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### **Monopoly Learning Media Development in Surrounding Materials and Area of Class Flat Buildings IV in SD Negeri 35 Gedong Tataan**

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#### **Abstract**

This study aimed to develop monopoly learning media on grade IV flat building material at SD Negeri 35 Gedong Tataan. Research and development is the type of research used (R & D). The study subjects were grade IV students in the 2021/2022 academic year, totaling 18 students. The data collection techniques used are interviews, assessment questionnaires, and documentation. The media was tested with 2 stages: small-scale and large-scale. As a result, small-scale trials and large-scale trials, respectively, with a percentage of 92.5% and 93.03%, were categorized as "Very Good." Thus, this monopoly media is suitable for mathematics learning, especially in grade IV flat builds' roving and broad material.

**Keywords:** Development Research, Monopoly, Build Flat

### **PENGEMBANGAN MEDIA PEMBELAJARAN MONOPOLI PADA MATERI KELILING DAN LUAS BANGUN DATAR KELAS IV DI SD NEGERI 35 GEDONG TATAAN**

#### **Abstrak**

Tujuan penelitian ini adalah untuk mengembangkan media pembelajaran monopoli pada materi bangun datar kelas IV di SD Negeri 35 Gedong Tataan. Jenis penelitian yang digunakan adalah penelitian dan pengembangan (R&D). Subjek penelitiannya adalah peserta didik kelas IV tahun pelajaran 2021/2022 yang berjumlah 18 orang peserta didik. Teknik pengumpulan data yang digunakan yaitu wawancara, angket penilaian, dan dokumentasi. Media tersebut diujicobakan dengan 2 tahap, yaitu ujicoba skala kecil dan uji coba skala besar. Hasilnya, uji coba skala kecil dan ujicoba skala besar secara berturut-turut dengan persentase 92.5% dan 93,03% dikategorikan "Sangat Baik". Sehingga, media monopoli ini layak digunakan dalam pembelajaran matematika khususnya pada materi keliling dan luas bangun datar kelas IV.

**Kata kunci:** Penelitian Pengembangan, Monopoli, Bangun Datar

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## INTRODUCTION

Mathematics is one of the scientific disciplines that can improve the ability to think argue and contribute to solving everyday problems in the world of work. (Rohmah, 2020) states that mathematics is a field of study at all levels of education, from elementary school to university. Even mathematics is taught in kindergarten informally. Because of that, mathematics is necessary both for everyday life and in dealing with science and technology progress, so mathematics needs to be provided to every student from elementary school even from kindergarten (Surya & Tirtoni, 2021).

Mathematics is included in the learning content, which is considered difficult and boring for students, even though everyone must learn it because it is a means to solve problems in everyday life (Wahyudi, 2020). Based on this statement, teachers should have the creativity to create a learning process that is not boring so that student's interest in learning mathematics can increase. The role of the teacher in the learning process is very large (Lestari & Ningrum, 2022). To obtain optimal learning outcomes, all components in learning must be considered. One of the components is learning media.

(Rischa Dwi Arianti et al., 2020) Many experts put forward the notion of learning media. About education, media is anything or a system that is used to convey communication or other learning stimuli to students (Cahyani et al., 2022). (Khastini et al., 2022) view media in learning design as a means of communication and a driving force for learning (Garwan et al., 2023).

Similar opinion according to (M. R. Putra et al., 2020) that the media is a means of communication channels. Media comes from Latin and is the plural form of the word "medium" which means "intermediary", namely the intermediary between the source of the message (a source) and the recipient of the message (a receiver) (W. T. Handayani et al., 2023). Heinich also gave examples of this media such as film, television, diagrams, printed materials, computers, and instructors (Hakim, 2022).

(Riana et al., 2023) learning media are all physical tools that can present messages and stimulate students to learn. The use of media in the learning process is very important because it can influence the interest and motivation of students in learning, especially in learning mathematics, which is considered boring (Prabali & Sukmana, 2021). Before determining the media suitable for elementary school-age children, the teacher needs to analyze the characteristics of the students first (Mauliyda et al., 2020). One of the characteristics of students who are quite prominent is playing and in groups. The world of children cannot be separated from play or games (M. J. A. Putra & Nisa, 2021).

Based on the results of the pre-research interviews that the researchers conducted at SD Negeri 35 Gedong Tataan on November 15 2021, it was found that the learning media used in the learning process still needed to be varied (Muslim et al., 2021). The process of learning mathematics in grade IV uses mostly printed books and occasionally uses objects connected to mathematics learning material (Sari & Gunawan, 2018). When the researchers interviewed fourth-grade students at SD Negeri 35 Gedong Tataan regarding the monopoly game, the students already knew and had played monopoly so they were very enthusiastic when invited to play monopoly (T. O. Handayani & Ubaidillah, 2022).

Monopoly game is one of the most famous board games in the world (Herdani et al., 2015). The game aims to control all the tiles on the board through buying, renting, and exchanging properties in a simplified economic system. Each player rolls the dice in turn to move his piece, and if it lands on a plot that another player does not yet own, then that player can buy that plot according to the price stated (Hastanti, 2020). If another player has purchased the plot, the landlord must pay rent according to a predetermined amount (Sukmawati & Nugroho, 2016).

In a monopoly game, equipment is needed: 1) pieces or pawns to represent the players, 2) two dice with 6 sides each, 3) property cards for each property. This card is given to the player who bought the property. The card lists property, rental, mortgage,

house, and hotel prices. 4) Board game with tiles: 22 places, divided into 8 colored groups with two or three places each, 5) Monopoly coins, 6) 32 houses and 12 hotels of wood or plastic, and 7) Cards General Fund and Opportunity cards.

Before the researchers conducted this research, there had been several previous studies related to the monopoly game as a learning medium. One is research by ([Ramadhani et al., 2022](#)) entitled Development of Red-White Monopoly Game Media in Integrative Thematic Learning for Class V SD/MI Students. This research produces products with validation values that are very feasible to be used as learning media. In line with that, research by ([Ashari & Purwanti, 2017](#)) entitled Development of Monergi Media (Energy Monopoly) to Grow the Ability to Understand Science Concepts for Elementary School Students also produces validation values categorized as very feasible for use in learning.

The relevance of these two studies to the research that the researchers will carry out lies in developing a similar media, namely monopoly learning media. Meanwhile, the difference lies in the scope of learning materials, research subjects, and research locations. Based on the relevant research above, monopoly learning media can support the learning process in the classroom.

Seeing these conditions, researchers are interested in developing a game that can be used as a medium for learning mathematics. Learning media, if collaborated with a game children love, will become an interesting learning media. Monopoly game is a game that is widely known by the public, especially children. The rules of the monopoly game and how to play it are known to many people, so the use of the monopoly game as a learning medium will be very enjoyable for students. Monopoly games played in groups can also increase student social interaction. The material the researcher will combine with the monopoly game is flat shape material in grade IV of elementary school.

Based on the thoughts and findings above, the researcher tries to raise a title from the discussion above, namely "Development of Monoply Learning Media in Flat Shape Material for Grade IV Students at SD Negeri Gedong Tataan".

## **METHODS**

This research was conducted at SD Negeri 35 Gedong Tataan, at Jl. Imam Bonjol Canal, Life Confinement, Gedong Tataan District, Pesawaran Regency. The research subjects were fifth-grade students for the 2022/2023 academic year, with 18 students with 14 male and 8 female students. The type of research used by researchers is research and development or what is called the term Research and Development (R&D). According to ([Rabiah, 2018](#)), research and development methods or in English Research and Development are research methods used to produce certain products and test the effectiveness of these products. The development model that researchers use is the 4-D (Four D) device development model by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melyn I Semmel. This 4-D (Four D) device development model can be adapted to 4P with four stages: definition, design, development, and deployment.

In this case, the researcher will develop the development of monopoly learning media in mathematics subject, flat shape material in grade IV elementary school. The researcher developed this media in mathematics subject on flat shape materials in grade IV Elementary Schools to find out how the feasibility and response of educators and students to the attractiveness of this monopoly media.

The data collection techniques used in this study were interviews, assessment questionnaires, and documentation. The instruments were interview guidelines and assessment questionnaire sheets. Data analysis techniques in this research and development use a Likert scale. The Likert scale measures attitudes, opinions and perceptions of a person or group. Likert scale in the form of a questionnaire has 4 answer choices. Assessment by material experts, media experts and teachers shows the feasibility

of the media included in the table. Then the data becomes a guideline for revising the media that has been developed; then it is analyzed to determine the feasibility of the media. The total assessment score can be calculated using the following formula:

$$P = \frac{\text{skor hasil pengumpulan data}}{\text{jumlah skor kriteria}} \times 100$$

## **FINDINGS AND DISCUSSION**

Researchers used this study's 4-D (Four D) device development model. This model was developed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melyn I Semmel. The 4-D model development procedure consists of 4 stages, namely:

### **1. Define**

Based on the initial analysis results, the researchers identified problems in learning mathematics in class IV at SD Negeri 35 Gedong Tataan; namely, the media used in the learning process of mathematics could have been more varied. The process of learning mathematics in grade IV uses mostly printed books and occasionally objects connected to mathematics learning material. Therefore, the alternative solution researchers offer is to develop a media that can be used to learn mathematics.

Based on student analysis carried out by direct observation during pre-research and interviews with class IV teachers at SD Negeri 35 Gedong Tataan regarding the learning process and student characteristics, it was found that the characteristics of students in class IV were sometimes still difficult to regulate and condition in class, as well as students' perspectives on learning mathematics which is considered boring so that student's interest in learning is also lacking. Another characteristic is that students like to play in groups. Therefore, researchers are thinking of developing learning media that collaborates with games. The material studied is the circumference and area of class IV SD flat shapes. Based on the reality in the field, students tend to play in groups. Therefore, researchers will create a learning atmosphere that is not boring by learning while playing. The material for the perimeter and area of flat shapes will be packed with games widely known by the public.

### **2. Design**

This stage is intended to design or design the content of learning media adapted to learning material, namely the circumference and area of flat shapes in the 2013 curriculum, through the cards in the monopoly game. The learning media includes coloring and an attractive display accompanied by pictures related to the material. The learning media produced in this development is monopoly learning media on mathematics learning content, especially on the circumference and area of flat shapes with product specifications including monopoly boards, question cards, answer cards, knowledge cards, assistance cards, dice, pawns, houses, cash, and game manuals. In general, product specifications for this media use paper as a material, except for boards, houses, and dice, which use a plastic base material. Meanwhile, pawns use acrylic as the base material.

### **3. Development**

The development stage is the stage to produce a development product. This stage consists of expert appraisal, revisions, and developmental testing. Media expert validation is a validation stage that determines the level of product feasibility in terms of the learning media displayed. Lecturers from the Elementary School Teacher Education Department STKIP PGRI Bandar Lampung carried out media expert validation. The following are validation results and input from media experts:

Table 1. Media Expert Validation Data

No	Rating Aspect	Value	Max Value
1	Media Suitability	6	8
2	Media Physical Quality	40	40
3	Engineering Quality	8	8
4	Media Fascination	12	12
Total		66	68
Presentase		97.05% (very worth it)	100%

Based on the results of the media expert validation above, it can be seen that the flat monopoly learning media gets an overall score of 66 out of the maximum score of 68 with a percentage of 97.05%, which can be interpreted into the "very decent" category. However, from the results of the media validation assessment, the validator provided suggestions for revising several sections, including 1) On the outside of the question cards and answer cards, it is better to describe the name of the complex so that when students look for the card, the questions and answers contained in the card is not visible, and 2) add modifications to the rules of rent-rent/buy-buy to monopoly so players don't have to step over and can stop at squares that already have owners on condition that they pay the penalty according to the agreement.

Material expert validation is a validation stage that determines the level of product feasibility in terms of the material presented. One of the STKIP PGRI Bandar Lampung lecturers carried out material expert validation. Following are the validation results and input from material experts:

Table 2. Material Expert Validation Result Data

No	Rating Aspect	Value	Max Value
1	Material Eligibility	30	36
2	Language Assessment	16	16
Total		46	52
Presentase		88.46% (very worth it)	100%

Based on the results of the material expert validation above, it can be seen that in the material feasibility aspect, a score of 30 is obtained out of a maximum score of 36, and in the aspect of language assessment, a score of 16 is obtained out of a maximum value of 16, so that monopoly learning media with a flat shape gets an overall score of 46 out of the maximum is 52 with a percentage of 88.46% which can be interpreted into the "very decent" category.

Development trials are implementations of instructional media that have been validated by material and media experts and revised. This development trial was carried out to determine the feasibility of learning media based on responses from students and educators. This trial used simulation learning at SD Negeri 35 Gedong Tataan in grade V odd semester. Product trials were carried out in 2 stages, namely small and large group trials. The small group tryout was carried out by 4 students from the same class, while the large group tryout was carried out by all fifth-grade students. The small group tryout was on Tuesday, August 23, 2022. Based on the product trial results, the following are the results of student responses on small group test:

Table 3. Small Group Trial Results Data

No	Aspects assessed	Average	Presentation	Criteria
1	Media Characteristics	4	100%	Very Good
2	Game techniques and methods	3.5	87.5%	Very Good
3	Response to the media	4	100%	Very Good
4	Retention of material	3	75%	Good
5	Motivation to learn	4	100%	Very Good
Average percentage			92.5% (Very Good)	

The large group trial was held on Wednesday, August 24, 2022 at SD Negeri 35 Gedong Tataan with 18 students as respondents, 14 male students and 4 female students. Based on the results of the product trials that the researchers carried out, the following are the results of student responses in the large group test:

Table 4. Large Group Trial Results Data

No.	Aspects assessed	Average	Presentation	Criteria
1	Media Characteristics	3.97	99.30%	Very Good
2	Game techniques and methods	3.55	88.88%	Very Good
3	Response to the media	3.77	94.44%	Very Good
4	Retention of material	3.44	86.11%	Very Good
5	Motivation to learn	3.86	96.52%	Very Good
Average percentage			93.03% (Very Good)	

Small-group trials and large-group trials have been carried out to see the response from educators. The educator's response is intended to test the attractiveness of the product, carried out on Wednesday, August 24, 2022. The following is the data from the results of the educator's response:

Table 5. Data on Educator Response Results

No	Rating Aspect	Value	Max Value
1	Appropriateness of Material/Content	12	12
2	Submission and Language	14	16
3	Media Display	29	32
4	Evaluation questions	8	8
Total		63	68
Presentase		92.64% (Very Worth it)	
			100%

Based on the assessment results of material expert validators, media experts, learning experts/educators, and the responses of fifth-grade students at SD N Gedong Tataan, monopoly learning media on this flat shape material can be feasible to use. However, based on the development and trials conducted, there are several advantages and disadvantages to this monopoly learning media, including:

1. Excess

- a. Monopoly learning media has attractive shapes and colors to increase students' learning interest.
- b. Game-based monopoly learning media so that it can provide a fun learning atmosphere.
- c. This learning media is competitive so it can increase students' enthusiasm to win games and compete healthily.



- d. Monopoly game rules are made simpler so that students can play easily,

2. Weaknesses

- a. This monopoly media cannot be used at the beginning of learning (as a media for instilling concepts) because it is included in learning media for enrichment.
- b. The material in this media is limited, namely only the circumference and area of flat shapes in class IV even semester.

4. Disseminate (spread)

The final product is the result of the development/manufacturing of Monopoly learning media which is final. This media is the result of research and development carried out. This product will later be distributed to schools where the research is taking place so that it can be used as well as possible in the process of learning mathematics in grade IV on the circumference and area of flat shapes. The following is a review of the final product of the Monopoly learning media that researchers have developed:



Figure 1. Final Design of Monopoly Learning Media

This game is played by 4 players starting with reading the guidebook and hompimpa first. The way to play it is by throwing the dice alternately, then the pawns move according to the number of numbers that appear on the dice. The pawn that stops at the question box must take the question card and answer correctly, then check the answer by taking the answer card. If the answer is correct, save the answer card for the winning collection. If the pawn stops on the help square, the player can take the help card and keep it to ask for help from the opponent when stuck in the question box.

If the pawn stops on the knowledge square, the player will get a knowledge card to help increase the score. If a pawn lands on a prison square, the player may only move once all players have passed the start of one round. If the pawn stops on any square, the player has the right to go to any complex square that has not been filled. If the pawn stops on the casual square, then the player has the right to be free from questions. The game will end when the question cards and answer cards run out. The player holding the most answer cards and knowledge cards wins.

The components contained in monopoly learning media are as follows:

- a. Board: The developed Monopoly learning media board measures 38 cm x 38 cm which contains 36 tiles and has the theme "Among Us". There are 36 tiles on the game board consisting of 24 question tiles, 4 help tiles, 4 knowledge tiles, 1 start tile, 1 prison tile, 1 free anywhere tile, and 1 relax tile. Each plot is marked with a complex name starting from complex A to complex X which will later be useful for finding question cards that match the complex name.
- b. Question cards: cards that contain questions related to the material on the circumference and area of flat shapes.
- c. Answer cards: cards that contain answers from question cards. This answer card is also a sign of complex ownership that the player must keep after answering the question correctly. The player who collects the most answer cards will be the winner.
- d. Help cards: cards that can be used to ask for help with a playmate when you have difficulty solving problems. Players can get this assistance card when the pawn stops on the support square.
- e. Knowledge cards: cards that are used to increase knowledge as well as increase victory points. This card can be obtained when the pawn stops on the knowledge square.
- f. Guidebook: contains Monopoly components, game instructions, and material on the perimeter and area of flat shapes, as well as examples of questions.
- g. Dice, Pawn, and Mote: The dice used in this game have 6 sides sized 11 mm. The pawns used are made of acrylic with the characters among us, which vary in color, while the mote pawns are used as houses to mark plots that already have owners.
- h. Currency: used to pay rent when a pawn stops at a complex with an owner.

## CONCLUSION

This research and development uses a 4-D model by Thiagarajan et al whose procedures are: Define, Design, Development, and Disseminate. This research produced a monopoly learning media for material around an area of flat shapes for class IV SD/MI. Based on the assessment of the material expert validator, media expert, learning expert/educator, and student responses, the assessment in the trial showed that this monopoly learning media scored very feasible for use in mathematics learning, especially in circumference and area of class flat shapes. IV SD.

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