

Developing of Monopoly Game Education Media: for Increase The Result of Social Science in Elementary School

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Abstract

The results of Kemendikbud (2014) revealed that there were problems in social science learning in elementary school so that there are still many students who have not reached the Minimum Score criteria determined. The problem also occurred in SDN Pakintelan 01, that, social science learning was not optimal in using supporting media, so students did not find their own knowledge and social science learning outcome is still low which needs a solution to develop media in social science learning. This study aims to determine the effectiveness of monopoly game in improving social science learning outcomes. The research method is Research and Development with the population of this research is all students of grade V SDN Larasati and the samples are the students of grade V of SDN Pakintelan 01, SDN Pakintelan 03, and SDN Plalangan 04. Expert assessment result shows that the monopoly game deserves by media experts and material experts with a percentage of media eligibility assessment of 92.8% including very feasible criteria, material feasibility assessment of 91.6% including very feasible criteria. Monopoly game influenced cognitive outcomes as evidenced by the average difference of students' ability through the t test of 7.340 and the average increase atau N-gain of 0.46 with medium criteria. The conclusion of this research is a monopoly game worthy and effective used to improve the learning outcomes of social science of grade V elementary school especially history of Indonesia's struggle against invaders.

Keywords: learning outcomes, monopoly game, social science.

1. INTRODUCTION

Education is one of the determining factors in the development of the nation because education can improve and develop the quality of human resources. Based on Law No.20 of 2003 on National Education System states that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have a religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed him, society, nation and country. The role of the teacher as a facilitator in facilitating the students during the learning process required to master a variety of skills and expertise in order to optimize the learning process in schools.

But in reality there are still problems in learning in primary schools. From the results of pre-research conducted through interviews, observation and document student scores list shows that learning social studies class V students who performed not maximized. The problems caused by the still-centered learning social studies teacher. Learning that takes place is still dominated by skills memorization than the skills to process its own understanding of the material. Submission of learning is not accompanied by learning media so that there is effective communication between teachers and students. Low interest student reading and motivation to learn that less is also a factor IPS

learning is still not optimal. In addition, the availability of instructional media in schools is still limited in the form of image maps and globes. According Hamalik in Arsyad (2011: 15) use of instructional media in teaching and learning can arouse desire and interest in the new, the motivation and stimulation of students.

It encourages researchers to develop learning media in the form of game media that is a monopoly game. According Nurhikmah (2016: 144) monopoly is a game board and games race to accumulate wealth through the implementation of the rules of the game. Gaming monopoly chosen because it is one of the games that are familiar and relatively favored especially elementary school children so it is easy to play. This concurs with Riva (2012: 8) that play is required activities especially for children. Through play children can develop the potential and creative. Monopoly game will be modified and adapted to character elementary students. Development monopoly game in social studies learning can assist teachers in presenting the subject matter, facilitate students in understanding the historical material, especially in Indonesia's struggle against the invaders as well. In addition, the learning more fun so the impact on the rise in interest and student learning outcomes.

Research support in solving this problem is research by Atma Hidayat (2015) with a study entitled "The Development of Monopoly Game For Learning Media Batik Class V SD Siti Aminah

Surabaya". The monopoly media development aimed at gaining insight into the art of batik culture so that the information and references about batik is not slow. The test results demonstrate the feasibility of the media experts percentage of 77.6% and the results of due diligence by subject matter experts show the percentage of 79%. The test results based on student learning outcomes before and after using the media monopoly game showed an increase of 54.4% completeness increased to 87.9%. In addition, the results of student activity during learning using media monopoly game also increased of 77% in the first meeting and 80% in the second meeting include increasing the student's attention when the teacher explains, the activeness of students in the classroom, students' interaction with colleagues, adherence of students to teachers, polite mannered student to teacher, and the students' interest towards the lesson.

Based on this background, the researchers examined through research and development under the title "Development Monopoly Game for Improved Learning Outcomes Student Class V SD IPS". This study aimed to test the effectiveness of the media monopoly of games in learning how to develop the IPS through the design and components that correspond to the historical material of Indonesia's struggle against colonizers in class V SD Cluster Larasati.

2. METHODS

This study is a Research and Development, which consists of 10 steps as follows: (1) the potential and problems; (2) data collection; (3) the design of the product; (4) design validation; (5) revision of the design; (6) product trials; (7) the revision of the product; (8) utility testing; (9) the revision of the product; (10) the mass production.

In this research, the sampling technique used is Probability sampling by type of cluster sampling. The research sample is SD N Plalangan 4 N Pakintelan SD 01 and SD N Pakintelan 03. Teknik Data collection is a test and non-test. The test is given to determine the learning outcome of the material that is taught in the learning using the media monopoly games in learning IPS. Non-test techniques such as observation sheets, questionnaires needs, questionnaire responses of students, teachers questionnaire responses, and documentation.

The variables measured in this study include the media monopoly of the game as the independent variable and the results of social studies classroom elementary school students on the material history of Indonesia's struggle against the invaders as the dependent variable.

3. RESULTS AND DISCUSSION

Use of the Media in Learning IPS

Based on interviews, observation and document RPP IPS Subjects in class V SDN Pakintelan 01, Pakintelan SDN 03 and SDN Plalangan 04 that the use of media in teaching social studies is not maximized. Analysis of the problems and needs of the media that was distributed to all students and teachers stated that the required media more interesting nature IPS learning the game in the form of media monopoly game. In accordance opinions of Ismail (2009: 2) is through play children can develop the potential and kreatifitasnya. Play as games is an activity carried out by someone in order to get pleasure and satisfaction of having the ability to outperform the opponent.

Media Monopoly Game Development in Learning Social

Media monopoly development process game carried out based on measures of research and development (Sugiyono, 2016: 54). Development of monopoly media game obtained from problem identification, analysis of media needs of students and teachers, as well as the study of literature. Design development of the media monopoly of games in learning social studies historical materials of Indonesia's struggle against the invaders comprises (1) Board media monopoly game, (2) card questions, (3) Cards opportunities, (4) A smart card (5) card bonus points, (6) sheet points, (7) dice games, (8) user guide game.

Feasibility Media Monopoly Game in Learning Social

Media monopoly games that have been developed and then validated by experts. Product validation is done to determine the feasibility of media gaming in learning. Media assessment was conducted on the feasibility and appropriateness of media material.

Table 1
Results of Validation Media Monopoly Game by Expert Media

No	Expert	Score	Percentage	Criterion
1	Expert 1	80	100%	Very decent
2	Expert 2	76	95%	Very decent
3	Expert 3	72	90%	Very decent
4	Expert 4	69	86%	Very decent
	average	74.25	92.8%	Very decent

Based on table 1 indicates that a feasibility assessment of media monopoly game by media

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Source: research results in 2017

Based on the calculations using formulas paired t-test. The results of learning pretest and posttest class V SD Force Larasati Gunungpati District of Semarang there are differences in learning outcomes. Test calculation the average difference in the value of t is 7.340 with significant value 0,000 then H_a accepted for significance <0.05 then there are differences in learning outcomes of pretest and posttest class V SD Force Larasati Gunungpati District of Semarang. The result of an increase in the average of data pretest and posttest presented in the following table.

Table 5
Test Increasing average (N-gain)

Data	Rata-rata	Banyak Siswa	$\sum N$ -Gain Individu	N-Gain kelas	Kriteria
Pretest	55,2	84	25,9	0,46	Sedang
Posttest	76,0				

Source: research results in 2017

the results of students of class V SD Force Larasati Gunungpati District of Semarang is known that there is an average increase (N-Gain) Data pretest and posttest 0,46 including the criteria for being with difference-rata average pretest and posttest 20.8.

Affective domain

Affective domain this study included three attitudes or characters that measured students of tolerance, discipline, and honest. Total overall score of 1045 with an average score of 12.44, including criteria very well. Even so, there are still students who do not meet the descriptors of each indicator is expected. This is according to research conducted by Beautiful Setyorini (2016) that the observations of the cognitive aspects of learning outcomes of students also increased by an average score of 66.67% in the first cycle, the second cycle 72.22% and 91.66% in the third cycle, In addition, from the results also showed an increase in students' learning outcomes affective, and psychomotor student.

Psychomotor domain

Psychomotor learning results from the assessment rubric on every aspect that is enthusiastic, active, accuracy answering questions, communication, and cooperation within the group of students during the learning process using the media monopoly IPS. Game has a total score of 1126 with an average score of 13.40 included in the criteria very well. This is according to a statement Hamdani (2011: 22) that the study resulted in a change in those who learn. Such changes are integral, meaning that changes in cognitive, affective, and psychomotor separated from one another and the Beautiful Setyorini (2016) that the observations of the cognitive aspects of learning outcomes of students also increased. In addition, from the results also showed an increase in students' learning outcomes affective, and psychomotor student.

4. CONCLUSION

The use of media for social studies tend to use images and maps and game media types have not been used in teaching social studies that need to be developed in the form of media monopoly game media.

Media monopoly game in the history of social studies learning materials Indonesia's struggle against the occupiers has been developed based on the appraisal by experts meet eligibility criteria is very feasible in the media with a percentage of 92.8%, presentation of the material with a percentage of 91.6%.

The use of media monopolies games effectively use learning IPS historical materials of Indonesia's struggle against the occupiers indicated by the differences in learning outcomes. Test calculation the average difference in the value of t is 7.340 with significant value 0,000 then H_a accepted for significance <0.05 with an average increase of trials (N-Gain) Data pretest and posttest 0,46 including the criteria for being with the average difference of 20.8.

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