

A Microsoft Excel-Based Cultural Guessing Game on Cultural Knowledge of Elementary School Students. Is It Effective?

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Abstract. It is easy for elementary school students to get information about the culture of other countries through gadgets, it is feared that it will erode students' knowledge of Indonesian culture. Knowledge of Indonesian culture is very important for elementary school students. With thorough knowledge of Indonesian culture, students will have a good way of thinking in preserving culture and have a proud attitude towards Indonesian culture in everyday life. Therefore, the purpose of this study was to determine the effect of a Microsoft excel-based cultural guessing game on the knowledge of elementary school students. The method used in this research is a pra-experimental design with a one-group pretest-posttest design. The subjects of this study were fourth-grade elementary school students in the city of Cimahi. The instruments used in this study were a test of cultural knowledge and a questionnaire on student responses to learning. The results showed that students' knowledge of Indonesian culture increased and students responded positively to learning. The conclusion of this study is that learning according to the characteristics of students, one of which is using games can increase students' cultural knowledge.

Keywords: Microsoft Excel, Guesssing Game, Cultural Knowledge

How to Cite: Rahayu, G. D. S., Maftuh, B., & Sapriya. (2022). A Microsoft Excel-Based Curtural Guessing Game on Curtural Knowledge of Elementary School Students. Is It Effective?. *Proceeding The 4th International Conference on Elementary Education*, 4(1), 230-241.

INTRODUCTION ~ Indonesia is a diverse country from various aspects such as ethnicity, language, customs, culture, religion and so on (Parlindungan et al., 2018; Soekarba, 2018). This diversity is expected to be a tool for unifying the nation, not as a tool to divide national unity or even as something that is not considered important by students. However, in the field there have been several disturbing incidents, one of which is the knowledge of Indonesian children about the diversity that exists in Indonesia which is getting lower day by day with a concrete example, namely Indonesian children now know more about foreign songs than their own folk songs. more familiar with foreign dances than traditional dances in Indonesia, and the lack of knowledge about other

cultures such as traditional houses, traditional weapons and other cultures as well as the external impact, namely the claims of Indonesian culture by other countries, and the existence of social conflicts such as bullying, stereotypes, and discrimination based on cultural differences (Malihah et al., 2015; Rahayu & Arga, 2019).

These events occurred due to the lack of cultural knowledge which had a broad impact on the lack of concern for Indonesian culture. If this is allowed to continue in the midst of the globalization process where there are no boundaries between countries, the possibility of communication between individuals from different countries and different cultures is increasing, which can lead to low cultural knowledge (Smith, 2009).

In addition, foreign cultures are easy to enter Indonesia and are easily accessed by the Indonesian people through information technology, the appreciation of the Indonesian people is still low for Indonesian cultures, and there is a perception that when they prefer to show things that are local culture, they are included in the category outdated society (Mubah, 2011; Syaputra et al., 2018).

If this paradigm is left unchecked, it will have an impact on the emergence of more complex problems. Therefore, the implementation of multicultural education is a solution that is expected to provide students with an understanding related to Indonesian culture, provide training for students to have the skills and attitudes to be able to live in cultural diversity (Gorski, 2009; Özturgut, 2011).

The implementation of multicultural education should start from the elementary school level because elementary school age students are at the golden age stage where it is still easy to build their character (Nikawanti, 2017; Rahayu et al., 2020). However, its implementation requires a systematic and gradual process and is in accordance with the growth and development phases of elementary school-aged children (Iwai, 2013).

Several studies have been carried out regarding multicultural education, especially on cultural knowledge, namely research by Soley & Aldan (2020) explored children's and adults' attributions of shared cultural knowledge and shared preference based on the categories of gender and language with the result that individuals selectively conclude together cultural knowledge

among speakers of the same language, showing the early emerging relationship between sharing boundaries of knowledge and culture, research by Wasino et al. (2020) analyze the implementation of social science education learning and the construction of students' knowledge after participating in social science education learning activities using cultural eco-literacy approach with the result that eco-literacy as curriculum content, educational rationale, and learning activity has successfully led to more progressive learning in achieving the purpose of the formation of cultural environment preservation thought, and research by Kılıç et al., (2019) perceptions of third grade students about their national and cultural values. In this study, the perceptions of third grade students about national and cultural values are examined based on their opinions and drawings with the result that While some of the students draw an object or figure as a national and cultural value, some students drew more than one figure or object related to different national and cultural values in the drawings. Some students emphasized different national and cultural value in their written opinions and paintings.

Based on the results of the analysis of previous studies regarding cultural knowledge, it was found that there was no research on the application of multicultural education, especially to increase students' cultural knowledge by learning using games based on Microsoft Excel. Therefore, in this study, a study was carried out with the title A microsoft excel-based cultural guessing game on cultural knowledge of elementary school students. is it effective?. The question in

this study is whether learning using microsoft excel-based cultural guessing games can increase the cultural knowledge of fourth grade elementary school students? and how do the fourth grade elementary school students respond to learning using microsoft excel-based cultural guessing games?. The purpose of this study is to see the effectiveness of learning by using cultural guessing games on cultural knowledge of fourth grade elementary school students.

Multicultural Education

Multicultural education is an important thing to be better understood by the public in the current era of globalization. Multicultural education is defined by many experts based on the results of their research with the aim of making it easier to understand and implement, for example Hourihan (1976) states that multicultural education is an effort to create educational institutions that are in harmony with the cultural background of students, giving appreciation and positive assessment of cultural heritage. Banks (1993) states that multicultural education serves as an attempt to analyze all educational systems to avoid racism. Multicultural Education reform movement that aims to ensure that all students get equal opportunities regardless of race, gender, culture, language, religion, social class (Karacabey et al., 2019). While multicultural education according to Erbas (2019) Multicultural education is education based on the principles, principles, and concepts of diversity that recognizes, accepts and affirms human differences and similarities related to gender, race, and class, religion based on values and democratic understanding in an effort to prevent prejudice and discrimination.

The five dimensions of multicultural education are *content integration, knowledge construction process, prejudice reduction, equity pedagogy, and empowering school culture and social structure* (Agirdag et al., 2016; Banks, 1993). *content integration* namely the extent to which teachers integrate examples, data, and information about diversity with each of the disciplines the teacher teaches, *knowledge construction process* that is the extent to which the teacher provides stimulus to students to understand and critically investigate assumptions or issues related to culture, *prejudice reduction* namely efforts to create positive attitudes towards diversity such as different ethnic groups, different cultures so as to reduce prejudice and the realization of good cross-cultural interactions, *equity pedagogy* which is related to learning procedures and strategies in an effort to improve the academic achievement of all students who are diverse, and the dimensions of *empowering school culture and social structure* namely strengthening school culture and school structure to create a fair school and able to provide equal opportunities to all diverse students.

The objectives of multicultural education are divided into three, namely the objectives of multicultural education for educational institutions, for educators, and for students. The purpose of multicultural education for educational institutions is to create educational institutions that are able to create a tolerant and inclusive academic culture and have the view that diversity is an objective reality in people's lives and the purpose of multicultural education for educators is to provide opportunities for

educators to work in the midst of diversity to achieve justice in society. diverse (Altinsoy et al., 2018; Gorski et al., 2012).

The purpose of multicultural education for students is to provide equal opportunities to students who are male or female, students of different religions, races, ethnicities, and cultures as well as students with special needs to obtain education, preparing students for live in the midst of increasing diversity, and increase the capacity of students to be able to communicate with other students who are diverse and actively participate in the learning process in a diverse environment (Aydin & Tonbuloglu, 2014; Gay, 2000).

The advantages of multicultural education according to Ameny-Dixon (2004) and Gonzales (2017) namely providing a meaningful understanding in democracy, equality, justice, preventing conflicts between individuals or between groups that have differences, increasing creative problem solving abilities with different perspectives, providing opportunities to interact between individuals with different individuals so as to reduce negative prejudice, and revitalize communities with different cultural richness.

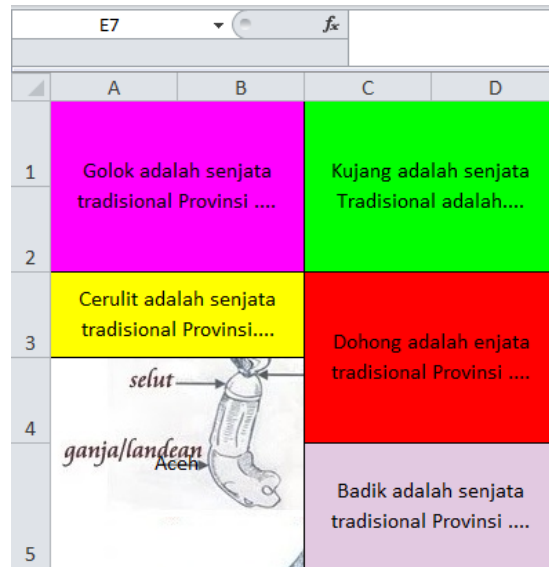
The weaknesses of multicultural education are that most of the

implementations of multicultural education emphasize race and ethnicity and ignore other differences such as gender, religion, language and social class, support for the implementation of multicultural education is still not maximized, such as multicultural education is only part of one of the subjects, there is no specific policy on the implementation of multicultural education from local government agencies (Furman, 2008; Van Hook, 2000).

A microsoft excel-based cultural guessing game

The microsoft excel-based cultural guessing game is a game developed in microsoft excel with the aim of increasing students' cultural knowledge. The culture developed in this game is about traditional weapons and traditional houses in Indonesia.

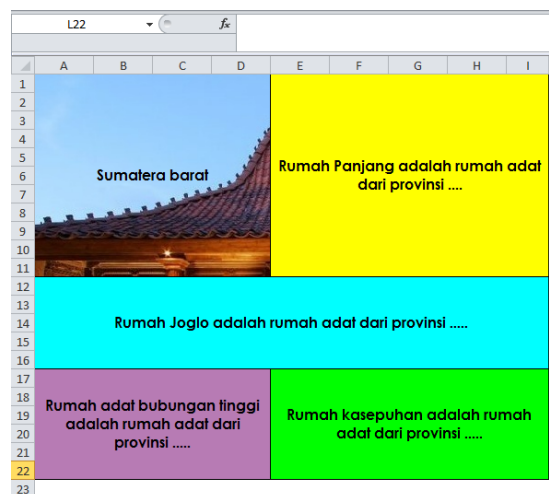
The basic reason for choosing Microsoft Excel is because Microsoft Excel is an application that is easy to find because it must be installed on a laptop, cheap because it is not paid, and can be used offline. (Rahayu & Arga, 2019a). In addition, the selection of Microsoft Excel was based on the findings of previous research that developed a game with VBA-based Microsoft Excel which turned out to be used in learning in elementary schools. (Rahayu et al., 2020). The gameplay in question is as follows.



Picture 1. Traditional weapon culture guessing game

In this game, students are invited to guess traditional weapons by answering questions on the colored boxes and when the answer is correct, the colored boxes will turn into some

pictures of traditional weapons in Indonesia and students get a score. The appearance of the cultural guessing game regarding traditional houses is as follows.



Picture 2. Traditional house culture guessing game

In this game, students are invited to guess the traditional house by answering questions on the colored box and when the answer is correct, the colored box will turn into a partial picture of traditional houses in Indonesia and students get a score.

Based on the research questions and objectives, the pre-experimental research method used is an experimental method with a one-group pretest-posttest design. One-group pretest-posttest design is a design that aims to determine the effect of the independent variable on the dependent variable (Kimport & Hartzell, 2015). The reason for choosing this research design This method is one of the

METHOD

alternatives that are often used in the research of learning models in the study of educational sciences. Although there are still some other methods that can be used in extracting accurate data, in this context, the pre experimental research seems to be more feasible, since it helps teachers or lecturers to apply it as one of the methods of application of learning that can facilitate students in understanding what needed in transfer knowledge (Adnan et al., 2021).

This research was conducted in one of the elementary schools in the city of Cimahi. The sample in this study was determined by purposive sampling technique and the sample was all fourth grade elementary school students with a total of 28 students. The selection of fourth grade elementary school students was due to the material about Indonesia's diversity, one of which was cultural diversity in the fourth grade of elementary school.

The instrument used in this study is a test instrument for Indonesian cultural knowledge in accordance with KD 3.4 identifying various forms of ethnic, social, and cultural diversity in Indonesia that are bound by unity and integrity. The test procedure was in accordance with the research design, namely pretest and posttest with the type of written test in the form of multiple choice totaling 15

questions which had previously been tested for validity, reliability, discriminating power, and level of difficulty. In addition to the cultural knowledge test, another instrument is a questionnaire to measure student responses to learning using cultural guessing games.

Processing data to answer research questions regarding the effectiveness of learning using games based on Microsoft Excel, namely first analyzing student answers, then processing them into scores and scores assisted by Microsoft Excel, then paired samples T Test testing assisted by the SPSS version 26 application to determine the effectiveness of cultural guessing games based on microsoft excel on students' cultural knowledge. While student questionnaires were processed descriptively with the help of Microsoft Excel to find out how students responded to learning using a cultural guessing game based on Microsoft Excel.

RESULTS

The cultural knowledge of fourth grade elementary school students before and after carrying out learning using microsoft excel-based guessing games based on the results of data analysis and processing is as follows.

Table 1. Average pretest and posttest scores of students' cultural knowledge

Category Test	N	Mean
Pretsest	28	64,82
Posttest	28	78,93

Based on these data, the average value of students' cultural knowledge has increased after participating in learning using a microsoft excel-based cultural guessing

game. For the significance of increasing students' cultural knowledge, the paired samples T Test assisted by SPSS version 26 was carried out with the following results.

Table 2. Test results paired samples T Test

T	Df	Sig. (2-tailed)
-13,69	27	0,000

Based on these data, the significance value (2-tailed) was $0.000 < 0.05$. This means that the results of the pretest and post-test experienced a significant change. So, it can be concluded that the microsoft excel-based cultural guessing game can increase students' cultural knowledge.

In addition to knowing the effectiveness of the style guessing game based on Microsoft Excel on students' cultural knowledge, the purpose of this study was to find out how students responded to learning by using a cultural guessing game based on Microsoft Excel. Based on the results of the analysis and processing of student response questionnaire data, the following results were obtained.

Table 3. Student responses to learning using microsoft excel-based cultural guessing games

Statement	Yes	%	No	%
I have fun learning to use cultural guessing games	N=25	89	N=3	11
I find it helpful to know Indonesian culture while learning to use cultural guessing games	N=24	86	N=4	14
I feel I know more about Indonesian culture after learning to use cultural guessing games	N=21	75	N=7	25

Based on these data, there are 25 students out of 28 students who enjoy learning to use microsoft excel-based cultural guessing games, 24 students out of 28 students find it helpful to know the cultures in Indonesia while studying by learning to use microsoft excel-based cultural guessing games, and applied 21 students from 28 students who know more about Indonesian culture after learning by using a microsoft excel-based cultural guessing game.

DISCUSSION

The implementation of learning using a Microsoft Excel-based cultural guessing game on the material of cultural diversity

in Indonesia and its relation to unity and integrity was carried out during two meetings. At the first meeting before the learning was carried out, students were given a cultural knowledge pretest. In this activity, almost all students looked surprised because it was the first time that a pretest was held in the class where a pretest was usually not carried out before learning.

The first learning was carried out using a Microsoft Excel-based cultural guessing game specifically about traditional weapons found in Indonesia. The learning took place for 2x35 minutes with the number of students attending as many as

28 students. Interesting findings in the learning of the first meeting, namely at the beginning of learning when the teacher informed that students were learning while playing, almost all of the students looked enthusiastic. When the microsoft excel-based cultural guessing game was held not in groups, there were some students who felt awkward while playing. After being confirmed to the student, it turns out that students feel confused about writing answers to each question because this is the first time students are learning to use games based on information and communications technology (ICT), namely Microsoft Excel. This finding is in line with that stated by Fu (2013) and Ghavifekr (2016) that when going to carry out learning using ICT it is necessary to pay attention to the learning habits of students learning to use ICT so that when students are accustomed to using ICT in learning, it is likely that there will be no students who feel awkward when studying.

Besides being the first time learning to use Microsoft Excel, students are awkward while playing because students are afraid of answering the questions contained in the game. Therefore, it is necessary to have clear instructions regarding the game and provide motivation before the game is carried out so that students do not feel awkward and are more confident in participating in the game. (Baydar, 2020; Bernard et al., 2019).

The findings at the first meeting were corrected at the second meeting. At the second meeting, learning about the material on cultural diversity in Indonesia and its relation to unity and unity focused on traditional houses in Indonesia. At the

second meeting, learning was carried out in groups. This is based on the findings at the first meeting and in order to realize varied learning.

The findings at the second meeting were that there were some students who did not want to be in groups with students who were not considered close friends, this resulted in the management of study time being longer than the planned time allocation. After being confirmed, it turned out that this happened because students were used to grouping with their chosen students (Gafoor & Kurukkan, 2015; Karacop & Diken, 2017).

Based on this, when the teacher will carry out learning using group learning, it is necessary to pay attention to the division of student groups in several ways, such as notifying students of groupings one day before and explaining that this grouping is only used during learning so that students get to know other students better. (Rahayu & Nugraha, 2018). At the second meeting, it ended with the implementation of the posttest with the result that there was an increase in the average value of the pretest as described in the results section of the study.

CONCLUSION

Based on the results of the study and the findings during the study, it can be concluded that learning using microsoft excel-based cultural guessing games can increase the cultural knowledge of fourth grade elementary school students. Interesting findings during learning are that there are some students who feel awkward when playing microsoft excel-based cultural guessing games because students are learning to use excel-based games for the first time. have low self-confidence, and another finding is that

when learning using a microsoft excel-based cultural guessing game with one laptop for all students is displayed on a projector, it takes a long time to provide opportunities for all students to express their answers to the questions contained in cultural guessing. . Therefore, there needs to be creativity from educators in classroom management during learning using games, especially games based on Microsoft Excel.

Based on these conclusions, recommendations for other researchers who will use game-based learning based on Microsoft Excel are to conduct research with more subjects and develop the results of this study so that it can provide benefits for students, especially in the study of cultural knowledge.

ACKNOWLEDGMENTS

Thank you to the school for giving permission to carry out this research so that this research can run smoothly.

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