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DEVELOPMENT OF EDUCATIONAL MONOPOLY WITH WEST JAVANESE CULTURAL CONTENT AS AN EFFORT TO CHARACTER EDUCATION

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Abstract

This study aims to develop an educational monopoly game containing West Javanese culture (Motekar) as an effort to build character, Sundanese cultural literacy, and financial literacy among the younger generation. The low level of understanding among the younger generation of local culture and the lack of awareness of the importance of financial literacy in everyday life form the background of this study. Monopoly games with local wisdom content are an educational and interactive learning medium that can hone students' cultural and financial literacy skills, thereby fostering positive character traits. Using the Research and Development (R&D) approach according to Borg and Gall, this research began with problem identification, literature review, product development, product testing, and product dissemination and implementation. The research questions cover the steps in developing the monopoly media, expert validation, and students' perceptions of the Motekar game. The Motekar game media is expected to not only improve students' understanding of Sundanese cultural and financial literacy but also encourage the formation of positive character in students through regional language and culture learning in line with the principles of education for sustainable development (ESD) in terms of education quality. In addition, Motekar media also has a novel concept and content. In terms of content, Motekar presents a variety of cultures from West Java, while in terms of concept, Motekar presents a strength-based approach so that in the game there are no negative rules such as "going to jail without a specific mistake".

Keywords: Educational Monopoly, Character Education, Literacy

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INTRODUCTION

Character education, literacy, and numeracy are important aspects in shaping a competent, competitive, and dignified alpha generation in order to realize Indonesia Emas 2045. In terms of literacy, the government has created a mandatory program called the School Literacy Movement as a new habit in schools that must be instilled in the alpha generation, including cultural literacy and financial literacy (Faizah dkk., 2016). Character education aims to instill moral and ethical values(Defitrika & Mahmudah, 2021), while cultural literacy provides a deep understanding of the local wisdom values that form the nation's identity (Pujiatna, 2021). Meanwhile, financial literacy provides financial management skills that are relevant to modern economic challenges (Rapih, 2016). The integration of these three aspects is very important in preparing the alpha generation to face the challenges of globalization without forgetting their local cultural roots.

The culture of West Java has noble values that can be used as a basis for character education and cultural literacy. Traditions, arts, indigenous communities, folk tales, and even traditional foods contain moral messages that are relevant for character building. However, the passage of time and the tide of globalization have caused the alpha generation to be less familiar with and appreciative of the cultural wealth of their own region, causing local culture to become increasingly forgotten. This indicates the need for innovative strategies to introduce these cultural values effectively and enjoyably, especially in the process of learning the Sundanese language and culture in schools.

On the other hand, financial literacy among young people needs to be improved. An OJK survey in 2019 showed that Generation Z has a low level of financial literacy, which is 44.04%, 3.94% lower than the millennial generation (Laturette dkk., 2021). This means that many young people do not yet have an adequate understanding of financial management, such as the importance of saving, investing, and financial planning. Poor financial literacy skills can make it difficult to face economic challenges in the future (Mukhlis dkk., 2023). Therefore, financial literacy needs to be instilled early on in elementary school children.

In the context of education, the use of interactive games has been proven to increase students' interest and participation in learning (Kapp, 2012). One type of interactive game is educational Monopoly (Rahma dkk., 2023). Educational Monopoly with West Javanese cultural content (Motekar) is an innovation that integrates character education, cultural literacy, and financial literacy into a single interactive learning medium. By adopting a popular game format, Motekar can be an attractive and effective means of delivering Sundanese language and culture learning materials and has an impact on character building (Riskiani & Wulandari, 2022). This game is designed to introduce the alpha generation to West Javanese cultural values, such as mutual cooperation, independence, and hard work, while teaching basic financial literacy skills through transaction simulations and financial management. Therefore, this study aims to develop the Motekar medium as an effort to strengthen character education, cultural literacy, and financial literacy for the alpha generation through Sundanese language and culture learning in elementary schools.

LITERATURE REVIEW

By conducting a literature review, researchers can understand important concepts and develop monopolies based on West Java's local wisdom as educational and engaging learning media for students.

After the product is designed and developed, it is tested by expert validation and initial field trials in schools to gather feedback from students and teachers. The data obtained from these trials will be analyzed to evaluate the use of monopoly media in improving cultural literacy and

financial literacy skills and its impact on character education. The results of this feedback will be used as a basis for refining the media before it is implemented more widely to ensure that the research results can contribute to sustainable education.

This study focuses on the development of teaching materials and learning media for Sundanese language and culture based on Strengthening Character Education, Literacy and Numeracy with local wisdom content from West Java. It began with previous research on teaching Sundanese language etiquette to elementary school children.

RESEARCH METHOD

This study uses the Borg and Gall Research and Development (R&D) method. According to Borg and Gall, "Educational research and development (R&D) is a process used to develop and validate educational production". With this concept, the series of research and development steps are carried out systematically. Each step that will be taken is a follow-up to the results of the previous step until finally a new product is obtained. Referring to these characteristics,

Research and Development (R&D) is considered an appropriate approach in developing Motekar learning media for Generation Alpha, with an emphasis on the relevance of the systematic process and its products. There are ten stages to be carried out, as shown in the following figure.
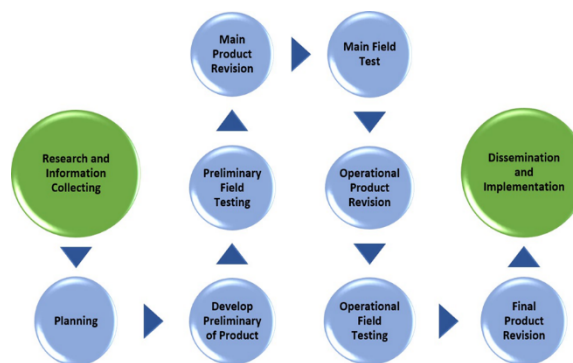

Figure 1 Borg and Gall R&D Research Steps

The selection of R&D methods is based on their suitability in the Motekar product development process, up to dissemination and implementation. This method provides a systematic direction in the product development process. Broadly speaking, the activities are divided into three phases, namely the initial implementation, core implementation, and final implementation. The core implementation phase consists of preliminary product development, preliminary field testing, main product revision, main field testing, operational product revision after main field testing, and broader field testing. The final phase of implementation includes (1) final product revision; and (2) dissemination and implementation. The final product revision stage includes (a) final improvements based on trial data; (b) professional packaging of the product: For example, creating a complete guide for teachers and students, while the dissemination and implementation stage includes distribution and publication: The product is ready for use in schools that need it.

The data sources in this study were taken from various references that support and are relevant to the research study with the main object being the culture of each district/city in West Java. Meanwhile, the research objects were several schools located in Bandung Regency and Bandung City. The data collection techniques used in this study were literature study, observation, and interviews with relevant informants. Data collection for expert validation and

user response (Generation Alpha) used a Likert scale-based questionnaire. Qualitative data analysis techniques were sourced from expert validation and observation results using thematic analysis and coding. The feasibility score was calculated as a whole, then converted into a percentage.

RESULT AND DISCUSSION

Research on the use of games in education has grown rapidly, particularly in improving students' cognitive, social, and emotional skills. Several studies relevant to educational games in character education, cultural literacy, and financial literacy include: (1) educational games are an effective tool in building students' character values, such as responsibility, discipline, and cooperation (Miratunnisah, 2024); (2) Games based on local wisdom can improve students' understanding of their culture (Fatmawaty et al., 2023); (3) Economy-based games such as Monopoly are used as a tool for teaching basic finance to children(Lew & Saville, 2021). However, to date, there has been no research specifically developing an educational Monopoly game based on West Javanese culture that integrates character education, cultural literacy, and finance into a single learning medium.

Result

Based on the findings of this study, the researcher found that *Motekar*, when used as a medium for learning Sundanese language and culture, was very attractive to students.

Figure 2 Activities At The Research Site

Based on the responses from teachers and students, Motekar can be used effectively in elementary schools. As mentioned by (Farid, 2023) that cultural education is very appropriate to be included in Sundanese language learning media.

Through the teachers' responses to the cultural literacy variable, the highest average score of 4.00 was obtained, indicating that the respondents had a very good level of

understanding and appreciation of cultural values. This indicates success in efforts to preserve and internalize cultural values in the context of education and daily life. Meanwhile, the financial literacy variable had an average of 3.87, slightly lower than the other variables. This value indicates that personal financial management skills or understanding of financial concepts are still relatively good, but there is still room for improvement, especially in the practical application of financial literacy.

Character Education obtained an average of 3.93, indicating that the character building of students is going well. This value shows that values such as responsibility, discipline, and integrity have been sufficiently internalized in the respondents. Meanwhile, the general response of 4.00 indicates an overall positive response to the implementation or conditions assessed in this study. This shows that respondents have a good level of literacy and character, although improvements in financial literacy are still needed to be in line with the achievements of cultural literacy and character education.

Discussion

The Motekar (West Javanese Cultural Monopoly) development program was implemented in three elementary schools, namely SDN Cikasungka, SDN Margaluyu, and SDN Buah Dua. This program aims to strengthen character education, Sundanese cultural literacy, and financial literacy for Generation Alpha through Sundanese language and culture learning.

The Motekar game has proven effective in instilling character values such as cooperation, honesty, responsibility, and sportsmanship. Students learn to respect the rules of the game, be honest in every move, and accept the results of the game graciously. Teachers at the three schools stated that this play-based learning activity helps build students' character in a fun and contextual way. The materials and content in Motekar contain elements of West Javanese culture, such as regional languages, arts, traditional clothing, traditional foods, and local wisdom. This enriches students' cultural knowledge and fosters a sense of pride in their local identity. At SDN Cikasungka and SDN Margaluyu, students were able to recall Sundanese terms and recognize cultural symbols after the activity. This demonstrates an increase in understanding of Sundanese culture through an educational game approach.

Through the simple transaction and calculation system in the Motekar game, students learn about the value of money, resource management, and responsible decision-making. At SDN Buah Dua, for example, students showed great enthusiasm in understanding the concepts of "profit and loss" and "saving" as a form of early financial literacy. This provides elementary school students with a contextual basic financial learning experience. Teachers play an active role as facilitators in bridging the educational meaning of games to conceptual understanding. Student responses are generally very positive—they find learning with Motekar more interesting than conventional methods (Arifin, 2024). This confirms that game-based learning can increase learning motivation and strengthen social interaction among students.

Generation Alpha is known for its ability to learn quickly, its love of interactive activities, and its affinity for visual technology. Motekar, with its visual design and dynamic game mechanics, has proven to be relevant to this generation's learning needs (Arifin, 2020). Through these activities, they not only play but also internalize cultural values and character traits naturally.

CONCLUSION

The development of Motekar (an educational monopoly with West Javanese cultural content) as an effort to strengthen character education, Sundanese cultural literacy, and financial literacy for the alpha generation through Sundanese language and culture learning in elementary schools has yielded excellent results and has been accepted as an effective learning medium. It is hoped that Motekar will always be part of the learning process that can be used in various schools so that students can use it effectively. Four variables, such as cultural literacy, financial literacy, character education, and response with high averages, have shown that Motekar is suitable as an educational monopoly-based learning medium.

The students from these three schools, Cikasungka, SDN Margaluyu, and SDN Buah Dua, gained a lot of knowledge about character education, financial literacy, and cultural literacy after completing their lessons. When the students demonstrated Motekar in class, they felt happy because they understood the purpose of learning through the Motekar game.

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