



THE EFFECT OF MONOPOLY GAME AND TEACHER CREATIVITY ON CIVICS LEARNING ON EMPATHY ATTITUDES OF CLASS VD STUDENTS OF SD INPRES OESAPA KUPANG CITY

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ABSTRACT: This study aims to determine the effect of monopoly game media and teacher creativity on Civics learning on the empathy attitude of grade VD students of SD Inpres Oesapa, Kupang City. The subjects of this study were students of class VD SD Inpres Oesapa Kupang City, totaling 20 people. Sampling used was purposive sampling technique. Data collection tools used in this study were monopoly game media, teacher creativity and student empathy. These three variables use a Likert Scale consisting of 1 to 5 alternative answer choices, using a quantitative approach, while the analytical technique is statistical analysis with the data analysis method used is product moment correlation analysis. The results of the hypothesis test show that there is an effect based on the results of data analysis, a partial test for the Monopoly Game Media variable (X1) obtained a t-count value of 3.755 with a significance value of 0.002 0.05, then Ho is rejected and Ha is accepted, so that H1 (hypothesis 1) which reads "there is an influence of Monopoly Game Media on the Empathy Attitude of VD Grade Students of SD Inpres Oesapa, Kupang City is accepted". Based on the results of the partial test for the variable Teacher Creativity (X2), the t-count value is 2.317 with a significance value of 0.033 0.05, then Ho is rejected and Ha is accepted, so H2 (hypothesis 2) which reads "there is an influence on Teacher Creativity in Subjects Civics on Empathy Attitudes of Class VD Elementary School Inpres Oesapa Kupang City is accepted". Based on the results of the F test, the calculated F is 8.565 and the significance value is 0.003 0.05, it can be concluded that Ho is rejected and Ha is accepted, so H3 (hypothesis 3) which reads "there is an influence of Monopoly Game Media and Teacher Creativity on Empathy Attitudes of Class Students The VD of SD Inpres Oesapa, Kupang city is accepted". Based on the results of data analysis, the coefficient of determination adjusted R Square of 0.443 was obtained which was used to see the magnitude of the influence of Monopoly Game Media (X1) and Teacher Creativity (X2) on Students' Empathy Attitudes (Y). The magnitude of the coefficient of determination of 0.443 is equal to 44.3%. This figure shows that simultaneously Monopoly Game Media and Teacher Creativity contribute to the Empathy Attitude of Students by 44.3%, while the remaining 55.7% (100% - 44.3%) is influenced by other variables not proposed in this study. like other learning media, namely the game of snakes and ladders and other non-physical games. Also the basic ability to teach teachers, self-development, and an aggressive attitude, never give up.

Keywords: monopoly game media, teacher creativity, student empathy.

INTRODUCTION

Learning media is a tool or intermediary that is useful to facilitate the teaching and learning process, in order to streamline communication between teachers and students. This greatly helps the teacher in teaching and makes it easier for students to accept and understand the lesson. This process requires teachers who are able to harmonize between learning media and learning methods.

The use of learning media in the teaching and learning process can also generate new desires and interests for students, generate learning motivation, and even bring a good psychological effect on students. Besides being able to increase students' learning motivation, the use or utilization of media can also increase students' understanding of the lesson.

The media used has a position as a teacher's tool in teaching. For example, graphics, films, slides, photos, and learning using computers. Its purpose is

to capture, process and reconstruct visual and verbal information. As a teaching aid, the media is expected to provide concrete experiences, motivation to learn, enhance the absorption and defense of students' learning.

Media is the plural of the word "medium" which means intermediary or introduction. The word media applies to various activities or businesses, such as media in conveying messages, magnetic delivery media or heat in engineering. The term media is also used in the field of education with the term educational media or learning media (Sanjaya, 2010:163). In simple terms, Briggs (in Sadiman, 2009:6) defines media as all physical tools that can present messages and stimulate students to learn. Learning media can also be interpreted as something that can be used to channel messages or lesson content, stimulate students' thoughts, feelings, attention and abilities, so that they can encourage the teaching and learning process (Ibrahim, 2003: 112).

Media is defined as an intermediary or delivery of messages from the sender to the recipient of the message. However, this must also be supported by the active role of a teacher.

The role of creativity in a teacher is one of the important factors in the world of education. Creativity plays a role in success and learning outcomes at school. Meanwhile, the position of the teacher in the implementation of education is at the forefront of ensuring a quality learning process. According to Nawawi Elizabeth Hurlock (in Trianto Ibn Badr), creativity is a process that produces something new, whether an idea or an object in a new form or arrangement. The success of a teacher in teaching is determined by several factors, both internal and external factors. Internal factors consist of motivation, self-confidence and creativity of the teacher himself while external factors are more emphasized on the facilities and climate of the school concerned.

Lack of creative teaching from a teacher, especially in Civics subjects, will result in the level of saturation of the fifth grade students at the Inpres Oesapa Elementary School, Kupang City, East Nusa Tenggara. This will result in the weakening of their education and especially in the attitude of empathy. The students no longer respect each other, respect, selfish, bullying, high individualistic attitude and so on. The various problems that exist at SD Inpres Oesapa, make teachers have to innovate in order to provide more optimal and quality learning services, so that they can make students interested in learning and applying these lessons. Optimal and quality learning can be formed from an interactive, effective and communicative learning process through learning media, namely the monopoly game.

Given the importance of the ability to empathize in achieving one's success, it is very important to teach children as early as possible to be able to be empathetic. Developing and growing empathy in children can be done in various ways, one of which is playing. In other words, one of the efforts that can be made to develop empathy in children is by inviting children to do play activities. the development of children's empathy. Ulfah and Rachmawati (2013:4).

Empathy is built on the scope of self-awareness (self-awareness). Role play is considered an effective technique and will help individuals form a deeper and more flexible understanding. Then the instructor collects those who do the roleplay to take the meaning of the role they do. A heart-to-heart approach in discussing the problem is carried out so that students feel deep empathy for the cases raised in the training. Therefore, the learning media,

namely the monopoly game, is expected to be able to support education and foster empathy for fifth graders at the Inpres Oesapa Elementary School, Kupang City, East Nusa Tenggara.

METHODS

The research method used in this study is a quantitative research method. The data analysis method is by analyzing quantitative data which is clarified from the results of research in the form of data and information about the problems discussed in order to know and understand the growth of empathy attitudes of VD class students at the Inpres Oesapa Elementary School (SD) Kupang City, East Nusa Tenggara from learning media the game of monopoly.

This research was conducted in several stages, namely the first approach with the parents of class V D students for researchers to be able to conduct learning at home in groups of students. Second, the researchers collected data by carrying out learning activities at students' homes for five days for five study groups (observation) and also in which students demonstrated the monopoly game used by researchers as learning media. Third, there were data processing (test data) on the questionnaire which is the research instrument and also testing the data of each variable. In data processing, the researcher compares, examines and analyzes the data obtained in the field with theories to draw conclusions. Fourth, the researcher consulted with the supervisor, after going through several stages of improvement, the research results were approved for seminar.

RESULTS AND DISCUSSIONS

The Effect of Monopoly Game Media on Civics Learning on the Empathy Attitude of VD Grade Students at SD Inpres Oesapa

Specific learning media like monopoly game media are as all physical tools that can present messages and stimulate students to learn. Learning media can also be interpreted as something that can be used to channel messages or lesson content, stimulate students' thoughts, feelings, concerns and abilities, so that they can encourage the teaching and learning process.

The first hypothesis statement (H1) states that the monopoly game media has a positive and significant effect on students' empathy is proven. This can be shown with a significance value of 0.002 which is smaller than 0.05 and a regression coefficient value of 1.815. So it can be concluded that the better the Monopoly Game Media used by the teacher, the better the Empathy Attitude of Students.

Teacher Creativity in Civics Learning on the Empathy Attitude of VD Grade Students At SD Inpres Oesapa

Creativity is the ability to express and realize the potential of thinking power to produce something new and unique or the ability to combine something that already exists into something else to make it more interesting. Creativity can also be interpreted as the ability to create a new product, or the ability to provide new ideas and apply them in problem solving. Teachers must race in learning by providing learning facilities for all students, in order to develop their potential optimally. Learning is a complex process and involves various interrelated aspects.

The second hypothesis statement (H2) states that Teacher Creativity has a positive and significant effect on Students' Empathy is proven. This can be shown by a significance value of 0.03 which is smaller than 0.05 and a regression coefficient value of 0.528. So it can be concluded that the higher the teacher's creativity, the better the students' empathy attitude.

The Effect of Monopoly Game Media and Teacher Creativity on Civics Learning on the Empathy Attitude of VD Grade Students at SD Inpres Oesapa

Monopoly Game Media (X1) and Teacher Creativity (X2) together have a high enough influence on the formation of Student Empathy Attitudes (Y), this is indicated by the magnitude of the coefficient of determination, which is 0.443 equals 44.3%. Students' Empathy is influenced by Monopoly Game Media and Teacher Creativity, while 55.7% (100% - 44.3%) is influenced by other factors not examined in this study.

The third hypothesis statement (H3) that Monopoly Game Media and Teacher Creativity simultaneously have a positive and significant effect on the formation of Student Empathy Attitudes. This can be tested through the calculated F value with a significance level of 0.003 which is smaller than 0.05. So it can be concluded that if the Monopoly Game Media used by the teacher is getting better and is also supported by the higher Teacher Creativity, it will also have an impact on the Empathetic Attitude of Students.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of research and discussion regarding the Effect of Monopoly Game Media and Teacher Creativity on Civics Learning on Empathy

Attitudes of VD Grade Students of SD Inpres Oesapa, it can be concluded as follows:

1. There is a positive significant effect on the Monopoly Game Media used by the teacher on the Empathy Attitude of VD Class Students at SD Inpres Oesapa City, Kupang for the 2020/2021 academic year with a value of 3.755 with a significant level of 0.05%. This can be seen from the indicators of monopoly game media, namely: (1) physical, monopoly game media materials are made of paper and are safe to use; (2) the use of monopoly games is one of the appropriate learning media used in the learning process with the aim of developing students' abilities/understanding of learning materials; (3) writing, the game of monopoly has clear writing and is suitable to be used as a learning medium.
2. Based on the results of research and analysis that have been carried out, there is a significant positive effect on Teacher Creativity on Empathy Attitudes for Class V D SD Inpres Oesapa Elementary School, Kupang City for the 2020/2021 academic year with a value of 2.317 with a significant level of 0.05%. This can be seen from the indicators of teacher creativity including: (1) creative products, teachers are able to create a comfortable learning atmosphere in the classroom. Start learning with enthusiasm and joy; (2) encouragement, the teacher encourages students to always help friends who are having trouble understanding the subject matter and always care about friends who need help; (3) the creative process, the teacher creates creative and fun classroom conditions every time they provide material that is difficult for students to understand. The teacher tries as much as possible to simplify the subject matter; (4) creative products, teachers prepare subject matter using various sources, such as books, internet, journals, newspapers and so on. Teachers do not only rely on teaching materials when teaching in class. Teachers teach using fun methods such as group discussions, games, using props, speaking and so on.
3. Based on the results of research and analysis that has been carried out by researchers, there is a positive significant effect on Monopoly Game Media used by teachers and Teacher Creativity on Empathy Attitudes of Students at SD Inpres Oesapa City Kupang for the academic year 2020/2021 with a value of 8,565 with a significant level 0.05%. This can be seen from the indicators of empathy, including: (1) caring, encouraging friends who are trying to understand

the lesson. Learn and play without discrimination. Comforting a crying or sad friend; (2) tolerance, respecting friends when talking or giving opinions. Appreciate the differences that each class member has. Do not bully or ridicule friends who have physical, knowledge and skill deficiencies. Accept defeat in a match. Make the match as a valuable lesson. Losing or winning is a learning process to be better. Feeling the sadness experienced by friends; (3) tolerance, giving good responses to friends who are having problems. Feel sad when you see a friend who is not accepted in the groups in class. Give encouragement when friends experience failure and be happy when friends succeed.

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Suggestion

Based on the results of research and discussion regarding the Effect of Monopoly Game Media and Teacher Creativity in Civics Learning on Empathy Attitudes of VD Grade Students of SD Inpres Oesapa, the researchers provide the following suggestions:

1. Teachers must be able to remember the Monopoly Game Media used because it has a significant influence on Students' Empathy Attitudes, then teachers should deliver Civics subjects appropriately adapted to learning objectives and supported by Teacher Creativity so that students have good Empathy Attitudes. Not only in Civics subjects, the use of Monopoly Game Media can also be applied to all lessons because the monopoly game media is one of the learning media that can be used by teachers to increase Students' Empathy Attitudes.
2. Like students, In an effort to increase empathy through the Civics learning process, students are expected to have the awareness and desire from within themselves to have an empathetic attitude towards others, such as feeling what their friends feel.
3. For schools, of course, schools can provide motivation to always carry out Civics learning well so that students' empathy is manifested in everyday life.

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