

# ENHANCE THE LEVEL OF LEARNING IN THE EYES OF SOCIAL SCIENCE EDUCATION WITH UTANG JEPE FOR STUDENTS IN FOURTH GRADE OF ELEMENTARY SCHOOL IN PONOROGO

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## ABSTRAK

**Abstrak:** Dalam proses belajar IPS yang dilakukan di MI Mamba'ul Huda Al-Islamiyah Ngabar Ponorogo Kelas IV, 75% dari 26 peserta didik tidak banyak memperhatikan proses belajar dan tidak mengikuti kegiatan belajar dengan baik. Ini mengarah pada kurang optimal dalam memahami konseptual dan hasil belajar. Penelitian ini bertujuan untuk meningkatkan hasil belajar peserta didik IPS MI Mamba'ul Huda Al-Islamiyah Ngabar Ponorogo kelas IV menggunakan media Ular Tangga Jenis Pekerjaan (UTANG JEPE). Subjek penelitian ini adalah peserta didik kelas IV MI Mamba'ul Huda Al-Islamiyah Ngabar Ponorogo yang jumlahnya 26 anak. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang disajikan dalam dua siklus. Siklus PTK terdiri dari perencanaan, melaksanakan, observasi dan refleksi. Teknik pengumpulan data yang digunakan adalah teknik observasi dan tes tertulis. Analisis data model digunakan sebagai analisis data. Skor output pembelajaran IPS rata-rata sebelum penelitian adalah 42,30%. Persentase rata-rata output belajar IPS pada siklus 1 adalah 61,53%, kemudian meningkat di siklus 2 dengan skor output pembelajaran media IPS 88,46%. Ini berarti bahwa hasil belajar telah meningkat secara signifikan dan indikator keberhasilan telah terpenuhi.

**Abstract:** In the Social science education learning process carried out at MI Mamba'ul Huda Al-Islamiyah Ngabar Ponorogo Class IV, 75% of the 26 students did not pay much attention to the learning process and did not follow the learning activities well. This leads to less optimal conceptual acquisition and learning outcomes. This research aims to improve the learning outcome of IPS students MI Mamba'ul Huda Al-Islamiyah Ngabar Ponorogo class IV using the game media Snake Staircase Type Job (UTANG JEPE). The subject of this study is a student of class IV MI Mamba'ul Huda Al-Islamiyah Ngabar Ponorogo who amounts to 26 people. The research method used in this study is class action research (PTK) presented in two cycles. The PTK cycle consists of planning, implementation, observation, and reflection on each cycle. Data collection techniques used are observation techniques and written tests. Flow model data analysis is used as data analysis. The average IPS learning output score before the study was 42.30%. The average percentage of IPS learn output in cycle 1 was 61.53%, then increased in cycles 2 with the average IPS learning outcome score of 88.46%. This means that the learning outcomes have improved significantly and the indicators of success have been met.

## A. INTRODUCTION

Social Sciences (IPS) is a material load that studies, studies, investigates and analyzes the realities of the social conditions of the student environment in order to shape and reflect the skills of students in the ever-changing social life (Aryawan et al., 2018). Therefore, the learning content of IPS is

designed to develop knowledge, understanding and analytical ability of the social conditions of societies in entering a dynamic social life. The primary objective of IPS education is to make the student a good citizen, to train his/her thinking skills in solving social problems, and to inherit and pass on the culture of his or her country (Khumairo Ulva,

2017). The role of IPS is crucial in educating and developing knowledge, attitudes and skills so that they can participate actively in their future lives as members of the community and good citizens (Suryadewi et al., 2020). IPS learning for elementary school students is basically, its goal is for students to understand the social life in their environment. Given the importance of IPS subjects, students are expected to IPS learning results optimally. Social education should not only provide information, but should aim to develop critical thinking, attitudes and basic skills of students, which are based on the realities of daily social life and meet the needs of social life of students in society (Sariningsih & Purwasih, 2017).

In the teaching of IPS in elementary schools today the aim is to improve the quality of education in particular the human resources quality. So with the education IPS can really develop the understanding of concepts and critical thinking (Nilayuniarti & Putra, 2020). The IPS material is based on social life, which is actually experienced and filtered through the concepts of social science for later application in learning. So it can be said that social science is a science that relates to various aspects of life.

The social science learning coverage is very broad at the level of primary school (Sutipyo Ru'ya, 2020). It not only emphasizes cognitive aspects, but also affective and psychomotor aspects (Wuryani & Yamtinah, 2018). It doesn't just cover a variety of human and environmental issues that can't be the focus of memory alone. But it requires understanding, observation and application in everyday life. A student's cognitive knowledge is required to be able to understand and apply his knowledge in everyday life.

At the level of elementary school, IPS is less in demand because students consider IPS material difficult to understand and contains a lot of learning material, as well as the limitation of learning resources to present material, simple safeguards such as books and pictures (Susilowati & Sutama, 2022). Therefore, often students get bored in learning because of less attractive learning methods and less utilizing the learning environment, which can make students less interested in understanding concepts better. Learning packed with inappropriate media and a lack of support for the learning

environment makes learning less motivated, and quickly boring. As a result, students have a poor ability to remember and understand the submitted material. In general, learning takes place with the routine of the pupils staying recording and memorizing the material from the teacher. Research shows that when students are inactive then learning is not maximum (Marhayani & Wulandari, 2020).

This problem is consistent with previous research that students lack learning motivation and the use of learning strategies used by teachers is inappropriate, as well as the learning used is still centered on the teacher so that the student is passive (Astuti et al., 2018). This has an impact on the management of material which ultimately leads to poor student learning outcomes and does not add to the understanding and capability of the IPS material. One of the innovations that can be done to solve such problems is to use a creative and innovative learning environment (Lidiana et al., 2018).

Learning outcomes are all measurement (information collection), processing, interpretation and level of learning outcome achieved by students after previously completed learning activities to the determined learning objectives (Hamalik, 2001). The learning outcome is a change in the student's behavior resulting from the learning experience and its ability to complete the stages of learning experience (Yanuarti & Sobandi, 2016). Learning results are the efforts achieved in the form of numbers or points after the implementation of learning activities at the end of each learning. These values make students see the learning material as meaningful (Setyaningrum & Purwanti, 2020).

Learning results are no longer strange in the world of education. The purpose of educational evaluation is to see the student's learning ability in managing the learning material and in accordance with the educational objectives that have been set (Permatasari et al., 2019). Recognition of learning results is very important, because by knowing the results achieved then students will strive to improve their learning results in the future (Fauzi et al., 2017).

Based on the explanation of the above problem, it can be concluded, that the low learning results are due to inappropriate and less interesting learning methods as well as the lack of use of media in learning IPS material. Therefore, a creative and

innovative learning environment is needed so that students can be active in learning so that it is easy to understand concepts of material. According to the theory, students play an active role in finding and finding concepts necessary in the learning process. Students no longer consider learning boring, but prefer something that gives pleasure in the search for information, so that the results obtained remain inherent in their memory and not easily forgotten by students (Astuti et al., 2018).

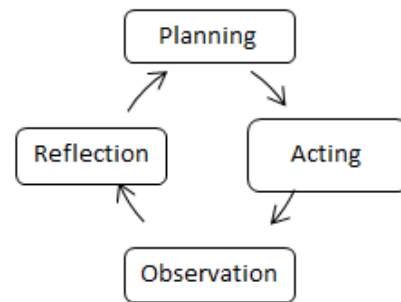
In an effort to make it easier for students to understand the concepts of material on IPS loads in order to improve their learning outcomes, an active, creative and innovative learning medium is needed. Therefore, the researchers will undertake class action research on the use of the Media Game Snake Staircase Job Type (UTANG JEPE) to improve learning outcomes in the IPS subjects of Class IV Students MI Mamba'ul Huda Al-Islamiyah Ngabar Ponorogo.

**B. METHODS**

The research carried out is a type of class action research. (CAR). The subject of this study was a student of the 4th grade of MI Mamba'ul Huda Al-Islamiyah Ngabar Ponorogo who had 26 children, all men. The information obtained was intended to include measures used as an alternative to redressing the situation (Kasihani, 2001). Therefore, what is the object of this research is the learning result of the pupils using the Game Media Snake Staircase Type Job (UTANG JEPE). The aim is to improve the learning results of the subject matter IPS Chapter 4 sub 1 on the type of work of Class MI Mamba'ul Huda Al-Islamiyah Ngabar Ponorogo.

This study is conducted cyclically, which means that the next cycle is determined from the previous cycle until the expected result is achieved by meeting the established success criteria (Udayanti & Riastini, 2017). The CAR model used was designed by Kemmis Mc Taggart and consists of four stages or procedures, which include the planning, the acting, the observation and the reflection stages (Payadnya et al., 2022).

Figure 1. CAR steps



This study uses data collection techniques through observation and testing. The observation research techniques of this class use an evaluation scale to determine the student's learning outcomes based on how well the student can explain the material he or she learns in his or her own sentence. This research test is measured to measure the IPS learning outcomes of the pupils. While this experimental research technique is a post-test that is carried out twice after cycle I and cycle II. The purpose of the post test at the end of the period is to know the learning results of IPS after the procedure or treatment. The study used a double-choice question as a data collection tool, where students chose four alternative answers (a, b, c, and d), a total of 10 questions, and 5 essays in total. Each two-choice question was given a score of 5 for the correct answer and 0 for the wrong answer.

The values obtained in this study were measured using individual measurement formulas.

$$\text{Value} = \frac{\text{Score obtained}}{\text{Highest score}} \times 100$$

Analysis of data on the use of the Game Media Snake Staircase Type Job (UTANG JEPE) in improving the learning results of the IPS material is taken from the student's score calculated with the formula:

$$\text{Presentation: } \frac{\sum \text{A strict student}}{\sum \text{All students}} \times 100\%$$

For data analysis, the results of the analysis are adjusted to the mean and accuracy of learning, which is converted into a five-scale PAP. Instructions for five PAP scales are in Table 1.

Table 1. Criteria of Assessment Pivotal Scale (PAP) Scale Five About Students' Learning

Level of mastery	Categories
85% - 100%	Very High
70% - 84%	High
55% - 69%	Enough
40% - 54%	Low
0 - 39%	Very Low

Outcomes Academic success is reflected in the progress of students' learning outcomes according to the Social and Natural Sciences Kemensos field 70 already determined by the school. Success indicator is a metric that can be used to determine the success of the activities carried out. This study is successful if the average IPS load learning output score is  $\geq 70$  and the learning outcome reaches  $\geq 80\%$ , which includes high grades.

## C. RESULT AND DISCUSSION

### 1. Game Snake Staircase Type of Job Media

Learning media is a part of the learning process. Learning media is a tool that helps teachers communicate learning material so that children are interested in the learning material given. Simply put, in using the learning environment, teachers should be able to choose a learning environment that matches the material to be delivered, and teachers also have to adjust to the character of their pupils in choosing the learning material (Citiwan, Usep, 2022). Games provide a competitive environment in which students must follow established rules as they strive to complex learning goals (Smaldino, Sharon E, 2011). The game media is chosen because learning is more active and fun when combined with playing.

The ladder snake is one of the kinds of games that are often played by children. This is a board-shaped media game that can be played by more than two people to train students to compete. Besides, the snake game staircase can train students to collaborate and train the students to play athletic roles. Snakes Staircase is a competitive game that advances cooperation and sportivity so that it can manipulate the social and moral experiences of children (Salombe, 2021). The media game Snake Staircase affects the knowledge and attitude of students. Through the game snake staircase can arouse the interest of students in providing education and increase the motivation of students because the snake game of stairs has the competence to defeat other groups. (Rahmawati, 2020).

The media development of the game is a learning medium that is developed according to the characteristics of the student to the learning objectives in the application of science. The game media is developed from the traditional game that is modified according to students' characteristics, and the media game is educational and facilitates teachers in teaching lessons in understanding the material (Rasyd et al., 2023). The ladder snake doesn't have a standard game board, anyone, especially the teacher, can make a snake ladder, box, ladder with different numbers in the game environment according to the purpose and learning material (Azzahra et al., 2021).

In the type of staircase snake game (Money), the playing arena is made of 6x6 sized boxes with standard material images. Each box contains a picture of the kind of work that is found in everyday life. Each box is also numbered, starting with the number 1 in the lower left corner and ending with the figure 36 in the upper left. Every box also has a card with several questions or commands related to the picture in each box. The concept of the use of learning material on a snake ladder game modified by the researchers, the game of snake stairs developed is: 1. This media is played 4-5 children 2. The game starts from the start 3. Each child must throw a dick before doing the game step 4. Each child steps according to the number obtained on the dick thrown 5. Each child who gets a step according to a dough eye, the child box (column) passed, so that the child gets information about the content of the learning material and the goal of learning achieved.

Learning IPS using media playing snake stairs has many benefits, among others as follows. First, it can eliminate the boredom of studying IPS. If a teacher merely reduces the text of the IPS book at school, it allows students not to read textbooks at home. Because students think that what teachers care about is learning. As a result, students become bored and unenthusiastic. On the contrary, when social learning involves play,

learning becomes challenging and enjoyable. Secondly, students' learning outcomes are improved, because students discover the materials they are taught, and not just teachers tell them. Thirdly, achieving the importance of IPS material through student experience, so that students can think critically and creatively by looking at interpersonal relationships so that they create qualified human beings capable of developing themselves. (Djo, 2021).

Students are expected to follow the teacher's explanation in each learning guide. Students can also record the material, ask the teacher if they are incomprehensible, record the lessons from friends when students are obstructionally present. The student should also complete the lessons given by the teacher at home, striving to be active in learning and continuing to learn even though the teacher is not present. Based on the learning process, the teacher noticed an improvement in the child's learning outcomes.

## 2. Learning Outcomes

### a. Pre-Cycle

This data is obtained from the ability to explain concepts with his own sentence and the test results of learning when the research was carried out. The observation sheet is used to see the completeness, accuracy of learning activities between educators and pupils and to know the ability of the child in explaining the concepts he has learned with his or her own sentences. The learning results are taken from the results of the test already given to pupils by the researchers.

Table 2. Pre-cycle learning results

Indicator of Intensity	Learning Outcome	Total	Percentage
85	tactile	11	42.30%
85	untouchable	15	57.70%
Total		26	100%

From the above data, it is known that the classical presentation in one class is 42.30%. Thus, the result has not reached the classic accuracy which must be 85%.

### b. Cycle 1

Learning results of cycle 1 are obtained from the test, with the following learning results:

Table 3. Learning outcomes of Cycle 1

Indicator of Intensity	Learning Outcome	Total	Percentage
85	tactile	16	61.53%
85	untouchable	10	38.46%
Total		26	100%

On the above table it is known that of the total of 26 pupils, as many as 16 children have achieved the learning outcome on the IPS load of lessons at least the criterion of accurateness (KKM).

### c. Cycle 2

Learning results of cycle 2 are obtained from the test, with the following learning results.

Table 4. Learning outcomes of cycle 2

Indicator of Intensity	Learning Outcome	Total	Percentage
85	tactile	16	61.53%
85	untouchable	10	38.46%
Total		26	100%

Based on the data in the table above can be known of 26 pupils, as many as 23 children achieved learning maturity or 88.46%. Thus the classical accuracy obtained is 88.46%. Of the results obtaining reaches classical in one class that is  $\geq 85\%$ . By achieving such a result, classically the student managed to a score of the learning outcome that meets the criteria of accurate learning (KKM).

## 3. Discussions

Based on the results of the above research, it is known that in the study of class action of 26 pre-cycle children, the acquisition of the learning results of many pupils who have not reached the Minimum Qualification Criterion (MQC), which is 42.30%. In cycle 1 the classical qualification obtained was 61.53%. In the cycle 2 the achievement of the student's learning outcome was improved and achieved the Minimal Qualifications criterion, which is 88.46%. The increase in the learning

outcomes on the IPS loading is influenced by the use of Media Game Snake Staircase Type Job (UTANG JEPE) on the learning process which resulted in the pupils becoming more enthusiastic and passionate in following teaching activities. If presented in the form of a diagram, then the improvement in learning outcomes on the IPS lesson load can be seen in the graph below:

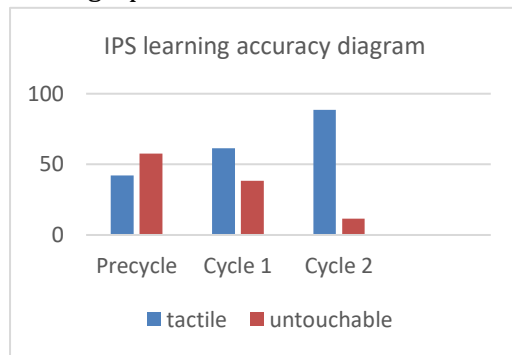


Figure 2. Learning accuracy diagram

Based on the results obtained that the use of Media Game Snake Staircase Type Job (UTANG JEPE) is able to improve the learning outcomes on IPS load themes 4 sub-themes 1 materials of type of work class IV MI Mamba'ul Huda Al-Islamiyah Ngabar Ponorogo. This can happen because of the presentation of lesson materials packed with creative and innovative media so that it can attract the enthusiasm of students in following a fun and meaningful learning activities.

#### D. CONCLUSSION AND SUGGESTION

Based on the above explanation can be drawn the conclusion that the use of media game Serpent Staircase Type Job (UTANG JEPE) is able to improve learning outcomes on load IPS themes 4 sub-themes 1 materials types of work class IV MI Mamba'ul Huda Al-Islamiyah Ngabar Ponorogo, which produces improvement in each cycle as well as at the time of cycle 2 classical value the ability of learning outcome on load of lesson IPS has achieved a presentation of classical rigidity of  $\geq 85\%$ . in one class.

Based on these conclusions, the snake and tangg media used in this research should also be applied to other materials. with interesting game methods and media, students can take part in lessons with fun, and ultimately increase motivation and learning outcomes.

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