



Improving Fun Learning in Science Subjects by Using Monopoly Game Media

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ABSTRACT

Purpose of the study: To find out the increase in fun learning in science subjects using monopoly game media in class IV SD Negeri 13/1 Muara Bulian.

Methodology: This research method is classroom action research. In this study there were three cycles, in one cycle carrying out two meetings. There are four procedures of this study, namely planning, implementation, observation and reflection.

Main Findings: The results of this study are that the use of monopoly games can increase fun learning in Science class IV SD Negeri 13/1 Muara Bulian. The monopoly game used in science learning is different from the monopoly game in general, namely giving quizzes in the form of questions from the material students have studied. It makes students relax, students' attention is devoted, enthusiastic, happy, high concentration and safe when learning takes place.

Novelty/Originality of this study: Increase knowledge about the use of monopoly game media as a learning medium to increase fun learning.

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1. INTRODUCTION

Science is one of the subjects in elementary school that deals with how to find out about nature systematically, so that it is not only mastery but also a discovery process that involves student activity. The characteristic of learning science is not learning that is rote, but learning that provides many opportunities for students to make various observations and exercises by finding science concepts for themselves by utilizing the environment [1]. If we take a closer look at science learning materials in elementary school, we try to be close to the student environment [2]. This is intended to make it easier for students to get to know science concepts directly and in real terms for the sake of creating fun learning.

In this case learning Science needs to be the result of a learning experience that can evoke an active and creative enthusiasm in order to create the desired and planned change in conditions [3]. Learning is a process carried out by individuals to obtain changes in new behavior as a whole, as a result of the individual's own experience in interacting with his environment [4].

Creative in creating a learning atmosphere that creates a sense of fun in children [5]. Students should not be taught only by the lecture method, this causes students to tend to be passive in participating in science learning [6]. Science learning received less response from students, some looked silent, and some were engrossed in talking with their classmates [7]. In fact, the active involvement of students will encourage students to understand what they are doing, thereby providing better learning experience and results [8]. Even though

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after the lecture, the teacher gives the opportunity for students to ask questions, usually students are just silent because they are not used to being trained to think and express their ideas [9]. Such learning methods have an impact on the low activity of students in learning.

Based on the results of observations made by the author in the science learning process in class IV SD Negeri 13/I Muara Bulian, totaling 23 students, that learning is fun for students is still low. There are several root causes of low fun learning in the classroom in science learning such as lack of approach and lack of effort to arouse students' attention and enthusiasm.

This shows that the use of media in teaching and learning activities has a great influence in increasing fun learning for students, and monopoly game media is expected to increase students' enjoyment of classroom learning activities that can be designed to help students understand the material in depth through experiences. learning that can be taken from the monopoly game. Media games such as monopoly are also expected to be able to stimulate students' thinking power to become innovative, creative and critical so that they are able to understand the material provided by the teacher [10]. Positive responses elicited by students communicatively are the result of games that are designed and arranged in an interesting and systematic manner [11]. Monopoly game media functions as a learning tool used by teachers in the teaching and learning process [12]. Monopoly game was chosen because it is a game that is relatively popular with children and easy to play.

Learning that does not involve students will make students passive and get bored quickly, this can affect boring learning for students [13]. The researcher chose the monopoly game as a learning medium, it is hoped that it can overcome problems in learning. Because it is hoped that the use of learning media will be prioritized for the teaching and learning process and help students capture the understanding conveyed by the teacher, not just for entertainment. Based on these, the purpose of this study is To find out the increase in fun learning in science subjects using monopoly game media in class IV SD Negeri 13/1 Muara Bulian.

2. RESEARCH METHOD

The research to be carried out is a type of classroom action research or also known as Classroom Action Research (CAR). The general characteristics or characteristics in this study are the participation and collaboration between researchers and teachers in the classroom. Classroom action research is an examination of activities that are deliberately raised, and occur in a class.

The subjects in this classroom action research were fourth grade students at SD Negeri 13/1 Muara Bulian with a total of 23 students, consisting of 14 male students and 9 female students. This research is carried out in cycles. In one cycle two learning cycles or two meetings. The action plan for each cycle in this classroom action research consists of four stages: planning, implementing, observing, reflecting.

3. RESULTS AND DISCUSSION

The learning process in cycles I, II, and III has increased when compared to before using the learning media in the form of this monopoly game, this is because learning is still conventional.

The use of the monopoly game in this lesson manifests a difference in the way teachers teach and a variety of learning media to apply learning that is more fun for students, enthusiastic, and not bored in participating in learning. In addition, students look enthusiastic in learning because they want to be able to answer quizzes or questions correctly so that they become winners in the game.

From the results of the research that the researchers conducted during these three cycles, it can be seen that fun learning in science subjects increased from the first cycle to the third cycle.

Table 1. Percentage Results for Cycle I, Cycle II, Cycle III

No	Observation Results	Siklus		
		I	II	III
1	Against Teachers in Using learning media	63.63	90.90	100
2	Student Activity	62.5	87.5	100
3	Learning fun	52.25	70.17	80.73

Table 2. Fun Learning in Science Subjects Using Monopoly Game Media

Observation Results	Observasiawal	Siklus		
		I	II	III
Learning fun	43.08	52.52	70.17	80.73

Based on the results of the action research obtained from the table above, it shows that using monopoly game media can increase fun learning in science subjects. So it can be explained in the discussion as follows:

At the initial observation stage of fun learning in science subjects 43.08%, a problem arises, namely the low fun learning in science subjects. After being given the action of providing learning media, the percentage results on the achievement of fun learning in Science subjects in cycle I showed an average of 52.52%. From this percentage it can be seen that fun learning in science subjects using monopoly game learning media has not reached the desired level of success, where fun learning in science subjects has not achieved the desired presentation of 80% while in cycle I it is 52.52% and included in the less category. Of the 23 students, 15 of the students had fun learning with low criteria. There were also 5 students who learned less fun, only 4 students who learned quite pleasantly. Therefore, it was continued with the second cycle and will correct any deficiencies in cycle one.

In cycle II it has been improved from the first cycle seen from reflection, namely from starting to explain student rules and regulations that were clarified by the teacher and giving time when working on quizzes. Therefore, the percentage results obtained on the achievement of fun learning in Science subjects in cycle II showed an average of 70.17%. and having a sufficient category from this percentage it can be seen that fun learning in Science subjects using monopoly game media has begun to increase. From the observations of 23 students, 7 students had fun learning in Science subjects including the less criteria, 8 students had fun learning in Science subjects in the sufficient category, 6 students had fun learning in Science subjects in the category good and 2 students who have fun learning in science subjects very good category.

So from these data it can be concluded that fun learning in science subjects has seen an increase of 17.65%, from 52.52% to 70.17%. However, because the percentage in the second cycle has not reached the desired percentage. Then proceed to the third cycle. After the implementation of the third cycle by paying more attention to students in learning and doing quizzes while doing monopoly games, fun learning was obtained in Science subjects. In cycle III, it appears that the average score obtained by students has reached 80.73% of the average value in the previous cycle II, which was 70.17. This result increased by 10.56%, fun learning in science subjects has increased with good criteria. From the results of observations with a total of 23 students, there were 20 students learning with good fun and 3 students learning with fun with very good criteria. So from these data it can be concluded that classically fun learning in Science subjects has increased and has reached a good category that has been adjusted to the success criteria of 80% or more.

In this third cycle, the improvement has increased well and the desired research has been achieved. It can be concluded that fun learning in science subjects increases by using monopoly game learning media which is adjusted to the level of success in changing student behavior.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of monopoly games can increase fun learning in Science class IV SD Negeri 13/1 Muara Bulian. The monopoly game used in science learning is different from the monopoly game in general, namely giving quizzes in the form of questions from the material students have studied. It makes students relax, students' attention is devoted, enthusiastic, happy, high concentration and safe when learning takes place.

The increase in the percentage of enjoyable learning in science subjects on average, namely, in the first cycle during the initial observation was 48.08% and in the first cycle it increased by 4.44% which showed an average value of 52.25%. In cycle II, it was obtained that the percentage of fun learning in science subjects had begun to increase by 17.92 which reached an average of 70.17% and was in the sufficient category. Cycle III obtained the percentage of fun learning in this Science subject increased by 10.56% with an average score obtained by students reaching 80.73%. From the results of this study, it is proven that using monopoly game media can increase fun learning in Science class IV SD Negeri 13/1 Muara Bulian.

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