

ANALYSIS OF THE IMPLEMENTATION OF MONOPOLY MEDIA BASED ON CULTURE LITERACY IN ELEMENTARY SCHOOLS

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INTRODUCTION

The lack of cultural literacy makes students unable to mention, differentiate, and explain the types of culture that exist in Indonesia.

In learning, teachers have also not applied media as a tool to help the learning process in the classroom.



The solution of this problem is to apply an interesting learning media that can arouse students' enthusiasm for learning. The learning media, namely a monopoly based on cultural literacy, has a material concept in accordance with the learning of cultural diversity. Therefore, to integrate culture in cultural literacy, this study aims to analyze the application of cultural literacy-based monopoly media in elementary schools.



LITERATURE REVIEW

Cultural literacy

Cultural literacy is a view that emerges as a form of reaction to the complexity of an increasingly globalized world. The definition of cultural literacy means understanding, appreciation, and involvement in various aspects of the culture that exist around us. Cultural literacy involves the ability to recognize and appreciate various forms of cultural expression, such as art, music, dance, and language.

-Iskandar, 2024

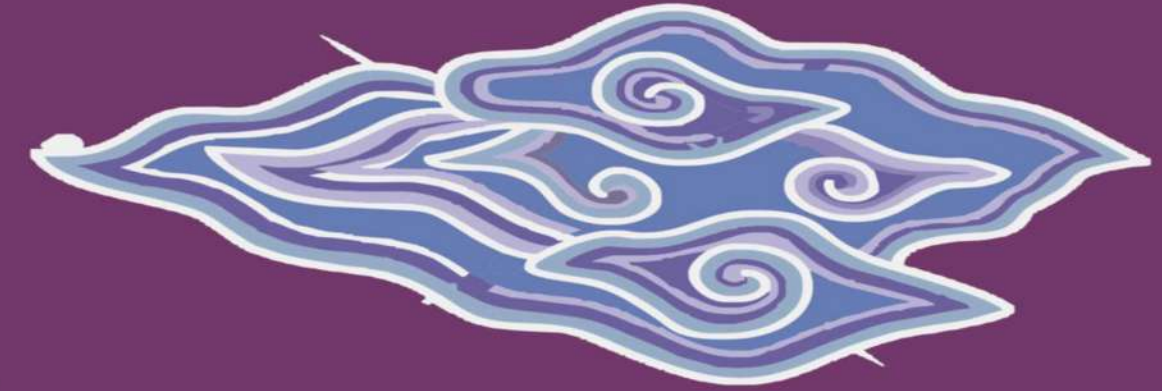
Learning media monopoli

Monopoly media based on cultural literacy can be used as a medium to introduce cultural diversity in Indonesia. It is hoped that the learning process will be more student-centered.

-Marini, 2022

METHOD

The research method used in this study is using a qualitative approach method with a type of descriptive research. The descriptive qualitative method in this study makes it easier for the author to know and analyze how to apply monopoly media based on cultural literacy in elementary schools. This research was carried out at SD Negeri 3 Bucu. The data collection of this research uses observation, interview, and documentation methods. The data analysis technique uses triangulation techniques to check the validity of the data.



FINDING AND DISCUSSION

The research results show that 1) the implementation of monopoly media based on cultural literacy is going well. 2) Increase students understanding of the culture in Indonesia. 3) Monopoly media can be integrated into cultural literacy indicators. 4) The literacy skills of students at SD Negeri 3 Bucu can be increased through the implementation of monopoly media based on cultural literacy.

Monopoly media boards are made from paper that is formed into a square. The top of the board is in the form of a plot or monopoly box with pictures and colors in accordance with the material of the nation's cultural diversity.

Students take turns playing monopoly in order by shuffling dice. Like monopoly games in general, students will stop at the dice count that appear and will guess, mention, and explain the diversity of cultures in the picture. Students are very enthusiastic in playing so that the application of this media can going well.



Students' understanding of culture can be improved through cultural literacy-based monopoly. Games with various questions about cultural literacy make students understand culture such as the name of traditional clothing, musical instruments, types of dances, traditional culture in Indonesia.



FINDING AND DISCUSSION



Cultural literacy indicators

The application of cultural literacy monopoly media can be integrated into cultural literacy indicators. According to Lestari, 2022 these indicators consist of several indicators, namely understanding the complexity of culture and citizenship, knowing one's own culture, knowing the obligations of citizens, and caring for culture.

Integration media

The integration is carried out by developing media with cultural materials, designing monopoly media with cultural images, making question cards to test cultural understanding, active involvement of students, and evaluating the application of media. So that the application of the media can be integrated with cultural literacy indicators.



FINDING AND DISCUSSION

The literacy skills of students at SD Negeri 3 Bucu can be increased through the implementation of monopoly media based on cultural literacy.

After the implementation of cultural literacy-based monopoly media in elementary schools, it can increase students' understanding of culture in Indonesia. This proves that the application of media can make students better understand the material presented. This is in line with research (Kandia, 2023) which states that the application of learning media plays a role in assisting teachers' duties in delivering material and increasing students' learning motivation to achieve the basic competencies set.



FINDING AND DISCUSSION

- Students seemed enthusiastic when the application of monopoly media based on cultural literacy.
- The availability of sufficient funds to develop monopoly media.
- The Principal gave permission to implement the application of monopoly media.

• Supporting factors

- Lack of cultural knowledge by students.
- Lack of reading books about culture.
- Teachers' skills in making learning media are still low.

• Inhibitory factors

CONCLUSION

The research results show it can be concluded that implementing monopoly media based on cultural literacy in the learning process can make a positive contribution to improving students literacy skills. This research can become the basis for schools to implement more innovative learning media based on cultural literacy in elementary schools.



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