

Development of *Money Market Media* for Counting and Knowing Currency Class III Primary School

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Abstract—This study aims to: 1) Develop Money Market media to facilitate students in counting and knowing currency class III primary school, 2) Knowing the feasibility of Money Market counting and knowing currency class III primary school that have been developed. This research is a type of research and development (R&D). The development procedure carried out is conducting a preliminary study to determine potential and problems, data collection, product design, design validation, design revisions, product trials, product trial revisions. Money market media are validated by expert examiners, namely: media experts, material experts and learning experts. Data collection instruments were carried out with expert validation, observation of teacher ratings, student questionnaires and active learning observations. This study uses data analysis with qualitative descriptive and quantitative descriptive. The results showed that in terms of quality, the money market media was included in the category of Very Good. The results were obtained from media expert validation: 83.82; material expert: 85; Learning expert: 92.50. Whereas in terms of media feasibility Money market is included in the category of Very Good. The things that were obtained by product trials that contained student response questionnaire: 96.66; Queen of media by teacher: 93.75; learning activation: 90.76. The average of the overall got 90.10 with the category Very Good.

Keywords—*money market, counting and knowing currency, primary school mathematics.*

I. INTRODUCTION

Based on Law No. 20 of 2003 concerning the national education system, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. So that in implementing education there needs to be a learning process that stimulates students to develop their potential. Every action and behavior of each individual will be experienced according to his abilities. The process of education itself will be through learning activities.

Creative and fun active learning is very necessary in the learning process, considering that it is not easy to grow the enthusiasm of students to be active in the learning

process itself. Active learning can begin with teacher planning in preparing previous learning activities, this is certainly not easy to do considering the ability of each teacher is different and the need for media assistance to support learning activities becomes more active. Teachers are qualified teaching staff as teachers, lecturers, counselors, tutors, instructors, facilitators, and other designations that are in accordance with their specificity, and participate in organizing education (Law No. 20 of 2003). Therefore, the right choice of learning media can make the teaching and learning process effective, interesting and interactive and fun.

One of the problems associated with managing mathematics learning in elementary schools is learning that is still widely applied conventionally. Teachers often only use Student Worksheets and use the lecture method in providing learning so students feel bored when in class. Learning that is more teacher-centered (teacher center) is not student-centered (Student Center) and the lack of teachers who use teaching aids or learning media, becomes one of the problems in the learning process.

Based on these conditions, then in this study will be developed teaching aids or media "Money Market" to facilitate students in understanding the material from the counting and knowing of currencies. This media is made interesting so students are immediately active in buying and selling transactions. The money market is equipped with pocket boards, items as objects of sale and purchase, places for prices and toy money as media support. This form of media is a colorful board packed in a bag that attracts students' attention and makes it easier for everyone who uses it. Material calculation and recognizing currencies are very important to be taught to students as an effort to understand and master social problems in the economic field. counting material is considered important because in everyday life students even every person always calculates in terms of economic, social and natural.

Based on this background, the authors are interested in developing money market media for counting and knowing currency class III primary school. The formulation of the problem in this study is: how to develop money market media so that it is easier for students to for

counting and knowing currency class III primary school and what is the feasibility of money market media for counting and knowing currency class III primary school? The purpose of this study was to develop the Money Market media to make it easier for students to for counting and knowing currency class III primary school subjects and Knowledge about Media Money Market appropriateness in calculating and introducing developed class III primary school.

II. METHOD

Research on the development of Money Market media materials for calculating and recognizing the currency of third grade elementary school students using the Research and Development (R & D) research model. This development procedure consists of several steps, namely: (1) potential and problems, (2) data collection, (3) product design, (4) product validation, (5) design revision, (6) product testing, (7) product revision. The subjects in this study were third grade teachers at SD N I Dodogan and third grade students at SD N I Dodogan. The trial of the Money Market media development research product includes 12 trials of a small group of Dodogan Primary School students assisted by observers.

This development research uses data collection instruments in the form of validation sheets and evaluation sheets. The data used in this development research was analyzed using qualitative data analysis techniques and quantitative data. Qualitative data is obtained from the results of validation tests to media experts, material experts, learning experts, student response questionnaires, media assessments by teachers, and observers in the form of responses, criticisms and suggestions for product revision material developed. Quantitative data is obtained from validation sheets filled by media experts, material experts, learning experts, student response questionnaires, media assessments by teachers, and observers who participate in small group trials to assess the market for money market products that are being developed in general.

Data obtained from the assessment of media experts, material experts, learning experts, student response questionnaires, media assessment by teachers, and observers are then calculated using a formula (Warso, 2013: 136), as follows:

$$value = \frac{Number\ of\ scores\ obtained}{Maximum\ Score\ Amount} \times 100$$

If the value has been obtained, then to find out the feasibility of money market media, then the assessment is interpreted into the categories: Very Good, Good, Fairly Good, Poor, Very Poor according to Sutrisno's opinion (Suharsimi, 2010: 250) as follows:

Score 81-100 = Very Good

Score 61-80 = Good
 Scores 41-60 = Enough
 Score 21-40 = Poor
 Score <21 = Very Poor

Based on the above calculations, the development of money market media is said to be worthy of being used as a learning media for for counting and knowing currency class III primary school if they have values above 66-100

III. RESULTS AND DISCUSSION

Based on the assessment of media expert trials that have been conducted, get a score of 57 and get a score of 83.82 in the category of Excellent Media money market in terms of media is declared feasible for product testing with revisions. In the trial of material experts, with a score of 34, the score of 85 was very good. Media money market in terms of material is declared feasible for product testing with revisions. Based on the assessment of learning expert trials, get a score of 37, with a value of 92.50 very good category. Media money market in terms of learning is declared feasible for product testing with revisions.

The results of the recapitulation of student response questionnaires, media assessment by teachers and active learning observations on product trials (small groups) on the money market media obtained a value of 90.10. If it is configured as qualitative data, it is included in the excellent category. The results of the scores obtained in the student response questionnaire were 232 with a score of 96.66 in the excellent category. Based on comments and suggestions from students, it can be concluded that the material for counting and knowing currency class III primary school students is very pleasant and makes students not bored. The media assessment by the teacher gets a score of 45 with a value of 93.75 in a very good category. Assessment of observers scored 1307 with a value of 90.76 in the excellent category. Based on comments and suggestions from observers, it can be concluded that the money market media calculates and recognizes the currency of third grade students to make students more active when learning takes place.

1. Qualitative data analysis

Qualitative data analysis is used to process data obtained from the results of filling in the validation of media experts, material experts, learning experts, student response questionnaires, teacher validation, and active learning observations in the form of suggestions and comments. Suggestions and comments from the results of valuation of money market media are as follows:

a. Analysis of media expert data

Media experts provide validation and comments and constructive suggestions for improving the media so that the media developed is better. Improvement suggestions and comments include all components in the media, namely: 1) clearer learning story scenarios need to

be added to the teachers to apply to students. 2) traded goods must be more than students. 3) the price of goods is labeled logically.

b. Analysis of media material expert

Suggestions and comments from material experts are the need to improve indicators and learning objectives that are tailored to the indicators. Next you have to use operational verbs.

c. Analysis of Learning expert

Suggestions and comments by learning experts are as follows: how to use money market media to be replaced with steps to use the media. Then you need to add steps about working on the question.

2. Quantitative data analysis

Quantitative data analysis is used to manage data obtained from the results of filling in the validation of media experts, material experts, learning experts, student response questionnaires, teacher validation, and active learning observations. The quantitative data obtained from each assessment can be explained as follows:

If the overall value of the money market media is converted into qualitative data, money market media falls into the very good and very feasible category.

The following is a chart of expert trial evaluations and experiments with money market media users, calculating material and recognizing the currency of class III students at SD N I Dodogan.

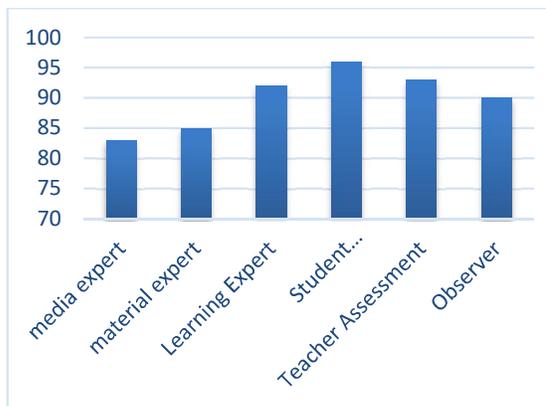


Figure 1. calculating material and recognizing the currency of class III students at SD N I Dodogan.

From the picture above, the scores obtained from media experts, material experts, learning experts, student response questionnaires, teacher media assessments and active learning observations have exceeded the minimum money market media feasibility limit, the Very Good category.

IV. Conclusion

Based on the results of research and development of money market media, it can be concluded that: the development of the media money market in the calculation

of material and recognition of the currency of third grade elementary school students refers to Sugiyono development model (2015: 409). The steps taken are: analyzing potential and problems, data collection, product design, design validation, design revision, product testing, product revision.

The feasibility of money market media for for counting and knowing currency class III primary school that have been developed has the results of various aspects of assessment, including: The money market media aspect scores 57 and scores 83.82 in the Superior category with a score of 34, a score of 85 is very good. Based on the assessment of the learning expert trial, get a score of 37, with a value of 92.50 in the very good category. The media money market in terms of learning is declared feasible for product testing with revisions.

The results of the recapitulation of student response questionnaires, media assessment by teachers and active learning observations on product trials (small groups) on money market media scored 90.10. If it is configured as qualitative data, it is included in the excellent category. The results of the scores obtained in the student response questionnaire were 232 with a score of 96.66 in the excellent category. Based on comments and suggestions from students, it can be concluded that the material for calculating market money media and recognizing the currency of third grade elementary school students is very pleasant and makes students not bored. The media assessment by the teacher gets a score of 45 with a value of 93.75 in a very good category. Assessment of observers scored 1307 with a value of 90.76 in a very good category.

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