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IMPLEMENTATION OF MONOPOLY MEDIA TO IMPROVE PANCASILA EDUCATION LEARNING OUTCOMES IN ELEMENTARY SCHOOL

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Abstract: Pancasila education is essential for shaping students' character and citizenship values, yet many elementary students still experience low learning outcomes due to conventional and less engaging teaching methods. Therefore, innovative learning media are needed to support student understanding and motivation**.** This study aims to determine whether monopoly media can improve Pancasila education learning outcomes for third-grade students at SD Negeri 5 B Srikaton. This classroom action research (PTK) involved 20 third-grade students comprising 9 males and 11 females. The learning media applied is monopoly media. Data collection techniques include interviews, observations, tests, and documentation, while data analysis employed mixed-method approaches. The research was conducted in two cycles, each consisting of the planning, implementation, observation, and reflection stages. The results showed significant improvement in Pancasila education learning outcomes. In Cycle I, student learning completeness increased from 30% (Pre-test) to 55% (Post-test). In Cycle II, learning completeness reached 85%. Based on these findings, it can be concluded that monopoly learning media is effective in improving Pancasila education learning outcomes for third-grade elementary school students. These findings imply that teachers should integrate game-based learning media to increase student engagement and mastery of Pancasila concepts. Future research may explore the use of monopoly media in other subjects and different grade levels to determine its broader applicability.

Keywords: Learning Outcomes, Monopoly, Pancasila.

INTRODUCTION

Education encompasses all learning experiences that occur in any environment and throughout an individual's life; it includes all situations that contribute to personal growth (Rasyidin, 2017:27). According to Law No. 20 of 2003, education is defined as a conscious and planned effort to create a learning atmosphere and learning process in which students actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state (Tambun et al., 2020:2).

Learning, as stated by Wicaksono (2020:9), is essentially a process of interacting with various situations in one's surroundings. It can also be viewed as the process of taking action based on experience. Similarly, Fathurrohman (2017:4) explains that learning is an essential aspect that cannot be separated from the teaching process. Learning involves mental activities in receiving, processing, and expressing information that eventually lead to behavioral and attitudinal changes.

According to Rahayu (2017:1), Pancasila and Civic Education (PPKn) is one of the compulsory subjects taught from elementary school to university level. This subject plays a significant role in developing students' values, morals, and character. PPKn, in essence, teaches students how to become responsible citizens who uphold the values of Pancasila as the nation's ideological foundation.

However, the implementation of PPKn is still faced with several challenges. Japar et al. (2019:3) point out that PPKn often struggles with the development and use of innovative instructional media. Many teachers continue to rely on lecture-based approaches, resulting in less engaging learning experiences. Likewise, Rahmalia et al. (2025:2) argue that teacher-centered methods—where students receive notes and assignments without meaningful interaction—often lead to suboptimal learning outcomes. Students may find it difficult to understand abstract concepts, causing decreased motivation and participation.

Based on an interview conducted by the researcher with the third-grade teacher of SD Negeri 5 B Srikaton, Mr. Hairul Azhari, S.Pd., on May 22, 2025, it was found that the Merdeka Curriculum was implemented with a minimum mastery criterion (KKTP) of 70 for PPKn. However, students' learning outcomes were still considerably low. The teacher explained that lessons were primarily delivered through lectures and question–answer activities, which made students feel bored and less motivated. Many students appeared unfocused, inattentive, and easily distracted, resulting in reluctance to participate or ask questions. Consequently, their learning outcomes remained below the standard. The teacher also noted that instructional media had not been used optimally, as both teacher and students continued to rely solely on textbooks. This situation highlights the need for teachers to be more creative by integrating appropriate learning media.

Instructional media play an important role in enhancing students' learning interest. As emphasized by Nurfadhillah (2021:8–9), media support children's cognitive development by transforming abstract concepts into more concrete, understandable forms. Ramadani et al.

(2023:2) further explain that instructional media serve as tools for delivering learning messages, particularly in direct instruction models, where teachers must select media that support student comprehension. Media can stimulate students' thoughts, feelings, attention, and abilities, thereby facilitating the learning process.

One engaging medium that can be used in the learning process is monopoly-based instructional media. The use of monopoly in learning can create an active and enjoyable atmosphere, reduce boredom, increase understanding, and stimulate students' interest. According to Lestari and Yusnaldi (2024:1), monopoly can be implemented as a game that provides students with a pleasant learning environment and encourages them to express their ideas freely. This condition makes it easier for them to answer questions and understand the material. Similarly, Aditia et al. (2024:3) explain that monopoly, which generally involves more than two players, can be modified as an instructional game to support learning. Such game-based media are not only appealing but can also foster positive character traits such as honesty and cooperation.

Based on the description above, the researcher is interested in conducting Classroom Action Research (CAR) titled **"Implementation of Monopoly Media to Improve Pancasila Education Learning Outcomes in Elementary School."** This study is expected to provide a practical solution to the low learning outcomes in PPKn among Grade III students at SD Negeri 5 B Srikaton.

METODOLOGI

Research Design

This study employed Classroom Action Research (CAR), which was carried out in two interconnected cycles—Cycle I and Cycle II. Each cycle consisted of a series of planned actions that were continually refined based on the outcomes of the previous cycle. The CAR model used in this research follows the framework developed by Stephen Kemmis and McTaggart, consisting of four systematic stages: **(1) planning, (2) acting, (3) observing, and (4) reflecting**. These stages were repeated to ensure improvements in student learning outcomes and to evaluate the effectiveness of monopoly media in supporting the Pancasila Education learning process..

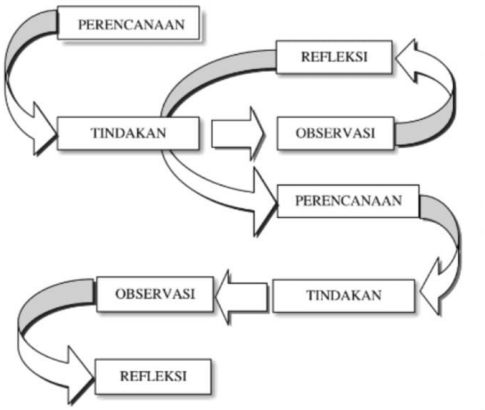

Figure 3.1 PTK Cycle Model by Stephen Kemmis and Mc.Taggart (Novakhta, et al. 2023: 6)

Research Subject

This research was conducted in the even semester of the 2025 academic year. The subjects were third-grade students at Srikaton State Elementary School 5B. The third-grade students served as the research subjects, the third-grade teacher as the observer, one of the researchers as the documentation team, and the author as the instructor.

Data Collecting

The data collection techniques used in this study consisted of observation, interviews, tests, and documentation.

1.Observation

Observation is a data collection technique carried out by recording events that are observed either directly or indirectly using an observation sheet. In general, observations provide descriptions of the situation and the teacher's actions during the Pancasila Education learning process in Grade III. The instrument used in this activity is an observation sheet, which serves to record findings throughout the observation process.

2.Interview

Interviews are conducted through face-to-face conversations between the researcher and the teacher. Through this technique, the researcher gathers information related to the learning implementation, such as the type of learning model applied, the media used during instruction, and students' responses to the material delivered by the teacher.

3.Test

Tests are used by the teacher to strengthen the observational data collected in the classroom,

particularly regarding students' cognitive learning outcomes in Pancasila Education. Learning outcome data are collected through the administration of a pre-test and a post-test, presented in the form of written multiple-choice questions.

4.Documentation

Documentation is an activity carried out to gather data through various relevant documents. This includes recording information from multiple sources such as written materials, photographs, images, or videos. Documentation also serves as a means of capturing and storing physical evidence that can be used to support and complement the data in the study.

Data Analysis

This study employed two data analysis techniques, in which the data obtained from the Classroom Action Research (CAR) were analyzed using both quantitative and qualitative data analysis methods.

1. Quantitative Data Analysis

Quantitative data were obtained from the test results administered to students, which aimed to determine the extent of improvement in their learning outcomes. These data were then analyzed using simple statistical calculations.

a. Mean (Average) Score

Students' learning outcomes are considered to have improved if the average score after the learning implementation is higher than the previous one. This measurement is used to determine the level of learning success achieved by the students. According to Ariyani & Djamudi (2023:4), the mean score can be calculated using the following formula.

$$X \frac{\Sigma A}{\Sigma \mathrm{N}}$$

(Emelda, dkk 2019)

Description:

X : Average Score

ΣA : Sum of All Student Scores

ΣN : Number of Students

b. Individual Mastery

The individual test results are compared with the Minimum Mastery Criteria for Learning Objectives (KKTP) for the Grade III Pancasila Education subject, which has been set at 70. A student is considered to have achieved mastery if their individual score (KI) is equal to or greater than 70 (KI = 70 / KI ≥ 70), and is considered not yet mastered if the score is below 70 (KI < 70). According to Emelda et al. (2019:4), the formula for calculating individual mastery is as follows.

$$\text{Individual Completion } \frac{number\ of\ correct\ scores}{total\ score}\ 100$$

(Emelda, dkk 2019)

c. Classical Mastery

Learning is considered to have achieved classical (group) mastery when at least 70% of the students meet the individual mastery criterion. Conversely, the learning process is considered not to have achieved classical mastery if fewer than 70% of the students reach the required mastery level. The formula used to calculate classical mastery is as follows.

$$KS\frac{ST}{N}X100\%$$

(Emelda, dkk 2019)

Description:

KS: Classical Completion

ST: Number of Students Who Completed

N: Number of Students in the Class

2. Qualitative Data Analysis

Qualitative data were obtained through observation activities conducted during each learning cycle. The observation results were recorded using prepared observation sheets, then analyzed and presented in the form of percentages (%).

Table 3.1

Performance Interval of Students' Ability Levels

VALUE	CATEGORY
85%-100%	Very Good
75%-84%	Good
60%-74%	Enough
40%-59%	Incomplete
0%-39%	Failure

(Emelda, dkk 2019)

RESEARCH RESULT

This study was conducted in Grade III at SD Negeri 5 B Srikaton. The data obtained in this research consisted of learning outcomes measured using an instrument of 10 multiple-choice questions administered to 20 students. The students' test results were analyzed based on scoring guidelines that assess their critical thinking skills. To determine whether there were changes in students' learning outcomes in Pancasila Education on the topic *My Rights and Obligations at School* in each cycle, the data can be presented in a table showing the percentage recap of mastery learning outcomes for this topic in Cycle I and Cycle II.

Table 4.1

Percentage of completion of Pancasila education learning outcomes in cycles I and II

No	Siklus	Perlakuan	Nilai Rata-rata	Tidak Tuntas		Tuntas		Jumlah	
				F	Persen (%)	F	Persen (%)	F	Persen (%)
1	Siklus I	*Pre -Test*	48	14	70	6	30	20	100
		Post - Test	68	9	45	11	55	20	100
2	Siklus II	*Post - Test*	82,5	3	15	17	85	20	100

(Primary Data, 2025)

Based on Table 4.1, an improvement in the Pancasila Education learning outcomes of Grade III students can be observed. This improvement is evident in the learning activities conducted using monopoly-based media, with the topic *My Rights and Obligations at School*. In Cycle I, the students' average score in the pre-test was 48, with 30% of students (6 students) achieving

mastery. The post-test average score was 68, with 55% of students (11 students) reaching mastery. This means that out of 20 students, 11 were able to absorb the learning activities implemented in Cycle I.

Meanwhile, in Cycle II, the learning activities using monopoly media also showed a significant increase in mastery. In this cycle, the students' average score was 82.5, with 85% of students (17 students) achieving mastery. This indicates that out of 20 students, 17 were able to effectively absorb the learning activities implemented in Cycle II.

Discussion

The findings of this study show a clear improvement in the Pancasila Education learning outcomes of Grade III students after the implementation of monopoly-based learning media. The increase is evident from the comparison of mastery percentages between Cycle I and Cycle II. In Cycle I, the pre-test average score was 48 with only 30% mastery, while the post-test improved to 68 with 55% mastery. This suggests that the introduction of monopoly media already began to support better understanding and engagement. In Cycle II, the students' average score increased further to 82.5 with 85% mastery, indicating a strong positive effect of the learning media on student comprehension and participation.

These results align with the opinion of Arsyad (2019), who states that learning media serve as tools to clarify instructional messages, improve students' motivation, and make learning experiences more meaningful. The use of monopoly media in this study created an enjoyable learning atmosphere that stimulated students' curiosity and fostered active participation. When students are involved in interactive activities, they tend to process information more effectively, which corresponds with Bruner's theory of active learning, emphasizing that students learn best when they engage directly in meaningful tasks.

Furthermore, the significant improvement between cycles is consistent with Dale, E. (1969), which explains that students retain more information when they learn through direct, hands-on experiences rather than passive listening. Monopoly media provides a concrete, game-based experience that allows students to explore concepts such as rights and obligations in a way that feels relevant and practical.

Another contributing factor is the motivational aspect of games. According to Deci and Ryan's (1985). Self-Determination Theory, learning becomes more effective when students experience autonomy, enjoyment, and intrinsic motivation. The monopoly game used in the lessons increased students' motivation by making the learning process competitive, fun, and collaborative, thus enhancing their willingness to participate and understand the material.

The improvement from Cycle I to Cycle II also suggests that students became more familiar with the rules and flow of monopoly-based activities, which reduced cognitive load and allowed them to focus more on the Pancasila content. This observation is supported by Sweller's (1988). Cognitive Load Theory, which states that reducing unnecessary cognitive demands helps students learn new concepts more efficiently.

Overall, the findings indicate that monopoly media is effective in improving both mastery of learning outcomes and student engagement in Pancasila Education. The increase from 55% mastery in Cycle I post-test to 85% in Cycle II demonstrates that game-based learning can transform abstract concepts into concrete experiences, thereby strengthening comprehension and retention. These results support previous studies emphasizing that educational games can enhance interaction, motivation, and learning outcomes in elementary classrooms.

CONCLUSION

The results of this study indicate an improvement in the Pancasila Education learning outcomes of Grade III students at SD Negeri 5 B Srikaton. This improvement was observed following the implementation of monopoly-based media in Pancasila Education during the even semester of the 2024/2025 academic year. The significant increase demonstrates that the use of monopoly media in Pancasila Education has a very positive impact. Therefore, it can be concluded that monopoly media can be utilized as an effective alternative learning medium to enhance students' learning outcomes in Pancasila Education.

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