

Development of LVEP-Based IPAS Monopoly Media to Improve Nationalist Character on Grade IV Elementary School Students

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ARTICLE INFO

Article history

Received

Apr 20, 2024

Revised

Jun 19, 2024

Accepted

Jun 25, 2024

Keywords

Monopoly Media

IPAS

LVEP

Character

Nationalism

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ABSTRACT

The problem studied in this research is the lack of use of learning media that incorporates the Living Values Education Program (LVEP) and nationalist character by teachers, and there are still moral deviations from students, which illustrates the lack of strengthening of nationalist character. The aims of this research are 1) to produce LVEP-based IPAS monopoly media on the material "My Indonesia is Rich in Culture" to increase the character of nationalism, 2) to find out the teacher's response, 3) students' responses to the LVEP-based IPAS monopoly media on the material "My Indonesia is Rich in Culture" to increase the character of nationalism. This type of research is Research and Development (R&D). This research uses a 4D development model. Data collection techniques in this research are observation, interviews, and questionnaires. The questionnaire in this research is in the form of a questionnaire given to one lecturer for validation by material experts who provide assessments regarding material in monopoly media. Then, one lecturer for validation was a media expert who provided an assessment regarding the media developed by the researcher. Then, the assessment was given to the class IV teacher at SDN Sambikerep to get an assessment in terms of media material and appearance. A questionnaire was given to students to find out responses regarding monopoly media. The techniques used are qualitative and quantitative. The results showed that 1) This development uses a 4D model. The validation results obtained an average score from material experts of 4.5, while the average score obtained from media experts was 4.3, with very good criteria. 2) The average score obtained from class IV teacher responses was 4.7, with criteria very good 3) Furthermore, the student's responses were positive and obtained a score percentage of 93.16%.

Citation:

Vita, R, W, N., Apriani, A., Sari, I, P. & Aryani, Y, D. (2024). Development of LVEP-Based IPAS Monopoly Media to Improve Nationalist Character on Grade IV Elementary School Students. *Journal of Islamic Education and Ethics*, 2(2), 94-112.

INTRODUCTION

The development of human resources, in its progress, requires education. This means that education is very important in such development. Based on Law Number 20 of 2003, it is explained that education is a cognitive activity that builds the soul through a serious learning process to develop religious abilities, discipline, individualism, leadership, and necessary expertise, society, and the Indonesian state. Education is included in active activities to influence humans in terms of physical, mental, social, and moral development. This can be seen in the world of education, especially around the school environment.

Schools are educational institutions whose aim is not only to acquire knowledge but also to prepare students to have the morals and ethics necessary to enter the next stage of life (Suprianto et al., 2020). The school continues to strive to improve its systems and structures in order to achieve superior and moral graduates. Therefore, schools need to instill moral values in every lesson. Learning needs to pay attention to several components in instilling moral values, namely moral knowledge, moral feelings, and moral action (Lickona, 2008). The first component of moral knowledge is one of the components that need to be considered. The second component that needs to be considered is moral feelings. This component places more emphasis on students' understanding and realizing whether their behavior is good or not. The third component is moral action, which applies to how moral feelings affect a person's behavior (Apriani & Ariyani, 2017). These three components need to be considered by schools, especially teachers, in instilling moral values in students. In addition, the school also strives to improve its system and structure in order to achieve excellent graduates. The insertion of morals in learning is very important in students' lives, one of which is in science learning.

Natural and social sciences are studies that combine two subjects, namely science and social studies, both of which are included in scientific disciplines. Then, the scope that students learn in science subjects is to learn about living things and inanimate objects in the universe and their interactions and study human life as individuals as well as social beings who interact with their environment (Learning, 2023). Science learning is one of the subjects included in the independent curriculum. The independent curriculum is a new curriculum used in learning references. This curriculum has been set by the government in that the varied teaching and learning activities taught to students will be much better and give students more time to deepen concepts and strengthen their skills (Caesaria, 2022). IPAS can be presented in a context that is appropriate to the natural situation and the environment around the student (Rusilowati et al., 2022). The context of IPAS examines living and inanimate things in the universe and their interactions, as well as human life as individuals and social beings and the problems faced. Science is learning that is very close to nature and interaction between humans. IPAS aims to equip students to solve problems related to natural and social phenomena (Umami et al., 2021). To achieve the goals of IPAS,

it is necessary to use media that can attract students' attention in the learning process. The use of media can facilitate communication between teachers and students. One of the learning media in schools is the monopoly media educational game tool (APE).

Monopoly media is an educational game tool that presents interesting learning material starting from layout, writing, and images on monopoly media (Parsianti et al., 2020). Monopoly media is one of the most famous board games in the world. Monopoly media includes educational game tools that can help the learning process in the classroom. Monopoly media has components such as material cards, questions, etc. Components on cards can help learners improve their competitive spirit in a fun way. According to Rishak (2020), the objectives of monopoly learning media are: a) the learning process will be more effective and efficient, b) provide learning variations, thereby stimulating students' interest in learning, and c) create learning situations that students do not easily forget. The objectives of monopoly media include: a) efficient in learning, b) learning becomes easy and interesting so that students easily grasp and learn it, c) fosters a passion for learning because students' attention to lessons can increase, providing an immersive learning experience in order to provide a better understanding of the material as a whole (Yandari & Kuswaty, 2017).

Based on the results of interviews with class IV teachers at SDN Sambikerep on May 11, 2023, it can be seen that teachers still need to improve in using learning media. The use of learning media in elementary schools only focuses on teaching modules and PowerPoint (PPT), so that students feel bored, the material taught needs to be more extensive, and students' attention when learning is reduced. The APE learning media used does not yet include LVEP and the character of nationalism. Apart from that, the LVEP-based learning model has yet to be implemented in this elementary school. Moreover, there has been no research into the development of IPAS monopoly media based on LVEP material about "My Indonesia is Rich in Culture."

LVEP is a learning model that includes good values in life, namely divinity, cooperation, freedom, happiness, honesty, humility, compassion, peace, respect, responsibility, simplicity, tolerance, and solidarity (Tillman & Hsu, 2004). These values can shape the character of students into better individuals. LVEP is a learning model that includes the value of a comprehensive character approach that is useful in life (Asfahani & Fauziyati, 2020). LVEP also provides learners with opportunities to explore and develop universal values and social and emotional, intrapersonal, and interpersonal skills (Faizin, 2022). The implementation of LVEP in learning can make it easier for students to capture, understand, and feel the value of the character conveyed. These values can be applied by students in everyday life so that they can become better individuals who form a character. In addition, the integration of Islamic values in elementary schools can be applied in learning and habituation as well as character strengthening. Islam has values that promote noble morals. The purpose of Islamic values education is to promote virtuous human beings based on the Quran and Hadith (Apriani & Sari, 2024).

There are several activities with LVEP values; these activities include songs, imagination, discussion, creation, reflection, playing fun games, and helping students explore the impact of attitudes and behavior (Apriani & Sari, 2020). LVEP activities include activities that are beneficial for students in learning activities. Other activities in LVEP activities include songs, games, artistic activities, dialogues, and dances that show students' talents (Komalasari & Apriani, 2021). The activities above really help teachers to find out the talents of each student. The development of LVEP values is universal, so they can be useful in life. The values developed include twelve universal values, namely, cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance, and unity (Faizin, 2022). LVEP, which is integrated into learning, has a positive impact on cultivating sub-characters of nationalism, such as the values of tolerance, unity, respect, love, responsibility, cooperation, and peace (Apriani et al., 2017).

Nationalism is a sense of love inherent in humans for their homeland and nation and does not look down on other countries (Kartika, 2016). The attitude that should be possessed is high tolerance for many differences, thus making the country safer and more peaceful. This attitude can uphold a sense of tolerance and nationalism awareness in building a better country. Nationalism is a state ideology that places the highest loyalty of individuals to the nation and their homeland (Yuliati, 2017). Prioritizing common interests above personal and group interests, which think of comprehensive justice, which must be able to be felt by all members of the nation. Comprehensive justice is one of the noble activities that must be applied in life. According to Alfatah et al. (2021), seven nationalist attitudes can be seen, namely: 1) being proud of the Indonesian nation, 2) having a sense of love for the homeland and nation, 3) being willing to sacrifice for the interests of the nation and state. According to Guntoro (2019), there are characteristics of nationalism, namely: 1) never giving up, 2) being willing to sacrifice, 3) being courageous, and 4) having love for the motherland. Love of the homeland is very important to be instilled in a person and can be manifested in life. Reevany et al. (2021) added that there are other characteristics of nationalism, namely: (1) love for the motherland, (2) willingness to sacrifice, (3) pride in the nation and state, (4) prioritizing the interests of the nation above personal interests. This shows that good behavior reflects the interests of the nation.

Indonesian nationalism gave birth to the state ideology, namely Pancasila, so Indonesian nationalism is nationalism based on Pancasila values, namely behavior that emulates the values of divinity, humanity, unity, deliberation, and justice (Apriani & Sari, 2020). A sense of nationalism based on Pancasila values will create broad nationalism, namely loving one's nation but still respecting other nations (Apriani et al., 2017). However, in reality, students still engage in many low-moral behaviors. Education in Indonesia is faced with the problem of a lack of morals, such as a lack of respect for teachers, a lack of respect for friends, and mocking each other (Sholihah & Maulida, 2020). Based on the results of

observations carried out on May 10, 2023, at SDN Sambikerep, it shows that students lack moral behavior, for example, a lack of respect for teachers, throwing rubbish carelessly, and not obeying school rules. These behaviors show moral deviations that result in APE media nationalism. Moral deviation describes a lack of strengthening the character of nationalism in learning, which can lead to moral decadence. Nationalism can be realized through a spirit of achievement so that it can compete with students abroad while still adhering to Pancasila and being able to apply it in the life of society, nation, and state. Apart from that, students must understand the history of the Indonesian nation so they can appreciate the services of the heroes. This can be realized by solemnly participating in ceremonies, both ceremonies every Monday and on big days such as National Awakening Day, Pancasila Birth Day, etc. They are also required to have good morals and character in accordance with Pancasila values. Therefore, it is necessary to develop LVEP-based IPAS monopoly media to improve the character of nationalism in fourth-grade elementary school students. Development of IPAS monopoly media containing material about "My Indonesia is Rich in Culture" in class IV elementary school. IPAS Monopoly Media will be linked to several LVEP life values that can improve the character of nationalism, including the values of unity, tolerance, cooperation, peace, and love.

METHOD

The type of this research was Research and Development (R&D). The research and development approach is applied to create a product or develop an existing product. R&D research is the development of a product that has been around for a long time, then redeveloped into a new product that can be accounted for its authenticity (Ramadhani & Setyaningtyas, 2021). The development model in this study used a 4D development model, which usually has 4 stages of development: define, design, develop, and disseminate (Sugiyono, 2020). However, the development in this research only reached the third stage because the goal was to produce products in the form of LVEP-based IPAS monopoly media.

The research design used a 4D model, which included four stages: Define, Design, Develop, and Disseminate. Based on the picture above, Sugiyono (2020) explains the stages as follows:

1. The define stage is an activity to define related development requirements related to the product.
2. The design stage is an activity that involves designing products to be developed.
3. The development stage is the activity of developing products that have been designed, testing product validity, and revising until a product that meets specifications is produced.
4. The dissemination stage is an activity to disseminate development products that have been tested so that they can be accepted and used properly.

This research used a 4D research and development model and was selected with consideration of simple development steps and easy-to-follow procedures. The reason the author chose this development model was that it is detailed and systematic, which makes it easier to carry out the development process. Accordingly, this research was limited to the development stage after product validation by media experts, material experts, teacher responses, and student responses.

The stage of research and development procedures with a 4D model with the title "Development of LVEP-based IPAS monopoly media to improve the character of nationalism of grade IV elementary school students" is limited to stage 3, namely development or development. The three stages of the development procedure are as follows:

Define Level

The *define* stage aims to determine and define learning needs. Learning needs are adjusted to the educational curriculum, development, and product needs to be developed. This stage has five steps, which are as follows:

- a. *Front-End Analysis* conducted interviews with grade IV teachers at SDN Sambikerep.
- b. *Learner Analysis* was conducted to analyze the learning styles and interests of grade IV students of SDN Sambikerep.
- c. *Task Analysis (Taks Analysis)* is carried out to identify learning outcomes in science subjects.
- d. *Concept Analysis (Concept Analysis)*, this activity aims to determine learning outcomes.
- e. *Analysis of Learning Objectives (Specifying Instructional Objectives)*: this activity is carried out by formulating learning objectives and selecting material.

Design Level

The design stage is the goal of producing an initial design of the learning media to be made.

- a. Selection of learning media that is in accordance with the content of learning material.
- b. Format selection is carried out to determine the initial steps of developing monopoly media to be created.
- c. The initial design was carried out by designing the initial LVEP-based IPAS monopoly media.

Development Level

After completing the *define and design stages*, then the next stage is product development, which is carried out as follows:

- a. Developing LVEP-based IPAS monopoly media in accordance with the specifications that have been designed.
- b. Perform product validation carried out by one material expert and one media expert to obtain a decent product.

This research used expert validity tests, namely one material expert, one media expert, and teachers and students of SDN Sambikerep, who conducted trials to assess the product and provide input so that the product developed became a quality product. Trials were carried out using questionnaires to obtain product assessments and ascertain whether or

not the product developed was feasible. In addition, there were two types of data used in the development of LVEP-based IPAS monopoly media to increase the character of nationalism, namely qualitative and quantitative data.

Data collection in research was used as a reference in the design and feasibility of a product. The techniques and tools used in this study were observation, interviews, and questionnaires. The instruments used were observation sheets, interview guides, and questionnaires. Observation is a way to obtain data in research using the five senses (Sukendra & Atmaja, 2020). Observations carried out at SDN Sambikerep included the use of learning media in class, character education, and the character of students. The interview is communication carried out by two or more people reciprocally by providing a response that is appropriate to the research objectives (Edi, 2016). An interview was conducted with the fourth-grade teacher at SDN Sambikerep about the independent curriculum, monopoly learning media, the character of nationalism, and LVEP. For the final method, questionnaires were given to material experts, media experts, teachers, and students to ignite the monopoly.

The questionnaire is a set of questions or written statements that must be answered by respondents (Retnawati, 2016). Questionnaires are used to obtain complete information from respondents about a problem under study. The number of questionnaire items given to respondents was adjusted to the needs of the study. This questionnaire sheet used positive statements that are equated with numerical forms based on the Likert scale, namely scores of 5 (very good), 4 (good), 3 (enough), 2 (less), and 1 (very less). There were two aspects to material validation, namely, the content aspect and the learning aspect. The first aspect included conformity of content with CP and TP, accuracy of content, cultivating LVEP-based character with indicators of nationalism, learning support materials, and linguistics. The second aspect included presentation techniques and presentation of learning. There were two aspects to media validation in the questionnaire, namely, the visual communication aspect and supporting media. The visual communication aspect included images, colors, sizes, and fonts. In comparison, the second aspect included ease of use of the media and clarity of instructions for using the media. Data collection techniques were conducted through observation of grade IV SDN Sambikerep, interviews with grade IV teachers of SDN Sambikerep, and questionnaires given to material experts, media experts, teachers, and students. Furthermore, the results of the questionnaire were used as a product assessment.

RESULTS AND DISCUSSION

Results of Initial Product Development

This research and development is prepared based on the procedures of the 4D development model. There are 4 stages of research in product development, but this study only used 3 stages. The following is an explanation of the development results of the research stages.

1. Defining Stage

1.1. Front-End Analysis

The results of the interview that had been conducted at SD N Sambikerep revealed that the media used in class were only PPT and teaching modules. Teachers have never done media development, especially monopoly media or other educational games. In addition, the character of nationalism in learning has not been fully applied, and teachers have never applied LVEP to the learning process.

1.2. Learner Analysis

The results of class IV observations of SDN Sambikerep found that students had never used APE media. The media used were only PPT and module books. The application of LVEP has yet to be applied in learning, and no insertion in books or media has been used. In addition, there has been no insertion of the cultivation of nationalist characters in the media. Then, students will look more enthusiastic and active when learning while playing.

1.3. Task Analysis

The results of the IPAS learning outcomes used are that students are able to show the location of the city/district and province where they live on conventional/digital maps. Students describe biodiversity, cultural diversity, local wisdom, and conservation efforts. Students get to know the cultural diversity, local wisdom, and history (both figures and periodization) in the province where they live and connect with the current context of life. Students can distinguish needs and wants, know about the value of money, and show the function of currency that can be used for the benefit/fulfillment of interests in everyday life.

1.4. Concept Analysis

Based on the learning outcomes above, the learning outcomes used in the media to be developed were as follows: Students describe biodiversity, cultural diversity, local wisdom, and conservation efforts. Students get to know the cultural diversity, local wisdom, and history (both figures and periodization) in the province where they live and connect with the current context of life.

1.5. Specifying Instructional Objectives

The results of the analysis of tasks and concepts and the development of this media took material in Chapter 6: *Indonesiaku Kaya Budaya* in the science subject phase B for grade IV. The material includes LVEP values that can support the strengthening of nationalism, namely the values of unity, tolerance, cooperation, peace, and love.

2. Designing Stage

2.1. Media Selection

The media selection stage was carried out in accordance with the results of the analysis. Based on the results of student analysis, students are more enthusiastic when learning while playing. Therefore, the media to be developed is monopoly media. Monopoly media

is a game media that leads to interesting learning activities and has a learning component in it. The monopoly media created could insert LVEP character values that had been adjusted to the material, namely the values of unity, tolerance, cooperation, peace, and love that can increase the nationalism character of elementary school students.

2.2.Format selection

- 2.2.1. Fonts used on monopoly boards of material cards, questions, nationalism, and guidebooks.
- 2.2.2. The paper format in the manual was adjusted to the size of A5 paper. At the same time, the components of the cards used A3 ivory paper and were adjusted to the size according to product specifications.
- 2.2.3. Monopoly media boards used attractive color combinations according to the characteristics of grade IV learners.

2.3.Creating the Initial Design

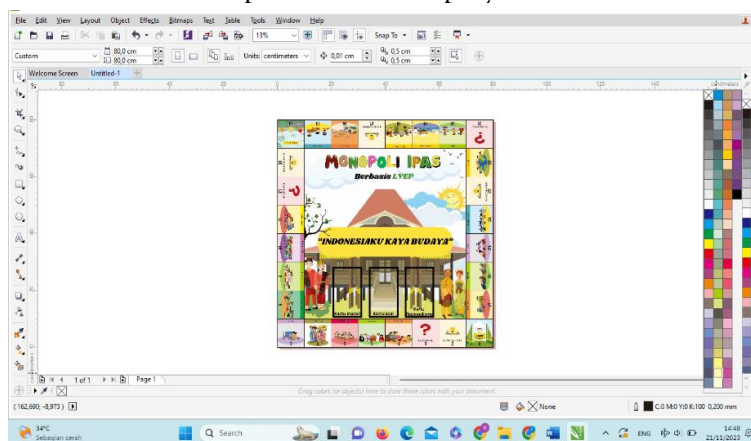
The initial design was carried out by designing LVEP-based IPAS monopoly media. The design was carried out to facilitate development and suit the objectives and specifications of the product. The initial design of Monopoly Media was created using Canva and Corel applications. The Canva app was used to design monopoly boards, material cards, question cards, nationalism cards, and game manuals. The initial design process of the product was carried out by choosing the size, creating a template, and choosing fonts and font sizes. At the same time, the Corel application was used to create monopoly media box templates, insert images that had been created in Canva, and add color to each skeleton box on each side.

3. Developing Stage

The next stage focused on designing monopoly media, including monopoly boards, material cards, questions, nationalism, and game guidebooks. The development of this product used Canva and Corel. The components of monopoly media in this development were:

3.1.Monopoly media board

Design results in the development of monopoly:



3.2. Material card design

Design results in monopoly development:



3.3. Question card design

Design results in monopoly development:



3.4. Nationalism card

Design results in monopoly development:



3.5. Monopoly game guidebook

Design results in monopoly development:



3.6. Dadu monopolies

Design results in monopoly development:



3.7. Pawn

Design results in monopoly development:



3.8. Reward boxes and stars

Design results in monopoly development:



Research Results

The results of this study were in the form of LVEP-based IPAS monopoly media to improve the nationalism character of grade IV elementary school students. Teachers and students can use the development of LVEP-based IPAS monopoly media in grade IV elementary schools, which contains material from *Indonesiaku Kaya Budaya*. In addition to learning materials, IPAS monopoly media has the insertion of LVEP character values, namely unity, tolerance, cooperation, peace, and love. This research was conducted in grade 4 at SDN Sambikerep. The research was implemented by conducting product validation with material experts and media experts. Then, the product was tested on SDN Sambikerep, which consisted of teachers and grade IV students, to obtain a developed media response. The results of validation by material and media experts, as well as teacher and student responses, became an assessment to measure the feasibility level of monopoly media. The results of the study were as follows:

1) Feasibility Assessment of LVEP-based IPAS monopoly media

After developing LVEP-based IPAS monopoly media, the next stage was to conduct validation assessments for media experts, material experts, teacher responses, and student responses

a) Material Expert Validation

Material expert validation was carried out by referring to 2 aspects, namely the content or material aspect and the learning aspect. Validation by material experts aims to assess the feasibility of material content in the media. The material expert validator in this study was Ibu Indah Perdana Sari, M.Pd. lecturer from PGSD, who provided assessment as well as criticism and suggestions on the developed media. The results of material expert validation can be seen in the following table:

Table 1. Material Expert Assessment Results

No	Assessed aspects	Average score	Criterion
1	Content or Materials	4,5	Excellent
2	Learning	4,6	Excellent
Average Score		4,5	Excellent

Based on the results of the assessment by material experts, a content or material aspect score of 59 out of 65 total scores was obtained with 13 sub-indicators. The score was an average of 4.5. Consequently, the learning aspect obtained a score of 37 out of 40 total scores with 8 sub-indicators, so an average score of 4.6 was obtained. Concludingly, the results of the material expert assessment obtained an overall score of 96 out of 105 total overall scores.

Based on the results of the assessment by material experts, an average score of 4.6 was obtained. Then, based on the guidelines for converting quantitative to qualitative data,

the development of LVEP-based IPAS monopoly media was included in the "excellent" criteria and was feasible to use by adding some suggestions from material experts.

b) Media Expert Validation

Media expert validation was carried out by referring to 2 aspects, namely visual communication and media support. Validation by media experts aims to assess the feasibility of the developed media. The media expert validator in this study was Mrs. Dhina Puspari Wijaya, M.Kom., a lecturer at FKT. Media experts provided assessments as well as criticisms and suggestions on developed media. The score of the media expert validation results can be seen in the following table:

Table 2. Media Expert Assessment Results

No	Assessed Aspects	Average Score	Criterion
1	Visual communication	4,2	Excellent
2	Media supporters	4,8	Excellent
Average Score		4,3	Excellent

Based on the results of the assessment by media experts, a visual communication aspect score of 93 out of 110 total scores was obtained with 22 sub-indicators. The score was obtained on average of 4.2. In comparison, the supporting aspects of the media obtained a score of 24 out of 25 total scores with 5 sub-indicators, so that an average score of 4.8 was obtained. Based on this assessment, the assessment of media experts obtained an overall score of 117 out of 135 total overall scores.

Based on the assessment of media experts, an average score of 4.5 was obtained. Then, based on the guidelines for converting quantitative to qualitative data, the development of LVEP-based IPAS monopoly media was included in the "excellent" criteria and was feasible to use by adding some suggestions from media experts.

2) Product Revisions

Analysis of monopoly media validation data obtained from the results of validation by material experts and media experts on the products. In the validation carried out by material experts and media experts, there were several comments and suggestions.

3) Teacher's Response

The teacher's response was carried out in grade IV of SDN Sambikerep with the class teacher, Mrs. FR, who produced validation data. The response given by grade IV teachers refers to 4 aspects, namely material or content aspects, learning aspects, visual communication aspects, and media-supporting aspects. The response from the grade IV teacher aims to assess the media developed. The respondent of this questionnaire was Mrs. FR, a grade IV teacher at SDN Sambikerep. The score of the results from filling out the teacher response questionnaire can be seen in the following table:

Table 3. Teacher Eligibility Validation Results

No	Assessed Aspects	Average Score	Criterion
1	Content or materials	4,5	Excellent
2	Learning	5	Excellent
3	Visual communication	4,8	Excellent
4	Media supporters	4,8	Excellent
Average Score		4,7	Excellent

The response of class IV teachers at SDN Sambikerep to the life values education program developed based on the IPAS monopoly obtained an average score of 4.7. It was given the criteria of "very good." Therefore, it can be concluded that the class IV teacher believes that the IPAS-based monopoly media, the life values education program developed, is useful as learning material in the classroom.

4) Student Response

The collection of student response data was carried out in grade IV SDN Sambikerep with a questionnaire containing 12 statements. Students filled out questionnaires with yes or no choices after learning to use LVEP-based IPAS monopoly media, and then students gave responses to as many as 22 out of 24 students. The results of student responses can be seen in the following table:

Table 4. Student Response Results

No	Statement	Number of learners	
		Ya	No
1.	I easily understand the material IPAS CHAPTER 6 Indonesiaku Kaya Budaya after learning to use LVEP-based monopoly media	20	2
2.	The language used in LVEP-based IPAS monopoly media is clear and easy to understand	22	0
3.	LVEP-based <i>IPAS monopoly media</i> can help me in learning	22	0
4.	I felt bored while participating in IPAS learning with LVEP-based monopoly media	4	18
5.	I am excited and have an interest in learning while participating in IPAS learning CHAPTER 6 Indonesiaku Kaya Budaya by using LVEP-based IPAS monopoly media	20	2
6.	The LVEP-based IPAS monopoly media reminds me to do good according to the character of nationalism	22	0
7.	LVEP-based <i>IPAS monopoly media</i> has a dull appearance	3	19
8.	LVEP-based IPAS monopoly media has ugly and unattractive images and illustrations	4	18
9.	LVEP-based <i>IPAS monopoly media</i> has an attractive appearance with beautiful colors	22	0
10.	LVEP-based <i>IPAS monopoly media</i> has a typeface, font size, and writing that can be read clearly and easily	22	0
11.	LVEP-based <i>IPAS monopoly media</i> has illustrations and images that match the material so that it is easy to understand	22	0
12.	The typeface, font size, and writing used in LVEP-based IPAS monopoly media cannot be read clearly	3	19

Response data from grade IV students was obtained from a questionnaire containing 12 statements. Each statement was calculated using the percentage formula above. The percentage results in the first statement to the 12th statement were 90.9%, 100%, 100%, 81.8%, 90.9%, 100%, 86.3%, 81.8%, 100%, 100%, 100%, and 86.3%. The percentage number was the percentage sum of each statement. The percentage of student responses was 1,118%. Then, it was divided into 12 statements so that the average percentage result was 93.16%. This was in accordance with the student response conversion guideline table, where the average score of 51% - 100% belonged to the "positive response" category.

This research and development aims to develop LVEP-based IPAS monopoly media that is feasible to improve the religious character of grade IV elementary school students. The development model used in this study is a 4D model consisting of four stages of development, namely define, design, development, and *dissemination*. However, this research was limited to the *development* stage after expert validation.

Monopoly media is an educational game tool that presents interesting learning materials ranging from layout, writing, and images (Parsianti et al., 2020). The concepts of layout, writing, and drawing were made in such a way that the attention of learners could be focused on the media. Monopoly media is one of the game media that leads to interesting learning activities and has a learning component in it (Suciati et al., 2015). The development process began with creating a monopoly design on the Corel Draw X7 application and for media filler images, material cards, questions, nationalism, guidebooks, and reward stars using Canva. The monopoly board has the words, "My Indonesia is Rich in Culture."

The guidebook contains a preface, understanding IPAS, CP, and TP monopoly media, how to play, understanding cards, and answer keys on question cards. The material card contains the material of CHAPTER 6, namely "My Indonesia is Rich in Culture." Then, the question card contains questions related to the material and inserts LVEP values, namely unity, tolerance, cooperation, peace, and love. The nationalism card contains the activities of each LVEP value, which includes points of reflection, imagination, and creation.

LVEP makes students more confident and more respectful of others and shows positive social and personal skills improvement; it even LVEP has a positive influence on the character development of students (Apriani et al., 2021). The positive influence of the character is useful for life. In line with Asfahani & Fauziyati (2020), LVEP includes the value of a comprehensive and useful character approach in life (Asfahani & Fauziyati, 2020). The cultivation of living values in online learning cannot be separated from the cooperation between teachers and parents to achieve the goal of meaningful and quality character education.

After completing the development stage, the next stage was carried out, namely the validation stage of material and media experts, to determine the feasibility of monopoly media. The validation results of the experts' assessments were then analyzed to find the average score. Then, for the material validation results, an average score of 4.5 was obtained with very good criteria. Then, the results of media validation obtained an average score of 4.3, which was based on very good criteria. In line with research (Solekhah, 2015), which states the results of

thematic monopoly media products are suitable for use in learning, it shows the results of the percentage of scores of material experts, media experts, and field tests. In addition to receiving the results of material and media validation, this study also obtained responses from teachers and students of grade IV SDN Sambikerep. The results of the teacher response obtained an average score of 4.7 with very good criteria. The response from students showed positive results, as evidenced by an average percentage score of 93.16%.

The development of LVEP-based IPAS monopoly media is expected to help students learn about the material in CHAPTER 6: *Indonesiaku Kaya Budaya*. In addition, with the insertion of LVEP characters, hopefully, students can instill the character values of unity, tolerance, cooperation, peace, and love in life so as to increase the character of nationalism. Indonesia has Pancasila as a state ideology, which has a collection of values based on Pancasila values (Apriani & Sari, 2020). These values must be maintained and applied in life. The spirit of nationalism based on the values of Pancasila will realize broad nationalism, which is loving one's nation but still respecting other nations (Apriani et al., 2017). The application of this attitude must be made as a form of upholding a sense of nationalism as a good citizen.

CONCLUSION

The development of this monopoly media used a 4D development model, which consisted of the stages of definition, design, development, and distribution. However, this research was only limited to the development stage after expert validation. Due diligence on monopoly media was carried out by material experts and media experts. Trials were carried out using a questionnaire to obtain a product assessment so that it is known whether the product being developed was feasible or not. The results of the material expert assessment obtained an average score of 4.55. Then, based on the guidelines for converting quantitative data to qualitative, LVEP-based IPAS monopoly media was developed, including the "very good" criteria and suitable for use in the field by adding several suggestions from material experts. The results of the media expert assessment obtained an average score of 4.5. Then, based on the guidelines for converting quantitative data to qualitative, LVEP-based IPAS monopoly media was developed, including the "very good" criteria and suitable for use by adding several suggestions from media experts. Meanwhile, the results of completing the teacher response questionnaire obtained an average score of 4.7. Then, based on the guidelines for converting quantitative data to qualitative, LVEP-based IPAS monopoly media was developed, including the "very good" criteria and suitable for use in the field. Apart from that, the percentage of student responses was 1.118%. After dividing the results by 12 statements, the average percentage results were 93.16%. This is in accordance with the student response conversion guideline table, where the average scores of 51% - 100% were included in the "positive response" category.

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