



Utilization of Interactive Monopoly as Media for Introduction to Positive Friendly Social Relations for Elementary School Children

Rediva Novalisty; Zuhroul Ngafiyah; Hilda Izatun; Mahla Zayani; Setianing Putri; Anas Ahmadi

Universitas Negeri Surabaya, Indonesia

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Abstract

Social relationships are an important factor in social interactions. Good social relations will maintain community or group ties. The characteristics of the social environment contribute to shaping an individual's thinking and personality, so it is important to have positive social relationships from an early age, especially in terms of friendship. This research focuses on forms of positive social relationships among elementary school children. The aim of the research is to introduce positive forms of social relationships as well as train children to become accustomed to cultivating friendships through the educational medium of the Monopoly game. The method used is descriptive qualitative, apart from that interviews and questionnaires are used for additional data. The research results show that Monopoly has a positive impact in providing understanding about the importance of maintaining social relationships and friendships. After playing, students have an idea of how to maintain their friendships, live in harmony, and avoid conflict.

Keywords: *Descriptive Qualitative; Friendship; Monopoly; Social Relationships*

Introduction

Forming positive social relationships is often related to human needs within the scope of society. Humans, by their nature as social beings, need the role of other humans in continuing life, especially as contributors to solving problems. In a community or small group, each person even has their own roles which are interrelated and dependent. Therefore, in the interests of achieving prosperity and goals, the concept of working together is needed to achieve success. According to (Surminah, 2013: 101) positive social relationships form an attitude of cooperation or contribution in order to resolve social dilemmas.

Positive social relationships play a role in shaping a person's mental attitude. Social or environmental factors will determine an individual's character, thoughts or mentality. In line with (Muzzamil, 2021:1) the environment that a person receives is part of the stimulus that plays a big role in shaping personality. For this reason, at an early age a child should be given lessons and guidance about the importance of having positive relationships. Especially in this modern era, the ability to collaborate is needed so that individuals are able to develop their abilities and increase their role in society. For example, in a school environment, children certainly need to work together and discuss when facing some learning material or assignments. The social skills that children have are fundamental so that they are able to collaborate optimally.

Positive social relationships have a very strong influence in motivating children to learn. Through positive friendships, children can support each other, increase self-confidence, and create a strong learning environment (Putri, Putri, & Ariani, 2023). Apart from that, friendship is considered a place where children feel understood, can share sadness and happiness, and find solutions to the problems they face (Maysarah & Bengkel, 2023). Social skills have a big relationship and influence on the quality of elementary school students' friendships. The higher and more positive a child's skill score, the better the quality of their friendships (Rizka & Kurniawati, 2022).

Having strong social skills also regulates children's ethics and behavior. If children lack skills in interacting with their environment, new problems will arise, for example bullying behavior. In this case, establishing a good social culture is important so that students are able to understand the basics of collaboration and working together in study groups. Bullying is evidence of students' inability to process emotions conveyed through verbal insults and deviant behavior. Therefore, we need a media that can teach children to understand positive forms of social relationships through friendship. Looking at the characteristics of children, the media used must have criteria that not only provide teaching but also make children comfortable receiving information without feeling excessively patronized. One game that can be used as a teaching medium is Monopoly.

The monopoly game is a familiar game in children's lives and has been widely used modified as an interactive learning medium (Widiyana Anwar, Latri, & Faisal, 2022). Not only as a learning medium, the Monopoly game is also a means for children to have relationships. positive social friendships. This game facilitates social cohesion, increases communication and collaboration between individuals, encourages cross-cultural interaction, and provides cognitive benefits to children (Rahayu, 2023). Through the Monopoly game by adapting the cards to social relations content, children will learn naturally as they follow the flow of the game. Monopoly carried out collectively will train children about sportsmanship and honesty in playing. Children will try to achieve victory in the game by obeying the rules.

We know that children's world is play (Iman, Fatha, & Juliyana, 2021). Elementary school students like the play learning method because it suits their development level, who are active, curious and like to explore themselves. Playing is an effective way to increase students' intrinsic motivation because it can trigger feelings of joy, enthusiasm and creativity that come from within. When students feel happy and enthusiastic, they will be more active during learning and have strong motivation to study longer (Arnott, 2023). The needs of elementary school students are to enjoy playing, to enjoy moving, to enjoy group work, and to enjoy direct demonstrations (Hayati, 2021).

This research will utilize traditional Monopoly game media with modifications to the cards usually used. Examples of card content include giving praise, advice, and examples of positive social attitudes or friendships. The aim of the research is to introduce children to positive social relationships, especially friendships, which will be beneficial for them in the social environment when they reach adulthood. The urgency of the research is the need for teaching media that is able to provide skills other than academic, namely those related to social matters that contain knowledge and are fun.

Method

This research uses descriptive qualitative methods. The research seeks to determine the impact and influence of Monopoly educational media on students' social relations and friendships. Qualitative research aims to find out the condition of the problem in more depth by avoiding assumptions (Rusandi, 2021:1). Through qualitative concepts, the conditions of social relationship problems that occur in the student environment will be detailed further. In this case, researchers focus on the conditions of students'

social relationships and friendships. In line with (Zulhairi, 2018:148) the aim of descriptive research is to explain the characteristics of the phenomenon or research object.

The objects of the research were 25 class 4A students at SDN Lidah Wetan 2, Surabaya. Data collection techniques used interviews and questionnaires given to students and homeroom teachers. The focus of the interview was on the intensity of daily bidirectional communication (two-way communication) speaking skills. Data were analyzed descriptively based on the results of interviews and filling out questionnaires. Questionnaires are completed by students after they play to find out to what extent they understand and respond to the information presented.

Results and Discussion

Participants in this research were class 4A students at SDN Lidah Wetan 2, Surabaya. Class 4 students range in age from 9-11 years, it is common for children at this age level to like doing physical activities, working in groups, and like doing hands-on practice. This condition corresponds to the game of Monopoly which is played together in small groups. Based on the homeroom teacher's interview before the game, grade 4 students tend to like to speak harshly or shout at their friends, sometimes they even make fun of each other and call children names by their parents' names.

Implementation of Monopoly in Class 4A SDN Lidah Wetan 2 Surabaya

The implementation of the game begins with an explanation of material about the importance of having good friendships. The fable method is used to make students interested and easy to understand. After that the students were divided into several groups and played for half an hour. The contents of the monopoly game board are adjusted to the material, such as cards that contain instructions for students to praise their friends or also contain short questions that must be answered verbally, such as "what would you do if you saw your friend being teased?" and "why do you think being good friends is important?". These command cards and questions will help students understand the importance of social relationships and be able to express themselves positively to others. In this case, students learn not only as recipients of material but also do or apply the information they get directly or learn by doing. Students are not only recipients of information, but they also apply the material they have learned through direct interaction.

Students also answer short questions when the material is given.



Class 4A students consist of 25 students so they are divided into 5 groups. In each group, one winner is produced from the student who gets the highest score. Students are given prizes as a form of appreciation. After the play activity is finished, students work on evaluation questions to find out to what

extent they understand and absorb the material presented. From the evaluation answers, it can also be seen whether students feel comfortable and enjoy the learning method through games.

Results of Student Evaluation Questions

The evaluation given consists of 10 questions. The majority of questions are subjective in nature and require answers in the form of students' opinions or views about the importance of social relationships. The following are evaluation questions given to students.

Number	Questions
1	What game do you play today?
2	What do you feel after playing the game?
3	Is there any material or information that you don't understand?
4	What do you think about friendship?
5	How can we have good friendship?
6	In your opinion, what are the benefits of having good friends?
7	What causes a friendship to break up?
8	Explain the meaning of social relations according to your understanding!
9	Why is it important to maintain positive attitude in friendship?
10	Will you play the same game with your friends again?

Table 1. Evaluation Questions Given to Students

After working on the evaluation questions, it is known that students are able to state the meaning or important nature of social relationships and friendships. Students understand the importance of having good and positive friendships. Apart from that, they also understand the bad impacts that will occur if they casually say harsh words or mock their friends. Based on their answers, the bad impacts that are understood include, for example, being shunned by friends, being scolded by teachers, and even being sinned. Through games, students understand that teasing will only hurt other people's feelings. On the other hand, living in harmony and loving each other is necessary for positive social relationships. According to students, the way to avoid quarrels and the breakdown of friendships is to be calm and advise each other, and if students are unable to handle it on their own, bullying can be reported to the homeroom teacher.

Analysis of the Long-Term Impact of Monopoly Games for Students

Analysis of the long-term influence of the application of the Monopoly game media was carried out by conducting additional interviews with several students as respondents. The questions asked relate to whether or not there has been a change in attitudes among class 4A students as actors in social relations. The following are interview answers from the homeroom teacher.

1. Class 4A students' behavior and speech are getting better.
2. Students show harmony among friends and through the evaluation answers given, students understand the importance of living in harmony and having lots of friends.
3. Class 4A students who previously did not know and understand positive forms of social relationships have a new understanding and know the reasons why they must maintain their attitudes and behavior when making friends.



Figure 2. interviews with homeroom teacher

Students are also asked questions that lead to the condition of social relations in their class. The students taken included two female students (Anggika and Fidelyn) and one male student (Ryu). The following are further responses from students regarding social relationships in their class.

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1. According to Anggika, after the Monopoly game there were still a small number of friends in her class who made fun of their parents' names. Initially, students joke and think it is normal when their parents' names are mocked, but if the teasing is considered to be too much, students will become annoyed or angry, causing a commotion. If a commotion occurs, other students will try to advise.
2. According to Fidlyn, after the Monocard game there were no more class 4A students teasing each other. Students will advise each other if there is a fight. According to Fidlyn, the Monopoly game taught taught the values of self-confidence and harmony.
3. Ryu said that friendships in his class had improved. According to Ryu, the aim of the Monopoly game is to teach the value of togetherness and harmony because students can play together without making any distinctions.



Figure 3. interviews conducted with 3 students as respondents

Based on the results of interviews with the homeroom teacher and several students, it can be concluded that the application of the interactive Monopoly game has a positive impact on students' social relationships, both in the context of speech, understanding of values, and behavior towards their friends.

Conclusion

The use of interactive Monopoly media is considered to have a positive impact on introducing good forms of social relations to elementary school students. Through the application of the Monopoly game educational media, it is easier for students to understand the material presented. The results of evaluations and interviews conducted by students show that they have a simple understanding of the importance of maintaining friendship by respecting each other and not making fun of each other. With this action, students are not afraid of losing their friends. Apart from learning about social relationships and friendships, through playing Monopoly they also learn how to express and speak good words, such as giving compliments or advising friends with gentle words. Thus, Monopoly does not only provide fun, but teaches moral values that can be applied in everyday life by elementary school students.

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