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MONOPOLY GAME TO IMPROVE STUDENTS' LEARNING OUTCOMES

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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 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.

Keywords: development; Monopoli game; learning result

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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 used, 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 used 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).

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In a previous study, a teacher used 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. 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 used 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 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.

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With the existence of monopoly media that can be seen and played by students, it is hoped that effective lessons are the function or usefulness of learning media (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 used 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 used 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

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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

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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 y 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 the distribution of flora and fauna in Indonesia and the world that applies the ADDIE development model is divided into analyze, design, develop, implement, evaluate. The stages of the research process that have been carried out have different functions and results and goals. In the analysis stage, researchers who have conducted interviews with classroom teachers who teach in class V A SDN Lakarsantri II, it is known that the learning process that has been carried out on the distribution of flora and fauna in Indonesia and the world is often the same.

Based on the results of the pre-research observations conducted by the researcher during the direct interview, it became the basis for the researcher to try to develop media in the form of monopoly games with materials on the distribution of flora and fauna in Indonesia and the world. In the next stage, the researcher carried out the design of social studies learning tools and monopoly media which will later be used in the research. The design of the learning tools made received a score from the learning expert team with a score of 80.77% so that it is included in the "VERY

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FEASIBLE" category if referring to the interpretation table of the validation of the learning tools contained in table 2, which is in the range between 81% - 100%.

Develop which is the stage of developing monopoly game media equipped with geography learning materials. The game device is modified in such a way as to meet the learning objectives of the material on the distribution of flora and fauna in Indonesia and the world. The results of the development of learning media before being used in research, must first go through a feasibility test from a team of media experts. The monopoly game media device consists of a monopoly board of 100cm x 100cm made of banners, 1 set of study cards, and 1 set of question cards containing questions in it. The feasibility test of social studies monopoly media with the main material of the distribution of flora and fauna in Indonesia and the world, received a score from the media expert team of 81.82 The percentage calculation got a score of 81.82%. The value of a set of IPS monopoly game media developed by the researcher interpreted in table 2 falls into the category of "VERY FEASIBLE" which is in the range of 81% - 100%.

Figure 1. Implementation of Learning with Monopoly Media

Figure 1 shows learning using monopoly game media carried out in class V A SDN Lakarsantri II on the material Distribution of flora and fauna in Indonesia and the world. The teacher of class V A also assessed the use of teacher observation sheets during the learning process using monopoly game media which can be seen in table 4 below:

Table 4 Results of Teacher Observation Sheet

No	Indicator	Meeting		
		2	3	4
1.	Start learning right time	4	3	4
2.	Prepare learning supplies to be used during the process Learning	2	3	4
3.	Motivate students before carrying out the process Learning	3	3	3
4.	Deliver learning objectives	3	3	3

5.	Open in providing opportunities to ask questions Participants	2	2	3
6.	Explain the technicalities of using monopoly media during the process Learning	2	3	4
7.	Conditioning the class to start using media during the process Learning.	2	3	3
8.	Supervising and guiding during the learning process using geography media monopoli	2	3	4
9.	Explain the conclusion of the learning process that has been done	2	3	3
10	Closing the process learning and prepare students for learning in meeting Next	3	3	4
	Average Score (Percentage)	65%	72,5%	87.5%

Table 3 shows that teachers' activities obtained an average score of 75%. The interpretation of the values based on table 3 includes the "GOOD" category in the value range of 61% - 80%. The score of student activity in class 5A using monopoly game media obtained different results at each meeting, which can be seen in table 4. Table 4 Results of Student Activity Assessment 1 Students listen to an explanation of instructions on how to use monopoly geography media. 47.22% 77.78% 66.67% 2 Students did not ask again about how to play using monopoly geography media. 69.44% 72.22% 80.56% 3 Students did not ask about the material in the monopoly geography game. 55.56% 52.78% 75% 4 Students showed happy expressions and enjoyed the learning process using monopoly geography media. 69.44% 80.56% 88.89% 5 Students actively participated during learning using monopoly geography media. 50% 88.89% 80.56% Average score per meeting 58.33% 74.45% 78.34%.

The results of the calculations obtained and interpreted in table 4, including the category "QUITE GOOD" for meeting 1, and include in the "GOOD" category for meetings 2 and 3. The last stage of this development research is evaluate, which is the assessment process after the process learning is carried out. Based on the data obtained from the post test scores, it is known that the percentage of student learning completeness in the experimental class using the reference of the KKM score is ≥ 79 with calculation formula: = 88.89%, and in class 5A with the result: = 66.67%. The results of the pre test and post test in class 5A which used monopoly game media in their learning. The development of learning media carried out by researchers is related to the statement of Sadiman (1986:99) "If you want to create 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". There is a difference in the results of the pre test and post test in class 5A which uses monopoly game media in their learning. The development of learning media carried out by researchers is related to the statement of Sadiman (1986:99) "If you want to create 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) stated that "Motor activities, learning activities by doing experiments, 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

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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 get 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 while using media in learning. The results obtained from observers through the teacher's observation sheet instrument during 3 meetings received an average score of 75% which was included in the "GOOD" category in the interpretation table. The results of the student post test score were used to determine the percentage of student learning completeness with an average score of 84.07. Referring to Sugiyono (2013:350) explained that "the validity of the instrument in the form of a test must meet the validity of the construct and the validity of the content". The questions used to determine student learning outcomes were taken from 15 multiple-choice questions that had gone through a construct validity test from a team of evaluation experts so that the quality of the measuring tools used by the researcher could be ascertained.

The development of geography monopoly game media has been proven to improve student learning outcomes on the subject matter of the distribution of flora and fauna in Indonesia. Student learning outcomes will be better if student and teacher activities are maximized, considering that research conducted by researchers during 3 meetings only got an average student activity score of 70.37%. The value of teachers' activities during learning using media received an average score of 75%. Sardiman (2005:72) stated that "the learning process is said to be effective if students are actively involved in organizing and discovering 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 learners.

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: 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

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"GOOD" category.

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