

## EFFECTIVENESS OF THE MONOPOLY MEDIA INDONESIAN CULTURE (MOBUSAN) ON THE UNDERSTANDING SOCIAL STUDIES CONCEPTS IN GRADE IV STUDENTS

Ira Maya Shofa<sup>1</sup>\*, Santoso<sup>2</sup>, Denni Agung Santoso<sup>3</sup>

<sup>1</sup>Universitas Muria Kudus, Kudus, Indonesia; [202133003@std.umk.ac.id](mailto:202133003@std.umk.ac.id)

<sup>2</sup>Universitas Muria Kudus, Kudus, Indonesia; [santoso.pgsd@umk.ac.id](mailto:santoso.pgsd@umk.ac.id)

<sup>3</sup>Universitas Muria Kudus, Kudus, Indonesia; [denni.agung@umk.ac.id](mailto:denni.agung@umk.ac.id)

\*Corresponding author: Ira Maya Shofa: [202133003@std.umk.ac.id](mailto:202133003@std.umk.ac.id)

### ARTICLE INFO

#### Article history:

Received December 10, 2024

Revised December 29, 2023

Accepted January 10, 2023

Available online February 20, 2023

**Keywords:** Archipelago Culture;  
Monopoly Media; Concept Understanding

Copyright ©2023 by Author. Published by Lembaga Pengembangan Pembelajaran, Penelitian, dan Pengabdian Masyarakat Universitas PGRI Mabadea Indonesia

students' understanding of cultural concepts. This can be seen from the paired sample t-test with a sig value. (2-tailed) = 0.000 < 0.05 then H0 is rejected and Ha is accepted. The conclusion is that there is an increase in the use of Indonesian cultural monopoly media (MOBUSAN) in understanding cultural concepts in class IV students at SD 5 Kandangmas.

### INTRODUCTION

According to the Big Indonesian Dictionary, culture can be defined as thoughts, traditions, habits that have developed, or habits that are difficult to change. The etymology of the word "culture" comes from Sanskrit, the plural form of the word "Buddayah", which means "mind" or "reason", so it can be interpreted as anything related to the mind or reason. According to [Husna et al \(2022\)](#) culture is defined as practices or habits. Koentjaraningrat, an Indonesian anthropologist, describes culture as a collection of ideas, feelings, actions and works that humans do and learn while living in society. Some of the functions and roles of culture in a community are as follows: (a) a marker of the identity of a community communication; (b) the adhesive element between citizens, religions, and beliefs; (c) cultural

**Abstract.** This research is based on students' lack of understanding of Indonesian culture. This is because along with the development of modern times and the influx of foreign culture which can be accessed easily via gadgets with an internet network, it makes students feel more interesting than their own national culture. Based on this, this research aims to determine the effectiveness of using Indonesian cultural monopoly media (MOBUSAN) on the ability to understand cultural concepts of class IV students at SD 5 Kandangmas. This research used a quantitative method with a pre-experimental design, one group pretest-posttest and the sample used was 17 students in class IV of SD 5 Kandangmas. The data collection techniques used consisted of interviews, observation, documentation, tests and questionnaires. The data analysis used is descriptive data analysis which includes the normality test and the paired sample t-test. The results obtained show an increase in

elements that exist and live in society; (d) able to change the mindset and interrelationships of individuals and groups; (e) encourage the establishment of togetherness, appreciation, as well as a medium to avoid various possibilities that can damage solidarity and national unity (Widana et al., 2023).

Archipelago culture has grown and developed for a long time and has become a legacy for the current generation. Students must be introduced to various Indonesian cultures from an early age to instill a sense of love for their homeland and nationalism (Normah et al., 2022). Learning at school can help students understand Indonesian culture, therefore in this case teachers play a very important role. At elementary school level, the content of Natural and Social Sciences (IPAS) has a chapter that discusses Indonesian culture (Purnadewi & Widana, 2023). However, learning about Indonesian culture in schools is often taught in a monotonous way and does not attract students' attention. As a result, students become disinterested and unfocused in lessons, which ultimately reduces their understanding of Indonesian culture. The aim of science and science learning in the independent curriculum is to foster interest, curiosity and active involvement, as well as to acquire knowledge and skills (Anggita et al., 2023).

In general, the factors that influence students' ability to understand concepts come from internal factors and external factors (Ministry of Religion of the Republic of Indonesia. 20 01). Internal factors refer to aspects that come from within the student, such as way of thinking, readiness to learn, and motivation. Meanwhile, external factors refer to things that come from outside the student, such as learning planning, teaching strategies, media use, and the learning methods applied (Widana et al., 2019).

The results of observations at SD 5 Kandangmas in class 4, on Friday 26 July 2024, obtained information that the number of students was 17 children with different abilities in understanding concepts. Teachers still use the lecture method in the learning process. This causes students to quickly become bored and fed up while learning is taking place, some even fall asleep during the lesson, and there are students who like to talk to their own friends. As a result, they do not seem to understand the concept of culture well.

Understanding concepts According to Syafa'atun & Nurlaela (2022), is the ability of students to convey the material they have learned using language that is easier to understand and able to apply it again. Meanwhile, Deliany et al. (2019) & Nofiandri (2021) explains concept understanding as students' ability to understand concepts and interpret them without changing the actual meaning. Indicators of understanding cultural concepts are divided into six indicators according to (Amelia et al, 2023), namely (1) restating a concept, (2) classifying objects, (3) providing examples and non-examples, (4) presenting the concept, (5) Using, utilizing, and selecting procedures, (6) applying concepts. Apart from that, indicators of concept understanding according to Anderson & Krathwohl in (Rizkianida et al, 2023) suggest that there are 7 indicators, including (1) interpreting, (2) giving examples (exemplifying), (3) classifying, (4) summarizing, (5) drawing inferences, (6) comparing, and (7) explaining.

Meanwhile, according to Pratiwi in Giriayyah et al (2023) there are 7 indicators of concept understanding, namely: (1) being able to provide examples and instances of a concept, (2) being able to restate a concept, (3) being able to group objects according to their properties. -certain characteristics, (4) able to present concepts in mathematical form, (5) able to develop

necessary and sufficient conditions for a concept, (6) able to apply, utilize and select certain procedures or operations, (7) able to apply a concept or problem solving algorithm.

Based on the results of interviews with class IV teachers at SD 5 Kandangmas, in the learning process there are still many shortcomings, especially in learning media so that the learning process is not carried out effectively and efficiently, due to the lack of teacher skills in explaining the material and only relying on textbooks and LKS books. There is a lack of teacher innovation in creating learning media, especially regarding material on the cultural diversity of the archipelago. This makes students less active in the learning process because they only listen to explanations from the teacher. so that students' ability to understand concepts in cultural diversity material is not yet optimal.

Of course, this is different from the ideal conditions in social studies learning according to [Rahmawati et al \(2020\)](#) where social studies learning requires students to be able to think critically in identifying and analyzing problems, putting forward opinions, and being able to solve social problems. Apart from that, teachers must have good teaching skills to provide knowledge to students so they can learn, be involved and achieve learning goals ([Rohmah et al., 2024](#)). Based on this problem, the author has a solution to increase students' understanding of Indonesian culture which is still low through the use of a game-based learning approach which makes learning less monotonous. Therefore, the author wants to provide a solution by creating Indonesian cultural monopoly media (MOBUSAN) which can activate students in their learning process. This is in line with constructivism theory, which emphasizes students to build their own understanding through active experience, so that interactive media can facilitate students' knowledge construction process ([Hidayatullah et al., 2022](#)).

Learning media is anything that is used in the teaching and learning process to convey messages or information so that it can attract students' attention and interest in learning ([Khoirina & Arsanti, 2022](#)). Meanwhile, according to [Diana and Riswari \(2022\)](#). Learning media is very important to help students acquire new concepts, skills and competencies. Archipelago cultural monopoly media (MOBUSAN) is an interesting, effective and efficient learning media for students. It is possible to increase students' understanding of Indonesian cultural concepts, which has an impact on increasing their test scores.

Monopoly is one of the world's famous board games. The goal of the game is to control all the tiles on the board. According to [Nur Janah et al \(2023\)](#) monopoly media is a modification of the monopoly game that can attract students' interest in learning in order to make it easier for students to digest the material. In a monopoly game, there are usually three to five players. To move their pawns, each player rolls the dice in turn. If a player lands on a plot that does not yet have an owner, the player can buy it, and if a player stops on a plot that has been purchased by another player, they have the right to pay taxes as determined by the plot owner. The player has another chance to roll the dice if he rolls a six. A player is said to be a winner if he succeeds in buying a lot of plots and has a lot of money, and vice versa, a player is said to have lost if the player has no money and has a lot of debt in the bank.

Nusantara cultural monopoly media (MOBUSAN) is a type of learning media that uses monopoly games as a means for learning. The monopoly game is modified and adapted to the learning material to be taught, so that it can help students understand the concept of Indonesian culture. The procedure for using Indonesian cultural monopoly media

(MOBUSAN) is the same as monopoly games in general, only different in that the monopoly plots are adapted to the learning material and there are cultural cards according to the plots. The concept of using Indonesian cultural monopoly media (MOBUSAN) is to activate and improve students' ability to understand cultural concepts. Therefore, researchers have a solution to apply Indonesian cultural monopoly media (MOBUSAN) in science and science learning cultural diversity material to activate and increase students' understanding of cultural concepts.

## METHOD

This research method is quantitative research with a pre-experimental design, one group pretest posttest design. Before carrying out the experiment, the researcher conducted a pretest on the students to find out the initial conditions before the treatment was carried out. After carrying out the pretest, students will be given treatment, namely when learning using Indonesian cultural monopoly media (MOBUSAN). Then students are given a posttest to determine the level of understanding of the concept of Indonesian culture. The following is a picture of the research design:

$$O_1 \times O_2$$

**Image 1.** One Group Pretest Posttest Design Research Design

Information:

O1= Pretest (Before Treatment), X= Treatment with Indonesian cultural monopoly media (MOBUSAN), O2= Posttest (After Treatment)

The data collection techniques used were interviews, observation, documentation, tests and questionnaires. The sampling technique used is the saturated sampling technique, namely selecting a sample if all members of the population are sampled (Sugiyono, 2019). And if the population is relatively small, less than 30 people. The sample in this research was class IV students at SD 5 Kandangmas with a total of 17 students, consisting of 10 boys and 7 girls. The data analysis technique used is the normality test and the paired sample t-test.

## RESULTS AND DISCUSSION

Researchers obtained student data results related to understanding the concept of Indonesian culture, namely from pretest and posttest scores. The difference in the average understanding of students' cultural concepts can be seen from giving pretest questions before being given treatment and posttest questions after being given treatment. Before being given treatment using Indonesian cultural monopoly media (MOBUSAN), students still did not know about the cultural diversity that exists in Indonesia. The following is a recapitulation of the pretest and posttest results of class IV students at SD 5 Kandangmas.

**Table 1.** Recapitulation of Pretest and Posttest Results for Class IV Students at SD 5 Kandangmas

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	17	40	50	785	46.18	2.555
PostTest	17	74	96	1462	86.00	7.246
Valid N (listwise)	17					

In the table above, it can be seen that the pretest score before implementing the Indonesian cultural monopoly media (MOBUSAN) obtained the lowest score, namely 40, the highest

score was 50 and an average of 46.18 was obtained. Then the posttest value after the implementation of the Indonesian cultural monopoly media (MOBUSAN) obtained the lowest value, namely 74, the highest value was 96, and an average of 86.00 was obtained. The results of this research show that there is a significant increase in students' understanding of cultural concepts by using the help of Indonesian cultural monopoly media (MUBUSAN).

**Table 2.** Recapitulation of Normality Test of Pretest and Posttest Data

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.174	17	.181	.925	17	.180
PostTest	.197	17	.079	.900	17	.068

a. Lilliefors Significance Correction

In table 2, the results of the normality test calculation of pretest and posttest data can be seen in the Shapiro-Wilk column, because the data sample used is relatively small  $< 50$  (Sintia et al., 2022). Data is said to be normally distributed if the significant value is more than 50 (Sig.  $> 50$ ). From the results of this research, the pretest data obtained a significance value of 0.180, which means sig.  $> 0.005$  data is said to be normally distributed and the posttest data obtained a significance value of 0.068, which means sig.  $> 0.005$  data is said to be normally distributed.

The next step is to carry out a paired sample t test, according to Kaporina et al (2023) is a test used to assess the effectiveness of treatment, which is characterized by the difference in average before and after treatment is given. In this research, after being given treatment using Indonesian cultural monopoly media (MOBUSAN) in science and science learning material on Indonesian cultural diversity, students finally know the meaning of culture, the various types of culture in the archipelago and how to preserve culture in the archipelago. Students were very enthusiastic when taking part in learning using Indonesian cultural monopoly media (MOBUSAN).

**Table 3.** Recapitulation of Paired Sample T-Test

Paired Samples Test						
Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		
				Lower		
Pair 1	-39.824	8.248	2.000	-44.064	-35.583	-19.907
Pretest - PostTest					16	.000

Table 3 shows that the pretest and posttest scores obtained sig values. (2-tailed) = 0.000  $< 0.05$ . The criteria used in the paired sample t test are if the sig value. (2-tailed)  $< 0.05$  then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. This is also in line with the research of Zaen et al (2024) where in their research they obtained a sig. (2-tailed) = 0.000  $< 0.05$ , which means there is a significant average difference between before and after the implementation of cultural card-based media in class IV of SDN Krikilan 1. So it can be concluded that in this research there

is an increase in understanding of cultural concepts by assistance with Indonesian cultural monopoly media (MOBUSAN) for class IV students at SD 5 Kandangmas.

The results of the average understanding of students' cultural concepts, there is a difference between the pretest and posttest scores in the paired sample t test which shows the average pretest score is 46.18% before being given treatment and the average posttest score is 86.00% after given treatment. So it can be concluded that there is an increase in the average student score of 39.82%. From these results it can be seen that there was an increase in understanding of cultural concepts and student learning outcomes between before and after being given treatment. At the beginning of learning, many students still don't know about the culture in the archipelago. After being given treatment, students become aware and actively ask the teacher about various types of culture in the archipelago.

Students who were initially less than enthusiastic about learning after being given the game-based Indonesian Cultural Monopoly Media (MOBUSAN) have now become very enthusiastic in learning, actively ask questions and work together with the team when playing games. This is in line with [Sihotang \(2022\)](#) who explains that applying monopoly media in learning has many benefits, one of which is increasing students' interest in learning, making students active and enthusiastic, thereby creating a pleasant learning atmosphere. Learning can also train students in terms of creativity, teamwork, competition between groups, having the courage to express opinions, thinking critically and having a spirit of sportsmanship.

In science learning about cultural diversity material, using Indonesian monopoly media (MOBUSAN) results in differences in understanding of the concept of Indonesian culture. During learning, students are very enthusiastic and actively ask questions to the teacher and other students. Learning while playing makes it easier for students to understand Indonesian culture. Students actively participate in their groups, so that they can increase their interest in learning about Indonesian culture. One important factor in learning is understanding concepts. According to [Radiusman \(2020\) & Evrilyani et al. \(2022\)](#) understanding concepts has a close relationship with students' interests and problem solving, because when students are in elementary school they need the right understanding of concepts in every lesson. According to research [Sari et al \(2023\)](#), social studies learning using monopoly media can improve student learning outcomes because learning is done while playing.

So that students can be active in learning, teachers must innovate in teaching by using appropriate methods and media. In science and science learning, especially in social science material, the material contains a lot of reading, therefore teachers can apply game-based media, for example monopoly media so that students do not get bored quickly in learning and teachers can adapt monopoly media according to the learning material. Monopoly media can be recommended for educators in teaching to increase student learning motivation ([Suarni et al., 2023](#)). The use of media in classroom learning can make it easier for students to remember and absorb learning material, because an attractive media display can help students to focus more because basically elementary school students will be happier if they learn while playing because they don't like studying but still understand the learning material ([Kadek & Kartika, 2021](#)).

After the implementation of the Indonesian Cultural Monopoly Media (MOBUSAN), currently students have become more active and enthusiastic when learning, with the formation of groups of students they can work together to exchange ideas in playing

Monopoly. Students can more easily absorb and understand the subject matter because learning is done while playing so there is no pressure in learning. According to [Kurniawan \(2020\)](#) the use of monopoly media in learning can make it easier for students to understand lessons, increase student motivation and learning outcomes. From the use of this media students can learn and play so that it can increase students' interest in learning.

## CONCLUSION

The conclusion in this research is that based on these results, it was found that there was a difference in the average understanding of cultural concepts between before and after being given treatment using Indonesian cultural monopoly media (MOBUSHAN) in class IV students at SD 5 Kandangmas. This can be seen in the paired sample t-test, the sig value (2-tailed) is  $0.000 < 0.05$ , which means  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that the use of Indonesian cultural monopoly media (MOBUSHAN) has an influence on the ability to understand cultural concepts of class IV students at SD 5 Kandangmas in the science and technology content on cultural diversity.

## ACKNOWLEDGEMENTS

The researcher would like to thank the extended family of researchers, the extended Muria Kudus University family, especially the supervisors, the extended family of SD 5 Kandangmas and all parties who have supported the completion of this article.

## BIBLIOGRAPHY

Amelia, K. R., Junaedi, A., & Syaflin, S. L. (2023). Pemahaman konsep IPS pada materi keberagaman budaya kelas IV SD Negeri 196 Palembang. *Indonesian Research Journal on Education*, 3(1), 23–29. <https://doi.org/10.31004/irje.v3i1.191>.

Evrilyani, N. P. D., Juwana, I. D. P., Wiadnyana, I. G. A. G. (2022). Penerapan media pembelajaran powtoon untuk meningkatkan hasil belajar matematika siswa SMK Wira Harapan. *Indonesian Journal of Educational Development (IJED)*, 3(2), 273-283. <https://doi.org/10.5281/zenodo.7033318>

Giriansyah, F. E., Pujiastuti, H., & Ihsanudin, I. (2023). Kemampuan pemahaman matematis siswa berdasarkan teori skemp ditinjau dari gaya belajar. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 7(1), 751–765. <https://doi.org/10.31004/cendekia.v7i1.1515>

Hidayatullah, P. A., Widana, I. W., Adnyana, I. K. S. (2022). Pengembangan media JESSTAR sebagai media pembelajaran tematik tema 9 kelas VI SD. *Jurnal Pemikiran dan Pengembangan Sekolah Dasar*, 10(1), 72-87. <https://doi.org/10.22219/jp2sd.v10i1.20476>

Husna, N. A., Santoso, S., & Ismaya, E. A. (2022). Penanaman budaya 5s (senyum, sapa, salam, sopan, santun) pada siswa sekolah dasar. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(2), 561–567. <https://doi.org/10.54371/jiip.v5i2.441>

Kadek, N., & Kartika, D. (2021). Media permainan monopoli pada muatan ppkn siswa kelas IV sekolah dasar. *Jurnal Penelitian dan Pengembangan Pendidikan*, 5(1), 79–75. <https://ejournal.undiksha.ac.id/index.php/JJP/index>

Kaporina, A., Hernanda, Y., Nurlaily, D. (2023). Analisis tingkat pengangguran Provinsi Kalimantan Timur menggunakan sign test, wilcoxon test dan paired sample t-test. *SEMIOTIKA: Seminar Nasional Teknologi Informasi Dan Matematika*, 2(1), 94–102.

Khoirina, A., & Arsanti, M. (2022). Prosiding senada (seminar nasional daring) pemanfaatan media pembelajaran untuk meningkatkan hasil belajar siswa. *Prosiding Senada (Seminar Nasional Daring)*, 1975, 992–997.

Kurniawan, D. A. (2020). Penggunaan media belajar monopoli untuk meningkatkan motivasi

dan hasil belajar siswa. *Jurnal Review Pendidikan dan Pengajaran*, 3(1), 10–15. <https://doi.org/10.31004/jrpp.v3i1.720>

Nofiandri, E. (2021). Penerapan multimedia interaktif pada materi sistem pendingin untuk meningkatkan hasil belajar siswa. *Indonesian Journal of Educational Development*, 1(4), 661–673. <https://doi.org/10.5281/zenodo.4560768>

Nur Janah, S. N. T., Finali, Z., & Puspitaningrum, D. A. (2023). Pengembangan media pembelajaran monopoli sosial budaya (mosida) berbasis kearifan lokal Jember. *Elementary School Journal PgSD Fip Unimed*, 13(4), 443. <https://doi.org/10.24114/esjpgsd.v13i4.48496>

Purnadewi, G. A. A., & Widana, I. W. (2023). Improving student's science numeration capability through the implementation of PBL model based on local wisdom. *Indonesian Journal of Educational Development (IJED)*, 4(3), 307–317. <https://doi.org/10.59672/ijed.v4i3.3252>

Radiusman, R. (2020). Studi literasi: Pemahaman konsep anak pada pembelajaran matematika. *FIBONACCI: Jurnal Pendidikan Matematika dan Matematika*, 6(1), 1. <https://doi.org/10.24853/fbc.6.1.1-8>

Rahmawati, R., Kasdi, A., & Riyanto, Y. (2020). Pengaruh model arias terhadap motivasi belajar dan kemampuan memecahkan masalah dalam pembelajaran IPS kelas V sekolah dasar. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan dan Hasil Penelitian*, 6(1), 1–10. <https://doi.org/10.26740/jrpd.v6n1.p1-10>

Rizkianida, R., Wuryandini, E., Rahayu, D., & Tunjungsari, D. R. (2023). Penerapan model project based learning pada kurikulum merdeka dalam meningkatkan pemahaman konsep IPAS pada siswa kelas IV SD Negeri Pandeanlamper 1. *Jurnal Pendidikan dan Konseling*, 5(2), 1450–1456. <http://journal.universitaspahlawan.ac.id/index.php/jpdk/article/download/12869/9964>

Rohmah, T. N., Ermawati, D., & Santoso, D. A. (2024). Peningkatan kemampuan pemahaman konsep matematis siswa kelas II SD melalui metode jarimatika. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 8(2), 1101–1111.

Sari, A., Yadi, F., & Pratama, A. (2023). Pengaruh media permainan monopoli pada pembelajaran IPS siswa kelas IV SD Negeri 5 Kelekar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(1), 6973–6983.

Sihotang, N. (2022). Penerapan permainan monopoli dalam meningkatkan minat belajar siswa SD. *Prosiding SENKIM: Seminar Nasional Karya Ilmiah Multidisiplin*, 2(1), 60–67.

Sintia, I., Pasarella, M. D., & Nohe, D. A. (2022). Perbandingan tingkat konsistensi uji distribusi normalitas pada kasus tingkat pengangguran di Jawa. *Prosiding Seminar Nasional Matematika, Statistika, Dan Aplikasinya*, 2(2), 322–333.

Suarni, S., Rapi, M., Damayanti, E., & Safei, S. (2023). Motivasi belajar dapat ditingkatkan menggunakan media monopoli pada peserta didik SMP Negeri 4 Polongbangkeng Utara Kabupaten Takalar. *Quagga: Jurnal Pendidikan dan Biologi*, 15(1), 79–86. <https://doi.org/10.25134/quagga.v15i1.5105>

Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Widana, I. W., Sumandy, I. W., Citrawan, I. W., Widana, I. N. S., Ibarra, F. P., Quicho, R. F., Delos Santos, M. R. H. M., Velasquez-Fajanel, J. V., & Mukminin, A. (2023). The effect of teacher's responsibility and understanding of the local wisdom concept on teacher's autonomy in developing evaluation of learning based on local wisdom in special needs school. *Journal of Higher Education Theory and Practice*, 23(10), 152–167. <https://doi.org/10.33423/jhetp.v23i10.6189>

Widana, I. W., Suarta, I. M., & Citrawan, I. W. (2019). Work motivation and creativity on

teacher ability to develop HOTS-based assessments. *International Journal of Social Sciences and Humanities*, 3(3), 188-200. <https://doi.org/10.29332/ijssh.v3n3.378>

Zaen, S. M., Rukayah, R., & Supianto, S. (2024). Pengaruh penerapan metode tebak gambar budaya terhadap pemahaman kebudayaan nusantara siswa pada pembelajaran IPS kelas 4 SD N Krikilan 1. *JPI (Jurnal Pendidikan Indonesia): Jurnal Ilmiah Pendidikan*, 9(4), 171–176. <https://doi.org/10.20961/jpiuns.v9i4.82820>