



Development Of Learning Media In The Form Of Educational Monopoly In Islamic Religious Learning In Paud Kb Ar Rahima

Putri Fazila Nuryana¹  <https://orcid.org/0009-0008-2627-3118>

Nadifa Rahmariyani²  <https://orcid.org/0009-0007-9533-0609>

^{1,2}*Educational Technology, Universitas Ibn Khaldun Bogor, Indonesia*

ABSTRACT

This research aims to develop learning media in the form of *Educational Monopoly* as a tool in learning Islamic Religion for early childhood in PAUD KB AR-Rahima. The research uses the Research and Development (R&D) method with a development model that includes the define, design, develop, and validate stages. This media is developed to be interesting, interactive, and in accordance with children's development, and contains memorization materials such as daily prayers, short surahs, and hadiths. The validation results of four experts—media, materials, language, and design—showed that the developed media was *classified as very valid* with an average score of 92.25%. This validation includes aspects of content correctness, visual appearance, ease of use, and language. This research supports previous findings that game-based media are effective in increasing children's interest and memory in religious learning. Therefore, *Monopoly Education* is suitable to be used as an alternative learning media that is able to foster children's motivation and Islamic character from an early age
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Introduction

The ideal education focuses not only on the transfer of knowledge, but also on the cultivation of moral values. The goal of education is not only to produce intelligent students, but also individuals who have good character. Therefore, the role of teachers and the education system is very important and requires comprehensive efforts to improve the quality of education.

Advances in educational science and technology continue, along with updates to existing curriculum and learning tools. One of the important aspects of educational technology is development, which aims to find solutions to learning problems through needs analysis. The use of technology in education aims to facilitate human activities in daily life. Digital transformation also has a significant impact on the interaction between teachers and students. In addition to developing knowledge and technology, education also plays a role in shaping students' critical thinking, systematic thinking, and curiosity, so that they can discover new things and build their own knowledge.

Knowledge of Islam plays a very important role in forming good character, both in the school environment and in the community. Schools, as educational institutions, have

* Corresponding author: Putri Fazila Nuryana <https://orcid.org/0009-0008-2627-3118>

Nadifa Rahmariyani <https://orcid.org/0009-0007-9533-0609>

a great responsibility in encouraging students to become individuals with noble character. Moral education in schools can be done by creating a positive social environment and guiding students to have a commendable attitude while avoiding negative behavior.

Instilling religious values from an early age is essential to prepare children for life's challenges. Therefore, children's development must be accompanied by religious education. Childhood is a great time to instill the fundamentals of religion, such as memorizing short verses, daily prayers, and hadiths, through fun methods such as games and behavioral habits from parents, adults, and teachers. Children who have good habits and personalities from an early age tend to continue to develop these positive characters in the future. Therefore, it is very important to instill religious values correctly in children. As parents, they certainly want the best for their children's education, especially in Islamic education. As Muslims, it is important to learn Islamic knowledge from an early age so that when they grow up, they can hold fast to religious values.

Game-based learning media is perfect for children because it has several advantages over conventional methods. One of the advantages is the existence of motor and sensory movements that can improve memory, so that students can remember the subject matter for longer. By developing educational media, students can understand the material being taught better.

Development is one of the five main domains in the definition of Educational Technology formulated by AECT in 1994. In the context of learning, development is a planned and sequential stage to design all the elements needed in a learning activity. The goal is to ensure that the learning process runs effectively by considering the abilities and potential of students. The field of development is shaped by several factors, such as content-driven messages, theory-driven learning strategies, and the physical manifestations of hardware, software, and learning materials technologies. According to Seels & Richey (2000), the field of development means the process of translating design specifications into physical forms. This area includes the development of print technology, audiovisual technology, computer-based technology, and multimedia.

According to Sasmito & Trimulyono (2019), media has a close relationship with student learning methods, because the media used by teachers during teaching is also used by students to receive the material being taught. The suitability of the learning media used will facilitate the acceptance of the subject matter given to students.

The terms educational media, auxiliary tools, and communication media are often considered to have the same meaning. As stated by Newby et al. (2000), learning media is anything that can convey a message to achieve learning goals. The purpose of using learning media is to facilitate communication and improve learning outcomes.

Monopoly learning media is a game played by more than one person, which has been modified into an interactive learning medium with an emphasis on mastery of the subject matter by educators. The purpose of this Monopoly learning media is to increase its appeal so that students are more enthusiastic in

understanding the material. In addition, this Monopoly media also has the potential to develop an honest attitude towards students and increase their motivation to learn.

Method

The research applies the Research and Development (R&D) method, which is a systematic approach used to create a specific product and test its effectiveness. This R&D method is very important in the context of education, as it allows researchers to design,

develop, and evaluate learning media that can meet the needs of students. According to Nana Syaodih Sukmadinata, Research and Development is a series of processes or steps taken to improve existing products or develop new products. In this case, the main goal of this research and development is to produce an effective product in helping students memorize Islamic religious education materials through interesting and interactive educational games.

The location of the research is determined purposively, which means that the selection of the location is carried out by considering the goals to be achieved. This research was carried out deliberately in a relevant place, because the learning media to be developed is intended for preschool students who are still experiencing difficulties in memorizing and remembering Islamic religious education materials. Therefore, interesting educational games are needed as a learning medium that can facilitate the teaching and learning process. The location chosen for this study is PAUD KB AR-Rahima located in Bogor Regency, which is an educational institution that has a commitment to improving the quality of learning for early childhood children.

Research and development procedures describe the steps taken by researchers in developing products. This procedure provides clear guidance regarding the stages that are passed, starting from the initial stage of planning, concept development, prototyping, to the product evaluation and revision stage. Every step in this procedure is designed to ensure that the resulting product not only meets academic standards, but is also relevant and appropriate to the needs of students. By following systematic procedures, researchers can ensure that the developed products are ready for use in Islamic religious education through fun and effective educational games.

Thus, the research focuses not only on product development, but also on the application of appropriate methods to ensure that the product can provide maximum benefits to students in their learning process.

Defining Stage

The purpose of this stage is to establish and define the instructional requirements of learning. Most of these stages are analytical. Through analysis, learning objectives and limitations of learning materials can be determined. The steps at this stage are as follows: **Task Analysis**: Identify the key skills that learners must acquire in order to achieve minimum competencies. This analysis includes the content of the curriculum, such as competency

standards, basic competencies, and materials. **Concept Analysis:** Identify the main concepts to be taught and organize them in a hierarchical form, detailing individual concepts in a systematic and rational manner. This analysis includes the analysis of learning resources that produce a concept map. The concept chosen in this study is the concept of memorizing and remembering memorization learned by PAUD KB AR-Rahima students, **Determining Instructional Goals:** Determining the instructional goals of development, which are derivatives of basic competencies (KD) that students must master by conducting an analysis of core competencies and basic competencies. This goal will provide the basis for the development design.

Design Stage

The goal of this stage is to design a prototype or initial design of development. The design stage in this study consists of several steps, including: **Game Board Design, Game Card Design, Proprietary Card Design, Game Rules Design**

Development Stage

The goal of this stage is to modify the prototype. The development stage will produce the final form of learning media after going through revision based on input from experts and test data. The steps taken at this stage are as follows: **Expert Assessment:** Techniques to get advice on material improvements. This stage aims to validate or assess the feasibility of the product design. The evaluation is carried out by experts in their fields. Based on their assessment, the design is modified to be more suitable, effective, usable, and of high quality, **Development Testing:** A product design trial activity on real subject objectives. The revised learning media is then tested to find out students' responses and suggestions to the media developed to support the learning process.

Disseminate Stage

This stage is the stage of using products that have been developed and tested on a wider scale. However, in this study, it is limited to the development stage and not to the dissemination stage

Results

This research aims to develop learning media in the form of the Monopoly Education game as a tool to deliver Islamic Religious Education materials to early childhood in PAUD KB AR-Rahima. This media is designed to be appropriate for the characteristics of children's development, as well as to be fun, interactive, and educational. With a game-based approach, it is hoped that children can more easily understand and remember religious materials such as daily prayers, short hadiths, and Islamic moral values.

In addition to developing media, this study also aims to evaluate the feasibility of the products produced based on the assessment of experts, namely subject matter experts (PAI), media experts, design experts, and linguists. This evaluation covers aspects of content accuracy, visual appearance, ease of use, and language appropriateness for early childhood. By involving validation from

experts and user responses (teachers and children), this research is expected to produce a feasible, effective, and applicable media in Islamic Religious Education activities in a fun way. From the results of data processing, the average score for each aspect is as follows:

Table 1.

Yes	Validation Type	Percentage (%)	Category
1	Media Member	93	Highly Valid
2	Material Expert	93	Highly Valid
3	Linguist	90	Highly Valid
4	Design Expert	93	Highly Valid



The results of the validation from four experts, which include aspects of media, materials, language, and design, show that the learning media of Education Monopoli is declared to be very valid and suitable for use in Islamic Education at PAUD KB AR-Rahima. The average overall validation score reached 92.25%, which falls into the "Very Valid" category. This assessment shows that the media has met the feasibility standards of various aspects, including content, visual appearance, language, and technical aspects. While there are some minor improvement suggestions, this does not detract from the overall suitability of the medium.

Experts were asked to rate the media on a scale of 1 to 5 on six key aspects: design appearance, color suitability, material quality, clarity of instructions for use, creativity, and ease of use. Each of these aspects reflects the extent to which this media meets the criteria of being user-friendly, child-friendly, and supports a fun and interactive learning process.

The results of the assessment showed that *the Monopoli Education* media obtained a high score in all aspects, with an overall percentage of 93%, which is included in the very **valid category**. These findings reinforce that from the point of view of media experts, the developed products meet the technical and visual standards needed in early childhood learning, and have great potential to be implemented effectively in the classroom. In addition to providing quantitative assessments, several experts also submitted notes of minor improvements for

further improvement of aesthetics and durability of the media.

Table 2. Results of Media Expert validation

Yes	Assessment Aspects	Assessment Indicators	Score (1-5)
1	Design Display	Attractive and age-appropriate layout	5
2	Color Compatibility	Bright, contrasting colors and support your child's focus	4
3	Quality of Materials	Strong, safe, not easily damaged	4
4	Clarity of Instructions	The game instructions are clear and easy to understand	5
5	Creativeness	Innovative and fun for children	5
6	Ease of Use	Easy to play for early childhood	5

Table 3. Results of subject matter expert validation

Yes	Assessment Aspects	Assessment Indicators	Score (1-5)
1	Material Suitability	Materials according to the PAI PAUD curriculum	5
2	Content Permissions	There is no error in religious concepts (prayers, surahs, hadiths)	5
3	Ease of Understanding	Language and presentation according to early childhood development	4
4	Educational Value	Strengthening children's religious values	5
5	Theme Integration	Integrated with learning themes	4
6	Relevance of	Supporting PAI learning outcomes in PAUD	5

Table 4. Results of Linguist Validation

Yes	Assessment Aspects	Assessment Indicators	Score (1-5)
1	Language Clarity	Language easy to understand early childhood	4
2	Vocabulary Fit	Vocabulary according to the child's age development	5
3	Sentence Structure	Simple and communicative sentences	5
4	Spelling	No spelling errors	4
5	Educational Language	Language contains positive values	5
6	Interactive Language	Language encourages children's participation	4

Table 5. Results of Design Validation

Y es	Assessment Aspects	Assessment Indicators	Score (1- 5)
1	Layout	Neat and proportional layout	5
2	Printers	Font size is easy for children to read	4
3	Icons/Images	Images support content and appeal	5
4	Visual Consistency	Consistent in color and symbol display	5
5	Design Suitability	Design according to the characteristics of PAUD children	5
6	Visual Appeal	Visuals motivate children to learn	4

Validation by four experts ensures that the developed learning media is truly worth using. Each expert gives judgments from a different but complementary point of view, so that Educational Monopoly media is not only of high quality in terms of content, but also engaging, safe, and educational overall. This validation is an important step in the development of effective and appropriate learning media for early childhood, with the following explanations:

A media expert is an individual who has expertise in the field of technology and educational media development. In the context of validation, media experts are tasked with assessing the technical aspects of the developed media, such as visual appearance, material durability, ease of use, and clarity of instructions in the use of media.

In the validation of Monopoly Education learning media, the role of media experts is very important to ensure that this media is not only visually appealing, but also functional, safe, and easy to use by PAUD children. With experience in designing educational media, media experts can provide input on the efficiency of design and the suitability of media formats with the learning characteristics of PAUD children.

Material experts are specialists in the field of learning materials, especially in Islamic Religious Education (PAI). They are responsible for assessing the accuracy, suitability, and depth of the material presented in the media. The materials prepared must be in accordance with the PAUD curriculum, easy for children to understand, and contain educational and spiritual values.

In this validation, subject matter experts ensure that the content of the Monopoly game does not contain doctrinal errors or deviations from Islamic principles, such as in prayer, short surahs, or Islamic ethics. This assessment guarantees that media helps inculcate religious values correctly from an early age, according to the child's stages of cognitive and affective development.

Linguists play a role in evaluating the use of language in media, to match early childhood language skills. The language used must be communicative, simple, clear, and contain positive values.

In game-based educational media such as Monopoly, the use of words, instructions, and narratives should be easy for children to understand, not cause confusion, and can help children develop language skills. Linguists also evaluate linguistic aspects such as sentence structure, vocabulary selection, and spelling accuracy.

A design expert is a specialist who focuses on the visual and aesthetic aspects of the media. They assess the alignment of graphic design, color composition, layout, icons, and typography used in the media. A good design will be able to grab children's attention, help them understand the content, and increase their motivation to learn.

In this validation, design experts assess whether the appearance of the educational Monopoly game matches the characteristics of children—i.e. bright, attractive, simple, and fun visuals. Input from design experts is essential for the media to be not only functional but also fun and encourage active participation from children.

Overall, the collaboration of the four experts ensures that the *Monopoly Education* media developed not only meets the feasibility standards in terms of content, but is also declared functionally effective, visually appealing, and in accordance with the characteristics of early childhood development. Each expert makes a complementary contribution: media experts ensure technical and functional aspects, material experts reinforce the accuracy of religious content, linguists ensure linguistic suitability for children, and design experts optimize visual appearance to attract and motivate students.

This cross-expertise validation provides a strong scientific and practical foundation in the development of learning media that is integrated between cognitive, affective, and psychomotor aspects of early childhood children. In other words, this media is not only used as a tool for memorizing Islamic religious materials, but also as a means of active learning that is fun, encourages social interaction, and strengthens children's religious character from an early age.

More than that, the success of this validation process shows that the development of game-based educational media can be an innovative alternative learning strategy in the context of Islamic religious education. *Educational Monopoly Media* can also be replicated and further developed for various other learning topics, making it an adaptive, inclusive, and applicative learning model in a dynamic early childhood education environment.

Discussion

This research has a clear direction and urgency, namely creating an innovative learning media in the form of an *Education Monopoly* game that is specifically designed to help early childhood children in memorizing Islamic religious materials in a fun and meaningful way. This medium was developed not only to attract children's attention through visual games, but also to optimize the process of internalizing spiritual and moral values. The validation results of four

experts showed that this media obtained an average score of 92.25%, which is quantitatively included in the category of "very valid." This achievement indicates that the developed media has succeeded in meeting the initial expectations as an interesting, interactive, and effective learning tool for PAUD children.

The relationship between game elements and religious values in this media encourages children's cognitive, affective, and psychomotor involvement. This is in line with an approach to early childhood education that is holistic and thematic, where all aspects of child development are thoroughly considered. In other words, learning is not only oriented to academic achievement, but also to character building, habituation of Islamic values, and strengthening social attitudes. This educational game is also an alternative medium that allows children to learn while playing, build positive emotional experiences, and instill religious values from an early age through fun experiences.

The response of experts strongly supports the success of this media. Media experts gave a score of 93%, indicating that technical aspects such as visual appearance, game design, color choices, and instructions for use were appropriate to the needs and characteristics of early childhood. Engaging visual elements are essential to increase a child's focus, motivation, and engagement in learning.

In line with that, the subject matter expert also gave a score of 93%, indicating that the content prepared is in accordance with the Islamic Religious Education (PAI) curriculum and has been packaged contextually according to the child's level of understanding. The material that includes memorization of prayers, short surahs, and hadith is packaged with a fun approach, making it easier to recall and understand concepts.

Meanwhile, linguists gave a score of 90%, which indicates that in general this media has used the right language in terms of vocabulary, sentence structure, and grammar. However, there are recommendations to make minor revisions to improve the clarity of instructions and message delivery to make it easier for children to understand.

In terms of aesthetics and visuals, design experts also gave a very high rating with a score of 93%. This assessment affirms that this medium has been designed with attention to attractive visual elements, such as illustrations, typography, and layouts that are appropriate to the children's world. A suitable design makes the learning process more enjoyable, while creating an inspiring learning atmosphere.

These findings are reinforced by previous studies, such as Vikagustanti et al. (2014) and Ulfaeni (2017), which show that educational game media, especially monopoly, contributes significantly to improving memory, children's courage to speak, and learning motivation. These studies underline that play methods are not just alternative strategies, but appropriate and effective approaches in early childhood education, given that children learn more optimally through exploration, social interaction, and hands-on experience.

By involving the element of play in learning, children not only actively participate, but also develop critical thinking skills, communication skills, and confidence. The interactive learning atmosphere provides space for children to express their opinions, collaborate with friends, and be more motivated in mastering the material. Therefore, media such as *Education Monopoly* plays an important role in building a fun and immersive learning experience.

Constructive input from experts in various fields shows that there is room

for further development so that this media is more adaptive to dynamic educational needs. Future innovations could include visual enhancements to clarify messages, simplification of language to improve understanding, and enhancements to game mechanics to be more collaborative. With flexible and ever-evolving characteristics, this medium not only answers today's learning needs, but also has the potential to adapt to the development of early childhood education methodologies in the future.

Conclusion

This research aims to develop a learning media in the form of an Education Monopoly, which is specifically designed to support the learning process of Islamic Religion in PAUD KB AR-Rahima. This media was developed with the needs of early childhood in mind that require a fun, interactive, and easy-to-understand approach to learning. Thus, it is hoped that children can actively participate in the learning process, so that their learning experience becomes more meaningful.

The validation results of four experts – media experts, Islamic Religious Education (PAI) material experts, linguists, and design experts – showed that this media received a very valid assessment, with an average overall score of 92.25%. This assessment reflects that the Education Monopoly media meets various important criteria, including:

Media experts gave a very positive assessment with a score of 93%. This shows that the visual appearance, game board design, use of colors, as well as game instructions are considered very feasible and child-friendly. Attractive visual aspects are very important at the PAUD level, as they can significantly increase children's focus and motivation in the learning process. With a fun design, children are more likely to be actively engaged and enjoy their learning experience

Meanwhile, Ahll Materi also gave the same score, which was 93%, which indicates that the content of the material has been well prepared and in accordance with the Islamic Religious Education (PAI) curriculum. This assessment emphasizes that the material presented does not contain misconceptions and appropriately targets basic skills that need to be learned, such as daily prayers, short letters, and hadith. The material has been contextually packaged and adapted to early childhood cognitive abilities, making it easier for them to understand and remember the information taught.

The linguist gave an assessment with a score of 90%, which confirmed that in terms of vocabulary, sentence structure, and instruction preparation, this medium was quite appropriate. However, this value also shows the need to make minor revisions,

especially in the aspect of sentence clarity, so that the instructions given can be more optimal and easy to understand by children.

On the other hand, the Design Expert gave a score of 93%, which reflects the suitability of visual elements, such as typography, illustrations, and layouts, with the characteristics of the child Early Childhood Design that is attractive and

in accordance with the child's world has been proven to be effective in increasing the child's absorption and interest in learning. With the right visual elements, this learning medium is not only a tool, but also creates a fun and inspiring learning environment for children

These findings are in line with the results of previous research conducted by Vikagustanti et al. (2014) and Ulfaeni (2017), which showed that game media, such as monopoly, has significant potential in improving students' memory, courage to speak their minds, and learning motivation. These studies confirm that the use of play methods in early childhood education is not just an alternative, but an approach that has been proven to be effective and relevant. This is because the play method is very much in line with the characteristics of the child's cognitive and social-emotional development, which at this stage tends to learn through direct experience and social interaction.

Thus, it can be concluded that the Monopoly of Education media is suitable for use in learning Islam in PAUD and can support the achievement of learning goals optimally. The use of these media will not only enrich children's learning experiences, but also help them build a strong foundation in understanding religious values and morality that are important for their future lives.

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