

Developing Folktale-Based Monopoly Media (MONCERA) Using Culturally Responsive Teaching to Improve Primary Students' Reading Literacy

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ARTICLE INFO

Keywords:

culturally responsive teaching;
folktale-based learning media;
MONCERA;
reading literacy;
primary school students

Article history:

Received 2026-01-27

Revised 2026-03-17

Accepted 2026-06-18

ABSTRACT

Low reading literacy among primary school students remains a major educational challenge, partly due to the limited availability of contextual, engaging, and culturally relevant learning media. This study developed MONCERA, a folktale-based Monopoly learning medium integrated with Culturally Responsive Teaching (CRT), to support students' comprehension of fiction texts and strengthen their cultural awareness. This study employed a Research and Development design using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. The participants were 35 sixth-grade students at SDN Tajur 3, Bogor, Indonesia. Data were collected through expert validation sheets, teacher and student response questionnaires, observation, interviews, and reading literacy tests. The feasibility of the media was analyzed using percentage scores, while its effectiveness was measured using the normalized gain (N-gain) formula based on pre-test and post-test results. Expert validation indicated that MONCERA was highly feasible, with scores of 93% from media experts, 93% from content experts, and 100% from language experts. Teacher and student responses were also highly positive, reaching 96.9% and 96.8%, respectively. Students' average reading literacy score increased from 46.7% in the pre-test to 91.2% in the post-test, with an N-gain score of 0.836, categorized as high. The findings suggest that MONCERA can serve as a feasible and effective culturally responsive learning medium for improving primary students' reading literacy, particularly in understanding folktales, intrinsic story elements, and moral values.

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1. INTRODUCTION

The literacy crisis is an urgent global phenomenon. PISA data consistently show that reading proficiency in many developing countries still falls below the international average. The main problem is not only the ability to spell words, but the failure to reason critically and place information in context. In Indonesia, this challenge is exacerbated by the gap in access and the lack of teaching materials that can connect texts with the cultural reality of the students. Literacy should no longer be seen as a rigid

technical skill, but as a tool for cognitive empowerment. Literacy is nowadays no longer seen solely as a technical skill to spell, but as a dynamic competence that integrates the ability to read, write, and calculate as the main tool to solve problems (Hudha, 2022).

Globally, the challenge of literacy is becoming a crucial issue in the 21st century. International data from UNESCO and the World Economic Forum show that many developing countries are still struggling with low interest in reading, which has consequences for the lagging quality of education (Hasanah & Silitonga, 2020). The global assessment through the Progress in International Reading Literacy Study (PIRLS) and the Program for International Student Assessment (PISA) confirms that students' ability to process texts in a comprehensive manner, from finding information to evaluating content (OECD, 2018), is stagnating and even declining in various parts of the world.

Based on various international data (UNESCO, WEF, and WMLN), the reading and writing proficiency culture in Indonesia is very low, with a reading interest that ranks among the lowest positions worldwide. This situation causes the quality of education in Indonesia to lag far behind other countries in addressing the challenges of the 21st century (Hasanah & Silitonga, 2020).

PIRLS (Progress in International Reading Literacy Study) in 2021 shows that Indonesia still faces challenges in the reading skills of students in grade 4 of primary school. The results achieved reveal that the reading level of Indonesian students is below the international average (College, 2021).

In Indonesia, this reality is reflected in the 2022 PISA scores, which reached only 359 points, a decrease of 12 points compared to 2018 (Pristiandaru, 2023). This phenomenon is particularly visible at SDN Tajur 3 Bogor, where literary performance in the 2024 education report has dropped to 70%. Especially in Phase C of the Independent Curriculum, sixth-grade students are expected to be able to analyze the moral values in folktales, but in fact, 77% of the students are still below the proficiency standard. The low ability to analyze the intrinsic elements of literary texts is rooted in the alienation of students from the content offered and the lack of a bridge between the texts and their cultural reality.

Literacy is the ability that leads to activities to obtain information through reading, writing, studying, observing, and critically, idealistically, dialectically, and autocratically interpreting information. (Harahap, Nasution, Nst, & Sormin, 2022) Reading literacy is the critical, creative, and reflective ability to process information that enables someone to acquire knowledge and technology to improve the quality of his or her life (Gogahu & Prasetyo, 2020).

The low level of literacy culture in Indonesia is caused by the dominance of oral culture and verbal communication, with society preferring the use of devices and watching television over reading and writing. (Perdana & Suswandari, 2021). Improving literacy as an indicator of the quality of education and the well-being of a country can be achieved through the development of culture and the reading motivation of society (Sari, Susanti, Widaningsih, Permana, & Sari, 2022).

This is evident in research conducted by (Idhamani, 2020) titled *The Impact of Information Technology on Students' Reading Interest*. The study showed that the increasingly modern times lead students to be reluctant to read books due to social media, which is increasingly penetrating the student world. At the same time, in this modern and advanced era of globalization, students are expected to be smart. Smart in distinguishing between positive and negative things in order to manage their own behavior. Smart in increasing knowledge for the development of education. The intelligence of students can be stimulated by stimulating reading interest. That interest can be repeated to make it a habit.

One of the educational approaches is culturally responsive teaching (CRT), which aims to ensure that all students, regardless of their cultural background, have equal access to learning opportunities. Integrating learning with the surrounding culture is the goal of the Culturally Responsive Teaching (CRT) approach (Hidayah & Darmawan, 2023).

Culturally Responsive Teaching (CRT) is an educational approach that integrates students' cultural diversity to meet their learning needs, so that students feel valued and are more motivated to participate actively (Windiyani, Setiawan, Sofyan, Gani, & Iasha, 2025). The approach of Culturally Responsive Teaching (CRT) uses students' cultural references to deepen understanding of the course material and cultural awareness, making education more meaningful than just pursuing grades (Rahma & Mediyawati, 2025).

In the development of literacy, CRT functions as a bridge that connects texts with local wisdom, such as the values of '*silih asah*', '*silih asih*', and '*silih asuh*' in Sundanese culture. (Patras & Japar, 2025) Analytically, reading literacy is the cognitive ability to reflect on read texts based on external knowledge (OECD, 2018). By integrating cultural references familiar to the students, learning becomes more meaningful, making students more motivated to participate actively and able to interpret information critically and reflectively.

Learning media are tools used to convey educational material that serve to stimulate the desire to learn, expand experience, and increase the effectiveness of students in acquiring knowledge and skills. (Yahzunka & Astuti, 2022). The optimal use of learning media should be based on the principle of meaningful learning, where students gain direct experiences so that the learning process becomes more engaging, enjoyable, and meaningful (Swandewi & Wiyasa, 2022).

Learning resources can be used to improve the learning process and enable students to learn independently (Windiyaning et al., 2025). Monopoly media can be used as a means to stimulate students' willingness to learn, improve understanding of concepts, and boost self-confidence. Monopoly media is combined with games, making the learning process more meaningful. (Kuswanti & Yandari, 2017). Learning materials for monopolies can create a more meaningful learning process by using the PAKEM principle (active, creative, effective, and fun learning) (Anggriyani, Tawil, & Mardiana, 2020).

The selection of monopoly media based on Culturally Responsive Teaching (CRT) is crucial for creating a meaningful, self-aware, and enjoyable learning experience through interactive challenges. This innovation harmoniously integrates cultural values with literacy as a contextual and relevant learning media solution for today's students.

Some relevant studies that can serve as references for the development of MONCERA media include the study conducted by (Aqila, Azizah, Malang, & Purwokerto, 2024) on the implementation of interactive Monopoly media for literacy. The study conducted by (Dwi et al., 2024) on the development of Monopoli Misi Pantun (MOSIPAN) media, carried out at SD Negeri Rejosari 2, SD Rejosari 3, and SD Negeri Karangtempel.

Research conducted by (Istianah & Setyasto, 2023) on the development of a Monopoly material based on Javanese folktales to improve reading and writing skills in the Javanese script for fourth-grade elementary school students. Research conducted by (Ananda & Sitepu, 2023) on the effect of Mote-media (Thematic Monopoly) on students' critical thinking in theme 4 sub-theme 1 lesson 1 of fourth-grade students at SD Negeri No. 101947. Research conducted by (Agesti, Kurniawati, & Rakhmayanti, 2022) on the development of Monopoly material for fictional texts (Montisi) for teaching the Indonesian language in fourth grade.

Research conducted (Swandewi & Wiyasa, 2022) on the development of learning materials in the form of Monopoly for the subject of Science in grade 4 of SD Negeri 3 Peguyangan. Research conducted by (Desyawati, Goreti, Kristiantari, Agung, & Negara, 2021) on Monopoly game materials based on Problem-Based Learning in thematic education at elementary school. Research conducted by (Kadek & Kartika, 2021) on Monopoly game materials for the subject of Citizenship for elementary school students.

The research was conducted by (Nurjanah, Rakhman, & Cipta, 2023), Entitled The Use of the Game Monopoly Super Smart (Monstar) as an Effective Learning Tool in Primary School. Research results show that using the game Monopoly Super Smart as an effective learning tool can be applied in primary school, the Monopoly game also has a positive impact and is suitable to be used as a learning tool. The use of the Monopoly game as a learning tool can be implemented in various school subjects.

Research that has been conducted by (Indah Kurniawati, Arsyad Fardani, Ardana Riswari, & Guru Sekolah Dasar, 2023) titled The Effect of Using the Local Culture Monopoly Medium (Mobukal) on the Understanding of Cultural Concepts in Fourth Grade Students. The research results show that the application of the local culture monopoly medium (MOBUKAL) in the city of Kudus can have an impact on the understanding of local cultural concepts in fourth-grade students at SDN 1 Kedungdowo.

Research that has been conducted by (Aqila et al., 2024) titled Implementation of Interactive Monopoly Media and Reading Cards for Children's Literacy at PMI Malaysia. The research results

show that students make progress in recognizing letters, words, and sentences, as well as in understanding the concept of nationality through educational Monopoly games.

The use of game media to promote literacy, particularly Monopoly, has been widely researched in previous studies. However, most of these studies still focus on the gamification aspect to increase motivation or merely factual cognitive understanding. The main limitation of existing Monopoly media is the lack of deep integration of students' cultural identity. Educational material is often generic and does not take the local cultural context into account, making fictional texts difficult to understand and less relevant to students. There is a clear research gap in creating media that are not only "entertaining" but also consciously integrate students' cultural backgrounds as part of the knowledge construction process.

This research offers innovation through the development of MONCERA (Folk Story Monopoly) based on CRT. The novelty of MONCERA compared to previous monopoly media lies in the fusion between game mechanics and folk story content, systematically designed to strengthen cultural identity. MONCERA functions not only as a tool for delivering material, but as an interactive medium that requires students to analyze information and moral values in contexts they recognize. This innovation becomes a contextual solution to overcome the dominance of oral and digital culture by providing an inclusive, dialectical, and enjoyable learning experience.

This study aims to develop and test the effectiveness of the MONCERA learning program based on Culturally Responsive Teaching (CRT) in improving the reading skills of students in grade 6 of an elementary school.

Regarding the research questions, these include:

1. How is the procedure for developing MONCERA media based on CRT that is valid and practical for improving the reading skills of fictional texts?
2. Is the use of MONCERA media significantly effective in improving students' ability to analyze the intrinsic elements and moral values of folktales?
3. How do students respond to the integration of local cultural identity in MONCERA learning material?

Research contributions include, among other things, theoretical contributions, namely, enriching the literature on the implementation of the CRT approach in the development of game-based learning materials for literacy. Practical contributions provide an alternative for teachers in creating learning materials that are relevant to the Free Curriculum, and at the same time serve as a means for preserving local wisdom values for students.

2. METHODS

This research uses the Research and Development (R&D) method. According to (Rustandi, 2021), R&D is a research method that is used to develop a certain product and test the effectiveness of that product. The product being developed in this research is the MONCERA learning tool.

2.1 Research Procedure

This developmental research applies the ADDIE model as a systematic framework. The ADDIE model was chosen because of its logical, adaptive structure and because each phase is closely linked to evaluation, which ensures the quality of the final product. The system-oriented approach in ADDIE allows researchers to detect deficiencies in the material early through five phases: Analysis, Design, Development, Implementation, and Evaluation. (Arofah & Cahyadi, 2019).

The phases of research and development of the ADDIE model can be seen in the following diagram:

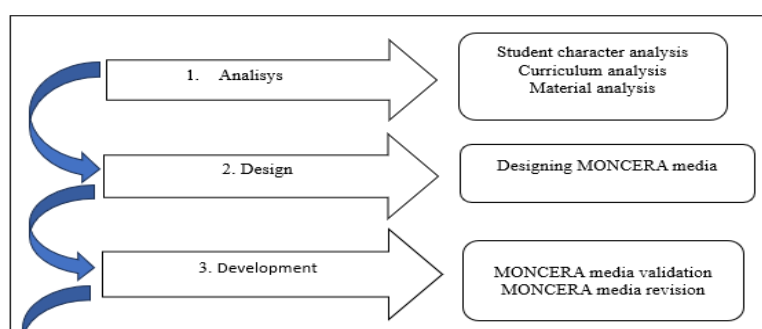


Figure 1. Flowchart of the ADDIE research model

2.2 Sampling

The research subjects are students of grade 6 (Phase C) at SD Negeri Tajur 3 in the city of Bogor, totaling 35 individuals. The sampling method uses purposive sampling, selected based on the need for the development of reading literacy skills at that level. The research was conducted over one semester, with an implementation detail in the class of 4 meetings (8 lesson hours). The first phase included a pre-test, followed by three learning sessions using the MONCERA material, and concluded with a post-test.

2.3 Research Instrument

To measure the feasibility and effectiveness of media, this study uses instruments that have been tested for validity and reliability. Before they were used, the instruments (questionnaires and test questions) were theoretically validated by experts (expert judgment) consisting of media, content, and linguistic specialists. This validation ensures that the questions or statements correspond with the indicators of reading skills and the approach of Culturally Responsive Teaching (CRT). The framework of the instruments includes aspects of design presentation, the suitability of the content according to the CRT approach, the readability of the language, and the usability of the media for students.

2.4 Data Collection

Data is collected through extensive techniques to obtain an objective picture:

- 2.4.1 Observation: Use of a Guttman scale checklist to monitor students' reading activities
- 2.4.2 Interview: Conducted with teachers to analyze initial needs and learning obstacles.
- 2.4.3 Questionnaire: Distributed to validators and students to measure the practical usefulness and attractiveness of the material using a Likert scale (1-5).
- 2.4.4 Test (Pre-test & Post-test): Used to measure students' reading skills before and after the intervention.

2.5 Data Analysis

This research combines qualitative and quantitative analysis:

- 2.5.1 Qualitative Analysis: Data in the form of suggestions, criticisms, and input from the validator and teachers are descriptively analyzed to make product revisions.
- 2.5.2 Quantitative Analysis: Survey data are calculated using percentages to determine the feasibility level of media usage (according to the qualification table of Iklimah, 2024).
- 2.5.3 Effectiveness Test (N-Gain): To observe the improvement of students' reading literacy, the Normalized Gain (N-gain) formula is used:

$$N \text{ gain} = \frac{\text{Score Posttest} - \text{Score Pretest}}{\text{Score Ideal} - \text{Score Pretest}}$$

Table 1. Criteria for N-Gain score

N-Gain Score	Category
$g \geq 0.70$	High
$0.30 \leq g < 0.70$	Medium
$0.00 \leq g < 0.30$	Low


3. FINDINGS AND DISCUSSION

3.1 Findings

The development of MONCERA media through the ADDIE model results in a hybrid learning media product that combines physical kinesthetic activities with interactive digital content.

Table 2. Storyboard of MONCERA

No	Design	Description
1.		Main media where students move physically and learn kinesthetically support. Students who play the role of a pawn are in the starting square.
2.		As an operational guideline for teachers (facilitators) and students to ensure the game runs smoothly and aligns with the learning objectives. Game instructions include the rules of the game and its purpose.
3.		The main reading material contains six folktales from West Java. Students read these first before they start the game. The reading time is flexible (for example: one day before playing).
4.		Enrichment material is material designed to provide contextual insight into cultural diversity, in addition to just the storytelling aspect.
5.		A connecting tool (bridge) between physical activities (map) and digital activities (scanning questions). When scanning, an interactive question, an audio story, or a mission instruction appears that the student must respond to.

6.		Device to track the player's steps. The flannel texture provides comfort and safety when used on a large surface.
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3.1.1 Media suitability (Result of expert validation)

Validation is carried out to ensure that the medium is theoretically suitable before it is tested. The assessment results of three expert validators are shown in the following table:

Table 3. Summary of the Results of the Expert Validation Survey

Validator	Average total validity
Media Expert	93 %
Subject Mater Expert	93 %
Language Expert	100 %
Overall Average	95%

3.1.2 User response (Teachers and Students)

The practicality of the medium was measured through a questionnaire after the implementation phase in grade 6 of SDN Tajur 3 Bogor. Teachers' response (96.9%), teachers assessed that MONCERA facilitates managing a heterogeneous class. Students' response (96.8%) showed a high level of enthusiasm for the competition elements and digital surprises (QR code).

3.1.3 Effectiveness of literacy (Results Pre-test, Post-test, and N-gain)

To measure the effectiveness of media in improving reading skills, an analysis was conducted of the students' scores before and after the intervention.

Table 4. Comparison of Test Results and Effectiveness Test

No.	Type of Assesment	Total Score	Maksimum Score	Percentage
1.	<i>Pre test</i>	1635	3500	46,7%
2.	<i>Post test</i>	3195	3500	91,2%
Increasing reading literacy using the N-gain formula				83,6%

To measure the level of skill improvement, an analysis is conducted using the Normalized Gain (N-Gain) formula as follows:

$$G = \frac{3195 - 1635}{3500 - 1635} = \frac{1560}{1865} = 0,836$$

The N-Gain value of 0.836 falls within the range $g > 0.7$, which, according to Hake's (1999) classification, falls into the High category.

3.2 Discussion

The findings of this study indicate that the development of MONCERA, a folktale-based Monopoly learning medium integrated with Culturally Responsive Teaching (CRT), produced a feasible and promising medium for improving primary students' reading literacy. The validation results from media, content, and language experts showed that the product met the criteria for classroom use. These findings suggest that MONCERA was appropriately designed in terms of visual presentation, content relevance, language readability, and alignment with the literacy needs of sixth-grade students. The use of the ADDIE model also supported a systematic development process, as each stage allowed the researcher to analyze students' needs, design the product, develop the media, implement it in the classroom, and evaluate its effectiveness.

The improvement in students' reading literacy scores after the implementation of MONCERA suggests that culturally relevant and game-based media can create a more meaningful learning experience. Students' average score increased from 46.7% in the pre-test to 91.2% in the post-test, with an N-Gain score of 0.836, categorized as high. This result indicates that MONCERA helped students engage more actively with folktale texts, particularly in identifying intrinsic elements, understanding moral values, and connecting the story content with familiar cultural contexts. Reading literacy is not limited to decoding written words; it also involves accessing information, interpreting meaning, evaluating content, and reflecting on texts in relation to prior knowledge and social context (OECD, 2018). Therefore, the integration of local folktales in MONCERA provided students with familiar cultural references that supported comprehension and interpretation.

The effectiveness of MONCERA can be explained through the principles of Culturally Responsive Teaching. CRT emphasizes the importance of connecting learning materials with students' cultural backgrounds so that learning becomes more inclusive, relevant, and meaningful. When students encounter texts that reflect their cultural environment, they are more likely to feel recognized and motivated to participate in learning activities. This is in line with Hidayah and Darmawan (2023), who stated that CRT supports learning by integrating students' surrounding culture into the instructional process. Similarly, Windiyani et al. (2025) argued that culturally responsive learning can increase student participation because learners feel that their identities and experiences are valued in the classroom.

The use of folktales in MONCERA also contributed to the development of cultural literacy. Folktales contain moral values, local wisdom, and social norms that can help students understand not only the structure of fiction texts but also the cultural meanings embedded within them. Through MONCERA, students were encouraged to analyze characters, settings, conflicts, and moral messages while relating them to local values. This supports the idea that literacy learning should not be separated from students' social and cultural realities. Patras and Japar (2025) emphasized that the integration of local wisdom in learning can strengthen students' cultural awareness and multicultural competence. Thus, MONCERA functions not only as a reading literacy medium but also as a tool for preserving and introducing local cultural values to young learners.

In addition to its cultural relevance, the game-based format of MONCERA contributed to students' motivation and engagement. Monopoly-based learning media allow students to participate in learning through movement, competition, collaboration, and problem-solving. Previous studies have shown that Monopoly media can make learning more active, creative, effective, and enjoyable (Anggriasari et al., 2020; Kuswanti & Yandari, 2017). In this study, the combination of a physical game board, reading cards, missions, and QR-code-based activities encouraged students to interact with texts in a more dynamic way. This type of learning environment can reduce the monotony of conventional reading activities and support students who need more interactive and concrete learning experiences.

The positive responses from teachers and students further support the practicality of MONCERA in classroom implementation. Teachers reported that the medium helped manage learning activities, while students showed enthusiasm toward the game elements and digital features. These responses indicate that MONCERA is not only valid in terms of expert judgment but also practical and attractive for classroom users. This finding is consistent with previous research on Monopoly-based media, which found that such media can improve students' motivation, participation, and understanding of learning content (Istianah & Setyasto, 2023; Swandewi & Wiyasa, 2022).

However, the findings should be interpreted cautiously. This study involved only 35 students from one primary school and did not include a control group. Therefore, although the increase in students' scores was substantial, the results cannot be generalized broadly without further testing. Future research should involve larger samples, multiple schools, and experimental or quasi-experimental designs with comparison groups. Further studies may also examine the long-term impact of MONCERA on students' reading comprehension, critical thinking, cultural literacy, and collaborative learning skills.

Overall, the findings suggest that MONCERA is a feasible, practical, and potentially effective learning medium for improving primary students' reading literacy. By combining local folktales, game-based learning, and Culturally Responsive Teaching, MONCERA offers an innovative approach to literacy instruction that is both pedagogically meaningful and culturally relevant.

4. CONCLUSION

This study concluded that MONCERA, a folktale-based Monopoly learning medium developed through the ADDIE model and integrated with Culturally Responsive Teaching, is feasible, practical, and potentially effective for improving primary students' reading literacy. The main finding shows that MONCERA received high validation scores from media, content, and language experts and produced a substantial increase in students' reading literacy, as reflected in the improvement from the pre-test to the post-test and the high N-Gain score. These findings indicate that combining local folktales, game-based learning, and culturally responsive instruction can create a meaningful, engaging, and contextual literacy learning experience, particularly in helping students understand intrinsic story elements and moral values. However, this study is limited by its small sample size, which involved only 35 sixth-grade students from one primary school, and by the absence of a control group, so the findings cannot be generalized broadly or used to establish strong causal claims. Future research is therefore recommended to test MONCERA with larger and more diverse samples, involve multiple schools, use experimental or quasi-experimental designs with comparison groups, and examine its long-term effects on students' reading comprehension, critical thinking, cultural literacy, and learning motivation.

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