Developing Red-White Monopoly Games through Integrative Thematic Learning in the Primary School

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Abstract

Playing is a fun activity and liked by children. It can be used as a media of learning. The observations carried out in SD Negeri 3 Sawah Lama Bandar Lampung found that the learning media used was not interesting for students to learn. The aims of the study are to determine the steps in developing a game of red-and-white monopoly media;to know the quality of red-and-white monopoly games; and to find out the responses of students to the red-and-white monopoly game. This study is a research anddevelopment (R & D) using the Borg and Gall model. The steps start from exploring potential aspect and its problems, data collection, product design, design validation, design revision, product testing, and product revision. The techniques of data collection are observations, interviews, and questionnaires.The data analysis technique uses is qualitative descriptive. The results of the analysis show that the assessment of material experts gained an average of 93% "very good",the assessment of media experts gained an average of 92% "very good", the assessment of education practitioners gained an average of 90% "very good". While the questionnaire responses of students in the small class trials gained an average of 96% "very good" andthe results of a large class trial gained an average of 94% "very good". Based on the results of the description above, the products developed by researchers are feasible to be used as learning media.

Keywords: *media, monopoly games, integrative thematic learning*

Abstrak

Bermain merupakan kegiatan yang menyenangkan dan disukai oleh anak-anak. Bermain juga dapat digunakan sebagai media dalam pembelajaran. Hasil observasi yang dilakukan di SD Negeri 3 Sawah Lama Bandar Lampung didapati bahwa bentuk media pembelajaran yang digunakan tidak menarik peserta didik untuk belajar.

Penelitian ini bertujuan untuk mengembangkan media permainan monopoli merah-putih, mengetahui kualitas media permainan monopoli merah-putih, dan untuk mengetahui respon peserta didik terhadap media permainan monopoli merah-putih. Penelitian ini merupakan penelitian pengembangan (R&D) dengan menggunakan model Borg dan Gall. Langkah-langkahnya dimulai dari menggali potensi dan masalah, pengumpulan data, desain produk, validasi desain, revisi desain, uji coba produk, dan revisi produk. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan angket. Teknik analisis data yang digunakan adalah deskriptif kualitatif. Hasil penelitian menunjukkan bahwa penilaian ahli materi memperoleh rata-rata 93% "sangat baik", penilaian ahli media memperoleh rata-rata 92% "sangat baik", penilaian praktisi pendidikan memperoleh rata-rata 90% "sangat baik". Sementara itu, respon peserta didik pada uji coba kelas kecil memperoleh rata-rata 96% "sangat baik", dan hasil uji coba kelas besar memperoleh rata-rata 94% "sangat baik". Berdasarkan hasil uraian di atas, maka produk yang dikembangkan oleh peneliti layak untuk digunakan sebagai media pembelajaran.

Kata kunci: *media, permainan monopoli, pembelajaran tematik integratif*

INTRODUCTION

Technological advances are making the internet as a first choice for browsing andit is very high in use (Halim, 2015). Kemp's report in Southeast Asia Digital 2015, internet usage has reached 88.1 million people or around 34% of the population of Indonesia (Irwandani, 2016). It can be seen that people are competing to keep up with the progress of the era, so that it influences the pattern of human life both in terms of mindset and behavior (Witarsa, Hadi, Nurhananik, & Haerani, 2018). The other impact influence in several aspects of life such as economic aspects, cultural aspects, social aspects, and aspects of education (Pibriana & Ricoida, 2017; Rahman, 2016).

The effect of technological advances in education certainly have positive and negative impacts (Ngafifi, 2014; Rahman, 2016). The positive impact is students can use gadgets to multiply references, expand and develop knowledge. However, the negative impacts include abuse in terms of accessing pornography which can cause difficulty concentrating, decreased learning outcomes. It leads to damage the brain and especially have a negative impact on the development of students' psychology (Chusna, 2017; Haryani, Mudjiran, & Syukur, 2012; Puspitasari , Latif, & Widiastuti, 2013).

Students tend to use gadgets for playing games rather than reading educational content. Students become less focus on their environment (Trinika, Nurfianti, & Abror, 2015). Using gadget for a long time has a negative effect, especially for student eyes health, because of its radiation (Bawelle, Lintong, & Rumampuk, 2016). In addition, playing gadget for long hours can stimulate dopamine hormones that make addiction. It can reduces students interest in learning, and the learning activities will also be disrupted at school (Asif & Rahmadi, 2017; Puspitasari, Latif , & Widiastuti, 2013).

Islamic Elementary School (Madrasah Ibtidaiyah) students level are children aged 6 to 12 years (Hajj, 2015; Jannah, 2015). At this age students are entering a concrete operational stage (Arifuddin & Arrosyid, 2017; Prastowo, 2014; Trianingsih, 2016). Students also will find more enjoyable times than playing gadgets. Therefore, it is not blamed if the elementary / MI level has a fondness to play.This is in accordance with the characteristics of elementary school students including their high curiosity, having fun and playing, trying new things, having the desire to achievement, and the desire to play with peers (Hajj, 2015), but in playing gadgets is also not justified (Witarsa, Hadi, Nurhananik, & Haerani, 2018).

Based on the above, there is a need for doing collaboration among parents, environment, and teachers for providing guidance to students. It can reduces the student desire to play excessive gadgets (Febrino, 2017). Islam confirms that the potential development of students is one of the responsibilities for parents as well as educators in schools (Jannah, 2015; Sukring, 2016; Trianingsih, 2016).

Teachers should give attention to the characteristics of students according to their age This is an important factor to be success in learning activity (Nasution, 2017). The achievement of learning is inseparable from the importance of teachers in assisting students (Shawmi, 2016). It is good to be said that successful learning is growing and developing a positive process (Maranti, Martini, & Isnawati, 2016). Learning can be fun if the atmosphere in the classroom feels relaxed, free from pressure, safe, interesting, and can build students spirit to be more focus on the material (Fiteriani, 2015). There are three factors influence students in learning, namely internal, external, and learning approaches (Ismail, 2017; Maesaroh, 2013).

Based on the observations made in 3 Sawah Lama Elementary School in Bandar Lampung, student was less interested in learning because the media of learning is only using the textbooks. The result is learning activity become less attractive. Educators need a new interesting media to increase students' spirit in learning. There are several principles that educators must know in learning, one of them is learning while playing. This principle can be implemented effectively to the age of child (Trinova, 2012).

Playing has the effect of pleasure without considering the final results of the activities (Holis, 2015; Sato & Haan, 2016). Also, playing can develop several dimension of the student such as physical, social, emotional and cognitive aspects (Erfayliana, 2016). Playing can be adapted to serve as a learning medium which is an intermediary tool and also aids in the learning process (Primasari, Zulfiani, & Herlanti, 2014; Purwono, Yutmini, & Anitah, 2014). One type of game that can be adapted into a learning medium is a game of monopoly (Siskawati, Pargito, & Pujiati, 2016). This game has spread in New York since 1910 and is already famous in the world (Rohman & Mutmainah, 2015).

Monopoly games can be used to various learning, including integrative thematic learning. Integrative thematic learning is learning that combines several subjects into certain themes related to everyday life (Hidayah, 2015; Indriani, 2015; Karyani, 2017; Millah & Syah, 2017). Some of these subjects are citizenship education, Indonesian language education, mathematics, science, social studies, and SBDP (Purwanti, 2016). This learning emphasizes the involvement of students (Firdaus & Badriyah, 2018; Syaifuddin, 2017). This combination will be able to provide a new learning atmosphere and it is not monotonous. Students do not feel burdened to learn, they will learn while playing with this learning process and the meeting will be very enjoyable for increasing students' interest to learn.

The above statement is supported by several studies have used monopoly game, such as of the study from Fitriyawany (2013) which proves that the use of monopoly media in cooperative learning has a positive influence on the quality of learning. Nuryanti as quoted by Suprapto (2013) also proved that this monopoly media can increase students' interest in learning. Some researchers have also developed a game of monopoly in learning and proved that monopoly learning media are suitable for use in learning. Zahro (2015) in learning Javanese script, Arif & Siti in learning arts and culture and deep skills (Rohman & Mutmainah, 2015), Afifurrahman & Susarno (2014) on the thematic learning theme of my experience, Solekhah (2015) on the thematic learning theme of my residence. The difference between this study and the previous ones is the selection of learning materials, rules of the game, and the product design. The purpose of this study is to develop a medium of red-and-white monopoly games, to know the quality of the media, and to find out the responses of students to the media.

METHODS

This study used Borg and Gall procedural model, which has ten steps in product development (Lusiana & Lestari, 2013; Muji, 2014), but it was only carried out until the seventh step. Because, the researcher only focus on how the response of students to the products developed and it does not reach the stage of mass production. The subjects of this study are experts, education practitioners, and students. This research was conducted in three different schools, namely in Public Elementary Schools (SD) 3, 2, and 1 Sawah Lama, Bandar Lampung. Data collection techniques in this study are observation, interviews, and questionnaires. Observations were made to determine the initial conditions of the school and the the students. Interviews are conducted by researchers to educational practitioners and the teachers to know the problems before developing the product. Questionnaires were given to experts and education practitioners for assessing how the products developed by researchers. Based on the results of the questionnaire the researchers will get quicker and more convincing answers because they

directly get information from sources..

Through the research instruments, product development is carried out by researchers with direction from the supervisor. The products development of is adjusted from the assessment of the education practitioners' validation team and students. There are two validation team namely material validation and media validation. Validation teams, education practitioners, and students will be given an assessment questionnaire, but students do not have a suggestion box while the validation team and education practitioners have. It is provided as additional input points for product improvement.

Meanwhile, the data analysis technique in this study used descriptive qualitative, which contained the presentation of the results of product development carried out by researchers. All data from the validation team, education practitioners, and students as well as student response questionnaires were analyzed by qualitative descriptive analysis techniques. The steps in analyzing it are as follows:

1. Scoring of each criterion is as follows:

Table 1. Guidelines for Assessment Score

Criteria	Information	Score
VG	Very good	5
G	Good	4
F	Fair	3
ID	Inadequate	2
IC	Inacceptable	1

(Sulistyaningrum, 2017)

2. Calculation is done by using the formula, as follows:

$$P = \frac{\text{Score from data collection process}}{\text{All score for the highest criteria}} \times 100\%$$

Information:
P = Percentage of Eligibility
(Asyhari & Silvia, 2016)

3. Summarize the results of calculations by looking at table 2 below:

Table 2. Percentage of Qualitative Criteria

Percentage (P)	Criteria
P> 80%	Very good
60% <P <80%	Good
40% <P <60%	Fair
20% <P <40%	Inadequate
P <20%	Inacceptable

(Asyhari & Diani, 2017)

RESULTS AND DISCUSSION

The Product Specifications

This study was done for producing a specific product, namely the Red-White Monopoly Game Media on integrative thematic learning. This product has been validated by media experts, material experts, and education practitioners and tried to see the students' response. The steps must be passed by the researcher to produce this red-and-white monopoly game media are starting from exploring potential and problems, data collection, product design, design validation, design revision, product testing, to the seventh stage, namely product revision . As for some examples of display images and equipment for the Game Media of Monopoly Red-White, as follows:

Figure 1. Display of red-white monopoly

Figure 2. Display of complex property cards

Figure 3. Display of general fund cards

CATATAN SEJARAH

KERAJAAN PAGARUYUNG

Kerajaan Pagaruyung adalah kerajaan yang berasal dari Sumatera Barat. Kerajaan ini berawal dari adanya ekspedisi Pamalayu pada tahun 1275. Ekspedisi pamalayu adalah ekspedisi menaklukan melayu dengan pusat kerajaan.

Beberapa raja yang pernah memimpin dikerajaan Pagaruyung, sebagai berikut:
1. Raja Adityawarman (1347-1376)
2. Ananggawarman (1376)
3. Sultan Alif (1560-1583)
4. Yang dipertuan Raja Muningsyah I
5. Sultan Abdul Jalil
6. Yang dipertuan Agung Rajo Basusu Ampek bergelar Sultan Alam Muningsyah II (1615)
7. Sultan Ahmad Syah (1650-1680)
8. Sultan Bagagas Alamsyah (Sultan Muning III)
9. Yang dipertuan sembahyang III (Sultan Sembahyang III)

Wafatnya Sultan sembahyang III pada tahun 1870 mengakibatkan kerajaan Pagaruyung menjadi runtuh.

Beberapa peninggalan dari Kerajaan Pagaruyung, sebagai berikut:
1. Batu kasur*
2. Makam raja-raja Pagaruyung

Figure 4. Display of historical note cards

KESEMPATAN

Tidak hapal Pancasila denda Rp.45.000
.

Rumah Kebayat
Rumah adat dari Provinsi DKI Jakarta

Figure 5. Display of opportunity cards

KARTU KENDALI MONOPOLI MERAH-PUTIH

Nama :
Kelas :

No.	Nama Penanya	Keterangan	
		Benar	Salah
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
Total:			

Figure 6. Display of the control card

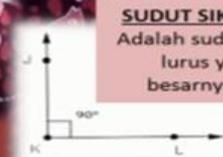200 **DUA RATUS RUPIAH**

PERSEGI

Motif Batik Jonasan Dari Madura

Bank Monopoli Merah-Putih

500 **LIMA RATUS RUPIAH**

SUDUT SIKU-SIKU
Adalah sudut tegak lurus yang besarnya 90°

Motif Batik Dari Lamongan

Bank Monopoli Merah-Putih

Figure 7. Display of money cards

The Results of Product Validation

This step is carried out to assess how the product design was developed by the researcher. This assessment is done by material experts and media experts whose produce the form of assessments, inputs and suggestions based on the products developed. The results of product assessment of the two material experts obtained are in the aspect of content eligibility to get 90% results, the feasibility aspect of presentation gets 100% results, language feasibility aspects get 93%, and contextual assessment aspects get 90%. The average is 93%. It goes into very good criteria. The difference judgments of the two material experts can be seen from the table 3 as follows.

Table 3. Assessment of material experts I and II

No.	Aspect	Percentage		Total
		Expert I	**Expert II**	
1	Content Feasibility	100%	80%	90%
2	Feasibility of Presentation	100%	100%	100%
3	Feasibility of Language	100%	85%	93%
4	Contextual Assessment	80%	100%	90%
	Average			93%

Whereas, the assessment results from the two media experts are combined. It obtained in the aspect of display media get 87%, aspects of use get 90% and language usage gets 90%. If it is averaged from the total, all the assessments get 89% and classified into very good criteria. The difference judgments of the two material experts can be seen from the table 4 as follows.

Table 4. Assessment of media experts I and II

No.	Aspect	Percentage		Total
		Expert I	**Expert II**	
1	Media Display	93%	80%	87%
2	Media Use	100%	80%	90%
3	The Use of Language	100%	80%	90%
	Average			89%

In addition, there are education practitioners whom participate in providing assessments, and suggestions for this study. The assessment of the three education practitioners were combined, and obtained in the aspect of content eligibility 90%, 90% for the feasibility aspect of presentation, 100% for the aspects of use, 90% for language feasibility aspects, and 80% for the aspect of contextual assessment. From the average of the five aspects above is 90%, and it goes into very well criteria. The difference judgments of the three education practitioners can be seen from the table 5 as follows:

Table 5. Results of Educational Practitioner's Assessment

No.	Aspects	Education Practitioner			Percentage
		I	**II**	**III**	
1	Feasibility of Contents	100%	90%	80%	90%
2	Feasibility of Presentation	100%	100%	80%	90%
3	Media Use	100%	100%	100%	100%
4	Feasibility of language	80%	100%	90%	90%
5	Contextual Rate	80%	100%	60%	80%
	Average				90%

The Red-White Monopoly Game also passed trials, namely trials of small classes and large classes. This small class trial was conducted in one school, namely SD Negeri 3 Sawah Lama. Meanwhile, a large class trial was conducted in three schools namely SD 3, SD 2, and SD Negeri 1 Sawah Lama Bandar Lampung. Based on the results obtained which have been averaged in the small class trials, it was found that the response of students to the products reached 96% into the very well criteria. Whereas, based on the assessment of students' responses to the large class trials from the three schools got 94% and classified into very good criteria. The difference judgments of the three education practitioners can be seen from the tables 6 and 7as follows:

Table 6. Percentage of Small Class Tests

Aspects	Small Class
Media Display	95%
Feeasibility of Content	95%
Feasibility of Language	97%
Average	96%

Table 7. Percentage of Big Class Tests

Aspects	Big Class SDN 3	Big Class SDN 2	Big Class SDN 1
Media Display	93%	95%	95%
Feeasibility of Content	90%	91%	91%
Feasibility of Language	90%	94%	97%
Average	91%	93%	94%

This study was conducted to analyze the needs of students for interesting learning media and considering the characteristics of the elementary school students who are still very enjoy in playing (Hajj, 2015). In line with the previous studies which said that learning media is needed in supporting the learning process (Mahnun, 2012; Muhson, 2010; Primasari, Zulfiani, & Herlanti, 2014; Umar, 2014). So the researcher develops learning media while playing namely

Monopoly Red-White game. It can be used in thematic learning theme 7 (History of Indonesian Civilization) which is taught in the fifth grade of SD / MI.

The Media provides an interesting learning atmosphere. It is not monotonous and the students feel enjoy. Through this game, students are given the opportunity to play with their friends, interact, and gain knowledge from the process of using the media. Before the media applied to the students, it had passed the assessment stage and advice from material experts, media experts, and education practitioners. The results of the assessment of material experts get an average of 93% (very good), the assessment of media experts gets an average of 89% (very good). The assessment of education practitioners gets an average of 90% (very good). Based on the above assessment, the products developed are categorized as very good.

Beside the assessment of material and media experts, researchers conducted two trials for students in small class trials and large class trials. The results of the assessment of the response of students in small classes divided into several things, they are appearance aspect of the media get 95% and 95% for the content feasibility aspects, while the feasibility of the language gets 97%. The average of the three aspects above is 96% and categorized as very good criteria. In line with the results of the small class trials above, the large class trials have been averaged with several aspects, 95% for the media appearance aspect, 92% for the feasibility aspect and the language feasibility is 95%. The average of the three aspects above is 93% and classified into the very good category. This study result are supported by the previous research from (Afifurrahman & Susarno, 2014; Rohman & Mutmainah, 2015; Solekhah, 2015; Zahro, 2015) which states that media monopoly games are suitable. It can be used as an effective learning media for rising good student response and participation in the classroom.. Thus it can be stated that the Media of the Red-White Monopoly Game is very well used as a learning medium in the integrative thematic learning of fifth grade students of SD / MI.

CONCLUSION

The development of red-and-white monopoly game on integrative thematic learning in fifth grade students of SD / MI, has passed the validation from media experts, material experts, education practitioners, small class trials, and large class trials to three different schools. The results of the assessment that have been given, from the validation of material experts obtain an average percentage of 93% with the criteria of "very good". The results of the media expert validation obtained an average percentage of 89% with the criteria of "very good". Validation results with education practitioners get an average percentage of 90% with the criteria of "very good". Also, the red-and-white monopoly game has passed the stage of testing at the small classes and large classes given to students in three different schools, while the results of small

class trials get an average percentage of 96% with the criteria of "very good" and results Large class trials obtain an average percentage of 93% with the criteria of "very good". Based on the results of the description above, the product developed by the researcher, namely the red-white monopoly game is feasible to be used as a learning media. Therefore, the media of red-and-white monopoly games is highly recommended for SD / MI teachers to be used in integrative thematic learning, especially in the 7th theme of the history of Indonesian civilization.

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