



## Development of local wisdom-based Monita (Story Monopoly) media in folklore learning

Burhanudin<sup>1</sup>, Ayu Wulandari<sup>2</sup>, Fifit Firmadani<sup>3\*</sup>

<sup>1,2,3</sup>Universitas Tidar

<sup>1</sup>[burhanzaka@gmail.com](mailto:burhanzaka@gmail.com), <sup>2</sup>[ayuwulandari@untidar.ac.id](mailto:ayuwulandari@untidar.ac.id), <sup>3</sup>[firadani@untidar.ac.id](mailto:firadani@untidar.ac.id)

### Article Info

#### Article history:

Received 8 Mei 2023

Revised 11 Mei 2023

Accepted 25 Mei 2023

#### Keyword:

Folklore, Local Wisdom, Monita Media (Monopoly Story)

### ABSTRACT

The lack of innovation in Indonesian language learning media on folklore material results in folklore being less attractive to students. Based on this, it is necessary to develop an interactive learning media so that it can attract and increase students' interest and learning outcomes in folklore material. This study aims to describe, develop, and determine the feasibility of Monita media (story monopoly) based on local wisdom. The type of research used is Research and Development (R&D). The results of this study are to produce Monita (monopoly story) media development products based on local wisdom in learning folklore class VII SMP Negeri 2 Magelang. The research stages of developing Monita media (story monopoly) are as follows. (1) research and data collection, (2) planning, (3) product draft development, and (4) limited and small-scale use tests. The results of the Monita media assessment (story monopoly) obtained a percentage from material experts of 94%, a percentage from media experts of 89%, and a percentage from respondents of 94%. This means that the monita media is in the category of very feasible to use in learning Indonesian language folklore material.



©2022 Authors. Published by Arka Institute. This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. (<https://creativecommons.org/licenses/by-nc/4.0/>)

## INTRODUCTION

Learning is a process of establishing communication between educators and students in a learning environment to improve knowledge, attitudes, and skills in achieving educational goals. The implementation of teaching and learning activities must prioritize the principles of effective learning. According to Prayogo (2017), effective learning is learning that can provide benefits and focuses on students (student centered) through appropriate procedures. The learning process is learner-centered, meaning that learners explore and seek information from various sources independently, not only sourced from material delivered by educators. Then students are also communicators, meaning that students can be active to convey their opinions according to the knowledge they get. One of the lessons that applies the student centered method is Indonesian language learning.

Indonesian language learning is taught at primary to secondary education levels. The material taught at each level has differences according to the level of understanding and difficulty of each. One of the Indonesian language learning materials at Junior High School (SMP) is folklore learning material. Folklore is a story that develops from a community and is passed on to the next generation. The Ministry of Education and Culture in Anisa et al. (2021) explains that folklore must be developed and passed on to the next generation, because folklore is a legacy from previous generations for the current generation. Folklore contains positive moral messages for the formation of students' character. In general, folklore characters have good traits and characters to be emulated. Folklore characters can also usually be an incarnation of a character, a god or in the form of an animal. Apart from being an entertainment medium, the function and role of folklore is also as a role model for readers because folklore contains messages or moral values to be applied in everyday life through the characters through folklore, students can find character values that can be applied in everyday life. According to Komariah (2018) folklore is a literary work that can integrate character values to readers or the next generation. Nurgiantoro in Jayapada et al. (2017) folklore is a story that comes from a community and develops from generation to generation in the past as a means of providing moral values to readers or the next generation. Folklore learning is expected to be able to make students understand the material optimally. Folklore learning material aims

---

to introduce and pass on local culture and improve the character values of students through the example of the characters.

However, the rapid development of technology has resulted in folklore being less attractive to students and even the fading of character values in a society. Muhyidin (2018) explains that the development of the global era has provided opportunities for people to communicate from different countries, without being limited by time and space. As a result, it is precisely the outside culture that shapes the character of children because they generally cannot distinguish between good and bad so that the impact is that a lot of cultural heritage is weathered by age, neglected, neglected and not even considered its existence.

Based on interviews conducted at SMP Negeri 2 Magelang, several problems were found as conveyed by students of SMP Negeri 2 Magelang that learning folklore is boring and less interesting to learn. This is motivated by the lack of media or learning facilities for fun folklore material. The lack of interest of SMP Negeri 2 Magelang students in learning folklore is also a problem that needs attention. Students tend to be more passive when educators deliver folklore material in class.

In addition, it was found that there was no folklore learning media owned by the school. The folklore material delivered by monotonous educators still uses the lecture method only. In addition, the folklore material contained in textbooks and LKS (Student Worksheets) is still incomplete. In fact, folklore is one of the solutions in instilling character education to students through exemplary characters and preserving local cultural heritage. Character education for students is very important to face the progress of the digital era.

Therefore, the problems experienced by students of SMP Negeri 2 Magelang in learning folklore can be overcome by utilizing innovative folklore learning media so that it can foster students' interest in learning folklore in Basic Competency (KD) 3.15 (identifying information about local fables/legends read and heard) and KD 4.15 (retelling the contents of local fables/legends read and heard).

In general, media is defined as materials, equipment or activities that create conditions that allow students to acquire knowledge and attitudes. Learning media is a set of tools or complements used by teachers or educators in order to communicate with students or learners. Material that is packaged through a media program will be clearer, more complete, and more interesting for students. Learning media is also able to present material that can arouse students' curiosity, stimulate students to react physically and emotionally (Marpaung & Siagian, 2016).

Media cannot be separated from the learning process to achieve educational goals (Arsyad, 2011). Choosing the right media is the main thing that teachers need to consider. The selected learning media must be in accordance with the needs and characteristics of students in order to achieve learning objectives (Daryanto, 2019). According to Pane & Dasopang (2017), learning media is media that is utilized in carrying out teaching and learning activities to be more effective and efficient in achieving learning objectives. Prayogo (2017) suggests that the functions of learning media include: 1) increase success precisely and carefully in the learning process; 2) increase students' desire to learn; 3) increase students' learning motivation; 4) equalize the understanding or views of different students; 5) increase active communication during learning; 6) improve the quality of learning in accordance with learning objectives.

The use of learning media can provide new innovations in classroom learning so that it is not boring. Fun learning while playing makes students actively learn (Rosarian & Dirgantoro, 2020). The educational game must also be in accordance with the character and development of students (Nurpratiwiningsih & Setiyoko, 2018). Media development by combining games can improve learning in the classroom (Sulisworo et al., 2020). One of the folklore learning media that can be developed to preserve local cultural heritage, instill character values in students through the characters, and make students more active in class is by using Monopoly Story learning media or abbreviated to Monita. (Suciati et al., 2015) explained that, monopoly game media can help maximize teaching and learning activities to be more interesting and fun.

Monopoly game was chosen because it has advantages, namely: 1) a game that is fun to do; 2) stimulates active student participation; 3) provides direct feedback for students; 4) allows the application of concepts or roles into actual situations and roles in society; 5) is flexible; 6) is easy to make and reproduce (Hidayat, 2015).

Monita (monopoly story) is a monopoly learning media by presenting folklore images that contain elements of local wisdom with educational and interactive folklore learning materials to introduce and preserve local cultural heritage to students. The purpose of Monita (story monopoly) is to develop students' character values and preserve local cultural heritage and provide innovation in Indonesian language learning on folklore material.

## RESEARCH METHODS

This local wisdom-based Monita (story monopoly) media was developed using a development model which refers to the Borg & Gall development model. According to Borg & Gall in Sukmadinata (2016) the steps of research and development, including research and data collection, planning, product draft development, initial field trials, revising trial results, field trials, product refinement of field trial results, field implementation tests, final product refinement, dissemination and implementation. In this study, not all research steps were carried out, the research was only limited to the steps of research and data collection, planning, and initial product development.

This research was conducted at SMP Negeri 2 Magelang. The subject in this study was folklore learning in class VII SMP Negeri 2 Magelang. The subject was taken by analyzing the syllabus, conducting interviews, and direct observation to the school. While the object of this research is Monita media (story monopoly) as an innovation in Indonesian language learning media. learning media on folklore material.

Data collection regarding the initial needs of Monita media (story monopoly) was obtained through interviews, documentation, tests, observations, and questionnaires. Data regarding the feasibility of Monita media (story monopoly) is obtained through the assessment instrument of material experts, media experts, and respondents. The assessment or validation instrument uses an assessment with a 5 Likert scale as follows. (1) Very Poor, (2) Poor, (3) Fair, (4) Good, and (5) Very Good. The level of feasibility of Monita media (story monopoly) can be known through table 1. as follows.

**Table 1. Feasibility Level**

<b>Persentase (%)</b>	<b>Feasibility Level</b>	<b>Description</b>
81 – 100	Very Feasible	No Revision
61 – 80	Eligible	Minor Revision
41 – 60	Decent Enough	Medium Revision
21 – 40	Less Feasible	Major Revision
0 – 20	Not Feasible	Revision Total

## RESULTS AND DISCUSSION

The research and development that has been carried out produces a product in the form of Monita media (story monopoly) based on local wisdom in learning folklore. The results of the research that will be presented include the following. (1) the initial needs of Monita media development (story monopoly) based on local wisdom in folklore learning grade VII SMP Negeri 2 Magelang, (2) the development of Monita media (story monopoly) based on local wisdom in folklore learning grade VII SMP Negeri 2 Magelang, and (3) the feasibility of Monita media (story monopoly) based on local wisdom in folklore learning grade VII SMP Negeri 2 Magelang.

### **Initial Needs of Monita Media Development (Monopoly Story) Based on Local Wisdom in Learning Folklore Class VII SMP Negeri 2 Magelang**

Based on the initial needs of Monita (Monopoly Story) media development, the results of the initial needs of teachers and students were obtained through a questionnaire. The results of the initial needs of Monita media development (story monopoly) can be described as follows.

#### **Teacher's Initial Needs**

Data collection of teachers' initial needs analysis using a questionnaire through google forms. Based on the initial research, it was found that the needs of SMP Negeri 2 Magelang teachers in learning Indonesian language on folklore material using Monita media (story monopoly) based on local wisdom can be known through the Indonesian language learning profile of SMP Negeri 2 Magelang as follows.

- a. Indonesian language learning on folklore material delivered by teachers to students already contains elements of local wisdom.
- b. Media or learning resources that are often used by teachers are textbooks or LKS (Student Worksheets).
- c. The obstacles faced by teachers when delivering folklore learning materials to students include: students are sometimes less focused or noisy on their own, students are less interested in folklore, and schools or teachers do not have the right media on folklore learning materials.
- d. During the Indonesian language learning process teachers usually often use learning media as a tool.
- e. During the Indonesian language learning process on folklore material teachers utilize learning media to achieve learning objectives.
- f. The media commonly used by teachers in learning Indonesian language on folklore material are power point, illustrations or photos, and videos.
- g. The application of learning media used by teachers is less effective for delivering folklore material, but if there are other more innovative media it will be more effective and attract students.
- h. The media used by teachers so far has not attracted interest and has not motivated students in the learning process because the media used is considered classic or familiar and boring.
- i. Alternative media that can improve students' understanding and are more flexible in their use on folklore material, namely by using pieces of pictures which can then be arranged by students so that the story continues, presenting folklore videos, and games that are easily understood by students.
- j. Teachers have never made learning media on folklore material.
- k. Teachers want a folklore learning media that is not only listened to but students can also learn while playing.
- l. Teachers want learning media about folklore that is interesting and easily understood by students.
- m. Teachers agree with the development of Monita media (story monopoly) based on local wisdom in learning folklore.

### Initial Learner Needs

Collecting data on the initial needs analysis of students using a method by filling out a questionnaire or questionnaire through google forms. Based on the initial research, it was found that the needs of seventh grade students of SMP Negeri 2 Magelang in learning Indonesian language on folklore material using Monita media (story monopoly) based on local wisdom can be known through the profile of Indonesian language learning at SMP Negeri 2 Magelang in the classroom as follows.

- a. One of the Indonesian language learning materials is folklore material. Students are less interested in folklore material due to the lack of innovative and interesting folklore learning media.
- b. Folklore learning delivered by the teacher contains elements of local wisdom.
- c. Teachers only use textbooks or LKS as a learning resource in learning folklore material. in learning folklore material.
- d. The textbooks or worksheets used on folklore material are quite complete. However, the textbooks or worksheets do not contain complete folktales.
- e. Teachers in the learning process always utilize learning media on folklore learning materials.
- f. Students assess that the folklore learning media used by teachers varies, but only a few types and it is felt that there is a lack of innovation.
- g. Variations of learning media used in learning folklore include: power point (PPT), pictures or photos, and videos.
- h. The learning media used by teachers is quite effective in supporting the learning process in class, but there is still a need for learning media innovation to make it more interesting.
- i. The obstacles faced by students when using learning media on folklore learning material by teachers are that the media is difficult to understand, the unavailability of interesting pictures, the text used is too long so it is easy to get bored when reading the story, the media used by the

teacher is classic and boring, and the power point media (PPT) is difficult to understand because it is not explained directly.

- j. The learning media that students want is not only containing text, but also equipped with interesting pictures.
- k. Learners need learning media on folklore material that is more innovative and fun.
- l. Learners understand the material better if they learn while playing.
- m. Learners agree if there is a development of Monita media (story monopoly) in learning folklore material.

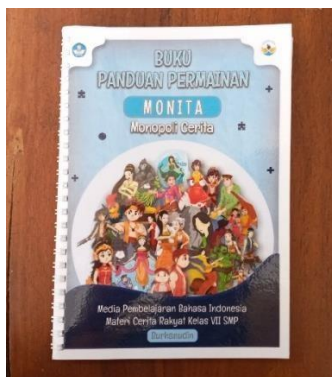
Based on the results of the initial needs analysis of teachers and students, it is necessary to develop Monita media (story monopoly) based on local wisdom in learning folklore class VII SMP Negeri 2 Magelang. The next step is to collect references or information about the curriculum, syllabus, folklore textbooks or ebooks, animated images, and fonts that will be used in the development of Monita (story monopoly)..

### **Development of Monita (Monopoly Story) Media Based on Local Wisdom in Learning Folklore Class VII SMP Negeri 2 Magelang**

The development of Monita media (story monopoly) has gone through the stages of development. The results of the development stages of Monita media (story monopoly) can be described as follows.

#### **Monita Media Equipment (Monopoly Story)**

The equipment contained in Monita (Monopoly story) learning media includes guidebooks, Monita media boards, help and challenge cards, property and prison cards, dice, star score money, miniature buildings, and star score acquisition boards.



**Figure 1. Monita Guidebook**



**Figure 2. Monita Board (Monopoly Story)**



**Figure 3. Pawn Monita**



**Figure 4. Dice and Land Plot Markers**





Figure 5. Challenge Card



Figure 6. Support Card



Figure 7. Prison Admit Card



Figure 8. Land Title Card



Figure 9. Star Score Money



Figure 10. Star Scoring Board

### Steps for Operating Monita Media (Monopoly Story)

Monita media (story monopoly) that has been developed aims to facilitate users in the process of learning Indonesian language on folklore material. The steps for operating Monita media (story monopoly) are as follows.

#### 1) Preparation

Initial preparation in Monita learning media (story monopoly) as follows (a) educators as facilitators and operators (b) students form groups with each group consisting of 4 people, (c) the operator first shuffles the challenge and assistance cards, then places them in the space provided, (d) each group is given 500 star money as initial capital, and (e) the remaining property cards and star money are handed over to the operator.

#### 2) Beginnings

The beginning in Monita learning media (story monopoly) is as follows. (a) one of the group representatives makes a switch to determine which player plays first, (b) the player shuffles the dice alternately according to the agreed order, (c) after that, the player's pawn is run alternately according to the dice number to the plot according to the arrow, (d) wherever the player's pawn stops on the land of buildings and so on, it can be purchased, but if there is another group that stops on the plot that has been purchased, it must pay rent or fines, (e) if the dice show the same number 6 then the player continues to randomize the dice again, (f) after going through the Start plot each group will get 20 stars by the operator.

#### 3) Groups that stop on land that is not owned by other players

The group that stops on building land (complex) that is not yet owned by a player can be explained as follows. (a) if one player stops on building land that is not yet owned by another player either through the intermediary of dice or by force of challenge cards or favor cards, the player gets the right to buy building land at a price (star) that has been determined through the operator, (b) after buying

building land and getting a property right card from the operator, the player gets the right to buy the building land at a price (star) that has been determined through the operator. (b) after buying the building land and getting the property card from the operator, the card must be placed on the player's table as proof of ownership of the plot, (c) if the player is not willing to own the building land that has been purchased, it can be sold back to the operator before the end of the game.

4) Groups that stop on land that has been owned by other players

Groups that stop on building land or complexes that have been owned by other players, either through the intermediary of dice or by force of challenge cards and assistance cards, then the owner of the building land has the right to collect rent on the land according to the pull that has been set on the property rights card. In addition, learners in the group will also get questions related to folklore material.

5) Players in and out of prison

Players who are in and out of prison can be explained as follows. (a) a player is declared to be in jail if the pawn played stops on the jail box or gets a command card from the challenge and help card. The group gets the order to arrange the folklore in order and intact correctly, (b) players are declared free of prison if the group has a free prison card obtained on the help card or challenge card or the player gets the same number of dice 6 when rolled. In addition, to be free from prison, students must be able to arrange the folklore in order and intact correctly.

6) Winners The winners in the Monita (story monopoly) game are as follows.

(a) the player who is considered to win the monopoly game is when the player has the most plots and star money, (b) in the Monita game (monopoly story), the winner is the player who can survive until the end, (c) In addition, the group that wins the Monita (story monopoly) game is the group that is able to answer or explain the folklore material correctly.

### **Feasibility of Monita (Monopoly Story)**

Media Based on Local Wisdom in Learning Folklore Class VII SMP Negeri 2 Magelang Based on the development of Monita (monopoly story) media that has been obtained, the next step is to test the feasibility of Monita (monopoly story) media. The feasibility test of Monita media (story monopoly) can be described as follows.

### **Material Expert Validation**

Based on the results of material expert validation on Monita media (story monopoly), the results of material expert 1 with a total assessment score of 177, material expert 2 with an assessment score of 168, and material expert 3 with an assessment score of 165. The three results of the material expert validation show that the average assessment score is 170. Based on the average score, a percentage of 94% is obtained, which means that the Monita media (story monopoly) is included in the category very suitable for use in the Indonesian language learning process of folklore material.

### **Media Expert Validation**

Based on the results of media expert validation on Monita media (story monopoly), the results obtained from media expert 1 with a total assessment score of 141, media expert 2 with an assessment score of 164, and media expert 3 with an assessment score of 164. The three media expert validation results show that the average assessment score is 156. Based on the average score, a percentage of 89% was obtained, which means that Monita media (story monopoly) is included in the category very feasible to be used as support in the learning process of Indonesian language folklore material.

### **Limited Trial**

Before Monita media is tested in the field, it is necessary to evaluate or test it on the table first. This trial is an estimate based on analysis and good reasoning considerations from media experts. In this research, the evaluation stage is very important, especially to assess the feasibility of the basics of concepts or theories used before being tested on students.

According to Suciati et al. (2015) monopoly game media is a media that can make the learning process more interesting and fun. In line with this, it is hoped that Monita media (story monopoly) can also motivate students to learn so that they gain as much knowledge as possible about folklore. The knowledge is obtained by students one of them by answering the questions contained in the challenge card and later will get star score money to win the game.



**Figure 11. Limited Trial**

### **Small Class Trial**

After the Monita media (story monopoly) is validated by material expert validators, media experts, and practitioners or teachers, then Monita media is revised according to the suggestions and input that has been given and can be tested in small classes to VII F class students with a total of 32 students.



**Figure 12. Small Class Trial**

Based on Figure 12, this trial is used for learning seventh grade folklore in the basic competencies of 3.15 identifying information about local fables/legends read and heard and 4.15 retelling the contents of local fables/legends read and heard. Before students use the media, students are given a soft file of the Monita media guidebook (story monopoly) as a guide in operating Monita media. The next step is that students are asked to fill out a pre-test before the folklore learning material is delivered. Then students are explained about folklore material.

After that, students form groups with each group consisting of 4 people. Each group member will take turns playing the learning media and working together in groups to answer the questions contained on the challenge card and the prison entry plot. When it has passed one round, the other group members will take turns to shuffle the dice. The group that answers the most questions about folklore and collects the most money will be the winner.

After using Monita media (story monopoly), students will fill out a post-test which aims to improve learning outcomes on folklore material. The increase in learning outcomes can be known from the results of the pre-test that was previously filled in by students. Pre-test and post-test of folklore material on Monita media (story monopoly) amounted to 10 statements. Learners are asked to choose one of the answers that they feel is most appropriate by checking the correct or incorrect column that is available.

The statement questions presented in the pre-test and post-test are as follows. (1) folklore is a story that develops from a community and is passed down from generation to generation, (2) folklore is anonymous or the author's identity is unknown, (3) mite is a prose story that is considered by the owner of the story as an event that has really happened, (4) the intrinsic elements of folklore consist of 5 elements, namely theme, plot, setting, point of view, and mandate, (5) reorientation is the introduction or opening part of the folklore text, (6) the word "Then" is an example of temporal conjunction in folklore language rules, (7) Malin Kundang is a folklore originating from North Sumatra, (8) Jaka Tarub is a folklore originating from East Java, (9) in the story of Mount Tidar there is a monument on each side with the symbol of the letter 'Sa' Javanese script which means sapa salah seleh or who is wrong



will be found out, (10) the moral message of the folklore of Rawa Pening is to respect other people and provide lessons so that we do not judge someone from their appearance alone.

Based on the trials that have been carried out, the initial average value (pre-test) of VII F class students in learning Indonesian language folklore material is 68. However, after students use Monita media (story monopoly) the average value of students on folklore material increases to 89. This means that Monita media (story monopoly) can improve student learning outcomes. The results of this study are in accordance with the research of Vikagustanti (2014), which explains that the utilization of monopoly game media can improve student learning outcomes. monopoly game media can improve student learning outcomes.

### Respondents' Assessment

Based on the results of the respondents' assessment, it can be obtained that the total score is 5249 with an average of 164, so that the percentage of Monita media assessment (monopoly story) is 94%. This percentage shows that Monita media (story monopoly) is included in the very good category used to support the learning process on folklore material in class VII F SMP Negeri 2 Magelang.

### CONCLUSION

Based on the results of research and discussion, it can be concluded that Monita learning media (story monopoly) based on local wisdom is prepared using the research and development model by Sukmadinata which refers to the Borg & Gall development model. Teachers and students want the development of Monita media (story monopoly) based on local wisdom in learning folklore class VII SMP Negeri 2 Magelang. Monita learning media (story monopoly) based on local wisdom in learning folklore developed has gone through the feasibility stage from material experts, media experts, and respondents. The feasibility of Monita media (story monopoly) from the assessment of material experts is classified as very feasible with an average score of 170 and the percentage of Monita media is 94%. Based on the results of the trial, Monita media (story monopoly) can improve students' learning outcomes on folklore material. Based on the results of the research and discussion, it is recommended to teachers to be able to use the results of this Monita (monopoly story) media research as a medium in improving student learning outcomes and becoming a reference for Indonesian language learning media innovation. For researchers, it should develop into Augmented Reality (AR) and can develop different basic competencies.

### DAFTAR PUSTAKA

- Anisa, S. N., Artawan, G., & Indriani, M. S. (2021). Penerapan Strategi Omaggio Dalam Upaya Meningkatkan Hasil Belajar Menyimak Cerita Rakyat Siswa Kelas X Multimedia SMK TI Bali Global Singaraja. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, 11(2), 152–160.
- Daryanto, J. (2019). Pengembangan Media Pembelajaran Tembang Macapat Berformat Video Interaktif Pada Mata Pelajaran Bahasa Daerah Di Sekolah Dasar. *Seminar Nasional Pendidikan 2015*, 24–30.
- Hidayat, A. (2015). Pengembangan Permainan Monopoli Sebagai Media Pembelajaran Batik Kelas V SD Siti Aminah Surabaya. *Jurnal Pendidikan Seni Rupa*, 3(2), 218–226.
- Jayapada, G., Faisol, F., & Kiptiyah, B. M. (2017). Kearifan Lokal dalam Cerita Rakyat sebagai Media Pendidikan Karakter untuk Membentuk Literasi Moral Siswa. *BIBLIOTIKA: Jurnal Kajian Perpustakaan Dan Informasi*, 1(2), 60–62.
- Komariah, Y. (2018). Pengembangan bahan ajar cerita rakyat kuningan terintegrasi nilai karakter dalam pembelajaran apresiasi sastra di smp. *Deiksis: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 5(1), 100–109.
- Marpaung, I. Y. O., & Siagian, S. (2016). Pengembangan Media Pembelajaran Bahasa Indonesia Berbasis Macromedia Flash Proffesional 8 Kelas V SD Swasta Namira. *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan*, 3(1).
- Muhyidin, A. (2018). Pemertahanan Nilai-nilai Budaya Lokal dalam Pemelajaran Sastra di Sekolah.

---

*Tersedia Secara Online Di: [Http://Badanbahasa. Kemdikbud. Go. Id/Lamanbahasa/Node/306](http://Badanbahasa.Kemdikbud.Go.Id/Lamanbahasa/Node/306) [Diakses Di Bandung, Jawa Barat, Indonesia: 3 November 2019].*

- Nurpratiwiningsih, L., & Setiyoko, D. T. (2018). Development of education games map material as a learning media for elementary school students. *Journal of Primary Education*, 7(3), 249–257.
- Pane, A., & Dasopang, M. D. (2017). Belajar dan pembelajaran. *Fitrah: Jurnal Kajian Ilmu-Ilmu Keislaman*, 3(2), 333–352.
- Prayogo, B. A. (2017). Permainan monopoli sebagai media pembelajaran matematika. *Joyful Learning Journal*, 6(4), 228–233.
- Rosarian, A. W., & Dirgantoro, K. P. S. (2020). Upaya guru dalam membangun interaksi siswa melalui metode belajar sambil bermain [teacher's efforts in building student interaction using a game based learning method]. *JOHME: Journal of Holistic Mathematics Education*, 3(2), 146–163.
- Suciati, S., Septiana, I., & Untari, M. F. A. (2015). Penerapan Media Monosa (Monopoli Bahasa) Berbasis Kemandirian dalam Pembelajaran di Sekolah Dasar. *Mimbar Sekolah Dasar*, 2(2), 175–188.
- Sukmadinata, N. (2016). *Metode Penelitian Pendidikan*. Remaja.
- Sulisworo, D., Ummah, R., Nursolikh, M., & Rahardjo, W. (2020). The analysis of the critical thinking skills between blended learning implementation: Google Classroom and Schoology. *Universal Journal of Educational Research*, 8(3), 33–40.