

The Effectiveness of Monopoly Media to Improve Learning Outcomes in Integrative Thematic Learning at SD Negeri Tegalsari 01 Semarang

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Abstract

The purpose of this study is to analyze the effectiveness of the Monopoly media learning media on the ability of understanding the place value with two digit numbers and the results of thematic learning in grade 1 elementary school students. The subjects of this study were grade 1 students at SD Negeri Tegalsari 01 and class B which has 24 students acted as the control group. This study was used quasi experimental design method with nonequivalent control group design. The results of the study on the understanding ability towards the place value with two digit numbers and thematic learning outcomes show the average score of initial test scores in the experimental group is 7.13 and the control group is 7.34. Meanwhile, for the average score of final test scores in the experimental group is 8.09 and the control group is 7.50. Based on these results, it appears that the Monopoly media can effectively improve the learning outcomes of the control group by marked enhancement in these results. The conclusion of this research is that the use of Monopoly game as learning media can effectively improve the results of thematic learning on the lesson of recognizing the living and non-living objects around us and explain the value of the place consisting two numbers. In addition, Monopoly can effectively influence the understanding of the place value with two digit numbers. From the results of this study, it is recommended for teachers to use Monopoly as media in the learning process.

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INTRODUCTION

Education according to Ki Hajar Dewantara is: "Education generally means the effort to advance character (character, inner strength), mind (intellectual), and physical bodies of children in harmony with nature and society" (Raharjo, 2016). In achieving education that shapes the character and civilization of a nation, it is necessary to enhance the quality of education. Improving the quality of education can be achieved if the teaching and learning process in school is truly effective and efficient as well as can be useful to attain knowledge, attitudes, and skills which are expected.

Basically, the teaching and learning process is the core of the overall education process and the teacher is one of the determining factors for the successful teaching and learning process in the classroom. The learning process at school can be done well if there are communicative interactions between teacher and student, teacher and teacher, and between student and student. The teacher is one of the important factors to determine the successful teaching and learning process in the classroom, which affects the learning outcomes. Learning outcomes from the learning process at class will achieve the maximum results if it is supported by the right learning media.

Learning media are all things that are used to sent the messages and can stimulate the thoughts, feelings, attention, and willingness of students to learn so as to encourage a deliberate, purposeful, and controlled learning process. Monopoly means trading alone, or other people may not participate, and modification that is to provide other touches/additions in an activity (KBBI, 2015).

In this study, the researcher has proposed the suitable solution to improve learning outcomes in the latest curriculum, the 2013 curriculum. The 2013 curriculum requires incorporation of several subjects into one learning (thematic). Thematic learning can be optimal if the learning process is supported by appropriate learning media. The use of Monopoly media is able to improve student learning outcomes in the

grade 1 on the seventh theme which is Living Objects and In-Animate Objects in the surrounding environment.

The purpose of this study is to analyze the effectiveness of the Monopoly media on thematic learning outcomes on the 7th theme in grade 1 of SD Negeri Tegalsari 01 Semarang. The benefit of this research is to add the evidence that the integrated thematic learning outcomes of grade I elementary school students can be improved through the use of appropriate learning media.

METHODS

The method used in this study is experimental research method with Quasi Experimental Design as the research design. This design has two groups that are tested, they are the control group and the experimental group. Data analyzed is in accordance with the data that has been collected. The data analysis techniques used in this study are validity, reliability, difficulty, normality, homogeneity, descriptive analysis, t-test, n-gain analysis.

This study involved research subjects which are grade 1 students at SD Negeri Tegalsari 01 Semarang in the 2018/2019 school year. This study was divided into 2 classes: an experimental group (using Monopoly media) consist of 20 students, and a control group (using common learning activity with picture as the learning media) consists of 24 students. This research began with the pretest in the form of test questions about the place value of numbers in lesson "Animals and Plants Around Me" without using Monopoly media before treatment. Pretest is done to find out the initial ability before using Monopoly media.

The second step after the two groups have been given a pretest and considered commensurate, the next step to be taken is to carry out treatment. Treatment in the experimental group uses Momon media (Modified Monopoly), while the control group does not use Monopoly media.

The third step in research is to provide a posttest to both groups; the experimental and the

Table 1. Normality Test Result

	Kolmogorov smirnov			Shapiro wilk		
	Statistic	df	sig	Statistic	df	sig
Experiment	.181	20	.086	.919	20	.094
Control	.170	24	.132	.914	20	.076

Experimental and Control Grup Significance Correction

Table 1, the data considers to be normal if the value of sig. in Kolmogorov-Smirnov is more than α , then the data is normally distributed. However, if it is less than α , the data is not normally distributed. The α value used is 0.05. The results obtained significance level; for pretest, the group 1 (experimental group) is 0.08 and group 2 (control group) is 0.13. Because $\text{sig} > \alpha$, then H_0 is accepted.

Homogeneity

Homogeneity test is intended to show that two or more sample data groups come from populations that have the same or homogeneous variance. Homogeneity of data is calculated by Barlet test with the help of SPSS.

Table 2. Homogeneity Test Result

Learning outcomes	Sum of squares	df	Mean square	F	Sig
Between groups	.742	5	.148	.119	.986
Within groups	17.396	14	1.243		
Total	18.138	19			

Table 2, it explains that the homogeneity table results are known in sig. when the result of $\text{sig} > 0.05$, then H_0 is accepted. The obtained sig value is 0.98 which means that it is greater than 0.05 so that H_0 is accepted. Thus, it can be concluded that the two groups are homogeneous.

Learning Outcomes Data Using Monopoly Media

The learning outcomes intended in this study are the ability to understand the place value with two digit numbers and how to read it applied in the age of grade 1 elementary school student in integrative thematic learning using Momon media for lesson “Recognizing Living Objects and In-Animate Objects Around Us”.The students’ ability of before and after treatment can be seen from the objective tests given to the students. The learning outcomes can be seen in Table 3.

Table 3, it can be seen that the results of thematic learning and the ability to understand the place value with two digit numbers of the experimental group students before treatment is obtained an average value of 5.9. After being given treatment using Monopoly media, the learning outcomes and the ability to understand the place value with two digit numbers are obtained an average value of 7.9.

The following is the improvement in the result of the pretest to posttest learning outcomes in thematic learning and the ability to understand the place value with two digit numbers can be seen in Figure 2.

Table 3. Learning Outcomes Data Using Monopoly Media

Category	Pretest		Posttest	
	Σ	%	Σ	%
Very good	0	0	7	34
Good	2	10	7	34
Not good	6	29	6	29
Not very good	12	58	0	0

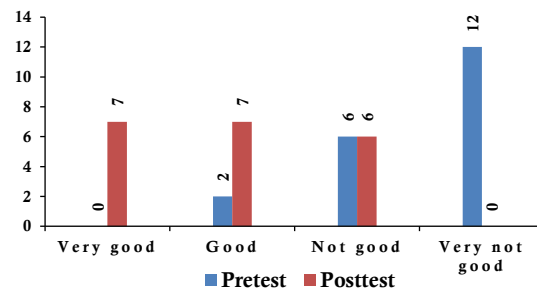


Figure 2. The Learning Outcomes Improvement Pretest and Posttest

Improvement Pre Test and Post Test

Figure 2, it can be seen that from a total of 20 students, 12 students belong to the lowest category. Meanwhile, 6 students belong to the category less and the other students, 2 students, belong to the good category.

However, no one has received a very good grade category. The average score attained at the pretest stage based on the data above is 5.9, the highest score is 7.5, and the lowest score is 4.5. After being given further treatment in the posttest stage, in the experimental group consisting 20 students, none of the students received grades in the very poor category and there are still 6 students who belong to less category. While the number of students with good categories are 7 students and those who received very good categories were 7 students. The average score obtained at the posttest stage was 7.9, while the highest score is 9.5 and the lowest score is 6.5. These findings show that there is improvement from pretest to posttest in the learning outcomes on thematic learning and the ability to understand the place value with two digit numbers.

CONCLUSION

The results of the study on the ability to understand the place value with two digit numbers and mathematics learning outcomes show the average of pretest score in the experimental group is 7.13 and the control group is 7.34. Meanwhile, for the average of posttest score in the experimental group is 8.09 and the control group is 7.50. Based on these results, it shows that the Monopoly as learning media can effectively improve the learning outcomes of the control group since there is enhancement from pretest to posttest.

The conclusion of this research is that the use of Monopoly learning media can effectively enhance mathematics learning outcomes in thematic learning in the lesson "Recognizing Living Objects and In-Animate Objects Around Us" and explaining the place value with two digit numbers. Moreover, Monopoly media can effectively influence the understanding of the place value with two digit numbers. From the

results of this study, it is recommended for teachers to use Monopoly as media in the learning process.

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