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The Influence of Using Congklak Media on Formation of Cooperation Attitude of Class IV Students SDN Perumnas 1 Makassar

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Abstract.

The challenge addressed in this study revolves around the unfamiliarity of educators with the utilization of congklak as an educational tool to cultivate collaborative behaviors among students. The primary objective of this research was to acquire insights into the impact of integrating congklak-based teaching methods on the development of students' cooperative attitudes. Employing a quantitative approach and adopting a quasi-experimental research design, this study focused on fourth-grade students from SDN Perumnas I in Makassar City. The participant pool encompassed 50 students, comprising 20 males and 30 females. Data collection encompassed both observations and questionnaire distribution. Subsequently, the acquired data underwent descriptive statistical analysis, and for inferential analysis, parametric statistics were employed, specifically the Independent Sample *t*-test, facilitated through the Statistical Package for the Social Sciences (SPSS) system.

Keywords: congklak learning media, formation of student cooperation attitude

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1. Introduction

Education as an instrument for building quality human beings requires a process and means so that students can recognize their own potential and be able to play a role in realizing the ideals of the 1945 Constitution, namely educating the life of the nation. Formally, it is providing knowledge, expanding knowledge and developing skills to students to be able to fulfill their daily lives. Education also seeks to help students to be able to exist in accordance with their nature as human beings, because human maturity can be formed if he is able to realize his essence as a whole in social life in his social environment.

Providing provisions for students to live in society and continue their education to a higher level. Education in schools is a structured learning process for students to be able to understand, understand, and make people more critical and think logically.Indicators

of active participation include students being able to improve in collaborating, answering and doing assignments and to increase this cooperation, students learn through the use of interesting learning media, namely Congklak media[1,2].According to students who have high cooperation in learning will be serious, happy and enthusiastic in participating in the learning process to achieve learning goals[3].

The media regulates the effective relationship between the learning process, students, teachers and lesson content. According argues that: Changes do not only occur in the social environment but also in children's play patterns so that through media games can form a cooperative attitude in students. improve student learning creativity to be able to assist in participating in learning[4]. So that the ongoing learning process is not monotonous. IPS subject is one of the fields that studies the ins and outs of social, economic, political, cultural life and is more dominated by a conventional approach, an approach that places more emphasis on aspects of knowledge and memorizing various concepts, less involving students so they are not independent in learning, even passive tendencies. In Article 37 of the 2003 National Education System Law, it is stated that social studies is a mandatory content that must be included in the primary and secondary education curriculum. With the provisions of the law that require the

field of study of Social Sciences as a subject in the education system in Indonesia, the position of Social Sciences becomes clearer and stronger.

Congklak learning media has been research with the title "Effectiveness of Using Congklak Traditional Game Learning Media to Improve Numeracy Skills in Elementary School Students"[5]. The results showed that there was a difference in the average numeracy ability of elementary students before and after being given the learning media in the form of the traditional congklak game, namely the average numeracy ability of elementary students after being given the traditional congklak game learning media was higher than the average ability of elementary students before being given Congklak traditional game learning media. This research proves that congklak traditional game learning media is effective for improving the social skills of elementary school students[2].

The results of observations and interviews with grade IV teachers at SDN Perumnas I Makassar City in the formation of student cooperation in learning show that student learning motivation is still low, this can be seen from the students who pay less attention to the teacher when explaining the material, these students are not active because the teacher is monotonous in explaining learning material.

2. Method

2.1. Approach and type of research

In this study, a quantitative research approach is adopted to assess the impact of instructional media, and the chosen research type is quasi-experimental. The research design encompasses two distinct groups: the experimental class and the control class. The control class, however, is inadequate for regulating all external variables that may influence the experimental procedure. To elaborate, this research design is employed when the variables under scrutiny remain susceptible to the influence of uncontrollable external factors.

2.2. Time and place of research

When the research was carried out in December 2022 at SDN. Perumnas I Makassar City

2.3. Research design

The research design is the chosen way of carrying out procedures or research steps using a Quasi-Experimental design in the form of Nonequivalent Control Group Design. The experimental group will apply the use of congklak media while the control group does not use congklak media in learning. Then both groups were given a pretest-posttest in the form of a questionnaire before the learning process and after the learning process. The design used can be seen in the following table:

TABLE 1: Research Design Nonequivalent Control Group Design.

Pretest	**treatment**	**Posttest**
O1	**X**	**O2**
O3		**O4**

2.4. Population and sample

The population in this study were all fourth grade students at SDN Perumnas 1 Makassar City. Based on the data obtained from the teacher, the total number of students is 60. Student data can be seen in the following table.

Sampling in this study is by using a sampling technique is non-probability sampling, namely purposive sampling. The samples in this study were students in grades IV A and IV B at SDN Perumnas I Makassar City, which consisted of 60 people.

2.5. Data collection technique

Observations were made to obtain data about the process of implementing learning in class. Questionnaire intended to obtain data on the formation of students' cooperative attitudes during the learning process.

2.6. Research Instruments

2.6.1. Observation sheet

The observation sheet used in this study is the observation sheet related to the use of Congklak media. After collecting data from respondents, the data obtained must have a scale in the research.

2.6.2. Questionnaire sheet

The questionnaire instrument used in this study was intended to collect data on the formation of students' cooperative attitudes. The questionnaire used in the learning process using congklak media (treatment) uses a Likert model scale, each item is equipped with five answer choices.

2.7. Data analysis technique

The data analysis technique used in this research is descriptive and inferential statistical analysis.

3. Result and Discussion

3.1. Research result

3.1.1. Description of the application of congklak media use in social studies learning

The account of the implementation of Congklak Media within the context of Class IV SDN Perumnas I in Makassar City reveals a successful endeavor. This success is substantiated by the considerable effectiveness exhibited by teachers utilizing the Congklak learning media. This efficacy is particularly noteworthy within the experimental class of Class IV SDN Perumnas I in Makassar City, as denoted by the remarkably elevated levels of performance. In the application of this media students in groups play the media that is prepared. The teacher asks each group member to start the game in turn. At this stage students jointly need to develop a cooperative strategy in playing, especially the compactness of ideas and skills in playing instruments (congklak instruments). The teacher then gives responses to find out the extent of students' understanding in playing the media. Furthermore, The teacher then gives appreciation in the form of applause and rewards to groups that are active and smooth and form an attitude of cooperation in playing. The application of congklak media in learning has a positive influence on the formation of students' cooperative attitudes. This is proven through the results of observations obtained through observation sheets during the learning process. The results of these observations can be seen in the following table:

Table 2: Observation Data of Learning Process Using Congklak Media.

Observation	Sheet	Meeting	Percentage	Category
Gur		Meeting	84%	Very
	Effective			
		Meeting	298%	Very
	Effective	Meeting	167%	Effective
		Meeting	287%	Very

Based on the data in table 2, which shows that based on observations or observations of teacher activities during learning activities, it was obtained that data at the first meeting of

the learning process were carried out with an achievement percentage of 84% with a very effective category. Then at the second meeting the percentage of implementation was 98% with a very effective category.

Then based on the results of observations or observations of student activities during learning activities, it was obtained data at meeting 1 the percentage of learning implementation was 67% and at learning meeting II the percentage of learning implementation increased to 87% from a total accumulation of 100%. Based on the percentage of the

achievement of the teacher's and student's observation sheet, it was concluded that the percentage of learning implementation was categorized as very good.

3.1.2. Description of the results of the formation of student cooperation attitudes

1. *Descriptive statistical analysis*

The results of descriptive statistical analysis regarding the data description of the Formation of Cooperation Attitudes of Class IV Students at SDN Perumnas I Makassar City, the researchers used pretest and posttest data to see this situation. The pretest and posttest used are in the form of a questionnaire on the attitude of student cooperation and then a score is given. Based on the results of the analysis as described in the following table, the statistical summary of the Formation of Student Cooperation Attitudes in class IV A as the experimental class and class IV B as the control class is as follows:

1. *Pretest data on the formation of experimental class student cooperation attitudes pretest data for the formation of student collaboration attitudes in Class IV SDN*

Perumnas I Makassar City class IV A as an experimental class with a total of 30 research subjects can be seen in the following table:

TABLE 3: Distribution of Frequency and Percentage Category of Experimental Class Pretest Results.

Score	Category	Amoun t	Percentage
85-100	Very high	0	0%
70-84	Tall	2	6.7%
56-69	Currently	13	43.3%
41-55	Low	14	46.7%
0-40	Very low	1	3.3%
Amount		30	100%

Referring to Table 4.1, the data reveals that a notable portion of students, amounting to 46.7%, have achieved high scores, signifying a lower performance category. This suggests a deficiency in the questionnaire data utilized to gauge student cooperation development. Intriguingly, the high and very high score categories remain unrepresented, which subsequent analysis attributes to the absence of scores due to the untreated nature of this particular class.

1. *Pretest data formation of control class students' cooperation attitudes*

the pretest data concerning the formation of cooperation attitudes among students in class IV B, designated as the control class, involves a cohort of 30 research subjects. Upon obtaining the pretest data, its processing was facilitated by the utilization of the Statistical Package for Social Science (SPSS) version 25.0. The aim was to extract insights into the descriptive attributes of students' pretest scores within the control class. A comprehensive overview of the control class pretest data outcomes is presented in the subsequent table.

Table 4: Distribution of Frequency and Percentage of Category Class Pretest Results kcontrol.

Score	Category	Amoun t	Percentage
85-100	Very high	11	36.7%
70-84	Tall	15	50%
56-69	Currently	4	13.3%
41-55	Low	0	0%
0-40	Very low	0	0%
Amount		30	100%

Referring to Table 3, the data reveals that 11 students, amounting to 36.7%, achieved scores placing them in the "very high" category. Additionally, 15 students, constituting 50%, garnered scores categorizing them as "high," whereas 4 students, equivalent to 13.3%, obtained scores positioning them in the "medium" category. Based on the outcomes of the conducted descriptive analysis, one can deduce that the pretest outcomes for the control class fall within the high category. This deduction is substantiated by the dominant percentage within the control class pretest category, which stands at 50.0%.

1. *Posttest data on the formation of experimental class student cooperation attitudes*

The reading proficiency of students in class IV A, considered as the experimental group, was assessed through a posttest involving 30 participants. Following the acquisition of posttest data, the Statistical Package for Social Science (SPSS) version 25.0 was employed for data analysis, aiming to elucidate the score distribution among students in the experimental group.

Referring to Table 4, it is evident that 16 individuals, accounting for 53.3% of the total, achieved scores categorizing as very high. Additionally, 13 students, making up 43.3%, attained scores in the high category. Conversely, merely one student, comprising 3.3%, garnered scores classifying as low. The outcomes of the descriptive analysis lead to the conclusion that the experimental class's posttest results fall within the very high category. This determination is drawn from the predominant percentage in the posttest results category for the experimental class, specifically at 53.3%.

Table 5: Distribution of Frequency and Percentage of Experiment Class Posttest Result Categories.

Score	Category	Amoun t	Percentage
85-100	Very high	16	53.3%
70-84	Tall	13	43.3%
56-69	Currently	0	0%
41-55	Low	1	3.3%
0-40	Very low	0	0%
Amount		30	100%

1. *Posttest data formation of control class students' cooperation attitudes*

Following the posttest assessment of initial reading proficiency among students in class IV B, serving as the control group, a cohort comprising 30 research participants was involved. Subsequent to the acquisition of posttest data, analysis ensued through the utilization of Statistical Package for the Social Sciences (SPSS) version 25 program to find out the description data of students' posttest score scores in the control class. Data from the control class posttest results can be seen in the following table:

Table 6: Distribution of Frequency and Percentage of Category Class Posttest Results.

Score	Category	Amoun t	Percentage
85-100	Very high	11	36.7%
70-84	Tall	14	46.7%
56-69	Currently	5	16.6%
41-55	Low	0	0%
0-40	Very low	0	0%
Amount		30	100%

Referring to Table 4.4, it is evident that 11 individuals, accounting for 37.7%, achieved scores placing them within the bracket of "very high" category. Moreover, 14 students, making up 46.7% of the group, garnered scores positioning them in the "high" category, whereas 5 students, equivalent to 16.6%, obtained scores categorizing them under the "medium" bracket. From the outcomes of the conducted descriptive analysis, it can be inferred that the posttest results within the control class fall within the "high" category. This conclusion is substantiated by the fact that the highest percentage within the posttest results category for the control class amounts to 46.7%.

3.2. The Influence of use of congklak media on the formation of student collaboration attitudes

The outcomes of inferential statistical examination were harnessed to assess the research hypothesis utilizing the T-test, bearing a significance level denoted by α = 0.05. Prerequisites requisite for hypothesis testing involve confirming both the normal distribution and equable variance or attributes of the collected data. Thus, preceding hypothesis evaluation, an initial step entails conducting an assumption test, succeeded by gauging data normality and homogeneity through subsequent tests.

3.2.1. Normality test

A normality assessment was conducted to determine the distribution of the pretest and posttest data. The Statistical Package for Social Science (SPSS) version 25.0 was employed to facilitate the normality test, utilizing the Kolmogorov-Smirnov method. Data is considered normally distributed if the obtained significance is > 0.05, whereas non-normal distribution is indicated by a significance value of < 0.05. Presented below are the outcomes of the normality tests for both pretest and posttest data concerning the cultivation of students' cooperative attitudes in both the experimental and control classes.

Table 7: Normality Test of Pretest and Posttest Formation of Cooperation Attitudes of Experiment Class and Control Class Students.

Data	Probability Value	Information
*Pretest*Experiment Class	0.758	0.758 > 0.05 = normal
*Pretest*Cock Class	0.253	0.253 > 0.05 = normal
*Posttest*Experiment Class	0.119	0.119 > 0.05 = normal
*Posttest*Control Class	0.615	0.615 > 0.05 = normal

Table 4.5 shows the data normality test using the Kolmogorov-Smirnov Normality Test, in the pretest for the experimental class a significance value (Sig) was obtained (Sig) 0.758 > 0.05 and in the posttest for the experimental class a significance value (Sig) was obtained (Sig) 0.119 > 0.05 so that the data is distributed evenly normal. Whereas in the control class pretest obtained a significance value (Sig) 0.253 > 0.05 so that the data was normally distributed and the control class posttest obtained a significance value (Sig) 0.615 > 0.05 so that the data was normally distributed. Thus it can be concluded that the experimental class and control class data are normally distributed.

3.2.2. Homogeneity test

Test for homogeneity was conducted to determine the uniformity of the acquired data. The Statistical Package for Social Science (SPSS) version 25.0 was employed to facilitate the homogeneity test process. Levene's test was utilized as the method for conducting the homogeneity test within this research. Data is considered homogeneous if the probability value on the output-level statistic surpasses the designated α value of 5% (0.05). The subsequent outcomes represent the homogeneity tests performed on the pretest and posttest data regarding the development of cooperative attitudes among students in both the experimental and control classes.

Table 8: Pretest and Posttest Homogeneity Tests for the Formation of Student Collaboration Attitudes in the Experiment Class and Control Class.

Data	Probability value	Information
PretestExperiment Class and Control Class	**0.085**	**0.085 > 0.05 = normal**
PosttestExperiment Class and Control Class	**0.064**	**0.064 > 0.05 = normal**

In table 4.6, the data indicates that the homogeneity examination results for both the pretest and posttest of the experimental and control groups share a common characteristic. This similarity is due to the calculated probability value surpassing the significance level of 0.05. As a result, the preconditions for conducting a parametric test, specifically a T-test, are satisfied. An essential prerequisite for performing the T-test is that the two groups being compared need to demonstrate homogeneity.

3.2.3. Hypothesis testing

1. (a) i. *Independent Sample T-Test Pretest*

Comparing Experimental and Control Groups In this study, the goal is to identify variations in student collaboration between the experimental and control groups prior to any intervention. The initial values of the pretest Independent Sample T-Test for both the experimental and control groups are outlined in Table 8, assessing the independent sample T-test results for Class 8 and the Control group pretest values.

Table 9: Class.

DataT	Df	Probability Value	Information
*Pretest*Experiment Class and ClassControl 1,437	58	0.078	0.078 > 0.05 = No difference

According to the data presented in the table, the probability value exceeds 0.05. This indicates that there is no noteworthy distinction in the development of students' cooperative attitudes between the experimental class and the control class prior to any intervention. Considering a tcount of 1.437 against a ttable value of 1.671, derived from a table using α = 5% and df = 58, it is evident that tcount (1.437) is less than ttable (1.671). Therefore, the conclusion can be drawn that the obtained pretest data does not exhibit significant dissimilarity.

1. (a) i. *Independent Sample T-Test Posttest Experiment Class and Control Class*

The purpose of this analysis is to discern variations in the cultivation of students' cooperative attitudes between the experimental class and the control class after receiving treatment. The Independent Sample T-Test results for posttest scores in the experimental and control classes are provided below:

Table 10: T-Test Independent Sample T-Test Method Posttest Value of Experimental Class and Class Control.

Data	Q	Df	Probability Value	Information
Posttest Experiment Class and Control Class	5,872	58	0.039	0.039 < 0.05 = There is a difference

Referring to the provided content, the analysis of the table reveals that the probability value is below 0.05. This indicates a noteworthy disparity in the development of cooperative attitudes among students in the experimental class versus those in the control class post the treatment. The tcount is recorded at 5.872, while considering an α value of 5% and degrees of freedom (df) at 58, the corresponding ttable value is 1.671. A comparison between these values reveals that tcount surpasses ttable (5.872 > 1.671). Consequently, it can be deduced that tcount exceeds ttable, underscoring a significant disparity highlighted by the posttest data.

Given this analysis, the null hypothesis (H0) is invalidated, indicating an absence of notable impact subsequent to the implementation of interactive PowerPoint-based Smart Digital Book (SDB) educational materials on the cultivation of collaborative attitudes among fourth-grade students at SDN Perumnas I Makassar City. Conversely, the alternative hypothesis (Ha) is upheld, confirming a substantial impact subsequent to the utilization of Congkak learning media on the development of collaborative attitudes among the same group of students at the mentioned school.

3.3. Discussion

Discussion of research results related to the effect of using Congkak learning media on the Formation of Collaborative Attitudes of Class IV Students at SDN Perumnas I Makassar City, presented based on the results of analysis of research data that was studied and analyzed and discussed based on theory or expert opinion.

3.3.1. Usage overviewmedia use of congklak media in learning

This research investigates the influence of employing Congklak Media on shaping the collaborative attitudes of fourth-grade students at SDN Perumnas I Makassar City. The research participants encompassed 30 students from Class IV A, designated as the experimental group, and another 30 students from Class IV B, assigned as the control group.

The execution of the educational procedure using Congklak learning media is evident from the outcomes of the learning process's observations held in Class IV A at SDN Perumnas I Makassar City, representing the experimental group. Analyses of these observations demonstrate that during the initial session, the learning process achieved an effectiveness level of 67%, categorizing it as effective. Subsequently, in the second session, the learning process achieved an attainment level of 87%, categorizing it as highly effective. By comparing the percentage from the first session to the second, it can be deduced that the employment of Congklak media led to an escalation in the learning process's effectiveness, transitioning from the effective category to the highly effective category.

3.3.2. Description of the results of the formation of class iv students' collaborative attitudes using congklak media

Data pertaining to the development of students' collaborative attitudes were acquired subsequent to undergoing the stages of expert validation, which encompass content validation as well as instrument validation. The instruments for both pretest and posttest evaluation of students' collaborative attitudes encompass four facets, which encompass continuous engagement, shared ideation, cohesiveness, and a magnanimous approach towards victory and defeat.

In order to comprehend how the depiction of student collaboration was examined, a test analysis was performed employing the Statistical Package for Social Science (SPSS)

version 25.0 software. The evaluation of student collaboration was conducted during both the pretest and posttest phases. Following a descriptive analysis conducted on the pretest data, it was revealed that collaboration among students in the control class was categorized as high, whereas the students' aptitude in utilizing the Congklak learning media in the experimental class was classified as low. Subsequently, the outcomes of the posttest unveiled that collaboration among students in the control class remained in the high category, while the development of collaboration among students employing the Congkak media in the experimental class ascended to the very high category. This illustrates a significant enhancement in the level of student collaboration prior to and subsequent to the utilization of the Congklak learning media. This is in line with the opinion of stating that a person is said to have learned if his behavior shows a change, from initially not knowing to knowing, from not being able to being able to, from being unable to being capable, from being unskilled to being skilled[6]. If a person's behavior does not change after learning, it means that the learning process has not actually occurred. Through this study it was concluded that learning to use congklak can form an attitude of cooperation which includes working together, practicing togetherness of ideas, social care and an attitude of being willing to accept defeat in playing. A person is said to have learned if his behavior shows a change, from initially not knowing to knowing, from not being able to being able to, from being unable to being capable, from being unskilled to being skilled. If a person's behavior does not change after learning, it means that the learning process has not actually occurred. Through this research it was concluded that learning to use congklak can form an attitude of cooperation which includes working together, practicing togetherness of ideas, social care and an attitude of being willing to accept defeat in playing. If a person's behavior does not change after learning, it means that the learning process has not actually occurred. Through this research it was concluded that learning to use congklak can form an attitude of cooperation which includes working together, practicing togetherness of ideas, social care and an attitude of being willing to accept defeat in playing from unskilled to skilled. If a person's behavior does not change after learning, it means that the learning process has not actually occurred. Through this study it was concluded that learning to use congklak can form an attitude of cooperation which includes working together, practicing togetherness of ideas, social care and an attitude of being willing to accept defeat in playing from unskilled to skilled[2]. If a person's behavior does not change after learning, it means that the learning process has not actually occurred. Through this study it was concluded that learning to use congklak can form an attitude

of cooperation which includes working together, practicing togetherness of ideas, social care and an attitude of being willing to accept defeat in playing

3.3.3. The effect of using congklak media on the formation of collaborative attitudes of Grade IV Students at SDN Perumnas I Makassar City

After the data were analyzed using descriptive statistics and inferential statistics, information was obtained that the use of congklak media had an influence on the formation of students' cooperative attitudes. Descriptive statistical data processing is used to find out how the description of the Formation of Student Cooperation Attitudes before and after the use of Congklak media, while inferential statistics are used to get conclusions from research based on

samples, populations, and also data that has been collected during the research process, and are intended to test research hypotheses .

Inferential statistical analysis was carried out to see the probability value of the pretest and posttest data that had been collected. The first test that must be carried out is the assumption test which consists of a normality test and a homogeneity test. The pretest and posttest normality tests for Congklak learning of students in the experimental class and control class used the Kolmogorov-Smirnov Normality Test which showed that the data were normally distributed. The next step was to test the homogeneity between the pretest and posttest of the experimental class and the control class using the Levene's test with the results of both groups being declared homogeneous. After testing the assumptions, a hypothesis test was carried out, in this case the Independent Sample T-Test[7].

Hypothesis testing using inferential statistical analysis with the Independent Samples T-Test was used to see sig.(2-tailed) class data collected. The hypothesis test shows that there is a significant influence between the formation of students' cooperative attitudes and the use of congklak learning media in the learning process. The results of statistical data are seen at the sig.(2-tailed) value of 0.039. This means that the significant data is less than the significance level α (0.039 <0.05), so the hypothesis is accepted. Based on the results of the research that has been done, it can be concluded that the use of Congklak learning media has an effect on the formation of cooperative attitudes of class I students at SDN Perumnas I Makassar City.

In summary, the research findings offer compelling evidence to conclude that the incorporation of congklak learning media contributes to the enhancement of cooperative attitudes among students in class I. The employed statistical analysis and the subsequent acceptance of the hypothesis provide valuable insights into the educational benefits of utilizing such interactive and engaging learning tools within the classroom environment[8–10].

4. Conclusion

Based on the results of the research that has been done, several conclusions can be drawn, including:

1. The description of the learning process using congklak media in class IV SDN Perumnas I Makassar City takes place effectively because the percentage category increases at each meeting.

2. The description of the formation of students' cooperative attitudes showed an increase after using congklak media in learning as shown by the difference in the average cooperative attitude of students having pretest scores in the experimental class and posttests in the experimental class experiencing an increase.

3. Congklak learning media on social studies subjects influences the formation of students' cooperative attitudes. This is shown based on the change in cooperative behavior which means there is a difference after using congklak learning media.

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