MONOPOLY GAME TO IMPROVE STUDENTS' LEARNING OUTCOMES

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Abstrak

Berdasarkan penelitian pendahuluan, hasil penelitian menunjukkan bahwa proses pembelajaran di kelas 5 masih menggunakan metode pengajaran konvensional tanpa menggunakan media pembelajaran interaktif. Penelitian ini bertujuan untuk mengembangkan media pembelajaran Monopoly Game tentang topik keanekaragaman hayati dengan menggunakan model Research and Development (R&D), ADDIE. Model ini terdiri dari lima tahap: menganalisis, merancang, mengembangkan, mengimplementasikan, dan menilai. Subjek penelitian saat ini adalah 28 siswa kelas lima di sebuah sekolah dasar negeri di provinsi Jawa Timur, Indonesia. Pengumpulan data meliputi lembar validasi media dan perangkat pembelajaran, observasi selama kegiatan pembelajaran, dan hasil tes siswa. Data yang diperoleh dianalisis dengan menggunakan Skala Likert, terutama pada data validasi dan hasil pengujian untuk mengetahui evaluasi hasil penggunaan media. Dari pakar validasi, hasilnya menunjukkan bahwa game Monopoli mendapatkan 81,82% dan 80,77% yang termasuk dalam kategori sangat layak. Berdasarkan hasil belajar siswa, terbukti bahwa pengaruh media Monopoli secara signifikan meningkatkan hasil belajar siswa sebesar 40,09% dibandingkan dengan pengajaran konvensional yang hanya mampu meningkatkan nilai sebesar 31,02%. Hasil penelitian menekankan bahwa media pembelajaran monopoli meningkatkan hasil belajar siswa.

Abstract

Based on preliminary research, results demonstrated that the learning process in the fifth grade still uses conventional teaching methods without using interactive learning media. This research aims to develop Monopoly Game learning media on biodiversity topics by using Research and Development (R&D), ADDIE model. This model consists of five stages: analyzing, designing, developing, implementing, and assessing. The subjects of the current research were 28 fifth graders at a public elementary school in East Java province, Indonesia. Data collections included media and learning device validation sheets, observation during learning activities, and students' test results. The data obtained was analyzed by using Likert Scale, especially on validation data and test results to determine the evaluation of the result of media use. From the validation expert, the result shows that the Monopoly game received 81.82% and 80.77%, which was included in the very feasible category. Based on the results of students' learning outcomes, it is proven that the influence of Monopoly media significantly improved the students' learning outcomes by 40.09% compared to conventional teaching which was only able to increase their grade by 31.02%. The results emphasize that monopoly learning media improves students' learning outcomes.

INTRODUCTION

Learning in the classroom occurs between teachers and students, with activities that give students new experiences. In the learning process, various components need to be used by teachers, including media, methods, strategies, and models (Siregar, R. L. (2021)). These components help teachers carry out learning activities in a targeted way. If one of these

components is not employed, students as recipients of material in learning will have difficulty receiving the lessons given by the teacher. Social studies is the study of academic science utilized to teach students about social events, the earth, and all the current and future spheres of social studies. In addition to social studies moral education, it is considered very important to provide information to students about the importance of having a broad insight to understand what is happening, understanding each event to know what to do to overcome it, as information, and as a self-awareness for the advancement of science and life in the future (Hidayat, A. G., & Haryati, T. 2019).

In a previous study, a teacher implemented monopoly media as a learning tool to provide information to students about the subject matter. The results of the study show that monopoly media has succeeded in increasing students' knowledge of Indonesian cultural diversity material, so it is considered effective as a learning tool by teachers. However, in previous research, there was a difference in the material activities taught to students, namely about Indonesia's biodiversity (Chasanah, R. D. 2022). By using this media, students can answer geographical problems about Indonesia's biodiversity and can improve student learning outcomes. In this study, the researcher will apply monopoly media to improve the learning outcomes of grade V students of SDN Lakarsantri II Surabaya with the aim of improving student learning outcomes and making students more prepared to handle problems in the environment. To apply monopoly media for students, there needs to be teaching and learning activities. It is expected that using this monopoly learning media can overcome various environmental problems that are commonly encountered in everyday life. The description above shows how important it is for teachers to teach their students through learning aids such as media, models, strategies, and methods that have been adapted to students' abilities (Elfinida, A. K. 2024).

The ability of students to work together to solve various problems is an indicator of the success of social studies learning activities (Sulastri, S., Imran, I., & Firmansyah, A. 2015). Looking at the students' grades, teachers can find out how well they understand the material being taught. Based on the results of observations at SDN Lakarsantri II Surabaya, researchers found two sources of problems, namely, the learning process and student learning outcomes. Students in class 5A of SDN Lakarsantri II Surabaya totaling 28 students did not respond to the information provided by the teacher. During learning activities, there are some students who do not understand the words and information provided by the teacher. Most students respond to the teacher's assignments and questions, while other students are silent and do not understand. In the end, the teacher had to speak even louder and repeat the information given. This problem is caused by a learning method that is too fast in conveying information, while each student has a different intelligence in the classroom (Agustini, A., Awang, I. S., & Parida, L, 2019). Students cannot clearly explain what the teacher means, so they need a medium to explain the information. The teaching method of teachers who remain in their daily teaching also affects the sensitivity of students in responding to problems because teachers at SDN Lakarsantri II Surabaya only use limited media, IPAS package books and supporting books. Where the media is applied only when teaching, so that students find it difficult to see the object of information and some even need to go to the front of the class to see. That factor is what causes the score in social studies subjects to be less than expected.

Based on preliminary data, from the results of interviews with science teachers at SDN Lakarsantri II Surabaya class 5A, students who have a score above the expected score of 75 amounted to 57.2% with the number of students 16, while students who had a score below the average of 12 students amounted to 42.8%. So it can be concluded that of the 28 students, 12 of them still have a score below 75. However, the school has the lowest minimum expected score of 75 and the highest score of 100. From this data, the way to overcome these problems is to improve student learning outcomes and increase their ability to grasp information by providing evidence that can be felt by hand and detailed descriptions in the form of a learning medium. Learning media is used to convey subject matter and information that needs to be known in detail to students.

With the existence of monopoly learning media, it is hoped that science learning can run effectively (Kustandi, 2011:23). Learning media makes learning real. Learning media must involve students directly, both in their minds and in their real activities. To create an effective learning atmosphere, learning motivation must be designed in a more systematic and psychological manner and reviewed from the perspective of learning principles. The function of learning media according to Sadiman (2014:17) is to describe a presentation delivered by teachers that is only verbal, by using learning media, teachers can overcome the limitations of space, time and sensory styles such as images, films, videos, photos, diagram models, visual forms of volcanic events, earthquakes, climate, geographical conditions, history, etc., in the use of learning media if employed appropriately and variously will be able to overcome the passive attitude of students, and can motivate, arouse enthusiasm, and interest in learning. Given that each student has unique characteristics and different environments and circumstances, the facilitator teacher must adapt to the curriculum and learning materials set specifically for each student. This can be achieved through learning media that can provide a consistent learning path, the same experience, and the same understanding.

Learning media designed to convey teacher learning to students must be utilized by teachers. This is because students do not always have to get information from the teacher continuously, students can get information through play activities, media use, seeing, listening, and analyzing. In class 5A of SDN Lakarsantri II Surabaya, researchers conducted this research by using monopoly learning media to improve students' learning outcomes about Indonesia's biodiversity. Monopoly media will sharpen students' thinking and attract students' interest. The usefulness of social studies education is based on social knowledge, and there is a goal to achieve it. The main purpose of social studies education in elementary school is to equip students with useful knowledge in social knowledge. This means that learners must be given knowledge about social studies education, which covers a wide range of disciplines within it. Susanto (2014:31) stated that the main purpose of social studies education in elementary school is to give students the ability to find, analyze, and develop alternative solutions to problems that arise in daily life. This research was conducted to improve the learning outcomes of students about Indonesia's biodiversity at SDN Lakarsantri II Surabaya by using interesting learning media in social studies lessons. So the author took the title of the class action research, namely "Development of Monopoly Media on Biodiversity Subject Matter on the Learning Outcomes of Class V Students of SDN Lakarsantri II Surabaya".

METHOD

We employed Research and Development (R&D), the ADDIE model. The stages of ADDIE include Analyze, Design, Develop, Implement, Evaluation (assess). The data collection methods are interview, observation, validation, and finally through a test. The researcher conducted interviews during the pre-research phase to identify the initial problems that arose during the social studies learning process at SDN Lakarsantri II Surabaya. The results of this identification provide additional motivation for researchers to find solutions to the problems they face. The research formulation of the ADDIE model's development is supported by the application of data collection techniques through validation techniques. The function of validation or feasibility test is to evaluate several geographic monopoly game media that have been developed, especially those related to the distribution of flora and fauna in Indonesia and the world, as well as learning tools. The evaluation of the feasibility test of this media and learning tool refers to the Likert scale, as listed in Table 1 below:

Table 1. Criterion Scale Likert

Criterion	Score
Highly Worthy	4
Proper	3
Quite Decent	2
Not Eligible	1

Table 1 shows the value and scope of each assessment item carried out by the validation team as a team of material experts and media experts. Formula used in the analysis of scro calculations in Likert Scale:

$$\frac{F}{N.I.R} x100$$

Information:
F = Total score.
N = Highest value.
I = Number of questions.
R = Number of members/observers.

The final score obtained from the validation process of the game and learning tools will then be interpreted based on the values of the media validation interpretation criteria in Table 2 as follows:

Table 2. Validation Interpretation Criteria

Presented	Category
0%-20%	Not Eligible
21%-40%	Less Worthy
41%-60%	Quite Decent
61%-80%	Proper
80%-100%	Highly Worthy

In addition, there is a questionnaire to measure student learning outcomes before learning (pre-test) and after (post-test) as well as observation of the learning process in the classroom. The researcher collected data using observation techniques, including teacher observation sheets and student performance assessments for three limited sessions in the experimental classroom. The observation data was then analyzed using various analysis techniques. Observers

complete the teacher's observation sheet using the Likert assessment scale, similar to Table 1 and using the formula that has been explained
previously. The results of the evaluation are then interpreted
by referring to Table 3 below.

Table 3. Interpretation Criteria of Observation Results

Presented	Category
0%-20%	Very Bad
21%-40%	Bad
41%-60%	Enough
61%-80%	Good
80%-100%	Excellent

RESULTS AND DISCUSSION

Research on the development of social studies monopoly game media on the subject matter of Biodiversity that applies the ADDIE development model is divided into analyzing, design, develop, implement, evaluate. The stages of the research process that have been carried out have different functions and results and objectives. In the analysis stage, researchers who have conducted interviews with classroom teachers who teach in the VA class of SDN Lakarsantri II, it is known that the learning process that has been carried out on biodiversity materials is still conventional. learning media functions as a motivation to learn, repeat what has been learned, provide learning stimulus, and activate student responses (Ani, 2022). The following are the steps of research and development of the ADDIE model along with a detailed explanation of each stage:

Analysis Stage

The initial stage in this development research is the analysis stage. The researcher started his research by visiting SDN Lakarsantri II Surabaya as the location of the research and making pre-research observations that had been carried out by the researcher during direct interviews became the basis for the researcher to try to develop media in the form of monopoly games. Researchers found several problems that arose during the learning process, especially in social studies subjects with a focus on biodiversity material. It was found that teachers and students only used package books, LKS, and teacher handbooks as learning media. The problems faced by students include boredom in learning activities that are considered monotonous if there is no development of learning media that generally only involves lecture methods, and lack of student activity. This support is based on the results of interviews with grade V teachers and students who stated that social studies learning with this material feels boring due to the lack of innovation and effective use of media. All the problems that have been mentioned are the responsibility and evaluation for classroom teachers in an effort to improve the quality of learning in the classroom. The available student books and teacher books are considered ineffective in supporting the learning process. This obstacle results in boredom in students and has the potential to reduce their understanding of the material being taught. Based on the problems mentioned, several

similar problems were found by other researchers Some of the problems that arose included inconsistencies between student characteristics and the content of the learning book, lack of student focus during the learning process, strategies and teaching that were not organized, and the use of books that did not interest and engage students. Based on the research of the two researchers, they propose the use of learning media to overcome these problems (Rahmadyanti, 2023).

Design Stage

The next step is to design learning media. Before designing the product, the researcher makes a plan to determine the points that will be displayed in the media. The first planning is control. Given that at SDN Lakarsantri II Surabaya there has been full face-to-face learning, the researcher chose to use learning media that allows students to use directly to make it easier for them to understand. Therefore, this media uses monopoly game media consisting of a monopoly board measuring 100cm x 100cm made of banners, 1 set of study cards, and 1 set of question cards containing questions in it. Feasibility test of social studies monopoly media with the main material of biodiversity.

Development Stage

The third step in this process involves product development, where researchers implement the design and plan that has been drawn up in the previous stage. After this media product is created, material experts and media experts will validate the content and media that has been produced. After completing the material, the next step is to conduct an evaluation. This evaluation involves a content verification process by a material expert and media verification. The purpose of material validation is to assess several aspects including the extent to which the concepts and materials are in accordance with the basic competencies, learning objectives, needs, and characteristics of students. On the other hand, the purpose of media validation is to determine whether the media created by the researcher has met the requirements and quality standards needed to be used in the learning process. Before implementation, researchers must first confirm its validity. Based on the validation of the material expert, the score is obtained

$$\frac{42}{4.13.1}x\ 100\%= 80{,}77\%$$

The results of the percentage of material experts received a score of 80.77% so that it is included in the category of "VERY FEASIBLE" if referring to table 2, which is in the range between 81% - 100%. The validator provided some suggestions and recommendations to improve the monopoly media by proposing that the color combination of the Monopoly Media brightened get satisfactory results after adjustments based on the ideas and input from the validator and are considered valid without additional revisions.

$$\frac{36}{4.11.1}x100\%= 81.82\%$$

The percentage calculation obtained a score of 81.82% The value of the set of monopoly game media developed by the researcher interpreted in table 2 is in the category of "VERY FEASIBLE" which is in the range of 81% - 100%. However, the validator provided some input and suggestions to check the use of capital letters on the media. After completing this development stage, an evaluation is carried out to review the progress that has been achieved. This development evaluation involves researchers in revising based on suggestions and input from expert validators in the field of media and materials, as previously described.

Implementation Stage

The implementation or testing of Monopoly media was carried out by all grade V students at SD Negeri Lakarsantri II Surabaya as the fourth stage. Before the trial was carried out, the teacher of grade V, informed the students that there would be learning using learning media. Preparation activities and trial implementation are carried out within the number of lesson hours. The teacher enters the classroom to prepare for the situation. After that, the researcher is responsible for the implementation of the teaching and learning process. During the trial, students are active in learning. The researchers explained the content of the monopoly game procedure in biodiversity material in social studies learning.

Figure 1. Implementation of Learning with Monopoly Media

Figure 1 shows learning using monopoly game media which was carried out in class V of SDN Lakarsantri II on biodiversity material. Although they were embarrassed at first, many students enthusiastically answered the question. In addition, the researcher also explained the use of the learning media they used. The learning took place actively and the students were full of enthusiasm, decorated with jokes from researchers and some students to avoid boredom in the classroom. Teachers and students were asked to fill out a questionnaire about their experience using the media. This questionnaire aims to get students' responses and satisfaction with the use of the media in learning. VA class teachers also assessed the use of teacher observation sheets during the learning process using monopoly game media. Based on the observation sheet, teachers obtained an average score of 75%. The interpretation of the values based on table 3 on the Observation Results Interpretation Criteria included the "GOOD" category in the value range of 61% - 80%. Based on the results of the Activity Assessment, students obtained an average score of 70.37%. The interpretation of the values based on table 3 on the Observation Results Interpretation Criteria included the "GOOD" category in the value range of 61% - 80%.

Evaluation Stage

After the implementation or time test of the learning material, the last step is evaluation. The analysis here the researcher analyzed the results of the student questionnaire, the highest was that students showed happy expressions and enjoyed the learning process using monopoly media. While the lowest score is in question number one, namely students listening to explanations on how to use monopoly media. So that the researcher makes improvements when giving game instructions by paying attention to the condition of the class. The development of learning media carried out by researchers is related to the statement of Sadiman (1986:99) "If you want to make a learning media program, it is expected to be able to do it with careful preparation and planning and in making a media program, the program needs to be adjusted to the needs of students".

Diedrich in Nasution (2000:91) states that "Motor activities, learning activities by doing experiment, construction, repair, and play" which means that games are also one of the learning activities in the classroom that have been equipped with learning materials to achieve the learning

indicators that have been set. Monopoly learning media has been validated/tested for feasibility by researchers before being used in research activities. The results of the feasibility test that have been carried out obtained a score of 81.82% so that it can be said to be "VERY FEASIBLE" by media expert lecturers.

The learning tools made must also go through a feasibility test on learning expert lecturers who obtain a final score of 80.77% which is included in the "VERY FEASIBLE" category. According to Dimyati and Mudjiono (2006:25) "Teacher activities are activities carried out by teachers during the learning process to create an effective learning atmosphere" so that researchers feel the need to assess teachers when using media in learning. The results obtained from observers through the instrument of teacher observation sheets during 3 meetings obtained an average score of 75% which was included in the "GOOD" category. Meanwhile, the average score of student activity was 70.37%. Sardiman (2005:72) stated that "the learning process is said to be effective if students are actively involved in organizing and finding information" which means that the more active the learning process in the classroom, the better the learning outcomes achieved by students with good communication from teachers and students.

CONCLUSION

Based on the results of the research entitled "Development of Monopoly Game Media on Biodiversity Subject Matter on the Learning Outcomes of Class 5A Students of SDN Lakarsantri II Surabaya" it can be concluded that this monopoly game media can be applied in classroom practice. Students are very enthusiastic in the learning process because students collaborate between students to be sporty and serious in using social science monopoly media so that they can achieve the determined learning objectives. A set of geography monopoly game media on the distribution of flora and fauna in Indonesia and the world, as well as the learning tools that have been developed get scores from the expert team of 81.82% and 80.77% so that they are included in the "VERY FEASIBLE" category. The assessment of the observation sheet carried out in class 5A, whose learning process uses the media of the social studies monopoly game, received an average score of 75% and was included in the "GOOD" category based on the interpretation reference table. The activities of class 5A students who used the social studies monopoly game media received an average score of 70.37%, if interpreted according to the table, it was included in the "GOOD" category.

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