

The Implementation of Story Telling Method with Shopping Game Model to Improve Students Understanding Concept

Siti Mualimah
Basic Education,
Postgraduate University
State of Semarang,
Semarang, Central Java,
Indonesia
Email:
aimmualimah@gmail.com

Nurul Iman Nurahman
Basic Education,
Postgraduate University
State of Semarang,
Semarang, Central Java,
Indonesia

Danik Ekayani
Basic Education,
Postgraduate University
State of Semarang,
Semarang, Central Java,
Indonesia

Ika Oktavianti
Primary School Teacher
Education, University of
Muria Kudus,
Kudus, Central Java,
Indonesia

Abstract—The purpose of this research is to explain the social studies in understanding concept of material and to describe learning activity in selling and buying material by using story telling method with shopping game model. This research used classroom action research and conducted in two cycles. Every cycles consisted of two meetings, with the stages of planing, axecuting, observing, and reflecting. The subject of this research was students in SD 3 Terban Kudus with 22 students. The data analysis in this research use quantitative and qualitative data. The qualitative data in this research is reduction and the presentation of the data, and conclusion. The using of quantitative data with descriptive technique andis aimed find out the mean. The result of this research is can hopefully be able to improve the students understanding in selling and buying material and there are significant differences in cycle I (64,7%), and cycle II (83,3%), with the improvement in learning process in cycle I 63% (Fairly good) changed into cycle II 72,5% (good). Based on the story telling method with shopping game media it can improve the social studies in understanding in selling buying material of third grade students of SD 3 Terban Jekulo Kudus.

Keywords—*story telling, shopping game model, understanding concept.*

I. INTRODUCTION

Government Regulation Number 13 of 2015 that ideal learning is the right process, inspiring, fun, challenging, motivating students to be active, and providing sufficient space for initiation, creativity, and independence in accordance with their talents, interests, physical development and psychological student.

The purpose of Social Sciences according to Awan Mutakin in Trianto [11] is to develop the potential of students to be sensitive to social problems that occur in the community, have a positive mental attitude towards improvements that occur, and solve every problem that happens daily. that befell himself or the community. With the Social studies stage, students will have awareness and concern for the community or the environment through understanding historical values and society. In addition, students also know and understand the concept and use methods that can be used to determine existing issues.

Being able to centralize of social studies learning in the classroom does not only function in cognitive, but

also it is important to provide students with provisions in obtaining problems, processing and analyzing information, social studies in the classroom will become more active and will always attract students' attention.

One of the educational problems faced by the Indonesian people is the low understanding of students in understanding the material that has been accepted for application in everyday life. In this regard, the low understanding of students also occurs in the third grade students of SD 3 Terban, Jekulo Subdistrict, Kudus Regency, especially in the social studies subject matter of buying and selling.

This is proven by the results of interviews conducted by researchers, it is known that students' understanding of the material of buying and selling is still lacking, especially in terms of application in everyday life. Researchers also know that teachers rarely use innovative learning methods. Learning methods that are often used by teachers include lecture methods, question and answer, and assignments. Teachers rarely use teaching aids that serve to facilitate teachers in delivering material to students. With such learning, students are less than optimal in developing their potential and make students not interested in learning.

To overcome these problems, the researchers suggested implementing a new method by applying the method of storytelling assisted shopping games. The application of the storytelling method assisted shopping game is carried out on social studies subjects only and not thematic. This is because, SD 3 Terban uses the KTSP curriculum but does not use thematically integrated and still uses the subject system.

Hamdani [4] argues that the story method is a way of cultivating values for students by expressing the personalities of characters through narratives of narratives, legends, tales, and local history. This method can be used to help appreciate values and morals, attitude formation.

Oktaviana [6], et al (2017) also states that by using the story method, the story that is told will be recorded much more strongly in the child's memory and can make the concept of learning enjoyable for children. to make students more understanding and interested in the story, it is better to use the media as a supporting tool such as the

pop up storybook media. The basis for the selection of the storybook media is pop up, because the pop up storybooks have advantages and distinctiveness that are in accordance with the student's personality. This is consistent with the opinion of Desmita [3] which states that students are still happy to play, move, enjoy working in groups and love to do things directly.

Mutiah (2010: 113) states that games are means of socializing children and measuring children's potential abilities. With the game children will recognize various kinds of objects, understand their properties and events that take place in their environment

According to Vygotsy in Tedjasaputra [10] states that play has a direct role in the development of children's cognition. By playing, it will provide an opportunity for children to learn to understand knowledge by interacting through objects around them. The benefits of the game according to Rifa (2012: 14) include 1) training in motor skills; 2) practicing concentration; 3) increasing socialization ability (including competency); 4) practice language skills; 5) adding insight; 6) developing abilities for problem solving; 7) developing a leadership spirit; 8) developing knowledge about norms and values; and 9) increase self-confidence. The game used in this study is Shopping Game with the aim that students is able to understand the concept of buying and selling, the process of buying and selling, profit and loss, and determine profit.

Understanding according to Bloom in Susanto [9] is defined as the ability to absorb the meaning of the material or material being studied. Understanding according to Bloom is how much students are able to accept, absorb, and understand the lessons given by the teacher to students, or the extent to which students can understand and understand what students are reading, what they see, what they experience, or what students feel in the form of research or direct observation that students do. The indicators of understanding the concepts according to Bloom in Anderson [1], et al (2010: 100) are (1) Interpreting that is changing from a form of information to other forms of information; (2) exemplifying the example of giving a concept; (3) classifying namely recognizing that something (object or phenomenon) falls into a particular category; (4) summarizing the ability to make a summary or summary of the main points of a concept given to students; (5) comparing the ability of students to detect similarities and differences between two or more objects observed; (6) concluding that finding a pattern from a series of examples or facts; (7) explaining that is to build and use a causal model.

Based on the above exposure, this study aims to explain the social studies in understanding concept of material and to describe learning activity in selling and buying material by using story telling method with shopping game model.

II. METHOD

The type of research used is classroom action research. This study aims to explain the improvement of

understanding of the concept of social studies and describe the learning activities of students in the buying and selling material by applying the method of storytelling aided by shopping game models for third grade students of SD 3 Terban. Subjects in this study were third grade students of SD 3 Terban with 22 students consisting of 7 male students and 15 female students.

The research implementation consists of two cycles, namely cycle 1 and cycle 2 with each cycle consisting of four stages that must be undertaken, namely planning, implementing actions, observing, and reflecting. Each end of the cycle is accompanied by practice questions to determine students' level of understanding.

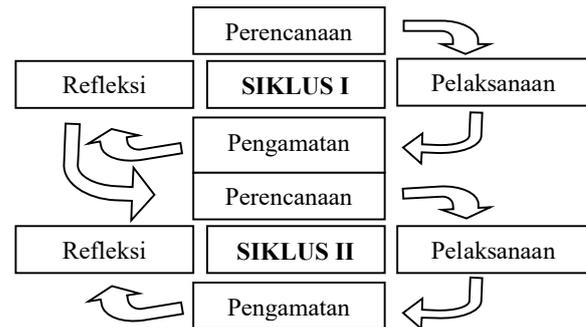


Figure 1. Design Research Action Class Stephen Kemmis and Robin Mc Taggart [2]

Data collection techniques and data collection instruments are observation techniques with observation sheet instruments to assess student activities during the learning process by applying the method of storytelling assisted shopping games.

Data analysis techniques used are qualitative and quantitative. The qualitative data analysis technique used in this study is an interactive analysis technique proposed by Miles and Huberman. Interactive analysis is carried out in the form of interaction on three components, namely data reduction, data presentation, and data verification. Quantitative data in the form of levels of cognitive understanding, were analyzed using descriptive analysis techniques to determine the average.

The calculation results are consulted with students' minimum learning completeness criteria which are grouped into two categories, namely complete and incomplete. This research is said to be successful if there is an increase in students' understanding of the concept of social studies which is characterized by 75% of students with a value greater or equal to the KKM, which is a minimum of 75. While student learning activities are said to be successful if the level of student learning activities reaches 66% -84% with a high category .

III. RESULT AND DISCUSSION

The cycle I was carried out by applying the storytelling method assisted with shopping games with buying and selling material in traditional markets. Whereas in cycle II in this study still using the storytelling method assisted shopping games with buying

and selling material in the modern market. The results of the students' level of understanding of the test results at the end of the first cycle revealed that there were 11 students who completed with a percentage of 64.70%, while students who were not complete totaled 6 students with a percentage of 35.30%. The level of achievement of each concept understanding concept can be seen in table 1.

Table 1. The Students Level of Understanding on Cycle I

Indicator	Average	Percentage
Interpreting	13,4	89%
Exempling	4,5	90%
Classifying	4,4	88%
Summarizing	12,2	81,3%
Comparizing	15,9	79,5%
Concluding	9,4	94%
Explaining	14,6	48,7%
Achievement	22,6	
Percentage	63%	
Qualification	Enough	

While the results of observations of student learning activities are known that the learning activities of students in the cycle I only get an average score of 22.6 attainment of 63% with a qualification of "Enough". The achievement of student learning activities in the first cycle of each indicator can be seen in table 2.

Based on Table 2 it can be concluded that students have achieved good results with an average score of 25.2 achieving 70% with a "Good" qualification.

Table 2. The Achievement of Student Learning Activities

Indicator	Average	Percentage
<i>Oral activities</i>	44,5	61,8%
<i>Visual activities</i>	63	87,5%
<i>Listening activities</i>	59	81,9%
<i>Motor activities</i>	60,5	56%
Pencapaian Rata-rata	25,2	
Percentage	70%	
Qualification	Good	

Based on the results of research in the cycle I, the researchers conducted a reflection phase. The results of the cycle I evaluation tests that have been carried out by researchers who were attended by 17 students who were present obtained the average value of 74.1 with the number of students who completed as many as 11 students and students who were incomplete as many as 6 students. classical completeness of this evaluation test is 64.70%. This means that the level of understanding of students has not reached 75% ($\leq 75\%$). This is due to several factors such as not yet optimal student learning activities when learning takes place, besides that there are students who are incompetent in reading and writing. And when students do an evaluation test, there are some students from other classes that interfere with the learning process. With this incident the test results in the cycle I have not been optimal. Based on this, the researchers feel the need for learning cycle II so that the

level of understanding of students can reach the desired criteria.

While the learning activities of students in cycle I obtained an average score of 22.6 attainment of 63% with a qualification of "Enough". Based on the results of observations student learning activities have not reached 75% so it needs to be improving in cycle II. Research in the cycle II was carried out by applying the story telling method with Shopping game with the material for buying and selling in the modern market. The results of the research in cycle II when viewed from the results of the tests carried out at the end of the cycle which was attended by 18 students it was known that there were 15 students who completed with a percentage of 83.3%, while students who were incomplete were 3 students with a percentage of 16.7%. The achievement of indicators of students' understanding of concepts can be seen in table 3.

Table 3. The Students Level of Understanding on Cycle II

Indicator	Average	Percentage
Interpreting	17,3	86,5%
Exempling	8,1	81%
Classifying	9,3	93%
Summarizing	6,8	68%
Comparizing	22,3	89%
Concluding	8,3	83%
Explaining	10,2	68%
Achievement	78,3	
Percentage	83,3%	
Qualification	Good	

Based on table 3 it can be concluded that in the cycle II the application of the storytelling method assisted shopping games on the buying and selling material in the modern market can improve students' conceptual understanding of the percentage of complete buying and selling material 83.30% with "Good" qualifications.

Whereas student learning activities in the cycle II when viewed from the results of observations note that the average score of 29.25 achievement is 81% with the criteria of "Good". The results of observations of student learning activities can be seen in table 4.

Table 4. The Achievement of Student Learning Activities

Indicator	Average	Percentage
<i>Oral activities</i>	52	72,2%
<i>Visual activities</i>	70,25	97,5%
<i>Listening activities</i>	65	90,3%
<i>Motor activities</i>	66,7	61,7%
Pencapaian Rata-rata	29,25	
Percentage	81%	
Qualification	Good	

Based on the results of research in the cycle II that has been carried out by researchers obtained an average result of 78.3 with the number of students who completed as many as 15 students, while the incomplete as many as 3 students, and classical completeness reached 83.3%.

This can mean that the evaluation test results of students have reached the indicator of learning success that is $\geq 75\%$.

The results of observations of student learning activities that have been carried out by researchers in cycle II obtained results, namely an average score of 29.25 achievement 81% with the criteria of "Good". With the achievement of student learning activities by 81% this means that the learning activities of students have met the indicators of learning success which is between 66% - 84% which is stated to have succeeded.

IV. CONCLUSION

Based on the results of classroom action research conducted by researchers in the third grade students of SD 3 Terban Jekulo Kudus it can be concluded that the application of the method of storytelling assisted shopping games can improve students' understanding of concepts and learning activities. this can be proven in the results of student evaluation tests after using the application of shopping game assisted storytelling methods that have increased each cycle.

Evaluation test results of third grade students of SD 3 Terban Jekulo Kudus with the application of the storytelling method assisted shopping games in the first cycle get an average score of 74.1 with a classical percentage reaching 64.7%. Whereas in the second cycle the results obtained that the average value of 78.3 with a classical percentage of 83.3%. Based on the results of the research data the level of students' understanding of the concept has reached the indicator of success that is at least reaching the criteria of Good with the achievement of learning completeness is less than or equal to 75% ($\geq 75\%$).

Individual student learning activities using the method of storytelling assisted shopping games in the third students of SD 3 Terban Jekulo Kudus experienced an increase in the average in the first cycle to obtain an average of 22.6 with the achievement of 63% qualifications "Fairly Good" and in cycle II obtained an average of 29.25 with a percentage of 81% "Good" qualification. Student learning activities in this study have achieved indicators of success (66% -84%) of 81% with "Good" qualifications.

REFERENCES

- [1] Anderson, et al. 2010. *Kerangka Landasan untuk Pembelajaran, Pengajaran, dan Asesmen*. Yogyakarta: Pustaka Pelajar.
- [2] Arikunto, Suharsimi. 2010. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi aksara.
- [3] Desmita. 2009. *Psikologi Perkembangan Peserta Didik (Pandua bagi Orang Tua dan Guru dalam Memahami Psikologi Anak Usia SD,SMP,SMA)*. Bandung: PT. Remaja Rosdakarya.
- [4] Hamdani. 2011. *Strategi Belajar Mengajar*. Bandung: Pustaka Setia
- [5] Mutiah, Diana. 2010. *Psikologi Bermain Anak Usia Dini*. Jakarta: Kencana.
- [6] Oktaviana,Winda. 2017. Penerapan Metode Bercerita Berbantuan media Boneka Tangan untuk Mengembangkan Kemampuan Berbahasa Lisan Anak. e-Journal PG-Paud Universitas Pendidikan Ganesha, Vol. 2 No.1
- [7] Peraturan Pemerintah Nomor 13 tahun 2015.
- [8] Rifa, Iva. 2012. *Koleksi Games Edukatif di dalam dan di luar Sekolah*.Yogyakarta: FlashBooks
- [9] Susanto, Ahmad. 2013. *Teori Belajar dan Pembelajaran di Sekolah Dasar*. Jakarta: Prenadamedia.
- [10] Tedjasaputra, Mayke S. 2007. *Bermain, Mainan, dan Permainan*. Jakarta: Grasindo.
- [11] Trianto. 2007. *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana