DEVELOPING ELEMENTARY SCHOOL’S SOCIAL STUDIES LEARNING USING THE MONOPOLY GAME

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Abstract

This type of research uses Classroom Action Research (CAR), this study aims to improve student learning outcomes in Social Science (IPS) learners by using monopoly game media in elementary schools. Learning media is one of the important things needed by teachers and students in the learning process, in accordance with curriculum 13 which is expected to use learning media to improve student learning outcomes, using learning using monopoly game media is very effective and can be an option for used as a medium for the teaching and learning process in the classroom, by learning using the monopoly game media students can learn while playing so that they can improve student learning outcomes by proving the results at the first meeting, namely with the highest score with a value of 70, the lowest score with a value of 40, many students who completed as many as 2 people, while many students who did not complete as many as 18 people, while the percentage of student completeness was 20%, while the second meeting was the highest score with a value of 95, the lowest score with 65 results, many students who completed as many as 17 people, while many students 3 students who did not complete, while the percentage of students’ completeness was 80%.

Keywords: elementary school, social studies, monopoly game

INTRODUCTION

Learning is a process of behavior change as a result of interaction with the environment so that the occurrence of learning experiences and outcomes becomes more meaningful (Nahar, 2016). Every learning must be influenced by infrastructure factors, environmental factors, and available learning media factors (Rahmadani et al., 2017). The use of learning media is very important for the teaching and learning process, to improve student learning activities (Tafonao, 2018). The use of communication media as a fundamental life that is very influential in teaching and learning activities, these media can increase the learning activities of learners in the classroom (Anshori, 2017).

Law No. 14 of 2005 concerning Teachers and Lecturers in article 1 paragraph 1 states that teachers are professional educators with the main task of educating, training, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education, formal education pathways, primary and secondary education. To achieve these educational goals, the person in charge of the process of teaching and learning activities informal educational institutions, especially in the classroom is the teacher.

The purpose of monopoly games is to find out the map above the board through purchases, rentals, and exchanges (Masnarati, 2020). According to Vikagustanti et al. (2014), the results of
their research on monopoly games are effective for use because they have a positive effect on improving learners' learning outcomes. By using monopoly games students are more active because students prefer the existence of games.

One of the functions of learning media is to increase interest in student learning outcomes (Kurniawan, 2020). Learning media that can be used as one of their monopoly, namely with the monopoly game, will increase the results of the student's learning. Monopoly is a game that aims so that students can know the names of countries in the world or the names of cities in Indonesia, understand how to manage money, namely the concept of profit and loss, and teach the concept of honesty and know the rules, and can carry them out in the game (Masnarati, 2020). The use of learning media is to improve the quality of the learning process and learning outcomes (Nurrita, 2018).

In presenting the material, the teacher must be creative and able to present the material, choosing the right methods and strategies in presenting the learning material to be taught to students. The ability of teachers in the presentation of learning materials in the teaching and learning process greatly affects the success of students. The capacity of teachers can be reviewed from 2 aspects, namely with a variety of processes and aspects of results (Mas, 2008). In terms of teachers, a process is said to be successful if it has been able to involve active students in the learning process and from all students in learning, in terms of teachers results are attached successfully if the given learning is able to change the student's perilaku towards better mastery of co-operation, which can be measured through the achievement of high student learning outcomes (Febriyanto et al., 2018).

METHOD

Action research is an activity carried out by educators or together with others (Collaboration) that aims to improve or improve the quality of the learning process in the classroom (Mulia & Suwarno, 2016). There are 4 important stages in carrying out class action research, namely planning, implementation, observation, and reflection (Wibawa, 2003). The four stages in this study are elements to form a cycle, which is a round of continuous activity that returns to the original step or repeated cycle until successful. After one cycle is completed, maybe the teacher will find a new problem or an old problem that has not been solved, continuing to the second cycle with the same steps as in the first cycle. Thus based on the results of actions or experiences in the first cycle the teacher will again follow the steps of planning, action, observation, and reflection in the second cycle.

This study uses class action research with the implementation of actions consisting of two cycles, the first cycle which is carried out on October 11, 2021, while the second cycle is carried out on October 12, 2021. The research was conducted at 5 elementary schools, consisting of 12 male and 8 female students, with a total of 20 students.

The type of data in this study is by using quantitative data and qualitative data, qualitative data in the form of students' ability to solve questions about ips materials that have been taught, and from the results of student assignments, preliminary and final test results. Qualitative data is
obtained from the activities of teachers and students in IPS learning and student literacy to provide the material that has been taught.

RESULT AND DISCUSSION

The achievement of the most optimal learning outcome is the acquisition of the most optimal learning process as well. In order for the optimal learning process and outcomes, starting from the planning stage, learning implementation, and arriving at the assessment stage must be prepared and implemented properly as well. The use of ladder snake media in mathematics subjects should be concerned with learning methods that can increase students' motivation and interest in learning.

Data obtained from research at the first meeting and at the second meeting is presented in the form of a bar diagram, the instruments in this study are carried out in the form of written tests. The results of the student's study test at the first meeting and the second meeting can be seen in the following table:

<table>
<thead>
<tr>
<th>Table 1. Student Test Results at the First Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
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<td>----</td>
</tr>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
</tr>
</tbody>
</table>

Based on the table above, the results of student learning at the first meeting were the highest with a score of 70, the lowest with a score of 40, many students were completed, namely as many as 2 people, while many sides were not completed as many as 18 people. The results of the table show that the implementation of the study has not reached the established success indicator of 80%, so the solution that can be taken is to mean the class action at the second meeting. The results of the student's learning test at the second meeting can be seen in the following table:

<table>
<thead>
<tr>
<th>Table 2. Student Test Results at the Second Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
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</table>

Based on the table above, it can be concluded on the student's learning results at the second meeting, namely the highest with a score of 95, the lowest score with a result of 65, many students who completed as many as 17 people, while many students were not completed as many as 3
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The results of the table above show the implementation of class actions by using monopoly media is said to be successful because it has achieved the established success indicator of 80%, so this class action research no longer needs to be continued next.

Based on the data obtained from the observation of student activities, the second meeting can be known the impact of the action to be given. As for the results of the first meeting and the second meeting, namely, students are more active and effective without talking to their classmates, motivating students in learning activities is increasing, students are more understanding in concluding the material that has been taught, teachers give enough time to students to ask things that are not yet understood so that students can improve their understanding of problems that students do not understand. The data obtained from the research of the first meeting and the second meeting presented in the form of a bar chart can be seen as follows.

![Figure 1. First Result Comparison Bar Chart and Second Meeting](image)

Based on the bar diagram above the results of student observations at the first meeting, namely with the highest score with a score of 70, the lowest chord with a score of 40, many students were completed, namely as many as 2 people, while many sides were not completed as many as 18 people, while the percentage of student completion was 20%, while the second meeting was the highest with a score of 95, the lowest score with a result of 65. Many students are completed, namely, as many as 17 people, while many students are not completed as many as 3 people, while the percentage of student completion is 80%.

Based on the discussion above, it can be known that IPS learning using monopoly game media is one of the alternatives in learning that can improve elementary school martial arts results, by using monopoly game media can also foster students’ sense of community and train students to critically think through discrimination. The results found are comparable to what experts have said before according to Vikagustanti et al (2014), this study uses a monopoly-shaped learning media and is effective use because it has a positive effect on improving student learning outcomes.
CONCLUSION

Based on the results of research and discussion of the development of IPS learning with monopoly game media in elementary schools, it can be concluded as follows.

1) Monopoly games on IPS learning can improve student learning outcomes in elementary school with results at the first meeting, namely with the highest score with a score of 70, the lowest with a score of 40, many students who completed as many as 2 people, while many sides were not completed as many as 18 people, while the percentage of student completion was 20%, while the second meeting was the highest with a score of 95, the lowest score with a result of 65, many students were completed as many as 17 people, while many students were not completed as many as 3 people, while the percentage of student completion was 80%;

2) By using monopoly game media can improve student learning outcomes and monopoly games are also more effective than not using media because students are more capture learning by using media than not using media, the advantage of working with monopoly game media is also that students are not bored in learning.

REFERENCE
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