



The Influence of Monopoly Media on The Learning Outcomes of Students in Elementary School

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Diserahkan: 27 Februari 2024 ; Direvisi: 29 April 2024 ; Diterima: 16 Juni 2024

Abstract

This research was conducted because there are still many grade IV students who have low learning outcomes in PPKn lessons. The purpose of this study is that the researcher wants to help students improve PPKn learning outcomes by using monopoly media. The research method used is quantitative in the form of experiments or pseudo-experiments. This study involved two groups, namely the control group and the experimental group, the population used was students of grades IV A and IV B with a total of 60 students, namely 30 students in the control class and 30 students in the experimental class. This is evidenced by the average score of the experimental class that used monopoly media of 79.50 classified as high, while the control class that did not use monopoly media was 58.13. The effect of the use of monopoly learning media on student learning outcomes in PPKn learning in grade IV of SDN Cijantung 01 East Jakarta. This is proven by the tcount value obtained which is 9.192 while the ttable value is 2.064, so the tcount value > ttable so that H₀ is rejected and H₁ is accepted. Therefore, it can be concluded that monopoly media can improve learning outcomes.

Keywords: monopoly media, learning outcomes, PPKN

Abstrak

Penelitian ini dilakukan karena masih banyak siswa kelas IV memiliki hasil belajar yang rendah pada pelajaran PPKn. Masalah ini muncul ketika guru belum memanfaatkan media pembelajaran dengan optimal khususnya menggunakan media monopoli. Tujuan dari penelitian ini adalah peneliti ingin membantu siswa dalam meningkatkan hasil belajar PPKn dengan menggunakan media monopoli. Metode penelitian yang digunakan adalah kuantitatif berbentuk eksperimen atau eksperimen semu. Penelitian ini melibatkan dua kelompok, yaitu kelompok control dan kelompok eksperimen, populasi yang digunakan yaitu siswa kelas IV A dan IV B dengan jumlah 60 siswa, yaitu 30 siswa kelas control dan 30 siswa kelas eksperimen. Hal ini terbukti dengan nilai rata-rata kelas eksperimen yang menggunakan media monopoli 79,50 tergolong dalam kategori tinggi, sedangkan kelas kontrol yang tidak menggunakan media monopoli 58,13. Pengaruh penggunaan media pembelajaran monopoli pada hasil belajar peserta didik pada pembelajaran PPKn di kelas IV SDN Cijantung 01 Jakarta Timur. Hal ini terbukti dengan nilai t_{hitung} yang diperoleh yaitu 9,192 sedangkan nilai t_{tabel} yaitu 2,064, jadi nilai $t_{hitung} > t_{tabel}$ sehingga H_0 ditolak H_1 diterima. Maka dapat disimpulkan bahwa media monopoli dapat meningkatkan hasil belajar.

Kata kunci: media monopoli, hasil belajar, PPKN

How to Cite: Jaya, Dyan Sukma, Rahmiati. (2024). The Influence of Monopoly Media on The Learning Outcomes of Students in Elementary School. *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, 10(1) 77-84. doi: <https://doi.org/10.21093/twt.v11i1.8704>

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INTRODUCTION

Education is an intentional and systematically designed endeavor aimed at crafting an environment and facilitating a process conducive to learning, wherein students can actively nurture their innate capabilities. The ultimate objective is to aid students in developing a profound spiritual conviction, self-control, a well-rounded personality, intellectual acuity, exemplary moral conduct, and the essential skills requisite for their individual growth, as well as to meet the needs of the society, nation, and state they belong to. In education, there are various components that must be considered, namely students, educators, educational environment, infrastructure, and curriculum or modules as teaching materials.

One of the important components in the module is teaching materials including PPKn (Pancasila and Citizenship Education). Pancasila and Citizenship Education is the science of the rights and obligations of citizens and their relationships between human beings both individually, in groups and with their countries.

According to Sari in Darniyanti (2021) stated that PPKn is a subject that forms citizens to understand and be able to carry out their rights and obligations as skilled, intelligent and character citizens. According to Kurniawan in Darniyanti (2021), PPKn is defined as a subject that has two points, namely character development and forming students. According to Kansil in Suharyanto (2018) states that citizenship education is a subject that helps students develop and maintain noble values and morals rooted in Indonesian culture.

According to the extensive analysis, experts can deduce that Civic Education (PPKn) has the ability to instruct students on fulfilling their duties and exercising their rights, particularly within the context of learning. Moreover, PPKn yields positive outcomes in shaping students' character and instilling commendable values and ethics rooted in Indonesian culture. Specifically, it fosters honesty, proper conduct, and self-discipline, which are essential traits for Indonesian citizens.

According to Yuni Sara (2022), there are good PPKn learning outcomes after learning using learning media, which means that PPKn learning results will be seen when the learning process uses media. According to Noor Amalia (2023), the learning outcomes of PPKn will be seen when students practice their activities in daily life. Students practice their activities in their daily lives, because basically PPKn learning discusses several attitudes, namely tolerance and deliberation, then the PPKn learning results will be seen when students are able to carry out these activities. According to Sufri Saleh (2023), when students have a disciplined attitude after learning PPKn, this attitude is the result obtained by students after learning PPKn.

Based on the theories above, researchers can conclude that the learning outcomes of PPKn will be seen when the learning process is carried out using media, when students practice it in daily activities, then that is the result, these activities can be in the form of discipline, tolerance and deliberation attitudes that exist in students.

According to Suprpto et al. in the book Azhar Arsyad, it is explained that learning media is a tool that helps teachers in supporting and achieving learning goals (Wijayanti, 2022). The use of learning media is considered important because it can increase students' interest, motivation, and enthusiasm in following the learning process (Wahyuningtyas & Sulasmono, 2020).

According to Pitadeng in Kharom (2020) stated that monopoly games can provide a fun learning effect so that they are suitable for boring learning. Monopoly games are one of the solutions used in learning appropriately.

According to Siskawati (2016) stated that the reason for using monopoly games is that this monopoly game is a game that can be played by students on average, so that it can facilitate its implementation in the classroom. Media that facilitates the implementation of learning is certainly very helpful for educators in teaching and of course students will feel happy with the learning process.

According to Diyanah and Atok (2021), monopoly games can motivate students to learn because learning is not boring and makes it easier for students to understand the material

delivered by educators. Monopoly games can motivate students This is a very important point in the use of learning media, because that is the purpose of using monopoly learning media.

Several previous studies that have researched monopoly media help improve student learning outcomes: (1) Maidatul Amalia entitled "The Effect of the Use of Monopoly Learning Media on Learning Motivation and Student Learning Outcomes in Social Studies Learning in Class V MIN 29 Bireuen Regency" in 2020. The results of this study show that using monopoly learning media can produce better learning outcomes and increase students' motivation to learn. The similarity between this research and mine lies in the monopoly learning medium. The difference lies in the subject, this researcher uses social studies subjects while I am PPKn. (2) Ma'ani entitled "The Effect of the Use of Monopoly Games on the Cognitive Learning Outcomes of Class III Students at SDN 38 Mataram" in 2020. The results of this study show that there are good learning outcomes in students by using monopoly media in the learning process. The similarity of this research with me lies in the same learning medium, namely using monopoly media. The difference lies in the class taken, namely class III and I am in class IV. (3) Irsyad Wahyu Irawan entitled "The Effect of the Use of Monopoly Learning Media on Student Learning Outcomes in Thematic Learning in Grade V Elementary School" in 2019. The results of this study show that there is an influence on the learning outcomes of students by using monopoly learning media. The similarity of this research with me lies in the use of monopoly media. The difference lies in the subject, this researcher uses thematic and PPKn.

Based on the background that has been described, there are problems in the learning process, especially in the PPKn class IV lesson of SDN Cijantung 01. This happens because educators when teaching do not use interesting, innovative learning media and do not use IT. Teaching educators still use the lecture method and it is still boring so that PPKn is more likely to be memorized. So that students feel bored because learning resources only use student package books, even though in this day and age teachers can summarize and explain them using power points.

From the above problems, it must be overcome immediately, in my opinion, because in elementary school the most important thing in learning is the media because it will affect the learning process, but it does not mean that the others are not important. So on this occasion the author chose one media that students can be active with, namely using monopoly media which is assisted by using IT as well. The material used is one of the materials in the PPKn subject, especially class IV, namely the material on regional diversity in Indonesia which in chapter 3 there is a discussion about traditional houses, regional food, and the characteristics of the region. This material is important to teach to students so that they know the diversity of regions in Indonesia. The researcher is interested in performing a study titled The Influence of Monopoly Media on the Learning Outcomes of PPKn Subjects for Grade IV Students at SDN Cijantung 01 East Jakarta.

RESEARCH METHODS

On May 21-28, 2024, the research was conducted at SDN Cijantung 01. The purpose of this study is to find out whether or not there is an influence of the use of monopoly media on the learning outcomes of PPKn subjects of grade IV students at SDN Cijantung 01. The method used in this study is an experimental method with a *quasi-experimental* or pseudo-experimental type. The choice of this method is because in the research carried out there is a control group but cannot fully function to control external variables.

The design of this study uses *Posttest Only Control Group Design*. In this model, the researcher involved two groups of students. The first group is called the experimental group that uses monopoly learning media and the second group is called the control group that does not use monopoly learning media. The two groups were given treatment with the intention of finding out how much influence the students' learning outcomes were.

Posttest Only Control Group Design

$$\frac{R_1 \quad \quad \quad X \quad \quad \quad O_2}{R_2 \quad \quad \quad \quad \quad O_4}$$

Sumber: (Flannelly et al., 2018)

Information:

R1 : Experimental Class

R2 : Control Class

X : Treatment by using monopoly learning media

O2 : Tests for experimental classes

O4 : Test for control class

The target population in this study is students in grades IV A and IV B at SDN Cijantung 01 East Jakarta for the 2023/2024 academic year which totals 60 students. The affordable population in this study is students in grades IV A and IV B at SDN Cijantung 01 East Jakarta for the 2023/2024 academic year totaling 30 students. It consists of 60 students, namely class IV A as many as 30 people as an experimental class and IV B as many as 30 people for the control class. By the sampling method used and the research questions used.

Table 1. Research Sample

No	Teaching Treatment	Class	Sum
1	Experimental Classes	IV A	30
2	Control Classes	IV B	30
			60

To measure the validity of the question items, the instrument uses the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N \sum X^2) - (\sum X)^2\} \{N \sum Y^2\} - (\sum Y)^2}}$$

Information:

N = Number of students who followed X = Item score

Y = Total Skor

rx_y = Correlation coefficient between the grain score and the total score

This test uses the SPSS software assistance version 21.0 for windows. The criteria for measuring the reliability of the test are:

0.80 < rx_y ≤ 1.00 : very high reliability

0.60 < RXY ≤ 0.80 : high reliability

0.40 < rx_y ≤ 0.80 : moderate reliability

0.20 < rx_y ≤ 0.40 : low reliability

RXY ≤ 0.20 : Very low reliability

The data collection technique in this study is through a normality test using the Liliefors test. Then homogeneity tests are used to find out if several population variants are the same. If your data set is distributed, then you can perform a homogeneity test. The formula used in this homogeneity test is the statistical formula of the Fisher test, namely:

$$F = \frac{\text{varians terbesar}}{\text{varians terkecil}}$$

The homogeneity test was carried out using SPSS software version 21.0 for windows, with the basis of decision making, namely:

- 1) If the significant value Based on Mean > 0.05 , then the variance of the data is declared homogeneous
- 2) If the significant value Based on Mean < 0.05 , the data variance is declared to be not homogeneous

RESULTS AND DISCUSSION

This research was conducted at SDN Cijantung 01 East Jakarta on grade IV students as a sample, this class consisted of two classes, namely class IV a and IV b with the same number of 24 students. The learning process that has been carried out while in the experimental class they are very enthusiastic, very active and look very happy at the time of learning. It can be proven by the results obtained that the value of this experimental class is much higher. While in the control class when the learning process is only listening and the class is inactive, the results obtained by the control class are much lower.

Based on the results of the research conducted, the experimental class experienced changes in their learning outcomes and had an increased motivation to learn after being treated using monopoly media. Meanwhile, the learning outcomes of the control class are still lower because at the time of learning they do not use monopoly media. In the experimental class of 24 participants, there were 22 students whose scores were above the kktip and 2 others got scores below the kktip. Meanwhile, in the control class that did not use monopoly media from 24 students, there were 4 students whose scores were above the kktip and the other 20 students got scores below the kktip. The total KKTP score for PPKn subjects in grade IV is 70.



Figure 1. Application of Monopoly Media

The condition for testing the hypothesis of this study is that the tested data is normally distributed. The normality test of data distribution was carried out using *the SPSS for windows version 21.0* program. Conclusions are made with the following provisions:

Table 2. Normality Test Results

No	Variabel	Sig. 2-tailed	A	Conclusion
1	Experimental class (using monopoly media)	0,059	0,05	Normal
2	Control class (does not use monopoly media)	0,070	0,05	Normal

The results presented in Table 2 regarding the normality test indicate that the data distribution for Class 4A, which employed the monopoly media, follows a normal distribution pattern. Similarly, the data distribution for Class 4B, which did not utilize the monopoly media, also adheres to a normal distribution. Furthermore, a homogeneity test was conducted to assess

whether the data exhibited homogeneous characteristics or not. The outcomes of this homogeneity test are showcased in the subsequent SPSS table.

Table 3. Homogeneity Test Results

nilai siswa			
Levene Statistic	df1	df2	Sig.
2,111	1	46	,153

Based on the yield comes about in table 3 over, it is known that the Sig value based on mean is $0.153 > 0.05$, so it can be concluded that the change of the information of the variance of the data of the experimental class group and the treatment of the control class are the same or homogeneous.

Table 4. Difference Between Using Media and Not Using

tcount	Free degree	Sig Value	difference	error	Confidence interval 95% of the difference	
					Lower	Higher
9,192	46	0,00	21,375	2,325	16,694	26,056
9,192	41	0,00	21,375	2,325	15,694	26,070

Based on the table 4 above, the average class difference using monopoly media is (21,375). The result of the calculation of the tcount value (9.192) is greater than that of the ttable (2.064), which is at the significance level of 5% with a Sig. (2-tailed) value of 0.00. So it can be concluded that H0 is rejected H1 is accepted. This shows that there is a significant difference, the experimental class that uses monopoly media. Meanwhile, the average difference in control classes that do not use monopoly media is (21.375). The result of the calculation of the tcount value (9.192) is greater than that of the ttable (2.064) at the significance level of 5% with a Sig. (2-tailed) value of 0.00. So it can be concluded that H0 is rejected and H1 is accepted. This shows that there is a significant difference, the control class does not use monopoly media.

Based on the results of research that has been carried out in the learning process in PPKn subjects using monopoly learning media at SDN Cijantung 01 East Jakarta, it is known that monopoly media has an effect on the learning outcomes of grade IV students. The learning outcomes of class 4a students who used monopoly media individually were 22 students who were classified as complete and 2 students who were classified as incomplete. In class 4b that did not use monopoly media individually, there were 4 students who were classified as complete and 20 students who were classified as incomplete.

The results showed that there was a significant influence on the average posttest score in the experimental class of 79.50 and the control class of 58.13. There are several factors that affect the learning outcomes of students, one of which is the learning media used and the understanding of students when learning is carried out, where in class 4a who use monopoly media the average score is higher, while in class 4b which does not use monopoly media the average score is low. So that there is a significant difference, this is due to the learning media used during the learning process and understanding of the material for students.

The high learning value of students is due to the learning process carried out using monopoly media, so that students are very active, enthusiastic, enthusiastic and quickly understand the material being discussed. During the learning process, educators provide opportunities for students to actively seek answers and discuss with their group friends the questions contained in the monopoly question card about regional diversity materials. With an

increase in student learning outcomes, it can be interpreted that the use of monopoly media that has been modified is suitable for improving student learning outcomes, the most important thing is that the use of this learning media is adjusted to the material in the learning.

CONCLUSIONS AND SUGGESTIONS

In this study, the researcher used an experimental research method with a *quasi-experimental* design type. The researcher used two classes, namely the experimental class (the class that used monopoly media) and the control class (the class that did not use monopoly media). In this study, a *posttest* was carried out at the end of the study on the two class groups. This was done to determine the influence of the use of monopoly learning media on the learning outcomes of students of grade IV PPKn learning subjects at SDN Cijantung 01 East Jakarta.

The implementation of monopoly learning media exhibited a substantial influence on the academic performance of fourth-grade students in the Civic Education (PPKn) subject at SDN Cijantung 01 in East Jakarta. This assertion is substantiated by the notable disparity in average scores between the experimental class, which utilized the monopoly media and achieved a high average of 79.50, and the control class, which did not employ the monopoly media and obtained a comparatively lower average of 58.13. The impact of incorporating the monopoly learning media on student learning outcomes in fourth-grade PPKn instruction at SDN Cijantung 01, East Jakarta, is further validated by the calculated t-value of 9.192, which exceeds the t-table value of 2.064, so the $9.192 > 2.064$. Consequently, the null hypothesis is rejected, and the alternative hypothesis is accepted.

The research findings pertaining to the independent variable X, namely the monopoly media, demonstrated a significant effect on the dependent variable Y, which is the learning outcomes in the fourth-grade PPKn subject. The study results reveal that the use of monopoly media influenced student learning outcomes, as evidenced by the post-test results across the two classroom groups. Therefore, it can be concluded that "The use of monopoly media influenced the learning outcomes in the PPKn subject for fourth-grade students at SDN Cijantung 01, East Jakarta." This research can serve as a reference for schools, indicating that the incorporation of monopoly media in PPKn instruction can enhance student learning outcomes.

Based on the results of the research. The researcher suggested several things: (1) For PPKn teachers, it is better in the learning process to convey subject matter can use a variety of learning media, this is done so that the enthusiasm, enthusiasm and interest of students increase. (2) For schools, it is better to be able to provide and provide facilities that can be used by subject teachers in order to prepare learning media for the learning process. (3) For future researchers, this research can be used as a reference for further research.

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