

DEVELOPMENT OF MONOPOLY BOARD GAME MEDIA TO ENHANCE THE DEVELOPMENT OF THE CHARACTER VALUE OF PATRIOTISM IN CHILDREN AGED 5-6 YEARS

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ABSTRAK

The character trait currently presenting a challenge is patriotism—specifically, a lack of knowledge among children regarding national and regional songs, as well as national holidays. This study aims to instill the value of patriotism in early childhood learners using a Monopoly-style board game. It employs the Research and Development (R&D) method, utilizing the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The study was conducted with Group B children at TKIT Al Uswah in Sigli City District, Pidie Regency. Data collection involved validation questionnaires and child observation sheets. The results indicate that the product evaluation yielded a score of 96.87%, placing it in the "highly valid" category for fostering patriotism in young children. Furthermore, the subject matter expert validation resulted in an average score of 100%, signifying that the product is highly suitable for educational use, particularly for introducing the concept of patriotism.

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INTRODUCTION

Cooperative behavior and a sense of togetherness have declined among some segments of Indonesian society (Sisca, 2013). Education regarding cooperation can begin at an early age to foster the ability to cooperate later in life. Cooperative learning activities for students should ideally involve hands-on practice rather than relying solely on question-and-answer sessions, assignments, conversations, or storytelling. Through hands-on practical experiences, children can construct their own knowledge. Direct experience to develop children's cooperative skills can be gained in various ways, one of which is through play. As an individual with unique characteristics and autonomy, a child seeks continuous self-development (self-education) to solve the life challenges they encounter. Early childhood is a period of rapid growth and development; it is also referred to as the "golden age" (Suryana, 2013).

Observations conducted in November 2022 at PAUD Bunga Pala in Baitussalam District revealed that the cooperative (social) skills of children in Group B were underdeveloped. Students in the class tended to isolate themselves and were unwilling to cooperate with their peers. They frequently fought over toys without allowing others a turn; some children preferred playing alone rather than with others, showing little regard for their surroundings or the experiences of their peers. Furthermore, some children sought to monopolize toys in the classroom and struggled to share them with others.

Group block-building games are expected to serve as a method for developing children's skills in cooperating with peers and others. Through these games, children can develop interaction skills, patience, sportsmanship, and a healthy competitive spirit, while also learning to yield, accept defeat, and congratulate winning peers. Thus, the objective of this research is to focus on enhancing children's cooperative abilities. Improving children's cooperative skills is achieved through a group block-building game, in which the blocks serve merely as the medium.

RESEARCH METHODS

A research type or method is a scientific approach to obtaining research data for specific purposes and applications (Sugiyono, 2013). This study employs a quantitative research method, wherein data—gathered through classroom observations alongside the teacher in Group B at PAUD Bunga Pala—are analyzed to gain insight into the students' level of cooperation during block-play activities. Data utilized in quantitative research need not be exclusively quantitative; they may also include qualitative data or a combination of both. Quantitative research is defined as the systematic scientific study of components, phenomena, and the relationships between them (Priadana & Sunarsi, 2021).

The population for this study consists of all children in Group B at the Bunga Pala Early Childhood Education (PAUD) center in Aceh Besar, with an average age of under five years; the study sample comprises 15 children, while the subjects themselves are the students' teachers. Sample selection employed a non-probability sampling technique—specifically quota sampling—wherein the researcher selected or determined the sample from the available population.

1. Data Collection Techniques

The data collection method in this study uses interview, observation and documentation techniques.

a. Interview

The interview method is used by the researcher as a data collection technique if the researcher wants to know more in-depth and private things from respondents and sources, such as the teacher's ability to choose and use learning methods.

b. Observations

Observation is a method used to obtain everything related to the research subject to explore as much information as possible Arikunto (2016). Observation or observation is a phenomenon recording activity that is carried out systematically. Observations are made during learning activities or when research on children's cooperative skills takes place. The research was carried out in collaboration with researchers assisted by teachers. The activities observed included all aspects of the research instrument, namely all children's behaviors during learning activities, especially during the game activity of arranging blocks in groups. Observation is carried out in conjunction with mentoring during learning activities. The implementation of the research still experiences various obstacles related to the setting of the place and the conditions of the participants themselves. Conditions outside the classroom that do not allow research to be carried out so that research is carried out in the classroom.

When the block game began to be carried out, many students were still confused in interpreting the commands and rules of the game that the child would do, especially when the child had to take turns arranging the block pieces, the impatient child wanted to finish quickly while the other children did not understand what to do. It took a little longer to explain the intent of the rules of the game group to make the blocks. The indicator of cooperation ability in early childhood refers to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education is described as follows: play with peers, be cooperative with friends. The instrument used in this study is using observation sheets. The observation sheet used in this study includes 6 indicators, namely:

1. Children are able to join groups.
2. Children can be actively involved in group games.
3. Children are able to share with their other friends.
4. Children are able to respond well if they have friends who offer help
5. Mutually beneficial interdependence in group games.
6. Responsible for their respective duties.

Table 1. Child Cooperation Assessment Grid

Yes	Child Assessment Indicators	Score			
		BB	MB	BSH	BSB
1	Children are able to join groups				
2	Children can be actively involved in group play				
3	Children are able to share with their other friends				
4	Children are able to respond well if they have friends who offer help				
5	Mutually beneficial interdependence in group play				
6	Be responsible for their respective duties				

Source : Modification of Permendikbud of the Republic of Indonesia Number 137 of 2014

Description:

- a. BB : Not Yet Developed
- b. MB : Starting to Grow
- c. BSH : Growing Up With Expectations
- d. BSB : Very Well Developed

c. Documentation

Documentation is used to obtain data on the completeness of the program as well as the learning process or moving objects.

2. Data Analysis Techniques

The data analysis used in this study has several stages quantitatively using the percentage technique that is expected to answer the formulation of the problem and the hypothesis proposed. It begins with data processing that sums up the scores at each meeting, then divides by the number of meetings. Then the number of children who have several criteria is also obtained and this data is then analyzed by paying attention to the number and then changed in the form of percentages.

In this study, the data analyzed is the ability to cooperate obtained from the results of block game activities. The analysis of children's learning was carried out at each meeting by comparing the average results from before the action was carried out and after the action. The results of the analysis were used as material to assess the extent of children's cooperative ability in socializing with their peers.

RESULTS AND DISCUSSION

The research was carried out at PAUD Bunga Nutmeg, Baitussalam District, Aceh Besar Regency. PAUD Bunga Pala is an early childhood education institution located in the

Al Hijrah Complex No. 2 Gampong Mireuk Lam Reudeup. The following is the vision and mission of PAUD Bunga Pala. The number of teaching staff (teachers) at PAUD Bunga Pala Aceh Besar is 4 classroom teachers (including the principal) and 2 substitute teachers, but in general the teachers who teach are professional teachers. In fact, as a whole, it can be seen as a senior teacher in the teaching process.

Based on observations made in group B of PAUD Bunga Pala Aceh Besar where most children aged 4-5 years old can be seen that most children are less able to cooperate and tend to still choose to play alone rather than playing with friends, there are still many children who are less able to share toys with other friends. In this case, children still need guidance and practice in developing their social skills in terms of working with friends.

In order to further analyze children's cooperative abilities, the researcher used the media of blocks that children often encounter every day, so that they are known and close to children. In addition to being able to develop cooperation skills in children, playing blocks is also liked by children. Children can learn to recognize shapes, colors, and precision in pairing the pieces of blocks into a whole shape.

1. Interview Results

An interview conducted by the researcher regarding the ability of PAUD Bunga Pala Aceh Besar students to cooperate was conducted on Tuesday, June 6, 2023 with 3 teachers. The questions asked and the answers given by the respondents were:

- a. According to you, what is the level of cooperation between students so far?
 - Respondent I's Answer: God willing, help each other.
 - Respondent II's Answer: We see each other helping each other, sharing and also tolerating each other in learning activities.
 - Respondent III's Answer: They help each other with their fellow friends.

From the results of observations, it was found that students in group B of PAUD Bunga Pala Aceh Besar were able to work together, as evidenced by the data from the observation results of the block game carried out where from the average assessment indicators carried out on 15 children, only 3 children were in the starting development category (MB), 9 children in the developing category according to expectations (BSH) and 3 children in the very good development category (BSB).

- b. Are there still many students whose cooperation skills are still lacking or even do not care about their fellow friends?
 - Respondent I's Answer: There are several, based on the factors.

- Respondent II's Answer: Yes, it is due to several factors, for example, the child does not want to go to school can have an effect when he participates in learning in class.
- Respondent III's Answer: Still, one of the factors is that children still have a selfish nature in making friends so that it affects their other friends.

From the results of observation, it was found that in the assessment indicator of children who are able to join the group, there are still several students in group B of PAUD Bunga Pala Aceh Besar who are still starting to develop (MB), namely 5 children or 33% of all students in group B and 10 other children are in the stage of developing according to expectations (BSH).

c. Is there a special method to measure the level of cooperation between students? How do teachers assess children's ability to cooperate so far?

- Respondent I's Answer: Using the group method, one of which is learning the central method and to assess the child's ability to cooperate, using the assessment sheet contained in the RPPH.
- Respondent II's Answer: There are, for example, group learning methods or central methods that are often used. To assess children's cooperation skills, they usually use the RPPH assessment sheet provided at school, be it in the form of anecdotal notes, so teachers can directly check based on the indicators found at the Ministry of Education and Culture.
- Respondent III's Answer: Yes, using an assessment worksheet.

From the results of observations made by the researcher during the research, so far to measure the students' ability to cooperate, the teachers used the group method and made observations during the learning process. The assessment is carried out per individual child, where there is an assessment sheet listed in the Daily Learning Program Draft (RPPH) by referring to the Ministry of Education and Culture's regulations.

d. What are the activities that teachers do in training children's cooperation?

- Respondent Answer I: Create a group or divide a group.
- Respondent II's Answer: Making a play group, there the teacher gives an understanding that children in the group must be tolerant of each other, please help and cooperate.
- Respondent III's Answer: Divide the group.

From the results of observations, it was found that to support the learning process to be more effective, teachers divided students into several groups. And at the time of group division, the teacher also gave an understanding that fellow friends in the group must be tolerant of each other, please help and cooperate.

e. What are the obstacles that teachers at PAUD Bunga Pala Aceh Besar have had so far in developing student cooperation?

- Respondent I's Answer: Lack of media.
- Respondent II's Answer: There is a lack of media, so teachers before the D-day of learning must prepare media so that children do not compete in learning media in class.
- Respondent III's Answer: Lack of media, due to the school's remote location and lack of funds.

From observation, it was found that so far the main obstacle in the block game is the lack of the game media itself, so that some children even fight over their toys until fights arise.

f. Have students had any problems in working together?

- Respondent Answer I: Have an egocentric or selfish nature.
- Respondent II's Answer: Of course, yes, because teachers know that children are egocentric or selfish, then if teachers care more about one, children will act and influence in their cooperation.
- Respondent III's Answer: The selfish nature of children who are selfish.

From the results of observation, it was found that there were 2 students in group B of PAUD Bunga Pala Aceh Besar who were still in the category of starting to develop (MB), namely when responding if there was a friend who provided help. However, 9 children have developed according to expectations (BSH) and 4 children have developed very well (BSB).

g. What are the problems that usually arise when teaching students to work together?

- Respondent I's Answer: I don't want to share.

- Respondent II's Answer: Not wanting to share, or influencing his friends so that he does not want to play with his friends, therefore the teacher gives understanding.
- Respondent III's Answer: Not wanting to share with fellow friends.

From the results of observation, it was found that in the assessment indicator of children who were able to share with other friends, there were still several students in group B of PAUD Bunga Pala Aceh Besar who were still beginning to develop (MB), namely 5 children or 33% of all students in group B. And 5 other children were in the stage of developing according to expectations (BSH) and 1 child was developing very well (BSB).

h. How do teachers deal with children who are low in their ability to cooperate?

- Respondent I's Answer: To give an understanding that cooperation is very important.
- Respondent II's Answer: Provide an understanding that cooperation is important because it will be needed for further education.
- Respondent III's Answer: To understand that cooperation is very important for friends and groups.

From the results of observations, it was found that so far the handling carried out by teachers to handle students in group B of PAUD Bunga Pala Aceh Besar who are still low in their ability to cooperate is by providing an understanding that cooperation is very important for daily life and for the next level of education.

Thus, from the results of the overall interview conducted by the researcher in group B at PAUD Bunga Pala Aceh Besar, it can be concluded that:

1. In general, the ability to cooperate with group B students of PAUD Bunga Pala Aceh Besar has been going well, so that this can support children to succeed in socializing in their activities which is shown by the average child's cooperative skills have developed well.
2. Teachers use central and group methods in the cooperative learning process, this is considered effective in assessing children's cooperative abilities.
3. Some children still have an egocentric or selfish nature, but teachers still give each child an understanding of the importance of socializing and caring for their fellow friends.
4. Teachers do not discriminate between students as much as possible so that no child feels discriminated against or blamed, and every child can tolerate each other, be able to share and be actively involved in group games.

Thus, the ability to cooperate with group B students of PAUD Bunga Pala Aceh Besar as a whole is well developed, this is due to the support of teachers who teach at PAUD by using various facilities and media, one of which is block media to support children's cooperation skills.

2. Observation Results

The results of observations regarding the cooperation capabilities of PAUD Bunga Pala Aceh Besar students conducted on May 24, 2023 for 15 students were obtained as follows.

Table 2. Observation Results of Group B Children

Yes	Child Assessment Indicators	BB		MB		BSH		BSB	
		F	%	F	%	F	%	F	%
1	Children are able to join groups	0	0%	5	33%	10	67%	0	0%
2	Children can be actively involved in group play	0	0%	1	7%	7	47%	7	47%
3	Children are able to share with their other friends	0	0%	5	33%	9	60%	1	7%
4	Children are able to respond well if they have friends who offer help	0	0%	2	13%	9	60%	4	27%
5	Mutually beneficial interdependence in group play	0	0%	0	0%	9	60%	6	40%
6	Be responsible for their respective duties	0	0%	4	27%	8	53%	3	20%
Total Score Summing		0	0%	17	113%	52	347%	21	140%
Average		0	0%	2,83	19%	8,67	58%	3,5	23%
Rounding		0	0%	3	19%	9	58%	3	23%

From the results of observations made by researchers at PAUD Bunga Pala Aceh Besar in group B, it showed that the average cooperative ability of students in the category of Starting to Develop (MB) was 3 children (19%), Developing According to Expectations (BSH) was 9 children (58%) and Developing Very Good (BSB) was only 3 children (23%).

From the results of the observation data above, it can be concluded that the ability of children to cooperate in group B of PAUD Bunga Pala Aceh Besar is currently very good, even there is not a single child who is in the Undeveloped (BB) category, this is also shown by the category of BSH + BSB = 58% + 23% = 81% which means that the value has passed the success criterion, which is above 75%.

3. Discussion

From the results of interviews conducted with classroom teachers, it was found that the cooperative ability of group B students of PAUD Bunga Pala Aceh Besar was good in

accordance with the expectations of children's cooperative ability in general. For example, children who can share with each other and are able to be actively involved in their group.

From the results of the assessment of cooperation capabilities carried out at the time of the study, it was found that the lowest aspect, namely beneficial interdependence in group games, this can be seen with an average score of 2.5 and in this aspect there are still 6 (six) children who are just starting to develop, 9 (nine) children who are developing according to expectations and not a single child who has developed very well. This is because the child is still not independent and this condition can be seen from people who often wait for the child's learning activities. The situation where the child is still not independent is shown from the child who has not yet begun to break free from parental bonds, moves freely, and is not able to interact with his environment. Then the highest assessment aspect is found in the aspect that children can be actively involved in group games, namely with an average score of 3.4. In this aspect, there are 7 (seven) children who have started to develop very well, but there are still 1 (one) child who has just started to develop and 7 (seven) children who have developed according to expectations.

This can be seen when teachers ask for help from many children who help, as well as when there are children who need help, many children offer help. Every beginning before teaching and learning activities begin, children are used to working together to spread carpets in the classroom. During the break, all children are willing to join in playing with other friends. When playing together, it is rare to hear children talking rudely or fighting over toys with their friends, they can already share toys with friends, although sometimes there are children who choose to give in to change other toys. This is in accordance with the function of group games according to Slamet Suyanto (2005: 117), namely as a tool for socializing.

Learning together will be able to develop children's social skills and can also develop children's interpersonal intelligence. Sharan and Sharan (1987) in Slamet Suyanto (2005: 150) revealed that cooperation activities can build cooperation skills such as communication, interaction, cooperative plans, sharing ideas, decision-making, listening, willingness to change, exchanging ideas and combining ideas. Doing cooperative activities in groups needs to be introduced from early childhood to develop their social skills. Slamet Suyanto (2005: 148) said that cooperative learning in groups is widely used in early childhood learning because it is considered appropriate for social training and cooperative skills.

CONCLUSIONS AND SUGGESTIONS

1. Conclusion

The ability of students in group B of PAUD Bunga Pala Aceh Besar as a whole has developed as expected. However, there are still several aspects that still need to be improved, such as being actively involved in group games, sharing and tolerance towards fellow group friends. The highest assessment indicator is found in the aspect that children can be actively involved in group games, namely with an average score of 3.4 and the lowest indicator, namely beneficial interdependence in group games, this is based on a low average score of 2.5.

There are several problem factors that are the main obstacles to students' ability to cooperate, including poor communication skills, children are still not independent, inadequate game media, egosyncratic or selfish nature and emotions (mood) where children do not want to play with their friends even to the point of grabbing toys and do not want to share with their fellow group friends.

2. Suggestions

In the next research through the group game method, arranging blocks can be done by way of a competition which aims as one of the learning activities in overcoming social problems in children, namely stimulating children's cooperative skills, because games are proven to improve children's cooperative skills. In addition to the block game used in this study as an instrument for analyzing the cooperation ability of students in group B of Aceh Besar, there are other game instruments to improve students' cooperation skills both through games and in daily activities such as puzzle games, mutual cooperation activities, sports and others.

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