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Improving Student Activities and Learning Outcomes Using the JNT Model and the Monopoly Game in Class IV SD

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Abstract

Civics learning about diversity is very important to create a sense of tolerance in children, but the problems found in this research are that students are passive, students' interest in learning is low and bored quickly in learning and the lack of student mastery of PPKn content on diversity material in Indonesia. This study aims to describe teacher activities, student activities and also analyze student learning outcomes when learning Civics on the diversity of materials that exist in Indonesia in fourth grade students of SDN Sungai Rangas. The type of research used is classroom action research (CAR) which was carried out for 2 meetings, this research was carried out in grade IV SDN Sungai Rangas which consisted of 16 students. The types of data presented are teacher activity data and student activities obtained through observation, and also student learning outcomes data obtained from test results. The benchmark for success in learning completeness research is that 80% of students obtain or exceed the KKM, the specified value is 75. Based on the findings and results of this study, it can be concluded that learning activities using the JNT learning model and Monopoly Game are able to provide an increase in student activities and learning outcomes.

Keywords
diversity in indonesia; variety of traditional clothing; tolerance towards diversity; JNT and monopoly game

I. Introduction

Education is a planned effort in which in the process there are many changes that occur to equip students in their daily lives which include changes in knowledge, from not knowing to knowing more. Changes in behavior, which used to be less commendable to be more commendable and changes in skills, which were originally less skilled to become more skilled. This expression is the same as that described by Suriansyah (2014) who revealed that education is a systematic effort that aims to develop cultural values and nationalist behavior to students who will thus provide the best values. Correspondingly, Fauzi (2016) revealed that education is an effort carried out with the aim of intellectual development and forming positive behavior and character formation. Educational problems that often occur in Indonesia, especially South Kalimantan, are the low community development index, especially for elementary school students. according to data released by HDI states that South Kalimantan is ranked 22nd out of 34 provinces in the lowest human development index. It is appropriate for Indonesia, especially South Kalimantan, to further improve the quality of the human development index, especially in the field of education, which can be done by implementing changes to the education curriculum in order to produce intelligent, broad-minded and noble people (Metroyadi & Fauzi, 2021).

In an effort to develop students' insight, intelligence and character, each subject plays an important role in achieving educational goals according to the 2013 curriculum, one of which is PPKn. Civics learning has an important role in cultivating values, morals, national

insight and the rule of law in a complete and continuous manner so that it can blend in in society (Rahima, Fauzi, Asniwati, 2019). This expression is the same as that conveyed by Asniwati (2020) which explains that Civics subjects intend to grow the intellectual abilities and character of each individual, especially students.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

Good national insight and awareness of rights and obligations will be formed through Civics learning that is carried out properly. Planting national insight in Civics learning will run more easily if at the time of teaching and learning activities a teacher can carry out the obligations he carries out well, the teacher is someone who plays an important role in achieving the success of learning objectives or it can be said that an educator is the main key in achieving success. educational process (Susanto, 2015). In addition to educators, students also play an important role in the success of achieving learning objectives. Students should also play an active role during the learning process.

But in fact, student collaboration is not carried out optimally during the learning process, not all students are able to collaborate and play an active role in learning. Teaching and learning activities tend to be monotonous, students feel bored more quickly and are not too interested in participating in learning activities so that this causes the planting of insight and the expected positive characters to be rather difficult to achieve and has an effect on student learning outcomes who are still not fully achieved. KKM that has been set.

This is based on the results of an interview with Mrs. Mariam Ulfah, S.Pd as a grade IV teacher on March 17, 2021, it was obtained information that in the classroom there was still a lack of activity from students, students were less able to express opinions and ideas in learning, and still less able to think critically which results in less than optimal student learning outcomes. This of course will make achieving learning objectives more difficult.

The difficulty of achieving learning objectives and inculcating these insights is because Civics learning tends to be more conventional. As a result, when learning students become bored quickly and also lazy to follow the lesson. Then in everyday life students will find it difficult to think creatively because students only get information through listening to teacher lectures and cannot build their own knowledge. Then students who do not understand the subject matter. As a result, the insight obtained by students is very limited so that it makes students unable to think critically which causes students to miss lessons and will make students indifferent to other problems they face.

Based on the existing problems, the problem-solving plan that can be offered is a combination of the JNT learning model and the Monopoly Game. The Jigsaw learning model was chosen so that students can develop insights and positive characters to be achieved in learning, students are expected to be able to express opinions, exchange opinions with other students through the use of this Jigsaw model. This expression is the same as that described by Rusman (2014) which explains that the jigsaw type team learning model is able to improve student cooperative behavior, make student relationships better, be able to increase student understanding, improve students' academic skills and students explore more information from their own group of friends. Then, the division of

groups to make it more interesting when learning, then the numbered head learning model (NHT) was chosen. This NHT learning model will make students actively involved in teaching and learning activities. This is in line with what was expressed by Shoimin (2016) who explained that the NHT learning model can make students more prepared, there is intense interaction between students in learning and no student dominates because all students are actively involved. Furthermore, to make the teaching and learning situation more relaxed and encouraging and also to increase the enthusiasm of students when participating in teaching and learning activities, a team tournament learning model (TGT) is used which is combined with a monopoly game. Through the use of this learning model, students will work together to answer questions to win games and tournaments. Student learning activities using team games allow students to learn more comfortably and are able to increase responsibility, teamwork, good rivalry and student collaboration in learning. (Sumantri, 2014).

This study intends to describe teacher activities, student activities and analyze the learning achievements of fourth grade students at Sungai Rangas Elementary School in implementing the JNT learning model and the Monopoly Game.

The position of this research is to support previous researchby Aprilia (2020); Elyawati (2016); Harahap (2018); and Herawati (2015) who stated that research using the Jigsaw model, Numbered Heads Together (NHT), Team Games Tournament (TGT) and Monopoly Games can increase students' activities and learning outcomes.

II. Research Method

This study uses a qualitative approach combined with quantitative and the types of research used are qualitative and quantitative Classroom Action Research (CAR). The qualitative approach is data about the activities of educators and students when participating in learning activities, while quantitative data is data about student achievement in learning. CAR is a structured activity carried out for all actions taken by an educator who is also a researcher. CAR intends to optimize the quality of teaching carried out by educators/researchers themselves in the hope that there will no longer be anything that becomes an obstacle that can hinder the course of the learning process. The main purpose of CAR is as a real effort to solve problems in the classroom. The research is not only intended as a problem-solving effort, but also as a search for rational answers because the problem can be solved using the given action. In addition, CAR is also intended as an effort to develop the professionalism of a teacher.

The CAR steps or stages include four steps, namely: First, the planning stage. Planning is an effort to design activities in detail regarding class actions to be carried out. This activity includes preparing learning materials, preparing lesson plans, planning learning resource materials, and preparing everything needed during teaching and learning activities. Second, implementation (action). This stage is the stage of implementing the content of the learning design that was made in the first step, this activity includes the use of learning models for teaching innovations. In CAR for the improvement of the teaching profession, this activity is carried out for a minimum of two cycles. What must be considered is that in each of these second stages, the implementation of the action must try to carry out what has been previously designed and act naturally without being there. Third, Observing (Observation). The third step is observing what the observer does. Observation is the activity of collecting data and information which will be used to determine whether the actions taken have been carried out optimally as expected. Observation can be done by collecting data and information through observations, tests,

filling out questionnaires, and so on. Fourth, Repair (Reflection). This step is an activity to improve the activities that have been implemented. Subsequent improvement activities are based on the results of evaluation activities, Reflection is carried out to find out what are the shortcomings in the activities that have been carried out. The results of this reflection are used for the implementation of improvements in the next step design (Arikunto, 2016).

This CAR research was conducted at Sungai Rangas Elementary School in the even semester of the 2020/2021 academic year. The subjects of this class action research were fourth grade students at Sungai Rangas Elementary School with a total of 16 students, with details of 8 women and 8 men. The research was conducted on the theme of the beauty of diversity in my country using the JNT model and the Monopoly Game.

The factors studied in this study were teacher activities which were measured through teacher activity observation sheets with 8 aspects of the activities observed. Furthermore, there are student activities which are measured through student activity observation sheets with 6 aspects of the activities observed and also student learning achievement which is measured through evaluation of learning outcomes and also student activities during the teaching and learning process. The data used in this CAR is a combination of quantitative and qualitative data. This type of qualitative data is obtained from observations of the activities of educators and student activities. Meanwhile, quantitative data were obtained through a written test given after the learning process.

The data that has been obtained are then grouped based on the factors studied and then presented in the form of tables or graphs which finally concludes about the factors studied.

Each factor studied has indicators that become a benchmark for the success of the research implementation. Teacher activities are said to be successful if they get scores on the observation sheet between 20-32 which are categorized as good and very good. Student activities can be said to be successful if 80% of the total number of students have scored in the very active and active category. And the learning achievement of students can be said to be successful if the completeness of student learning outcomes individually reaches a value of 75 and in large groups if the total number of students who complete reaches $\geq$80%.

III. Results and Discussion

3.1 Results

Based on the overall research conducted using the JNT model and Monopoly Game, data were obtained showing an increase in the quality of teacher activities, student activities and student learning achievements in terms of cognitive (knowledge), affective (attitude) and psychomotor (skills). The increase in teacher activity in implementing the learning model can be observed through the following table:

Table 1. Teacher Activity Recapitulation

Meeting	Score	Percentage	Criteria
Meeting 1	25	78.15%	Well
Meeting 2	30	93.76%	Very good

The increase in teacher activities in teaching and learning activities occurs because of the reflection that has been carried out by researchers at the next meeting, besides that teachers continue to strive to improve the quality of teaching and learning activities through improvements to the implementation of learning that has been carried out at each

meeting so that the objectives that have been formulated are able to to achieve. The explanation of each aspect of teacher activities at meetings I and II is as follows:

In the first aspect, the teacher explaining the subject matter got 3 points with good criteria in the first meeting. This was because the researcher did not present examples based on something close to the child. However, at the second meeting, the teacher had gotten point 4 with very good criteria because the researcher had explained in more detail about the material being studied along with examples that could be understood by children.

In the second aspect, the teacher aspect forms students into several teams. In this aspect, the researcher has done his job well. The teacher has divided students into several diverse teams based on differences in gender, intelligence level and also the socio-cultural of students so that they get 4 points with very good criteria.

In the third aspect, the teacher aspect leads the group discussion. The teacher got 3 points with good criteria in the first meeting. Because there was one criterion that was not implemented by the teacher, namely the teacher was not maximal in guiding students who had difficulty understanding the discussion material. Teachers should be more leverage in helping students who have difficulty in group discussions. However, this was done better at the second meeting.

In the fourth aspect, the teacher guiding the group presentation got 3 points with good criteria at the first meeting. This was because the researcher only gave the opportunity to a few students to convey the results of the discussion, not to all group members. At the second meeting, the teacher limited time and determined each student's turn to express his opinion, so that this aspect could run optimally.

In the fifth aspect, the teacher conveying the rules of the game of monopoly got 3 points with good criteria in the first meeting. This was because the researcher was not optimal in explaining the function of each item contained in the monopoly plot. At the second meeting, the teacher was more detailed in explaining the function of the items contained in the monopoly plot and gave students the opportunity to ask questions that the students did not understand so that the researcher got 4 points with very good criteria.

In the 6th aspect, the aspect of the teacher guiding the course of the monopoly game got 3 points with good criteria in the first meeting. The researcher has instructed to take turns, but there are still some students who are a bit noisy so that the class situation is not calm and the researchers have not been optimal in supervising the course game. But at the second meeting the researcher was able to manage his class well and was more optimal in paying attention and supervising the game so that the researcher got 4 points with very good criteria.

In the 7th aspect, the teacher guides questions and answers in the game getting 3 points with good criteria in the first meeting. Researchers are still not consistent in giving time to answer the questions obtained. But at the second meeting the teacher was even more optimal in managing time to answer questions and got 4 points with very good criteria.

In the 8th aspect, the teacher aspect gives a score and the reward gets 3 points with good criteria at the first meeting. There is still a sense of confusion in the teacher when he encounters a question whose answer is the responsibility. At the second meeting, the teacher was more assertive in assessing the answers of each group so that this aspect could run more optimally and the researcher got 4 points with very good criteria.

Furthermore, based on the results of the analysis of student activities in learning, there was also a fairly high increase. The increase can be illustrated in the table below:

Table 2. Student Activity Recapitulation

Meeting	Frequency		Percentage	Criteria
	Active	Very active		
Meeting 1	9	3	75%	Mostly Active
Meeting 2	7	8	93.75%	Almost All Active

Based on the table, it can be seen that there has been an increase in student activities. At the first meeting, classical student activities obtained 75%, and then there was a fairly high increase at the second meeting to 93.75%.

Based on these data, it can be concluded that the teaching and learning process by applying the JNT learning model and Monopoly Game can provide an increase in student activities in teaching and learning activities, because classically student activities have exceeded the predetermined standard of success. This can happen because the teacher always tries to make students more actively involved during teaching and learning activities, so that learning does not run only in one direction. The details of the explanation of each aspect are as follows:

In the first aspect, student activity in paying attention to the teacher's explanation. 12.50% (2 students) are classified as less active, 25% (4 students) are quite active, while 62.50% (10 students) are classified as active and there are no students who are classified as very active when the teacher explains while doing questions and answers . However, some students have been declared good in terms of activeness in paying attention to the teacher's explanation. Furthermore, at the second meeting there was an increase in student activities when paying attention to the teacher's explanation, there were 12.50% (2 students) classified as quite active, then there were 68.75% (11 students) who were classified as active and 18.75% (3 students) who classified as very active when the teacher explains while doing questions and answers.

In the second aspect, students' activities form groups, it can be seen that there are 6.25% (1 student) who are classified as less active, 18.75% (3 students) are classified as quite active, then there are 62.50% (10 students) who are classified as active. and 12.50% (2 students) who are classified as very active. Most of the students were able to form groups well, in an orderly manner without being noisy, although not all group members were actively involved in forming their groups. Furthermore, there was an increase in the second meeting, the activity of students forming groups was seen that there were 12.50% (2 students) who were classified as quite active, then there were 62.50% (10 students) who were classified as active and 25% (4 students) were classified as very active. . Most of the students were able to form groups well, in an orderly and not noisy manner.

In the third aspect, students conduct group discussions, there are 12.50% (2 students) who are classified as less active and 18.75% (3 students) are classified as quite active, then 56.25% (9 students) have been classified active and 12.50% (2 students) who are classified as very active. The factor that causes this to happen is that some students are too focused on themselves. So that their participation in the group is not as active as other students. At the second meeting there was an increase in the activity of students conducting group discussions, there were students who were quite active by 18.75% (3 students), then students who were classified as active were 62.50% (10 students) and 18.75% (3 students) who classified as very active. Most students have actively participated in group discussions,

In the fourth aspect, student activity in the presentation of the results of the discussion, there were 12.50% (2 students) classified as less active, then 25% (4 students) classified as quite active and as many as 43.75% (7 students) classified as active and 18.75

% (3 students) who are classified as very active. This happens because there are some students who are still shy or not confident when asked to convey the results of their group discussion and then ask another friend to replace it. Furthermore, at the second meeting there was an increase in the aspect of student activities when presenting the results of the discussion, there were 18.75% (3 students) classified as quite active, then there were 68.75% (11 students) classified as active and 12.50% (2 students) which is very active. In this aspect, almost all students were actively involved in expressing their opinions during the presentation of the results of the discussion. In addition, there were also many students from other groups who responded to the presentation results of the presenter group.

In the fifth aspect, students play monopoly, there are 6.25% (1 student) classified as less active, then 12.50% (2 students) are classified as quite active and there are 56.25% (9 students) classified as active and 25% (4 students) are classified as very active. Overall, most of the students were active in playing monopoly. Furthermore, at the second meeting there was an increase in the aspect of students playing monopoly, there were 6.25% (1 student) classified as quite active, then there were 56.25% (9 students) who were classified as active and 37.50% (6 students) were classified as very active. Overall, most of the students were active in playing monopoly. This is because students become more enthusiastic and enthusiastic about the game in learning.

In the sixth aspect, students answered questions in the game, there were 6.25% (1 student) classified as less active, then 12.50% (2 students) classified as quite active and there were 62.50% (10 students) classified as active and 18 ,75% (3 students) are classified as very active. This is because there are still a small number of students who submit their answers completely to their groupmates without participating in discussing the answers. Then there was an increase in the second meeting, the aspect of students answering questions in the game, there were 12.50% (2 students) classified as quite active, then there were 68.75% (11 students) who were classified as active and 18.75% (3 students) who classified as very active. Most of the students were actively involved and participated in discussing the answers to the questions they got.

Then, based on the results of observations on student achievement, it has shown a fairly high increase. This increase in learning achievement can be observed in the table below:

Table 3. Recapitulation of Student Learning Results

Meeting	Completeness Criteria	Cognitive		Affective		Psychomotor	
		F	%	F	%	F	%
Meeting 1	Completed (≥75)	12	75%	13	81.25%	12	75%
Meeting 2		14	87.50%	15	93.75%	14	87.50%

Cognitive learning achievement of students at the first meeting got a percentage of 75%, while at the second meeting there was an increase in the large class mastery which was 87.50% then affective learning outcomes at the first meeting got a percentage of 81.25% then increased in the second meeting at 93.75% and psychomotor learning outcomes at the first meeting obtained a percentage of 75% and then increased at the second meeting at 87.50%. This was obtained because the teacher had been increasingly maximal in carrying out the steps of the learning model used so that the enthusiasm of students while learning also increased. With these results, it can be said that student achievement in learning using the JNT model and Monopoly Game has increased.

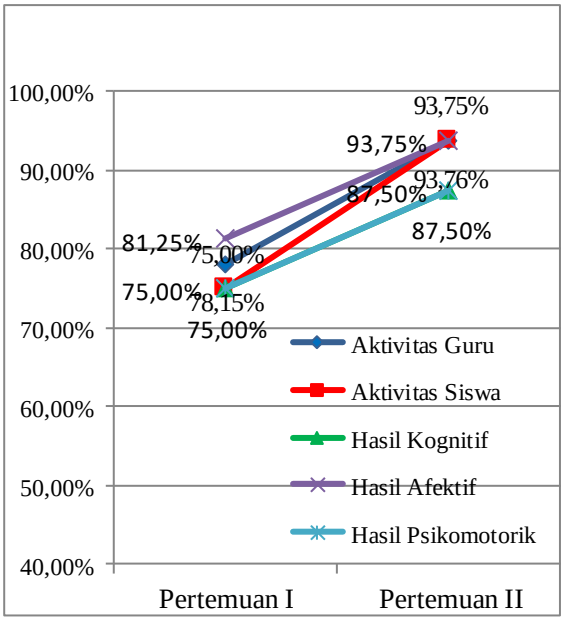

Figure 1. *Trends in all aspects of each meeting*

Based on the graph, it can be concluded that the teacher's activities in implementing the learning model are very influential on the activities of students which have an impact on increasing student learning achievement. If the teacher's activities are able to run optimally, then the activity and student learning outcomes will also increase.

3.2 Discussion

Based on the results of observations of teacher activities at the first meeting, they got 25 points in the "Good" category and then there was an increase in the next meeting to get a score of 30 in the "Very Good" category. This shows that the teacher's activities at each meeting must be improved and run more optimally so that teaching and learning activities can be carried out as planned by the previous teacher. An increase in the score at each meeting shows that the researcher has been able to carry out the teaching and learning process well. Overall, the teacher's activity can be said to be successful because it has obtained a score of 30 out of 32 maximum scores with the criteria of "very good"

Susanto (2015) explains that an educator is the main key in teaching and learning activities is someone who has a very important role in teaching and learning activities. The skills and authority of an educator greatly affect the smoothness of teaching and learning activities inside and even outside the classroom. Educators must be smart in delivering their students to the goals to be achieved. During teaching and learning activities, educators should be able to carry out contextual learning and be able to lead students to be able to find meaning in learning (Metroyadi & Fauzi, 2020). It is undeniable that educators have a vital function during the learning process and results obtained by students.

This opinion is in line with the expression of Suriansyah (2014) which explains that during teaching and learning activities, educators not only function as examples for the students they teach, but also act as organizers of teaching and learning activities, therefore, the success of a learning process is greatly influenced by the skills possessed by an educator.

Teaching and learning activities are the most important thing in a learning activity and educators are people who play an important role in the implementation of learning activities. Educators have a role in teaching and learning activities, namely as correctors,

inspirational providers, information providers, organizers, motivators, facilitating, providing guidance, classroom organizers and as evaluators (Sofan, 2013). This opinion is in line with the opinion of Aunurrahman (2012) which explains that through learning activities, educators are asked to be able to provide guidance and provide the facilities needed by students so that they are able to understand the strengths and potentials they have.

In every lesson, the teacher must always try to make students always involved in teaching and learning so that learning does not go one way. In learning, students actively cooperate with teams based on cooperative management which will lead to the willingness, skills and activeness of students in team work during the learning process (Rusman, 2012).

In learning, students are required to cooperate where students who already understand can help other members who do not understand. This expression is the same as that described by Majid (2014) explaining that by studying in groups it will improve the social attitudes of students, the nature of sharing, being active in asking questions, respecting the expressions conveyed by friends, raising the desire of friends to ask questions, being able to provide ideas or solutions and can work together in a team. Thus, learning success will be easier for students to get. The success of students in learning activities cannot be separated from the quality of the teacher's activities and the activities of the students themselves.

Student activity in the first meeting which reached 75% or as many as 12 students who were classified as active in learning an increase in the second meeting became 93.75% or as many as 15 people who were classified as active from 16 students overall. The activities of students in learning using the JNT learning model and the Monopoly Game greatly affect the learning outcomes they get. This is evidenced by the increasing activity of students in each meeting in the learning process using the JNT model and the Monopoly Game also shows an increase in their learning outcomes. The enthusiasm of students in participating in learning activities will be directly proportional to the learning outcomes they get.

The learning achievement of students during teaching and learning activities by applying the JNT model and Monopoly Game at each meeting has increased. Cognitive learning outcomes of students at the first meeting reached 75% or 12 students completed learning. Then there was an increase in the second meeting reaching 87.50% or 14 students who completed learning. In the affective learning outcomes of students, at the first meeting as many as 81.25% or as many as 13 students achieved completeness and increased at the second meeting to 93.75% or 15 students had completed learning. Likewise with the psychomotor learning outcomes of students, at the first meeting the level of achievement of student learning outcomes was at 75% or 12 students who obtained complete learning outcomes and increased at the second meeting to 87, 50% or 14 students who have achieved complete learning outcomes. This is obtained thanks to the continuous improvement in aspects of teacher activity and also student activities in the teaching and learning process.

Based on the description above, it can be concluded that the application of the JNT model and Monopoly Game has a positive influence in the learning process, the use of this model is able to increase student activity which creates enthusiasm in students to take part in learning which ultimately has an impact on student learning achievement.

This research proves and defends previous research that has been carried out by Aprilia (2020); Elyawati (2016); Harahap (2018); and Herawati (2015) that when the teacher's activities are carried out according to the plan, the activities and learning achievements of students increase by applying the JNT model and the Monopoly Game.

IV. Conclusion

Based on the research that has been done using the JNT model and the Monopoly Game which was applied to the fourth grade students of SDN Sungai Rangas on the PPKn content, the theme of the beauty of diversity in my country, we can draw the conclusion that educator activities can be carried out according to what has been designed. Likewise with the activities of students who are able to run well in each meeting so that they get the "Almost All Active" criteria. And the learning achievement of students has increased at each meeting and has achieved the mastery that has been determined by the researcher.

By utilizing the results of this research, it can be made as a consideration for educators in their efforts to maximize the implementation of teaching and learning activities in schools by applying the JNT model and Monopoly Games, especially the theme of the beauty of diversity in my country, the content of Civics on diversity material. For school principals, it can be used to guide educators in an effort to apply varied models in teaching and learning activities in order to maximize the activities and outcomes of teaching and learning activities. And for other researchers, in order to be able to use the results of this research properly so that the findings obtained can be used as learning references and applied or improved for educational purposes in an effort to improve the quality of elementary schools in the area or when researchers serve later.

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