

Developing Learning Media Entitled Exploring Archipelago Monopoly To Increase Elementary Students' Learning Outcomes

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Abstract: Teachers only used a poster as media and cultural diversity table on the students' books, so students could not understand the materials deeply. In addition, they got bored and were not enthusiastic because the learning media used was not varied. Considering that elementary students like playing around, working in a group, and doing something directly, it is necessary to use a media such as a game which contains an innovation based on a certain material during the learning process. Monopoly can be utilized as a learning media because students generally have known it, so the learning process which is conducted become calm but contains a lot of knowledge. The research model used was a research and development model by Borg and Gall. The effectiveness of the monopoly is shown by the results of the t-test data analysis obtained from the pre-test and post-test in the experimental class and control class ($6.684 > 1.734$) which results from the `t` value in the effectiveness test of student learning outcomes is greater than t-table. The relative effectiveness gets a score of 54%, with "moderate category". The effectiveness of the monopoly from students' response questionnaires scored 92.10 with "very effective" category. The practicality of the product from the implementation questionnaire according to students and teachers got a score of 91.90, with "very high practicality" category.

Keywords : Learning Media, Exploring Archipelago Monopoly, Learning Outcomes

INTRODUCTION

The thematic learning process in the fourth grade in the second semester discussing theme 7 entitled "The Beauty of Diversity in My Country", subtheme 2 "The Beauty of My Country's Cultural Diversity" is introduced to students about material related to ethnic and cultural diversity in Indonesia. Subtheme 2 is an important subject that must be understood by students deeply, as an effort to introduce Indonesian cultures and how to appreciate cultural diversity as an invaluable wealth. The limitations of distance and time make students unable to get to know the culture in Indonesia as a whole.

The integration on theme 7 subtheme 2 lesson 4 is quite interesting. Factors which can affect the attractiveness of learning activities in the classroom, namely the form of teaching materials or media used by teachers during learning activities in the classroom. This is reinforced by Prastowo's opinion (2012: 19) which stated that the quality of learning process could be low, if only using conventional teaching materials and without the creativity of the teacher in developing innovative teaching materials or media. During the learning process students are not only required to study theory, but also must be equipped with practice. Students aged 7-11 are actually in the concrete operational stage so that they are unable to imagine or think about abstract things. The shape of a real object is more memorable to them. The age of elementary school students is when students have very high interest in playing around. Based on this statement, one of the teachers' ways is to convey abstract concepts using media that makes students play to learn.

Based on the information obtained stated that the media used on theme 7 subtheme 2 was limited and less varied. During the learning activities, not all got advantage of learning media, especially media in the form of games due to constraints. During this time in learning activities, teachers used more thematic books, simple pictures, and gave simple examples in the surrounding environment by adjusting the material being taught. The school has one LCD projector. Teachers rarely use it, because it is limited.

So far the teachers only had used learning media in the form of pictures from posters which made students bored during the learning process. The concentration of students was not fully focused, and they were less active in participating in the learning activities, especially in memorizing material. Even though students had tried to pay attention to the explanation from each teacher, the material that had been delivered was difficult for students to remember. Furthermore, they liked to play around, whereas so far the teacher had never applied media in the form of games, due to time and funding constraints, and the school did not provide it. Some of the obstacles above resulted in student learning outcomes not being maximized, and some students not being able to achieve the basic competences, as well as predetermined objectives.

This is evidenced from the documentation of students' learning outcomes before the research was conducted, that student learning outcomes were still relatively low. In class IVA, there were 12 students (60%) who scored > 75 with complete predicate, and 8 students (40%) who scored < 75 with incomplete predicate. In class IVB, there were 9 students (45%) who scored > 75 with complete predicate, and 11 students (55%) who scored < 75 with incomplete predicate. This proves that learning resources and media are very important to use during learning process. Based on the preliminary research that has been described, one of the efforts to achieve basic competences and learning objectives in subtheme 2 is the need for learning media. Media can help students understand difficult material and solve teachers' problems in conveying cultural diversity material and knowing how to preserve it.

According to Arsyad (2019: 35), in his book written that basically one of the media found in traditional media is a game. Learning media can be modified from traditional games which are generally played by students. One of them is monopoly game. Monopoly is a game played by two or more people, with an emphasis on mastery of the material taught by the teacher. Monopoly was chosen as a learning media, because it is a game that is relatively popular with students and easy to play. This is in line with the opinion of Untari, et al. (2016: 177), that monopoly media was one of the learning media in the form of games that could make learning activities fun and lively. The game is modified into a fun learning media as a learning aid, so that students can understand the material taught by the teacher. Therefore, the development of learning media called MONJERA can be used as a support for teachers in introducing Indonesian culture and how to preserve traditional clothes and traditional dances.

METHODOLOGY

The research design which is applied is research and development (R&D). According to Masyhud (2021: 243), development research was a research conducted to produce, validate, and test the effectiveness of real educational products. Based on this definition, research and development is a research conducted to develop and validate a product that is used in learning in the field of education. The product made is a media entitled exploring archipelago monopoly used in theme 7 subtheme 2 for fourth grade.

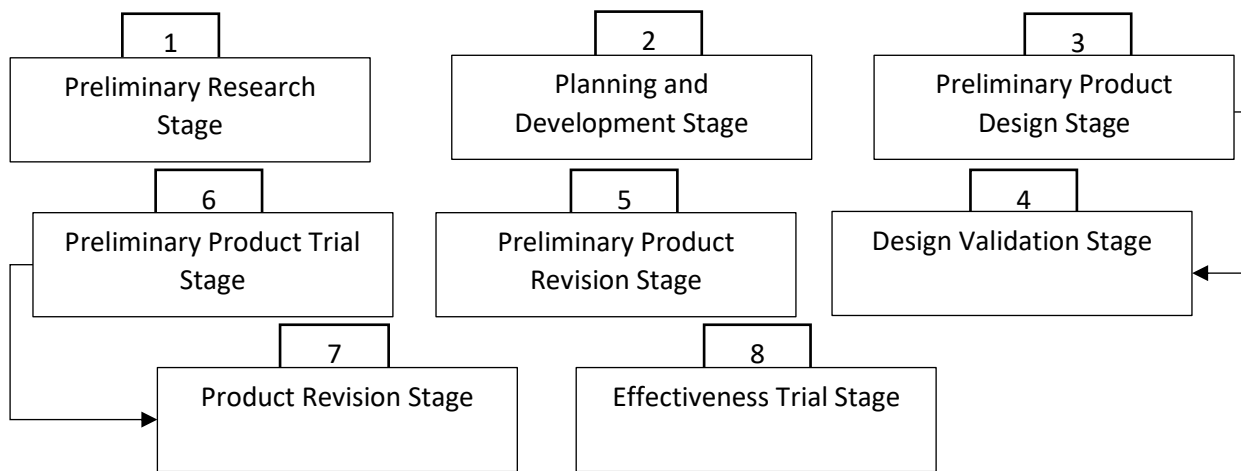


Figure 2.1 Research Steps by Borg and Gall
Source: adopted from Masyhud (2021:247)

2.1 Analysis of Validity Result

Media that has been developed must be tested for its validity first by expert validators and practitioners. An overview of the feasibility of the product design that has been produced by giving a score of 1-5 according to the questionnaire given. The scores obtained from all validators are converted to a scale of 100, using the following formula (Masyhud, 2021: 261).

$$Valpro = \frac{srt}{smt} \times 100$$

Information:

- Valpro = validity
- Srt = real score achieved
- Smt = maximum score that could be achieved (Masyhud, 2021:261)

Table 3.1 Product Eligibility Category

No.	Score Category	Product Eligibility Category
1.	81.00-100	Very Worthy
2.	61.00-80.99	Worthy
3.	41.00-60.99	Sufficiently Worthy
4.	21.00-40.99	Unworthy
5.	0.00-20.99	Very Unworthy

Source: Masyhud (2021:261)

Table 2.2 Result of Product Validation

Question Number	Score by Validator 1	Score by Validator 2	Score by Validator 3	Average
1	5	4	5	4,6
2	5	5	4	4,6
3	5	5	4	4,6
4	4	4	4	4
5	5	4	5	4,6
6	5	5	4	4,6
7	5	4	4	4,3
8	4	4	5	4,3
9	5	5	5	5
10	4	5	4	4,3
Total	47	45	44	44,9

$$Valpro = \frac{srt}{smt} \times 100$$

$$= \frac{44,9}{50} \times 100 = 89,8$$

Based on the assessment obtained, it can be concluded that the media that has been validated gets a score of 89.8 with a very worthy category, because the score category is in the range of 81.00-100.

2.2 Analysis of Product Effectiveness

a. Data Analysis through T-Test

The effectiveness of exploring archipelago monopoly as a media can be seen from the results of the t-test with the Independent Sampling t-test analysis technique. The data used were from the results of the pre-test and post-test, then analyzed between the difference between the pre-test and post-test of the experimental and control class students. The calculation is with the following formula.

$$t = \frac{M_2 - M_1}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{N(N-1)}}$$

Information:

- M₁ = Mean of Group X₁ (experimental group)
- M₂ = Mean of Group X₂ (control group)
- X₁ = Deviation of Each Value of X₁ from the Mean of X₁
- X₂ = Deviation of Each Value of X₂ from the Mean of X₂
- N = Number of Subjects/ Research samples (Masyhud, 2021:274)

Then it is used t-table to review the results of the t-test analysis. If the t-test value is greater or equal to the t-table value, then the resulting product is more effective than the old product. Conversely, if the calculated t-test value is lower than the t-table value, then the resulting product has a lower level of effectiveness than the old product.

b. Effectiveness Analysis through Relative Effectiveness Test

If the results of the t-test show that there is a significant difference and indicate that the new product being developed is more effective than the previous product, then the product effectiveness test is continued with a relative effectiveness test to find out how much the level of effectiveness is compared to the previous product. The formula for finding relative effectiveness is as follows.

$$ER = \frac{MX_2 - MX_1}{\left(\frac{MX_1 + MX_2}{2}\right)} \times 100\%$$

Information:

- ER = Relative Effectiveness
- MX₁ = Mean of Control Group
- MX₂ = Mean of Experimental Group (Masyhud, 2021:271)

Table 3.3 Parameter of Relative Effectiveness Test

No.	Result of Relative Effectiveness Test	Effectiveness Category
1.	81.00%-100%	Very Effective

No.	Result of Relative Effectiveness Test	Effectiveness Category
2.	61.00%-80.99%	Effective
3.	41.00%-60.99%	Moderately Effective
4.	21.00%-40.99%	Slightly Effective
5.	0%-20.99%	Not Effective

Source: Masyhud (2021:272)

3.3 Analysis of Students' Response Effectiveness

The effectiveness of the product is viewed from the student's response through a questionnaire. The results of student responses are calculated using the following formula.

$$Sas = \left(\frac{st}{smt} \times 100 \right)$$

Sas = Questionnaire Score

St = Achieved Score

Smt = Maximum Score Possible to Achieve (Masyhud, 2021:278)

Table 2.4 Criteria of Product Effectiveness from Students' Questionnaire Result

No.	Score Range	Practicality Category
1.	81.00-100	Very Effective
2.	71.00-80.99	Effective
3.	61.00-70.99	Moderately Effective
4.	41.00-60.99	Slightly Effective
5.	0-40.99	Not Effective

Source: Masyhud (2021:280)

2.4 Analysis of Practicality through Students and Teachers' Responses

The practicality of the product being developed must also be viewed to determine the response of students and teachers to the developed exploring archipelago monopoly which can be done through questionnaires. Questionnaires were given to students after learning process and to classroom teachers who observed learning process using the exploring archipelago monopoly as media. The questionnaire is related to various indicators in the form of understanding, attractiveness, practicality, and the language used. The results of the percentage of students and teachers' responses can be measured by the following formula.

$$Sas = \left(\frac{st}{smt} \times 100 \right)$$

Sas = Questionnaire Score

St = Achieved Score

Smt = Maximum Score Possible to Achieve (Masyhud, 2021:278)

Table 3.5 Criteria of Product Practicality Score

No.	Score Range	Practicality Category
1.	81.00-100	Very Effective
2.	71.00-80.99	Effective
3.	61.00-70.99	Moderately Effective
4.	41.00-60.99	Slightly Effective
5.	0-40.99	Not Effective

Source: Masyhud (2021:280)

RESULT AND DISCUSSION

Result of Product Development

According to Masyhud (2021: 243), research and development is research conducted to produce, validate, and test the effectiveness of real educational products. The development of the exploring archipelago monopoly as learning media for fourth grade of elementary school used the Borg and Gall's model. The research procedure in this development was carried out up to 8 stages, due to the focus on knowing the level of validity, effectiveness, and practicality of the exploring archipelago monopoly as media that had been developed. Here is the development stage of the exploring archipelago monopoly.

4.1.1 Preliminary Research

The preliminary research was conducted to obtain information in conducting development research. The results of the preliminary research that has been done are as follows.

- Based on the relevant research journals, supporting data is obtained in development research, as well as information about monopoly as learning media. In addition, material on theme 7, sub-theme 2 introduces students to forms of cultural wealth in

Indonesia. This material is difficult to learn. This is proven from fourth grade students at SDN Sumberagung 02 Kediri who do not know about cultural diversity in Indonesia. Based on these conditions it is necessary to have an intermediary to convey the material, so that students can learn the material easily.

- b. Based on the result of the visit, it is known that there are only few media available at school and the teachers are not skilled to create their own media. Therefore, it is necessary to develop media that can help students in learning, namely in the form of media that is interesting and fun, and can be used practically. One solution to overcome this problem is learning activities combined with a game.

Based on the result of preliminary research it can be concluded that the development of exploring archipelago monopoly as learning media can be done at SDN Sumberagung 02 Kediri.

4.1.2 Product Development Planning

This stage was carried out by making a design regarding learning media, which is developed in the form of a research proposal. The design was made based on the preliminary research that had been done. The contents of this stage include the formulation of the title, problem, objective, research benefit, literature review, methodology, research procedure, and instruments preparation.

4.1.3 Preliminary Product Design

The design of exploring archipelago monopoly as learning media was designed with Canva and Assemblr. The design of exploring archipelago monopoly as learning media was made in full color. The color chosen was a bright and striking color. Images and illustrations are made as attractive as possible, by adjusting the size of the game components. A storage board for storing game components measuring 67 cm x 31 cm x 20 cm is made from used plywood. The game board for the course of the game is made with a size of 3 m x 3 m is in the form of a banner. Card measuring 12 cm x 8 cm printed on HVS paper and laminated so that it is not easily damaged. Answer sheets, game instructions, and video image sources are printed on HVS paper that has been laminated.

The exploring archipelago monopoly as learning media consists of several parts. It can be described as follows.

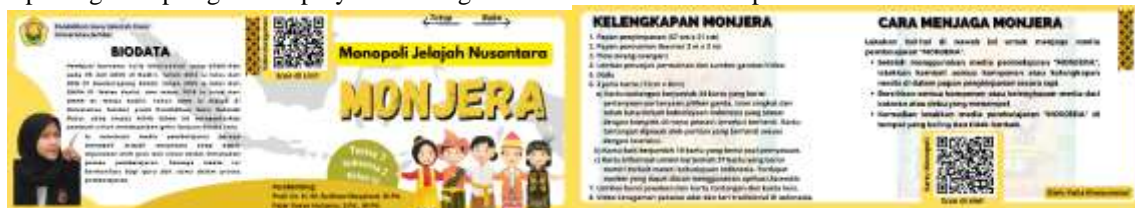


Figure 4.1 Cover



Figure 4.2 Storage Board

- a. Game Board

The game board is printed in the form of banner measuring 3 m x 3 m, so that all students can be involved in learning activities using the exploring archipelago monopoly. Each plot is given an image that is designed according to the material. The game board contains complex tiles, read general information cards, quizzes, bonus shock points, and free prisons, titles, names of supervisors, classes, themes, sub-themes, and supporting images. The appearance of the game board can be seen in Figure 4.3 below.



Figure 4.3 Game Board

Dice and Pawn

The dice and pawns are made from recycled wood. The dice is shaped like a cube which is used to determine the steps of the players/groups. Pawns are denoted as markers that represent players/groups. The appearance of dice and pawns can be seen in Figure 4.4 below.

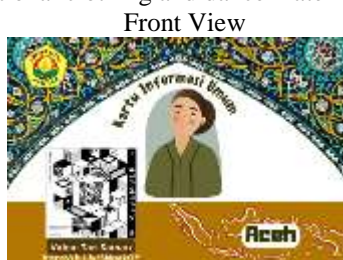


Figure 4.4 Dice and Pawn

b. Card

This consists of general information cards, challenge cards, and quiz cards which are designed according to lessons for fourth graders. The cards contain questions and material regarding the diversity of Indonesian traditional clothes and traditional dances, and how to preserve them. The card size is 8 cm x 12 cm which is printed using HVS and delaminating paper so it is not easily damaged.

- 1) The general information card totaling 37 cards function to increase knowledge about the diversity of Indonesian traditional clothing and dances and how to preserve them. The front part contains markers, which are created with the help of the Assemblr application. If the marker is scanned, it can display videos of traditional dances according to the region. The back part contains traditional clothing and dance material according to the region.



Front View



Back View

Result of scan marker using Assemblr



Figure 4.5 General Information Card

- 2) The challenge card consists of 34 cards. The challenge cards contain multiple choice questions, short answers, and charades related to Indonesian culture and how to preserve it. The function of this card is to train students' ability to understand the material

that has been studied. Players/groups get additional or reduced points that differ according to the tile category. The front of the card contains the complex name, while the back contains the question.



Figure 4.6 Challenge Card

- 3) The quiz card consists of 10 cards, which contain statement questions. The function of this card is to train students' ability to understand the material that has been studied. The points earned are greater than the challenge cards. If the player/group answers incorrectly on the quiz card, there will be no reduction in score.



Figure 4.7 Quiz Card

- c. The game instructions are printed using F4 paper, and are laminated so they are not easily damaged. These are used to explain how to play monopoly learning media roaming the archipelago, so that it is easily understood by teachers and students. The display of game instructions can be seen in Figure 4.8 below.



Figure 4.8 Game Instruction

- d. The answer sheet and image/video sources are printed using F4 size paper and laminated so they are not easily damaged. The answer sheet contains answers from challenge cards and quizzes. The image/video source sheet contains links to image/video sources used for monopoly learning media design. The appearance of the answer sheet can be viewed in Figure 4.9, while the display of image/video sources can be viewed in Figure 4.10 below.



Figure 4.9 Answer Sheet



Figure 4.10 Picture/Video Source

e. An introductory video on the diversity of traditional clothing and dances in Indonesia. The video was created using the Canva application, which is equipped with supporting materials, material explanations, images of clothing and traditional dances. The video is uploaded to Youtube. Here is the link on Youtube <https://bit.ly/3wDyoqH>.



Figure 4.11 Religious Video

Data Analysis

Analysis of the validity, effectiveness, and practicality from the use of monopoly learning media consist : (1) t-test; (2) relative effectiveness; (3) effectiveness of students' responses; and (4) product practicality.

4.2.1 Analysis of T-Test

The data analyzed include the comparison of the difference between the pre-test and post-test scores in the experimental class, namely class IVA and the control class used in class IVB at SDN Sumberagung 02 Kediri. The data analysis technique is independent sample t-test. This t-test was used to find out the average difference in learning outcomes of experimental class students, who were taught using monopoly as learning media, with the average learning outcomes of control class students who were taught using poster media. The following are the results of the independent sample t-test.

Table 4.1 T-Test Data

Experimental Class (IVA)			Control Class (IVB)		
Pre-test	Post-test	Difference	Pre-test	Post-test	Difference
X ₁	X ₂	X	Y ₁	Y ₂	Y

Amount (Σ) N= 20	1233	1650	417	1050	1289	239
Mean (M)	61,67	82,50	20,83	52,50	64,44	11,94

The analysis of t-test can also be calculated using the following formula.

$$t = \frac{M_2 - M_1}{\sqrt{\frac{\sum x_1^2 + \sum X_2^2}{N(N-1)}}}$$

$$t = \frac{20,83 - 11,94}{\sqrt{\frac{417 + 239}{20(20-1)}}}$$

$$t = \frac{8,89}{\sqrt{\frac{656}{380}}}$$

$$t = \frac{8,89}{\sqrt{1,77}}$$

$$t = \frac{8,89}{1,33} = \pm 6,684$$

Based on calculations, it can be transformed into a critical table (t_{table}) with a significance level of 0.05. The t_{count} value obtained was 6.684, while the t_{table} value was 1.734 at a significance of 0.05 from db 18. The result of the analysis showed that $t_{count} > t_{table}$, which was $6.684 > 1.734$. Based on these calculations, it can be concluded that the class using the MONJERA media has better results than using the old product.

4.2.2 Analysis of Relative Effectiveness

The relative effectiveness test was used to determine the effectiveness level of the monopoly usage that had been developed. The effectiveness test is carried out if the results of the t-test have a significant difference. The effectiveness test was carried out by implementing new product in the class IVA, and old product in class IVB at SDN Sumberagung 02 Kediri. The material used is the same and the tests carried out in both classes are the same, namely objective questions consisting of 18 multiple choice questions. Here is the average data used in calculating the relative effectiveness level.

Table 4.2 Relative Effectiveness Calculation

Class	Amount	Mean
Experimental Class	20	20,83
Control Class	20	11,94

$$ER = \frac{MX_2 - MX_1}{\frac{MX_1 + MX_2}{2}} \times 100\%$$

$$ER = \frac{20,83 - 11,94}{\frac{11,94 + 20,83}{2}} \times 100\%$$

$$ER = \frac{8,89}{\frac{32,77}{2}} \times 100\%$$

$$ER = \frac{8,89}{16,38} \times 100\% = 54\%$$

The results of the calculation above obtained a result of 54% with moderate effective category. In conclusion, the learning outcomes between the experimental class were more effective by 54%, compared to the control class learning outcomes. Several factors can affect the effectiveness of learning outcomes, both internal and external factors.

4.2.3 Analysis of Students' Response Effectiveness Test

The calculation of the results of monopoly effectiveness uses the following formula.

$$Sas = \frac{st}{smt} \times 100$$

$$Sas = \frac{921}{1000} \times 100 = 92,10$$

Based on the calculations from the students' response questionnaire regarding the use of monopoly as media, it was obtained a score of 92.10 with very effective category.

4.2.4 Analysis of Product Practicality

$$Sas = \frac{st}{smt} \times 100$$

$$Sas = \frac{965}{1.050} \times 100 = 91,90$$

Based on the practicality assessment of the monopoly usage, it was obtained 91.90, with a very high practicality category. The conclusion is that MONJERA media has very high practicality category for learning activities in the fourth grade of elementary school.

CONCLUSION

- a. The development of monopoly as learning media with the Borg and Gall's model consists of 10 stages and is only carried out until the 8th stage, including the stages of preliminary research, planning and development, preliminary product design, design validation, preliminary product revision, product trial, product revision, and effectiveness trial. The focus of this research is to develop products and product quality levels, so there are limits to the development stage which does not reach the deployment stage. The research and development can be carried out up to the eighth stage, namely the effectiveness trial stage. This is because up to this stage the product validity, effectiveness and practicality can be concluded. In addition, it is due to limited funds and research time. The obstacles found in learning process when using monopoly as the media are that students do not understand the instructions to use that can cause noise and the size of the card is too small if used to play for students in one class. The solution is to explain to students how to use monopoly as media, and display the card designs on the LCD projector, so that all students can see them.
- b. The results of the validity of monopoly as media obtained a score of 89.8, with the "very worthy" category. The effectiveness of monopoly as media from learning outcomes is calculated by t-test and consulted on the t_{table} with a significance level of 0.05, the empirical value is greater than the t_{table} ($6.684 > 1.734$). There is a significant difference between the learning outcomes of the experimental class that uses monopoly as media, and the learning outcomes of the control class that does not use monopoly as media. The calculation of relative effectiveness obtained a score of 54%, with the category of "moderate effective" category. Moderate effectiveness on the results of using monopoly as media does not mean that the media is ineffective, but there are many factors that affect learning outcomes. These factors include limited research time, and some students who talk to their friends and pay less attention to material explanations during the learning process. The effectiveness of monopoly as media from students' response questionnaires scored 92.10 with "very effective" category. The practicality of monopoly as media obtained from the implementation questionnaire according to students and class teachers is 91.90 with "very practical" category, so that the monopoly as media is practically used in the fourth class of elementary school during learning process.

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