

## DEVELOPMENT OF GAME BASED LEARNING MEDIA MONEKO (ECONOMIC MONOPOLY USING QR CODE) TO IMPROVE STUDENTS' LEARNING OUTCOMES

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**Abstrak :** Penelitian pengembangan ini menggunakan model ADDIE yang bertujuan untuk menganalisis bagaimana kelayakan, efektivitas dan kepraktisan terhadap media MONEKO (Monopoli Ekonomi menggunakan Qr Code) untuk meningkatkan hasil belajar siswa pada mata pelajaran ekonomi. Produk yang dihasilkan adalah media pembelajaran berupa monopoli dengan menggunakan Qr Code yang kemudian diberi nama MONEKO. Penelitian ini menggunakan uji Kelompok One Group Pretest Post-Test. Dari ahli validasi materi dan media, secara berurutan mendapatkan skor 91% dan 78% termasuk dalam kategori sangat layak. Efektivitas diukur melalui Hasil Uj T menunjukkan hasil 0.000 yang berarti terdapat perbedaan antara hasil belajar siswa sebelum dan sesudah pemberian treatment. Hasil uji N-Gain menghasilkan skor gain 0.81 dengan kategori "Tinggi" dengan presentase 81,4% pada kategori "Efektif". Hasil analisis uji kepraktisan guru ekonomi terhadap media MONEKO menghasilkan persentase 90% dan analisis respon siswa sebesar 98%. Maka dapat disimpulkan bahwa media ini sangat layak, efektif, dan praktis untuk digunakan dalam meningkatkan hasil belajar siswa.

**Kata Kunci:** ADDIE, Ekonomi, Hasil belajar, Monopoli, Qr Code.

**Abstract:** This development research uses the ADDIE model which aims to analyze how the feasibility, effectiveness and practicality of the MONEKO media (Economic Monopoly using Qr Code) to improve student learning outcomes in economics subjects. The resulting product is a learning media in the form of a monopoly using a Qr Code which is then named MONEKO. This study uses the One Group Pretest Post-Test test. From the material and media validation experts, respectively, the scores were 91% and 78% included in the very feasible category. Effectiveness is measured through the T-test Results showing a result of 0.000 which means there is a difference between student learning outcomes before and after treatment. The results of the N-Gain test produced a gain score of 0.81 with the "High" category with a percentage of 81.4% in the "Effective" category. The results of the analysis of the practicality test of economics teachers on the MONEKO media produced a percentage of 90% and an analysis of student responses of 98%. So it can be concluded that this media is very feasible, effective, and practical to use in improving student learning outcomes.

**Keywords:** ADDIE, Economics, Learning Outcomes, Monopoly, Qr Code.

**Article history**

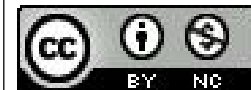
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**Introduction :**

Learning outcomes from the educational process is more mental development good at every the individual being observed through side students . One of the factors that influence results Study is

teacher competence in matter this , the teacher must creative and innovative in order to be able to create environment interesting learning . For objective create environment stimulating education , teachers can use Lots innovation in the field education , which is very important For applied throughout the teaching process . Innovation education important carried out so that the education undertaken by participants educate will always quality and not only based on theory but also can applied to things that are practice ( Fahrudin et al., 2021).

Innovation in education need For implemented so that participant educate have a sense of joy in material learning , creative , and have high interest For learning (Sari et al., 2021). In the era of modernization diverse innovation education has present so that educators can fulfil objective education . Innovation in education must follow trend so that can become adaptive learning for example like development gamification ( Wahyuni et al., 2023). Development gamification can done in activity learning moment educator using learning media , its importance Use of learning media in activity Study teach increase performance Study students ( Silmi & Hamid, 2023).

Use of media or learning aids can give influence Good to achievement Study students . Learning media is all something that can used For convey message or information in the learning process teach so that can stimulate attention and interest participant educate in Study (Putri et al., 2022) . Use of learning media beneficial Because can increase quality and quality education . Use of learning media No only help teachers deliver information , but also allows student participate in activity Study with a better way interesting ( Khaira , 2021).

Observation results beginning researcher during activity Introduction Field Schooling (PLP) at a State High School in the Regency Sidoarjo show that the economics teacher has utilise various learning media , such as YouTube videos, books text , PowerPoint, and Sheets Work Participant Educate (LKPD). In the observed class researcher that is class XI F 4 use of learning media Still not optimally implemented in every learning . According to participant educate , source learning used by teachers is enough thing often they get when Study with other teachers so that creates a feeling of boredom in activities learning . Lack of fun learning media can also be make student saturated , so that time spent For eye lesson economy will in vain . Moreover again , the media used For eye lesson economy This No always same . The teacher continues continuously use approach lectures and *PowerPoint* as tool learning . This is can cause student bored and not interested For Study economy . In addition to learning media , the boredom experienced by participants educate in eye lesson Economy This is mostly caused by conditions participant students who have No focus and lack enthusiastic Because learning carried out at the last hour . Attention , experience , trust self owned by educators , creativity in using media and can to weave good communication with participant educate although online is a number of important factors to create a optimal system ( Kamalia et al., 2021) Participant students who are bored and don't interested in the eyes lesson economy result in results Study participant low education . Learning outcomes obtained from evaluation daily summative student proven with results Study participant educate on the eyes lesson economy material income national and inequality economy amounting to 66% of overall class with details of 23 of 35 participants educate get results low learning . This is due to the feeling of boredom and satiety experienced student because the learning media is the same with media used by other teachers namely Power Point with method lecture .

When learning ongoing , Many students ignore lesson moment lesson started . They do task eye other lessons and ignore activity learning the economy is in progress ongoing . Obstacles in activity learning This was also experienced by ( Ningtyas , 2023) at the Early Childhood Education (PAUD) level in Denpasar City, (SYIFA, 2024) at the education participant educated in Elementary Schools (SD) in the Regency Pati , ( Hasibuan , 2024) at School Intermediate First (Junior High School) in Medan City, ( Izramadhani , 2024) for participants educate School Intermediate Vocational High School (SMK) in Makassar City . Conditions participant students who tend to passive and not notice learning . From the facts field the clear that participant educate No focus and learning become not enough effective as well as can influential to results Study participant educate in the eyes lesson economy . So that needed activity interesting and fun learning as well as No boring For participant educate with the aim is for activities learning No monotonous and not only teacher -centered . Interesting, fun and non- stressful learning monoton can done with carry out one of the innovation education that is development gamification in learning media that can be used with objective avoid

saturation participant educate during the learning process ongoing like use of learning media monopoly (Board game). The use of Board games is more effective than learning that uses method expository traditional (Nurfaizah et al., 2021), board games are also becoming choice alternative so that participant educate No feel fed up with workmanship task Because they Can play and learn by sitting in a circle and discussing For do the challenges on the card game so that participant educate No Busy with its activities . Then the creative program Board Game media design is on purpose game with purpose For increase creativity children in various the field is also more brave For apply creativity in matters and areas of interest to participants educate . Besides that , for help process creativity and can direct participant educate play in a way competitive , then game designed use demanding challenges participant educate For use creativity and cooperation they (Ningtyas , 2023). The material contained in the Monopoly media Economy use Qr Code (Moneko ) is material National Income and Inequality Economy . Success in learning economy can achieved with provide source Power useful education that supports achievement objective academic (Zahwa & Syafi'i , 2022). Monopoly is one of type game board where are the players compete For gather asset through mechanism games involving squares questions to ask answered . Qr Code used in the research This in the form of two barcodes dimensions that can be save data. With use Qr Code can practicing learning media , as well easy to be accessed , because of the large amount of data earlier saved to in form A simple and can code read with fast (Riandita et al., 2023).

Study This utilise Qr Code on learning media . Qr Code many used by educators among them (Hasibuan , 2024) with utilise Qr Code in science learning media for increase ability literacy science , (Ventista , 2023) also utilizes Qr Code to participants educate level base in social studies learning . Then researcher utilise Qr Code in learning economy with merge Monopoly and Qr Code. So that as effort settlement problem low results Study students in class XI F 4 then the need developed a fun and interesting learning media interest student For Study so that can increase results Study students . Efforts the Then can used in learning economics in class XI F 4, such as development of gamification media that combines game monopoly and use Qr Code.

Study This own difference with study previous that is among them research that examines about feasibility of learning media monopoly use qr code. According to (Romadhoni & Suprijono , nd) it states that his research happened to the participants educate get presentation by 88.79% with criteria very worthy . According to (Hasibuan , 2024) it states that his research get score 72.5% in terms of eligibility content , in presentation material obtained score 75%, with score 68.75% aspect linguistics from evaluation expert mention that the media is still need review repeat on the question and usage Language Because can hinder effectiveness learning . Furthermore, in the study (Nuryanto et al., 2024) the results of the material test done on the teacher and get value 98 and validation of learning media done on teachers get mark of 81. In the study (Rahmawati et al., nd) showed results Monopoly media eligibility get the results of the material and media tests were 100% ( very good) good ). According to (Sundari et al., 2024) the results of the material test get score 87.5% media test 97.14% language expert 98%. Difference like 1) aspect evaluation eligibility that is aspect linguistics , aspects content , presentation materials , usage discussion, material and 2) differences in the experts who carry out the test , namely teachers and experts with a minimum of a Masters education , and experts who have profession as lecturer . Then from That study This will closing the research gap with carry out due diligence on experts material with aspect learning and aspects content / material and media experts with aspect conformity , aspect appearance , aspect quality instructional with conduct tests on experts with minimal education Masters level .

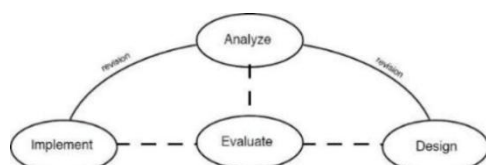
Difference furthermore have a research gap in measurement effectiveness media application . Research (Hasibuan , 2024) measures effectiveness ability literacy science only through test literacy science . Research (Ventista , 2023) measures effectiveness skills collaboration student through limited testing on students class 5. According to (Samiya , 2022) the effectiveness implementation of measured media in the form of High Order Thinking Skills (HOTS) through pretest and posttest . Research (Septia et al., 2023) measured effectiveness results Study student only through pretest . Research (Fadilah et al., 2022) measured effectiveness results Study student through observation and giving questionnaire to student related media usage . Obtained conclusion that effectiveness

measured with various test like pretest , pretest and posttest , literacy science , limited test students , observation , and giving questionnaire . Based on the research gap , researcher will researching effectiveness results Study student through pretest and posttest .

Study furthermore have a research gap in practicality media application . Research ( Janah et al., 2023) tested practicality with observation implementation learning and questionnaire interest learning . Research (MR Putra et al., 2020) tested practicality with through interview students . Furthermore, in the study ( Sela et al., 2023) tested practicality through trials on students . Research ( Maqfiroh et al., 2020) is categorized practical reviewed through teacher activities . Meanwhile , in the study (Lena et al., 2021) tested practicality in students through questionnaire response students . Obtained conclusion on measurement the practicality of the media is measured from observation implementation learning and interest study , interview students , student trials , teacher activities , questionnaires response students . Based on analysis need for observation beginning so researcher researching practicality application of media through questionnaire teacher practicality and questionnaire response student .

## Method Study :

Research and Development (R&D) methods are used to design or prove the effectiveness of a product in the context of learning and education. This begins with conducting a needs analysis and then revising the results of product validation or product implementation (Eppinger & Ulrich, 1995). Methods used in study This is Research and Development (R&D) based on the ADDIE model , which aims to For produce and test eligibility a product (Kamnardsiri et al., 2024) . This study adopted the ADDIE development model based on the Branch concept. This approach consists of five main phases: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation.



**Figure 1 Steps of R&D Research with ADDIE**

## Approach

Source: (Branch, 2009)

Study This use one group pretest posttest trial design which measures the initial ( *pretest* ) was carried out before enforcement learning media intervention Then compared to with after enforcement learning media intervention ( *posttest* ) . Trial subjects This is 35 participants educate class XI F 4 at State Senior High School 3 Sidoarjo .

Data collection techniques using 4 components important that is observation , interview , questionnaire , pretest and posttest learning outcomes economy . Pretest and posttest There is in the form of question with type choice double consisting of of 20 questions choice double used For measure results Study participant educate before and after applied MONEKO media.

Data analysis using two the data type is qualitative in the form of suggestions from experts and participants educational and quantitative in the form of Validity and practicality test results . Validity test eligibility collected through the experts with using a questionnaire instrument that aims to For measure level validity of learning media before the trial . Evaluation level validity of learning media This refers to the scale likert , as listed in table 1 below This :

**Table 1 Likert Scale Criteria**

Criteria	Score
Very Good	5
Good	4
Enough	3

Not enough	2
Very Not enough	1

Table 1 shows mark each assessment item by the validator as expert material and media experts . The formula used in analysis calculation score on a scale Likert :

$$\text{Validity Percentage} = \frac{\text{score obtained}}{\text{score maximum}} \times 100\%$$

Score the end result obtained from validation of learning media furthermore interpreted based on mark criteria interpretation validation materials and media validation in table 2 as following

**Table 2 Validity Test Result Criteria**

Interval	Criteria
76%-100%	Very valid
51%-75%	Valid
26%-50%	Less valid
0%-25%	Invalid

Besides questionnaire validity of media and materials , there is an effectiveness test that aims For give information whether results Study student experience improvement or no . In this test using the SPSS Version 25 program for processing the T-test and N-gain test data. The T-test was performed For know whether There is difference significant results Study student before and after MONEKO media intervention while the N Gain test aims For know how much big increase results Study before and after intervention use of MONEKO media. The N Gain formula is as following

$$\text{N-Gain} = \frac{\text{posttest score} - \text{pretest score}}{\text{maximum score} - \text{pretest score}}$$

After being obtained N-Gain test results , then The N-Gain value will be categorized based on Table 3 below

**Table 3 N-Gain Criteria**

N-Gain	Category
$g > 0.7$	Tall
$0.3 \leq g \leq 0.7$	Currently
$g < 0.3$	Low

The N-Gain Score test was also conducted to assess how effective Moneko media is. The categorization of N-Gain values can be seen in Table 4 below.

**Table 4 Categories Effectiveness of N-Gain**

N-Gain	Category
<40	No effective
40-55	Not enough Effective
55-75	Enough Effective
>76	Effective

In addition to the effectiveness test , there is a practicality test towards teachers and responses students . the scale used in measurement is scale Likert as following .

**Table 5 Practical Results Criteria**

Interval	Criteria
76%-100%	Very valid
51%-75%	Valid
26%-50%	Less valid
0%-25%	Invalid

Measurement scale For analyze response data student is Guttman scale whose purpose is For make it easier student in filling sheet response , students given a number of grain questions that have two answer just “ yes ” and “ no ”. The scale used For measurement can seen in table 6.

**Table 6 Categories Score Response Student**

Category	Answer	Evaluation
S	Yes	1
TS	No	0

## Results and Discussion :

Development of learning media based on *Game Based Learning* MONEKO ( Monopoly Economy use Qr Code) this implementing the ADDIE research model . According to Branch (2009), the ADDIE model has five systematic and structured steps , where this model own stages as as follows : Analysis , Design , Development , Implementation , and Evaluation . Five phases the each other sustainable which has meaning from stages First until final in its application must implemented with coherent and not allowed For done in a way random .

## Analysis

At the stage this , obtained analysis problems that have been conducted by researchers in the form of results Study participant educate on the material National Income and Inequality Economy Enough low , thing This because of Not yet the existence of appropriate learning media specifically on the material National Income and Inequality Economy . The media used by the teacher is PPT ( *power point* ) which is the same with those used by eye teachers lesson others . So that matter thus felt not enough effective in increase interest Study from participant educate and provide impact big that is Lots participant educate bored and become No concentrate in his learning which resulted in participant educate own results low learning in material lessons . Which is proven with results Study participant students who achieve mark below KKM as many as 66% of 35 students class XI F 4.

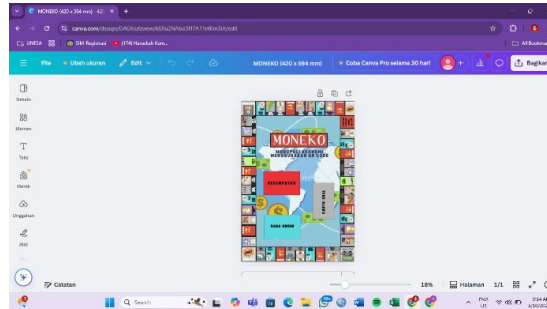
Next , the results interviews conducted with participant educate in class XI F 4 of State Senior High School 3 Sidoarjo obtained results that participant educate feel difficulty in understand material during the learning process in the classroom Because material lessons given very Lots However, PPT ( *power point* ) media is used in learning not enough varies so that The same with those used by teachers in learning other matter the cause participant educate difficulties and experiencing boredom in digest the material provided. From the problem the Then researcher will develop solution that is in the form of MONEKO learning media which can increase results Study .

## Design

After it is done stage analysis , for make good media naturally researcher own description beginning how media is created . Stage This very important For make it easier researcher in the process of making . Focus main in stages This that is make design MONEKO materials and designs included from form , features , book guides and materials from MONEKO media.

## Development

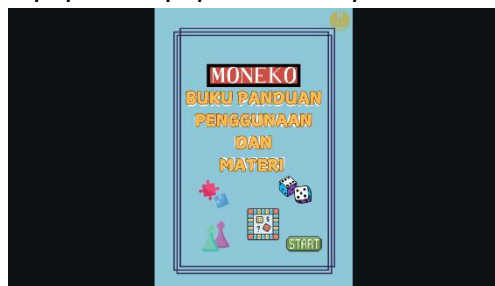
At the stage This is stage production For develop MONEKO products from form design design become the real product in accordance with MONEKO which has designed and also at the stage This will done validation media products carried out by experts . Activities first at stage This gather material in making Monaco for example related images with material , materials making dice game . Here is appearance MONEKO creation :



**Figure 2 Appearance Making Monaco**

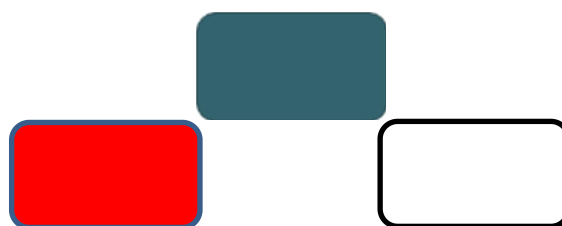
Source: (Data Processed by Researchers, 2025)

Furthermore after to design rule game on stage design then at the stage This will produced product from book guides and materials The Monaco created use application canva with enter various supporting elements as well as compile guide and materials on *design* with use canva . Book guides and materials printed with use paper *art paper* and shaped A5 book for easy its use .



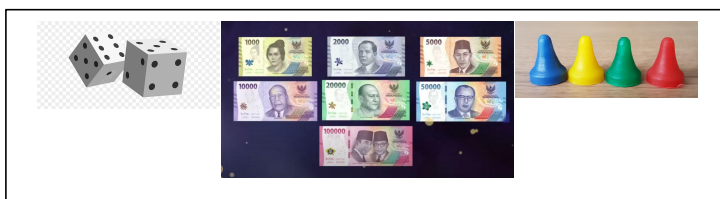
**Figure 3 Appearance Making User Manual and Material Monaco**

Source: (Data Processed by Researchers, 2025)



**Picture 4 View Question Card, Chance Card  
and General Fund Card**

Source: (Data Processed by Researchers, 2025)



Source: (Data Processed by Researchers, 2025)

## Implementation

Stages furthermore that is stages implementation media products that have made in conditions real in the class . The class that will be charged giving *treatment* is class XI F 4 State Senior High School 3 Sidoarjo with amount participant didik 35. Furthermore, in class XI F 4 is given understanding material as the teacher did when researcher do observation the beginning , namely with use Power Point presentation (PPT) and with method lecture on CP and ATP National Income and Inequality economy with 2x45 JP and as many as two meetings , each of which One meeting given 90 minutes time .

**Table 6 Pretest and posttest values**

No.	Full name	Pretest	Posts
1.	ASM	15	90
2.	ARNP	70	90
3.	FIG	50	95
4.	AHS	65	90
5.	AZI	55	90
6.	AHM	65	90
7.	COAL	35	90
8.	STAMP	65	95
9.	CKT	15	95
10.	DPK	30	85
11.	FH	80	100
12.	FPR	70	90
13.	FAR	35	95
14.	HCN	35	95
15.	YES	25	90
16.	JPP	45	90
17.	KRN	45	90
18.	KSM	45	90
19.	LLH	60	80
20.	MAM	40	90
21.	MADS	25	95
22.	MEAF	25	90
23.	MFA	40	80
24.	MQR	15	90
25.	MRR	65	95
26.	MS	45	90

27.	NIA	60	90
28.	NCDA	60	85
29.	NAME	60	90
30.	NCDL	65	90
31.	OAS	20	90
32.	PRR	45	95
33.	RTA	30	90
34.	WRS	30	90
35.	ZAN	20	90

Based on the results of the data are known mark pretest participant educate class XI F 4 only There is One participant education that meets criteria completeness study and 34 participants educate other get mark below KKM, things the due to the learning media used moment delivery material The same with the media used in learning economy and currency lesson other that is presentation use *Power Point* (PPT). However after giving *treatment* mark posts participant educated in class XI F 4 entirely beyond criteria completeness Study that is as many as 35 participants educate , value participant changing education drastic because of giving *treatment* in the form of MONEKO media

### Evaluation

Based on results trial phase products developed in class XI F 4 of SMA Negeri 3 Sidoarjo . There are evaluation conducted researcher that is due to trial only done in 2 x 45 JP so that felt not enough in implementation If adhere to CP standards Independent Curriculum phase F on the subject lesson economy in the form of 5 x 45 JP for material income national and inequality economy so that matter the become task addition For fixed by researchers .

### Analysis Results Eligibility

Based on results analysis conducted by researchers , which was carried out moment observation and interview so that become base researcher For try develop media in the form of game monopoly use Qr Code with material income national and inequality economy . At this stage furthermore researcher do MONEKO learning media design which will later will used in research . MONEKO media design gets score from expert material by 91% so that including to in category “ very worthy ” then score media experts get score by 78% with category “ very worthy ”. Score from the experts can found in the table following :

**Table 8 Recapitulation results score expert validation**

Validation	Score	Interpretation
Subject Matter Expert	91%	Very worthy
Media Expert	78%	Very worthy

Based on recapitulation in the table mentioned , it is known that the score obtained from the experts that is expert material and media experts >76% of which have meaning that MONEKO media is very

worthy to be tested in research in class in eye lesson economy material income national and inequality economy . After getting input and suggestions from experts at the stage validation then MONEKO media can tested try it in learning in class .

### Analysis Results Effectiveness

Average results of pretest and posttest T test and N Gain test were conducted using SPSS Version 25. The T test table is as follows following .

Table 9 T-Test Table

Pair	Significance	Description
Pretest- Posttest	0.000	Difference

Source : processed data researcher , 2025

Based on results T test calculation then obtained sig value . 0,000 which is available two solution namely H0 and H1. H0 ( Hypothesis ) zero ) has meaning No there is difference between results Study pretest and posttest so that stated that MONEKO media does not increase results Study students . while H1 is found difference between results Study pretest and posttest so that can stated that MONEKO media can increase results Study students . The decision based on if mark significance  $<0.05$  if there is difference results learning . Based on the data can concluded that the MONEKO media H0 is rejected and H1 is accepted which means there is difference results Study pretest and posttest participant educate before and after applied MONEKO media.

N Gain test was performed with objective For see improvement results Study students . if N Gain test results obtained value  $>76\%$  then happen improvement results Study with category high . The results of the N Gain test in the study This as following :

Table 10 N-Gain Score Test Results

N	N-Gain Score	N-Gain (100%)
35	0.8140	81.4%

Source : processed data researcher , 2025

From the results of the N-Gain Score Test above obtained is 0.8140 things This show that in a way general there is improvement results High study after giving *treatment* . So , the average N-Gain is 0.8140 with an average of  $>76$  is in category height that has meaning that the *treatment* given effective in increase results Study participant educate .

### Analysis Results Practicality and Response Student

Analysis the practicality of MONEKO media can seen from responses from economics teachers and participants educate to the media . Responses from economics teachers and participants educate obtained through results recapitulation provided by the researcher to teachers and participants educate . Practicality can seen from Practicality Test Results Conducted by Economics Teachers Practicality Test Conducted by Economics Teachers get average percentage practicality test results 90 % of the results show that the media is very practical For used in learning economy . Practicality furthermore obtained from practicality test results on students . Practicality test conducted by students get average percentage practicality test result 98% result the show that the media is very practical and useful moment used in learning. So MONEKO learning media is considered very practical and effective for participant students and teachers which shows that this media practical from side user both teachers and participant educate.

Table 11 Results of the practicality test of economics teachers

Aspect	Percentage	Interpretation
Visual display	80%	Very Practical
Convenience Users	96%	Very Practical
Average	90%	Very Practical

Table 12 results Response Student

Amount question	9
Amount Respondent	35
Answer " Yes "	310
The answer is " No "	5
Score maximum	315
Percentage	98%

### Discussion

Research result This in harmony with Benjamin S. Bloom and Nana Sudjana's theory , 2005:20 results Study depending on the importance planning comprehensive learning , where in matter This media is one of the planning learning that must be done customized with objective learning , conditions and environment students . This is in accordance with need participant educate For get learning media so you can create environment learning more innovative , engaging and fun that utilizes the Moneko media presented in visual form in a systematic series of words and images Where participant educate more interesting interest student For learn , make student focus , engage active at the moment learning ongoing and reviewed from implementation of MONEKO media where in this media his learning customized with learning game based so interesting interest student For learn , make student focus , engage active with objective from learning can achieved with Good .

In line with research conducted by Arifah et al., (2023 ) , namely monopoly media development proven can increase results Study participant educate , before application of monopoly media completeness Study only reached 50.05 while after applied learning media monopoly show as many as 80.05 participants educate reach mark above KKM. Besides That results study in harmony other is research conducted by Mahesti & Koeswanti, 2021 that is monopoly media development using the ADDIE model has succeed tested try and categorize worthy For used as a learning medium . The achievement objective from monopoly media development namely For increase results participant educate can explain results from study that correct and appropriate use of learning media in the learning process will give impact positive on results Study participant educate . In Overall , MONEKO media is innovation proper learning For adopted in schools , especially in material that is needed understanding draft abstract like economy . With support attractive design , appropriate content curriculum , and approaches *game-based learning* , this media capable increase motivation , understanding , and results Study participant educate in a way significant .

### Conclusion:

Based on research that has been done obtained conclusion in the form of : 1) The results of the validity of MONEKO are reviewed from aspect material and media aspects . Validation results the in a way sequentially is 91% and 78% with category very valid;2) The results of the effectiveness of MONEKO are reviewed through The N-Gain result obtained is 0.81 or in category high , so that MONEKO

media is effective For applied in learning ; 3) MONEKO Practical Results are reviewed from implementation learning and questionnaire response participant educate to obtain average value in terms of in order namely 90% and 98% then can concluded MONEKO media practical For used in learning .

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