

Board Game QR Code “Silamon” in the Implementation of Pancasila Values in Islamic School

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ABSTRACT

The objective of this research is to elucidate the effectiveness of Board game QR Code Silamon as the learning media in instilling the Pancasila values to the students. This is because thus far, the implementation of Pancasila values only relies on conventional learning of Pancasila and civics education. Consequently, the learning process is rather monotonous and tedious. Silamon is a learning media in the type of board game which integrates QR Code technology in executing the game. Through research and development (R&D) with the enactment of ADDIE model, the results showed that from the feasibility of this learning media, the delivery of teaching lesson and the teaching content are appertained to high category. Accordingly, through limited trial test and pre-/post-test, an increment of the learning quality was obtained. The implication is, learning media could potentially improve literation of students to Pancasila. Notably, students are able to comprehend the essential values which comprised in moral principles of Pancasila and enact them in regular basis such as at school, household, and social environment. Besides, students are able to achieve new experiences in understanding novel technology such as QR Code, thus it can potentially assist students in feasibly utilizing many activities with virtual technology.

Keywords: *Board game Silamon, QR Code, Pancasila values.*

1. INTRODUCTION

The Conventional learning often cause boredoms and difficulties in receiving teaching content at school. That is because, conventional learning solely focuses on teacher as its center of information, whereas students merely listen and receive the material being delivered [1]. This fact is disproportional with the current condition in this 21th century [2]. The required competencies of students in this 21st century include capability of analyzing problems than just memorizing its concept and also looking for solutions. In precise, it is compulsory for students to achieve higher level of thinking skills in order to possess ability to analyze, evaluate, and innovate in overcoming challenges. In addition, 21st century also demands generation which has character. Furthermore, generating fully responsible, attentive, and contributive individual through character education is a one way to develop students to be a quality generation, righteous, persistent, and socially full of love to others [3].

Despite Pancasila acts as fundamental state principle of Indonesia, Pancasila is also considered as state ideology, which inclusively comprise of nation's character as shown in the five principles [4]. Through the

implementation and habituation of Pancasila value to the students, it is expected to construct student's personality which is *Pancasilaist*, ethical, full-of-moral, with the values contained in the ideology of Pancasila and religious norms [5].

Previous research focusing on the utilization of board game in learning process at school. Board game is considered as an effective learning media to facilitate in understanding scientific or fundamental concepts. [6] Subsequently, through a discrete study, the employment of QR Code was also reported that it exhibits potential use in application and promotion in education field, particularly when it is able to be integrated properly throughout the learning process. Implementing QR Code in education is considered as an advanced step in supporting technology integration for teaching process [7]. In previous research, the QR Code was tested on students individually, this resulted in the research experiencing problems, because not all students had gadgets. While the Board game QR Code, apart from combining two types of media, namely Board game and QR Code, this game is done in groups/teams, so students do not have to bring gadgets to participate in this game.

Thus the Board game QR Code Silamon is expected to be an interesting media that can create a pleasant learning atmosphere in inculcating Pancasila values [8]. An active learning is a strategy needed to produce students who are literate, especially Pancasila literacy. Game media can provide an interesting approach to active learning. Because games combine knowledge building with fun activities. The use of board games is expected to provide color in Civics learning, especially if board games are combined with the latest technology such as QR Code. There are 3 advantages in employing board game to the learning process: 1) Students are personally involved in the game, therefore they can socialize directly with others, work cooperatively, build commitment, which indirectly could develop their characters, 2) It is possible to implement 21st century competencies such as critical thinking, innovative collaboration and problem solving skills, 3) It is potential to integrate and employ learning in the form of game [9]

The Silamon game is a learning media which utilizes board game and designed in such way to fit the objective of learning. Board game QR Code Silamon is a combination of traditional game with digital technology in which it is employed for the question cards inside the game. Through QR Code, students can access the game by using their personal devices. There are several reasons in employing QR Code to the board game Silamon, those are: 1) to introduce QR Code technology to the students, 2) to ease students in accessing question cards, 3) to offer such a fascinating learning, and 4) to create cooperativity between students as a team [10]. The name of board game Silamon is a combined word of Pancasila and Monopoly together, which notably designed to introduce the content of Pancasila values while playing. As we know that there are several types of board game that can be used for educational purpose, such as scrabble, Sudoku, and monopoly [11].

Board game Silamon utilizes monopoly types of game which is cooperated with novel technology. In this board game, students are demanded to exercise their concentration and sharpen their memories. There are 3 aspects offered through this board game, those are visual, audio, and affection from the players [12] Through board game, students are required to be active in having discussion with their teammate, to solve problems, enhance their skills in team, develop critical thinking, and obtain many new knowledge from the game especially Pancasila [13]. Monopoly game is created to train players to be competent in managing financial properties until they can become the winner. Another statement said that Monopoly games is a board game which can be played by more than one to administrate finances [14]. In the Board game QR Code, Silamon puts more emphasis on students competing to get lots of rewards from their efforts to answer questions on various Indonesian cultural plots. Thus, those who get a lot of rewards are the winners. The advantage of the Board game QR Code

Silamon is that in addition to students learning about the items of Pancasila, the symbol images of each of the Pancasila, can show behavior that is in accordance with the Pancasila Precepts. Students can also get to know the QR Code and the benefits of the QR Code in everyday life

Based on the research background mentioned above, this research is conducted to investigate on how far the utilization of Board game QR Code Silamon may assist in the implementation of Pancasila values at Islamic school. Accordingly, this research aims to elucidate the effectiveness of board game utilization in regular learning process.

2. METHODS

This study employs research and development (R&D) with the development model of ADDIE. The researcher selected the ADDIE model due to its facile framework in application, which potentially useful in designing learning program. The ADDIE model comprises steps and procedures which can be applied in almost every modelling due to its general structure. Unlike the Borg and Gall development model which requires detailed procedures including the needs analysis and reports, ADDIE model allows the development procedures to be more, well established and schematic. Another distinguishable difference between ADDIE and Borg and Gall is that the trial test on Borg and Gall model is typically enacted in rather individual or small group [15]. This however, does not accommodate the game implementation in this research with monopoly game that requires at least 2 groups to play. Therefore, in this research, the ADDIE model is considered as rather relevant to be implemented in the development of learning media Silamon with the trial test being conducted to at least two groups. Research and development (R&D) is a method that can be used to generate specific product and examine its effectiveness [16]. This method in combination with ADDIE model is comprised of 5 essential steps, those are: 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation [17].

In details, the steps in the employment of ADDIE model can be described as follows, namely analysis as the step conducted in order to evaluate problems and issues that occur in teaching Pancasila and civics education. It involves the performance analysis, is an assessment to investigate the possible problems in teaching Pancasila and civics education, such as the issues that could discourage students in attending the class. This assessment was employed by distributing a questionnaire to the students and conducting interviews to the corresponding subject teachers. The subjects of this assessment are teachers and students of 5th grade in Islamic primary school (MI) Asatul Huda Randegan Tanggulangin, East Java, as the research population

which consisted of 30 individuals. Subsequently, in order to assess the effectiveness of media utilization, researcher selected several samples in a class of 10 students, divided into two groups for conducting the game assessment [17]. This sampling technique is used to appoint respondents which satisfied the research criteria. Apart from the performance analysis, this research also selected the needs analysis which can be assessed in order to finding solution as an essential answer to the problems [18].

Design, in this step, the researcher objectified picture of solution by creating learning media in fascinating and pleasing way especially in introducing Pancasila values to the students. This learning media was chosen by writer with the name of board game QR Code Silamon. This board game utilizes monopoly type of game, thus the supporting tools are also based on monopoly game such as the board, complex cards, question cards, chance card and fund card [19] The game board is created in the form of pentagonal which symbolizes the principles of Pancasila and the theme of “*Bhinneka Tunggal Ika*” (Unity in Diversity). This design aims to introduce various diversity in Indonesia. Accordingly, the levels of board game QR Code SILAMON was created in accordance with cognitive level, those are: red-colored square, which defines high order thinking skill (HOTS), green-colored square which defines the medium order thinking skill (MOTS), and lastly yellow-colored square which is the level for the low order thinking skill (LOTS) [20]. In addition, other supporting tools were also well-designed such as: 1) monopoly certificate containing rent fee of the land, restaurant or boutique, 2) question card, which available below the square and compulsory to be answered when players passed on the square of Pancasila, 3) reward or punishment card, which consists of reward when players enact good things and punishment if the enactment is otherwise, 4) character card that comprises questions which defines character strength, and 5) mystery card, which consists of various types of question and riddle thus it requires player to answer it smartly, in addition it could also plainly be a reward or punishment. Those complimentary tools are well-equipped with the player’s pawn, dice, house/boutique assets, as well as the game money. Below is the image of board game QR Code Silamon in a full set.



Figure 1 A full set of board game media consisting of board media, playing cards, pawns, and question cards.

For the development step, expert test was employed to elucidate the validity of proposed product. The expert test consisted of content expert, media expert, and teaching expert. The aim of the validation test is to obtain general feedbacks and suggestions from corresponding validator regarding the property of the media. The level of the validity test can be seen through trials which conducted in two steps: trials by media expert and content expert, and then questionnaire responds from students after having learning process assisted by board game QR Silamon. The questionnaire was used to report the interest level of students in attending the learning process at school. Furthermore, comments and suggestions obtained from the validators are useful to be implemented as reference in upgrading the media before it will be fully employed in the field test.

Subsequently, for the implementation step, board game QR Code Silamon was firstly-introduced as a trial to the students and later being assessed through questionnaire in order to evaluate the effectiveness of this learning media. Subsequently, the results from pre-test and post-test as well as limited trial were collected in order to investigate on how far the utilization of board game QR Code Silamon as aid in implementing Pancasila values to the students.

To elucidate the eligibility of the learning media, the validation results of the product were analyzed using descriptive technique with percentage and classification. The final measurement score can be achieved through closed questionnaire, then the percentage value can be calculated through the equation below: The percentage values are classified in the form of table 1[20].

According to the category above, the percentage calculated can be assumed that the feasibility of board game QR Code Silamon to be able to put in the field test is when the minimum percentage are above 61% or belongs to “high” category. For practicality test, it can be obtained by employing limited trial to the students, whereas effectiveness can be assessed by using comparative analysis [21], that is comparing learning outcomes before and after utilizing board game QR Code

Table 1. Percentages of feasibility test

Interval	Category
81 – 100 %	Very high
61 – 80 %	High
31 – 60 %	Moderate
21 – 40 %	Low
01 – 20 %	Very low

Silamon media, by observing the score from pre-test and post test

3. RESULTS AND DISCUSSION

This research utilizes research and development type with ADDIE model [23]. Herein are the outcomes from the board game media research using ADDIE model are explained:

3.1. Analysis

Analysis aims to investigate the problems and issues that could possibly occur throughout the Pancasila and civics education learning. According to the interview result with class teacher of the fifth grade, the data stated that the implementation of Pancasila values is solely delivered through preaching method based on what is written in student’s workbook. However, the media and learning sources that can be used for the students are still considerably limited to the use of PowerPoint and video learning, or even merely student workbook. Therefore, there has not yet been any study in utilization of learning by game media.

In addition, to obtain more accurate data, researcher also distributed a questionnaire to the students to investigate how broad their knowledge in understanding monopoly game. The results showed that almost half of total sampling (25 students) are familiar with monopoly game and 21 students have experiences in playing monopoly game. Researcher also distributed several questions from the board game card. Some questions were given to the students in order to measure the competency of students in answering questions related to Pancasila values.

3.2. Design

One thing that needs to be contemplated to answer questions in learning Pancasila and civics education is designing its learning media. Learning media is an aid tool to apply such process that allows teachers or students to conduct the learning process by mainly concerning their participation [22].

Board game media took the title of Silamon as the short of Pancasila in Monopoly game. The values and principles of Pancasila are packed in the form of pentagonal board game. This pentagonal shape corresponds to the five fundamental principles of Pancasila as the state ideology. Moreover, the board in the game was given the theme of “*Bhinneka Tunggal Ika*” to accustom motto of the state as upholding the unity in diversity. The board contains of several names of places and regions in the territory of Indonesia. Besides, this board also comprises several names of custom house, traditional clothes, traditional dances, local cuisine and

tourist attraction. All those contents were arranged inside the game board.

Table 2. Score of validity test

No	Indicators	Ideal Score	Actual score	AP	Category
1	Learning media	75	48	64%	High
2	Learning content	60	46	76%	High
3	Learning process	60	50	83%	Very High
Average				74.3%	High

Designing the question card is also essential part to be concerned. The question cards were designed in the gradual levels of HOTS, MOTS, and LOTS. Question cards are placed below the squares which compulsory to be answered whenever players move their pawn onto the determined squares. Each side consists of five squares with different topic. For instance, first side comprises three squares with the symbol  of first principle of Pancasila. The possible question for this square concerns with the traditional clothes of various places. Below the square, the question cards were placed for players to answer. When players answered the question correctly, they will receive point in the amount of IDR 20,000, otherwise they will lose point of IDR 10,000 when the answer is wrong or they unable to give an answer.

Apart from that, there is also present one square with the character theme, the figure on that square define the topic of character of children with the corresponding question regarding character implementation from Pancasila values. Moreover, one square is written “Silamon mystery”. This Silamon mystery contains riddle questions, which is noticeably different from the other general questions. All question cards are available to be accessed through QR Code, thus players are required to use their personal devices to install the application named barcode scanner as shown by the figure 2 below.



Figure 2 A sample of QR code and the questions after scanning the code.

3.3. Development

Board game QR Code Silamon was validated by content expert team and media expert. The objective of

this validation is to obtain feedback and suggestions for the improvement of feasibility of the media. Those feedbacks and suggestions can be used as reference in developing board game QR Code Silamon. The validity level is achieved through trial analysis result that were conducted in two steps, by the content and media experts.

Table 3. The questions of pre-test and post-test

No	Questions
1	Helping others without asking for honor/reward is an act of the example of.. a.willing to sacrifice c. nationalism b.support the unity d. appreciating others
2	Participating in the "siskamlng" activity belongs to implement the value of... a. honoring others c. support the unity b. nationalism d. public affairs
3	The value of togetherness is contained the precepts of Pancasila... a. the first c. the third b. the second d. the fourth
4	Below is the example that implement the act based on third precept in Pancasila... a. Having faith in religion b. Deliberation in selecting chairman c. Willing to help people in needs d. Get along with friends and others
5	The value that is present in the third precept of Pancasila is... a. Justice c. Unity b. Nobleness d. Togetherness
6	The symbol of the fourth precept of Pancasila is ... a. Star c. Banyan tree b. Buffalo's head d. Golden chain
7	Banyan tree is the symbol of which precept of Pancasila... a. The second c. The third b. The fourth d. The fifth
8	Loving the cultural diversity and preserve it are the form of which precept of Pancasila... a. The second c. The third b. The fourth d. The fifth
9	Behaving fairly to friends is the form of precept of Pancasila... a. The first c. The second b. The fourth d. The fifth
10	Selecting class chairman through deliberation is the precept of Pancasila of... a. The first c. The second b. The fourth d. The fifth

Table below shows the summarized trial result of validity test by content expert and media expert.

Table 4. Pre-test and post-test result score

	Pre-test score						Post-test score					
Score	5	6	7	8	9	Avg.	5	6	7	8	9	Avg.
Frequency	16	5	6	2	1	5.9	2	2	14	11		8.1

Table 5. Analysis data of students questionnaire

No	Questions	Frequency		
		1	2	3
1	Do you know board game?	26	1	3
2	Have you ever played any board game before?	21	7	2
3	Have you ever played monopoly game?	24	4	2
4	Do you like to learn while playing game?	27	3	0
5	Do you like the subject being delivered in the form of game?	23	5	2
6	Do you experience any difficulties in using QR Code	15	9	6
7	Are the questions inside the game easy to understand?	12	9	9
8	Are the figures provided in the boardgame interesting?	19	5	6
9	Do you agree that learning can be conducted in an enjoyable way?	27	0	3
10	Is it possible to create your own monopoly game in the team?	22	8	0
Percentage average		72 %	17 %	11%

According to the feasibility test of the learning media, learning content, and learning process, the overall percentage value obtained is 74.3% which validate the classification of high category. This also represents that criteria of proposed learning media are clearly above the standard score (percentage score ≥ 61). Therefore, the board game QR Code Silamon is feasible to be used as learning media.

3.4. Implementation

Implementation was conducted by analyzing responses collected from the student questionnaire after having learning process assisted by board game QR Code Silamon. The results involve the result of pre-test, post-test, and students' interest in using board game to help learning at school. The question of pre-test and post-test can be seen by table 3. Overall, the data can be summarized in table 4.

The data from the analysis of the questionnaire shows that 72% of students stated their interest towards learning by using board game QR Code Silamon. The percentage of questionnaire obtained by calculating through the formula of:

$$\text{percentage (\%)} = \frac{\text{choice selected}}{\text{total}} \times 100\% \quad (1)$$

According to the results from pre-test and post-test as well as student questionnaire, it was obtained an increment in the score between pretest before trials about 5.9 %, whereas after trials the increment obtained became 8.1%. Apart from that, the student questionnaire, there are 72 % responses from students which already familiar and interest in the board game especially monopoly, thus student found no difficulties in using board game media in the class. With that being said, utilizing board game media during learning in the class can be considered as practical and ease student in receiving the learning materials.

3.5. Evaluation

After conducting trials and feasibility test of the learning media and learning materials from expert team, it was shown about 74 % is in the range of high category which noticeably showed that the criteria of learning media can be considered as feasible is already above the standard score (percentage ≥ 61) thus, the media is feasible to be used.

Furthermore, through the distribution of questionnaires to the students, the result shows that about 72% students are already familiar and interested in using monopoly as their learning media, which facilitates them without any difficulties when operating the learning media. Accordingly, it is also confirmed by the results from pre-test and post-test which noticeably show a significant improvement before and after trials (average score obtained for pre-test = 5.9 and post-test = 8.1). Students are found to be facilitated in receiving the learning materials and get understanding about the subject delivered. This is because students are actively interested in participating learning process in an enjoyable way through board game media as well as working together as a group when having class activity. Moreover, they are able to solve their problems and finding solutions in group discussion.

Therefore, the utilization of board game QR Code Silamon in practical ways can be enacted and implemented in learning process in the class, especially in delivering the values and precepts of Pancasila. This is distantly distinctive with conventional learning which still relies on preaching method. Learning process by utilizing media such as board game QR Code Silamon is considerably effective in implementing values and precepts of Pancasila through indirect ways to the students. Moreover, students are encouraged to develop their experiences and skills in critical thinking, public presentation, and understanding the values of Pancasila properly [23]. Accordingly, for the development of this in future research is to implement various kinds of board game apart from monopoly such as snake and ladders, Sudoku and many others. Moreover, besides utilizing board game QR Code in implementing Pancasila values, it is also potential to fully integrate other subjects such as religious education, thematic or other sciences education.

4. CONCLUSION

According to the results of this research and development, it can be concluded that learning media board game QR Code Silamon is found to be effective and feasible to be implemented in class. The results are justified by the validity test conducted by expert team, content expert and media expert as shown by high category classification level. The effectiveness of this learning media is also confirmed by student responses obtained after conducting pre-test and post-test. The score showed significant differences between 5.9 and 8.1 of pre-test and post-test. In addition, the feasibility of the media to be used in class can be seen by percentage value of 72% which defines the category of considerably practical for learning process at school. The implication is, learning media could potentially improve literation of students to Pancasila. Notably, students are able to comprehend the essential values which comprised in moral principles of Pancasila and enact them in regular basis such as at school, household, and social environment. Besides, students are able to achieve new experiences in understanding novel technology such as QR Code, thus it can potentially assist students in feasibly utilizing many activities with virtual technology.

Students in elementary school has bigger portion in conducting outside activities such as playing game. Therefore, by providing a learning media, school materials can be delivered more efficiently than through solely preaching method. In addition, with the learning innovations proposed by teachers, it assuredly contributes positive impacts to the education worlds, especially for the students in facing challenges in this 21th century.

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