

Development of monopoly learning media in lactation education classes

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ABSTRAK

Background: Exclusive breastfeeding is one of the rights that children should have, as breastfeeding for the first six months is the best way to fulfill a child's nutritional needs to continue the growth of their brain, liver, and immune system. Exclusive breastfeeding can also reduce infectious mortality by 88 percent in infants less than 3 months old. Currently, the achievement of exclusive breastfeeding is 69.7% and has met the 2021 target of 45%. One of the causes is influenced by the learning process. Interesting and fun learning media can affect learning outcomes. Therefore, it is important for midwives to grow the interest and attractiveness of pregnant women in the learning process with the help of appropriate learning media and involve pregnant women in lactation education classes through Monopoly games.

Objectives: This study aims to develop Monopoly game media in lactation education classes and describe the feasibility of Monopoly game media as learning media in lactation education classes for pregnant women.

Methods: This study uses research and development methods, namely expert sampling. The data collection instrument was a Likert scale questionnaire and descriptive statistical analysis techniques. The design of research activities only reached the feasibility test of monopoly learning media.

Results: The learning media developed regarding the feasibility of learning aspects by material experts and users obtained an average score of 4.32, entered the good category. Meanwhile, according to media experts, an average score of 4.9 was obtained based on media engineering aspects, and based on visual communication aspects, an average score of 4.62 was obtained.

Conclusions: This study shows that the development media for lactation education classes in the form of monopoly is in a good category and suitable for use.

KEYWORD : monopoly; learning media; lactation education;

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INTRODUCTION

The percentage coverage of exclusive breastfeeding for infants aged 0-5 months was 71.58% in 2021. This figure shows an improvement from the previous year of 69.62%, but most provinces still have exclusive breastfeeding percentages below the national average (1). Exclusive breastfeeding is the best nutritional intake for newborns up to six months of age which is a living liquid because it contains many white blood cells, immune substances, enzymes, hormones, and proteins that are suitable for babies(2).

The 1990 Innocenti Declaration in Florence, Italy, mandated the importance of campaigning for breastfeeding as an important part of efforts to “protect, promote and support breastfeeding.”Breastfeeding is the best investment for survival and improves the health, social, and economic development of individuals and nations. Despite relatively high rates of breastfeeding initiation globally, only 40% of all infants under 6 months of age are exclusively breastfed and 45% are breastfed until 24 months of age. Concerted action is needed to achieve the World Health Assembly (WHA) goal of at least 50% exclusive breastfeeding at 6 months of age by 2025(3).

To support the success of exclusive breastfeeding, the government through the Ministry of Health has currently integrated various programs to carry out education, advocacy, and campaigns for exclusive breastfeeding into various programs, includ-

ing breastfeeding counseling, organizing pregnant women’s classes, neonatal visiting services, and toddler mother classes.

Based on interviews with the coordinating midwife and the person in charge of the nutrition program at UPT Puskesmas Sitopeng, it was found that UPT Puskesmas Sitopeng has an exclusive breastfeeding coverage of 49%. This figure is below the Cirebon City Health Office coverage rate of 60% (4). The programs launched by the government have been implemented at the UPT Puskesmas Sitopeng including the mother's class program, and home visits for postpartum women.

Problems occur, among others, the lack of interest in learning and attractiveness of pregnant women in learning about breastfeeding and breastfeeding preparation whose material is only a small part delivered in the mother's class program and is considered difficult, difficult to understand, and less interesting.

Learning is essentially a conscious effort from a teacher to teach students (directing student interaction with other learning resources) in the context of the expected goals so that learning activities cannot be separated from two-way interaction; between a teacher and a learner, where between the two there is intense communication (transfer), and directed to achieve predetermined goals(5).

Effective learning is something that can allow students to learn easily and by learning objectives and is an important thing for every

human being(6). To achieve the desired learning, media or learning tools are needed.

The learning process that is only guided by educators greatly affects learning outcomes (7). Educators in this case are the providers of education, namely midwives. The current learning process of pregnant women is not involved in the learning process. So that the learning carried out has not been by the objectives. Therefore, it is important for midwives to foster the interest and attractiveness of pregnant women in the learning process with the help of appropriate learning media and involve pregnant women in the process, especially in lactation education classes, namely classes initiated by the Association of Breastfeeding Mothers (AIMI) specifically to learn about breast milk and breastfeeding preparation(8).

The appropriate learning media to facilitate the learning process is interactive educational media, one of which is using games, games that can be used one of which is the Monopoly game. This monopoly game is very popular with children and adults (9). So it feels very appropriate when combining Monopoly games and learning materials for lactation education classes so that pregnant women can learn fun and learning media must have an attractive appearance with concrete, good, and interesting images of objects(10).

To create a learning atmosphere that is fun and not boring, it is necessary to develop interesting learning media so that pregnant women can understand and be interested in

learning about breast milk and breastfeeding. This can be realized with a monopoly game (11). It is very important to maintain learning motivation in each individual because it is necessary to know that there are three functions of motivation in a person. Namely, motivation can be a driving force in a person. Motivation gives direction to one's actions to achieve the desired goal. Motivation can encourage a person to sort out the actions that must be done (12). Playing a game can be a learning method for increasing learning motivation in a person and avoiding the feeling of being bored while learning(13).

Previous studies on the development of learning media while playing, namely monopoly as a learning media have been carried out. The results show that monopoly games are media that are feasible to use in learning media. This is evidenced by the results of research Putra M Jaya Adi, showing that monopoly games get media validity with the feasibility of physical aspects, usage aspects, image aspects, colour aspects, writing aspects and function aspects obtaining an average value of 97.78%. While the assessment conducted by material experts shows that the content aspects and learning aspects produce an average score of 90% which indicates that both are very valid (14).

Similar results according to Khastini stated that this educational game-based learning media can be an alternative learning resource for teachers. Based on the results of the trials conducted, the digestive monopoly

media (MONOPEN) is very feasible to use in the learning process. The very feasible category can be seen from the average score of the media expert test and material expert test of 85%, and the average score of the student response test of 89% is categorised as very feasible to be used as a student learning resource(15).

Monopoly is a game that two to five participants can play. It was chosen because it has six advantages, namely a fun and entertaining game to do, it allows active participation of players to learn, can provide immediate feedback, and it allows the application of concepts or roles into real situations and roles in society(16).

MATERIALS AND METHODS

Researchers use development research methods which are often known as Research and Development (R&D), which is a type of research used in product development and testing the effectiveness of these products(17). Research and development is a research approach to produce a new product or improve existing products and can be accounted for.

In this research and development, the procedure used is a modification of Borg and Gall. The application of the development steps is adjusted to the needs. Given the limited time and funds, the steps of developing learning media to be developed in this study are limited to 1) needs analysis, 2) product development (planning, making initial products), and 3) validation by expert

sampling as a research sample.

Monopoly game assessment was given to one material expert, one media expert, and one learning expert/user (implementing midwife). The research instrument is a questionnaire with a Likert scale including a learning aspect feasibility assessment instrument by a team of material experts and users consisting of 20 items of assessed learning aspects and for media experts is a media engineering aspect feasibility assessment instrument consisting of 9 points and 16 points for visual communication aspect feasibility assessment (18). Each instrument item has a gradation from very positive to very negative(19).

The data obtained is quantitative, namely, the results of the assessment of the Monopoly game media seen from the media expert's side and the material side by the material expert, so that from the existing values it can conclude whether the Monopoly game media is included in the good, good enough, less good or not good category. Qualitative data in the form of criticism and suggestions from media experts and material experts on the quality of learning media developed by researchers, as well as user opinions regarding media that have previously been used in lactation education class activities. The analysis technique is descriptive and is used as a basis for revising the media products developed.

This research has fulfilled the rules of research ethics and has received approval from the Health Research Ethics Commission

(KEPK) of the Health Polytechnic of the Ministry of Health Tasikmalaya with KEPPKN Ethics Approval No 2021/KEPK/PE/VI/00146.

RESULTS AND DISCUSSION

RESULTS

This study began with observations at the Cirebon City Health Office, by looking at the coverage of exclusive breastfeeding in each UPT Puskesmas in the working area of the Cirebon City Health Office. Following the results of problem identification, the researcher then explored the research location to synchronize the data on exclusive breastfeeding coverage with the existing reports at the Cirebon City Health Office and obtained UPT Puskesmas Sitopeng which is a health center with exclusive breastfeeding coverage of 49 percent and this figure is below the Cirebon City Health Office coverage rate of 65 percent (4). This occurred, among others, because the motivation of pregnant women in learning about lactation management is still very low, including considering the material about lactation is not important to learn during pregnancy, easily discouraged when finding obstacles when breastfeeding so that they quickly switch to formula milk, lack of interest in participating in educational materials about lactation so that pregnant women do not understand the material provided about lactation. This is influenced by various factors including limited and monotonous learning media. Midwives only provide education using the lecture

method and do not use more interesting learning media. For this reason, an activity carried out by midwives is needed to arouse the learning motivation of pregnant women, considering that currently there is still a lot of learning using conventional media which is often bored.

Based on the results of observations, data obtained that it is necessary to develop a new learning media that has the concept of learning while playing so that the motivation of pregnant women to learn about lactation can increase, namely by developing an existing Lactation Education Class developed in the form of a monopoly game concerning the curriculum determined by AIMI which includes material about breast milk and breastfeeding, which contains competencies that must be achieved by pregnant women as preparation for breastfeeding. Learning media products are packaged in the form of games with various game equipment and question descriptions.

The next stage is to prepare a product in the form of a monopoly game whose design needs to be adjusted to the concept of the material to be conveyed and of course, accompanied by supporting images. The images contained in the Monopoly game are purely the work of the technical team outside the researcher. The next stage is product validation in the form of validation data conducted by material experts, media experts, and users. Product validation is carried out to obtain input for improvement and subsequently obtain recognition of the

feasibility of the product developed. The validation data obtained is validation data from material experts, media experts and users.

The validated product is learning media monopoly lactation education class. Product validation data is carried out by material experts and media experts with the aim of obtaining input for the improvement of the media that has been made and subsequently obtaining recognition of the feasibility of the media developed. The validation results are as follows:

Material Validation

Material expert validation was carried out by the Chairperson of the Indonesian Breastfeeding Mothers Association (AIMI) Cirebon Branch. This is based on the fact that the head of AIMI is considered to have competence in accordance with the subject matter in the media to be developed, namely the Lactation Education Class through Monopoly Games. Validation conducted by material experts is reviewed from the learning aspect. To obtain this data, researchers used a Likert scale questionnaire with five scales. In its implementation, the material expert studies the contents of the media and then assesses the media. The researcher also involved the coordinator midwife at UPT Puskesmas Sitopeng as a user who would better understand the quantity of material discussion that would be delivered to pregnant women. During the implementation, the coordinating midwife was accompanied

by researchers using the media and studying the contents of the media then conducting research. The results of the material expert and user research can be seen in **Table 1**.

Based on **Table 1**, it is known that the learning media developed in terms of the feasibility of learning aspects by material experts and users obtained an average score of 4.32, in the very good category. The results of the material expert and user assessments show different mean scores. The average score of the material expert assessment is 4,24 which falls into the 'very good' category, while the acquisition of the average score of the assessment by the user is 4,4 which falls into the 'very good' category. In addition to conducting assessments, material experts also provide suggestions and comments. These suggestions are used as a basis for improving or revising the learning media products developed.

Comments and suggestions for revision from material experts and users include several word or sentence errors in writing, answers that are still incorrect, some questions are too broad and need to be more focused or simplified, there are several sentences in the questions that are repeated and some medical terms that should be defined with simpler and easier to understand sentences.

Media Validation

Validation conducted by media experts is reviewed from the media engineering aspect and the visual communication aspect.

Table 1. Data on feasibility assessment results learning aspects by a team of material experts and users

Learning Aspects	AIMI	Midwife	Average Score	
	Chairperson	Coordinator	Criteria	
Suitability of material with basic competencies	5	5	5	Very Good
Suitability of material with indicators	4	4	4	Good
Suitability of material with learning objectives	4	4	4	Good
Audience interactivity with media	4	4	4	Good
Fostering learning motivation	4	4	4	Good
The actuality of the material presented	5	5	5	Very Good
Adequacy of the number of questions	4	5	4.5	Very Good
Completeness of question coverage	5	5	5	Very Good
The level of difficulty of the questions is appropriate for the material	3	4	3.5	Good
Variety of questions	4	5	4.5	Very Good
Depth of questions according to the material	4	4	4	Good
Ease of learning to understand	3	4	3.5	Good
Easy-to-understand question language	4	4	4	Good
The orderly flow of thought	5	4	4.5	Very Good
Clarity of question description	4	4	4	Good
Clarity of learning instructions	5	5	5	Very Good
Correctness of questions according to theory and concept	5	5	5	Very Good
Correct use of terms and statements	4	4	4	Good
Accuracy of the answer key with the question	4	5	4.5	Very Good
Providing feedback on the evaluation result	5	4	4.5	Very Good
Total Average Score	85	88	86.3	Very Good
Average Score	4.24	4.4	4.32	Very Good

Media experts who became product validators in this study were lecturers from the Accounting Education Department. The

lecturer was chosen as a media expert because he has competence in the media field. Media expert validation data was obtained

using a Likert scale type questionnaire with five scales. In its implementation, media experts try to use and look at media products then provide assessments, comments, and

revision suggestions related to the media. The results of the feasibility assessment of media engineering aspects by media experts can be seen in **Table 2** below:

Table 2. Data on feasibility assessment results media engineering aspects by media experts

Media Engineering Aspects	Value				
	5	4	3	2	1
Effectiveness in use	√				
Efficiency in development	√				
Reliability in use	√				
Maintainable (can be maintained/managed easily)	√				
Usability (easy to use)	√				
Appropriateness of media selection	√				
Clarity of instruction for use	√				
Variety of play equipment	√				
Reusability		√			
Total Average Score			44		
Average Score			4.9		

Based on **Table 2**, it is known that the learning media developed in terms of the feasibility of media engineering aspects by media experts obtained an average score of 4.9 and entered the very good category. In addition to the assessed score, in its implementation, the media expert tries to use and look at the media product and then provides an assessment, comments, and revision suggestions related to the media in terms of engineering aspects, including the material used for the monopoly media that has been made needs to be considered for its usefulness function, considering that the media is made of paper with BW Carton type.

The results of the feasibility assess-

ment of visual communication aspects by media experts can be seen in **Table 3**.

Based on **Table 3**, it is known that the learning media developed in terms of the feasibility of visual communication aspects by media experts obtained an average score of 4.62 and fell into the good category. In addition to the scores assessed, media experts try to use and look at media products and then provide assessments, comments, and revision suggestions related to the media seen from the visual communication aspect, including the size of the Monopoly game media is too small with a size of 30 cm x 30 cm so that it affects the size of the text and images, and the background color of the

Table 3. Feasibility assessment result data visual communication aspects by media experts

Media Engineering Aspects	Value				
	5	4	3	2	1
Communicative (easy to understand and uses good, correct, and effective language)	√				
Creative and innovative (new, flexible, interesting, smart and unique)	√				
Simple	√				
Typeface selection	√				
Font size used		√			
Spacing (letter, line, character)		√			
Readability takes		√			
Display of image presented		√			
Accuracy of image placement	√				
Balance of image proportions	√				
Suitability of images that support the material	√				
Layout arrangement	√				
Color composition		√			
Color selection harmony		√			
Design neatness	√				
Design attractiveness	√				
Total Average Score			74		
Average Score			4.62		

monopoly game must contrast with the writing so that it can be read clearly.

DISCUSSION

The learning media in the form of a monopoly game is designed as a development of the existing lactation education method, namely the Lactation Education Class initiated by the Indonesian Breastfeeding Mothers Association (AIMI), which has been the method with lectures and questions and answers as well as showing

learning videos. The involvement of participants in the lactation education class is very limited and the ability to implement exclusive breastfeeding practices is still not optimal. So that more interesting and fun media is needed in the learning process. A pleasant learning atmosphere will improve learning outcomes (20).

Based on **Table 1**, namely data on the results of feasibility assessments based on learning aspects by a team of material experts and users, the average score is 4.32

and is classified in the good category. Of the twenty indicators of the learning aspect, there are two indicators with an average score of 3.5, namely indicator nine of the difficulty level of the questions according to the material, and indicator twelve, namely the ease of learning to understand.

After qualitative data collection with interviews as supporting data for existing quantitative data, this assessment was given based on the use of several foreign terms in monopoly media that not necessarily all users, in this case, pregnant women who will be the target of using this monopoly game understand it. So suggestions from material experts and users can replace the medical/foreign terms in question with language that is easily understood in the community.

Based on **Table 2**, namely the data on the results of the feasibility assessment of the media engineering aspect by media experts, an average score of 4.9 was obtained. Of the nine indicators assessed, there is 1 indicator with a score of 4, and the other eight indicators are worth 5. This is found in indicator nine, namely about reusable or reusable monopoly media games that have been made during the assessment. The Monopoly game media is made using BW carton material with a level of thickness that is not too thick, so it is prone to tearing and affects the quality of the color because the Monopoly media is packaged by folding. Following up on the suggestions made by media experts, the researchers will consider replacing the Monopoly game media with acrylic, so that it is better and

durable(21).

The assessment of the visual communication aspects of the media experts contained in **Table 3** obtained an average score of 4.62 and was classified in the good category. However, from the assessment of the feasibility of the sixteen indicators of visual communication aspects, six indicators get a score of 4, and the other indicators are worth 5. These indicators include the size of the font used, spacing (letters, lines, characters), text readability, the appearance of the images presented, color composition, and compatibility of color selection(22).

It can be seen that of the three indicators of media engineering aspect assessment, two indicators get the lowest assessment compared to other indicators. These indicators are the clarity of instructions for using the media and the variety of game tools that get an average score of 3.00 which is included in the 'Fair' category. While other indicators obtained an average score of 4.00 which is in the 'Good' category. The assessment of visual communication aspects from media experts obtained an average score of 3.38. Based on the table of guidelines for converting the average score into a score with five categories, the media expert[s assessment of the visual communication aspect received a score of 'B' in the 'Good' category.

The assessment of the feasibility of visual communication aspects has sixteen indicators assessed by media experts. Of the sixteen indicators of visual communication

aspect assessment, there is one indicator that gets the highest assessment compared to other indicators. This indicator includes the colour composition which gets a score of 5.00 which is included in the 'Very Good' category. There are four indicators that get the lowest assessment compared to other indicators which get a score of 2.00 which is in the 'Less' category. While other indicators obtained scores that fell into the 'Fair' and 'Good' categories. In addition to conducting assessments, media experts also provide suggestions and comments.

These suggestions are used as the basis for improving or revising the learning media products developed. Comments and revision suggestions from material experts are as follows: 1) The location of images and text should not overlap. 2) The image and writing in the center are too crowded. 3) Need to add a picture/writing 'Finish'. 4) Reread the game rules. Some sentences need to be corrected. 5) There are some mistakes in writing foreign terms. Based on the comments and revision suggestions from the media experts, the researchers made improvements to the learning media. The following is the appearance of the monopoly game board before and after the revision.

CONCLUSION AND RECOMMENDATION

The development media for lactation education classes in the form of a monopoly game, after validity testing by material experts and media experts, is stated to be in

a good category, meaning that the monopoly media is feasible and validated, although there are still some suggestions, including those related to the material/material of monopoly media which is prone to tearing because it is made of BW carton.



Figure 1. Lactation monopoly board before revision



Figure 2. Lactation monopoly board after revision

In addition, the color composition tends to be less contrasted with the writing and the layout of the images is not appropriate and balanced. Furthermore, it is necessary to test the effectiveness of using

this monopoly media as a development of lactation education classes.

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