

## COMPARISON OF IPS LEARNING RESULTS USING MONOPOLY MEDIA AND POWER POINT MEDIA

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**Abstract.** This research using comparative methods. The purpose of this research is to compare the learning outcomes of learning IPS by using Media Monopoly and Media Powerpoint . This research was conducted at SDN Katulampa 1 in Bogor City Class VA, and VB in August odd semester 2019/2020. The analysis technique used is the analysis prerequisite test which includes a normality test, a homogeneity test, then a research hypothesis is carried out using the t test. The results empirically n shows that there perbandingan learning outcomes in Media Monopoly seen in the average score - average N-Gain 8 5 de ngan mastery learning outcomes 92 %, while the average score - average N-Gain on Media Power Point that is equal to 75 with the thoroughness of the results belajar r 86 % . ) . And the results of testing the hypothesis states that H<sub>0</sub> rejected and H<sub>a</sub> accepted because  $t_{\text{arithmetik}} (1.67469) > t_{\text{table}} (1.67469)$ . Based on the above results, it can be concluded that there is a comparison of the results of learning by using Media Monopoly and Media Power Point , and Media efektif is Media Monopoly .

**Keywords:** learning outcomes; monopoly; powerpoint

### I. INTRODUCTION

Education is the main pillar in improving human resources. The achievement of education is seen increasingly increasing abilities possessed by students in the learning process. Learning can be implemented well if all components in the learning process are available and can be implemented. educators as a driving force in the learning process must always be able to innovate In the learning process so that learning is not monotonous and cause boredom.

Learning innovation that can be done is to use more interactive learning media. Learning media is indispensable in the learning process so that in the learning process is not verbalistic. Learning media can help educators to be able to increase student motivation and learning interest in learning so that learning outcomes can increase. Sadiman [1] said that media is everything that can be used to channel messages from the sender to the recipient so that it can stimulate the thoughts, feelings, attention, and interests and attention of students in such a way that the learning process occurs. in the application of media learning must also be based on the characteristics of students so that the media used can be right on target.

Learning media will be very close if it is associated with the game, because with the game students become more fun. According to Yumarlin [2] Learning through games can provide several benefits. First, what is learned by students is not only in the form of knowledge of reason alone, but actually is actually experienced, it is such an experience that is difficult to forget. Second, the lessons given can be pleasantly accepted, because they are related to the nature of the game that is entertaining and encouraging. Thus, the possibility of student rejection of what is taught can be

minimized. Third, because the game is fun, playing at the same time arouses great interest for students on certain topics. A well-designed game will develop students' skills in certain ways, because students like this .

Monopoly is a game that is familiar to children, monopoly is a game that is liked by children and therefore to stimulate children's interest and motivation to learn, monoploi can be used as learning media. Media monopoly by Haqiqi [3] Monopoly acts as a medium of learning effective and efficient in the learning process by making modifications as creative as possible to component supplies Monopoly game with the materials provided and insert the teaching materials that will be implemented in accordance with the purpose of learning which will achieved so that the monopoly media can present learning material concisely and attractively through learning activities while playing. According to Susanto [4] Monopoly game was chosen because it included a game that was relatively favored by children and was easy to play. The parts of a cell can be analogous to a city or country that represents certain functions in a monopoly game. Monopolists must compete to do it . Innovation In learning media other than monopoly media is Power Point media. Media Power point according to Yusri [5] Microsoft Power Point is the right software for creating visual presentations that can interpret various media, such as videos, animations, images and sounds. Inside Microsoft Power Point there are menus that allow users to create and develop learning media more interesting, more interactive and more fun.

Learning media or media monopoly power point can membantu students d natural process of understanding the material of learning, especially on subjects including social studies materials, where IPS includes air- like discipline. According to Susanto [6] IPS is an integration of various branches of social sciences and humanities, namely:

sociology, history, geography, economics, politics, law, and culture. Social Sciences is formulated on the basis of reality and social phenomena that embody an interdisciplinary approach from the aspects and branches of social science above. Social studies lessons in elementary school teach the concepts of the essence of social science to shape students' subjects to become good citizens.

The scope of social studies subjects which consists of several disciplines and contains a lot of material content, causing boredom to students in learning. Social studies learning tends to be felt by learning that requires too much memorization, causing monotonous and boring learning. This learning process if left unchecked will lead to low motivation and learning outcomes. This can be seen from the results of observations in Class V SDN Katulampa 1, Bogor City, the minimum student average achievement is still low at 70%.

Based on the above, researchers are interested in conducting a comparative study of social studies learning outcomes using monopoli media and power point media. The purpose of this study is to be a solution in the problems that arise in the learning process related to learning media. this research really needs to be done fatherly to increase motivation and student learning outcomes in elementary schools

Benefits of this research can improve the ability of teachers in making social studies learning media in elementary schools, this research can be a means for lecturers to improve research writing skills. This research can increase motivation and student learning outcomes in elementary schools.

## II. RESEARCH METHODS

This research uses the Comparative method. This comparative research design uses *pre-test* and *post-test* with the experimental group. In this study the experimental class A (VA) uses *Monopoly* Media , while in the experimental class B (VB) uses *Power Point* Media . Then both experimental classes were given the same test as the post-test (final test). Following are the research design tables according to Tampubolon [8].

Table 1 Comparative Research Design

Group	Pre-test	Treat it	Post-test	Results
Experiment 1 (KE1)	$O_1$	$X_1$	$O_2$	$\mu_2$
Experiment 2 (KE2)	$O_1$	$X_2$	$O_2$	$\mu_2$

## III. RESULTS AND DISCUSSION

The research was conducted at SDN Katulampa 1in Bogor on Thursday, August 1, 2019 in the IVA class of SDN Katulampa 1 in Bogor, and on Friday, August 2, 2019 in the

IVB class at SDN Katulampa 1in Bogor, in the odd semester of 2019/2020.

Social Studies Learning Outcomes Data for Experiment 1 Class Using Monopoly Media

### a. Pre-test

Based on the data obtained before students get treatment or learning by using *Monopoly* Media , they obtain a minimum score of 30, and a maximum score of 100 while the average score is 46.

### b. Post-test

Based on the data obtained from after students get treatment or learning using Media Monopoly , then get a minimum score of 60 , and a maximum score of 100 while the average value is 91.

### c. N-Gain

Based on research from data obtained before students get learning and after using *Monopoly* Media then N-Gain is taken into account so that a minimum score of 42 is obtained and a maximum score of 100, while the average value is 85. The data distribution can be seen in table 4.1

Table 2. Distribution of N-Gain Score Score Experiment Class 1 with Monopoly Media

Value Interval	Class Limits	Midpoint (Xi)	Absolute Frequency (fi)	$X_i f_i$	f relative (%)
60-66	59.5 - 66.5	63	1	189	3.57%
67 - 73	66.5 - 72.5	70	3	350	10.71%
74 - 79	73.5 - 79.5	76	5	608	17.86%
80-86	79.5 - 85.5	83	8	664	28.57%
87 - 93	86.5 - 92.5	90	8	270	28.57%
94-100	93.5 - 100.5	97	3	271	10.71%
amount			28	479	100%

Social Studies Learning Outcomes Data for Experiment 2 Classes Using Power Points

### a. Pre-test

Based on the data obtained before students get treatment or learning by using Media *Power Point*, they obtain a minimum score of 30, and a maximum score of 70 while the average score is 74.

### b. Post-test

Based on data obtained from the after students get treatment or learning by using Media *Power Point*, then obtain a total score of at least 47 , and a maximum score of 100, while the average value - ratanya is 87.

### c. N-Gain

Based on research from data obtained before students get learning using Media *Power Point*, then N-Gain is calculated so that a minimum score of 24 is obtained , and a

maximum score of 100 is an average score of 75 . The data distribution can be seen in table 3.

Table 3 Distribution Frequency N-Gain Score Experiment Class 2 with Media Power Point

Value Interval	Class Limits	Midpoint (Xi)	Absolute Frequency (fi)	$X_i \cdot f_i$	f relative (%)
43-52	42.5 - 52.5	47	1	47	2.40%
53 - 63	52.5 - 63.5	57	2	114	4.90%
63 - 72	62.5 - 72.5	67	8	536	19.50%
73 - 82	72.5 - 82.5	77	10	1540	48.70%
83 - 92	82.5 - 92.5	87	6	696	19.50%
93 - 102	92.5 - 102.5	97	1	194	49%
<b>amount</b>			28	3127	100%

Based on the data above can be seen *pre-test* scores, *post-test* scores and average *N-Gain* scores obtained from experimental class 1 using *Monopoly* media , and experimental class 2 using *Power Point* media there is a comparison of learning outcomes in each class. The following is a recapitulation of data results from this comparative study.

Table 4 Recapitulation of Average Score of *Monopoly* Media Classes and *Power Point* Media Classes .

Value Recapitulation		Class Group	
		<i>Monopoly</i>	<i>power point</i>
Lowest Value	Pretest	30	30
	Posttest	60	47
	<i>N-Gain</i>	42	24
The highest score	Pretest	60	70
	Posttest	100	100
	<i>N-Gain</i>	100	100
Average value	Pretest	46	47
	Posttest	91	87
	<i>N-Gain</i>	85	75
Mastery of Knowledge Learning Outcomes (%)		92%	86%

In addition to the *N-Gain* test *t* test was also calculated. In this study . The results of the *t* test test - the average value of the *N-Gain* experimental class with Media

*Monopoly* and Media *Power Point* obtained the results of the *t* test as shown in Table 5.

Table 5 T-test results for the average N-gain of *Monopoly* Media and Learning Media Classes

Class Group	N	Dk	<i>N-Gain</i>	$t_{count}$	$t_{table}$
<i>Monopoly</i>	28	54	85	2.11381	1.67469
<i>power point</i>	28		75		

From the calculation results, obtained *t* arithmetic amounted to 2.11381 value of the degree of the freedom of the (df) = (n 1 n 2 - 2) The = (28 + 28-2) = 54 , the obtained *t* table at the level of signifi k ation  $\alpha/2 = 0.025$  of 1.67469. Hypothesis testing using two-way testing then the criterion of testing  $H_0$  is rejected if - 1.67469 > *t* arithmetic > 1.67469 . The following is the rejection and acceptance of  $H_0$  in the Media *Monopoly* and Media *Power Point* classes. From the calculations, the results of *t* arithmetic 2, 11381 are not located between -1,67469 and 1,67469 , the results show that  $H_0$  is rejected and  $H_a$  (alternative hypothesis) is accepted. Then it can be concluded that there is a comparison of social studies learning outcomes between students who receive media *monopoly* treatment and media *power points* , that *monopoly* learning media is more effective than media learning *power points*

Table 6. Recapitulation of *N-Gain* Value and Completeness of Social Studies Learning Outcomes with *Monopoly* Media and *Power Point* Media .

Media	<i>N - Gain</i>	Complete Learning Outcomes	Information
<i>Monopoly</i> Media	85	92 %	The most effective is <i>Monopoly</i> Media
<i>Power Point</i> Media	75	86 %	

Comparative research comparing the use of social studies learning outcomes using *monopoly* media and *Power Point* media obtained results: in the experimental class 1, and experimental class 2, the highest average *N-Gain* value was found in experimental class 1 with an average value of 85 getting the value is higher than the former experiment 2 class that is 75 . This shows that there is a comparison of the results of IPS studies on the two k . elas of the experiment. After *t*-test on the two experimental classes obtained an average value of *N-Gain* *t* arithmetic > *t* table that is ( 2.11381 > 1.67469 ). From the research results, it can be seen that there is a comparison of social studies learning outcomes using *Monopoly* media and *power point* media . obtained *t* count of 1.67469, the degree of freedom (dk) = (n 1 + n 2 - 2) = (28 + 28 - 2) = 54 , then obtained *t* table at the significance level  $\alpha / 2 = 0.025$  equal to 1 , 67469. When compared to the *t* count > *t* table with submission criteria bidirectional hypothesis  $H_0$  accepted if *t* arithmetic is

located between (- 1.67469) to ( 1.67469), then the data can be inferred  $H_0$  rejected and  $H_a$  accepted .

This research can show that the comparison of learning outcomes in the monopoly media class of students can find new and interesting things that can make students become active in the learning process as a group or individually. Differences in student activity in the learning process make students become excited in learning . However, in *Power Point* media classes students have difficulty remembering about the diversity that exists in Indonesia . This is caused by the treatment of each of the experimental classes and is certainly supported by certain factors such as the ability of the teacher / researcher to understand the material and use the media, conformity with teaching materials, class management, time management, and so on.

#### IV. CONCLUSION

From the calculation results, obtained t arithmetic amounted to 2.11381 value of the degree of the freedom of the (df) = (n<sub>1</sub> n<sub>2</sub> - 2) The = (28 + 28-2) = 54 , the obtained t table at the level of signifi k ation  $\alpha / 2 = 0.025$  of 1.67469 . Hypothesis testing using two-way testing then the criterion of testing  $H_0$  is rejected if - 1.67469 > t arithmetic > 1.67469 . The following is the rejection and acceptance of  $H_0$  in the Media Monopoly and Media Power Point classes . From the calculations, the results of t arithmetic 2, 11381 are not located between -1,67469 and 1,67469 , the results show that  $H_0$  is rejected and  $H_a$  (alternative hypothesis) is accepted. Then it can be concluded that there is a comparison of social studies learning outcomes between students who receive media *monopoly* treatment and media *power points* , that monopoly learning media is more effective than media learning powr points

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