CREATION OF MOPOKAR (CARD MONOPOLY) TO ENHANCE LEARNING SKILLS IN COMPARING THE SOCIAL CONDITIONS OF INDONESIA AND NEIGHBORING COUNTRIES IN GRADE 6

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Abstract	This research aims to create MPOKAR-based (Monopoly Card) learning media and determine its effectiveness in improving students' learning skills. The research employs the Research & Development (R&D) method with the ADDIE model (Analyze, Design, Development, Implementation, Evaluation). Data collection techniques include observation, questionnaires, and tests. The study population consists of sixth-grade students in SDN Pakubeureum 1, located in the Kertajati sub-district of Majalengka Regency, West Java. Random sampling is used to select ten respondents for the study. The collected data are then descriptively analyzed using the SPSS program. The resulting media is highly valid, with a material percentage of 82.5% and a media aspect percentage of 98%. The media's feasibility test yields a percentage of 95%, categorized as highly feasible. Subsequently, the test results (pre-test and post-test) using the one-group pretest-posttest design on ten sixth-grade students show an average pre-test score of 54.00 and a post-test score of 82.00. It is concluded that the post-test results are greater than the pre-test, indicating an improvement in students' learning outcomes. Based on the research findings, it can be stated that the MOPOKAR ASEAN (Monopoly Card) media can enhance learning skills and is thus deemed suitable for use as a learning tool in elementary schools.
Keywords	ASEAN Monopoly, Interactive Learning, Learning Media, Learning Skills

INTRODUCTION

The increasingly rapid onslaught of the times makes education move quickly. The ever-changing education system has had a huge developmental impact on education in Indonesia (Formen & Nuttall, 2014). Changes in the curriculum, media, and education system in Indonesia affect the situation on the ground. In the end, it will produce graduates who care about changes in science and technology to face global competition with society. This creates graduates who are more sensitive to the dynamics of science and technology, preparing them to face the challenges of global competition (Agbo et al., 2023). These adjustments also aim to encourage graduate engagement in society with a better understanding of global developments (Galvis & Carvajal, 2022). This is in line with 21st-century learning because it brings change, especially the rapid development of Science and Technology (IPTEK), which has resulted in changes in the learning paradigm marked by changes in curriculum, media, and technology (Müller & Wulf, 2020). Because, in essence, 21st-century learning is an implication of the evolution of society from time to time. As a result, 21st-century creative learning produces human resources who are literate in information, data, and technology, which is very important in facing competitive life and employment in the current and future era of globalization (Habib et al., 2020).

Curriculum changes, along with technological advances, are some of the problems in the education sector in this era of globalization. Currently, Indonesia uses an independent curriculum, each change aiming to advance education in Indonesia in line with technological developments. The presence of the Indonesian Minister of Education and Culture, Nadiem Makarim, sparked the idea of changing the curriculum, especially the independent learning curriculum. An independent curriculum is a curriculum concept that requires students to be independent. Independence means the freedom given to each student to access knowledge obtained through formal and non-formal education. This curriculum does not limit the concept of learning that occurs at school or outside school and encourages teachers and students to be creative (Manalu et al., 2022).

Technology is a tool that is really needed in the era of changing educational paradigms in the 21st century (Hakim et al., 2022). Technology is becoming a major driver in changing the paradigm of education in the 21st century. The integration of technology in the learning process opens wider access to information and interactive learning, allowing students to access global resources more effectively (Hidayat et al., 2022). In addition, technology also creates space for innovation and creativity in teaching methods (Colavito et al., 2020), preparing students to develop skills relevant

to future demands (Zhao et al., 2023). Along with that, technology-based learning approaches also support the development of digital skills, equipping students with skills that are essential in this digital age (Jennings, 2010).

Teachers and technology can be said to be a close combination in learning at school. Qualified teachers can effectively integrate technology into learning (Mackenzie et al., 2021), provide meaningful guidance (Yang, 2022), and ensure that the use of technology supports the achievement of learning objectives (Mattsson, 2024). Teacher quality also includes the ability to facilitate meaningful interaction and collaboration between students (Rahman et al., 2021). Technological developments play a very important role in helping teachers in their learning process, one of which is in terms of learning media. The existence of technology creates easy shortcuts for each individual (Martiningsih, 2023).

The use of technology must consider the quality and quantity of teachers and students, as well as the facilities and infrastructure that support the use of technology, with the ultimate goal of making it easier for students and teachers to deliver and capture material (Habib et al., 2020). Teachers can deliver material through interactive and efficient learning media. Media is a tool that can be used by teachers to make it easier to convey lesson material because the role of learning media can help in the process of conveying knowledge from teachers to students or vice versa. Media is one component that helps support the success of the learning process in schools (Harsiwi & Arini, 2020). Media, as one of the components of the learning process in schools, has a crucial role in increasing the effectiveness and success of learning (Alobaid, 2020). The use of media can help visualize abstract concepts, facilitate student understanding, and create a more interesting and interactive learning atmosphere (Demir, 2021). In addition, media can also improve student information retention by providing a variety of learning approaches (Sage et al., 2021) (Luo & Du, 2022). A good medium is not solely about technology, but it is one that can make students understand.

Changes in various aspects of education in Indonesia require teachers to be able to adapt according to existing needs. In reality, teachers still do not utilize learning media within the school environment. Teachers are busy, so they don't have time to make learning media, which is one of the reasons teachers don't use learning media. Teachers play an important role in using learning media, but it does not rule out the possibility that there are some teachers/educators who are unable to use learning media to teach (Mukarromah & Andriana, 2022). The limitations of facilities and

infrastructure, as well as teachers' unwillingness to embrace technology, also pose challenges in the use of instructional media.

Learning media can be of interest to students in the teaching and learning process. Students can be more interested and active in learning because learning media is a tool to convey material. Utilization of learning media is a method of utilizing learning tools used in the teaching and learning process to generate motivation and stimulate learning activities (Rozie, 2018). Based on the description above, the selection, development, and use of learning media are very important, so a teacher must really be able to choose and use learning media appropriately.

This is related to students' learning skills. Students must master learning skills because learning is an activity that has a purpose (Umami, 2015). According to Wahono (1998), the purpose of learning is to acquire the knowledge, skills, experience, and attitudes needed for success in life. Learning skills can be obtained through reading, observing, finding out, and obtaining new information. These learning skills can be obtained in the process of teaching and learning activities. Learning skills can be interpreted as a collection of systems, methods, and techniques that are good for mastering knowledge material delivered by teachers in an agile, effective, and efficient manner (Syafii et al., 2023). Basic skills of reading, writing, calculating, skills in following lessons in class, taking notes, asking and answering (both verbally and in writing), doing assignments, making reports, compiling papers, preparing and taking exams, and following up on results. Assignments, tests, or examinations must all be used in learning activities. The lack of student interest in social studies subjects makes teachers have to think creatively in delivering the material. Learning media can be one way to improve student's learning and learning skills. Study skills are abilities that students master in order to be successful in their studies by mastering the material studied (Mukarromah & Andriana, 2022).

If students want to be successful, they must have strong learning skills. Often, students fail in learning, especially in mastering subject matter, because of their lack of learning skills. Students must have learning skills so they can master the subject matter with its various demands and try to develop themselves in all areas and dimensions of their lives. The learning skills obtained can be in the form of creative thinking, critical thinking, collaboration, and communication. Therefore, teachers can package material into learning media so that they can improve students' learning skills

IPS is a science related to social science. Where this science is a science that continues to develop and has changes that change. Plato believed that to create a safe and peaceful Athenian

state, every Athenian citizen needed to be educated or educated to become a good citizen (Beck, 2022). Plato's thoughts remind us of the aim of social studies education, namely to educate students on how to become good citizens by obeying the law and knowing and understanding (Hilmi, 2017). Social studies regulations are a broad science, so students have difficulty understanding the subject. So teachers have to think creatively to make social studies easier by using learning media, especially in the material "Comparing the Social Conditions of Indonesia and Neighboring Countries in Class 6".

ASEAN Monopoly is a learning media that packages social studies material interactively. MOPOKAR (Monopoly Card) ASEAN can improve students' learning skills in the form of creative thinking, critical thinking, collaboration, and communication and assist teachers in delivering social studies material. The monopoly used in this research is basically the same as the general monopoly game, but MOPOKAR is packaged in such a way that it becomes an interactive and interesting learning media for students. It presents several activities that make students think creatively, think critically, collaborate, and communicate. Previous research was conducted by Roemintoyo et al. (2022) based on test results from learning media experts, and the learning media learning material in the form of the ASEAN Monopoly Game received very good qualifications. It can be interpreted that the ASEAN Monopoly Game learning media can help teachers in delivering social studies material, especially in class 6.

Previous research (Yusra, 2022) carried out the development of the prayer monopoly game media to improve early childhood prayer learning. The research results showed that the development of the prayer monopoly game media was to improve the prayer learning ability of early childhood 5-6 years RA Plus Ja-Alhaq city Bengkulu, which obtained a pre-test activity sheet result of 40.95%, while the post-test activity sheet was 81.90%%. Thus, there was an increase of 40.95%, so it can be concluded that the product developed in the form of a prayer monopoly game media to improve the prayer learning ability of children aged 5-6 years at RA Plus Ja-Alhaq, Bengkulu City is suitable for use.

Another research by (Fajriyah, 2023) carried out the development of Science Monopoly Learning Media (MOSA Game) to increase understanding of the concept of heat transfer material for Class V MIN 1 Jombang. The results of the research showed that the student questionnaire responses to attractiveness showed an average percentage of 88% with the "Positive" category. Similar research (Mahesti & Koeswanti, 2021) obtained expert validation test results as follows: (1)

The assessment given by media expert validators obtained a percentage of 83%, which shows an assessment with very good criteria. (2) The assessment given by the material expert validator obtained a percentage of 78%, which indicated an assessment with good criteria. Based on the scores obtained by the ASEAN Monopoly Game learning media to improve learning outcomes for Theme 1 Save Living Creatures in Grade 6 Elementary School, it can be said to be very suitable for use. The implication of this research is that teachers can apply this learning media to help students learn.

Another study (Zahra, 2020) conducted research on monopoly learning media with animal grouping-type material to improve critical thinking skills in elementary schools. The results obtained from this research were that the validity of the media obtained a percentage of 80% in media validation and 81.25% in validation. Material. The practicality of the media is said to be very valid in the question data addressed to the validator. Similar research by (Makmur, 2023) found that during the pre-test, there were 15 students (42.85%) who completed their studies, while in cycle I, there were 23 people (65.71%) who completed, and in cycle II the number of students who completed their studies was 31 students (88.57%). This shows that there is an increase in learning outcomes from pre-test to post-test cycle II. Thus, it can be concluded that the use of monopoly media can improve students' accounting learning outcomes.

The novelty of this research comes from its research object, namely "Creating MOPOKAR (Monopoly Card) to Improve Learning Skills Comparing Social Conditions in Indonesia and Neighboring Countries in Class 6," which has never been researched before. This research contributes to innovative learning theory by exploring the use of MOPOKAR as a tool for effective learning. The theoretical implications can extend to concepts and theoretical frameworks related to innovation in the learning context. This research aims to create learning media based on MPOKAR (Monopoly Cards) and determine its effectiveness in improving students' learning skills.

METHOD

This research uses the R&D (Research and Development) method to produce products and test product effectiveness. Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of the method (Hanafi, 2017). In the field of education, research and development (R&D) is a research method used to develop or validate educational and learning products. From this description, it can be concluded that Research and Development (R&D) is a research method that aims to produce certain products and test the validity and effectiveness of

these products in their application.

The research was conducted at one of the elementary schools in Kertajati District, Majalengka Regency, West Java, in the 2023/2024 academic year. The population in this study were grade VI students at X State Elementary School (SDN) in Kertajati District, Majalengka Regency, West Java. The sampling technique in this study used a random sampling technique so that a sample of 10 respondents was obtained. Data sources were obtained from media expert validators, material experts, teachers, and students. Data collection techniques use observation, questionnaires, and tests. The instruments used are questionnaires and test questions. The development model used is the ADDIE development model. The ADDIE model is a model that is structured programmatically with systematic activity sequences and has five development stages, namely Analysis, Design, Development, Implementation, and Evaluation (Putri et al., 2022).

The first stage of analysis is carried out by analyzing needs, student characteristics, and the learning environment. At this stage, direct observation is carried out with the aim of determining what type of learning media is needed by students, what type of media can attract students to learn, and what type of media students can use based on the situation, conditions, and affordability of students in learning. The second stage of design carries out the process of creating a product design, namely learning media using the Canva application as a tool to help create this media. This starts with looking for references, determining the concept, looking for basic competencies, and looking for image designs so that it becomes a learning medium in the form of MOPOKAR (Monopoly Card). The third stage of development consists of two stages, namely, media development based on design and expert validation. At this stage, the MOPOKAR (Monopoly Card) that has been prepared is developed in accordance with the concept that has been created and adapted to the basic competency material. Then, testing is carried out in the form of validation by experts, namely media and material experts. Validity testing is used to obtain suggestions and input for product improvements and as a measure of product validity. The validity test uses a questionnaire with a Likert scale. The fourth stage of implementation involves testing the MOPOKAR (Monopoly Card) product as a learning medium to determine the feasibility and effectiveness of improving learning skills on material by comparing the social conditions of Indonesia and neighboring countries in Class VI. The questionnaire was used as a research instrument to collect information about the effectiveness of learning media provided to social studies learning practitioners in elementary schools. Meanwhile, to collect data regarding the effectiveness of learning media in improving

learning skills on material comparing the social conditions of Indonesia and neighboring countries in Class VI, a one-group pretest-posttest design was used using a test question instrument in the form of multiple choice with a total of 10 questions inappropriate question categories. The cognitive domain of Bloom's Taxonomy, namely C1-C6, was analyzed using a Paired Sample t-test with the help of SPSS 26. The fifth stage is Evaluation, in the form of feedback and recommendations regarding the learning media being developed.

The collected data were then analyzed descriptively quantitatively by applying descriptive analysis techniques. The analysis process involves the use of percentages of the average results obtained, including the results of validity, effectiveness, and pilot tests. The focus of this research is to improve learning skills on the material by comparing the social conditions of Indonesia and neighboring countries in Class VI Elementary Schools. Quantitative descriptive analysis techniques were used to provide a clear and measurable picture of the effectiveness of the tested method or approach in improving students' learning skills. This research is able to produce data that can be interpreted well, helping to evaluate the extent to which the methods applied have a positive impact on student learning outcomes.

FINDINGS AND DISCUSSION

Findings

This research development model consists of five stages: Analyze, Design, Development, Implementation, and Evaluation. There are three stages at the analysis stage, namely the needs analysis stage, the student characteristics analysis stage, and the learning environment analysis stage. During the needs analysis phase, observations are made to determine what types of teaching materials are needed by students. Observation data shows that students are actually quite active during the learning process, but during learning, teachers rarely use learning media and only focus on using media in the form of books, pictures, and lectures. With this learning style, the classroom environment becomes less conducive, and students are less able to grasp the learning material. Therefore, learning media in the form of games is needed to attract students' attention so that students can capture and understand the lesson material.

Next, analyze the characteristics to determine the right learning media that can attract students. Media in the form of tools that can be played by students can attract students' interest in learning. Elementary school students like games and playing. For this reason, media in the form of

games is very suitable for use in applying lesson material. Based on the results of observations, students like to play and touch things that attract their attention.

Then, analyze the learning environment, namely to determine what kind of media can be used based on the situation, conditions, and affordability of students in learning. It is known that not all students in the elementary schools studied have smartphones, so MOPOKAR (Monopoly Card) media is suitable for use because it is designed to be as attractive as possible with various colors and designs that can make students interested in studying the material. Therefore, this learning media can be an appropriate learning innovation for elementary school students (Hakim et al., 2022).

In the second stage of design, a product design is created that is in accordance with the analysis carried out. Products are designed using Canva for education. Canva is an editing application for designing and creating learning media. Canva is an online graphic design application that is easy to use for beginners. This app is available for smartphones and PCs (Kharissidqi & Firmansyah, 2022). At this stage, the researcher seeks references for material designs and adjusts them to the existing basic competencies. As for the assessment instruments, they include the creation of a validated product questionnaire for media experts and content experts, as well as a questionnaire for social studies learning practitioners in elementary school. Subsequently, the pre-test and post-test questions consist of multiple-choice questions to evaluate the effectiveness of the generated media in enhancing students' learning skills.

The third stage is development, where media development is carried out based on the design created in the previous stage (Kallio et al., 2016). This stage includes two stages, namely, media development based on design and expert validation. Using the design application from Canva, media development based on design is carried out at an early stage. At this stage, the design, color suitability, material about the ASEAN Monopoly, card design, and monopoly design are prepared. In the material, there are instructions for use, KI and KD, materials, and a bibliography. With the ASEAN MOPOKAR (Monopoly Card) this can be a useful learning tool and can improve students' learning skills.

Figure 1. MOPOKAR (Monopoly Card) Display
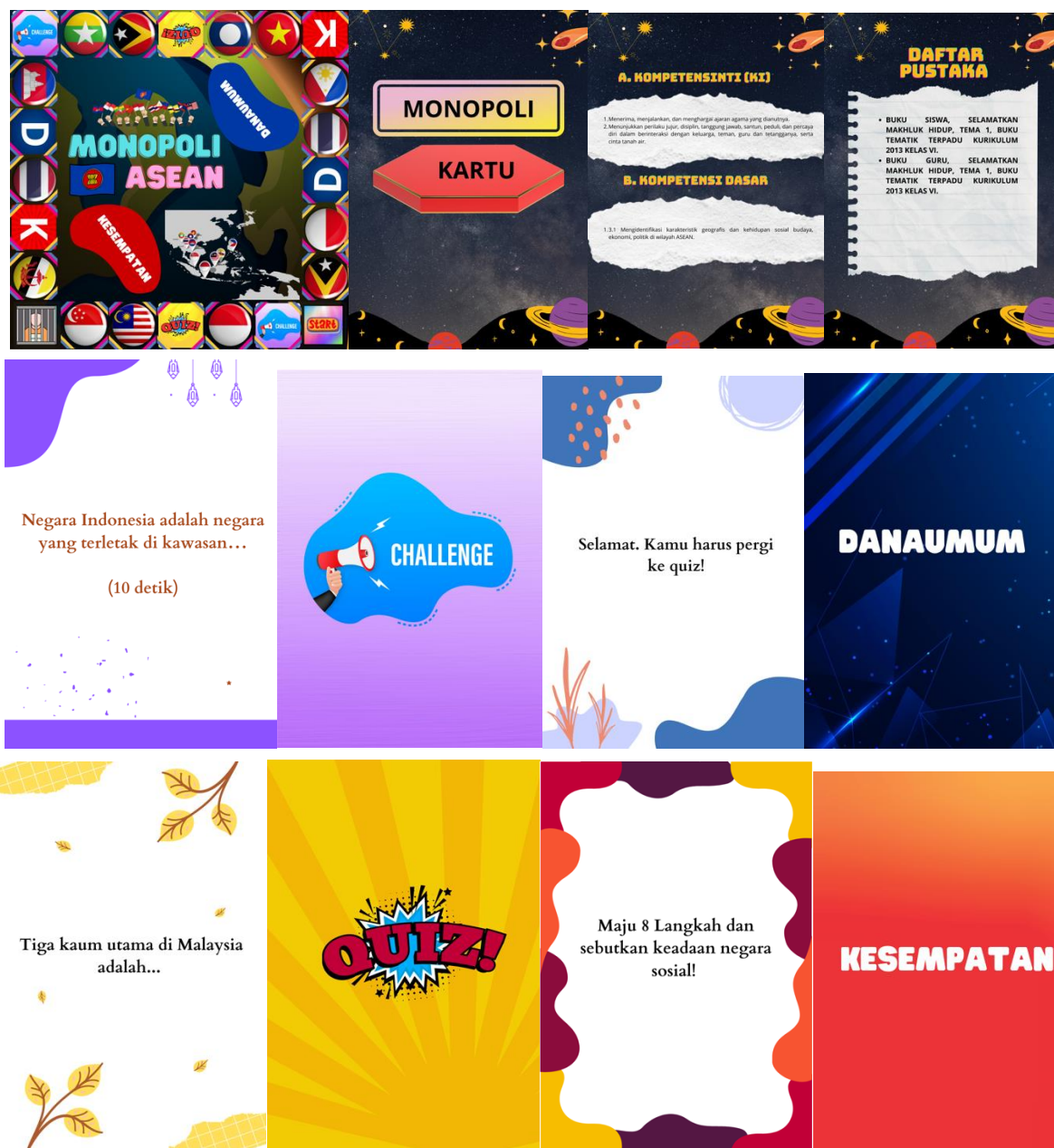
The next stage is expert validation. Validators at this stage consist of material experts and media experts. The material expert validator is a lecturer who is an expert in the field of social studies, and the media validator is a lecturer who is an expert in the multimedia field. The results of material expert validation are presented in the following table.

Table 1. Material Expert Validation

No.	Aspect	Assessment Score	Validity Results (%)	Criteria
1.	Content Eligibility	4	80	Very good
2.	Material	12	80	Very good
3.	Language Eligibility	18	90	Very good

4.	Readability and Communicativeness	12	80	Very good
	Average		82.5	Very good

According to material experts, the media developed provides instructions that are easy to understand and summarized material to attract students' attention and interest in learning. Table 1 shows that the assessment from material experts obtained a score of 82.5% and was included in the very good category. This statement is in accordance with (Andriyani & Suniasih, 2021) that within the framework of a learning media, it must be able to attract students' attention and be valid. From the material expert validator, there are no suggestions or things that need to be revised so that the product can be tested. Furthermore, the assessment by media experts regarding the MOPOKAR (Monopoly Card) media used is presented in the table as follows.

Table 2. Media Expert Validation

No	Aspect	Assessment Score	Validity Results (%)	Criteria
1.	Utility	10	100	Very good
2.	Text Quality	9	90	Very good
3.	Color Quality	10	100	Very good
4.	Design Quality	10	100	Very good
5.	Use of words and language	10	100	Very good
	Average		98	Very good

The media expert's assessment of the MOPOKAR (Card Monopoly) design received a score of 98%, placing it in the very good category, as stated in Table 2. MOPOKAR (Card Monopoly) is designed to be attractive and not boring to use, so it is easy to use with game rules that are easy to understand. This is in accordance with the statement of Sahronih et al. (2020). Therefore, interactive learning media was created, which later this research aims to find out how interactive learning media can influence students' interest in learning.

MOPOKAR (Monopoly Card), as a learning media developed, has met the criteria for learning media that can attract students in terms of design, appearance, and ease of use, in accordance with the validation results of material experts and media experts. Therefore, MOPOKAR (Monopoly Card) is worth testing.

The fourth stage is implementation. At this stage, the learning media developed. Namely, MOPOKAR (Monopoly Card) ASEAN is tested on teachers and students. The aim is to determine the feasibility of the ASEAN MOPOKAR (Monopoly Card) learning media and its effectiveness in improving learning skills, the end result of which is an increase in mastery of subject matter in

material comparing the social conditions of Indonesia and neighboring countries. The assessment was carried out using a questionnaire given to social studies learning practitioners in elementary schools and pretest-posttest questions given to class VI students. The results of the material feasibility test are as follows.

Table 3. Feasibility Test of ASEA N MOPOKAR (Monopoly Card) Material

No	Aspect	Rating result	
	Content Eligibility	5	
	Material	14	
	Language Eligibility	18	
	Readability and Communicativeness	14	
	Utility	10	
	Text Quality	9	
	Color Quality	10	
	Design Quality	10	
	Use of words and language	10	
		Total Score	100
		Maximum score	105
		Percentage	95%
		Category	Very Worth It

From Table 3, the results of the assessment of the feasibility of the media being developed are obtained, namely MOPOKAR (Monopoly Card) and ASEAN, which obtained a score percentage of 95% in the very feasible category. This right means that the ASEAN MOPOKAR (card monopoly) media is very suitable for use as learning media in elementary schools.

The next stage is *pre-test* and *post-test.* At this stage, *a one-group pretest-posttest design* was used on class VI students with a total of 10 students. Before testing, a normality test is carried out first to find out whether the hypothesis will be carried out parametrically or non-parametrically. The normality test was carried out using the Shapiro-Walk test because the number of research samples was less than 50 people. This test uses SPSS Version 26. The hypothesis tested is H_0: There is no difference in *pre-test* and *post-test scores,* and H_1: There is a difference in *pre-test* and post-test scores. Post-test. The test criteria are to accept H_0 if the probability value obtained is smaller or equal to the significance level (*sig. = p-value* $\leq \alpha$) shows that the data is not normal, and reject H_0 if the probability value obtained is more than or equal to the significance level (*sig. = p-value* $\geq \alpha$), indicates that the data is normal. The results of *the pre-test and post-test* normality tests are as follows.

Table 4. Normality test

Statistics		df	Sig.
Pre-test	,943	10	,591
Post-test	,942	10	,575

Based on the results of the Shapiro-Wilk normality test, it is known that the significance value (Sig.) for all data is > 0.05, meaning that H 0 is rejected and H 1 is accepted. Therefore, the research data is normally distributed.

Once it is known that the data is normally distributed, the next test can be carried out parametrically. Next, *a Paired Sample t-test* was carried out to determine whether there was a difference in student scores before and after using the ASEAN MOPOKAR (Monopoly Card) learning media and whether or not it was effective in improving learning skills on the material comparing the social conditions of Indonesia and neighboring countries. The research criteria accept H_0 if the probability value obtained is greater than or equal to the significance level (*sig. = p-value ≥ α*), and reject H_0 if the probability value obtained is smaller or equal to the significance level (*sig. = p-value ≤ α*). Hypothesis H_0: there is no difference in students' initial abilities before and after using the ASEAN MOPOKAR (Card Monopoly) media, and H_1: there is a difference in students' abilities before and after using the ASEAN MOPOKAR (Card Monopoly) media. Then, the average *pre-test* and *post-test scores* will be compared to find out whether the learning media is effective in improving learning skills on material by comparing the social conditions of Indonesia and neighboring countries. The results of hypothesis testing are shown in the table below.

Table 5. Paired Sample t-Test

Statistics			t-Test		
n		Mean	t	df	Sig. (2-tailed)
Pre-test	10	54.00	-9,635	9	,000
Post-test	10	82.00			

Based on the results of the Paired Sample t-test, a Sig value of 0.000 was obtained, meaning that H 0 was rejected because the Sig value = 0.000 < α = 0.05, which shows that there was a difference in students' initial abilities before and after using the ASEAN MOPOKAR (card monopoly) media. The average score (mean) for the pre-test was 54.00, and for the post-test, 82.00. Based on this, it can be seen that the pre-test score is lower than the post-test score. This shows that students' scores increased after utilizing the ASEAN MOPOKAR (card monopoly) media. So, learning media in the form of ASEAN MOPOKAR (card monopoly) can improve students' learning skills.

The fifth step is evaluation, which consists of suggestions and comments based on the testing and validation results of ASEAN's MOPOKAR (card monopoly). According to expert validators, the design, materials, props, and game rules used are very good. The learning media used is interesting, good, and easy to apply to children. Learning media that is interesting to students can be a stimulus for students in the learning process. Management of learning aids is very much needed in formal educational institutions. Learning media can be used as a tool in teaching and learning activities (Syafi'i et al., 2023).

ASEAN MOPOKAR (card monopoly) media can also improve learning skills. Research conducted by Maramis et al. (2022) stated that the Monopoly game learning media can increase students' motivation in learning. The ASEAN MOPOKAR (Card Monopoly) media received a positive response from material experts, media, students, and teachers because learning became more interactive, could improve learning skills, and students could easily master the material comparing the social conditions of Indonesia and neighboring countries.

Discussion

In order to improve students' mastery of learning skills, learning strategies that are able to convey material effectively and provide direct experience to students are needed. One innovation that can be applied in the learning process is the use of learning media as a way to improve students' learning skills (Hotimah, 2020). Learning media provide a means to present information visually, auditively, and sometimes kinesthetically, creating variations in teaching methods. By using learning media, teachers can enrich students' learning experiences, make learning more interesting, and facilitate a better understanding of learning material (Mais, 2016; Puspitasari, 2019).

This innovation not only includes the use of modern technology but also includes the development of various learning tools and methods that can increase student interaction with lesson material. Through the application of relevant and varied learning media, it is hoped that students can develop their learning skills holistically, including cognitive, affective, and psychomotor aspects (Sylvia et al., 2019; Prihatini & Sugiarti, 2021).

Innovation that can be applied in the learning process is utilizing learning media, such as MOPOKAR Media (Monopoly Cards), as a strategy to improve students' learning skills. MOPOKAR (Monopoly Cards) is an innovative learning media that combines the concept of the Monopoly game with cards as a learning tool. This media is designed to provide an interactive, fun, and effective learning experience for students (Rahaju & Hartono, 2017; Ulfaeni, 2017). This learning media brings

various advantages that can increase the effectiveness of learning, including: 1) Interactive and fun. The use of ASEAN MOPOKAR Media offers an interactive and fun learning experience. Students can be actively involved in the learning process through this card game, creating an environment that supports their involvement; 2) Practical and easy to use. ASEAN MOPOKAR media is designed to be easy for students and teachers to use. Simple and clear game rules make it easier to apply in learning without requiring complicated preparation. This practicality can increase the efficiency of learning time; 3) Encourage positive collaboration and competition. Through this card game, students can engage in collaboration with their classmates and experience positive competition that can stimulate enthusiasm for learning. This can create a more dynamic and stimulating learning atmosphere; 4) Improve social and cognitive skills. The interaction process in ASEAN MOPOKAR Media not only improves learning skills but also students' social and cognitive skills. They can learn to work together, communicate, and develop a deeper understanding of the learning material; 5) Contextual learning. This media can be designed to create more contextual learning by combining ASEAN elements with in-game cards. This helps students to better connect with the learning material and understand it in a wider context.

From the research results, there is interesting data regarding the effectiveness of using MOPOKAR ASEAN (Monopoly Card) media in improving the learning skills of class VI students in elementary schools. Before using this media, students obtained a pre-test score of 54.00. However, after implementing MOPOKAR ASEAN media, there was a significant increase, with the average student score increasing to 82.00.

This increase reflects the positive impact of MOPOKAR ASEAN media on student learning on the material "Comparing the Social Conditions of Indonesia with Neighboring Countries." In other words, this media succeeded in making a significant contribution to improving students' understanding and learning skills in the context of the material. Furthermore, the assessment of social studies practitioners in elementary schools regarding the application of MOPOKAR ASEAN media as a learning medium is also very positive, with a score reaching 95%, which places it in the "very suitable" category. This indicates that MOPOKAR ASEAN is well received by IPS practitioners and is considered very suitable for supporting the learning process in elementary schools.

With these results, it can be concluded that the MOPOKAR ASEAN (Monopoly Card) learning media is very effective and successful in improving the learning skills of class VI students. This success is also reflected in the positive reception by social studies practitioners in elementary

schools, confirming that MOPOKAR ASEAN can be used as a relevant and appropriate learning media to support education at the elementary level.

Along with the development of technology and the need for more interactive learning, it is important to continue to develop and implement innovations in the learning process (Clark, 1994). The use of learning media such as MOPOKAR ASEAN (Monopoly Card) is one example of innovation that can enrich students' learning experience. By utilizing game and card elements, MOPOKAR ASEAN creates an interactive and engaging learning environment for students, thereby increasing their motivation to learn.

In addition, it is important to note that the use of MOPOKAR ASEAN Media not only improves students' learning skills, but also provides a fun and interactive learning experience. With a pleasant learning atmosphere, students tend to be more motivated to be actively involved in the learning process, which in turn can increase their retention of information and understanding of the learning material. This media interactivity can also help students to improve their social skills, such as the ability to communicate, cooperate (Höhne, 2018), and manage conflict, which are important aspects of collaborative learning in an educational environment (Ayriza et al., 2021).

In addition to direct benefits for students, the use of MOPOKAR ASEAN Media can also enrich teachers' teaching experience and increase efficiency in learning preparation and implementation. With simple and clear rules of the game, teachers can easily integrate this medium into their curriculum without requiring complicated preparation. This can provide an opportunity for teachers to focus more on the quality of teaching and interaction with students, thereby improving the overall learning experience in the classroom (Kordaki, 2011).

In addition, the results of previous studies have also shown that the use of games in the context of learning can increase student engagement and strengthen their understanding of the subject matter (Higgins et al., 2007). Research by (Trees &; Jackson, 2007) confirms that the use of game-based learning media such as Monopoly can increase student learning motivation. This is in line with the findings from this study which showed a significant improvement in students' learning skills after using MOPOKAR ASEAN.

In addition to providing an interactive learning experience, MOPOKAR ASEAN also brings benefits in the development of students' social and cognitive skills. Through collaboration and positive competition in games, students learn to cooperate, communicate, and solve problems together (Uğur et al., 2011). This not only improves their social skills but also helps in the

development of problem-solving and critical abilities (Clark & Craig, 1992). In the broader context of learning, the use of learning media such as MOPOKAR ASEAN can also help students to understand complex concepts in a more understandable way. By presenting information visually and through hands-on experience, students have the opportunity to deepen their understanding of the subject matter (Liu et al., 2011) as well as develop critical and analytical thinking skills essential for their future academic success (Komljenovic, 2021).

CONCLUSION

In order to improve students' mastery of learning skills, strategies are needed to convey material and provide direct experience to students. One innovation that can be applied in the learning process is using learning media as a way to improve learning skills. ASEAN MOPOKAR (card monopoly) media can be used easily. This media is very practical because the rules that apply do not make things difficult for students or teachers so that learning is enjoyable. Students learning skills increased after using ASEAN MOPOKAR (card monopoly) media. Before using MOPOKAR media, class VI students got a score of 54.00 on the pre-test. Meanwhile, after using this media, the student's average score increased to 82.00. Based on the increase in student scores, it can be concluded that the use of ASEAN MOPOKAR (card monopoly) media can improve the learning skills of class VI elementary school students on the material comparing the social situation of Indonesia with neighboring countries in elementary school. The assessment by social studies practitioners in elementary schools regarding the application of ASEAN MOPOKAR (card monopoly) media as a learning medium received a score of 95%, which placed it in the very appropriate category. Thus, the ASEAN MOPOKAR (card monopoly) learning media is very suitable for use as a learning media in elementary schools and has succeeded in improving students' learning skills.

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