Development of Setaparula Monopoly Media on the Theme of The Beauty of Diversity in My Country in Social Science Learning

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Abstract. *This study aims to determine feasibility of setaparula monopoly media development (weapons, dance, clothes, home, songs) on the beautiful themes of diversity in my country in learning ips of fourth grade primary school which developed and get value from experts, and to find out students' responses to setaparula monopoly media development (weapons, dance, clothes, home, songs) on the beautiful themes of diversity in my country in learning ips of fourth grade primary school. This research was conducted at SD Negeri Panunggangan 1 with research subjects in fourth grade with 10 students in a limited trial. The type of research used in the development research method (Research and Development) of Borg and Gall which is modified by Sugiyono consists of 6 stages, namely: the problem analysis stage, the data collection stage, the product design development stage, the product design validation stage, the product design revision (revision) stage, and the product trial stage. The instrument used was a questionnaire sheet for expert validation and student responses. The results of the validation test by experts (media experts, material experts, linguists, and education experts) on the quality of the monopoly media setaparula (regional weapons, traditional dances, traditional clothes, traditional houses, regional songs) which developed are included in the appropriate criteria with a percentage of the assessment amounted to 78.21%. The results of the limited trial of students to the monopoly media setaparula (regional weapons, traditional dances, traditional clothes, traditional houses, folk songs) getting very feasible criteria with an assessment percentage of 100%. Based on the results of the study, it can be concluded that the monopoly media setaparula (regional weapons, traditional dances, traditional clothes, traditional houses, folk songs) which developed is very suitable for use in the learning process of Social Sciences (IPS).*

Keywords: Development, Monopoly Media, Social Science Studies

I. INTRODUCTION

In the world of education, there must be a teacher or what is commonly called a teacher. The teacher is a facilitator who has the meaning to facilitate students in order to improve attitudes or morals in the world of education itself. As a teacher, teachers must have a creative, innovative and inspirational attitude in making fun learning models or methods so that students don't feel bored while learning.

Currently, there are so many people who want to become teachers, the number of teachers in Indonesia is sufficient but the problem is that there are still many teachers who do not meet the requirements to become a professional teacher, and teachers in Indonesia do not function as professional teachers.

The importance of the quality of teachers who greatly affect the development of each student in the learning experience. The development of education in a country will also depend on the quality of teachers as educators. Teachers themselves must improve or upgrade about learning tools so that classroom learning can be effective and efficient in accordance with the learning tools that have been made which will affect the quality and learning experience of students in class.

Learning devices are tools or equipment to carry out processes that support and students carry out learning activities. Learning tools developed must be adapted to the curriculum used and adapted to the needs of students in the classroom, namely syllabus, lesson plans, teaching materials, worksheets, learning media, and learning outcomes. This learning device will be used by the teacher as a guide in learning activities so that learning will take place in a directed manner in accordance with the learning objectives and indicators that are expected to be achieved in the form of optimal student learning outcomes.

The fact is that in schools, teachers still use conventional teaching methods, namely teacher-centered learning, even though they have implemented the 2013 curriculum in each school which is student-centered. Students tend to be passive and only listen to the teacher's explanation because on average they choose the lecture method which is considered practical and does not need to prepare learning tools that suit students' needs. Whereas in the 2013 curriculum students learn to be active, creative, independent, responsible, so that they become skilled and capable individuals.

From the results of interviews conducted with 10 children in elementary school grade IV, 8 out of 10 children answered that social studies learning was very impressive and required students to continue to memorize valuable material. The learning experiences that students provide through interviews that have been carried out, it can be said that social studies learning in elementary schools is still less attractive, especially with the nature of teachers who still use conventional learning methods or teacher center, and is supported by the results of interviews with the class teacher concerned that social studies learning is indeed make students bored faster because of monotonous learning, therefore, so that students are more interested in social studies learning, an interesting learning media is needed so that social studies learning becomes more fun and attractive to all students.

Supported by the results of Aziz's research (2014: 24), regarding the application of social studies learning in class, it was found that the lack of activeness of students in class was caused, among others; (1) so far, the teacher teaches by giving examples of and solving them directly, and does not give students the opportunity to show their own ideas; (2) the teaching pattern so far is still in the stages of providing information about the materials (including motivating them in an informative way), providing examples and subsequent exercises; and (3) in solving problems that are not solved by various strategies or that support creative thinking skills such as making their own questions and then answering them.

Based on the background that has been described, the researcher formulates the problem, namely how the monopoly game Setaparula media in the theme The Beauty of Diversity in My Country is for fourth grade elementary school students and how are students' responses to the Setaparula monopoly game media in the theme The Beauty of Diversity in My Country for fourth grade students primary school. The purpose of this research is to find out the monopoly game media Setaparula in the theme The Beauty of Diversity in My Country for fourth grade elementary school students and to find out student responses to the monopoly game Setaparula in the theme The Beauty of Diversity in My Country for fourth grade elementary school students.

II. METHOD

In this study the method used is the research and development method. according to Sugiyono (2015: 297) research and development methods or in English (Research and Development) are research methods used to produce certain products, and test the effectiveness of these products. In this R&D research, the product developed is in the form of the SETAPARULA Monopoly Media (regional weapons, traditional dances, traditional clothes, traditional houses, regional songs) which contains a summary of the material and evaluation questions on social studies subjects with the theme of the beauty of diversity in my country. This research and development aims to produce products that can be used in the learning process so that they have benefits in the world of education. Data collection method is the method used by researchers to collect data. Data collection techniques used in this study are: interviews, questionnaires, documentation, and observation. The data obtained through the assessment instrument at the time of the trial and analyzed using qualitative descriptive. The results of data analysis are used as the basis for revising the media products that are being developed. To find out the quality of the SETAPARULA Monopoly Game Media that has been developed, both in terms of material, design, language, and education aspects.

III. RESULTS AND DISCUSSION

The validation results on visual learning media, namely the SETAPARULA Monopoly Media (regional weapons, traditional dances, traditional clothes, traditional houses, regional songs) are as follows:

a. Media Expert

Media experts play a role in validating media in terms of the graphic aspect where there are three assessment indicators, namely the size of teaching materials, game media design and game media card design. Following are the results of media expert validation:

Tabel 1. Media Expert Validation

No	Assessment Aspect	Media Expert Assessment Score 1	Media Expert Assessment Score 2
1.	Size of learning media	4	4
2.	Monopoly game media design SETAPARULA	17	15
3.	SETAPARULA monopoly game media card design	48	47
	Total score	**69**	**66**
	Number of Statement Questions	**16**	**16**
	Ideal Maximum Score	**80 (5 x 16)**	**80 (5 x 16)**
	Average Score	**4,3125 (69 : 16)**	**4,125 (66 : 16)**
	Percentage Value %	**86,25%**	**82,5%**
	Category	**Very Worthy**	

b. Material Expert

Material experts play a role in validating the media from the aspect of content feasibility and presentation feasibility. The following are the results of material expert validation:

Tabel 2. Material Expert Validation

No	Assessment Aspect	Media Expert Assessment Score 1	Media Expert Assessment Score 2
1.	Content Eligibility	43	40
2.	Kelayakan Penyajian	3	3
	Total score	**46**	**43**
	Number of Statement Questions	**12**	**12**
	Ideal Maximum Score	**60 (5 x 12)**	**60 (5 x 12)**
	Average Score	**3,834 (46 : 12)**	**3,584 (46 : 12)**
	Percentage Value %	**76,67%**	**71,67%**
	Category	**Worthy**	

c. Linguist

Linguists play a role in validating the media from the aspects of straightforward, communicative, dialogical and interactive assessment, conformity to student development, sequence and use of terms, symbols and icons. The following are the results of the linguist's validation:

Tabel 3. Linguist Validation

No	Assessment Aspect	Media Expert Assessment Score 1	Media Expert Assessment Score 2
1.	Lugas	8	7
2.	Communicative	3	5
3.	Dialogic and Interactive	9	9
4.	Conformity to the level of development of students	8	9
5.	Flow Sequence and Cohesiveness	8	8
6.	Use of terms, symbols and icons	9	9
	Total score	**45**	**47**
	Number of Statement Questions	**11**	**11**
	Ideal Maximum Score	**55 (5 x 11)**	**55 (5 x 11)**
	Average Score	**4,090 (45 : 11)**	**4,272 (47 :11)**
	Percentage Value %	**81,81%**	**85,45%**
	Category	**Very Worthy**	

d. Education Expert

Education experts play a role in validating the media from the aspect of the accuracy of the content or material, appearance and language. The following are the results of the validation of education experts:

Tabel 4. Education Expert Validation

No	Assessment Aspect	Education Expert Assessment Score
1.	Content accuracy	16
2.	Appearance	20
3.	Language	17
	Total score	**53**
	Number of Statement Questions	**15**
	Ideal Maximum Score	**75 (5 x 15)**
	Average Score	**3,533 (53 : 15)**
	Percentage Value %	**70,67%**
	Category	**Worthy**

e. Hasil respon siswa

Table 5. Student Response Results

Total	$P = \frac{n}{N} \times 100\% \quad P = \frac{20}{20} X 100 \quad 100\%$

Category	Very Worthy

Based on the data table on the results of student responses to visual learning media SETAPARULA Monopoly Media (regional weapons, traditional dances, traditional clothes, traditional houses, regional songs) the average final score is 100%, which means it is in the "very good" category.

Based on the results of the average percentage assessment of the expert feasibility test as a whole, the feasibility test score was obtained with an average score of 78.21%, which was included in the "adequate" category.

This is in accordance with previous research conducted by Indah Fitriani, Chumi Zahroul Fitriyah, Fajar Surya Hutama in 2019 regarding the Development of Monopoly Learning Media for Diversity, The Beauty of Diversity in My Country for Class IV Students. Based on the research results obtained, the teaching materials developed are included in the appropriate category from material experts and design experts. As well as increasing students' understanding of concepts with these teaching materials, the results are in good categories.

In line with the results of previous research, Ibrahim and Syaodih (Julianti, 2018: 54) said that there are students who have faster thinking processes and there are also students who have slow thinking processes in capturing learning. This is in accordance with Sudjana and Rivai (Julianti, 2018: 53) who say that teaching materials that meet the requirements as quality and appropriate teaching materials can support the achievement of learning objectives.

Based on the description above, the research on the development of learning media that only covers social studies lessons on the Beautiful Diversity in my Country in grade IV SD, then the media is feasible to use based on expert validation and student responses.

IV. CONCLUSION

Based on the results of research and discussion, it can be concluded that the visual learning media, namely the SETAPARULA Monopoly Media (regional weapons, traditional dances, traditional clothes, traditional houses, regional songs) has been developed based on the results of criticism and suggestions from experts consisting of media experts, material experts , linguists and education experts which were then revised according to the criticisms and suggestions that had been given so that they could be tested in the fourth grade of SD Negeri Panunggangan 1.

The results of the assessment from media experts, obtained an average score of 4,218 with a final score percentage of 84.37% which was included in the "very feasible" criteria. The results of the assessment from material experts obtained an average score of 3,709 with a final score percentage of 74.17% which was included in the "adequate"

criteria. The results of the assessment from grammar experts, obtained an average score of 4,181 with a final score percentage of 83.63% which was included in the "very feasible" criteria. While the results of the assessment from education experts, obtained an average score of 3.533 with a final score percentage of 70.67% which was included in the "adequate" criteria. If the achievement of the expert validation assessment results is calculated, it can be said that the SETAPARULA Monopoly Media (Weapons, Dances, Traditional Clothing, Traditional Houses, and Regional Songs) received a feasibility test score with an average score of 78.21% through expert validation tests. , thus getting the "decent" category. And get an average percentage score of 100% with the "very good" criteria from student responses. Thus the visual learning media, namely the SETAPARULA Monopoly Media (regional weapons, traditional dances, traditional clothes, traditional houses, folk songs) is suitable for use in the fourth grade of elementary school on the material for the beauty of diversity in my country.

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