

The Influence of Monopoly Media on The Students' Interest in Learning Process of Elementary School

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Keywords		ABSTRACT
Learning	interest;	Teachers, as facilitators, are required to create learning activities that involve active student participation, which encourages the development of a learning interest. The lack of media use in learning activities causes low student interest in learning. Monopoly media is one of the learning media that can attract students' attention to actively engage in the learning process his study examines the influence of monopoly media in increasing the learning interest of elementary school students using the Systematic Literature Review method through the Publish and Perish and Google Scholar platforms. This study uses 19 recent research articles, which were selected based on predetermined inclusion and exclusion criteria. The analysis method used is qualitative descriptive. The research results show that the monopoly media is effective in increasing the learning interest of elementary school students. Monopoly can stimulate students to participate actively, the interactive appearance of monopoly, and attracts students' interest in the learning process. Monopoly media is expected to be developed by using models, methods, or other approaches adapted to the learning needs of students.
Monopoly	Media;	
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Review		
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INTRODUCTION

Education is an effort to create and develop a person through a process of improving quality of religion, knowledge, and personality. Education is important for a person to develop the character, broaden and perspective of the future.¹ Education is developing rapidly and presents the changing to improve the quality of education.² The development of

¹ Ornella Alika and Elvira Hoesein Radia, "Development of Learning Media Based on Cross Puzzle Game in Science Learning to Improve Learning Outcomes," *Jurnal Penelitian Pendidikan IPA*, no. 2 (2021): 173–77, <https://doi.org/10.29303/jppipa.v7i2.667>.

² Sri Saraswati, Roza Linda, and Herdini, "Development of Interactive E-Module Chemistry Magazine Based on Kvisoft Flipbook Maker for Thermochemistry Materials at Second Grade Senior High School," *Journal of Science Learning* 3, no. 1 (2019): 1–6, <https://doi.org/10.17509/jsl.v3i1.18166>.

education quality includes innovations in curriculum development, teacher skills, learning innovations, and the availability of facilities and infrastructure.³

Learning media is a tool of communication between teachers and students to convey information that can stimulate students' thoughts, feelings, attention, and interests in effective learning. The purpose of using media in learning activities is to assist students in understanding the subject matter and it is expected that students can experience an increase in the quality of learning in all subjects.⁴ Learning media is presented in an engaging and innovative format to stimulate students' enthusiasm, interest, and motivation in participating in learning activities.⁵ Good media is not only about technology, but also media that can make students understand learning.⁶ To increase students' motivation to learn and actively involve students in the learning process, learning activities must be combined to the games.

Game-based learning has five characteristics, included (1) using activities to explain something, (2) can foster individual motivation and satisfaction, (3) create a variety of learning styles and learning skills, (4) strengthen mastery of skills, and (5) provide interactive activities and analyze a problem before decision making.⁷ Learning games can enhance students' comprehension of the subject matter while providing enjoyable learning experiences. Game-based learning media can attract students' attention and encourage students to play an active role in learning activities, one of which is monopoly. Monopoly is one of the effective and efficient games to be used in learning activities. Teachers can creatively modify the game by adding learning materials that are in accordance with the level and curriculum.⁸ Monopoly can train students' memory in mastering the material, train and encourage students' courage in expressing opinions, and train mastery of concepts and understanding of learning materials. Monopoly media is favored by students and can train students' honesty.⁹

Monopoly is a game played by more than two students and emphasizes mastery of the material taught by the teacher.¹⁰ According to Anjaswuri et al., monopoly is a learning media that can be used anywhere and anytime by users, and does not require electronic or electrical equipment, so this media can be used in schools that do not have facilities like other schools.

³ Framz Hardiansyah and Zainuddin, "The Influence of Principal's Motivation, Communication, and Parental Participation on Elementary School Teachers' Performance," *Al Ibtida: Jurnal Pendidikan Guru MI* 9, no. 2 (2022): 319, <https://doi.org/10.24235/al.ibtida.snj.v9i2.9936>.

⁴ Azizah Dwi Ardhani, Mohammad Liwa Ilhamdi, and Siti Istiningasih, "Pengembangan Media Pembelajaran Berbasis Permainan Monopoli Pada Pelajaran Ilmu Pengetahuan Alam (IPA) Kelas IV SD," *Jurnal Pijar MIPA* 16, no. 2 (2021): 170–75, <https://doi.org/10.29303/jpm.v16i2.2446>.

⁵ Framz Hardiansyah, "Snowball Throwing: A Method To Uplift Elementary School Students' Responsibility on Environment," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 3 (2022): 3853–64, <https://doi.org/10.35445/alishlah.v14i3.1966>.

⁶ Cahya Sukma Dirgantara, Nurdinah Hanifah, and Dadan Nugraha, "Creation of MOPOKAR (Card Monopoly) to Enhance Learning Skills in Comparing The Social Conditions of Indonesia and Neighboring Countries in Grade 6," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 6, no. 1 (2024): 89–108, <https://doi.org/10.37680/scaffolding.v6i1.4161>.

⁷ Dina Sri Puspitasari and Deasylina Da Ary, "Cultural Monopoly Game : Designing and Testing Game-Based Media for Intangible Cultural Heritage Learning in Elementary School," *Jurnal Pendidikan Progresif* 14, no. 03 (2024): 1859–72, <https://doi.org/10.23960/jpp.v14.i3.202412>.

⁸ Ananda Dewi Lestari and Ary Setya Budhi Ningrum, "Active Learning: Monopoly As A Media in Teaching Grammar for Eight Grader Students," *Journal of Languages and Language Teaching* 10, no. 2 (2022): 256–65, <https://doi.org/10.33394/jollt.v10i2.4894>.

⁹ Evi Rusmiaty, Helmia Tasti Adri, and Annisa Mawardini, "Development of Science Learning Media Monsains (Science Monopoly) in Human Imgestion System Materials for Elementary School," *Indonesian Journal of Social Research (IJSR)* 2, no. 3 (2020): 218–23, <https://doi.org/10.30997/ijsr.v2i3.67>.

¹⁰ Fiki Kamelia and Desi Wulandari, "Development of Educational Monopoly Learning Media in Science Subjects to Improve Students Learning Outcomes," *Jurnal Penelitian Pendidikan IPA* 11, no. 1 (2024): 44–56, <https://doi.org/10.29303/jppipa.v10i9.7351>.

Monopoly media has a good impact on improving the ability of individuals and groups to find concepts and facts of an event and can be a bridge for students from concrete to abstract knowledge.¹¹ The monopoly game created is not the same as other games, this game was created by combining the logical steps of paying attention, asking, trying, analyzing, thinking, and conveying.¹² This game is converted into a guessing learning media to help students understand the material to be taught by the teacher. Educational monopoly learning media can be utilized by students to learn while playing, so that the educational experience becomes fun, students are more excited to take part in the learning process and can make it easier for students to understand learning, help students develop thinking power to be more creative and active.¹³

The use of learning media can increase students' efforts to learn the material in depth and students become interested, motivated, and feel satisfied.¹⁴ The development of game-based learning media can also increase student interest in participating in learning activities. Interest is a psychological phenomenon defined by the focused attention on an item resulting from pleasurable emotions.¹⁵ Interest is defined as a student's mental state which includes feelings, hopes, beliefs, prejudices, fears or other tendencies that direct individuals to a particular choice. Interest in learning is a student's tendency to like something that can lead to changes in knowledge, skills and behavior. Indicators of interest in learning include feelings of liking, a sense of interest in learning, participating in learning activities, and paying attention to the learning process.¹⁶ Student interest refers to the emotional engagement of students, characterized by heightened attention and concentration towards an event or experience influenced by specific situations.¹⁷

This literature study aims to analyze the influence of monopolistic media on enhancing elementary school students' interest in learning. The advantages include fostering a comprehensive understanding of monopoly media, enhancing scientific knowledge, offering guidance for educators in creating learning media to assist both students and teachers in the educational process, and serving as a foundation for future research on the impact of monopoly media.

¹¹ Marvinda Rizki Dita Dirgantara, Sri Mulyani Endang Susilowati, and Putut Marwoto, "The Use of Monopoly Media to Improve Primary Student's Critical Thinking Skills in Science Learning," *Journal of Primary Education* 8, no. 3 (2019): 262-69, <https://journal.unnes.ac.id/sju/index.php/jpe/article/view/26652>.

¹² Fitri Anjaswuri et al., "Development of Monopoly Media Based on Culturally Responsive Teaching on an Ecosystem Theme for Elementary School Students," *Journal of Science Education Research* 9, no. 12 (2023): 10596-601, <https://doi.org/10.29303/jppipa.v9i12.5330>.

¹³ Kamelia and Wulandari, "Development of Educational Monopoly Learning Media in Science Subjects to Improve Students Learning Outcomes."

¹⁴ Ahmad Syawaluddin, Sidrah Afriani Rachman, and Khaerunnisa, "Developing Snake Ladder Game Learning Media to Increase Students' Interest and Learning Outcomes on Social Studies in Elementary School," *Simulation and Gaming* 51, no. 4 (2020): 432-42, <https://doi.org/10.1177/1046878120921902>.

¹⁵ Suci Trismayanti, "Strategi Guru Dalam Meningkatkan Minat Belajar Peserta Didik Di Sekolah Dasar," *Al-Ishlah: Jurnal Pendidikan Islam* 17, no. 2 (2019): 141-58, <https://doi.org/https://doi.org/10.35905/alishlah.v17i2.1045>.

¹⁶ Yusrizal, Ibnu Hajar, and Samsidar Tanjung, "Analysis of Elementary School Teachers' Ability in Using ICT Media and Its Impact on the Interest to Learn of Students in Banda Aceh," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* 2, no. 3 (2019): 37-49, <https://doi.org/10.33258/birle.v2i3.352>.

¹⁷ Andar Gunawan Pasaribu and Frainskoy Rio Naibaho, "Teachers' Perceptions of Using Tiktok in Students' Interest during the COVID-19 Pandemic," *Turkish Online Journal of Qualitative Inquiry* 12, no. 9 (2021): 5769-76, <https://www.researchgate.net/publication/358405525>.

RESEARCH METHODS

This study uses the Systematic Literature Review (SLR) method to analyze and combine recent studies on the effect of monopoly media in increasing elementary school students' interest in learning. The research used an organized review in accordance by Preferred Reporting Items for Systematic Reviews (PRISMA) guidelines. The literature search was conducted using Publish and Perish platform and Google Scholar by search the keywords such as "monopoly media" and "learning interest". The PRISMA firstly procedure through an initial selection stage by setting the following inclusion and exclusion criteria.

Inclusion criteria included: Research published within 2019-2025, Article in Indonesian, Research that develops monopoly media, Research that reports the effect of media on students' interest in learning. Exclusion criteria include: Articles with incomplete structure, research conducted at levels above elementary school, research outside of education

The article selection process was conducted in two stages. First, articles were selected based on the title and abstract according to the inclusion and exclusion criteria guidelines. Second, articles that passed the initial stage of selection were read in full to assess their eligibility. Selection and discussion were conducted to find suitable and feasible articles. Data summarized from each article included: author, research title, research methods, and research results.

Articles are grouped based on similarities and analyzed descriptively according to the research questions that have been listed. The article analysis will focus on the influence of monopoly media in increasing elementary school students' interest in learning process in the years of 2019 until 2025.

RESULTS AND DISCUSSION

From the analysis of 19 articles, it can be seen that in this review there are various research methodologies used to determine the development of monopoly media, the effect of learning media on increasing student interest, and the effect of monopoly media on increasing elementary school students' interest in learning. Table 1 shows the results of the article review in this study.

Table 1. Article Review Results

Topic	Researcher	Research results
Monopoly Learning Media	Sidauruk and Wahyudi, 2024; Sa'diyah, et al., 2024; Kusuma, et al., 2024; Desyawati, et al., 2021; Istianah and Setyasto, 2023.	Monopoly media can be developed by different learning models according to students' needs. Models that can be used include Problem-Based Learning and Team Games Tournament. In addition, monopoly media can be developed based on local wisdom, ethnopedagogy, and folklore. In addition to students' interest in learning, monopoly media can also improve students' understanding of the subject matter, students' learning motivation, and students' numeracy, reading, and writing skills.
Student Learning Interest	Reshmayanti, et al., 2022; Zahra, et al., 2024; Dewi and Priantini, 2024; AP, et al., 2021; Khasanah, et al., 2023; Chandra, et al., 2024.	Game-based learning media can increase elementary school students' interest in learning due to the interesting form of media and how to play that can encourage students to be actively involved in the learning process. In addition to monopoly media, some game-based learning media that can increase student interest in learning include puzzle media, relay stick media, quartet card media, jenga educational media, and <i>explosion box</i> media.

Monopoly Media to Increase Learning Interest of Elementary School Students	Widiyanti and Ulfa, 2019; Khumairoh, et al., 2025; Sihotang, 2022; Fitrianingtyas, et al., 2023; Yanti, et al., 2023; Khairunisa and Misbah, 2024; Aprilistiandita and Florean, 2020; Umah and Aniyati, 2024.	Monopoly media can be used in various subjects in elementary schools. Monopoly media is effective in increasing elementary school students' interest in learning. Indicators of learning interest include feelings of pleasure, student involvement, student interest, and student attention.
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Monopoly media is developed by various modifications according to student learning needs. One of those is developing ethnopedagogy-based monopoly media.¹⁸ Kusuma, et al. (2024) developed ethnopedagogy-based monopoly media in learning IPAS in grade IV. The integration of learning materials with local cultural values is a critical aspect of ethnopedagogy-based learning, as it enables students to comprehend and appreciate the values inherent in the surrounding culture. Ethnopedagogy-based monopoly media are declared feasible and practicable for educational purposes.

Monopoly media can also be developed by various learning models, including PBL and TGT models. Sidauruk and Wahyudi in 2024 developed solar system monopoly media with the TGT model to increase the learning motivation of grade VI students.¹⁹ The results of the study stated that the sig value. (2-tailed) of $0.000 < 0.05$ so that the solar system monopoly media with the TGT model is declared effective in increasing student learning motivation. Meanwhile, research by Desyawati, et al. developed PBL-based monopoly media and was approved feasible to use in learning that aimed at the results of media validation obtained an average of 93% as a very good category.

In addition to student interest in learning, monopoly media can encourage the improvement of reading and writing skills of Javanese script as addressed in research by Istianah and Setyasto in 2023. Javanese folklore-based monopoly media was verified effective in improving students' skills in reading and writing Javanese characters, which was addressed by the *n-gain* test results of 0.51 on Javanese reading skills and 0.54 on Javanese writing skills with a moderate category.²⁰

Monopoly media is effective in increasing students' interest in learning. Research by Aprilistiandita and Florean proves that the use of monopoly media is effective in increasing the learning interest of grade IVB students on theme 7 subtheme 1.²¹ The use of monopoly media is adjusted to the characteristics of grade IV students who like to learn while playing. Most students experience increased interest in learning and learning activities bring a new atmosphere with the use of tribal diversity monopoly media (Morasu).

¹⁸ Lalu Alfi Sandi Kusuma, Muhammad Tahir, and Muhammad Sobri, "Pengembangan Media Pembelajaran Engklek Monopoli Berbasis Etnopedagogi Sasak Dalam Pembelajaran IPAS Kelas IV Di Sekolah Dasar Negeri 5 Banyumulek," *Jurnal Pendidikan, Sains, Geologi, Dan Geofisika* 5, no. 3 (2024): 534–42.

¹⁹ Vioneta Gloria Stefanie Sidauruk and Wahyudi, "Pengembangan Media Monopoli Tata Surya Dengan Model TGT Pada Pembelajaran IPAS Kelas VI Sekolah Dasar Untuk Meningkatkan Motivasi Belajar," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9, no. 2 (2024): 319–27.

²⁰ Rizka Istianah and Novi Setyasto, "Pengembangan Media Monopoli Berbasis Cerita Rakyat Jawa Untuk Meningkatkan Keterampilan Membaca Dan Menulis Aksara Jawa Kelas IV Sekolah Dasar," *Prima Magistra: Jurnal Ilmiah Kependidikan* 4, no. 3 (2023): 437–50, <https://doi.org/10.37478/jpm.v4i3.2946>.

²¹ Krisca Renanda Aprilistiandita and Muhammad Reyhan Florean, "Analisis Minat Belajar Siswa Melalui Media Monopoli Keragaman Suku (MORASU) Pada Tema 7 Sub Tema 1 Kelas IVB Di SDN 2 Surodakan Kabupaten Trenggalek," *Elementa: Jurnal PGSD STKIP PGRI Banjarmasin* 1 No.3 (2022): 32–38, <https://doi.org/10.33654/pgsd>.

The use of monopoly media to increase student interest in learning is not only centered on certain subjects, but can cover all subjects up to Pancasila Education. Research by Yanti, et al.²² proves that the use of montakar media can increase student interest in Pancasila Education subjects. The increase in student interest in learning has increased significantly from pre-cycle of 38.88% to 82.03% in cycle II.

The practical implications of these findings show that the use of monopoly media in the learning process can significantly increase students' interest in learning. The interesting media and the way of playing which involves student activeness are factors that encourage increased student interest in learning. Monopoly media can also be used in all subjects and is easy to modify according to the needs of students. Monopoly media can also be adapted to the characteristics of student development from elementary school students to high school students. In addition, Monopoly media can also be employed when combined with a variety of learning methodologies, models, and approaches.

Future research on the effect of monopoly media in increasing students' interest in learning can be extended to various aspects of improvement, such as learning outcomes, science literacy, learning motivation, and critical thinking skills and the use of certain models, methods, or approaches assisted by monopoly media.

CONCLUSION

The use of learning media in the learning process is something that must be considered because learning media plays an important role in relation to student interest in learning. Based on a review of several studies, it can be concluded that monopoly media has proven effective in increasing the learning interest of elementary school students. Monopoly media is going to need further development and modification to enhance the learning experience for students and teachers.

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²² Nuning Hardi Yanti, Henry Januar Saputra, and Catur Prasetiawati, "Peningkatan Minat Belajar Pendidikan Pancasila Berbantuan Media Monkatar Di SDN Panggung Lor," *Seminar Nasional Pendidikan Profesi Guru Universitas*, 2023, 1814–23.

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