://doi.org/10.24252/mapan.2018v6n1a6>.



development to assess success<sup>27</sup>. The assessments, including material and design experts, as well as linguists, will be calculated with the following percentage:

$$P = \frac{F}{N} \times 100\%$$

*Description:*

*P = Rating Percentage.*

*F = The value obtained by the research subject*

*N = Ideal Value*

The validation and categories of validity are presented in Table 2 and Table 3 as follows:

Table 2  
Validation Results

Material Expert	Design Expert	Ahli Bahasa																														
<p style="text-align: center;"><b>ANGKET VALIDASI (AHLI MATERI)</b></p> <p><b>A. Petunjuk Pengisian Angket</b></p> <ol style="list-style-type: none"> <li>Sebelum bapak/ibu guru menjawab daftar pertanyaan yang telah disiapkan, terlebih dahulu isi daftar identitas yang telah disediakan</li> <li>Bacalah dengan baik setiap pertanyaan, kemudian berilah tanda pada pilihan skor angka 1, 2, 3, 4, 5 yang terdapat dalam lembar angket yang sesuai dengan pendapat bapak/ibu guru.</li> <li>Jumlah angket pertanyaan dengan jujur dan sebelumnya tak lupa mengucapkan banyak terima kasih atas segala bantuannya.</li> </ol> <p><b>4. Keterangan Skor</b></p> <table style="width: 100%;"> <tr><td>a. Tidak baik</td><td>: bobot 1</td></tr> <tr><td>b. Kurang baik</td><td>: bobot 2</td></tr> <tr><td>c. Cukup</td><td>: bobot 3</td></tr> <tr><td>d. Baik</td><td>: bobot 4</td></tr> <tr><td>e. Sangat baik</td><td>: bobot 5</td></tr> </table> <p><b>B. Daftar Pertanyaan Untuk Validasi Ahli Materi</b></p> <p>Nama : Rofiq Ma, S. Pd. A                  Jabatan : Guru Kelas U1 A                  Pendidikan : S1</p> <p>Validasi ahli materi ini dilakukan oleh dosen/guru pembelajaran dikelas. Instrumen ahli materi adalah dalam bentuk angket instrumen oleh ahli materi dijabarkan sebagai berikut:</p>	a. Tidak baik	: bobot 1	b. Kurang baik	: bobot 2	c. Cukup	: bobot 3	d. Baik	: bobot 4	e. Sangat baik	: bobot 5	<p style="text-align: center;"><b>ANGKET VALIDASI (AHLI DESAIN)</b></p> <p><b>A. Petunjuk Pengisian Angket</b></p> <ol style="list-style-type: none"> <li>Sebelum bapak/ibu guru menjawab daftar pertanyaan yang telah disiapkan, terlebih dahulu isi daftar identitas yang telah disediakan</li> <li>Bacalah dengan baik setiap pertanyaan, kemudian berilah tanda pada pilihan skor angka 1, 2, 3, 4, 5 yang terdapat dalam lembar angket yang sesuai dengan pendapat bapak/ibu guru.</li> <li>Jumlah angket pertanyaan dengan jujur dan sebelumnya tak lupa mengucapkan banyak terima kasih atas segala bantuannya.</li> </ol> <p><b>4. Keterangan Skor</b></p> <table style="width: 100%;"> <tr><td>a. Tidak baik</td><td>: bobot 1</td></tr> <tr><td>b. Kurang baik</td><td>: bobot 2</td></tr> <tr><td>c. Cukup</td><td>: bobot 3</td></tr> <tr><td>d. Baik</td><td>: bobot 4</td></tr> <tr><td>e. Sangat baik</td><td>: bobot 5</td></tr> </table> <p><b>B. Daftar Pertanyaan Untuk Validasi Ahli Desain</b></p> <p>Nama : Ahmad Tadi Maduwata, M.Pd                  Jabatan : Dosen MP1                  Pendidikan : S2</p> <p>Angket validasi dalam penelitian digunakan untuk mengukur data tentang ketepatan desain bahan ajar, ketepatan materi, dan ketepatan bahasa ajar yang dikembangkan. Pemberian angket dilakukan validasi produk. Selanjutnya angket yang digunakan dianalisis kelayakan dan dijadikan untuk merevisi bahan ajar. Dengan demikian diharapkan memperoleh produk yang lebih baik.</p>	a. Tidak baik	: bobot 1	b. Kurang baik	: bobot 2	c. Cukup	: bobot 3	d. Baik	: bobot 4	e. Sangat baik	: bobot 5	<p style="text-align: center;"><b>ANGKET VALIDASI (AHLI BAHASA)</b></p> <p><b>A. Petunjuk Pengisian Angket</b></p> <ol style="list-style-type: none"> <li>Sebelum bapak/ibu guru menjawab daftar pertanyaan yang telah disiapkan, terlebih dahulu isi daftar identitas yang telah disediakan</li> <li>Bacalah dengan baik setiap pertanyaan, kemudian berilah tanda pada pilihan skor angka 1, 2, 3, 4, 5 yang terdapat dalam lembar angket yang sesuai dengan pendapat bapak/ibu guru.</li> <li>Jumlah angket pertanyaan dengan jujur dan sebelumnya tak lupa mengucapkan banyak terima kasih atas segala bantuannya.</li> </ol> <p><b>4. Keterangan Skor</b></p> <table style="width: 100%;"> <tr><td>a. Tidak baik</td><td>: bobot 1</td></tr> <tr><td>b. Kurang baik</td><td>: bobot 2</td></tr> <tr><td>c. Cukup</td><td>: bobot 3</td></tr> <tr><td>d. Baik</td><td>: bobot 4</td></tr> <tr><td>e. Sangat baik</td><td>: bobot 5</td></tr> </table> <p><b>B. Daftar Pertanyaan Untuk Validasi Ahli Bahasa</b></p> <p>Nama : Han Agus Soekrah, M.Pd                  Jabatan : Dosen PBM                  Pendidikan : S2</p> <p>Validasi ahli bahasa ini dilakukan oleh dosen ahli bahasa Indonesia. Instrumen ahli bahasa adalah dalam bentuk angket, angket instrumen oleh ahli media dijabarkan sebagai berikut:</p>	a. Tidak baik	: bobot 1	b. Kurang baik	: bobot 2	c. Cukup	: bobot 3	d. Baik	: bobot 4	e. Sangat baik	: bobot 5
a. Tidak baik	: bobot 1																															
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e. Sangat baik	: bobot 5																															

<sup>27</sup> Made Juniantari and Gede Saindra Santyadiputra, "The Validity of Learning Media in the Course of Assessment and Learning Evaluation Based on Articulate Storyline 3," *Proceedings of the First International Conference on Science, Technology, Engineering and Industrial Revolution (ICSTEIR 2020)* 536, no. Icsteir 2020 (2021): 351–56, <https://doi.org/10.2991/assehr.k.210312.058>.

Table 3  
Category Validity

Value	Category
81-100	Very valid
61-80	Valid
41-60	Quite valid
21-40	Invalid
0-21	Totally invalid

The percentage of the average value on the percentage assessment of the walkthrough sheet is:

$$\text{Average} = \frac{88+95+80}{3} = \frac{263}{3} = 88$$

In filling out the questionnaire, the walkthrough sheet is the material, design, and linguist expert validators with a score of 88, 95, and 80, respectively. After calculating, the percentage of the average assessment is 88, in the very valid and usable category of the learning process. Meanwhile, the percentage of the average score on the one-to-one assessment percentage of the questionnaire sheet is:

$$\text{Average} = \frac{88+91+94+88+88+91+88+91}{8} = \frac{719}{8} = 90$$

The average score obtained to test the validity of the learning media developed is as follows:

$$\begin{aligned} \text{Average score} &= \frac{\text{Expert review stage score} + \text{One to one stage score}}{2} \\ &= \frac{88+90}{2} = 89 \end{aligned}$$

After calculating the percentage at the expert review stage and one-to-one, the average score is 89, in a very valid category and can be used in learning. The results showed that the modified domino card has good feasibility from the material, design, and language aspects. This card can help improve students' understanding and mastery of concepts. Therefore, the domino card will positively impact student learning outcomes<sup>28</sup>.

Calculations are carried out to test the practicality of the learning media developed through the small group trial results. The developed learning media had been categorized as very practical, and the percentage of the average score on the student questionnaire assessment (practical) is:

$$\text{Average} = \frac{97+86}{2} = \frac{183}{2} = 91$$

The student questionnaire sheet (practical) is filled out in the small group from grade III A MI Quraniah 8 Palembang. The percentage of the average assessment is 91, in the convenient category. It can be used in the learning process, in line with the research from Yulia Tri Samiha. The results of small group trials show that the teaching materials developed have been categorized as very practical<sup>29</sup>. Furthermore, the questionnaire shows that the student's response to the accounting domino card is very good, with 95.4%<sup>30</sup> research from Sundus et al<sup>31</sup>. In the practical study, the average score is in the

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<sup>28</sup> Ambo Dalle, Burhanuddin, and Misnawaty Usman, "The Effectiveness of Domino Card Games to Improve German Language Vocabulary," *Journal of Physics: Conference Series* 1028, no. 1 (2018), <https://doi.org/10.1088/1742-6596/1028/1/012099>.

<sup>29</sup> Samiha, "Desain Pengembangan Bahan Ajar Ips Mi Berbasis Kearifan Lokal."

<sup>30</sup> Rahayu Fitriyah Nengsih and R Rochmawati, "Pengembangan Kartu Domino Sebagai Media Pembelajaran Akuntansi Pada Materi Ayat Jurnal Penyesuaian," *Jurnal Pendidikan Akuntansi* 2, no. 2 (2014): 1–10, <https://jurnalmahasiswa.unesa.ac.id/index.php/jpak/article/view/9140/9090>.

<sup>31</sup> Sundus Fairosa, Novi Prayekti, and Rachmaniah M Hariastuti, "Pengembangan Media Permainan Matematika Berbasis Kartu Domino Pada Materi Eksponen" 2, no. 2 (2018): 51–63.

very high category for both the teachers (4.53) and student responses (4.56).<sup>32</sup> Therefore, practicality is also assessed in developing a learning media and should be based on student responses as users.

Domino cards are easy to use and practical for grade III students. Moreover, these cards are easy to use. Therefore, the results can contribute to variations of valid and practical learning media to improve the quality of student learning. However, this research has limitations of not reaching the field test stage. This is because the situation at the research site does not permit face-to-face meetings due to the Covid-19 pandemic in Palembang City. In addition, teaching materials based on Information and Communication Technology (ICT) were not prepared. These limitations can be the subject of further research on the development of modified domino cards based on Internet Communication and technology appropriate to human demands in the Revolutionary Era 5.0.

## **CONCLUSION**

In conclusion, the modified domino card learning media design is divided into groups of apples, pineapples, and oranges. After the development design is carried out, the learning media is appropriate to the material's indicators, objectives, and content. The development results at this stage are in the form of an initial prototype. Furthermore, the modified domino card learning media that has been developed is categorized as very valid. This can be seen from the assessments of the 3 validators in filling out the walkthrough questionnaire. These include the material expert, design expert, and linguist validators with a value of 89, 95, and 80, respectively. The questionnaire at the one-to-one stage obtains a value of 90, with an average assessment percentage of 89 in the very valid category used in the learning process. In addition, the modified domino card learning media that has been developed is categorized as very practical. This is seen from the results of small group trials in the form of the questionnaire (practical) given to Grade III students at MI Quraniah 8 Palembang. After calculating, the average assessment percentage obtains 91, in the very practical category used in the learning process.

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<sup>32</sup> et al., "Developing Noun Words Domino Card (NWDC) Learning Media to Improve English Vocabulary Mastery of Junior High School Students," *VELES Voices of English Language Education Society* 5, no. 2 (2021): 192–205, <https://doi.org/10.29408/veles.v5i2.4028>.

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## DECLARATION OF CONFLICTING INTERESTS

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