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Monopoly Game as Learning Media for Children aged 5-6 Years in Rumbia, Central Lampung Regency

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Abstract

Monopoly game is one of the most popular board and group games in the world, so it will be very easy to introduce the game of monopoly, because most children already know the game. Monopoly games to develop children's cognitive abilities have never been done as a learning medium in Raudhatul Athfal (RA) Darussalam Reno Basuki, Rumbia District, Central Lampung Regency. The purpose of this study was to develop a monopoly game in Raudhatul Athfal (RA) Darussalam Reno Basuki, Rumbia District, Central Lampung Regency. Types of research and development (research and development). The development procedure according to the ADDIE model consists of five stages, namely Analysis (analysis), design (design), development (development), implementation (implementation), evaluation (evaluation). Based on the results of the study, it can be concluded that the development of monocolic game products that were made then went through a validation stage by several experts before being implemented. This validation is carried out by media experts and material experts who are experts in their fields. The validation results from media experts can be seen that monocolic games get an average score of 4 with a percentage of 100%, so it can be said that monocolic games are very feasible. While the validation results from material experts can be seen that monocolic games get an average score of 3.6 with a percentage of 90%, so it can be said that monocholic games are very feasible. The development of monocolic games is effective in increasing the development of cognitive aspects of early childhood.

Keywords : Game, Monopoly, Cognitive

INTRODUCTION

Playing is a direct, spontaneous activity in which a child uses other people or objects around him happily, voluntarily and imaginatively, using his five senses, his hands or all his limbs (Nugraha 2013). Children spend so much of their daily time and energy playing that philosophers, researchers, teachers, and parents alike have wondered about the role of play in child development. Obviously, games must

provide functional and evolutionary benefits for developing children, so it is necessary to develop how a children's game can support them to develop better. It is then the task of teachers in early childhood education to be skilled in formulating games that are still fun but educate children (Fitri Heryanti Harsono n.d.; Wahyuni and Azizah 2020).

One of the games that can develop the ability of early childhood is the monopoly game. Monopoly is one of the most popular board and group games in the world. The aim of the game is to dominate all plots through the process of renting, selling and buying with simplified economic principles (Anis Nuryati Suprapto 2013). However, in this study the development of a monopoly game that will be carried out is to form a monopoly game by making large media about 3x4 meters which contains material about the cognitive of children aged 5-6 years in the aspect of symbolic thinking. The monopoly game in this study will be played directly by children, so it is hoped that by using this monopoly game, children will be more enthusiastic in participating in the learning process.

Based on the pre-survey conducted by researchers, in fact Monopoly Game activities to develop children's cognitive abilities have never been carried out in Raudhatul Athfal (RA) Darussalam Reno Basuki, Rumbia District, Central Lampung Regency. This is based on the results of an interview with the teacher of group B, namely Mrs. Novianti, who said that "the game of monopoly has never been applied to the early childhood group, this is because this game is still considered complicated for children, but if there is media development so that it can simplify the concept of the game for children. early childhood, it will definitely help children's abilities" (Novianti 2021).

In addition, the reason for choosing the monopoly game in this study is because the children are familiar with the monopoly game on the market, and the child likes to play the monopoly game. Monopoly media is often carried out with a small size and the object is not suitable for early childhood. Therefore, researchers will develop monopoly media with large sizes and objects that are suitable for early childhood, especially in the cognitive aspects of children. This research will be conducted using an offline system for children aged 5-6 years and will focus on the development of cognitive abilities in early childhood.

One of the developments possessed by children is cognitive development, basically this potential is determined at the time of conception which is influenced by heredity or heredity factors but whether or not this cognitive potential can develop also depends on environmental factors and the maturity of the opportunity given to be able to determine the maximum limit. development at the level of intelligence (Arimbi, Saparahayuningsih, and Ardina 2018).

Cognitive development in general is closely related to the period of motor development. Cognitive development describes how children's minds develop and function, so they can think. Cognitive development is a process by which individuals can improve their ability to use their knowledge (Filtri and Sembiring 2018). Cognitive development focuses on thinking skills, including learning, problem solving, rationality, and memory. The development of cognitive skills is directly related to the development of other skills, including communication, motor, social, emotional, and adaptive skills. In other words, the individual's cognitive ability will increase gradually from birth through the child's interaction with the environment. The following are indicators of cognitive abilities of children aged 5-6 years.

Table 1.1
Indicators of Achievement of Cognitive Development of Children Age 5-6 Years
(Kebudayaan 2013)**.**

Scope of Development	Child Development Achievement Level
Cognitive	A. Learning and Problem Solving 1. Shows exploratory and probing activities (such as: what happens when water is spilled) 2. Solve simple problems in everyday life in a flexible and socially acceptable way 3. Applying knowledge or experience in a new context 4. Demonstrate a creative attitude in solving problems (ideas, ideas out of the ordinary) B. Logical Thinking 1. Recognize differences by size: "more than"; "less than"; and "most/ter" 2. Shows initiative in choosing a game theme (such as: "let's play pretend like a bird") 3. Develop a plan of activities to be carried out 4. Know the causes and effects of the environment (wind blows cause leaves to move, water can cause things to get wet) 5. Classify objects based on color, shape, and size (3 variations) 6. Classify more objects into the same group or similar groups, or paired groups with more than 2 variations 7. Recognize the ABCD-ABCD pattern 8. Sort objects by size from smallest to largest or vice versa C. Symbolic Thinking 1. Name the numbers 1-10 2. Use numeric symbols to calculate 3. Match numbers with the number symbol 4. Recognizing various symbols of vowels and consonants 5. Representing various kinds of objects in the form of pictures or writing (there are pencil objects followed by writing and pencil drawings)

Based on the indicators of achievement of cognitive development of children aged 5-6 years above, in this study, the indicators of cognitive ability are symbolic thinking aspects. Seeing from the problems mentioned above, the way to overcome them is to start introducing and bringing children closer to aspects of cognitive abilities. So the problem in this study is to determine the development of monopoly

games in Raudhatul Athfal (RA), and how the effectiveness of using monopoly games to develop the cognitive development of children aged 5-6 years in Raudhatul Athfal (RA) in Rumbia, Central Lampung.

METHODOLOGY

This research uses research and development R & D (Research and development). Sugiyono argues that research and development methods are research methods used to produce certain products, and test the effectiveness of these products (Sugiyono 2010). The procedure for developing the game of monopoly used in this research is using the Addie Model development procedure which consists of five stages, as follows:

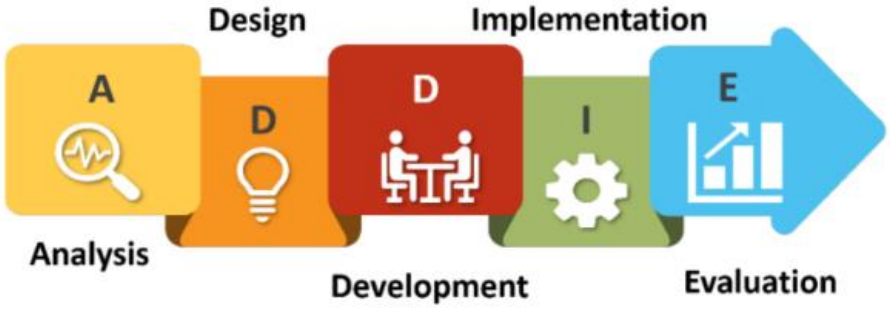

Figure 3.1
Chart of the ADDIE Model Development. (Ramen A Purba 2021)

Based on the picture above, the research and development procedure in this study uses the Addie model research and development procedure. This development will be carried out in accordance with the procedures that have been developed by Robert Maribe Branch, which consists of five steps (Pribadi 2016). The five steps are: Analysis (analysis), design (design), development (development), implementation (implementation), evaluation (evaluation).

RESULTS AND DISCUSSION

Monopoly

Game Game is a recreational activity with the aim of having fun, filling spare time or doing light exercise. The game is usually done alone or together (group), the game can also be done for fun and can foster motivation (Yulaini 2015). Educational games are facilities used by children to play, which contain educational value and can develop all children's abilities, so APE can be used by children to play while learning, meaning that APE and playing are fun learning tools (Arif 2016). Meanwhile in a monopoly game, each player throws the dice in turn to move his pawn and if he lands on a tile that is not owned by another player he can buy the tile according to the price listed. If the plot has been purchased by another player, he has to pay that player a fixed amount of rent (Yulaini 2015). Monopoly used in learning, is basically the same as an ordinary monopoly game. The goal is the same, namely control. It does not only aim to master the game but also to master the material taught in the monopoly (Arifin, Akhdinirwanto, and Fatmaryanti 2013).

Based on the information above, the monopoly game in this study is to form a monopoly game by making large media about 3x4 meters which contains material about the cognitive aspects of children aged 5-6 years on the aspect of symbolic

thinking. The monopoly game in this study will be played directly by children, so it is hoped that by using this monopoly game, children will be more enthusiastic in participating in the learning process.

a. Monopoly Making Steps

To play monopoly, you need the following equipment:

1) Pawns to represent players. In the monopoly box, there are four pawns in the form of red, yellow, green, and blue scarecrows.
2) Two dice.
3) Ownership card for each property. This card is given to the player who bought the property. On the card are listed property prices, rental prices, building/house prices.
4) Game board with tiles: 22 places, divided into 7 colored groups of six, four or one place each.
5) A player must master a color group before he can buy a building or house.
6) vehicles, players who land on the plot may buy one of these vehicles that can be used for business activities. 3 companies, namely electricity company, water company and telephone company. Plots of the Public and Opportunity Fund. The player who lands on this tile must take one card and execute orders on it. Monopoly Money. 40 red and blue plastic buildings or houses. General and Opportunity Fund Cards (Lubis 2016).

The steps for making monopoly game media that the researchers developed are as follows:

1) Creating a monopoly game design with a banner material of 3x4m size
2) Making monopoly game boxes from 1 to 20 with each box measuring 50 x 50 cm
3) Each box there are pictures and names of pictures according to the learning theme and have a variety of colors
4) Prepare a 15 cm2 dice for the game

Monopoly Monopoly Game As a Learning Media to develop the cognitive development of children aged 5-6 years

After going through several methods used in this study, there are the final result in the development of the game monopoly. There are several developments, such as form, image content, and learning content in the game of monopoly that are adapted to basic competencies and core competencies in children's cognitive development. The following is the final result of the development of the monopoly game and how the learning process uses monopoly media that has been developed.

Figure 4.4
Final Pruduct of Monokolik

Steps for implementing monocolic games to develop the cognitive abilities of children aged 5-6 years at RA Darussalam Reno Basuki are as follows:

a. Preparing monocolic game media in the form of monocolic sheets measuring 3 x 4 m, dice and instruction cards.
b. Based on the results of observations and research on Thursday, February 17, 2022, the first step before starting learning with monocolic media. First, the researcher was assisted by the teacher of group B to prepare the media that had been developed, namely the monocolic game media in a predetermined class. Reinforced the results of interviews with class B teachers who said that before learning activities an educator first made preparations such as preparing the completeness of learning media and arranging the room, in order to make the learning activities to be successful (Guru Kelompok Usia 5-6 tahun 2022).

1. Explaining monocolic games to children

Based on the results of observations and research on Thursday, February 17, 2022, after researchers prepared lesson plans and learning media, the next step was to explain monocolic games to children. This is reinforced by the results of interviews with class B teachers who said that maybe most children aged 5-6 years do not really understand monocolic games and how to play monocolic, because monocolic games are not very popular with early childhood, so the introduction of monocolic games is needed so that children closer to the media that will be used (Guru Kelompok Usia 5-6 tahun 2022). As shown in the following figure:

Figure 4.6 Explaining the monocolic game

2. Practicing how to play monocolic with children.

Children are asked to pay close attention to the examples of how to play monocolic by the teacher, it looks like all the children are very enthusiastic and pay serious attention to the teacher's explanation (Teachers Age Group 5-6 in 2022). As shown below:

Figure 4.7 Practicing how to play monocolic

3. The children were divided into four groups

Based on the results of observations and research on Thursday, February 17, 2022, the children were divided into several groups, each group having the same number of members, namely 4 children. This is reinforced by the results of interviews with class B teachers who said that because this monocholic game can only be played in a limited number, a total of 16 children aged 5-6 years were divided into 4 groups, and each group consisted of 4 children. This is intended so that learning activities are more conducive and children who get their turn later can see how their friends played first (Teachers Age Group 5-6 in 2022). This is in accordance with the following figure:

Figure 4.8 Children are divided into groups

4. Children do hompimpah and suit to determine the start of the game

Based on the results of observations and research on Thursday, February 17, 2022, after the children are divided into groups, then the children are asked to determine the prefix of the group that goes forward to play by hompim pah. This is reinforced by the results of interviews with class B teachers who said that each

group sent one representative to come forward to determine the start of the game, the determination of who became the first group and then was carried out by hom pim pah and to determine the order of the latter was done by suit (Teacher Age Group 5 -6 year 2022).

5. The child who gets the first turn rolls the dice, the child goes according to the number of dice

   Based on the results of observations and research on Thursday, February 17, 2022, when the order of play is known, the child who gets the first turn rolls the dice, then walks according to the number of dice. This is reinforced by the results of interviews with class B teachers who said that the first child threw the dice and then the child counted the number of dice that came out, after that he stepped according to the size of the dice. In the activity step of throwing the dice and running according to the number of dice that appear, this indicator has been achieved, namely the child is able to name the number symbols from 1-10, and the child is able to match numbers with number symbols. In addition, the indicator that appears is that the child is able to use number symbols to count.
6. In the box according to the number of dice, the child reads the commands in the box.

   Based on the results of observations and research on Thursday, February 17, 2022, in the box according to the number of dice, the child reads the commands in the box. This is reinforced by the results of interviews with class B teachers who said that in this game, in each monocolic game box there is a clue card in the form of questions that must be answered by the child. The guide card contains material that is in accordance with the animal theme. In this activity step, the indicator of cognitive ability that appears is that the child is able to recognize various symbols of vowels and consonants.
7. The child does or the child answers the questions in each question in each box

   Based on the results of observations and research on Thursday, February 17, 2022, after the child reads the instructions, the next step is that the child is asked to do or answer the questions on the clue card. This is reinforced by the results of interviews with class B teachers who said that every child who received a hint card was required to answer the questions that had been obtained, because each question contained a reward that the child would receive. In this activity step, indicators of cognitive abilities that begin to appear, namely children are able to present various kinds of objects in the form of pictures or writing, which is reflected in the results of the child's answers.
8. Children who successfully answer correctly the child gets 1 star.

   Based on the results of observations and research on Thursday, February 17, 2022, after successfully answering the question, the child is entitled to 1 star. This is reinforced by the results of interviews with class B teachers who said that using the star to find out which player got the most stars was also the child who answered the most questions correctly and correctly.

9. The child who reaches the finish line the earliest is the winner

   Based on the results of observations and research on Thursday, February 17, 2022, the next provision is that the child who reaches the finish line the earliest will be declared the winner. This is reinforced by the results of interviews with class B teachers who said that it was the same as in monocolic games in general, the rules for winning the game were determined from who reached the finish first, besides that the winner was determined from the number of stars that each child managed to get. According to the following picture:

Figure 4.13 Children Reaching the Finish Line

10. The games are carried out in turns until all children have their turn

    Based on the results of observations and research on Thursday, February 17, 2022, after one group has successfully completed the game, the other group continues to play using monocholic game media. This is reinforced by the results of interviews with class B teachers who said that activities using monocolic games were carried out in turns, each child had the right to get a turn to play using monocolic game media, it was seen that the group that took the next turn began to understand the flow of the game because they had watched the game from the group. previously. All learning steps using monocolic games for children aged 5-6 years at RA Darussalam Reno Basuki are in accordance with the theory of using monocolic games so that they can improve the cognitive aspects of early childhood.

The effectiveness of monocolic games in developing cognitive aspects of children aged 5-6 years

The effectiveness of monocolic games in improving cognitive aspects can be seen from the comparison of pre-survey data with research results. Based on pre-study data before using monocolic game media in Raudhatul Athfal (RA) Darussalam Reno Basuki, Rumbia District, Central Lampung Regency, the cognitive

abilities of children aged 5-6 years are still relatively undeveloped, children prefer to play alone, this can be proven from the ability data.are as follows:

Table 4.3
Pre-Survey Data on Cognitive Ability of Children aged 5-6 Years at RA Darussalam Reno Basuki in 2021

No	Name	Indicator of Development					Ket
		1	2	3	4	5	
1.	Aprilia Zian Az-Zahra	MB	BB	MB	BB	BB	BB
2.	Arka Nurrohman	MB	MB	MB	BB	MB	MB
3.	Azrin Abdillah Inara	MB	MB	BB	MB	MB	MB
4.	Bilqis Ufaira Gunawan	BB	MB	MB	MB	MB	MB
5.	Dewi Nilam Anggraini	MB	MB	MB	BB	MB	MB
6.	Farel Andika	MB	MB	MB	BB	MB	MB
7.	Farrel Putra Pratama	BB	BB	BB	MB	BB	BB
8.	Frans Dian Saputra	BB	BB	BB	BB	BB	BB
9.	Kahiyang Bunga	MB	BB	MB	BB	BB	BB
10.	M. Azka Ardiansyah	MB	MB	BB	MB	BB	MB
11.	M. Rofiul Fatta	MB	BSH	BSH	BSH	MB	BSH
12.	Mutiara Pamungkas	MB	BB	MB	BB	BB	BB
13.	Nafisatul Muna	BB	BB	BB	MB	BB	BB
14.	Nazirul Asraf	MB	MB	MB	BB	MB	MB
15.	Rafael Dwi Ardana	MB	BB	BB	BB	BB	BB
16.	Syafania Nabila Putri	BB	BB	BB	MB	BB	BB

Source: Documentation of Weekly Assessment Results for Kindergarten Teachers for Children Age 5-6 years at Raudhatul Athfal (RA) Darussalam Reno Basuki, Central Lampung, June 15, 2021

Indicators of Cognitive Ability (symbolic thinking):
1. Mention the symbols of numbers 1-10
2. Use number symbols to count
3. Match numbers with number symbols
4. Recognizing various symbols of vowels and consonants
5. Representing various kinds of objects in the form of pictures or writing (there are pencil objects followed by writing and pencil drawings)

Category:
BB = Not yet Developed
MB = Starting to Develop
BSH = Developing as Expected
BSB = Developing Very Good

Based on the table above, the cognitive abilities of early childhood who received the undeveloped category were 8 children, children who received the category of starting to develop were 7 children, 1 child got the developing category as expected, while no one got the very well developed category. The causes of cognitive abilities are still many that have not developed due to the limitations of special learning media for children's cognitive development and the habits of

children during learning who prefer to play alone or play with friends who are nearby rather than paying attention to the teacher's explanation. Therefore, the researcher developed a learning media in the form of monocolic game media to overcome this problem.

One of the games that can develop the ability of early childhood is the monocolic game. Monocolic game is one of the most popular board and group games in the world. The object of the game is to conquer all the tiles through the process of renting, selling and buying with economic principles made simpler. However, in this study the development of monocolic games that will be carried out is to form monocolic games by making large media about 3x4 meters which contains material about the cognitive of children aged 5-6 years in the aspect of symbolic thinking. The monocolic game in this study will be played directly by the child, so it is hoped that by using this monocolic game the child will be more enthusiastic in participating in the learning process.

After conducting research using monocholic game media in children aged 5-6 years in Raudhatul Athfal (RA) Darussalam Reno Basuki, Rumbia District, Central Lampung Regency, the cognitive abilities of children aged 5-6 years can be said to have begun to develop, this can be seen from the following data:

Table 4.3
Data Results of Research on Cognitive Ability of Children aged 5-6 Years at RA Darussalam Reno Basuki in 2022

No	Nama	Indicator of Development					Ket
		1	2	3	4	5	
1.	Aprilia Zian Az-Zahra	BSH	MB	BSH	MB	MB	MB
2.	Arka Nurrohman	BSH	BSH	BSH	MB	BSH	BSH
3.	Azrin Abdillah Inara	BSH	BSH	MB	MB	MB	MB
4.	Bilqis Ufaira Gunawan	MB	BSH	BSH	MB	MB	MB
5.	Dewi Nilam Anggraini	BSH	BSH	BSH	MB	BSH	BSH
6.	Farel Andika	BSH	BSH	BSH	MB	BSH	BSH
7.	Farrel Putra Pratama	MB	MB	MB	BSH	MB	MB
8.	Frans Dian Saputra	MB	MB	MB	MB	MB	MB
9.	Kahiyang Bunga	BSH	MB	BSH	MB	MB	MB
10.	M. Azka Ardiansyah	BSH	BSH	MB	BSH	MB	BSH
11.	M. Rofiul Fatta	BSH	BSB	BSB	BSB	BSH	BSB
12.	Mutiara Pamungkas	BSH	MB	BSH	MB	MB	MB
13.	Nafisatul Muna	MB	MB	MB	BSH	MB	MB
14.	Nazirul Asraf	BSH	BSH	BSH	MB	BSH	BSH

15.	Rafael Dwi Ardana	BSH	MB	MB	MB	MB	MB
16.	Syafania Nabila Putri	MB	MB	MB	BSH	MB	MB

Indicators of Cognitive Ability (symbolic thinking):

1. Mention number symbols 1-10
2. Using number symbols to count
3. Matching numbers with numeric symbols
4. Recognizing various symbols of vowels and consonants
5. Representing various kinds of objects in the form of pictures or writing (there are pencil objects followed by writing and pencil drawings)

Category :

BB = Not Developed
MB = Starting to Develop
BSH = Developing as Expected
BSB = Developing Very Well

Based on the table above, from the total of 16 children in the 5-6 year age group in Raudhatul Athfal (RA) Darussalam Reno Basuki, Central Lampung, it is known that the ability Cognitive early childhood who received the category of starting to develop as many as 10 children, children who received the category of developing as expected as many as 5 children, children who received the category of developing very good bang as much as 1 child, while there are no more who get the undeveloped category. So that it can be said that monocolic game media can improve the cognitive abilities of early childhood. So it can be said that monocolic game media is effective in improving cognitive abilities of early childhood.

CONCLUSION

Development of monocolic games is effective in increasing the development of cognitive aspects of early childhood, it can be proven that before implementing monocolic games, children's cognitive abilities were in the undeveloped category, namely 8 children who have not developed (BB) Beginning to Develop (MB) as many as 7 children and Developing as Expected (BSH) as many as 1 child. Then after applying the monocholic game, the ability of children's cognitive aspects is in the category of starting to develop, namely 10 children who are starting to develop (MB), 5 children who are developing according to expectations (BSH) and 1 child who is very well developed (BSB). then there are no more children who get the undeveloped category (BB).

The advantage of this game is for early childhood, because it is made of banner material. Colors in monocolic games are interesting for children because they consist of several colors so they don't look monotonous. Monocolic games are easy to apply to early childhood. Children easily understand the material by using monocolic games, because besides the pictures there are also writings that explain the pictures. However, there are still shortcomings in it, so that it becomes a note for further research. The shortcomings include monocholic games that are only intended for the development of cognitive aspects, cannot be used to develop other abilities. The use of monocolic games must be guided by the teacher, children cannot use the media themselves, because there are rules of the game made by the teacher.

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