

The Effectiveness of Mopila Media to Improve Students' Civic Skills in Pancasila Education Subject of Fourth Grade Elementary School

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Keyword	ABSTRACT
Civic Skills; Learning Media; Mopila (Monopoly Pancasila); Pancasila Education; Elementary School	The lack of implementation of interesting and interactive learning media in Pancasila education has an impact on the low civic skills of students. The research has been conducted to assess the effectiveness of Mopila (Monopoli Pancasila) media to improve the civic skills of fourth grade students in Pancasila Education. This research uses a quantitative research method by using a pre-experimental design of one-group pretest-posttest design which subject is students at SD Negeri 1 Bangsri. Data has been collected through questionnaire instruments, while the data is analyzed using normality test and paired sample t-test. The research results have demonstrated a significant increase between the pretest and posttest results of students' average scores from 49.1 with a percentage of 61% to 59.6 with a percentage of 74%. In addition, the significance value of $p < 0.001$ indicates that it is effective for improving students' civic skills, including intellectual skills and participation skills. The implementation of Mopila media is capable of creating an interactive, collaborative, and enjoyable the learning process, which allows students to think critically, participate actively, take responsibility in groups, participate in discussions, be confident in expressing opinions, and understand the values of Pancasila more satisfactory. Therefore, Mopila media is effective as an educational tool that improves the civic skills of students' elementary school.
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INTRODUCTION

Several names of subject studies in the Merdeka Curriculum have changed, such Pancasila and Civic Education have become Pancasila Education. However, the focus of learning remains on Pancasila, Unity in Diversity, the 1945 Constitution, and the Unitary State of the Republic of Indonesia (NKRI).¹

¹ Yusi Parwati, Nadya Putri Saylendra, and Yogi Nugraha, "Efektivitas Pembelajaran Pendidikan Pancasila Dalam Meningkatkan *Civic Disposition* Siswa Pada Kurikulum Merdeka," *De Cive: Jurnal Penelitiann Pendidikan Pancasila Dan Kewarganegaraan* 3, no. 9 (2023): 310–16, <https://doi.org/10.56393/decive.v3i9.1782>.

Pancasila and civic education aim to contribute to character education by developing students into intelligent individuals who are also moral citizens.² Pancasila and Citizenship Education subject plays a role in integrating the ideological values of Pancasila which contains the values of personality, humanity, and the basic foundation of being a global society/citizen.³ Pancasila and Civic Education has three competence such civic competencies, including civic knowledge, civic skills, and civic character (civic disposition).⁴ Pancasila education which integrated to these three main components can create smart, active and has a good civic attitude a generation.

Pancasila education in elementary schools requires the delivery of material that includes integrity, role sharing, cooperation, responsibility, justice, and citizens' rights.⁵ However, there are various problems that occur in educational institutions, especially in terms of civic skills. Hulu & Bawamenewi stated that students' civic skills during learning are quite low, this is due to the lack of active participation of students in the classroom in group discussions during learning.⁶ Kalsum & Makkasau's state that students' civic skills are getting low score more than 45% because teachers during teaching and learning activities use conventional learning models.⁷ Another study conducted by Arafat Lubis also showed that teachers did not consider civic skills such as using Direct Instruction in their assessment so that 11 out of 17 students have low civic skills by a percentage reaching 64.71%.⁸ The results indicate that effective learning strategies are essential to improve students' civic skills.

Civic skills are the main component in civic competence that must be mastered by students during the Pancasila Education learning process. Civic skills include intellectual skills and participatory skills.⁹ There are indicators of the level of student participation related to civic skills, namely: a) The ability of students to solve a problem; b) The ability to observe, analyze and conclude; c) Express an opinion; and d). Cooperate in completing tasks.¹⁰ All indicators aim to improve students' ability to think critically, collaborate, and interact positively as citizens.

² Ida Mahardika, "Peran Guru Pendidikan Pancasila Dan Kewarganegaraan Sangat Penting Untuk Membantu Memperkuat Identitas Nasional Dii Era Abad 21," *Jurnal Krakatau Indonesian of Multidisciplinary Journals* 1, no. 1 (2023): 27–34, <http://jurnal.desantapublisher.com/index.php/krakatau/index>.

³ Syifa Fauziah El-Abida, Saktian Dwi Hartantri, and Candra Puspita Rini, "Pengembangan Media Monopoli Berbasis Pelajar Pancasila Pada Tema 'Kewajiban Dan Hakku' Kelas 3 Madrasah Ibtidaiyah," *Jurnal Teknologi Pendidikan: Jurnal Penelitian Dan Pengembangan Pembelajaran* 8, no. 1 (2023): 236, <https://doi.org/10.33394/jtp.v8i1.5978>.

⁴ Nurul Febriyanti, Syurya Muhammad Nur, and Silvia Ratna Juwita, "Penguatan *Civic Skills* Melalui Pendidikan Kewarganegaraan Dalam Menumbuhkan Partisipasi Mahasiswa Sebagai Warga Negara," *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila Kewarganegaraan* 11, no. 1 (2023): 14, <https://doi.org/10.31764/civicus.v1i1.13857>.

⁵ Nindy Putri Sabrina and Reza Rachmadtullah, "Model Pembelajaran Giving Question And Getting Answer (Gqga) Terhadap Civic Skills Siswa Pada Pelajaran Ppkn Di Sekolah Dasar Giving Question And Getting Answer (Gqga) Learning Model On Students Civic Skills In Civics," *Journal Of Humanities And Social Studies* 2, no. 3 (2024): 872–80.

⁶ Janice Rahmawati Hulu and Adrianus Bawamenewi, "Strategi Guru Menanamkan Civic Skills Siswa Pada Pembelajaran PKn," *Educativo: Jurnal Pendidikan* 1, no. 1 (2022): 263–70, <https://doi.org/10.56248/educativo.v1i1.36>.

⁷ Ummu Kalsum and Andi Makkasau, "Penerapan Model Pembelajaran Project Based Learning Untuk Meningkatkan Civic Skill Peserta Didik," *NSJ: Nubin Smart Journal* 3, no. 1 (2023): 1–10, <https://ojs.nubinsmart.id/index.php/nsj>.

⁸ Maulana Arafat Lubis, "Pengaruh Model Problem Based Learning Terhadap Civic Skills Siswa Kelas V Min 3 Tapanuli Selatan," *Jurnal Handayani* 9, no. 2 (2019): 47, <https://doi.org/10.24114/jh.v9i2.12018>.

⁹ Yayuk Hidayah, Nufikha Ulfah, and Anis Suryaningsih, "Contribution of Citizenship Education in Developing Civic Skills to Face 4.0 Era During the Pandemic in Indonesia," *Proceedings of the 1st International Conference of Education, Social and Humanities (INCESH 2021)* 581, no. Incesh (2021): 494–99.

¹⁰ Hulu and Bawamenewi, "Strategi Guru Menanamkan Civic Skills Siswa Pada Pembelajaran PKn."

The civic skills indicator in civic knowledge does not only build students understand the rights and obligations as citizens, but also creates student civic skills. These skills are active participation in the life of the nation, such as actively expressing their opinions in class with polite language, and also being able to maintain excellent relationships between friends and teachers¹¹. In supporting the improvement of student participation skills during learning, teachers also apply a project-based learning model that is collaborative in nature.¹² To achieve this goal, it is necessary to have citizen skills that can be taught in Pancasila Education, including the ability to think critically, communicate well and be committed to actively participating and being responsible.

Pancasila education is often considered an abstract subject and difficult to understand by students, especially at the elementary school level. This case is experienced by fourth grade students of SDN1 Bangsri. From the results of interviews and observations, it is known that 74% of students dislike Pancasila Education subjects. This happens because students feel bored when the process of learning becomes less interesting. Students' lack of interest in learning Pancasila Education may also contribute to low civic skills. The low civic skills of students can be seen from the lack of critical thinking skills, the ability to participate and cooperate in groups, activeness in opinion, and responsibility in groups. It can be seen that 18 out of 27 fourth grade students of SDN 1 Bangsri have low civic skills with a percentage of 53%. This is seen based on indicators of student civic skills in the form of aspects of intellectual skills and participatory skills.¹³ The task of teachers in education is not only teaching knowledge, but also plays a role in maximizing student potential such as using learning media.

One of the challenges during the learning process is that teachers rarely apply learning media so learning process tends to be passive and does not involve students. Characterized by the lack of courage to express opinions, lack of active participation, and undeveloped critical thinking skills. It takes maximum effort to provide creative, innovative and also meaningful learning in overcoming difficulties that occur.¹⁴ In this case, teachers must also have strategies in guidance and counseling such as integrating subject matter to the guidance and counseling topics in civics lessons that contain the concept of rights and obligations of each individual. In addition, the methods and media also needs to be adjusted to student development in learning process.¹⁵ The results of observations and interviews at SDN 1 Bangsri found that teachers in learning process usually use conventional media so that the media is less interesting. The use of uninteresting learning media can make students unfocused and prefer to play in the classroom so, time to learn is spent more on playing alone and not even paying attention to the teacher. This affects students' civic skills which are not maximized. Therefore, in order to giving students motivation to learn dan active in class, a teacher needs to apply game-based learning media.¹⁶

¹¹ Kalsum and Makkasau, "Penerapan Model Pembelajaran Project Based Learning Untuk Meningkatkan Civic Skill Peserta Didik."

¹² Linton Naibaho and Gaby A Nainggolan, "Penerapan Model Pembelajaran Project Based Learning Dalam Meningkatkan Civic Skill Pada Mata Pelajaran PPKN Siswa Kelas IX SMP Negeri 27 Medan," *Media Informasi Penelitian Kabupaten Semarang* 5, no. 2 (2023): 191–99.

¹³ Hulu and Bawamenewi, "Strategi Guru Menanamkan Civic Skills Siswa Pada Pembelajaran PKn."

¹⁴ Wulan Sutriyani, Hamidaturrohman Hamidaturrohman, and Dewi Nur Agustin, "Inovasi Media Pembelajaran Literacy Board Srikandi Sebagai Upaya Membangun Karakter Siswa Sekolah Dasar," *Kifah: Jurnal Pengabdian Masyarakat* 1, no. 1 (2022): 19–28, <https://doi.org/10.35878/kifah.v1i1.403>.

¹⁵ Rofiqoh Naili, Zumrotun Erna, and Attalina Syailin, "Urgensi Pelaksanaan Layanan Bimbingan Dan Konseling Di Sekolah Dasar," *Universitas Nahdlatul Ulama Jepara* 5, no. 1 (2023): 108, <https://ejournal.unisnu.ac.id/jtn/article/download/4997/2163>.

¹⁶ Durrotun Nafisah et al., "Pengaruh Media Permainan Ular Tangga Kegiatan Ekonomi Untuk Meningkatkan Hasil Belajar IPS Siswa Sekolah Dasar," 2024.

Learning media is a tool that can be used to improve learning and teaching activities.¹⁷ Its implementation in learning activities can develop new motivations, interests and desires, to have an effect on student psychology.¹⁸ Pancasila Education learning media according to Fadhilah has a big influence for a teacher as to convey the basic foundation of Pancasila and Citizenship so that it is useful for students to master the material taught by the teacher.¹⁹ But to implemented it is not easy for teachers to create innovations in learning media especially according to the material taught, especially in learning Pancasila Education.

The techniques that may address these problems are of obviously through using the learning media Mopila (Monopoly Pancasila). The media aims to test the effectiveness in improving civic skills in Pancasila Education of fourth grade elementary school students. Learning activities are expected to create fun innovations and allow students to express creativity and critically to improve students' civic skills. Pancasila Monopoly Learning Media is one of the alternatives in assisting teachers during learning activities in the classroom because it can improve students' skills to work together in groups, allowed to consider student to think critically, creatively, and informatively.²⁰ In agreement with that research, Sukmawati states that the Monopoly media which is used in learning, will enable student cooperation and participation in groups.²¹ In addition, other relevant research also states that the focus of using Pancasila Monopoly media on the occurrence of problems makes students not only learn but also play during learning to develop abstract ideas to be more applicable to real life.²² Thus, the implementation of Mopila Media is expected to be an effective alternative to the process of learning activities in the classroom in improving students' civic skills.

RESEARCH METHODS

The research was conducted using quantitative methods by using experimental approach. Researchers use experimental research to find the effect of causal occurrence between dependent and independent variables.²³ The study used pre-experimental type *one-group pretest-posttest design* which a pretest was given to the experimental group before treatment and then a posttest was given after treatment. By the research design as follows:

Table 1. Research Design

<i>pretest</i>	<i>Treatment</i>	<i>posttest</i>
O_1	\times	O_2

¹⁷ El-Abida, Hartantri, and Rini, "Pengembangan Mediaa Monopoli Berbasis Pelajar Pancasila Pada Tema 'Kewajiban Dan Haku' Kelas 3 Madrasah Ibtidaiyah."

¹⁸ Amelia Putri Wulandari et al., "Pntingnya Media Pembelajaran Dalam Proses Belajar Mengajar," *Journal on Education* 5, no. 2 (2023): 3928–36, <https://doi.org/10.31004/joe.v5i2.1074>.

¹⁹ Farid Fadhilah, "Inovasi Media Pembelajaran Permainan Monopoli Dengan Model Information Search Dan Snowball Throwing Pada Materi Norma," *Social, Humanities, and Educational Studies* 3 (2024): 587–94.

²⁰ Farid Fadhilah, "Inovasi Media Pembelajaran Permainan Monopoli Dengan Model Information Search Dan Snowball Throwing Pada Materi Norma," *Social, Humanities, and Educational Studies* 3 (2024): 587–94.

²¹ Sukmawati Sukmawati et al., "Penerapan Media Monopoli Pancasila Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran PPKN," *Jurnal Kewarganegaraan* 6, no. 1 (2022): 720–24.

²² Martha Sukma Wijaya and Ida Sulistyawati, "Penerapan Metode Permainan Monopoli Pancasila Dalam Menanamkan Nilai Sila Ke 5 Pancasila Pada Siswa Kelas Iv Sekolah Dasar," *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 7, no. 2 (2024): 5389–95.

²³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: ALFABETA, 2020).

Description:

O_1 : Before Treatment

x : Treatment, namely the action of applying Mopila learning media

O_2 : After Treatment

This study involved a population and sample of 27 fourth grade students at SD Negeri 1 Bangsri, Bangsri District, Jepara Regency, Central Java Province. This study collected data through questionnaire techniques using questionnaire sheets as research instruments. The questionnaire sheet was given to find out the compare of students' *civic skills* before and after the implement of Mopila (Monopoly Pancasila) learning media. So it aims to assist the effectiveness of Mopila media to improve students' *civic skills*.

Data analysis techniques in quantitative research use statistics. In this research, the normality test and t test are used as data analysis techniques. The normality test is used to determine whether the data obtained is normally distributed.²⁴ While data analysis is using a *paired sample t-test* which is a data analysis involving both assessments on the same subject on an action /effect.²⁵ In this statistical test is used to test the hypothesis to determine the effectiveness of a data. The test results shows a large significance value (≥ 0.05) so there is no variation or significant. However, if the significance test value is smaller than (<0.05), it means there is a difference in variation or significant.

FINDINGS AND DISCUSSION

The research is conducted to determining the effectiveness of Mopila (Monopoly Pancasila) media in improving the *civic skills* of fourth grade students at SDN 1 Bangsri. The research activities involved 27 students, but there was 1 student who did not attend the class so that the processed data amounted totally 26 students. The use of Mopila media contains material about the meaning of the Pancasila precepts and their practice in social life. Furthermore, the questionnaire instrument has been tested for validity by the supervisor before being used to the implementation of research in the classroom. This validation is to ensure that each statement item was accurate to the *civic skills* indicators and students' understanding of each statement on the questionnaire.

The research process is carried out through several stages such the preparation of instruments, conducting pretests, providing treatment using Mopila media for three meetings, conducting posttests. In the preparation of the questionnaire instrument, there were 20 statements related to *civic skills* indicators. To find out whether the use of Mopila media can be effective in improving *civic skills*, the researchers used a Likert scale with a maximum value of 4 and a minimum value of 1. By the criteria Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS), which contain the points of 4, 3, 2, 1.²⁶ Finding the assessment interval obtained by of the calculation (maximum score-minimum score)/maximum.²⁷ It can be seen that the maximum score is 80, the minimum score is 20, the interval is 15, then it can be seen, as follows:

²⁴ Syafrida Hafni Sahir, *Metodologi Penelitian* (Jogjakarta: Penerbit KBM Indonesia, 2022).

²⁵ Dewi Syafriani et al., "Buku Ajar Statistik Uji Beda Untuk Penelitian Pendidikan (Cara Dan Pengolahannya Dengan SPSS)," *Cv.Eureka Media Aksara*, 2023, 1–50.

²⁶ Karimuddin Abdullah et al., *Metodologi Penelitian Kuantitatif*, Yayasan Penerbit Muhammad Zaini, 2022.

²⁷ Atika Rizki Khoirun Nisa and Aninditya Sri Nugraheni, "Efektivitas Model Pembelajaran Berbasis Proyek," *Alinea: Jurnal Bahasa, Sastra, Dan Pengajaran* 10, no. 1 (2021): 61–66.

Table 2. Assessment

Score Interval	Category Level	Interpretation of Effectiveness
68-83	Very high	Highly Effective
52-67	High	Effective
36-51	Low	Ineffective
20-35	Very Low	Very Ineffective

Based on the assessment level above shows that the score of 20-35 is stated to be very low, by the meaning of very Ineffective, the score of 36-51 is stated to be low, by the meaning of Ineffective, the score of 52-67 is stated to be high, by the meaning of effective, and the score of 68-83 is stated to be very high, by the meaning of very effective. So that the results of the pretest and posttest before and after implementation of Mopila media are shown below:

Table 3. Frequency and percentage of research results

Interval	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
68-83	-	-	3	12%
52-67	10	38%	20	77%
36-51	15	58%	3	12%
20-35	1	4%	-	-
Total	26	100	26	100%

Based on the data above, the pretest results show that 15 students have 36-51 score range by a percentage of 58% are in the low category, 10 students as many as 38% in the high category has a score of 52-67, and 1 student with a percentage of 4% in the very low category has a score of 20-35, there are no students who have a score of 68-83 or very high. Meanwhile, the posttest results showed that 20 students has 52-67 score range by a percentage of 77% in the high category, 3 students or 12% is in the very high category having a score of 68-83, and 3 students by a percentage of 12% has 36-51 score range in the low category, and none students is in the 20-35 or very low scores. The results of the study, a normality test was carried out to prove normal data using the Jamovi application. So that the results are obtained as follows:

Table 4. Normality Test

<i>Descriptives</i>	pretest	posttest
N	26	26
<i>Missing</i>	1	1
<i>Mean</i>	49.1	59.6
<i>Median</i>	51.0	60.0
<i>Mode</i>	51.0	60.0
<i>Standard deviation</i>	5.37	6.30
<i>Minimum</i>	35	50
<i>Maximum</i>	57	75
<i>Shapiro-Wilk W</i>	0.941	0.960
<i>Shapiro-Wilk p</i>	0.144	0.395

The results showed a significant increased of the pretest and posttest scores of the questionnaire after the treatment is implemented. The mean score of students before treatment is 49.1 and a median of 51.0, while the mean after treatment increased to 59.6 and

60.0 for the median. In addition, the lowest score which is 35 raised up to 50, while the highest score increased from 57 to 75. Normality test using Shapiro-Wilk is applied to count the pretest and posttest data for normal distribution. The W value for the pretest is 0.941 and $p = 0.144$, while for the posttest, $W = 0.960$ and $p = 0.395$. Based on the p value of the data more than 0.05, the data is in normally distribution. This normality data is an important basis for continuing the analysis using parametric statistical tests. Thus, the *paired sample t* test is applied in testing the significance of differences in pretest and posttest scores.

The next step is to conduct a *paired sample t-test* as the main analysis tool in the study. This test is useful to test the effect between pretest and posttest scores after treatment using Mopila media. The criteria for the test results are if the significance value (p) > 0.05 then H_0 is accepted and H_a is rejected, which means that the media has no significant effect on students' *civic skills*. If H_0 is rejected and H_a is accepted and it has a significance value < 0.05 , which means that the mopila media or Pancasila monopoly is effective in improving students' *civic skills*. The results are presented in the table, as follows:

Table 5. Paired Sample T-Test

Paired Sample T-Test											
						95% Confidence Interval					
			statistic	df	p	Mean difference	SE difference	Lower	Upper	Cohen's d	Effect Size
pretest	posttest	Student's t	-10.0	25.0	<.001	-10.5	1.05	-12.7	-8.34		-1.96

Based on the results of hypothesis test using paired sample t test, the significance value (p) is < 0.001 which indicates that H_0 is rejected and H_a is accepted. This ensures that the implementation of Mopila (Monopoli Pancasila) media is effective to improve the *civic skills* of fourth grade students in Pancasila Education.

The research shows that the implementation of Mopila (Monopoli Pancasila) media is significantly effective in improving the *civic skills* of fourth grade students of SDN 1 Bangsri. This improvement is evidenced by the results of the pretest and posttest questionnaires which show a mean difference from 49.1 by a percentage of 61% to 59.6 by a percentage of 74%. The difference in the number of students who get high scores also increase from 39% to 88% and those who got low scores also dropped from 61% to 12%. The data is also said to be effective because the percentage exceeds 70% as the predetermined achievement criteria and is in the high score range. So initially the majority of students are in the percentage and low scores after the experiment, the majority of students are in the percentage of high scores. In addition, through the *paired sample t-test* hypothesis test has a p value $< .001$, so it is proven effective. These results as same as the result of the research of Ahyar and Wiratama, that the Pancasila Monopoly media is effectively used as a game-based learning media.²⁸ Learning by using games has potential to improve intellectual skills and active participation of students in understanding the concept of citizenship.

Students' critical thinking skills can also be seen through the test results before and after the experiment. In addition, researchers also provide questions in the form of multiple choice as a reinforcement of the results of students' intellectual abilities. An increase in the average score from 55 to 73 with the number of students who achieved learning completeness increased from 5 students by a percentage of 19% to 19 students by a

²⁸ Qowiyul Ahyar and Novialita Angga Wiratama, "Pengembangan Media Monsila (Monopoli Pancasila) Pada Mata Pelajaran Pendidikan Pancasila" 9, no. 1 (2024): 1142–48.

percentage of 73%. This finding supports the main results of the research, especially in the aspect of students' critical thinking skills so that based on the data Mopila media is effective to improving participation skills and intellectual skills which are part of students' civic skills.

The improvement of students' *civic skills* can be seen during the learning process using Mopila media. On the first day of the experiment, students are interested in the media but still do not understand how to learn to use it, so they needed to be guided during the learning process. However, during several experiments there are significant positive changes. Through Mopila media, students show an increase in active participation during group discussions, the courage to express opinions politely and respect to the friends, as well as the ability to work together and be responsible in groups while completing tasks, students are also getting used to thinking critically when analyzing problems in answering questions or making decisions in the game.

The Mopila (Monopoli Pancasila) media use in this study is in the form of a game board measuring 41x 41 cm, made of black asturo paper with a wooden base and styrofoam to make it durable and easy to use in the classroom. The board design is modified with boxes containing symbols of the Pancasila precepts, questions, opportunity cards, and examples of behavioral attitudes that reflect the Pancasila precepts in everyday life. The game is equipped with pawns, standard dice, question cards, and opportunity cards. The implementation process begins with the teacher explaining the rules of the game and dividing students into 5 groups. Students take turns rolling the dice, moving the pawns, and facing challenges according to the box where the pawn stops. Previously, the teacher has also given the Learner Worksheet to each group to record the answers to the results of the problem analysis discussion on the given problem. Students discuss, determine the answer, and record the results on the Learner Worksheet. The teacher facilitates and guides the game so that all students actively participate until the game is over.

This activity directly trains students' civic skills as the ability to solve problems and think critically to analyze problems, the courage to express opinions during group discussions, cooperation and group responsibility in completing group assignments. In addition, active student participation is facilitated through the division of roles and turns during the game. By using Pancasila monopoly media can provide a pleasant learning atmosphere to be able to create positive interactions in the learning process.²⁹ This is interesting in providing motivation to learn, understanding the material, and building active participation of students during learning.

The effectiveness of Mopila media in improving civic skills can be explained through the interactive and interesting nature of monopoly games for students. The application of monopoly media in learning is feasible to use because it can increase the enthusiasm, motivation, and activeness of students.³⁰ Through Mopila media, students not only receive material about the meaning and practice of the Pancasila precepts, but also actively are involved in applying this understanding in the context of the game. In line to Sukmawati's statement which states that students learning activities that are not boring such as using learning media by using the concept of games so that the use of Pancasila monopoly media also makes students participate because it is doing in groups.³¹ Through the application of

²⁹ Sofia Nur Amelia et al., "Penerapan Media Pembelajaran Monopoli Pancasila Untuk Meningkatkan Motivasi Belajar Pada Pembelajaran Pendidikan Pancasila Sekolah Dasar," *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri* 10, no. 04 (2024): 231–38.

³⁰ Ulfah Sari Rezeki, Sabda Seriana, and Nurhaliza Putri, "Pengembangan Permainan Monopoli Dalam Pembelajaran Berdiferensiasi Untuk Menerapkan Profil Pembelajaran Pancasila Siswa Sekolah Dasar Negeri173518 Silitonga" 8, no. 2 (2024).

³¹ Sukmawati et al., "Penerapan Media Monopoli Pancasila Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran PPKN."

Mopila media in this study, it proves that students are able to work together in groups, discuss decision making, actively participate and be able to think critically, which is part of students' civic skills.

The study conducted by Isani and Sapriya stated that 92% of students when the walk gallery type cooperative learning model was applied to the experimental class experienced is able to increase civic skills.³² The results of Kumara's research also show that the implementation of Pancasila monopoly media has worked well in learning can increase the participation of grade V students.³³ In addition, Jayanti's research results show an increase in students' understanding of civics, which is reflected in the average score of 52 in the pre-cycle, 71.4 in cycle I, then to 92 in cycle II. Students seemed active in problem solving until they can apply it in real life. In addition, student participation in group work also increase due to the implementation of problem-based learning model assisted by monopoly game in Pancasila Education.³⁴ So through these two models, it is effective to increase students' active participation by applying Pancasila Monopoly media in learning.

Another study is conducted by Layli by applying the Project Based Learning (PjBL) model assisted by Monosila media. The result is that students are actively involved in interacting to be creative and even able to master Pancasila material with an increase in learning outcomes from 38% of the average score of 73.3 to 83% with an average score of 87.4.³⁵ The use of Pancasila Monopoly media is very suitable and effective in learning Pancasila. Thus, Kadek's research which indicates that the monopoly game media developed is feasible to use in the Civics of grade IV elementary school students.³⁶ In El-Abida's media development design, the results of her research also prove that the Pancasila Monopoly media to improve learning in the classroom is declared effective and valid for use.³⁷ Then, the results of the study concluded that the civic skills of fourth grade elementary school students can increase effectively using Mopila media. The fundamental difference of this study lies in the focus of the variables studied. Some previous studies have measured learning outcomes or participation in general, while this research focuses on improving civic skills which include intellectual aspects and participation.

CONCLUSION

The implementation of Mopila media proved effectiveness of improving the civic skills of fourth grade students of SDN 1 Bangsri in Pancasila Education. This effectiveness can be seen from the significant increase in the pretest and posttest scores of the questionnaire related to civic skills. The increase in the number of students who mostly have low civic skills

³² Nisrina Nurul Insani and Sapriya, "The Effectiveness of Gallery Walk Cooperative Learning to Enhance Students' Intellectual Skill," in *Proceedings of the 2nd Annual Civic Education Conference*, vol. 418, 2020, 209–13, <https://doi.org/10.2991/assehr.k.200320.041>.

³³ Fela Dwiya Danas Kumara, Endah Marwanti, and Victor Mukhammadenis Hidayatullah, "Use of Pancasila Monopoly as a Media to Increase Participation of Elementary School Students in Learning Pancasila Education," in *Proceedings of International Conference on Teacher Profession Education*, 2024, 907–21.

³⁴ Tarisa Jayanti, Anang Sudigdo, and Jaka Pasa Tribrata, "Improving Students ` Civic Knowledge Through Monopoly-Assisted Problem Based Learning Model," in *Proceedings of International Conference on Teacher Profession Education*, 2024, 623–37.

³⁵ Dian Nurul Laily, Filia Prima Artharian, and Susi Handayaningsih, "Peningkatan Hasil Belajar Ppkn Melalui Model Project Based Learning Berbantuan Mesia Monosila Sisiwa Kelas Iv Sdn Pandean Lamper 04," in *Seminar Nasional Pendidikan Profesi Guru*, 2023, 3134–42.

³⁶ Ni Kadek and Dela Kartika, "Media Permainan Monopoli Pada Muatan PPKn Siswa Kelas IV Sekolah Dasar," *Jurnal Penelitian Dan Pengembangan Pendidikan* 5, no. 1 (2021): 79–75, <https://ejournal.undiksha.ac.id/index.php/JJL/index>.

³⁷ El-Abida, Hartantri, and Rini, "Pengembangan Media Monopoli Berbasis Pelajar Pancasila Pada Tema 'Kewajiban Dan Hakku' Kelas 3 Madrasah Ibtidaiyah."

after the experiment, the majority of students are at high scores. The results of the normality test and paired sample t-test prove that the use of Mopila media is effective in improving students' civic skills. This proves that students are able to work together in groups, discuss decision making, actively participate and be able to think critically. The implementation of game-based media such as Mopila creates a learning atmosphere that is more interested, innovative, creative, and encourages active student involvement. Not only to make it easier for students to master Pancasila material concretely, but also to instill collaborative attitudes and responsibility in groups.

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