

# The Effect of Picture And Picture Cooperative Learning Model Assisted by Monopoly Media on Social Studies Learning Outcomes

**Ahmad Puji Prastiyo, Farid Ahmadi**

Elementary School Teacher of Education Department, Faculty of Education, Semarang State University Corresponding email: [ahmadpujiprastiyo@gmail.com](mailto:ahmadpujiprastiyo@gmail.com)

## Abstract

The background of this study was the lack of learning models and media in delivering social studies subject, so that the learning outcomes were not optimal. This study used an experimental method with a quantitative approach. The subjects and population in this study were all fifth grade students of Jendral Sudirman Cluster Elementary School, Purwodadi District, with a total of 208 students. This study to examine the effect of the picture and picture cooperative learning model assisted by monopoly media on social studies learning outcomes. The data collection methods used questionnaires, test learning outcomes and documentation. The data analysis techniques used descriptive statistics, experimental analysis, and regression analysis. The results showed that there was a positive effect of the picture and picture cooperative learning model assisted by monopoly media with an increase in social studies learning outcomes for fifth grade students, with a value of 3.956 greater than 1.762 ( $3.956 > 1.762$ ), meaning that  $H_0$  was rejected and  $H_a$  was accepted. So, there was a difference in learning outcomes between the pretest and posttest in social studies subject using the Picture and Picture model assisted by monopoly media.

**Keywords:** learning outcomes; picture and picture cooperative learning model

## 1. INTRODUCTION

The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, so that they become human beings who believe and fear God Almighty, noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Learning is a process that cannot be separated from education. Slameto (2010:2) states that learning is a business process carried out by a person to obtain changes in behavior. To help the learning process, learning media is needed. According to Hamalik (Arsyad, 2011:15) the use of media in the teaching and learning process can generate desire and interest, generate motivation and stimulate learning activities. The media used must be interesting media according to the characteristics of students. This aspect of interest can be done by applying the concept of learning while playing. (Rifa'i and Anna, 2012:171).

One of the subject matter that is considered less attractive to students is Social Studies. Based on observations and interviews with fifth grade teachers at SD Gugus Jendral Sudirman, there are problems in the social studies learning process, namely as follows, social studies material is too broad and unattractive for students, students have difficulty understanding social studies learning materials, students are passive and less enthusiastic

in participating. social studies learning, the use of learning media has not varied, students are less motivated in participating in social studies lessons. This problem is in accordance with Somantri's opinion (Rudy Gunawan 2016:135) that social studies learning is always presented in factual and dry form, teachers only pursue curriculum achievement targets, do not prioritize the process, therefore social studies learning is always boring and boring.

To solve the problems in social studies learning, appropriate and interesting learning models and learning media are needed. In this study, the researcher applied the picture and picture learning model with the help of the media in the form of a monopoly game. The application of the picture and picture model provides opportunities for students to discuss with each other about the material in the form of pictures. In addition, the use of monopoly media can help teachers apply the concept of learning while playing which is expected to increase student interest and participation in the learning process.

This research is supported by research conducted by Robert O'Halloran and Cynthia Deale with the title *Designing a Game Based on Monopoly as a Learning Tool*, which states that there is an average increase in test results by 5-7% in classes that use monopoly as a learning tool. .

Another study conducted by Nur Azizah (2013) with the title *"Application of Monopoly Media to Improve Student Learning Outcomes in Science Subjects in Elementary Schools"* shows that, based on observations, teacher activity has increased when applying monopoly media in

science learning.

Another study conducted by Riani Wisesa (2014) with the title "Picture and Picture-Assisted Peer Lessons Strategy Affects Social Studies Learning Outcomes for Class V". The results showed that there was a difference in the average score obtained between students who were taught with picture and picture-assisted peer lessons learning strategies, namely 71.09 and students who were taught using conventional learning, namely 60.18 peer lessons learning strategies assisted by picture and picture in this study, students become active, give each other and receive input from their friends when learning, studying.

Another study conducted by Hastin Andi Nurdin (2014) conducted a study entitled "Improving Learning Outcomes in Social Science Subjects Assisted with Picture Media for Class V students at SDN Inpres Bobolon" in this study, the learning outcomes of class V students generally increased from cycle I to cycle II in general. significantly by using image media.

The objectives of this research are (1) to describe the application of the picture and picture learning model assisted by monopoly media in learning social studies for fifth grade students of SD Negeri in Gugus Jendral Sudirman Purwodadi, and (2) to examine the effect of the picture and picture model assisted by monopoly media on student social studies learning outcomes. class V SD Negeri in the Sudirman Cluster, Purwodadi.

## 2. RESEARCH METHODS

This research is a quantitative research type of Experiment. The subjects in this study were fifth grade students of SDN Gugus Jendral Sudirman, Purwodadi District. The locations of this research are SDN Putat 01, SDN Putat 03, SDN Kuripan 01, SDN Kuripan 02, SDN Kuripan 03, SDN Kuripan 05 and SDN Kuripan 06. The population of this study was 208 fifth grade students at SDN Gugus Jendral Sudirman, Purwodadi District. Sampling with Cluster Sampling. In this study, the stages carried out by the research are, (1) taking directly 1 Cluster in the Sub-district of Gugus Jendral Sudirman Purwodadi, so that an elementary school in the Gugus Jendral Sudirman is selected, (2) then the researcher randomly selects an elementary school in the Cluster Jendral Sudirman, so that the obtained The research sample is the fifth grade students of SDN Putat 03, totaling 30 students as the experimental class,

Data collection techniques with documentation, learning outcomes tests and questionnaires (questionnaires). The data collection tools used were reading interest questionnaires, study habits questionnaires, and learning outcomes tests. Before the research instrument was used, the researcher tested the

validity and reliability of the instrument. Analysis of the data used is descriptive analysis, correlation analysis, and regression analysis with the normality test data first.

## 3. RESEARCH RESULTS AND DISCUSSION

Initial data analysis was carried out to determine the initial state of the two samples by conducting initial data analysis which included normality test, homogeneity test, and similarity test of learning outcomes. The initial data for the two classes used in this study were the pretest scores for the experimental class and the control class, which are presented in table 1 as follows.

**Table 1.** Pretest Score Data for Experiment Class and Control Class

Class	Lots student	Flat flat	Score highest	Score lowest
Experiment	30	37.9	45	23
Control	30	36.3	46	21

The comparison of the results of the social studies pretest scores of the experimental class and the control class of the fifth grade students of the Sudirman Purwodadi Cluster is presented as follows.

**Table 2.** Data on the increase in IPS scores for the experimental class and the control class

Class	Many students	Pretest Score	Posttest Score
Experiment	30	37.97	80.13
Control	30	36.33	69,20

The table above shows that before the treatment was carried out, the experimental class and the control class had the same abilities. After being given treatment in the form of picture and picture models assisted by monopoly media, the experimental class experienced a more significant increase compared to the control class. To see the increase, it is calculated using the Gain test.

**Table 3.** Gain Test Results of IPS Values for Experiment Class and Control Class

Class	Average Value		(g)	Classification
	Pre test	Post test		
Experiment	37.96	80.13	0.68	Currently
Control	36.33	69,20	0.52	Currently

The increase in the experimental class can be seen from the increase in the average pretest and posttest which is higher than the increase that occurs in the control class. The increase in the average gain in the experimental class is 0.68 which is included in the increase in the medium category, while in the control class the average gain is 0.52 which is included in the increase in the medium category. The higher average gain in the experimental class indicates that the increase in social studies learning outcomes for fifth grade students at SDN Putat 03 is the effect of applying the picture and picture model with the help of monopoly media. Classes that use picture and picture models with the help of monopoly media in social studies learning have higher learning outcomes compared to classes that use conventional learning models commonly used by subject teachers. This is in accordance with previous research

Research by Nur Azizah (2013) with the title "Application of Monopoly Media to Improve Student Learning Outcomes in Science Subjects in Elementary Schools". The results of the observation of student activities increased by 11% from 79% in the first cycle to 90% in the second cycle. Student learning outcomes increased by 22% from 73% in the first cycle to 90% in the second cycle. Student responses also increased by 8% from 77% in the first cycle to 85% in the second cycle.

Research by Renita Kusmantari Nurhikmah (2016) with a research entitled "Effectiveness of Monopoly Media in Improving Student Learning Outcomes in introductory subjects of Accounting class X Accounting at SMK N 1 Surakarta academic year 2014/2015". The results showed: 1) There were differences in the learning outcomes of students who used monopoly media with students who did not use monopoly ( $p = 0.000$ ;  $p < 0.05$  and  $t_{count} = 7.094 > t_{table} = 2.002$ ); 2) The application of monopoly media is effective in improving student learning outcomes.

Research conducted by Varibia Zulkarnaen, et al (2013), entitled "The Effect of Using Composite Pictures On reading Comprehension Achievement of The Seventh Grade Students at SMP N 2 Tenggarang Bondowoso". From the research results, it is known that the average value (M) of the experimental group is 75.91 and the control group is 59.52 and the t-test value is 3.016 and the t-table is 5% and the degree of freedom 70 is 2.00.

#### 4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the application of the picture and picture model assisted by monopoly media is effectively used

in social studies learning in class IV SDN Gugus Jendral Sudirman Purwodadi. The effectiveness of the application of picture and picture models with the help of monopoly media is indicated by the N-Gain value of the experimental class which is greater than the control class. The N-Gain value in the experimental class is 0.68 in the medium category. While the value of N-Gain in the control class is 0.52 with a medium category.

The learning process using the Picture and Picture model with the help of monopoly media helps teachers create an active and fun learning atmosphere. Students become active in asking questions and actively responding to the results of other groups' presentations.

#### 5. REFERENCES

- Azizah. 2013. Application of Monopoly Media to Improve Student Learning Outcomes in Science Subjects in Elementary Schools. *Journal of Primary School Teacher Education Research* 1(2): 1-12.
- Dea, A., V. 2014. Development of Monopoly Learning Media Themes of Organization of Life as Learning Resources for Junior High School Students. *Integrated Science Journal* 7 (9): 1-12.
- Fisser, P, et al. 2013. Word Score: A Serious Vocabulary Game For Primary School Underachievers. *Journal of Education* 9(1):165-178.
- Freitas, S. 2013. Towards a New Learning: Play and Game-Based Approaches to Education. *International Journal of Game Based Learning* 3 (4): 1-6.
- Hidayat, A. 2015. Development of Monopoly Game as Learning Media for Class V Batik at Siti Aminah Elementary School Surabaya. *Journal of Fine Arts Education* 3(2): 218-226.
- Lalilehvand, M. 2012. The Effects of Text Length and Picture on Reading Comprehension of Iranian EFL Students. *TESL Department* 8(3): 26-34.
- Nurdin, H., A. 2014. Improving Learning Outcomes in Social Studies Subjects Assisted with Picture Media for Fifth Grade Students at SDN Inpres Bobolon. *Tadulako Creative Journal* 5 (9): 33-45.
- Intan, P., S. 2019. Development of Monopoly Game Media to Improve Social Science Learning Outcomes for Class V Students Sdn Pudakpayung 01 Banyumanik District, Semarang City. *Joyful* 8(7): 12-24.
- Nurhidayati, A, et al. 2016. Development of

Monaco (Anti-Corruption Monopoly) as a Learning Media for Anti-Corruption Education Based on Play-Based Learning for Elementary School Students. *Journal of Pelita*.11 (2):45-55.

Nurhikmah, R., K. 2016. The Effectiveness of Monopoly Media in Improving Students' Learning Outcomes in Introductory Accounting Subjects for Class X Accounting at SMK N 1 Surakarta, 2014/2015 Academic Year. *Journal of Arta* 2(1): 134-137.

O'Halloran, R., et al. 2013. Designing a Game Based on Monopoly as a Learning Tool for Lodging Development. *Journal of Hospitality & Tourism Education* 22(3): 35-48.

Varibia, Z., et al. 2013. The Effect of Using Composite Pictures On reading Comprehension Achievement of The Seventh Grade Students at SMP N 2 Tenggarang Bondowoso 2(3): 1-12.