

The Development of Archipelago Roaming Board Game to Improve Motivation and Learning Outcomes of Social Studies Grade V Elementary School Student

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Abstract: *Researchers are interested in developing a boardsgame to teach the material Indonesian geographic characteristics. The media was named "Archipelago Roaming Board Game". This study aims to develop the media and describe the feasibility and effectiveness in improving social studies motivation and learning outcomes in the V grade elementary school. This research was conducted at Gelam 2 Elementary School Candi-Sidoarjo, in the second semester of the 2018-2019 school year. The development of media in this study uses a 4-D model. Instruments were used in this study is the form of validation sheets, student activity observation sheets, teacher and student response questionnaires to the media, student learning motivation questionnaires, learning outcomes tests, affective and psychomotor observation sheets. The results showed: (1) the media developed met the criteria validity, feasibility, and effectiveness. (2) the media is effective for teaching the material Indonesian geographic characteristics. Thus, the media developed can be used as an alternative medium in social studies learning at the fifth grade.*

Keywords: *Development, Archipelago Roaming Board Game, Motivation, Learning Outcomes, Social studies*

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I. Preliminary

Subjects taught at the elementary school level are the foundation for preparing students to receive a variety of further developed subjects at the secondary school level. Subjects that study the life around students include social, geographic, historical and economic fields including in the family of social sciences. Hidayati (2002, p.9) explains that IPS is a fusion of several social science disciplines, therefore IPS is a complete and incomplete subject matter in the frame of its constituent disciplines. Social Studies Subjects publish factual events, perceptions, abstractions and social rumors that are developing in the community (Ministry of National Education, 2006, p.575). Based on the decision, the role of social studies learning is important. Through social studies learning, elementary school students will get to know the life of the community and to learn the effectiveness of social studies learning in elementary schools conducted interviews with teachers and fifth grade students of Gelam 2 Elementary School.

From the interview, it is known that social studies material that is the most difficult for students to master is the geographical characteristics of Indonesia. Indonesia's geographical characteristic material is very complex, this causes children to be lazy and bored in learning it. Learning activities that are boring for students can cause student learning motivation to decline. According to Pebruanty (2015, p.368) a learning activity can be successful if students first have motivation when they study. It can be said that before learning activities take place there are already strong elements that encourage them to take part in learning activities. One way that can be done to attract interest and motivate student learning is to use media in the learning process. This is supported by the opinion of Sudjana and Rivai (2001, p.2) that learning media can make learning activities more interesting so that they can foster student learning motivation, clarify the meaning of learning material so that it will be easier for students to understand and can increase activities that students can do during the learning process.

Smaldino, et al. (2005, p. 9) reveal that the definition of learning media is everything that is used as a messenger so that learning objectives can be achieved. Newby (2006, p. 308), et al. Defines learning media as communication channels in the form of ways or tools that carry learning messages that are used to convey information to students. While Dzamarah and Zain (2010, p. 121) suggest that learning media are various tools that can be used as a channel for learning messages in the hope of achieving learning objectives. Based on these opinions the role of learning media is as a channel of messages. The message is the learning goal that will be achieved. As a distributor of media messages it is not consumable, but can be used repeatedly with the same learning objectives. Preliminary observations carried out on Social Studies learning in Grade V at Gelam 2

Elementary School, the media used by teachers in the learning activities of Indonesian geography characteristics are Indonesian maps and powerpoint slides. The media used by the teacher proved to be ineffective, because students felt less interested in the media. Communication that occurs in the classroom is only one direction (teacher to students). Students tend to be quiet and listen, then write in the book when given instructions by the teacher.

The use of media as described above shows the use of media that has not been effective and efficient. Therefore, planning needs to be made to determine the media that can support effective and efficient learning. Asyar (2012, p.8) states the importance of planning before media selection because the determination of media must be planned in order to be accepted efficiently and effectively. Actually there are various forms of media that can be used in social studies learning activities in elementary schools, one of which is the media board game or board game. Development of board games in social studies learning is in accordance with Opinion Izzaty, et al (2008, p. 104) which states that elementary school students have very unique characteristics, they still like to move and play. In line with this opinion Mostowfi, et al (2016) explained that the use of fun learning equipment such as "board games" or board games in learning activities had a significant impact on student learning outcomes. Research conducted by Zhi Feng and Chen (2013) shows that the majority of students accept the method of learning using the game and hope to continue using this approach in the future. Based on the explanation, it can be concluded that the use of games in learning has a positive effect on student learning outcomes.

The forms of the board that have been developed in social studies are very diverse, including area board games, cruising wheels, and mono poly. According to the research conducted by Triastuti (2017, p.1,349) the area board game media can help fifth grade students in strengthening the material and students' memory of the material being studied. The disadvantage of this media is that there are still some rules of the game that are difficult to understand and difficult to implement by students, and the images used in the board have not yet led to the material being studied. According to Galuh (2017, p.1.109) the cruise wheel game developed has been feasible to be used for social studies learning in grade V elementary school, but no further research has been conducted on the effectiveness of the media on student learning outcomes. The weakness of this media focuses on aspects of student competition because the media are in the form of quiz games. Media board game social studies learning monopoly about Indonesia's independence process was developed by Galuh (2017). According to Galuh (2017, p.104) the experimental class taught by using a monopoly game board has increased learning outcomes. The weakness of this monopoly game media is prioritizing competition between players and not yet equipped with student activity sheets as part of the game.

Based on some of these studies, this study will develop social studies learning media in the form of different board games. Researchers are interested in developing learning media as a tool to teach the material geographical characteristics of Indonesia. The media is named "archipelago roaming board" and will be used in social studies learning in the fifth grade of elementary school, especially in the material geographical characteristics of Indonesia. The difference between the boarding media of the Indonesian archipelago game board and the game board media that already existed before is the physical form of the board game that has a map of Indonesia. The 34 provinces in the map will be used as game posts. This game does not require dice to play, because it focuses on reward and punishment in running the game. This game features a challenge card and an information card about Indonesia's geographical characteristics. In addition, groups of students who play archipelago roaming games will be provided with LKPD (student activity sheets) that must be equipped with information that appears on the card during the game. In this game students not only compete in the top post as winners, but there is also collaboration and collaboration between players (group members) to complete the LKPD as a presentation after the game ends.

The learning media of the archipelago roaming board is developed in accordance with the behaviorism theory of Edward L. Thorndike. Thorndike proposed connectionism theory which states that the basis of learning is the occurrence of associations between sense senses and impulses to take action (impulse to action) or the relationship between stimulus (S) and Response (R) called Bond, so that it is known as the S theory - R Bond (Riyanto, 2009, p.6). In the archipelago roaming board media, the stimulus is a challenge card, if the student can answer the challenge card correctly then he can move two steps to the next post, whereas if one is wrong the student must step back one step. This will then give rise to a positive response for students to understand the contents of the information card so that he can answer the next challenge card, so he can go to the next post. This situation is in accordance with Thorndike's third primary law, law of effect. This law explains that an action followed by a satisfying influence has a tendency to be shared. This can be a motivation for a student. According to Herzberg (in Sudrajat, 2008, p.24), motivation consists of motivational and maintenance factors. All things that encourage someone to achieve and are intrinsic (originating from within) are called motivational factors. Conversely, everything that comes from outside of someone (extrinsic) but also determines a person's behavior is called a maintenance factor.

Uno (2006, p.23) also explained that the indicators of learning motivation include: (1) desire or desire to achieve success; (2) encouragement in the form of someone's need to learn; (3) future hopes and ideals; (4) awards given during learning activities; (5) interesting learning activities; (6) a conducive environment. Based on the explanation, this study will find out the extrinsic motivation of students in social studies after using the archipelago roaming game board media in learning activities. In this study the indicators of students' intrinsic motivation are grouped into: awareness to learn, responsibility in doing assignments, interest in problems, not easily discouraged in achieving achievements, and student satisfaction with the success achieved. In addition to learning motivation, indicators that can be used as a reference in determining the effectiveness of archipelago roaming board media developed are student learning outcomes. According to Suyono and Hariyanto (2011, p.9) learning is an activity / process to gain knowledge, improve skills, improve behavior and attitudes, and strengthen one's personality. In line with this, Suprijono (2013, p. 7) that all aspects of humanitarian potential that change are forms of learning outcomes. This opinion is supported by Jihad and Harris (2003, p.14) learning outcomes are all forms of behavior (both from the cognitive, affective, or psychomotoric domains) that arise after the learning process and are settled for a certain period of time.

In addition to the media development process and the effectiveness of the media seen from the motivation and student learning outcomes, this study will also explain the feasibility of the media. The feasibility of the media will be determined by the results of expert validation and the results of filling out the questionnaire responses of teachers and students to the archipelago roaming board media. Furthermore, the results of this media development are expected to motivate students to learn the concept of Indonesia's geographical characteristics, so that their learning outcomes can be improved. For elementary school teachers, archipelago roaming board media can be used as an alternative learning media that is suitable for use in social studies learning, especially in the geographical characteristics of Indonesia. As for other researchers, the results of this study can be used as a reference in research on the development of elementary school social media learning.

II. Research Methods

This type of research is development, because the aim is to develop and produce a good quality social media learning media for the fifth grade elementary school. According to Riyanto's opinion (2007, p.148) that education development research aims to improve education, what will be developed is a learning media whose purpose is to increase the motivation and results of social studies learning in fifth grade elementary school students. The media developed is an archipelago roaming board game. This study emphasizes numerical data and is processed by statistical methods, so the method used is quantitative. This research was conducted at Gelam 2 Elementary School Candi District, Sidoarjo Regency in the second semester of the school year 2018-2019. The research subjects were the VB class as the pilot class and the VC class as the implementation class. The development of learning media in this study uses a 4-D model. In this study used instruments in the form of validation sheets, observation sheets of student activities during learning, teacher and student response questionnaires to the media, student learning motivation questionnaires, and learning outcomes tests, affective and psychomotor observation sheets.

Assessment on the validation sheet consists of four categories, namely, not good (score 1), enough (score 2), good (score 3), excellent (score 4). The final score of the validation is obtained from the average score of each aspect. Learning media is said to be good, if the validation results show the category of "good", or "very good." Data on student activity in the social studies learning material of Indonesian geographic characteristics is obtained through observation, then the observational data are analyzed based on percentages. following:

$$\text{Percentage of activity} = \frac{\text{number of frequencies for each aspect of the trip}}{\text{the number of frequencies of all aspects of observation}} \times 100\%$$

Data collection on responses to media in this study used teacher response questionnaires and student response questionnaires. Furthermore, the questionnaire data were analyzed using descriptive statistics with percentages. The percentage of each teacher or student response is calculated by the formula:

$$\text{Response} = \frac{\text{The number of positive responses to each aspect that appears}}{\text{Total number of respondents}} \times 100$$

The response of the teacher / student is said to be positive if the teacher / student's answer to the statement is positive for every aspect that is responded to with a percentage of $\geq 80\%$. To find out student learning motivation, a questionnaire was used. The results of filling in the student motivation questionnaire are calculated using the formula:

$$\text{Student learning motivation} = \frac{\text{Sum of subjectce}}{\text{maximum score}} 100\%$$

According to Arikunto (2010, p.250), one of the quantitative data analysis techniques in the form of percentage numbers is the categorization of data grouped by percentage range 81% -100% (very high category), 61% -80% (high category), 41 % -60% (sufficient category), and <21% (low category). Student learning outcomes data obtained from student learning outcomes test scores are then processed to determine individual completeness, validity and reliability of the test. Student learning completeness criteria include cognitive, affective, and psychomotor aspects. The completeness of learning each aspect is calculated by the formula:

$$\text{Learning outcomes} = \frac{\text{number of scores} \times 100\%}{\text{maximum number of scores}}$$

According to Riyanto (2007, P.80), an instrument can be categorized as good if the instrument meets two requirements, namely valid and reliable. The validity of the test used in this study is item validity. The way to determine item validity is by correlating the acquisition score of each item with an overall / total score. The test items of this study are said to be valid if they reach validity with sufficient, high, or very high categories. The test items which are included in the very low category will be corrected again. A set of tests is said to be reliable if the test is used for the same subject, the results are relatively fixed. To determine the reliability of the test in this study the KR-20 formula will be used. Criteria for learning outcomes are stated to be of good quality if the coefficient of test reliability is included in the medium category or high category.

III. Result

Based on the 4-D model development procedure, the development steps in this study include the defining phase, the design phase, the development stage, and the deployment stage. The media on the archipelago roaming game board developed can be seen in the following picture.



Figure 3.1 Archipelago Roaming Board Game



Figure 3.2: Challenge card and information card of archipelago roaming board game

After the media, learning devices, and research instruments have been compiled at the planning stage, a number of validators are then assessed. The validator in this study consisted of two lecturers. The results of validation of the archipelago game board media obtained an average value of 3.9 with a very good and feasible category used without revision. The media and learning tools that have been revised are based on input from the validator, then tested in the VB class at Gelam SDN 2. Data collected in the implementation of the trial includes student activity, student motivation, student learning outcomes, response to media, and obstacles during learning. Student activity data during learning in the trial class is presented in the following table.

Table 3.1: Result of student's activity on eksperimen classroom

No	Observed aspect	Student's activity percentage			
		Teaching 1	Teaching 2	Average	Ideal range (%)
1	Listen to the teacher's explanation of the learning objectives	9, 5 2	10, 7 1	10, 1 2	9% ≤ P ≤ 11%
2	Understanding contextual issues in the LKPD	2 8, 5 7	2 7, 3 8	2 7, 9 8	2 7% ≤ P ≤ 3 3%
3	Resolve contextual problems	2 9, 7 6	2 8, 5 7	2 9, 1 7	2 7% ≤ P ≤ 3 3%
4	Discuss / ask friends / teacher	2 0, 2 4	2 0, 2 4	2 0, 2 4	1 8% ≤ P ≤ 2 2%
5	Draw conclusions	1 0, 7 1	1 0, 7 1	1 0, 7 1	9% ≤ P ≤ 1 1%
6	Behavior that is not relevant to KBM	1, 1 9	2, 3 8	2, 3 8	0% ≤ P ≤ 5%

Data on student learning motivation in the trial class is presented in the following diagram.

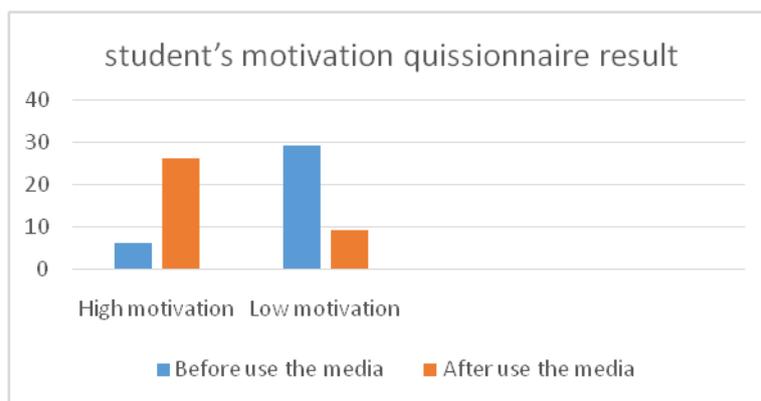


Figure 3.3 Diagram of class experiment student's motivation questionnaire result

In testing the validity of students' learning motivation questionnaire, the Pearson product moment formula was used with the help of SPSS version 22 application. The questionnaire of Social Sciences learning motivation consisting of 18 aspects as a whole was declared valid. Where from all the aspects tested, the calculation is greater than r_{table} , which is 0.355, then the results of the questionnaire validation test meet the requirements that $r_{count} \geq r_{table}$. Student motivation questionnaire produces a reliability value of 0.835. The Cronbach's Alpha value shows results greater than 0.6. So that the students' learning motivation instruments are

declared reliable. The learning result test instrument used consists of 4 description questions given before and after learning activities. Student learning outcomes in the pilot class can be seen in the following table.

Table 3.3: Outcomes of experiment class

N o	O u t c o m e s	P r e t e s t		P o s t t e s t		
		A m o u n t o f s t u d e n t	T o t a l	A m o u n t o f s t u d e n t	T o t a l	
1	4 1 - 5 0	6	2 1 2 4	-	3 0 3 4	
2	5 1 - 6 0	9		1		
3	6 1 - 7 0	1		9		2
4	7 1 - 8 0	1		3		
5	8 1 - 9 0	-		1		4
6	9 1 - 1 0 0			1		5
	S u m	3	5	3	5	
	A v e r a g e		6 0 , 6 9		8 6 , 6 9	

Tabel 3.4: Effectively result of classroom's experiment

N o	S c o r e	I n d e p e n d e n c i e s		C l a s s i c a l C o m p e t e n c e	T e a m w o r k		C l a s s i c a l C o m p e t e n c e
		A m o u n t o f s t u d e n t			A m o u n t o f s t u d e n t		
1	1	-		81,43%	-		81,43%
2	2	3			4		
3	3	1	9		1	7	
4	4	1	3		1	4	
	S u m	3	5		3	5	

Table 3.5: Psychomotor outcomes of experiment class

N o	S c o r e	A c c u r a c y		N e a t n e s s		G o o d n e s s		C l a s s i c a l C o m p e t e n c e
		A m o u n t o f s t u d e n t		A m o u n t o f s t u d e n t		A m o u n t o f s t u d e n t		
1	1	1		-		3		91,43%
2	2	7		9		5		
3	3	5	1	9	9	8		
4	4	2	2	7		1	9	
	S u m	3	5	3	5	3	5	

The test of the validity of the learning outcomes test tested is all valid. Where from all the questions tested, the calculation is greater than r table which is 0.334, then the results of the validation test have met the condition that r count itung r table. So, all items in the learning outcome test are declared valid. Based on the reliability test of the student learning outcomes test instrument yielding a reliability value of 0.741, it is already qualified that the Cronbach's Alpha value is greater than 0.6. So that the student learning outcomes test instrument is declared reliable. Data on teacher responses to the use of archipelago roaming board media can be seen in the following table.

Table 3.6: Teacher respons of media

N o	O b s e r v a t i o n A s p e c t	R e s p o n d e n t s c o r e	M a x i m a l s c o r e	P e r s e n t a g e (%)	C a t e g o r y		
1	D i s p l a y	1	0	1	2	8 3 , 3 3	P o s i t i v e
2	F i l l i n	1	1	1	2	9 1 , 6 7	P o s i t i v e
3	L a n g u a g e	8		8		1 0 0	P o s i t i v e
4	P r a c t i c a l i t y	1	0	1	2	8 3 , 3 3	P o s i t i v e
5	E f f i c i e n c y a n d E f f e c t i v e n e s s	1	0	1	2	8 3 , 3 3	P o s i t i v e
	A v e r a g e					8 8 , 3 3	P o s i t i v e

Data on student responses to the use of archipelago roaming board media can be seen in the following table.

Table 3.7: Student's respons of media

N o	P e r s e n t a g e o f r e s p o n d e n t s c o r e (%)	A m o u n t o f s t u d e n t	C a t e g o r y		
1	< 8	0	-		
2	8 0 - 9 0	2	6	P o s s i t i v e	
3	9 1 - 1 0 0	1	0	9	P o s s i t i v e

The effectiveness of archipelago cruising board media in social studies learning in grade V of elementary school refers to three aspects, namely student learning outcomes, student activities, and student learning motivation. The implementation of archipelago roaming board media in social studies learning was carried out in the VC class at Gelam 2 Elementary School.

Table 3.8: Outcomes of effectively result

N o	O b s e r v a t i o n a s p e c t	C a t e g o r i e s	C o n c l u s i o n
1	Mastery of classical learning outcomes	C o m p l e t e	Effective
2	S t u d e n t a c t i v i t i e s	W e l l	
3	Student's motivation to study	H i g h	

The preaching of the archipelago cruising board media was carried out through the KKG (teacher working group) activities in cluster 3 Candi subdistrict, Sidoarjo Regency. The activity was held at Gelam 2 SDN Candi on Saturday, April 20, 2019 at 11.00 to 12:30

IV. Discussion

The feasibility of archipelago roaming board media can be seen from the results of expert validation which shows a very good category. In addition, the feasibility of the media can also be seen from the results of filling in the questionnaire responses of teachers and students to the media in the trial class. Based on the results of filling in the teacher's questionnaire responses to the media, the average score was 88.33% with the positive response category. This shows that the teacher agrees that the boarding media for archipelago roaming games is suitable for use in social studies learning in the material geography of Indonesia. This situation is in accordance with the opinion of Munadi (2008, p.7) which states that with the existence of learning media that are made and used in a planned manner, learning activities can be followed by students effectively and efficiently. Based on the results of filling in the student questionnaire responses to the media, it is known that the average value of the response percentage of 26 students is in the range of 80-90%, while 9 students are in the range of 91 - 100%. so it can be concluded that students' responses to media are positive. This is consistent with the opinion of Jancic (2017, p. 892) that learning by using games in social studies teaching in elementary schools makes the learning experience more effective.

In principle, the media board for roaming the archipelago is used in groups, so that in learning activities students can actively discuss with the group. This of course also makes students active in learning activities. This situation is in accordance with the opinion of Kumar Shah (2016, p.84) which states that elementary school students like to study social studies with cooperative learning, field trips, working in groups and actively, thinking critically, conducting group discussions, using question and answer techniques, and presentation. In accordance with the purpose of developing this media, namely to improve social studies motivation and learning outcomes of grade V students of elementary school, the effectiveness of archipelago roaming game board media in social studies learning material of Indonesian geographical characteristics can be seen from student motivation and learning outcomes. Based on the results of the trials in the VB class of SDN Gelam 2, it can be seen that the average percentage of the results of filling in the initial motivation questionnaire in the VB class is 55%. This shows that the social studies learning motivation of VB class students is generally in the sufficient category. The average percentage of the results of filling in the VB class motivation questionnaire after using the archipelago roaming game board media increased to that of 67%. So that it can be concluded that the motivation to study social studies in VB graders after learning to use the archipelago roaming board media is in the high category.

Based on Herzberg's two-factor motivation theory (in Sudrajat, 2008, p.24), motivation consists of motivational and maintenance factors. All things that encourage someone to achieve and are intrinsic (originating from within) are called motivational factors. Conversely, everything that comes from outside of someone (extrinsic) but also determines a person's behavior is called a maintenance factor. Media boarding game for archipelago roaming in social studies learning in class VB can act as a motivational factor. When the trial takes place, it is known that students tend to want to compete with their group friends to get the highest numbered postal position, so students try to answer the challenge correctly through the stage of understanding the information that appears on the previous card. Indirectly students learn important information related to the material being studied. This situation is in accordance with Thorndike's connectionism theory which states that the basis of learning is the occurrence of an association between sense impressions and impulses to take action (impulse to action) or the relationship between stimulus (S) and Response (R) called Bond, so that it is known with the theory of S-R Bond (Riyanto, 2009, p.6). The third primary law, the law of effect, is the basis for students to try to understand the information on the card so that they can go two steps to the next post.

Judging from the student learning outcomes of the experimental class showed that the average posttest score reached 86.69. The completeness of affective learning outcomes reached 81.43% and the completeness of psychomotor learning outcomes reached 91.43%. So it can be concluded that the average value of the trial class is completed in a classical manner. The results of validity and reliability tests on motivation questionnaires and student learning outcomes tests using SPSS version 22 indicate that both are valid and reliable. The final media which was obtained in the trial phase was subsequently implemented in social studies in the VC class at SDN Gelam 2. Research in the implementation class was conducted to describe the effectiveness of the use of archipelago roaming board media in social studies learning in the Indonesian geography of grade V elementary

school. Learning outcomes data based on the results of data analysis of learning outcomes in the implementation class include cognitive, affective, and psychomotor learning outcomes. Many pre-test scores obtained by students before learning had not yet reached KKM (75), where the classical completeness of the VC class was only 2.94%. After conducting social studies learning using board media roaming games, classical completeness in the archipelago increased to reach 94.12%. Thus the social studies learning outcomes of the material of Indonesian geographic characteristics in class VC students can be said to be completed in a classical manner.

Referring to the initial study where the learning outcomes of the knowledge class VC students in KD 3.1, the material characteristics of Indonesian geography showed a class average of 77, after IPS learning the material characteristics of Indonesian geography using archipelago roaming board media rose to 86.26. So that it can be concluded that the use of archipelago roaming board media is effective in improving the learning outcomes of the student's knowledge area. The completeness of cognitive learning outcomes is one indicator of achieving the stated learning goals. This is in accordance with the opinion of Trianto (2010, p.2) that the effectiveness of learning is the result of use obtained after the implementation of the learning process. According to Jihad and Harris (2003, p.14) learning outcomes are all forms of behavior (both from the cognitive, affective, or psychomotoric domains) that arise after the learning process and are settled in a certain time. So that in the implementation class, in addition to seeing cognitive learning results through tests, observations were also made on affective and psychomotor aspects.

The completeness of the affective learning outcomes of the implementation class students reached 91.18%, while the completeness of the psychomotor learning outcomes reached 88.24%. Referring to the initial study in which the learning outcomes of the VC class skills in KD 4.1 Indonesian geographic characteristics showed a class average of 78, after IPS learning the material characteristics of Indonesian geography using boarding media roaming the archipelago rose to 80.88. So it can be concluded that the use of archipelago roaming board media is effective in improving the learning outcomes of fifth grade students of elementary school. The results of the initial questionnaire indicate that the average percentage of the results of filling in the initial motivation questionnaire in the VC class is 40%. After carrying out the learning activities by using archipelago roaming board media as much as two meetings, the students again filled out the Social Sciences learning motivation questionnaire. The questionnaire results showed that the average percentage of the results of the implementation class motivation questionnaire filling after using the archipelago roaming board media increased to 67%. So that it can be concluded that the motivation to learn social studies in VC class students after learning to use archipelago roaming board media is in the high category.

The high learning motivation of students after using the archipelago game board media in line with the opinion of Lotherington and Ronda (2009, p.1), the development of games in learning can build students' skills. Ordinary games can attract the attention of students, especially elementary school students. Learning activities will be more affective and emotionally meaningful if the learning atmosphere is attractive to students. Uno (2006, p.33) explains that motivation is divided into two types, namely intrinsic and extrinsic. Motivation that arises because of the punishment or reward that comes from outside the individual is called extrinsic motivation. In this case the boarding media roaming the archipelago acts as extrinsic motivation for students. The rewards that students get (forward two steps ahead) if they can answer the challenge card correctly cause it to pay close attention to the contents of the information card, so that when the same challenges arise students can answer them easily. Indirectly students understand the material being studied through the process of understanding information cards. The observations on the implementation class show that the average activity of the students listens to the teacher's explanation of learning objectives reaches 9.25%, understands contextual problems in LKPD 27.98%, resolves contextual problems 30.95%, discusses / asks friends / teacher 19, 05%, attracts a conclusion of 10.12%, and irrelevant behavior with KBM 2.38%. So that overall student activities during learning can be categorized as good. During the learning process, students are actively involved in solving problems, discussing, and describing the results of problem solving to other friends. This shows that effective learning according to Hobri (2010, P.28) can be created in learning that students are actively involved in organizing and discovering information (knowledge), students are not only passive in receiving the knowledge conveyed by the teacher but they can provide responses active.

V. Conclusion

This development research resulted in archipelago roaming board media with learning tools that could increase the motivation and learning outcomes of social studies material in Indonesia's geographical characteristics in grade V elementary school. The development of this archipelago roaming board media through the validation and field trials stages according to the 4-D development research model. The developed media meets good criteria after going through the validation and field trials. Media boarding game for archipelago roaming is effective in increasing the motivation and learning outcomes of social studies material in Indonesia's geographical characteristics in grade V elementary school. This can be seen from the completeness of student learning outcomes in social studies subject matter Indonesian geographic characteristics are achieved classical,

student learning outcomes in the implementation class 94.12% reached a value of ≥ 75 , affective learning outcomes 91.18% achieved good criteria, and learning outcomes Psychomotor 88.24% achieved good criteria. Student activities during social studies learning using archipelago roaming board media meet good criteria. Student learning motivation after using archipelago roaming board media in social studies learning increased in high category.

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