



## **Development of Contextual based Monopoly Media Branches Traditional Sports of the Archipelago in Elementary School Students**

**Alfiah Aulia Putri \*<sup>1</sup>, Khavisa Pranata <sup>2</sup>**

<sup>1,2</sup> Faculty of Teacher Training and Education, Universitas Muhammadiyah Prof. Dr Hamka, Jakarta, Indonesia

### **Article Info**

Article History :

Received : June 2023

Revised : June 2023

Accepted : September 2023

### **Keywords:**

Contextual,  
Instructional Media,  
Monopoly,  
Physical Education,

### **Abstract**

This research is motivated by the large number of students who do not understand the material for traditional sports in PENJAS learning due to the absence of learning media used in the learning process. The purpose of this study was to develop media and find out students' responses to monopoly learning media in PENJAS lesson content. This research is included in the research and development (R&D) directing the Borg and Gall research model. This research method uses ADDIE with five stages, namely: 1) Analysis, 2) Design, 3) Development, 4) Implementation, 5) Evaluation. The research subjects were 32 large group students and 5 small group students in class III at an elementary school. The results of the study show that monopoly media developed based on media experts get a "very decent" percentage score of 93%. In addition, the results of the material expert validation obtained a percentage score of 94%, placing it in the "very valid" category. The development test for the large group is 95%, and the small group is 92% in the "very feasible" category. Considering the consequences of data acquisition, it can be concluded that the development of monopoly media for traditional sports is very appropriate to be used as a learning medium for PENJAS class III in elementary schools.



\*Corresponding email : [alfiahaulia24@gmail.com](mailto:alfiahaulia24@gmail.com)

ISSN 2685-6514 (Online)

ISSN 2477-331X (Print)

## INTRODUCTION

Education is an effort made by teachers to create an environment and way of learning that allows students to be more active in the knowledge, personality, and abilities needed by today's society (Magdalena et al., 2021). Education is the same as the human way to cultivate the physical and spiritual potential of students in accordance with the values of society and culture. So education is one of the fields that has an impact on information and communication. (Selsabila & Pramudiani, 2022). Education can help a nation create a successful civilization (Pranata et al., 2021). The purpose of education is that students are expected to experience the educational process both in their individual behavior and in the lives of their individual communities. The application carried out in learning and teaching is that there are educators who act as sources of information, while students act as information seekers (Salsabila & Ninawati, 2022).

To achieve learning objectives, positive interaction between educators and students can occur during learning activities. (Prayogo, 2017) Learning is defined as a system designed to help students develop experiences. As shown by Law Number 20 of 2003 concerning the National Education System (Sisdiknas) of the Republic of Indonesia, one of the variables that affect teaching and learning outcomes is the achievement of good learning outcomes.

Learning media is very important to channel a message and can provide stimulation to students so that interaction can occur in the classroom during teaching and learning (Junaidi, 2019). The existence of monopoly learning media can be enjoyed by more than one person, and the media provides effective lessons to increase interest in learning. In

addition, the goal is to increase students' understanding of the material they are studying. This allows for different and varied learning experiences to create an unforgettable learning environment (Sandra & Liana, 2014). Contextual monopoly media can be used as an alternative medium for learning because it can associate learning with everyday life.

One of the educational games designed to get kids playing while learning According to (Dwi Handoko, 2021), educational games are "a very fun activity as a method or tool that is educational." Games are used in learning that contain elements of instruction. So that the game of monopoly can be made into a game that can be used for education. One of the features of monopoly games is that they use cards to introduce something that is around them. According to Husna (Purwanto et al., 2012), the purpose of monopoly games is to master a simplified method of buying, selling, and renting. Players can roll dice. Players take turns and move around the game board following the numbers obtained when rolling the dice.

The use of monotonous learning materials in the classroom is one of the reasons students do not pay attention to what they learn. (Ramadhina & Pranata, 2022). So with the use of learning media in the teaching and learning process, educators can achieve learning goals by giving students the attention and interest to pay attention to and understand the material delivered by educators. Learning media plays an important role in communication. It is the teacher's responsibility to communicate with students as communicators. While students act as recipients of messages (communican). According to (Tafonao, 2018), "learning media can be defined as everything that can be used to convey subject matter in a way that students are

able to stimulate their attention, interests, thoughts, and feelings to achieve learning objectives. So, the existence of media is important so that the message conveyed by the teacher can be received by students.

Physical education is one of the disciplines that acquire the knowledge and motor skills needed to participate in various physical activities (Mustafa, 2021). Physical education is a field of study that focuses on teaching and learning about movement, sports and physical activity in an educational environment. (Hita et al., 2020). It can be said that physical education is also related to sports that use motion to build skills, so this learning can include knowledge, skills, and attitudes. And become one of the fields of study taught in elementary schools that play an important role in the search for a healthy society and environment with strategic meaning, role and function. True learning can be said to be found with motion in both games and sports. In physical education, students are required to be able to master the standards contained in the PENJAS subject curriculum (Raibowo, 2023).

Based on the background of these problems, the facts on the ground show that the learning process is at an elementary school level. During the observation process, there are students who do not understand the delivery of the material explained by the teacher, teacher-centered learning, and lack of development of learning media. Students have difficulty in understanding the teacher's instructions because the media presented is less interesting. (Asmayanti et al., 2022) Therefore, the problems described above are aimed at this study to develop monopoly media to determine whether monopoly learning is feasible media and determine the effectiveness of learning media and student responses to contextual-based monopoly media of

Nusantara Traditional Sports Branches in students of SD Rambutan 06 Pagi.

## METHODS

The research was conducted at the Rambutan 06 Pagi State Elementary School located on Jl. Bungur No.10, RW.6, Rambutan, Kec. Ciracas, City of East Jakarta. This research falls into the category of Research and Development (R&D), sometimes referred to as research and development. The function of this research is to develop new products or improve existing ones and evaluate them (Permana & Sari, 2018). This research was conducted at SDN Rambutan 06 Pagi with class III students as research subjects, totaling 32 large group students and 5 small group students. This method focuses on product development and validation processes. To create a new product or improve an existing one so that it can be accounted for, procedures or steps must be followed to use the product effectively. (Fadillah & Ninawati, 2020).

Researchers use the systematic ADDIE model, which is expected to assist teachers and instructors in creating interesting, effective, and efficient learning. (Goestiani et al., 2021). The model development process includes the following five steps or phases: The first stage is analysis, which is analyzing and gathering information to discover the problems in the learning process. The second stage of design involves the selection of media that will be developed according to the material to be explained. The third stage of development is the development process stage, with the development of monopoly media and contextual forms of traditional sports. The fourth implementation stage, namely the media trial stage, was made available to students in both large and small groups. And the fifth stage of evaluation, namely the final stage, provides users with

feedback so they can make revisions according to existing needs.

The observation technique is a data collection method used to assess the feasibility of a media. Researchers make questions or questionnaires to validate experts and respondents and make observations to collect research data. (Ilahi et al., 2022) This study was attended by two experts, namely a media expert who assessed the learning media, and a material expert who taught PENJAS courses. While the respondent's questionnaire was aimed at class III students with a sample size of 32 large groups and 5 small groups. To evaluate the media created, this research employs instruments that have been given the thumbs-up by material and media specialists. Likert scales are used in response processing to evaluate individual behavior by looking at how they respond to each question. Data analysis techniques were carried out by media experts, validators, and material experts. And then analyzed by percentage descriptive technique with the formula. (Suwandi et al., 2018):

$$P = \frac{f}{N} \times 100\%$$

**Information:**

F = Frequency that is being searched for the percentage

N = Number of Cases (number of frequencies) (number of individuals)

P = Percentage number

From the results of the calculations that have been done, the quality obtained from the description can be sorted to determine the qualification value of the media. Listed below:

**Table 1.** Percentage and Media Criteria

Percentage	Criteria
76% - 100%	Very Worth it
51% - 75%	Worthy

26% - 50%	Less Eligible
0% - 25%	Not feasible

Grade III students at SDN Rambutan 06 Pagi processed the questionnaire answers by measuring them using a scale based on the criteria and scoring of the questionnaire assessment.

**Table 2.** Questionnaire Assessment Criteria and Scores (Muhammad et al., 2020)

Criteria	Score
Very good	5
Good	4
Enough	3
Not Good	2
Very Not Good	1

## RESULTS

It can be interpreted that this research is in the form of developing contextual media monopoly content for PENJAS lessons aimed at grade III students. This media monopoly describes the branches of traditional sports that are made to look real in the form of imitations that resemble the originals. The advantages of this media can help develop children's emotions, arouse student motivation and interest, increase student understanding, present interesting data, and encourage children to learn. So that we can find out if this media is feasible or not. After that, two media and material experts acted as validators and tested the media after it was produced. Media is made through the stages of analysis, design, development, implementation, and evaluation (ADDIE), and asking media experts to provide assessments or validation results and find general research that can be implemented for applied students Here's the presentation.

**Table 3.** Media Expert Validation Per Aspect

Assessment Aspects	Percentage	Category
Media Physical Display	91%	Very worth it
Use of Text	93%	Very worth it
Use of Color	93%	Very worth it
Media Supporting Components	100%	Very worth it

The results of media expert validation with four points covering each aspect can be concluded to indicate that this media is categorized as "very feasible."

**Table 4.** Material Expert Validation Per Aspect

Assessment Aspects	Percentage	Category
Compatibility of Content with Material	95%	Very worth it
Language and Writing	93%	Very worth it

The results of the material expert validation with two points suggest that the material provided is categorized as "very feasible." And it can be said that the results of the validator validation state that monopoly learning media are very appropriate to use in helping students learn material about traditional sports in PENJAS subjects. The research was conducted on 32 large-group students and 5 small-group students at SDN Rambutan 06 Pagi. The purpose of this research is to determine the feasibility of media development and student activity toward learning. The following are the results of large-group student responses:

**Table 5.** Results of Large Group Student Responses

Assessment Aspects	Percentage	Category
Media Use	95%	Very good
Student Response	96%	Very good

Table of the results of small group student responses, namely:

**Table 6.** Small Group Student Response Results

Assessment Aspects	Percentage	Category
Media Use	94%	Very good
Student Response	91%	Very good

The data above shows the feasibility of learning media that has been carried out by students from two points which include the use of media and student responses having the "very good" category for the use of contextually based monopoly media as a learning tool.

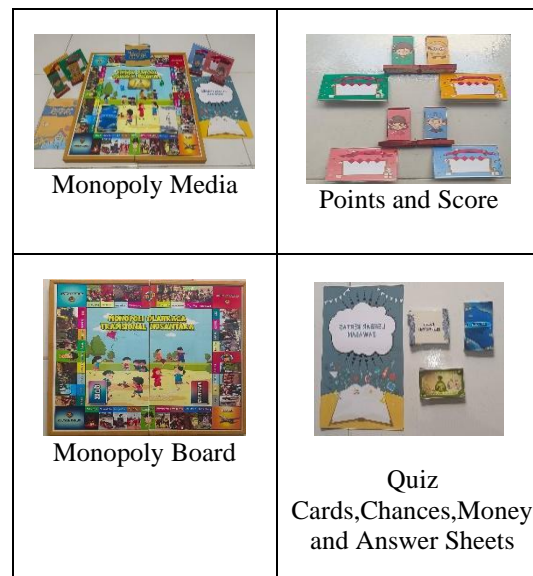
## DISCUSSION

Based on the results of the research conducted, making monopoly products based on contextual materials for traditional archipelago sports for elementary school students is one of the learning media that can support the learning process in the classroom by achieving the learning objectives carried out by educators for their students. Monopoly media is contextual because it is one of the learning principles that helps educators connect information taught with context and can help students draw connections between their knowledge and real-world situations. Contextual learning (Setiawan & Sudana, 2019) is a learning theory that relates lessons to students' actual situations and encourages them to apply new knowledge in their lives as members of their families and communities. The material taught with the real situation of students and motivates them. The five steps of the Research and Development (R&D) stage of the ADDIE model used in this study are as follows:

The first stage of analysis is carried out to analyze and collect the needs of students at SDN Rambutan 06 Pagi for the media they want to develop

in learning. Analyzing based on observations made by teachers does not always apply conventional learning methods, namely lectures or textual, but tends to be student-centered learning. By analyzing the needs of students, the researchers conducted interviews with class III SDN Rambutan 06 Pagi. So based on the results of the interviews, it was found that the material for traditional sports at SDN Rambutan 06 Pagi was not understood. This identifies students' difficulties in understanding the material being taught. For this reason, interactive learning media are needed, which makes students comfortable with learning that has been given through real-life contextual media.

In the second stage of planning, the researcher chooses the concept design that he wants to develop at SDN Rambutan 06 Pagi so that the media product is by the material to be explained, namely monopoly media for traditional sports. After planning, the researcher designs the monopoly. The monopoly that is made is different from other monopolies because the monopoly media is made with real drawing boards, cards, pawns, and scores that are attractive and easy to carry. The third stage of development, namely developing monopoly media, is one of the media games made with boards. The goal of the game is to control every tile on the board by simply buying, renting, and trading. To move their checkers, each member rolls a die, and if that die lands on a tile they don't already own, they can then buy a tile at the stated price. This monopoly media is the media that is dominating. What is meant by mastering the game is mastering knowledge and insight that is possessed so that students can get points with the answers to the questions given in the game. Here is the Monopoly game media.



The fourth stage is research on students through the distribution of a questionnaire with a total of 10, which includes aspects of media use and student responses. The following are the results of large-group student responses. And the fifth stage of evaluation is the final step in this process and is used to correct errors or deficiencies with monopoly media. Several previous studies have examined monopoly media, such as: 1) (Lestari et al., 2021), namely the development of monopoly media on the theme of technology development for class III students in a very feasible category. 2) (Kasanah et al., 2019), namely the development of smart games as a monopoly media for class IV thematic learning, obtained the category "very good." 3) (Fenny Anindya, 2022), namely monopoly media for the cultural diversity of fourth-grade elementary school students with categories that are considered valid, useful, and efficient.

The new findings from the three journals above are that they have differences in the use of tools that are made in real terms, the materials and subjects that are carried out are different. The updates carried out by researchers in this study are developing contextual-

based monopoly media with real media according to the original with attractive layouts, pictures, cards, using pawns, original scoreboards and media that is easy to carry.

## CONCLUSION

Based on this research, it can be concluded that the application of R&D using the ADDIE model can grow students' insight and knowledge about the traditional sports of the archipelago formed in the game, namely monopoly games where students can master the layout of the game. This research shows that the media monopoly developed by media validation experts obtained a very valid category with a score of 93%. In addition, the material expert validation results have a very legitimate category with a score of 94%. The corrective test results on 5 grade III students got an average score of 92%, and the test results on 32 grade III students of SDN Rambutan 06 were 95% in the class, which could be done, because the students were very interested in media monopoly. Looking at this information, it can be concluded that the development of contextual-based monopoly media materials for traditional sports of the archipelago is feasible as a learning medium in grade III elementary school.

## REFERENCES

- Asmayanti, A., Budiyo, H., & Syuhada, S. (2022). Penggunaan Media Video Berbasis Powtoon Pada Pembelajaran Tematik Untuk Siswa Tunagrahita Di Sekolah Luar Biasa. *Ranah Research: Journal of Multidisciplinary Research and Development*, 4(3), 140–149.
- Dwi H., A. G. (2021). Penerapan Permainan Tradisional Dalam Pembelajaran Olahraga Di Sman 1 Baradatu. *Journal of Physical Education*, Vol 2, No.
- Fadillah, M, R, & Ninawati, M. (2020). Pengembangan Media Pop Up Book Berbasis Kontekstual Pada Materi Perkembangbiakan Hewan Kelas Vi Sdn Anyelir 1 Depok the Development of Pop Up Book Media Based on Contextual for Animal Breeding Subject of. *Jurnal Penelitian Pendidikan*, 7(November), 1–10. <https://doi.org/10.25134/pedagogi.v7i2.3532>. Diajukan
- Fenny A. (2022). Pengembangan Media Pembelajaran Pungkabaja (Pop-Up Monopoli Keragaman Budaya Pulau Jawa) Untuk Siswa Sekolah Dasar Kelas Iv. *Un Pgri Kediri*, 33(1), 1–12. <https://doi.org/10.37216/badaa.v4i2.688>
- Goestiani, N. M. R. D., Wibawa, I. M. C., & Rati, N. W. (2021). Pop-Up Book Media on Animal Life Cycle Topic. *Jurnal Ilmiah Sekolah Dasar*, 5(3), 434. <https://doi.org/10.23887/jisd.v5i3.39541>
- Hita, I. P. A. D., Kushartanti, B. M. W., & Nanda, F. A. (2020). Physical Activity, Nutritional Status, Basal Metabolic Rate, and Total Energy Expenditure of Indonesia Migrant Workers during Covid-19 Pandemic. *Jurnal Pendidikan Jasmani Dan Olahraga*, 5(2), 122–128. <https://doi.org/10.17509/jpjo.v5i2.26791>
- Ilahi, B. R., Raibowo, S., & Hiasa, F. (2022). *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani Development of Android Based Practical Learning Media with VR Commando 3D on Handball Learning Materials*. 6(4), 781–788.
- Junaidi, J. (2019). Peran Media Pembelajaran Dalam Proses Belajar

- Mengajar. *Diklat Review: Jurnal Manajemen Pendidikan Dan Pelatihan*, 3(1), 45–56. <https://doi.org/10.35446/diklatreview.v3i1.349>
- Kasanah, K. F., Yuniasih, N., & Sulistyowati, P. (2019). Pengembangan Media Monopoli Smart Games (Msg) Dalam Pembelajaran Tematik Kelas IV SD. *Seminar Nasional PGSD UNIKAMA*, 3(November), 259–267. <https://conference.unikama.ac.id/artikel/>
- Lestari, K. I., Dewi, N. K., & Hasanah, N. (2021). Pengembangan Media Pembelajaran Permainan Monopoli pada Tema Perkembangan Teknologi untuk Siswa Kelas III di SDN 8 Sokong. *Jurnal Ilmiah Profesi Pendidikan*, 6(3), 275–282. <https://doi.org/10.29303/jipp.v6i3.219>
- Magdalena, I., Aditya, A. M., Muzakia, N. O., & Leonardho, R. (2021). Analisis Kemampuan Berpikir Kritis Siswa Kelas 4 Dalam Pembelajaran Ips Di Sdn Pondok Bahar 02. *Pandawa : Jurnal Pendidikan Dan Dakwah*, 3(2), 259–268.
- Muhammad, H., R. Eka Murtinugraha, & Sittati Musalamah. (2020). Pengembangan Media Pembelajaran E-Learning Berbasis Moodle Pada Mata Kuliah Metodologi Penelitian. *Jurnal PenSil*, 9(1), 54–60. <https://doi.org/10.21009/jpensil.v9i1.13453>
- Mustafa, P. S. (2021). Problematika Rancangan Penilaian Pendidikan Jasmani, Olahraga, dan Kesehatan dalam Kurikulum 2013 pada Kelas XI SMA. *Edumaspul: Jurnal Pendidikan*, 5(1), 184–195. <https://doi.org/10.33487/edumaspul.v5i1.947>
- Permana, E. P., & Sari, Y. E. P. (2018). Development of Pop Up Book Media Material Distinguishing Characteristics of Healthy and Unfit Environments Class III Students Elementary School. *International Journal of Elementary Education*, 2(1), 8–14. <https://doi.org/10.23887/ijee.v1i1.13127>
- Pranata, K., Kartika, Y. W., & Zulherman, Z. (2021). Efektivitas Penggunaan Media Film Animasi Terhadap Peningkatan Keterampilan Menulis Cerita. *Jurnal Basicedu*, 5(3), 1271–1276. <https://jbasic.org/index.php/basicedu/article/view/867>
- Prayogo, B. A. (2017). *Pengembangan Permainan Monopoli Sebagai Media Pembelajaran Matematika Pada Siswa Kelas Ii Sdn Langensari 02 Kecamatan Ungaran Barat Skripsi*. 1–14.
- Purwanto, Sari, I. M., & Husna, H. N. (2012). Implementasi Permainan Monopoli Fisika Sebagai Media Kemampuan Berpikir Kritis Siswa Smp Purwanto , Ika Mustika Sari , Hanna Nurul Husna Jurusan Pendidikan Fisika FPMIPA Universitas Pendidikan Indonesia Pendahuluan Pendidikan adalah usaha sadar dan terencana. *Jurnal Pengajaran MIPA*, 17, No 1, 69–76.
- Raibowo, S. (2023). *Kinestetik : Jurnal Ilmiah Pendidikan Jasmani Pengembangan Media Pembelajaran Pencak Silat Berbentuk Saku*. 7(1), 228–233.
- Ramadhina, S. R., & Pranata, K. (2022). Pengembangan E-Modul Berbasis Aplikasi Flipbook di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7265–7274. <https://doi.org/10.31004/basicedu.v6i4.3470>
- Salsabila, I., & Ninawati, M. (2022). Pengembangan Media Pembelajaran Pop-up Book Berbasis Kontekstual Muatan Pelajaran PPKN Kelas IV



- Sekolah Dasar. *Jurnal Paedagogy*, 9(4), 684.  
<https://doi.org/10.33394/jp.v9i4.5665>
- Sandra, L., & Liana, C. (2014). Pengembangan Media Pembelajaran Permainan Monopoli Pada Pokok Materi Perkembangan Kerajaan Hindu-Budha Di Indonesia Kelas XI-IPA 2 SMA Negeri 1 Driyorejo. *Avatara : Jurnal Pendidikan Sejarah*, 2(3), 418–428.
- Selsabila, V., & Pramudiani, P. (2022). Pengembangan Media Pembelajaran Interaktif Articulate Storyline Berbasis Literasi Digital Pada Pembelajaran IPS bagi Siswa Madrasah Ibtidaiyah Negeri. *Jurnal Paedagogy*, 9(3), 458.  
<https://doi.org/10.33394/jp.v9i3.5372>
- Setiawan, P., & Sudana, D. N. (2019). Penerapan Model Pembelajaran Kontekstual Untuk Meningkatkan Hasil Belajar Matematika. *Jurnal Ilmiah Pendidikan Profesi Guru*, 2(3), 164–173.  
<https://doi.org/10.23887/jippg.v2i3.14278>
- Suwandi, E., Imansyah, F. H., & Dasril, H. (2018). Analisis Tingkat Kepuasan Menggunakan Skala Likert pada Layanan Speedy yang Bermigrasi ke Indihome. *Jurnal Teknik Elektro*, 11.
- Tafonao, T. (2018). Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa. *Jurnal Komunikasi Pendidikan*, 2(2), 103.  
<https://doi.org/10.32585/jkp.v2i2.113>