

## ACTIVENESS ENHANCEMENT AND STUDENT LEARNING RESULTS THROUGH THE DISCOVERY LEARNING MODEL AND MONOPOLY BOARD GAME MEDIA IN ELEMENTARY CLASS IV

Rico Dwi Kristanto 1, Stefanus C. Relmasira 2, Agustina Tyas Asri Hardini 3  
FKIP-PGSD UNIVERSITAS KRISTEN SATYA WACANA SALATIGA

E-mail: ricokristanto18@gmail.com1, srelmasira@uksw.edu2  
,tyas.asri@staff.uksw.edu3

**Abstract:** This research aims to improve the activeness and learning outcomes of fourth grade elementary school students by applying the *Discovery Learning* model assisted with the *Monopoly Board Game*. The research is a Classroom Action Research carried out at Tingkir Tengah 01 Elementary School, with 29 students as research subjects. The data of this research were obtained using test techniques, in the form of questions and non-tests for measuring activeness, teacher and student activities. The result indicates an increase in the activeness and learning outcomes of students in each learning cycle when compared with the initial condition, for student activity it is evidenced by the number of students who are in the active category. Student learning outcomes has also increased in each cycle, it can be seen from a large number of students who achieved passing grades in cycle I and increasing in cycle II.

**Keywords :** *Learning Outcomes, Activeness, Discovery Learning, Monopoly Board Game*

**Abstrak:** Penelitian yang dilakukan ini bertujuan untuk meningkatkan keaktifan dan hasil belajar siswa kelas IV SD dengan menerapkan model *Discovery Learning* yang berbantuan dengan media *Monopoly Board Game*. Penelitian yang dilakukan adalah Penelitian Tindakan Kelas dan dilaksanakan di SD Negeri Tingkir Tengah 01, dengan subjek penelitian sebanyak 29 siswa. Data penelitian ini didapatkan dengan menggunakan teknik tes yaitu berupa soal dan non tes berupa lembar observasi keaktifan, lembar aktivitas guru dan lembar aktivitas siswa. Hasil penelitian ini menunjukkan adanya peningkatan pada keaktifan dan hasil belajar siswa pada setiap siklusnya jika dibandingkan dengan kondisi awal, untuk keaktifan siswa hal tersebut dibuktikan dengan jumlah siswa yang masuk dalam kategori aktif. Data hasil belajar siswa mengalami peningkatan di setiap siklusnya, hal tersebut dapat dilihat dari banyaknya jumlah siswa yang mendapat nilai tuntas pada siklus I dan meningkat di siklus II.

**KataKunci:** Hasil belajar, Keaktifan, *Discovery Learning, Monopoly Board Game*

### INTRODUCTION

In the current era, learning is an obligation for all people in Indonesia. The required learning is effective, creative and innovative learning where students can play an active role and understand what is taught well, this is in accordance with The Law No.20 of 2003 chapter 1 verse 19 which states that all

objectives, contents, learning materials used as guidelines for learning activities to achieve educational goals. Therefore, a teacher is required to be able to apply the learning method and can use learning aids that are easier for teachers in teaching and can be absorbed by the students.

One of the learning support

tools is the use of media or teaching aids in learning which become very important because students can be more actively involved and more enthusiastic. According to Rusman (2017: 214), teaching aids are learning media used in teaching and learning activities and have a very important role in supporting the success of the teaching and learning process. That way, the use of teaching aids in learning is very necessary because it can stimulate and encourage students to do learning and become more active.

Activity in learning becomes very important. Interactive learning can make students become active and facilitate the teaching. According to Aunurrahman (2009: 119), the students' activeness in learning is an important and fundamental problem that must be understood, and developed by each teacher in the learning process. So that the students' activeness needs to be explored from their potentials, which they actualize through their activities to achieve learning goals. In this case, the teacher has an important role to help students develop their activities and make learning interesting.

Student learning outcomes become something important, because it becomes a reference whether students understand and can follow the learning well. According to Jihad and Haris (2012: 14), learning outcomes are the attainment of a form of behavior change that tends to settle from the cognitive, affective, and psychomotor domains of the learning process carried out in a certain time. Improving learning outcomes must be seen from three related aspects, namely knowledge, attitudes and skills. At this time learning has been in the form of thematics whose purpose is to help students make

maximum learning. According to Reffiane and Saptaningrum (2011: 43), thematic is an approach in learning that intentionally links several aspects both in intra-subjects and between subjects. In this thematic learning, students can learn several subjects directly because they have been interpreted as a theme.

In addition, the applied learning model must be able to support very well with the applied learning. *Discovery Learning* is very suitable for use, as Wilcox said (Suprihatiningrum, 2014: 56), in *discovery learning*, students are encouraged to learn actively through their own active involvement with concepts, principles, and teachers encourage students to have experience and conduct experiments that allow them to find principles for themselves. Researchers chose to use Monopoly media as a tool in learning, because by using Monopoly media that has been redesigned, students are invited to play with groups and look for information or learning materials themselves. This is in accordance with the *Discovery Learning* model that requires students to play an active role resources.

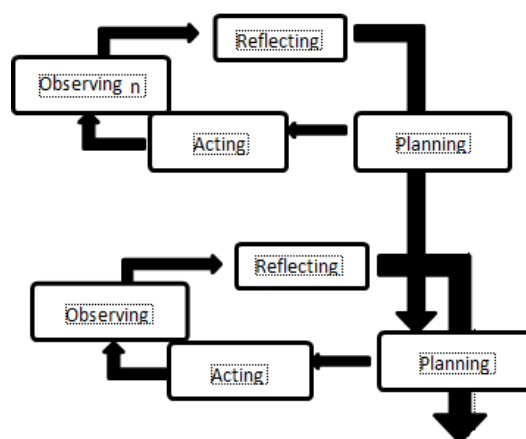
Based on the results of interviews conducted with teachers at Central Tingkir 01 Elementary School, several teachers have taught with media assistance, but the media that are often used is learning videos, while for other media uses such as real teaching aids are still rarely used. It is indeed a development, but according to researchers, students will be more active and enthusiastic when they can learn directly and not just watch or listen to the explanations given. Whereas, based on the observations conducted by the researchers in the classroom, it was seen that there were still students who seemed to be less active even though

some of the other students were active. When the learning took place, only a few students asked the teacher while the others were silent. Many questions were asked by the same students, even when the teacher asked only a few students who answer the same as asking the teacher. In learning, the teacher actually had done some activities that provoke students to play an active role such as learning made in groups so students could discuss together but the researchers saw only a few students who discussed while some of the other students were busy playing or out of focus. Students' activeness is something that is very important to be improved in order to support the learning outcomes because there are some students who still have final scores under KKM (standard completeness score). The purpose of this study is to find out the steps to implement the *Discovery Learning* model that is more interactive. Also, to improve student learning outcomes and activities through the application of the *Discovery Learning* model and the use of Monopoly media in thematic learning in the classroom.

## METHOD

In this study, researchers used Classroom Action Research (CAR). CAR is part of research on practical problems that have the purpose of improving the process and results of learning education or improving quality (Kristiyanto, 2010: 18). The subjects of this study were fourth grade students of Central Tingkir 01 Elementary School in Salatiga, 29 students. The procedure of this study was using the Kemmis and Mc Taggart research model (Kunandar, 2012: 76) that was carried out in the form of a cycle. This cycle consists of 4

stages, namely: 1. Planning 2. Acting 3. Observing 4. Reflecting



**Picture 1.** The Cycle of Classroom Action Research According to Kemmis and Mc Taggart (Kunandar, 2012:76)

### a. Planning

1. Prepare thematic learning material, theme 9 sub- theme 2.
2. Develop a learning implementation plan (RPP) using the Discovery Learning model assisted by *Monopoly Board Game*.
3. Prepare tools and materials for learning activities while conducting research.
4. Prepare an assessment in the form of tests and observation sheets.
5. Prepare research activities and for final evaluation after students apply the *Discovery Learning* model assisted by *Monopoly Board Game*.

### b. Acting

The implementation of the research was carried out based on preparations that had been planned previously. This implementation is an act of teaching and learning process.

1. Carry out learning with the *Discovery Learning* model assisted by *Monopoly Board Game*.
2. Conduct tests or assessments that have been prepared for the first cycle, after all learning activities in the first cycle have been carried out to see student learning outcomes.
3. Note and record all teaching and learning activities in the classroom conducted by the observer as a source of data for the evaluation phase of the researcher that will be used for improvement in cycle II.

c. Observing

It is an activity of observation the teaching activities used in research from the beginning of learning to the end of learning.

1. The Observer observes the learning activities applied during the study.
2. The Observer fills out the observation sheet of the study of the application of the *Discovery Learning* method assisted by *Monopoly Board Game* to increase learning activity and results.

d. Reflecting

Reflection is data processing or research results obtained from the teaching that has been prepared by the researcher. In this reflection, the researcher conducted an analysis of all the data obtained during the implementation of the research in cycle I. After all the data has been processed or reviewed, the data will be used as a

reference for researchers to improve the RPP, the Media or learning activities in cycle II.

Data collection techniques used are test and non-test techniques. The test technique uses multiple choice questions while the non test uses the observation sheet and observation rubric.

**RESULT AND DISCUSSION**

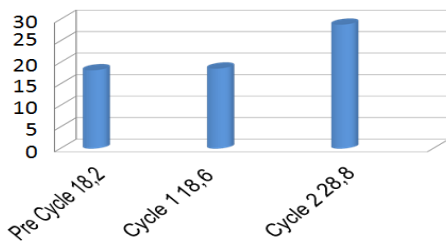
The results of the activity data analysis from the pre cycle, cycle I and cycle II continued to increase. The following is the result of recapitulation of data on the activity of class IV Central Tingkir 01 Elementary School from the pre cycle, cycle I, and cycle II.

**Table 1.** Comparison of Results of Student Activity Pre Cycle, Cycle I and Cycle II in Central Tingkir 01 Elementary School

Criteria	Pre Cycle	Cycle I	Cycle II
Highest Score	23	23	33
Lowest Score	16	16	25
Σ Students' activeness	529	539	834
Average	18,2	18,6	28,8
Category	Less Active	Active	Active
Difference	0,4		10,2

Based on table 1. relating to the data from the Student Activity of Central Tingkir 01 Elementary School have increased compared to pre cycle data, cycle I and cycle II. In the pre cycle the total score of students' activeness as a whole was 529 and the average was 18.2 with the less active category. While the first cycle data has

increased compared to the pre- cycle data although the increase is not too high. In the first cycle the total score of students' activeness was 539 with the average being 18.6 and included in the active category. In the second cycle, the total score of students' activeness as a whole experienced a significant increase when compared with the pre cycle and cycle I. The overall score of students' activeness in the second cycle was 834 with an average of 28.8 in the active category. The following are presented diagrams from the results of students' strengths from the pre cycle, cycle I and cycle II.



**Diagram 1.** Results of Student Activity Pre Cycle, Cycle I and Cycle II Center Tingkir 01 Elementary School

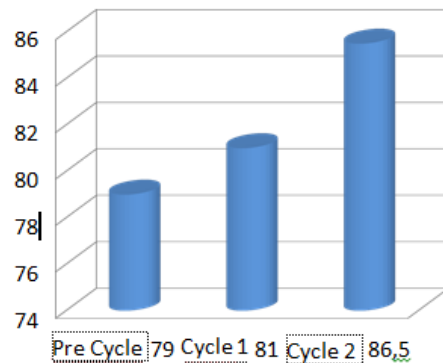
Based on the diagram 1, there is an increase in the average of each cycle. In the preliminary data or pre- cycle shows an average of 18.2 to 18.6 in the first cycle, which initially in the pre-cycle in the less active category became the active category in the first cycle. In the second cycle, the average score of activity increased in the cycle I score 18.6 to 28.8 in cycle II or biased to increase by 10.2 and include to the active category. So from the data tables and diagrams presented can be concluded that there is an increase in the average activity in each cycle. The results of data analysis of student

learning outcomes from the pre cycle, cycle I and cycle II continued to increase. The following is the result of recapitulation of learning outcomes data of fourth grade students in Central Tingkir 01 Elementary School from pre-cycle, cycle I, and cycle II.

**Table 2.** The Comparison of Student Learning Outcomes in Pre Cycle, Cycle I and Cycle II

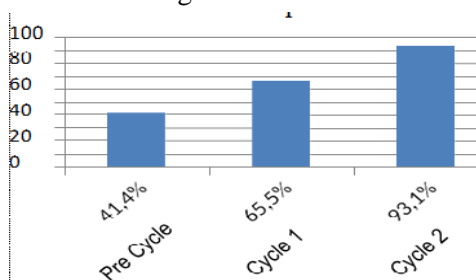
Criteria	Pre Cycle	Cycle I	Cycle II
Complete	41,4%	65,5%	93,1%
Not Complete	58,6%	34,5%	6,9%
ΣScore	2290	2350	2509
Average	79	81	86,5

Based on table 2, it can be seen that the average value of the pre cycle, cycle I to cycle II has increased. The average learning outcome in the pre cycle is 79 and increases in the first cycle to 81. While in the second cycle also experienced an average increase if in the first cycle the average score of students is 81 increased to 86.5 in the second cycle. The following is a diagram of the average value of student learning outcomes.



**Diagram 2.** Average Pre Cycle Learning

The percentage of students who pass also increases from each cycle. At the beginning of the cycle or the pre-cycle, the number of students who completed KKM was 41.4% and increased to 65.5% in cycle I. In the second cycle the number of children who completed KKM also increased from 65.5% in the first cycle to 93.1% in cycle II. The percentage results can be seen in the diagram below.



This research action has the aim to increase the activity and the learning outcomes of the fourth grade students of Central Tingkir 01 Elementary School. The improvement effort was carried out by implementing the *Discovery Learning* learning model and assisted by *Monopoly Board Game* media. In implementing *Discovery Learning*, students will be taught to learn according to the stages or syntax of *Discovery Learning*. *Discovery Learning* syntax consists of the following stages: 1) Stimulation; 2) Problem Statement; 3) Data Collection; 4) Data Processing, 5) Verification; 6) Generalization. Besides, this learning is also supported or combined with *Monopoly* media as a game and the source of learning for students. The results of observations carried out by researchers and assisted by observers, shows activity of the fourth grade students of Central Tingkir 01 Elementary School increased from the initial or pre-cycle data compared to data cycle I and cycle II. This increase

was supported by the *Discovery Learning* model assisted with *Monopoly Board Game* which was applied for two cycles. The increased students' activeness was seen when learning using the *Discovery Learning* model where during the learning the teacher did not give the full material to students. In this learning, the teacher attracted students with a question that is the source of problems during learning takes place and students were asked to find an answer or the material itself with the group. In addition, this activity is supported by the use of *Monopoly Board Game* as a medium of learning resources. The use of this media makes students play while learning together because of its application in groups, besides that the *Monopoly* media asked students to interact actively with their group friends. Through the application of the *Discovery Learning* model and the *Monopoly Board Game*, the data shows an increase in terms of activeness of students by seeking information independently and exchanging ideas with peers during learning takes place.

The results of this study are in line with the theory revealed by Sudjana (2009: 61), activeness is an act of an activity carried out by someone who is both physical and psychological. In addition, according to Aunurrahman (2009: 11), activeness will also develop towards a better direction if the environment provides space or supports the development. The results of this study are also supported by previous research conducted by Siska (2014) who was conducting research on constructive approaches with the *Guide Discovery Learning* method with results that show students' mathematics learning outcomes are better than students' learning outcomes without using a constructive

approach with the *Guide Discovery Learning* method in the 4th grade of SDN 4 Padang. Supriyanto (2014) proves that the application of the *Discovery Learning* model can improve the activities and learning outcomes of students in class VI B SDN Tanggul Wetan 02.

The advantage of this study compared to other studies is that in this study researchers did not only measure student learning outcomes but also students' activeness during learning in the classroom. This study not only assesses the cognitive outcomes of students but also can assess students' affective and psychomotor. The psychomotor are assessed based on student activity during learning. Assessment of student activity is based on the guideline rubric assessment of student activity. This activity is also seen during the learning activities in the classroom where students respond to the teacher. The responses include students asking questions and students answering questions given by the teacher. Affective aspects of students are assessed based on learning activities followed by students, namely with students carrying out tasks assigned by the teacher, students work with their groups and also students pay attention and are responsible for completing their tasks during the learning activities. Beside the advantage, this study also has some limitations. The limitations of the study using the *Discovery Learning* model assisted with the *Monopoly Board Game* media are having a lack of compatibility when applied at the junior or senior high school level. The Monopoly game that is applied is a type of old game where children often play it at home even though it has different designs and regulations. Another

limitation in this study is that it requires a lot of time and material to prepare the media that can be used for all students in the class and requires careful planning in advance before conducting research.

## CONCLUSION

Based on the results of the research and discussion, it can be known or concluded that learning using the *Discovery Learning* model assisted by *Monopoly Board Game* can increase student activity and learning outcomes. This is proved through the application of the *Discovery Learning* model and the use of the *Monopoly Board Game* can make students play and learn simultaneously and student activities are more active and fun, with the existence of this activity students can increase with an increase in the average activity of students from pre- cycle of 18.2 becomes 18.6 in the first cycle and in the second cycle increases to 28.8. Whereas for the results of learning, there has been an increase during the research using the *Discovery Learning* model assisted with *Monopoly Board Game*. This can be proved by the students' level of completeness. The level of completeness of students in the pre- cycle is 41.4% of students who complete or there are 12 students who complete, then in the first cycle has increased completeness of student learning outcomes to 65.5% or there are 19 students who complete and the completeness of learning outcomes also increased in the second cycle 93.1% with 27 students who received high scores and completed.

## BIBLIOGRAPHY

Aunurrahman. (2009). *Belajar dan Pembelajaran*. Bandung: Alfabeta.

- Haris, J. A. (2012). *Evaluasi Pembelajaran*. Yogyakarta: Multi Pressindo.
- Kristiyanto, A. (2010). *Penelitian Tindakan Kelas (PTK)*. Surakarta: UNS Press.
- Kunandar. (2012). *Langkah Mudah Penelitian Tindakan Kelas*. Jakarta: PT Rajagrafindo Persada.
- Reffiane, F., & Saptaningrum, E. (2011). Model Pembelajaran Aktif Kreatif Efektif Menyenangkan Melalui Pendekatan Tematik Untuk Pembelajaran Sains Sekolah Dasar. *Volume 1 Nomor 1 Juli 2011*.
- Rusman. (2017). *Belajar dan Pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Siska. (2014). ). Penerapan Pendekatan Konstruktivis dengan Metode Guide Discovery Learning pada Pembelajaran Matematika di Kelas VII SMPN 4 Padang Panjang Tahun Ajaran 2013/2014. *Laporan Penelitian*.
- Sudjana, N. (2012). *Penilaian Hasil Proses Belajar*. Bandung: PT. Remaja Rosda karya.
- Suprihatiningrum, J. (2014). *Strategi Pembelajaran*. Yogyakarta: Ar-Ruzz Media.
- Supriyanto, B. (2014). Penerapan *Discovery Learning* Untuk Meningkatkan Hasil Belajar Siswa Kelas VI B Mata Pelajaran Matematika Pokok Bahasan Keliling dan Luas Lingkaran di SDN Tanggul Wetan 02 Kecamatan Tanggul Kabupaten Jember. *Pancaran Pendidikan*.
- Undang-undang Republik Indonesia Nomor 20 tahun 2003. *Sistem Pendidikan Nasional*. Kemendikbud. Jakarta