



Monopoly Edutainment Media and its Implementation Through the Course Review Horay Model in Learning to Write Indonesian

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ARTICLE INFO

Article history:

Received May 10, 2023

Accepted July 16, 2023

Available online July 25, 2023

Kata Kunci:

Media Monopoli, Edutainment, Model Course Review Horay, Menulis

Keywords:

Monopoly Media, Edutainment, Model Course Review Horay, Writing



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ABSTRAK

Rendahnya kemampuan menulis siswa, disebabkan karena kurangnya penggunaan media pembelajaran oleh guru selama proses pembelajaran. Sehingga untuk mengatasi permasalahan tersebut dibutuhkan sebuah media yang dapat membantu proses belajar siswa. Adapun tujuan dari penelitian ini yakni untuk mengembangkan media monopoli edutainment dan implementasinya melalui model course review horay. Penelitian ini tergolong kedalam jenis penelitian pengembangan, yang dikembangkan dengan menggunakan model ADDIE. Model ADDIE terdiri dari lima tahapan penelitian yakni analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian ini yaitu 2 ahli materi pembelajaran, dan 2 ahli media pembelajaran. Subjek uji coba meliputi 2 guru, 3 siswa uji perorangan dan 6 siswa uji kelompok kecil. Metode pengumpulan data menggunakan metode tes dan nontes. Instrumen pengumpulan data menggunakan kuesioner dan soal tes. Teknik yang digunakan dalam mengumpulkan data yaitu analisis deskriptif kuantitatif, kualitatif, dan statistik inferensial. Hasil penelitian yaitu hasil penilaian dari ahli isi materi pembelajaran dan ahli media pembelajaran didapatkan kualifikasi sangat baik. Hasil uji coba kedua respon guru mendapatkan nilai 91,7% (sangat baik). Hasil respon siswa yaitu 91,94% (sangat baik). Hasil uji kepraktisan mendapatkan nilai 99,7% (sangat praktis). Hasil uji coba perorangan yaitu 93,6 (sangat baik). Hasil uji coba kelompok kecil yaitu 91% (sangat baik). Hasil uji-t menunjukkan terdapat perbedaan yang signifikan sebelum dan sesudah menggunakan media monopoli edutainment dan implementasinya melalui model course review horay. Berdasarkan hasil tersebut maka dapat disimpulkan bahwa media monopoli edutainment dan implementasinya melalui model course review horay dapat meningkatkan kemampuan menulis siswa.

ABSTRACT

The low ability of students to write is due to teachers' need for more use of learning media during the learning process. So to overcome these problems, we need media to help the student learning process. This research aims to develop edutainment monopoly media and its implementation through the course review horay model. This research belongs to the type of development research which was developed using the ADDIE model. The ADDIE model comprises five research stages: analysis, design, development, implementation, and evaluation. The subjects of this study were two learning material experts and two learning media experts. The test subjects included two teachers, three individual students, and six small group test students. Methods of data collection using test and nontest methods. The data collection instrument used questionnaires and test questions. The techniques used in collecting data are descriptive quantitative analysis, qualitative, and inferential statistics. The study's results, namely assessments from content and learning media experts, obtained very good qualifications. The test results for the two teacher responses scored 91.7% (very good). The results of student responses were 91.94% (very good). The practicality test results scored 99.7% (very practical). The individual trial results were 93.6 (very good). The results of the small group trials were 91% (very good). The t-test results showed significant differences before and after using edutainment monopoly media and its implementation through the course review horay model. Based on these

results, monopoly edutainment media and its implementation through the course review horay model can improve students' writing skills.

1. INTRODUCTION

Better and quality human resources are developed through education, where all parts of education relate to one another to achieve better life goals (Fuchsova & Korenova, 2019; Winkler et al., 2020). In this case, the teacher's role is important as a learning implementer in the national education system. Every educator and teaching staff must be able to understand concepts through the curriculum in learning (Ramadhani & Zulela, 2020; Wolomasi et al., 2019). The curriculum is considered a goal in education. The curriculum is the basis and outlook on life that describes goals and directions (Mustikaningrum et al., 2020). The curriculum is considered a way of life and the basis of education. The 2013 curriculum includes integrated character competencies and curriculum improvements through KTSP at the education unit level (Zulkifli, 2018). The 2013 curriculum differs from the previous curriculum regarding its characteristics, scientific approach, and authentic learning process assessment. In its implementation, the 2013 curriculum includes three main activities: program development and learning evaluation (Firdaus et al., 2022; Krissandi, 2018). One of the material concepts studied in the 2013 curriculum is Indonesian language material.

Indonesian is a subject that can increase student activity in terms of communication (Natalya & Purwanto, 2018; Rediasih et al., 2019). Language learning aims to improve knowledge, skills, creativity, and attitudes (Angga et al., 2020; Friantary & Martina, 2018). In the school curriculum, language skills consist of four components: listening skills, speaking skills, reading skills, and writing skills. Writing is a very important linguistic skill related to writing ability (Amelia & Harahap, 2021; Ridha et al., 2021). Therefore, writing skills are very important to be trained. In the 21st century, writing skills greatly influence how well students write in class. Students' writing skills can be improved by writing essays based on factors such as content that is appropriate to the topic, systematic content, correct word choice, sentence effectiveness, and the use of enhanced spelling (EYD), including the use of capital letters and proper punctuation (Jultia et al., 2019; Triyanti et al., 2018). Exercises or practices often carried out in class, and the field can help improve writing skills.

However, the current problems in learning Indonesian are not optimal. Previous findings reveal that students feel bored learning Indonesian (Darmayanti & Abadi, 2021; Ulfah et al., 2019). Based on the results of observations made in the fifth grade of Elementary School No. 2 Blahkiuh, it was found that monopoly edutainment media is still unavailable. In addition, the media is not used in learning to write in Indonesian. In addition, teachers rarely use learning models appropriate to students or learning materials in class. In addition, the learning model approach and the use of edutainment monopoly learning media are lacking. Therefore, monopoly edutainment media should be used, which will be implemented in elementary schools through the Horay class review model. The results of the interviews also show that when the teacher only uses one learning model, the PjBl (Project Based Learning) learning model, students tend to feel bored when receiving lessons directly from the teacher. In addition, when the teacher only uses one learning model, the learning approach seems ineffective, so learning is not creative or innovative.

Innovative media and appropriate learning models the solutions to overcome this. One of the media and models that can be used is edutainment monopoly media and its implementation through the course review horay model. Edutainment is a learning process that balances educational material with entertainment (Astutik et al., 2020). It makes learning seem like direct and fun learning. The Edutainment concept is used to create a mutually respectful learning environment. The edutainment approach is a renewed educational approach that encourages students to learn actively (Maqfiroh et al., 2020; Putra et al., 2020). The teacher in this approach acts as a facilitator or guide in the learning process, encouraging students to try new things and discover self-principles in the learning process. In addition, the use of media is very important. One of elementary school students' most important learning media is edutainment monopoly. Monopoly edutainment is a fun game played by more than two people and emphasizes the ability of students to master the material to be taught by educators (Cholifah & Saputro, 2022; Mudarris et al., 2022). The edutainment monopoly game is turned into a fun game because learning media is used as a support for learning, making the learning use easier to understand and making it easier for students to understand the material (Astuti et al., 2019; Naharir et al., 2019; Pratama et al., 2018).

Monopoly edutainment media will be more interesting if combined using the course review horay model. The course review horay model is a cooperative learning model that aims to create a learning atmosphere (Hermawan et al., 2018; Meganingtyas et al., 2019). Applying the course review horay model will create a fun learning process. This is because, in its application, students who can answer the

questions correctly will be directed to shout the word "hooray" or other agreed yells. Previous studies have revealed that the course review horay learning model can improve the learning atmosphere (Triyanti et al., 2018). Other findings also reveal that the course review horay learning model improves learning outcomes (Antari et al., 2019; Rangkuti & Rangkuti, 2019). Other research also states that a combination of appropriate media and models can make it easier for students to learn (Munandar et al., 2018; Oktaviani et al., 2020). Based on some of these research results, it can be said that the Horay learning model combined with the media will increase students' understanding of the subject and have a greater impact on their motivation to learn. In previous research, no study has discussed the development of edutainment monopoly media and its implementation through the course review horay model in learning to write Indonesian. So this research is focused on this study to develop Monopoly Edutainment Media and Its Implementation Through the Course Review Horay Model.

2. METHOD

This research belongs to the type of development research which was developed using the ADDIE development model. The ADDIE development model comprises five stages: analysis, design, development, implementation, and evaluation. The analysis phase is carried out by analyzing the needs and problems in learning. The design stage is designing and implementing edutainment monopoly media through the Model Course Review Horay. The development stage is developing Edutainment Monopoly Media and Its Implementation Through the Course Review Horay Model and product validity testing. In the implementation phase, product trials were carried out. The evaluation stage is carried out to test the effectiveness of the product. The subjects involved in this study were two learning material experts and two learning media experts. The test subjects included two teachers, three individual students, and six small-group students. Methods of data collection using test and nontest methods. Test methods are used to collect data regarding product effectiveness. The nontest method is used to collect assessment data from experts and students. The data collection instrument used questionnaires and test questions. The instrument grids are presented in Table 1, and Table 2.

Table 1. Material Content Expert Instruments

No.	Aspect	Indicator	Total Item
1	Accuracy	a. Compatibility with Basic Competency b. Suitability of indicators with learning objectives c. Presentation of learning material is presented using the relevant language. d. The order of presentation of the material e. The material is easy to understand f. The material can motivate learning.	6
2	The truth of the material concept is reviewed from a scientific aspect	g. Examples of questions adapted to the learning material h. Compatibility with Indonesian rules i. The suitability of the material with the level of development of students' thinking	3
3	Material clarity	j. The material presented is by the theory k. The delivery of learning objectives is clear. l. Clear delivery of material	3

Table 2. Media Expert Review Instrument

No.	Aspect	Indicator	Total Item
1	Technical	a. Assist teachers in delivering learning material b. Ease of students in understanding learning material c. Media as an alternative tool in a fun learning process d. Media can improve students' writing skills. e. Learning media easy to use (flexible)	5
2	Appearance	f. The suitability of the use of media with the material g. Accuracy and attractiveness of media use h. Accurate background color with the material	3
3	Media	i. Image attractiveness and image clarity	3

- Resistance j. Ease of understanding the meaning of the words in the picture
- k. Ease of use of media by the learning model

The techniques used in collecting data are descriptive quantitative analysis, qualitative, and inferential statistics. The quantitative descriptive analysis collected expert, teacher, and student score data. The qualitative descriptive analysis collected review data from experts, teachers, and students. Inferential statistics are used to test the effectiveness of edutainment monopoly media and its implementation through the Horay Course Review Model using the t-test.

3. RESULT AND DISCUSSION

Result

This research uses the ADDIE model to develop Edutainment Monopoly Media and Its Implementation Through the Course Review Horay Model—first, analysis. The analysis results show that monopoly edutainment media is still unavailable. In addition, the media is not used in learning to write in Indonesian. In addition, teachers rarely use learning models appropriate to students or learning materials in class. In addition, the learning model approach and the use of edutainment monopoly learning media are lacking. Therefore, monopoly edutainment media should be used, which will be implemented in elementary schools through the Horay class review model. The results of the interviews also show that when the teacher only uses one learning model, the PjBl (Project Based Learning) learning model, students tend to feel bored when receiving lessons directly from the teacher. In addition, when the teacher only uses one learning model, the learning approach seems ineffective, so learning is not creative or innovative. The results of the curriculum analysis are presented in [Table 3](#).

Table 3. Basic Competencies and Indicators

Basic competencies	Indicator
Indonesian	Indonesian
3.8 Describe the sequence of events or actions contained in nonfiction texts.	3.8.2 Mention events or actions in nonfiction texts.
4.8 Restate events or actions by paying attention to the story's background in the fictional text.	4.8.1 Knowing events or actions by paying attention to the story's background contained in fictional texts.
Natural Sciences	Natural Sciences
3.8 Analyzing the water cycle and its impact on events on earth and the survival of living things.	3.8.1 Identify the benefits of water for humans, animals, and plants.
4.8 Make works on the water cycle based on information from various sources	4.8.1 Create a mind map regarding the benefits of water for humans, animals, and plants

Second, design. At this stage, the design of the Edutainment Monopoly and its Implementation through the Course Review Horay Model is carried out. The initial steps were to create a flowchart and a storyboard to facilitate the development of the Edutainment Monopoly and its Implementation through the Course Review Horay Model at the development stage. This storyboard is used so that the Monopoly of Edutainment and Its Implementation Through the Course Review Horay Model is arranged systematically to become a guide for making media. The Edutainment Monopoly storyboard and its implementation Through the Course Review Horay Model are presented in [Figure 1](#).

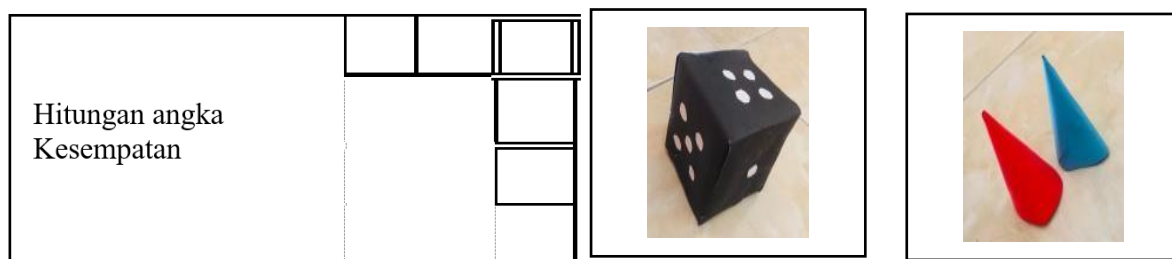


Figure 1. Monopoly Edutainment Storyboard

Third, development. At this stage, the development of an Edutainment Monopoly and Its Implementation Through the Course Review Horay Model is carried out based on the storyboard that has been developed previously. The tools and materials used in developing this media are scissors, glue, origami paper (colorful), black manila cardboard, and styrofoam cork. The developed monopoly media display has a size of 50 x 50 cm, which was developed on black cardboard. Then prepared, origami paper is formed into a box and affixed to each corner of the edge of the cardboard. The next step is to make dice on the edutainment monopoly made of cardboard and square shapes like dice and affix them to black cardboard and finally make circles for small or the number of dice (e.g., 1,2,3,4,5,6) for affixed to the dice. Next is to make questions by cutting origami paper into rectangular sizes, which are divided into ten pieces of paper with material about the same age as the lesson plan that was made. The results of the development of the Edutainment Monopoly are presented in [Figure 2](#).



Figure 2. Edutainment Monopoly

The Edutainment Monopoly that has been developed is then tested for validity by experts. Based on the assessment results of the learning material content expert, the score of the first expert (100%) and the second expert (95) was obtained so that they received very good qualifications. The results of the review of learning media experts, namely the value of the first expert (81.25%) and the second expert (81.25) so that they get good qualifications. Fourth is implementation. At this stage, the implementation of a valid Edutainment Monopoly product is carried out. The test results for the two teacher responses scored 91.7%, so they received very good qualifications. The results of student responses were 91.94%, so they got good qualifications. The results of the practicality test scored 99.7%, thus obtaining a very practical qualification. The results of the individual trials were 93.6, so the qualifications were very good. The results of the small group trials were 91%, so the qualifications were very good.

Fifth is evaluation. This stage tested the effectiveness of the Edutainment Monopoly and Its Implementation Through the Course Review Horay Model. The normality test results obtained a p value > 0.05 (0.848), so it can be concluded that the post-test results data in the first test for class VA were normally distributed. The p-value > 0.05 (0.907) so that it can be concluded that the pre-test results in data on test 2 class VB are normally distributed. The homogeneity test results obtained F count (2.73) and F table 2.76 to make the sample homogeneous. Then the results of the class V B homogeneity test calculation obtained a pre-test variance of 4.870 and a post-test variance of 6.557. F count (1.074), F table 2.00 so that H₀ is accepted, which means the sample is homogeneous. The t-test results found that in the class VA hypothesis test, the t value was 33.893, so there was a significant difference (5%) before and after using monopoly edutainment media and its implementation through the course review horay model.

Discussion

The data analysis results show a significant difference (5%) before and after using monopoly edutainment media and its implementation through the course review horay model. Several factors cause this. First, edutainment monopoly media and its implementation through the course review horay model can make learning easier for students. The use of edutainment monopoly media is because edutainment monopoly media is a game that students usually know, so it is easier to use. Learning media will facilitate learning ([Kurniawan et al., 2018](#); [Putra et al., 2020](#)). Media combined while playing can make learning more fun, and students do not get bored quickly during the learning process in class ([Nurwahidah et al., 2021](#); [Rahmatia et al., 2021](#)). It allows students to understand more easily to achieve learning objectives ([Halimah et al., 2021](#); [Putri et al., 2021](#)). The suitability of the material in this monopoly edutainment media includes teaching Indonesian, namely writing Indonesian. It aligns with the findings, which reveal that learning objectives play an important role in learning ([Amelia & Harahap, 2021](#); [Ridha et al., 2021](#)).

With learning objectives, teachers can set goals to be achieved with the help of learning media. It certainly has an impact on students' understanding of learning Indonesian, which is getting better.

Second, edutainment monopoly media and its implementation through the course review horay model make students enthusiastic about learning. The Horay class review learning model is a learning model that can make the class atmosphere lively and fun (Triyanti et al., 2018). Each group is required to shout "HORE" or other yells they like. This model can encourage students to participate actively in learning (Astuti et al., 2019; Naharir et al., 2019; Pratama et al., 2018). The edutainment method utilizes three kinesthetic, auditory, and visual learning modalities to increase students' understanding of subject matter and make learning easier by providing deductive games such as Monopoly media games. The edutainment method can also improve students' skills, especially in classification. It certainly adds to students' enthusiasm because this media is adapted to student learning styles (Arif et al., 2019; Nurwidayanti & Mukminan, 2018).

Third, media monopoly edutainment and its implementation through the course review horay model increases student activity. Monopoly edutainment media is a fun learning media used instead of a monopoly for the public (Maqfiroh et al., 2020). The developed media is adapted to the needs of teachers and students. Monopoly media can change students who are usually passive in receiving lessons to become active and train cooperation, increase students' concentration in receiving lessons so that students can focus on receiving lessons in class, teach honesty, and cultivate social character values (Maqfiroh et al., 2020; Putra et al., 2020). This monopoly media was developed to allow students to develop social values. These edutainment monopoly media greatly impact teachers and students because they enable entertaining and entertaining creative learning in the classroom. Therefore, this edutainment monopoly media is very suitable to be used as a teaching tool in schools. Teachers can also find new ways to use media in unique, creative, and new ways to help students learn (Daryanti et al., 2022; Ismawanti et al., 2022). One way to do this is to adapt the media used to the student's learning goals (Cholifah & Saputro, 2022; Mudarris et al., 2022).

The results obtained in this study align with previous research results, which also revealed that the course review horay learning model can improve the learning atmosphere (Triyanti et al., 2018). Other findings also reveal that the course review horay learning model improves learning outcomes (Antari et al., 2019; Rangkuti & Rangkuti, 2019). Other research also states that a combination of appropriate media and models can make it easier for students to learn (Munandar et al., 2018; Oktaviani et al., 2020). Based on some of the results of these studies, the Horay learning model combined with the media will increase students' understanding of the lesson and have a greater impact on their motivation to learn.

4. CONCLUSION

Based on the data analysis and discussion results, Monopoly Edutainment media has received very good and practical qualifications from experts, teachers, and students to improve students' writing skills.

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